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Her Aralık ayında olduğu gibi, yeni bir yılı karşılamanın yanı sıra, dergi hazırlamanın tatlı heyecanını yaşamaktayız.

Sizlerle, beş araştırma makalesi ve bir olgu sunumunun yer aldığı, "Edebiyat, Türkçe ve Yabancı Diller Eğitimi" üzerine özel bir sayı paylaşmaktan mutluluk duyuyoruz.

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2024'ün hepimize esenlikler getirmesi dileğiyle…

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Öğretici Metinler Bağlamında Türk Dili ve Edebiyatı Eğitimine Bakış

A Perspective on Turkish Language and Literature Education in the Context of Instructional Texts

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Öz. İletişim kurma, anlama, anlatma, öğrenme gibi ihtiyaçlara sahip insan, sosyal bir varlık olarak anladıklarını ve öğrendiklerini öğretme, gelecek nesillere aktarma güdüsüne de sahiptir. Bu aktarım dil aracılığıyla sözlü olarak gerçekleşirken yazının sayesinde kalıcı hâle gelmiştir. Duygu, düşünce, istek ve olayların sözlü veya yazılı olarak anlamlı ve tutarlı bir biçimde ifade edildiği metinler iletişimin, kültürün, dilin ve edebiyatın nesillere aktarımında somut bir göstergesidir. Aynı zamanda dil becerilerinin (okuma, yazma, dinleme ve konuşma) gelişiminde temel unsur olan metinler, alan yazında genel anlamda öğretici ve edebî metinler şeklinde değerlendirilmiştir. Türk dili ve edebiyatı eğitiminin en temel amacı da anlama ve anlatma becerilerini kazandırarak davranışlarda değişiklik oluşturmaktır. Bu becerilerin kazandırılmasında öğretici ve edebî metinler mihenk taşı görevinde yer almaktadır. Çalışmamızda Türk Dili ve Edebiyatı eğitiminde öğretici metinlerin yeri ve önemini tespit etmek amaçlanmıştır. Bu amaçla öncelikle öğretici metinler ele alınmış, daha sonra Türk Dili ve Edebiyatı eğitimi öğretici metinler açısından incelenmiş, son olarak Türk Dili ve Edebiyatı Öğretim Programı (2018) kapsamında öğretici metinlerin ortaöğretim Türk Dili ve Edebiyatı ders kitaplarındaki yansımaları üzerinde durulmuştur. Okuma, yazma ve sözlü iletişim başlıkları altında tür odaklı düzenlenen öğretim programı, ders kitaplarındaki metinler ve etkinlikler irdelenmiştir.
Anahtar Kelimeler: *Eğitim, öğretim, öğretici metinler, Türk Dili ve Edebiyatı.*

Abstract. People with needs such as communication, understanding, explanation and learning have the motivation to teach what they understand and learn as a social being and pass it on to future generations. While this transfer took place verbally through language, it became permanent thanks to writing. Texts in which emotions, thoughts, wishes and events are expressed in a meaningful and consistent manner verbally or in writing are a concrete indicator of the transmission of communication, culture, language and literature to generations. At the same time, texts that are the main elements in the development of language skills (reading, writing, listening and speaking) are usually evaluated in literature as educational and literary texts. The most basic purpose of Turkish language and literature education is to create changes in behavior by gaining understanding and explaining skills. In our study, it is aimed to determine the place and importance of educational texts in Turkish Language and Literature education. For this purpose, first of all, the educational texts were discussed, then the teaching of Turkish Language and Literature was examined in terms of educational texts, and finally, the reflections of the educational texts on the secondary school Turkish Language and Literature textbooks were examined within the scope of the Turkish Language and Literature Curriculum (2018). Under the headings of reading, writing and verbal communication, the genre-oriented curriculum, texts and activities in the textbooks were examined.
Keywords: *Education, educational texts, teaching, Turkish Language and Literature.*

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Extended Abstract

Introduction. Throughout human history, there has been a constant need for self-expression and communication of emotions and thoughts. This need has been fulfilled through various forms such as language, music, dance, body language, and visual arts like painting. Among these forms, language stands out as the most advanced means of communication. Language allows people to understand and convey emotions, thoughts, imaginations, and observations. It is a versatile and advanced system that utilizes common elements and rules of sound and meaning to transmit thoughts, emotions, and desires within a society.

Different scholars have offered their definitions of language. Some consider it as verbal expression, primarily using sound signs to express emotions, thoughts, and wishes. Others emphasize language as a system of vocal signs used to express ideas, highlighting its role in the formation of culture, civilization, and art. Language is seen as a social phenomenon that unites people and transmits cultural heritage. It is a living entity with its own rules, a hidden agreement system, and a social institution woven from sounds.

The development of written language emerged from early humans' oral language expressed through body language and sounds. Written language follows certain rules and forms, serving as the written form of oral language. It is highly effective and indispensable for communication, allowing events, thoughts, situations, and emotions to be conveyed and preserved for future generations. Written expression can be categorized as art-driven (literary) texts or non-art-driven (informative) texts, depending on the purpose of artistic expression or providing information. Different narrative styles are adopted in these texts based on the author's purpose.

Informative texts aim to provide information or teach a subject. They use concrete and real meanings of words, adopting a clear and fluent style. Ambiguity and interpretation are avoided, and scientific language may be used. The focus is on conveying knowledge and helping readers understand specific concepts or topics. These texts often follow a logical structure, using definitions, explanations, examples, and illustrations to clarify concepts.

Educational texts consider the target audience and their prior knowledge. They have clear learning objectives and may incorporate authentic examples, visual and multimedia elements, assessments, and up-to-date information. These texts aim to inform, educate, and empower readers by providing valuable knowledge and skills. Accessibility considerations ensure that the texts are accessible to individuals with disabilities. In summary, educational texts play a crucial role in formal education, self-study, and lifelong learning. They are tailored to specific audiences, have clear objectives, incorporate real-world examples and multimedia elements, and strive to provide accurate and current information while being accessible to all.

Method. This research utilized interrogative and interpretive document analysis, a qualitative research method, to address the research problem. Data collection involved purposeful sampling from the universe, aligned with the researcher's objectives, and the obtained data were analyzed using document analysis. The research focused on Turkish Language and Literature education as the universe, with instructive texts from the TDE curriculum serving as the sample. The sample included the Secondary Education Turkish Language and Literature Curriculum published in 2018, as well as the 9th, 10th, 11th, and 12th-grade textbooks approved by the Ministry of National Education (MEB) Education and Discipline Board (TTKB) from 2018 onwards.

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Results. Educational texts are meaningful and coherent expressions that convey emotions, thoughts, desires, or events. They must meet specific criteria, including cohesion, consistency, purposefulness, acceptability, informativeness, appropriateness, and intertextuality. These criteria shape the structure and style of the text, which varies based on the author's purpose and message. Educational texts aim to enlighten, inform, and provide explanations, also known as informative or explanatory texts. The narrative style used depends on the purpose, with explanatory and argumentative styles common for teaching. These texts provide objective and concrete information, with a clear and understandable style. They are organized into introduction, development, and conclusion sections, often visualizing data through graphs, tables, and charts. Educational texts can be classified by genre, such as scientific, historical, and philosophical texts, as well as various literary genres. They can also be categorized based on function, such as sequencing, describing, problem-solving, cause-effect, and comparison. Additionally, they can be single-layered, multi-layered, or evidence-based, with multi-layered texts being more prevalent quantitatively.

Turkish language and literature education aims to develop comprehension and expression skills, bringing about changes in behavior. Language plays a crucial role in communication, self-development, and the transmission of social culture. Texts, both literary and instructive, are essential tools in acquiring these skills. Reading and listening help develop comprehension skills, while speaking and writing skills enable the expression of thoughts and emotions. Language is not only a means of communication but also the carrier of culture and the foundation of literature. Language and literature education are interconnected, using texts as tools and objectives. Literature serves both aesthetic and utilitarian purposes, providing knowledge in various areas. In Turkish language and literature education, texts play a central role from birth to death, meeting the needs for comprehension, expression, learning, and teaching. Literary texts are accompanied by instructive texts that serve teaching and informative purposes. Understanding different genres and forms of texts contributes to language and expression development.

Instructive texts play a vital role in Turkish language and literature education, aiding the development of comprehension and expression skills. These texts are used to enhance reading, listening, speaking, and writing abilities, enabling students to engage with organized expressions of thoughts and emotions. Language, as a means of social interaction, shapes culture, personality, and national sentiments. It is closely connected to literature, and both language and literature education rely on texts as tools and objectives. In addition to their aesthetic aspects, literature serves utilitarian functions by imparting knowledge in various areas. Texts are central to Turkish language and literature education, as they transmit culture and values, facilitate language skill acquisition, and foster desirable behaviors. The education process is lifelong, and texts fulfill the human need for comprehension, expression, learning, and teaching. In addition to literary texts, instructive texts provide teaching and informative purposes. Understanding different genres and forms of texts is significant in literature education, and the use of diverse texts allows for exploring variations in language and expression characteristics. Instructive texts in Turkish language and literature education not only develop language skills but also provide knowledge, promote critical thinking, and encourage cultural literacy and intercultural understanding. They expand students' horizons and contribute to their personal growth. With the advancement of technology, students have access to a wide range of instructive texts through digital resources and online platforms, enabling learning beyond the traditional classroom. Educators should select appropriate texts that align with the curriculum and cater to students' interests and needs, ensuring meaningful learning experiences. In

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summary, instructive texts are essential in Turkish language and literature education, fostering language proficiency, critical thinking, and cultural understanding.

Discussion and Conclusion. Texts are fundamental tools in Turkish language and literature education, playing a crucial role in developing students' intelligence and language skills. The Turkish Language and Literature (TDE) curriculum focuses on various genres of texts, including poetry, narrative literary texts, drama, and informative texts. Informative texts have a significant presence in the curriculum, with a higher proportion compared to literary texts. Different types of informative texts are included at each grade level, covering a range of topics and events.

The curriculum integrates informative texts into reading, writing, and oral communication activities, allowing students to comprehend, analyze, and appreciate the distinctive features of each genre. Informative texts also serve as models for writing, helping students understand the characteristics and structures of different text types. Oral communication activities, such as debates and open forums, provide opportunities for students to present and discuss informative texts, fostering critical thinking and persuasive speaking skills. While informative texts are emphasized, the curriculum also recognizes the importance of literary texts in language and literature education. Literary texts offer avenues for creativity, imagination, and cultural understanding.

In conclusion, informative texts play a vital role in the Turkish Language and Literature curriculum, enhancing language skills, critical thinking, and information literacy, while literary texts provide unique opportunities for artistic appreciation and cultural exploration.

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Giriş

İnsanoğlu her dönem kendini ifade etme, duygu ve düşüncelerini aktarma ihtiyacı hissetmiştir. İnsanlık tarihi kadar eski olan bu ihtiyaç; dil, müzik, dans, beden dili, resim gibi güzel sanatları da oluşturan araçlarla giderilmiştir. Bu araçlar arasında en gelişmiş iletişim aracı ise *dil*dir. İnsanların duygu, düşünce, hayal ve gözlemlerini anlama ve aktarmada kullanılan dil ile ilgili pek çok tanımlama yapılmıştır. Aksan tarafından (2007: 55) *"Düşünce, duygu ve isteklerin bir toplumda ses ve anlam yönünden ortak olan öğeler ve kurallardan yararlanılarak başkalarına aktarılmasını sağlayan, çok yönlü, gelişmiş bir dizge…"* şeklinde ifade edilen dil, toplumsal bir varlık olarak ortak dil/ortak kültür düşüncesi üzerine dayandırılmıştır. Gencan ise dili yalnızca sözlü ifade bağlamında düşünmüş, *"duygu, düşünce ve dileklerimizi anlatmaya yarayan imlerin, daha çok ses imlerinin, hepsine verilen ad"* olarak tanımlamıştır (akt. Topbaş 2020: 9)

Banguoğlu *"insanların meramlarını anlatmak için kullandıkları sesli işaretler sistemi…"* olarak tanımladığı dili, en mükemmel anlatma vasıtası şeklinde vurgulamıştır. Aynı zamanda dil ile düşünce ilişkisine dikkat çeken Banguoğlu, düşünce ve duyguyu geliştiren bu sebeple toplumların ilerlemesinde önemli rol oynayan dili kültür, medeniyet ve sanatın oluşumunda temel olarak ifade etmiş; kültür, din ve sanatı dile dayandırmıştır (Banguoğlu 2015: 9-10). Genç'e göre toplumsal bir olgu olarak milleti birleştiren ve kültürel mirası aktarmada önemli bir unsur olan dil, "*insanların düşünce, duygu ve hayallerini anlatmak için kullandıkları sese dayanan bir sistemdir"* (Genç 2014: 40). Ergin bu tanımlamaları kapsayan, dilin pek çok işlevini bir arada veren tanımıyla dili, *"İnsanlar arasında anlaşmayı sağlayan doğal bir araç, kendine has kuralları olan ve bu kurallar içinde gelişen canlı bir varlık, temeli bilinmeyen zamanlarda atılmış gizli anlaşmalar sistemi ve seslerden örülmüş sosyal bir müessese…"* olarak ifade etmektedir (Ergin 1993: 3).

İlk insanların beden dili ve sesler aracılığıyla yarattığı sözlü dil, yerini önce mağaralara çizilen duvar resimlerine daha sonra ise tarihî devirlerle beraber yazılı dile bırakmıştır. *Yazılı dil* Aksan'ın ifadesiyle *"bir geleneği, kendine özgü kuralları, biçimleri olan",* sözlü dilin belirlenen birtakım kurallar ve biçimler aracılığıyla yazıya geçirilmiş hâli olarak adlandırılmaktadır (Aksan 1979: 84-86). Gündüz ise konuşmak kadar etkili ve vazgeçilmez bir iletişim aracı olan yazılı dilin kalıcılığına vurguda bulunmuştur.

Aktaş ve Gündüz (2018: 164)'e göre *"…her türlü olay, düşünce, durum ve duyguları, dili en güzel şekilde kullanarak, belli bir plan dâhilinde başkalarına ve yarınlara ulaştırmaya, böylece kalıcılığını sağlamaya fırsat veren bir araç…"* olan yazılı anlatım, diğer bir deyişle sözlü dilin yazılı hâle getirilmesi demektir. Temelde nazım ve nesir olmak üzere iki koldan gelişen yazılı anlatımın amacı duygu, düşünce ve gözlemleri geçmiş bilgilerden yararlanarak doğru ve etkili biçimde aktarmaktır. Bu bakımdan kimi zaman bilgi verme ekseninde kimi zaman ise sanat yapma amacıyla oluşturulan yazılı anlatım metinleri, sanat amacı güden (edebî) metinler ve sanat amacı gütmeyen (öğretici) metinler olarak sınıflandırılmaktadır. Bu metinlerde yazarın anlatma amacına uygun olarak anlatım tarzları (açıklayıcı, tartışmacı, betimleyici, öyküleyici) benimsenmektedir. Yazının hangi amaçla, nasıl ifade edileceğinin belirlenmesiyle dilin kullanımının önem kazanmasıyla günlük dil, bilimsel dil, edebî dil gibi tanımlamalar ortaya çıkmaktadır.

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Öğretici (bilgilendirici) diğer bir ifadeyle düşünce merkezli metinlerde, anlatım amacı bir konu hakkında bilgi vermek veya o konuyu öğretmektir. Bu bakımdan yazarın dili nesnel özellikler barındırmaktadır. Kelimelerin gerçek ve somut anlamlarda kullanıldığı, gündelik dile dayanan bu tür metinlerde akıcı ve açık bir üslup benimsenmektedir. Öğretici metinler anlam karmaşasına ve yoruma sebebiyet vermeyecek bir dille yazılmaktadır. Bu metinlerde hayal gücü ve çağrışım bulunmamakta, üslup kaygısı gözetilmemektedir. Ayrıca bir bilim dalı ile ilgili metinlerde terim anlamın ağır bastığı, bilimsel dilin kullanıldığı görülebilmektedir. Ancak bilimsel metinler de amacı doğrultusunda öğretici metinlerin içerisinde yer almaktadır (Akyol 2006: 16- 23).

Sanat kaygısı güden edebî metinlerde ise yazarın amacı okuru etkilemek, estetik zevk uyandırmaktır. Bu metin türlerinde ifadenin okuyucuya göre anlam kazandığı edebî dil kullanılmaktadır. Kelimelerin gerçek anlamının dışında mecazî, çağrışımsal ve imgesel özellikleri kullanılmaktadır. Diğer yandan “Neler çeker bu gönül, söylesem şikâyet olur” dizesinde görüldüğü gibi kelimeler, gerçek anlamı ile kullanılsa da şairin muhayyilesinde yarattığı çağrışımlar, birlikte kullanılan kelimeler estetik bir terkip oluşturarak edebî dili yaratmıştır. Bu bakımdan bilgilendirici, düşünce metinlerinde dil nesnel, statik, fikrî, herkes için geçerli iken sanat metinlerinde dil öznel, şahsî, canlı, çağrışımsal ve duygusaldır (Akbayır 2006: 34-36; Önal 2008: 27- 29).

Dil; insanın duygu ve düşüncelerini ifade etmesinin, bilgi sahibi olmasının, iletişim kurmasının yanı sıra edebiyatın aracı ve malzemesidir. Terim olarak edebiyat *“olay, düşünce, duygu ve hayallerin dil aracılığıyla sözlü veya yazılı olarak biçimlendirilmesi sanatı, yazın, gökçe yazın”* anlamlarına gelmektedir (TDK). Önceleri şifahî, yazının icadıyla beraber sözlü edebiyatın yanında yazılı olarak da gelişen *edebiyat*, estetik kaygı ile hareket ederek güzellik duygusunun gelişimine katkıda bulunmayı amaçlamaktadır. *Kelimeleri kullanma sanatı* olarak da ifade edilen, gücünü ve zenginliğini sürekli gelişip değişen sözden alan yazın, Çetişli’nin ifadesiyle (2006: 76) *“dille yapılan güzel sanat dalı”*dır. Güzel ise *“derin hisler uyandıran duygu, düşünce ve hayallerin dil aracılığıyla güzel, etkili ve belli bir şekil içerisinde anlatımı”* şeklinde bir tanım yaparak edebiyatın estetik kaygı gütmesini de vurgulamıştır (Güzel 2006; Koç 2015: 111). Dile dayanan, dille yapılan sanat olarak edebiyat, toplumun dil zenginliğini, hassas noktalarını ve çatışmalarını, ortak değer ve millî çizgilerini yansıtmaktadır. Bu bakımdan toplumun kültürel, siyasal ve toplumsal duruşu, zihniyeti, dünyayı kavrayış biçimi; edebiyat metinlerinde ortaya çıkmaktadır (Genç 2014: 41).

Tanımlardan hareketle edebiyatın duygu ve düşünceleri yansıtmada dili kullandığı, estetik kaygı gözeten bir sanat olduğu, sözlü veya yazılı olarak geliştiği görülmektedir. Diğer yandan sözlü ve yazılı kültür ögelerini yaratan canlı bir varlık olan dil, edebiyatın malzemesi konumundadır. Bu yönüyle de iç içe yer alan edebiyat ve dil, birbirinden ayrılmaz kavramlardır. İnsanın duygu, düşünce ve eylemlerini konu alan dil ve edebiyat, bireye estetik bakış açısı kazandırmayı; onun okuma, yazma, konuşma ve dinleme becerilerini geliştirmeyi amaçlamaktadır. Bu amaçlarla ana dili öğrenmekle başlayan dil eğitimi, temel eğitim süreciyle beraber planlı ve amaçlı bir öğretime dönüşmekte, ortaöğretimle birlikte edebiyat eğitimini de kapsamaktadır. Bu bakımdan ortaöğretim (9, 10, 11, 12. sınıf) seviyesinde Türk Dili ve Edebiyatı (TDE) dersi çerçevesinde dil-edebiyat eğitim ve öğretimi verilmektedir (Aksan 2007: 55; Banguoğlu 2015: 9-10; Ergin 1993: 3; Topbaş 2020: 9-11).

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TDE eğitim ve öğretiminde en önemli unsur *metin*dir. Okuma-yazma-dinleme-konuşma becerileri üzerine temellendirilen TDE öğretiminde kazandırılmak istenen değerler, beceriler ve kazanımlar, metinler aracılığıyla öğrenciye sunulmaktadır. TDK Güncel Türkçe Sözlük'te *"bir yazıyı biçim, anlatım ve noktalama özellikleriyle oluşturan kelimelerin bütünü, tekst; basılı veya el yazması parça, tekst"* olarak tanımlanan, temelde nazım ve nesir olmak üzere ikiye ayrılan metin kavramında tür, amaç, söylem ve tip bakımından farklı tasniflerin yapıldığı görülmektedir. Başlangıçtan günümüze kadar pek çok araştırmacı tarafından da tercih edilen, metinler arasındaki ana farklılıkları hedef alan *öğretici(bilgilendirici)*, *öyküleyici(anlatmaya bağlı) metinler, tiyatro* ve *şiir* sınıflandırması alan yazında daha yaygın kullanılmaktadır (Aktaş 2009: 190; Müldür ve Çevik 2019: 142, Müldür ve Şimşek 2020: 845; Topbaş 2020: 13-15).

Metin türleri kalıplaşmış kurallarla belirlenen yazı formları değildir. Bununla birlikte zaman içinde değişen ve gelişen edebiyatın getirisi olarak metin türleri de çeşitlilik göstermektedir. Bir yandan yeni türler oluşurken diğer yandan var olan bir tür zamanla kaybolmakta veya yeni bir yapı kazanmaktadır. Kesin çizgilerle birbirinden ayrılmayan metin türlerini bir kalıba sığdırmaya çalışmak, eserin edebî değerinin göz ardı edilmesine sebep olmaktadır. Bu bakımdan öğretici metinler olarak sınıflandırılan metin türleri, üslubuna ve estetik değerine göre edebî metinler grubuna dâhil edilebilmektedir.

TDE eğitim ve öğretiminde hem araç hem de amaç olarak bulunan metinlerin, öğretim programında belirlenen genel ve özel amaçlara, kazanımlara, kök değerlere, beceri ve yetkinliklere uygun olması gerekmektedir. Söz konusu kavramlar, metinler ve etkinlikler aracılığıyla her üniteye her konuya yerleştirilmiştir. TDE öğretim programında metinlerin seçiminde dikkat edilmesi gereken özellikler de ayrıntılı olarak belirtilmiştir. Dil eğitim ve öğretimi, edebi eserler üzerinden ele alınmış; ayrıca dil bilgisi kuralları verilmemiştir. Bu bakımdan okuma, yazma ve sözlü iletişim başlıkları altında yapılandırılan TDE öğretim programında dil bilgisi, okuma başlığı altında verilen metinler, bu metinlere bağlı olarak geliştirilen etkinlikler ile yazma ve sözlü iletişim başlıklarındaki alıştırmalar yoluyla öğrenciye sunulmuştur (MEB 2018: 4-12; Göksu 2021: 19-71).

Araştırmamızda TDE eğitiminde öğretici metinlerin yerini ve önemini belirlemek amaçlanmıştır. Bu bağlamda literatür kapsamında öğretici metinler ele alınırken TDE eğitimi ve TDE öğretim programı öğretici metinler bağlamında incelenmiştir. İlgili alan yazın incelendiğinde öğretici metinler bağlamında Türkçe dersi üzerine pek çok makale, kitap bölümü, yüksek lisans ve doktora tezlerinin yazıldığı görülmektedir. Öte yandan yazma becerisi, değerler eğitimi açısından öğretici metinlerin incelendiği araştırmalar da bulunmaktadır. TDE dersi kapsamında ise öğretici metinleri dolaylı yoldan ilgilendiren metin türleri araştırmaları ve 21. yüzyıl becerileri bağlamında metin incelemeleri dikkat çekmektedir. Doğrudan TDE eğitiminde öğretici metinleri araştıran bir çalışma görülmemektedir. Dolayısıyla araştırmamız TDE dersi öğretim programı bağlamında öğretici metinlerin yerini ve önemini belirlemesi açısından literatürdeki eksikliği giderecektir.

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Yöntem

Araştırmanın Modeli

Araştırmamızın amacı doğrultusunda incelediği probleme ilişkin sorgulayıcı ve yorumlayıcı olan *nitel araştırma modeli* kullanılmıştır. Sayısal veri ve istatistiklere daha az, sözlü ve nitel analizlere daha çok başvurulan nitel araştırmalarda, nasıl ve niçin sorusuna cevap aranmaktadır.

Nicel araştırmalarda olduğu gibi araştırılan problemin miktarı, sayısı veya yoğunluğundan ziyade problemin ölçülemeyen yönlerine yönelen nitel araştırma yöntemleri, problemin nasıl ve ne şekilde olduğuyla ilgilenmektedir. Nitel araştırmalar yeni kurmalar oluşturması, davranış ve olayları yorumlaması, eğitim araştırmalarının hedef kitlesi olan öğretmen ve öğrencilerin araştırma sonuçlarını doğrudan kullanabilmeleri açısından eğitim alanına da katkı sağlamaktadır (Işıkoğlu, 2005, s. 159-162).

Araştırmanın Evren ve Örneklemi

Nitel araştırma yöntemlerinde olasılıklı olmayan amaçlı örneklem yöntemi sıkça kullanılmaktadır. Araştırmacının amacı doğrultusunda evrenden seçerek oluşturduğu bu örneklem türüne amaçlı örneklem denilmektedir. Probleme uygun unsurların seçildiği amaçlı örneklemde araştırmacının yargıları önemlidir. Örneklemin evreni temsil etmesinden ziyade araştırma konusunu ve amaçlarını yansıtması gözetilmektedir (Şimşek, 2018, s. 121; Karataş, 2015, s.70-71). Araştırmamızın evrenini Türk Dili ve Edebiyatı eğitimi oluştururken örneklemini TDE öğretim programında yer alan öğretici metinler oluşturmaktadır.

Veri Toplama Süreci ve Araçları

Nitel araştırma yöntemlerinde gözlem, görüşme, odak grup görüşmesi ve doküman inceleme yöntemleri yaygın olarak kullanılmaktadır (Karataş, 2015, s. 69). Yazılı, basılı ve elektronik belgelerin derinlemesine ve sistematik bir şekilde incelenmesine olanak sağlamayan doküman analizi, araştırmalarda tek başına kullanılabileceği gibi elde edilen bulguların geçerliği ve güvenirliğini sağlama açısından farklı veri toplama yöntemleri ile de kullanılabilmektedir (Karataş, 2015, s. 72; Kıral, 2020, s. 173-176).

Çalışmamızda veri toplama yöntemlerinden *doküman analizi* kullanılmıştır. Doküman incelemesinde belli bir amaca yönelik kaynakları aaraştırma, bulma, okuma, not alma ve analiz etme işlemlerini kapsamaktadır. Eğitim alanında eğitim programları, ders içerikleri ve eğitim uygulamaları doküman analizi yöntemiyle incelenebilir (Sak vd., 2021, s. 230-232).

Araştırmada örneklemi temsil eden, 2018 yılında yayınlanan Ortaöğretim (9, 10, 11, 12. Sınıflar) Türk Dili ve Edebiyatı Dersi Öğretim Programı ile Millî Eğitim Bakanlığı (MEB) Talim ve Terbiye Kurulu Başkanlığı (TTKB) tarafından 2018 ve sonrasında kabul edilen 9, 10, 11, 12. sınıf seviyelerinde ders kitapları araç olarak kullanılmıştır. Bu bakımdan çalışma materyali olan TDE ders kitapları Tablo 1’de sunulmuştur:

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Tablo 1.
Çalışma materyalleri olan TDE ders kitaplarına ait bilgiler.

Sınıf Seviyesi	Yayın Yılı	Yayınevi	Yazar/Editör	Metin içi kısaltması
9. Sınıf	2021	MEB Yayınları	İfakat YÜCEL Mahmut TÜRKYILMAZ Selim SAĞIR	MEB9
	2022	Öğün Yayınları	Merve AKYOL Şükran KARACAN SONDUK Aysun TAŞKAPI	Öğün9
10. Sınıf	2021	MEB Yayınları	Hayati KOCA (Ed.)	MEB10
	2022	Düşler Yayıncılık	Cafer YILDIRIM	Düşler10
11. Sınıf	2021	MEB Yayınları	İfakat YÜCEL Mahmut TÜRKYILMAZ Selim SAĞIR	MEB11
	2021	Gezegen Yayıncılık	Murat TETİK Ali Asker OVA	Gezegen11
12. Sınıf	2021	MEB Yayınları	Hayati KOCA (Ed.)	MEB12
	2022	Ordinat Yayınları	Halil BATUR Osman ELBAY	Ordinat12

Verilerin Analizi

Nitel araştırma yönteminde veriler gözlem, görüşme ve dokümanlar aracılığıyla toplanırken verilerin analizinde betimsel analiz, içerik analizi, söylem analizi ve doküman analizi gibi teknikler kullanılmaktadır (Şimşek, 2018, s. 88-91; Karataş, 2015, s. 63-64). Çalışmamızda verilerin analizi için *doküman analizi* kullanılmıştır. Öncelikle öğretici metinlerin literatürdeki yeri incelenmiş, ardından Türk Dili ve Edebiyatı eğitim-öğretiminde öğretici metinlerin yansımaları araştırılmıştır. TDE öğretim programı ve ders kitapları öğretici metinler kapsamında incelenerek elde edilen sonuçlar doküman analizi yöntemiyle sunulmuştur.

Bulgular

Öğretici Metinler ve Türleri

Duygu, düşünce, istek ve olayı sözlü veya yazılı olarak anlamlı ve tutarlı bir biçimde ifade etme aracı olan harften paragrafa bir bütün olarak anlam ifade eden metin; dilin ve iletişimin somut bir ifadesidir. Bir dilsel ürünün metin olarak adlandırılabilmesi için bazı ölçütlere uyması gerekmektedir. De Beaugrande ve Dressler (akt. Coşkun 2005: 45-48) bu ölçütleri 7 başlıkta toplamıştır: B*ağdaşıklık* metindeki kelime, cümle ve paragraf yapılarının birbirine bağlanma durumlarını ifade etmektedir. Dilsel ifadelerin, yapıların mantıksal çerçeve ve düzende oluşturulması *tutarlılık* kavramıyla yansıtılmaktadır. A*maçlılık,* yazarın anlatmak istediği ya da vermek istediği mesajı amacına uygun olarak okura iletebilmesidir. Yazarın vermek istediği duygu, düşünce veya mesajı hedef kitleye uygun olarak ortaya koyabilmesini *kabul edilebilirlik* başlığı yansıtmaktadır. Bir metnin ilgi çekici olabilmesi için eski ve yeni bilgileri dengeli olarak bulundurması gerekmektedir. Bu sebeple

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bilgilendiricilik başlığı önemli bir ölçüt olarak karşımıza çıkmaktadır. *Duruma uygunluk* kavramı metnin konusu, hitap ettiği kitle, sunulduğu yer ve durum, ulaşmak istediği amaca ve metin türüne uygun bir şekilde anlatım yapılması olarak karşımıza çıkmaktadır. Bir diğer başlık ise *metinler arasılık* kavramıdır. Bir metnin kendisinden önce yazılmış metinlerle şekil, içerik veya yapı bakımından az-çok, doğrudan ya da dolaylı olarak etkilenmesi anlamına gelmektedir.

Metindeki iletişimi somut kalıplar hâlinde gösteren, kurucu ilkeler olarak da nitelendirilen bu ölçütler, daha çok metin merkezli olan bağdaşıklık ve tutarlılık ekseninde oluşmaktadır. Her metin farklı bir yapı oluşturmakta, bu yapı yazarın amacına ya da vermek istediği mesaja göre değişmektedir. Yazarın anlatım amacı metnin yapısını, boyutunu, düzenleniş ve anlatım biçimini, dil ve üslubunu oluşturmaktadır (Güneş 2013: 1-2). Bu açılar göz önüne alındığında metinler türlere ayrılmaktadır. Sözlü olarak aktarılanlara sözlü metin, yazılı olanlara yazılı metin ve grafik, şekil, resim gibi görsel araçlardan oluşanlara görsel metin denilmektedir. Metinler yayınlanma yeri (gazete çevresinde gelişen türler gibi), yazılış biçimi (düz yazı, şiir gibi), sunulan bilginin kaynağı (gerçek yaşam veya kurgu) gibi ölçütlere göre de sınıflandırılabilmektedir (Topbaş 2020: 25-26).

Cemiloğlu (2003: 48) yazar veya şairlerin bir olayı, düşünceyi ya da duyguyu ele alarak metinler meydana getirdiklerini ifade edip olayı temel alan, düşünceyi temel alan ve duyguyu temel alan türler olmak üzere metinleri üç grupta ele almıştır. Aktaş ve Gündüz (2018: 243-244) metinleri anlatma esasına bağlı, dramatik, lirik ve öğretici metinler olarak sınıflandırmıştır. Genç ise metin türlerini edebî (sanatsal/kurmaca) ve öğretici (basit/kullanmalık) ayrımına tabi tutmuştur. Bu gruplandırmalar sonucunda metinlerin sınıflandırılmasında önemli olan ölçütün, metnin yazılma amacı olduğu görülmektedir.

Araştırmamızda ele aldığımız metin türü ise okuyucuyu aydınlatmak, düşündürmek; bir konu hakkında bilgiler vermek, açıklamalar yapmak amacıyla yazılan öğretici metinlerdir. Literatürde öğretici metinler için bilgilendirici ya da açıklayıcı metinler ifadesi de kullanılmaktadır. Yazarın anlatım yapma amacına, vermek istediği mesaja göre kullandığı anlatım tarzı değişmektedir. Bu bakımdan öğretme amacı güdülen metin türlerinde daha çok açıklayıcı ve tartışmacı anlatım kullanılmakla beraber diğer anlatım tarzlarından da yararlanılmaktadır.

Aktaş ve Gündüz'ün ifadesine göre (2018:261) *"…okuyucuya bilgi vermek, onun görüşlerini ve yerleşik düşüncelerini değiştirmek veya güçlendirmek ya da öğüt vermek…"* gayesi olan metinler öğretici metinler olarak adlandırılmaktadır. Sanat yapma amacının bulunmadığı öğretici metinlerde, yazınsal türlere göre verilmek istenen mesaj tektir. Aynı zamanda dilin kullanımı da tek yönlüdür. Kelimeler gerçek ya da terim anlamları temel alınarak kullanılır; duygusal veya çağrışımsal özellikler barındırmazlar. Bu sebeple öğretici metinlerde yazınsal türlerde olduğu gibi anlam kişiden kişiye değişmez. Dilin tek yönlü kullanılmasına bağlı olarak anlam ve dolayısıyla verilmek istenen mesaj da tek yönlüdür. Nesnel ve somut bilgilerin yer aldığı bu metin türünde açık, akıcı ve anlaşılır bir üslup benimsenmektedir. Giriş, gelişme ve sonuç bölümleri şeklinde düzenlenmekte, somut ve sayısal veriler genellikle grafik, tablo ve çizelgeler aracılığıyla görselleştirilmektedir. Anlatımı güçlendirmek için sayısal verilerden yararlanma dışında örneklendirme, karşılaştırma, sınıflandırma, kanıtlama, tanımlama gibi düşünceyi geliştirme yolları kullanılmaktadır (Akbayır 2006: 16; Topbaş 2020: 38-39).

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Alan yazında öğretici metinlerin bir diğer sınıflandırması ise tür temelli yapılmıştır. İşlenen konunun ele alınış şekli, anlatım tarzı ve üsluba bağlı olarak farklı türleri oluşmuştur: Bilimsel, tarihi ve felsefi metinlerin yanı sıra makale, eleştiri, deneme, fıkra/köşe yazısı, sohbet(söyleşi), röportaj, gezi yazısı, anı(hatıra), günce(günlük) ve biyografi/otobiyografi öğretici metin türlerindendir. Gezi yazısı, anı ve günce türleri, kurmaca olmaları ve estetik gaye taşımaları itibariyle yazınsal metinler kategorisinde de değerlendirilmektedir. Ayrıca sempozyum, açık oturum, mülakat, röportaj gibi sözlü türler ve dilekçe, tutanak, mektup, özgeçmiş gibi belirli formlarda yazılan türler de öğretici metinler kapsamında değerlendirilmektedir.

Öğretici metinler işlevleri bakımından da sınıflandırılmaya tabi tutulmuştur. Düşünceyi geliştirme yolları kullanılarak içeriği düzenlenen ve işlevleri bakımından sınıflandırılan öğretici metinler Meyer tarafından *sıralama, tanımlama, problem çözme, neden-sonuç ve karşılaştırma* olmak üzere beş grupta ele alınmıştır (akt. Müldür ve Şimşek 2020: 846). Bilgilendirici metinlerin tek katmanlı, çok katmanlı ve kanıt temelli olmak üzere üç sınıfta değerlendirildiği araştırmada ise bu metin türlerinin ders kitaplarındaki örnekleri incelenmiştir. İncelenen metinler doğrultusunda birden çok duyuya (görme, işitme, duyma vs.) hitap eden çok katmanlı metinlerin nicel olarak fazla olduğu belirtilmiştir (Bal ve Ünlü 2022: 209).

Türk Dili ve Edebiyatı Eğitiminde Öğretici Metinler

Bireyin iletişim kurma, öğrenme ve öğretme, eğitme ve eğitilme gibi varlık sebepleri ve ihtiyaçları, onun hem kendisini geliştirmesini hem duygu ve düşüncelerini ifade etmesini hem de anlama ve çözümleme becerilerini geliştirmesini sağlamaktadır. İnsanoğlunun doğal olarak gelişen bu varlık sebepleri ve ihtiyaçları, dil aracılığıyla gerçekleşmektedir. Bireysel ihtiyaçları gidermenin yanı sıra dil, toplumsal kültürü oluşturmada ve aktarmada da en önemli unsurdur. Tüm bunları iletişim süreci ile dil meydana getirmektedir. Bu sebeple kişinin anlama ve anlatma becerilerinin gelişmesi öncelikli ve önemlidir.

TDE eğitiminin temel amacı da anlama ve anlatma becerilerini kazandırarak davranışlarda değişiklik oluşturmaktır. Anlama, okuma ve dinleme sürecinde verilen mesajın algılanmasıyken anlatma ise konuşma ve yazma aracılığıyla duygu ve düşüncelerin aktarılma becerisidir. Sözü edilen becerilerin kazandırılmasında, yaşanılan toplumdaki dil kullanımının öğretilmesinde, dil zevkinin geliştirilmesinde ve eleştirel okur yetiştirmede en önemli araç metinlerdir (Müldür ve Şimşek 2020: 844).

Sosyal bir etkileşim aracı ve canlı bir varlık olarak dil; kültürün taşıyıcısı, iletişimin aracı, kişiliği geliştiren unsur, millî duyuş ve düşünceyi oluşturan öge, eğitim ve öğretimi gerçekleştirmede kullanılan araçtır. Bir diğer önemli özelliği ise edebiyatı teşkil eden malzeme olmasıdır. Çetişli (2006: 79) *"dilde hayat bulmuş/bulan bir güzel sanat dalı"* şeklinde tanımladığı edebiyat sanatının somut hâlini ise edebî metin olarak ifade etmiştir. Dil, edebiyata; edebiyat dile bağlı olduğundan edebiyat ve dil eğitimi de birbirlerine bağlıdır. Ortak noktaları, diğer bir deyişle bağları araç ve amaç olarak metni kullanmalarıdır. Güzeli, estetik olanı bulma amacı taşıyan edebiyat, estetik haz vermenin ve estetik bakış açısı kazandırmanın yanı sıra faydacı işlevlere de sahiptir: Edebiyat tarihi, teorisi, sosyolojisi, dil

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bilim gibi alanlarda bilgiler verebilir. Kısacası kültür ve değer aktarımında, dil ve edebiyat öğretiminde, beceri ve davranışların kazandırılmasında TDE eğitiminin aslî unsuru metinlerdir.

Öğrenciler, duygu ve düşüncelerin düzenli ve planlı bir şekilde ifadesi olan metinler aracılığıyla eğitim-öğretim sürecine dâhil olup etkileşime geçerler. Okuma ve dinleme bu etkileşim sürecinin başlangıcında anlama becerisi açısından oldukça önemlidir. Okuyan ve dinleyen birey, mesajı algıladıktan sonra iletişimin bir sonraki adımı olan anlatma veya anladığını ifade etme ihtiyacını hissetmektedir. Konuşma ve yazma, okuma ve dinleme yoluyla anlaşılmış olan metinlerin sonucunda ortaya çıkan becerilerdir. Diğer yandan konuşma, yazma becerisine de bağlıdır. Bu bağlamda temel dil ve iletişim becerilerinin gelişmesine öğretici metinlerin katkısı da önemli olmaktadır.

İnsanoğlu doğumundan ölümüne kadar hayat boyu eğitim sürecinde yer almaktadır. Anlama, anlatma, öğrenme ve öğretme ihtiyacı; dil vasıtasıyla gelişen metinler sayesinde karşılanmaktadır. Türk dili ve edebiyatı eğitiminde sanat gayesi taşıyan edebî metinler kadar asıl amacı öğretme, bilgilendirme olan metinler de bulunmaktadır. Bilgilendirme amacının yanı sıra metin tür ve şekillerinin öğretilmesinde, öğrencilerin kelime dağarcıklarının ve bakış açılarının zenginleştirilmesinde, eleştirel düşünmelerinde, anlama ve anlatma gibi yetkinliklerle iletişim becerilerinin geliştirilmesinde öğretici metinler önem arz etmektedir (Soysal 1999: 355).

Türk Dili ve Edebiyatı Öğretiminde Öğretici Metinler

TDE öğretim programının özel amaçları arasında öğrencilerin edebî metinlerin aracılığıyla Türkçenin özelliklerini, zenginliğini kavrayıp tarih içinde gösterdiği değişim ve gelişimi anlamaları; Türk edebiyatına ait eserlerin yardımıyla okuduğunu anlama ve eleştirel okuma becerilerini kazanıp millî, manevî, kültürel ve evrensel değerleri öğrenmeleri hedeflenmektedir. Bu hedefler doğrultusunda TDE öğretim programı, temel üç iletişim becerisi üzerine kurgulanarak tür odaklı metin öğretimi üzerine yapılandırılmıştır.

TDE eğitim öğretiminde araç ve amaç olarak metinlerin, öğretim programında belirlenen genel ve özel amaçlara, kazanımlara, kök değerlere, beceri ve yetkinliklere uygun olması gerekmektedir. Söz konusu olan bu kavramlar, metinler ve etkinlikler aracılığıyla her üniteye okuma, yazma ve sözlü iletişim ana başlıkları altında yerleştirilmiştir. TDE öğretim programında metinlerin seçiminde dikkat edilmesi gereken özellikler de ayrıntılı olarak belirtilmiştir. Dil eğitim ve öğretimi, edebi eserler üzerinden ele alınmış; ayrıca dil bilgisi kuralları verilmemiştir (MEB 2018: 4-12). Bu bağlamda sarmal bir şekilde gelişen dil ve edebiyat öğretiminde edebî ve öğretici metinler ana unsurlar olarak karşımıza çıkmaktadır.

Ortaöğretim Türk Dili ve Edebiyatı dersi öğretim programında belirlenen kazanımlar Okuma, Yazma ve Sözlü İletişim olmak üzere üç ana başlık altında toplanmıştır. Tür odaklı yapılandırılan öğretim programında Okuma başlığı altındaki kazanımlar Şiir, Öyküleyici (Anlatmaya Bağlı) Edebî Metinler, Tiyatro ve Bilgilendirici (Öğretici) Metinler şeklinde tasnif edilmiştir. Okuma başlığı ile ilgili olan metin ve etkinlikler, Yazma ve Sözlü İletişim başlıkları altında yer alan kazanımları da kapsamaktadır. Bu durumda okuma becerisi programın temelini ve çatısını oluşturmaktadır. Öğretim

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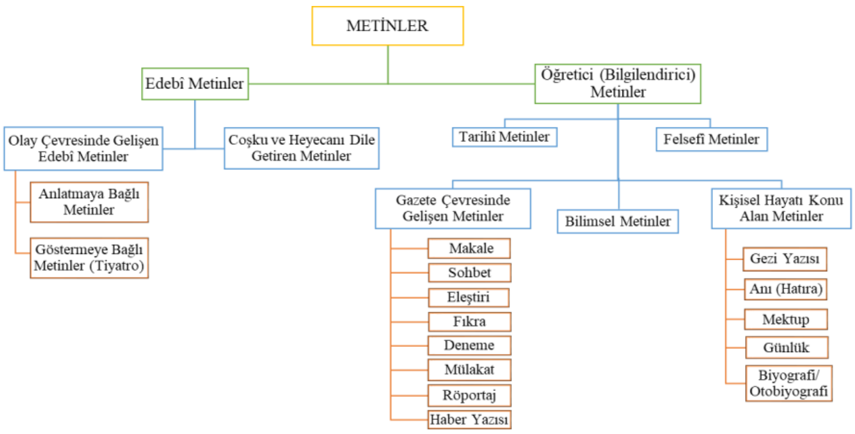
programındaki kazanımlar göz önüne alındığında okuma kategorisinde verilen kazanımların sayıca üstünlüğü açıkça görülmektedir (MEB 2018: 17):

Tablo 2.
TDE öğretim programında dil beceri alanlarına göre kazanım sayıları.

Kazanımlar	**Kazanım Sayısı**
A) Okuma (Metni Anlama ve Çözümleme)	58
1. Şiir	13
2. Öyküleyici (Anlatmaya Bağlı) Edebî Metinler	16
3. Tiyatro	14
4. Bilgilendirici (Öğretici) Metinler	15
B) Yazma	12
C) Sözlü İletişim	25
1. Konuşma	17
2. Dinleme	8

Tablo 2 incelendiğinde şiir, öyküleyici edebî metinler, tiyatro ve bilgilendirici metinler alt başlıklarından oluşan okuma kategorisinde toplamda elli sekiz kazanımın olduğu görülmektedir. Okuma kısmındaki kazanımların nicel olarak diğer kategorilere oranla belirgin bir farklılık göstermesi edebî metinlerin öğretim sürecindeki çeşitliliği ve zenginliği ile ilgilidir. Araştırmamızın amacı doğrultusunda ele aldığımız bilgilendirici metinler, incelenen tabloda okuma ana başlığında kazanım sayısı bakımından öyküleyici edebî metinlerden sonra gelmektedir. Bu anlamda kazanım, beceri ve bilgilerin öğretiminde araç olarak kullanılan kaynak metinler çerçevesinde bilgilendirici (öğretici) metinlerin öne çıktığı anlaşılabilir bir durumdur.

Talim ve Terbiye Kurulu Başkanlığı (TTKB) tarafından ders kitabı olarak kabul edilen 9.sınıf MEB ve Öğün Yayınları TDE ders kitaplarında metinlerin sınıflandırılması konusunda temel farklılık edebî veya öğretici olmalarından kaynaklanmaktadır (MEB9: 27; Öğün9: 24).



Şekil 1. TTKB tarafından kabul edilen 9. sınıf TDE ders kitaplarında metinlerin sınıflandırılması.

TDE ders kitaplarında metin türlerinin sınıflandırılmasının metinlerin yazılma amaçlarına bağlı olduğu görülmektedir. Çalışmamızın amacı doğrultusunda örneklemi oluşturan öğretici metinler;

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tarihî, felsefî, bilimsel, gazete çevresinde gelişen ve kişisel hayatı konu alan metinler olmak üzere beş grupta sınıflandırılmıştır. Ancak kişisel hayatı konu alan metinler, olay çevresinde gelişebileceği gibi aynı zamanda sanat gayesi gütmesi bakımından edebî, sanatsal metinler olarak da nitelendirilebilmektedir. Bu bakımdan araştırmamızda estetik kaygı gütmeyen yalnızca bilgilendirme amacı taşıyan öğretici metinler ele alınmaktadır.

Tür odaklı yapılandırılan TDE öğretim programında bulunan ünite, içerik ve süre tabloları incelendiğinde ünitelerin metin türleri çerçevesinde belirlendiği görülmektedir (MEB 2018: 30-63):

Tablo 3.
TDE öğretim programında metin türlerinin sınıf düzeylerine göre dağılımları

Sınıf / Tür	9. Sınıf	10. Sınıf	11. Sınıf	12. Sınıf
Şiir	+	+	+	+
Hikâye	+	+	+	+
Roman	+	+	+	+
Tiyatro	+	+	+	+
Masal/Fabl	+			
Biyografi/Otobiyografi	+			
Mektup/E-Posta	+			
Günlük/Blog	+			
Destan/Efsane		+		
Anı (Hatıra)		+		
Haber Metni		+		
Gezi Yazısı		+		
Makale			+	
Sohbet ve Fıkra			+	
Eleştiri			+	
Mülakat			+	
Deneme				+
Söylev (Nutuk)				+

Tablo 3 incelendiğinde edebî türlerden şiir, hikâye, roman ve tiyatro türlerinin tüm sınıf seviyelerinde bulunduğu dikkat çekmektedir. 9. sınıf seviyesinde bu türlerden hariç masal/fabl, biyografi/otobiyografi, mektup/e-posta ve günlük/blog türleri yer almaktadır. 10. sınıf seviyesinde şiir, hikâye, roman ve tiyatroyla birlikte destan/efsane, anı (hatıra), haber metni ve gezi yazısı türlerinin olduğu görülmektedir. 11. sınıf seviyesinde sabit bulunan dört türün dışında makale, sohbet ve fıkra, eleştiri ve mülakat türleri yer almaktadır. Son olarak 12. sınıf seviyesinde de şiir, hikâye, roman ve tiyatro türleriyle beraber deneme türünün olduğu görülmektedir. Öte yandan yalnızca bu sınıf seviyesinde sözlü anlatım türlerinden söylev(nutuk) türü bulunmaktadır. 9, 10 ve 11. sınıflarda sekiz, 12. sınıfta ise altı metin türü yer almaktadır.

TDE programında bulunan metin türlerinden yalnızca altı edebî metin türüne yer verilmişken on iki metin türü öğretici metinler kategorisine aittir. Yüzdelik dağılım oranına bakıldığında öğretici

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metin türlerinin %67, edebî metin türlerinin %33 oranında müfredatta karşılık bulduğu görülmektedir.

TDE öğretim programında sınıf seviyelerine göre hangi metin türlerinin verildiği, bu türlerin edebî veya öğretici olmak üzere hangi sınıflandırmaya dâhil olduğu Tablo 4'te incelenmiştir:

Tablo 4.
Sınıf seviyelerine göre TDE öğretim programındaki metin türlerinin edebîlik/öğreticilik karşılaştırması.

	9. Sınıf	10. Sınıf	11. Sınıf	12. Sınıf
Edebî Metinler	Şiir	Şiir	Şiir	Şiir
	Hikâye	Hikâye	Hikâye	Hikâye
	Roman	Roman	Roman	Roman
	Tiyatro	Tiyatro	Tiyatro	Tiyatro
	Masal/Fabl	Destan/ Efsane		
Öğretici Metinler	Biyografi/Otobiyografi	Anı (Hatıra)	Makale	Deneme
	Mektup/E-posta	Haber Metni	Sohbet ve Fıkra	Söylev (Nutuk)
	Günlük/Blog	Gezi Yazısı	Eleştiri	
			Mülakat	

Tablo 4'te görüldüğü gibi 9 ve 10. sınıf sevilerinde beş edebî, üç öğretici olmak üzere toplam dokuz metin türü bulunmaktadır. 11. sınıf seviyesinde bulunan sekiz metin türünde dört edebî, dört öğretici metin yer almaktadır. 12. sınıfta ise dört edebî metin bulunurken öğretici türde iki metin türüne yer verilmiştir. Bu bakımdan TDE öğretim programı ile ders kitaplarında edebî metin ve öğretici metinlerin sınıf seviyelerine göre dağılım oranlarında farklılık bulunmaktadır.

TDE öğretim programında ve ders kitaplarında her sınıf seviyesinde (9, 10, 11, 12. Sınıf) bulunan biyografi/otobiyografi, deneme, makale gibi bilgilendirici (öğretici) metin türlerinin yer aldığı Tablo 4'te gösterilmiştir. Metin türlerinin sınıf seviyelerine göre TDE ders kitaplarında okuma bölümünde bulunan örneklerle yazma ve sözlü iletişim bölümündeki etkinlikleri aşağıdaki tablolarda incelenmiştir:

9. Sınıf Seviyesinde Öğretici Metinler

TDE öğretim programında 9. sınıf seviyesinde şiir, hikâye, roman, tiyatro, masal/fabl, biyografi/otobiyografi, mektup/e-posta ve günlük/blog olmak üzere sekiz metin türü bulunmaktadır. Bu metin türlerinden üçü öyküleyici edebî metin, biri tiyatro metni, biri şiir ve üçü öğretici metin türleri arasında yer almaktadır.

Tür odaklı düzenlenen TDE öğretim programında metin türleri ünite olarak belirlenmiş, "Ünite, Süre ve İçerik Tabloları" aracılığıyla metin türlerinin ders kitaplarındaki işlenişi açıklanmıştır. Bu tablolar aracılığıyla araştırmanın konusu kapsamında 9. sınıf seviyesindeki üç öğretici metin türü, ders kitaplarında verilen metin örnekleri ve etkinlikleri aşağıdaki tablolarda birlikte gösterilmiştir. Süre odaklı incelenen tablolarda biyografi/otobiyografi ve mektup/e-posta türlerinin işlenmesi için üç, günlük/blog türünün aktarılması için iki hafta süre verildiği görülmektedir (MEB 2018: 30-38).

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Tablo 5.
MEB9'daki öğretici metin türlerine ilişkin bilgiler.

Öğretici Metin Türleri	Okuma	Yazma	Sözlü İletişim
Biyografi/ Otobiyografi	1. Cahit Sıtkı Tarancı- İhsan Işık (Türkiye Ünlüleri Ansiklopedisi) 2. Cenevre- Abidin Dino (Kısa Hayat Öyküm) 3. Enverî- Bağdatlı Ahdî (Gülşen-i Şu'arâ)	Öz geçmiş yazma	Kendini ve yakınını tanıtma
Mektup/ E-Posta	1. Sabahattin Eyüpoğlu'nun Mektup Örneği (Bedri Rahmi Eyüpoğlu- Kardeş Mektupları) 2. Atilla İlhan'ın Mektubu (Türk Dil Kurumu- Güzel Yazılar Mektuplar) 3. Kurumsal e-posta 4. Kişisel e-posta 5. Şikayetnâme- Fuzûlî (Abdulkadir Karahan- Fuzûlî'nin Mektupları) 6. Ahmet Cevdet'in Mektubu (Ahmet Cihan- Ahmet Cevdet Paşa'nın Aile Mektupları)	Mektup/e-posta, dilekçe ve tutanak yazma	Verilen kelimelerle telaffuz çalışması ve izlenen açık oturumun değerlendirilmesi
Günlük/Blog	1. Nurullah Ataç- Günce 2 2. Tomris Uyar- Gündökümü 3. Blog örneği 4. Blog örneği	Günlük yazma	Günlük metinlerinin sınıf ortamında sunulması

Tablo 6.
Öğün9'daki öğretici metin türlerine ilişkin bilgiler.

Öğretici Metin Türleri	Okuma	Yazma	Sözlü İletişim
Biyografi/ Otobiyografi	1. Orhan Veli- Asım Bezirci 2. Çocukluk- Abidin Dino (Kısa Hayat Öyküm) 3. Bâkî- Sehî Bey Tezkiresi (Heşt-Behişt, haz. Mustafa İsen)	Öz geçmiş yazma	Kendini ve yakınını tanıtma
Mektup/ E-Posta	1. Pınar Kür'den Attilâ İlhan'a- Edebiyat Dünyasından Attilâ İlhan'a Mektuplar (drl. Belgin Sarmaşık) 2. Tanpınar'ın Mektupları- haz. Zeynep Kerman 3. Kişisel E-Posta 4. Kurumsal E-Posta 5. Şikâyetnâme- Fuzûlî (haz. M. Orhan Soysal, Eski Türk Edebiyatı Metinleri) 6. Feride Hanım'a- Fevziye Abdullah Tansel (Namık Kemal'in Husûsî Mektupları II)	Mektup/e-posta, dilekçe ve tutanak yazma	Sınıf içerisinde açık oturum düzenleme
Günlük/Blog	1. Günce- Nurullah Ataç (Günce 1953-1955) 2. Ahmet Haşim- İlhan Berk (El Yazılarına Vuruyor Güneş,1955-1990 Günlük) 3. 3 Nisan 2016 Ayaş 4. Ali, Babası ve Kırk Haramiler	Günlük yazma	Günlük metinlerinin sınıf ortamında sunulması

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Tablo 5 ve 6'nın birlikte değerlendirilmesinde görüldüğü gibi 9. sınıf düzeyindeki iki yayına ait TDE ders kitaplarında öğretici metin türlerinin kişisel hayatı konu alan metinler olduğu anlaşılmaktadır. TDE öğretim programında "Ünite, Süre ve İçerik Tabloları" kapsamında verilen metinlerin özelliklerine her iki yayında da dikkat edildiği görülmektedir. Biyografi/otobiyografi türünde Cumhuriyet Dönemi'nden bir biyografi ve bir otobiyografi örneği verilmiştir. Türün gelişimini ortaya koymak maksadıyla divan edebiyatından bir tezkire örneği de sunulmuştur. Otobiyografi konusu işlenirken monografi, öz geçmiş/CV, hâl tercümesi ve portreden bahsedilerek hikâye ve romanda biyografi ve otobiyografiden yararlanılması üzerinde durulmuştur. Mektup türünde Cumhuriyet Dönemi'nden bir özel, bir edebî mektup örneği alınmıştır. Divan edebiyatından, Tanzimat Dönemi'nden ve Dünya edebiyatından birer mektup örneği verilerek türün gelişimi ortaya konmuştur. Mektup türünün özellikleri açıklanırken hikâye, roman ve şiir gibi türlerde mektubun anlatım biçimi/tekniği olarak da kullanıldığı örneklendirilmiştir. Günlük/blog türleriyle ilgili olarak da Cumhuriyet Dönemi'nden iki günlük ve iki blog örneği verilmiştir. Günlük hakkında bilgi aktarılırken günlük şeklinde düzenlenen roman ve hikâyelerden örnekler sunulmuştur.

Her iki yayında da türler, diğer bir deyişle üniteler; okuma, yazma ve sözlü iletişim bölümleri üzerine temellendirilmiştir. Bu bakımdan türlerin öğretiminde okuma becerisi kadar yazma ve sözlü iletişim becerileri de önem arz etmektedir. MEB9 ve Öğün9'da biyografi/ otobiyografi türü okuma bölümünde üç metin örneği olarak bulunmakta, yazma bölümünde öz geçmiş kaleme alma ve sözlü iletişim bölümünde ise kendini ve yakınını tanıtma çalışması yer almaktadır. Mektup/e-posta türü içerisinde altı metin öğrencilere sunulmuştur. Yazma bölümünde mektup/e-posta, dilekçe ve tutanak yazma etkinliği bulunmaktadır. Sözlü iletişim bölümünde ise Öğün9'da sınıf içerisinde açık oturum düzenleme yönergesi verilmişken MEB9'da verilen kelimelerle telaffuz çalışması ve izlenen açık oturumun değerlendirilmesi şeklinde etkinlikler tasarlanmıştır. Günlük/blog türünde her iki yayında da dört metin yer almaktadır. Yazma bölümünde günlük kaleme alma ve yazılan günlüğün blogda paylaşılması; sözlü iletişimde ise bu türe ait metinlerin sınıf ortamında sunulması istenmiştir. Sonuç olarak MEB9 ve Öğün9'da metin örnekleri, yazarlar değişim gösterse de türün tanıtılması ve okuma-yazma-sözlü iletişim becerilerinin kazandırılması için düzenlenen etkinlikler aynı seyirde tasarlamıştır. Bu bakımdan her iki yayın, metin içerikleri dışında birbirine benzer şekilde düzenlenmiştir.

10. Sınıf Seviyesinde Öğretici Metinler

TDE öğretim programında 10. sınıf seviyesinde sekiz metin türü bulunmaktadır: şiir, hikâye, roman, tiyatro, destan/efsane, anı (hatıra), haber metni ve gezi yazısı. Bu metin türleri biri şiir, üçü öyküleyici edebî metin, biri tiyatro ve üçü öğretici metin içerisinde sınıflandırılmaktadır.

Metin türleri kapsamında düzenlenen TDE öğretim programında "Ünite, Süre ve İçerik Tabloları" aracılığıyla bu metin türlerinin ders kitaplarındaki işlenişi açıklanmıştır (MEB 2018: 39-47). Bu tablolar aracılığıyla araştırmanın konusu kapsamında 10. sınıf seviyesindeki üç öğretici metin türü, ders kitaplarında verilen metin örnekleri ve etkinlikleri aşağıdaki tablolarda birlikte gösterilmiştir. Sözü edilen tablolar süre odaklı incelendiğinde, öğretici metinlerin işlenişi için 2 haftanın yeterli görüldüğü tespit edilmektedir (MEB 2018: 45-47).

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Tablo 7.
MEB10'daki öğretici metin türlerine ilişkin bilgiler

Öğretici Metin Türleri	Okuma	Yazma	Sözlü İletişim
Anı (Hatıra)	1.Basın Yaşamında İlk Adım- Hüseyin Cahit Yalçın (Edebiyat Anıları) 2. İzmir Kapılarında Mustafa Kemal- Falih Rıfkı Atay (Mustafa Kemal'in Mütareke Dönemi)	Anı (hatıra) yazma	Yazılan anı metnini sunma
Haber Metni	1. Münir Özkul'u Yitirdik (Basından, 2018) 2. Alzheimer'a Erken Teşhis Koyan Yapay Zekâ (Bilim ve Teknik Dergisi, 2018) 3. Türkiye İçin Gurur Gecesi! Aziz Sancar Nobel Ödülünü Aldı. (Genel Ağ haberinden)	Haber metni yazma	Yazılan haber metnini sunma
Gezi Yazısı	1. Der Beyân-ı Cevâmi-i Erzurum- Evliya Çelebi Seyahatnâmesi (Büyük Türk Klasikleri) 2. Daha Dün- Reşat Nuri Güntekin (Anadolu Notları I-II) 3. Selçuk'tan Söke'ye- Azra Erhat (Mavi Anadolu)	Gezi yazısı yazma	Yazılan gezi yazısı metnini sunma

Tablo 8.
Düşler10'daki öğretici metin türlerine ilişkin bilgiler

Öğretici Metin Türleri	Okuma	Yazma	Sözlü İletişim
Anı (Hatıra)	1. Şam'da Tahsil- Ahmet İhsan Tokgöz (Matbuat Hatıralarım) 2. Bizim Yokuş- Yusuf Ziya Ortaç	Anı (hatıra) yazma	Yazılan anı metnini sunma
Haber Metni	1. Kahramanlık Manevrası (Basından, 28 Mayıs 2022) 2. Yollarda Buzlanmaya Son! (Bilim ve Teknik) 3. Salep Soğanı Toplayanlara 438 Bin Lira Ceza Kesildi. (Basından, 28 Mayıs 2022)	Haber metni yazma	Yazılan haber metnini sunma
Gezi Yazısı	1. Bolu'nun Vasıfları- Evliyâ Çelebi Seyâhatnâmesi (haz. Mehmet Zıllîoğlu) 2. Otoray Yolculuğu- Reşat Nuri Güntekin (Anadolu Notları) 3. Yeşil Yol- İsmail Habip Sevük (Yurttan Yazılar)	Gezi yazısı yazma	Yazılan gezi yazısı metnini sunma

Tablo 7 ve 8 incelendiğinde 10. sınıf düzeyindeki öğretici metin türlerinden anı ve gezi yazısının kişisel hayatı konu alan ve haber metninin gazete çevresinde gelişen metinler olduğu görülmektedir. Anı (hatıra) türünde Servetifünun Dönemi Türk edebiyatından bir ve Cumhuriyet Dönemi Türk edebiyatından bir olmak üzere iki anı örneği bulunmakta, anıların hikâye ve roman türüne kaynaklık edebileceği belirtilmektedir. Haber metni türünde güncel gazete ve dergilerden iki haber metni ve genel ağ haberlerinden bir metin verilmiştir. 5N1K kuralından ve temel habercilik terimlerine değinilmiş, haber metinlerinin sanat metinlerine kaynaklık edebileceği belirtilmiştir. Gezi yazısı türünde ise Divan edebiyatından bir, Cumhuriyet Dönemi'nden iki gezi yazısı örneği alınmıştır. Divan edebiyatında gezi yazısı türünün seyahatname olarak adlandırıldığı vurgulanmış, türün eski edebiyattaki örnekleri verilmiştir. Diğer yandan divan edebiyatındaki gezi yazısı örneklerinin her iki yayında da Evliya Çelebi Seyahatnâmesi'nden alındığı dikkat çekmektedir.

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MEB10 ve Düşler10'da anı (hatıra) türü için okuma bölümünde iki metin örneği verilmiş, yazma bölümünde anı yazma çalışması ve sözlü iletişim bölümünde ise yazılan anı metninin sınıf içerisinde sunulması şeklinde etkinlik tasarlanmıştır. Haber metni türü ise her iki yayında da üç metin ile öğrencilere sunulmuştur. Yazma bölümünde öğrencilerin verilen yönergeye dikkat ederek haber metni yazmaları istenmiştir. Sözlü iletişim bölümünde ise kaleme alınan haber metnini haber spikerinde bulunması gereken özelliklere dikkat ederek sunma etkinliği bulunmaktadır. Gezi yazısı türünde her iki yayında da dört metin yer almaktadır. Yazma bölümünde gezi yazısı yazma, sözlü iletişimde ise yazılan metinlerin sınıf içerisinde sunulması şeklinde etkinlikler tasarlanmıştır. Bu bağlamda MEB10 ve Düşler10'da metin örnekleri ve yazarları değişim göstermekle beraber türün açıklanması ve okuma-yazma-sözlü iletişim becerilerinin kazandırılması için düzenlenen etkinlikler paralellik göstermektedir. Bu bakımdan 10. sınıf düzeyinde her iki yayının metin içerikleri dışında birbirinden farklı olmadığı görülmektedir.

11. Sınıf Seviyesinde Öğretici Metinler

TDE öğretim programında 11. sınıf seviyesinde ünite olarak sekiz metin türü yer almakta, bu metin türlerinden hikâye ve roman şeklinde iki öykülеyici edebî metin, bir tiyatro metni, bir coşku ve heyecana bağlı gelişen şiir ve dört öğretici metin bulunmaktadır. Öğretici metinler grubunda gazete çevresinde gelişen makale, sohbet ve fıkra, eleştiri, mülakat ve röportaj türleri yer almaktadır.

TDE öğretim programında yer alan "Ünite, Süre ve İçerik Tabloları" incelendiğinde 11. sınıf seviyesinde ikişer hafta içerisinde işlenmesi planlanan dört öğretici metin türünün ders kitaplarında verilen metin örnekleri ve etkinlikleri aşağıdaki tablolarda birlikte gösterilmiştir (MEB 2018: 48-56).

Tablo 9.
MEB11'deki öğretici metin türlerine ilişkin bilgiler

Öğretici Metin Türleri	**Okuma**	**Yazma**	**Sözlü İletişim**
Makale	1. Dünyada ve Türkiye'de Rüzgâr Enerjisi- Yrd. Doç. Dr. Önder Güler 2. İnsan-Doğa İlişkisi Bağlamında Çevre Sorunları ve Felsefe- Doç. Dr. Fikri Gül 3. Hayat ve Edebiyat- M. Fuat Köprülü (Orhan F. Köprülü, Köprülü'den Seçmeler)	Araştırmaya dayalı metin yazma	Sınıf içerisinde münazara düzenleme
Sohbet ve Fıkra	1. Zenginlerin İftar Sofralarında- Ahmet Rasim (Ramazan Sohbetleri) 2. İstemeye Dair- Şevket Rado (Eşref Saat) 3. Mizahta Ehliyet- Refik Halit Karay (Yeni Türk Edebiyatı Metinleri, haz: İnci Enginün-Zeynep Kerman) 4. 80 Gün 64 Saat- Yusuf Ziya Ortaç (Ocak)	Sohbet veya fıkra yazma	Sınıfta dostluk konulu sohbet etkinliği
Eleştiri	1. Gustave Flaubert Nazariyat-I Edebiye ve Felsefiyesi- Ahmet Şuayp (Hayat ve Kitaplar, Büyük Türk Klasikleri) 2. Rabia Hatun Şiirleri- Mehmet Kaplan (Şiir Tahlilleri 2) 3. Peyami Safa'nın Yalnızız Romanındaki Anlatım	Eleştiri yazma	Verilen kelimelerle telaffuz çalışması, Okunan bir kitabın tanıtımı ve

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	Sanatı- Gürsel Aytaç (Çağdaş Türk Romanı Üzerine İncelemeler)		eleştirisinin sözlü sunumu
Mülakat ve Röportaj	1. Sami Paşazade Sezai Bey- Ruşen Eşref Ünaydın (Diyorlar Ki) 2. Abdülhak Şinasi Hisar- Mustafa Baydar (Edebiyatçılarımız Ne Diyorlar) 3. Traktörcü- Yaşar Kemal (Bir Bulut Kaynıyor)	Mülakat yazma	Sınıf ortamında mülakat yapma

Tablo 10.
Gezegen11'deki öğretici metin türlerine ilişkin bilgiler

Öğretici Metin Türleri	Okuma	Yazma	Sözlü İletişim
Makale	1. Doğu Anadolu'da İlk Türk İzleri- Alpaslan Ceylan 2. Avrasya Su Samuru Lutra Lutra (Limnaeus 1758)'nın Türkiye'deki Yayılış Kayıtları- Kubilay Toyram, İrfan Albayrak 3. Yabancı Dil Olarak Türkçenin Öğretiminde Nasreddin Hoca Fıkraları ve Halk Türkülerimizin Yeri- Dr. Salih Uçak	Araştırmaya dayalı metin yazma	Sınıf içerisinde münazara düzenleme
Sohbet ve Fıkra	1. Yemeklere Dair- Refik Halit Karay (Ago Paşa'nın Hatıratı) 2. Kitaba Hürmet- Nurullah Ataç (Güzel Yazılar Denemeler, haz: İsmail Parlatır ve diğerleri) 3. Kaybettim- Ahmet Rasim (Eserlerinden Seçmeler, haz: M. Emre Karaörs) 4. Toprak Dede'nin Sesi- Mustafa Kutlu (Basından)	Fıkra yazma	Sınıfta dostluk konulu sohbet etkinliği
Eleştiri	1. Adamın biri- Orhan Veli Kanık (Şairin İşi) 2. Talip Apaydın'ın "Sarı Traktör"ünde Eksik Olan Nedir? – Fethi Naci (Türkiye'de Roman ve Toplumsal Değişme) 3. Hüseyin Cahid'in Bir Hikâyesi Münasebetiyle:- Mehmet Celâl (Agâh Sırrı Levend, Edebiyat Tarihi Dersleri)	Eleştiri yazma	Okunan bir kitabın tanıtımı ve eleştirisinin sözlü sunumu
Mülakat ve Röportaj	1. Ömer Seyfettin'le Mülakat- Ruşen Eşref Ünaydın (Diyorlar Ki) 2. Sabahattin Kudret Aksal- Muazzez Menemencioğlu (Güzel Yazılar Röportajlar, haz: İsmail Parlatır ve diğerleri) 3. Millî Edebiyatın En Kuvvetli Yazıcısı: Mehmet Âkif (Ersoy)- Kandemir (Güzel Yazılar Röportajlar, haz: İsmail Parlatır ve diğerleri)	Mülakat yazma	Sınıf ortamında mülakat yapma

Tablo 9 ve 10'da görüldüğü gibi 11. sınıf TDE programı ve ders kitaplarında öğretici metin türünde gazete çevresinde gelişen makale, sohbet ve fıkra, eleştiri, mülakat ve röportaj türleri yer almaktadır. Makale türünde fen bilimleri ve sosyal bilimler alanlarında bir bilimsel ve bir edebî makale örneği verilmiştir. Türün özellikleriyle beraber makalenin bölümleri hakkında açıklamalar yapılmıştır. Sohbet ve fıkra türlerinde Cumhuriyet öncesi ve sonrası dönemde yazılmış birer sohbet ve fıkra olmak üzere toplam dört metin örneği bulunmaktadır. Sohbet ve fıkra türlerinin özellikleri verilirken aynı zamanda bu türlerin tarihî gelişimleri ile iki tür arasındaki farklar da aktarılmıştır. Eleştiri türü ise Cumhuriyet öncesi dönemden bir ve Cumhuriyet Dönemi'nden iki eleştiri örneği ile

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müfredatta yerini almıştır. Türün ilk örneklerinden bahsedilerek geçmişten günümüze gerçekleşen gelişimi üzerinde durulmuştur. Son olarak bu sınıf seviyesinde mülakat ve röportaj türlerinde Cumhuriyet öncesi ve sonrası dönemden birer mülakat örneği ile Cumhuriyet Dönemi'nden bir röportaj örneği görülmektedir. Sözü edilen türlerin özellikleri, çeşitleri ve tarihî gelişimlerinin yanı sıra aralarındaki farklar da örnekler aracılığıyla öğrencilere aktarılmıştır.

Tablolar aracılığıyla MEB11 ve Gezegen11'de diğer sınıf seviyelerinde olduğu gibi okuma, yazma ve sözlü iletişim başlıklarının tür eksenli geliştiği ortaya konulmuştur. Bu bakımdan okuma bölümünde verilen örnekler ve türle ilgili açıklamalar doğrultusunda yazma ve sözlü iletişim bölümlerinde etkinlikler tasarlanmıştır. Makale türü için okuma bölümünde üç metin bulunmaktadır. Yazma bölümünde verilen yönergeler ve türle ilgili bilgiler kapsamında araştırmaya dayalı metin yazma çalışması tasarlanmış; öğrencilerden araştırma yapmaları, sonuçlarını rapor olarak sunmaları ve kaynak kullanımı hakkında bilgi sahibi olmaları beklenmiştir. Sözlü iletişim bölümünde ise sınıf içerisinde bir münazara yapılması planlanmıştır. Sohbet ve fıkra türlerinin konu olduğu ünitede, iki yayında da dört örneğin yer aldığı bilinmekle beraber yazma bölümünde istenen etkinlikler farklılıklar barındırmaktadır. MEB11'de sohbet veya fıkra türlerinden birinin yazılması istenirken Gezegen11'de yalnızca fıkra türünde yazma çalışması tasarlanmıştır. Sözlü iletişim bölümünde ise her iki yayında da öğrencilerden "dostluk" konulu bir sohbet gerçekleştirmeleri beklenmektedir. Eleştiri türünde üç okuma metni verilmesinin yanı sıra öğrencilerin okudukları şiir, hikâye veya romanla ilgili verilen aşamalara uymak kaydıyla bir eleştiri metni yazmaları gerekmektedir. Türün sözlü iletişim kapsamında her iki yayında da okunan metinler hakkında yazılan eleştirilerin sözlü sunumu istenmiştir. Bunun yanı sıra MEB11'de bazı kelimeler verilerek telaffuz çalışması planlanmıştır. İki mülakat ve bir röportaj örneğinin verildiği ünite de öğrencilerden yazma çalışması olarak mülakat metni hazırlamaları, sözlü iletişim bölümünde ise sınıf ortamında mülakat etkinliğinin düzenlenmeleri beklenmektedir. Bu incelemelerde sonra MEB11 ve Gezegen11'de farklı türlere ait okuma metinlerinin yazarları ve konuları açısından farklılıklar barındırdığı ancak yansıttığı dönem ve özellikler bağlamında benzerlik gösterdiği görülmektedir. Yazma ve sözlü iletişim bölümlerinde ise küçük ayrıntılar dışında iki yayında da öğrenciler için paralel etkinlikler tasarlandığı tespit edilmiştir.

12. Sınıf Seviyesinde Öğretici Metinler

TDE öğretim programında 12. sınıf seviyesinde altı metin türü ünite olarak yer almaktadır. Bu metin türlerinden hikâye ve roman şeklinde iki öyküleyici edebî metin, bir tiyatro metni, bir coşku ve heyecana bağlı gelişen şiir ve iki öğretici metin bulunmaktadır. Öğretici metinler grubunda gazete çevresinde gelişen deneme türü ile aynı zamanda sözlü anlatım metni olarak da değerlendirilen söylev (nutuk) türü sunulmuştur.

TDE öğretim programında yer alan "Ünite, Süre ve İçerik Tabloları" incelendiğinde 12. sınıf düzeyinde ikişer hafta süreyle öğrenciye sunulması beklenen iki öğretici metin türünün ders kitaplarında verilen metin örnekleri ve etkinlikleri aşağıdaki tablolarda birlikte gösterilmiştir (MEB 2018: 48-56).

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Tablo 11.
MEB12'deki öğretici metin türlerine ilişkin bilgiler

Öğretici Metin Türleri	**Okuma**	**Yazma**	**Sözlü İletişim**
Deneme	1. Doğruluk Kaygısı- Montaigne (Denemeler, Türkçesi: Sabahattin Eyüboğlu) 2. Karalama Defteri- Nurullah Ataç (Karalama Defteri İle Sözden Söze) 3. Kitap- Cemil Meriç (Bu Ülke) 4. Sabaha Doğru- Oktay Akbal (Tarzan Öldü)	Deneme yazma	Deneme metni sunma
Söylev (Nutuk)	1. Nutuk- Mustafa Kemal Atatürk (Meclis Konuşması) 2. Başkumandan Muharebesi- Hamdullah Suphi Tanrıöver (Büyük Türk Klasikleri) 3. Kök Türk Kitabeleri- Talat Tekin (Orhon Yazıtları) 4. Alparslan'ın Malazgirt Meydan Muharebesi'ndeki Nutku- Ali Sevim (Anadolu'nun Fethi)	Söylev metni yazma	Yazılan söylev metnini sözlü olarak sunma

Tablo 12.
Ordinat12'deki öğretici metin türlerine ilişkin bilgiler

Öğretici Metin Türleri	**Okuma**	**Yazma**	**Sözlü İletişim**
Deneme	1. Kitapların Değeri- Montaigne (Denemeler, çev. Sabahattin Eyüboğlu) 2. Düşe Çağrı- Nurullah Ataç (Sözden Söze) 3. Okumak Üzerine- Cemil Meriç (Bu Ülke) 4. Akasyalar Açarken- Salâh Birsel (Kendimle Konuşmalar)	Verilen metni deneme türüne uygun tamamlama ve deneme türünde bir metin yazma	Yazılan deneme metnini sınıfta sunma
Söylev (Nutuk)	1. Gençliğe Hitabe- Mustafa Kemal Atatürk (Nutuk) 2. Devlet Müzesi- Hamdullah Suphi Tanrıöver (Dağ Yolu) 3. Orhun Abideleri- Muharrem Ergin (Orhun Abideleri) 4. Fatih Sultan Mehmet'in Nutku- Ahmet Kabaklı (Türk Edebiyatı I. Cilt)	Söylev metni yazma	Yazılan söylev metnini sunma

Tablo 11 ve 12'de incelendiği gibi 12. sınıf seviyesinde gazete çevresinde gelişen türlerden deneme ve genellikle sözlü anlatım türleri içerisinde değerlendirilen söylev (nutuk) türünün yer aldığı görülmektedir. TDE öğretim programı ve ders kitaplarında deneme türü dünya edebiyatından bir ve Cumhuriyet Dönemi'nden iki örnekle sunulmuştur. Söylev (nutuk) türü ise Cumhuriyet Dönemi'nden iki, İslamiyet'in kabulünden önceki Türk edebiyatından bir ve İslamiyet etkisinde gelişen Türk edebiyatından bir olmak üzere dört örnekle öğrencilere aktarılmıştır. İki tür dâhilinde verilen örnek metinler, türün tarihî gelişimini ortaya koymaktadır.

TDE öğretim programında "Ünite, Süre ve İçerik Tabloları" aracılığıyla ders kitaplarında okuma bölümünde verilmesi gereken örnek metinler, bu metinlerle ilgili özellikler, yazma ve sözlü iletişim bölümleri için etkinlikler belirlenmiştir. Bu kapsamda MEB12 ve Ordinat12'de deneme türü dört metin ile örneklendirilmiştir. Yazma bölümünde MEB12'de yalnızca deneme yazma çalışması

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istenirken Ordinat12'de buna ek olarak verilen deneme metninin tamamlanması da beklenmektedir. Sözlü iletişim bölümünde ise her iki yayında da öğrencilerin yazdıkları deneme metnini sınıf ortamında sunması gerekmektedir. Söylev (nutuk) ünitesinde türün tarihî gelişimini ortaya koyan dört metin bulunmaktadır. Yazma etkinliği olarak söylev metni kaleme alma tasarlanmıştır. Sözlü iletişim bölümünde ise öğrencilerin hitabet kurallarına uygun bir şekilde yazdıkları metni sunmaları planlamıştır. Diğer öğretici metin türlerinin aksine daha kısıtlı temsilcisi olan deneme ve söylev türleri sebebiyle MEB12 ve Ordinat12'de verilen örneklerin veya yazarların uyuştuğu görülmektedir. Dolayısıyla yazma ve sözlü iletişim etkinliklerinin de paralel geliştiği söylenebilir.

Tartışma, Sonuç ve Öneriler

Malzemesi dil olan "metin" dil ve edebiyat eğitiminin temel araçlarındandır. Öğrencilerin zihinsel, sosyal, kültürel ve dilsel zekâlarını geliştirmekte, anlama ve anlatmaya bağlı okuma, dinleme, yazma ve konuşma becerilerinin kazandırılmasında önemli rol oynamaktadır. Metinlerin türleri ise bu becerilerin kazandırılmasına özellikle anlama yetisine yönelik eğitim-öğretim faaliyetlerinde kolaylık sağlamaktadır. 2018 yılında yayınlanan TDE öğretim programı tür odaklı planlanmış; TDE ders kitaplarındaki üniteler, içerikler ve metinler bu kapsamda seçilmiş ve düzenlenmiştir.

Çalışmamızın amacı doğrultusunda sınıf seviyelerine göre öğretici metinlerin TDE ders kitaplarındaki okuma, yazma ve sözlü iletişim becerileri açısından yeri ve önemi yukarıda yer alan tablolarda incelenmiştir. Tür odaklı planlanan TDE öğretim programına göre düzenlenen TDE ders kitaplarında her sınıf seviyesinde şiir, hikâye, roman ve tiyatro türleri haricinde farklı metin türlerinin yer aldığı görülmektedir. Toplamda 18 metin türünün yer aldığı TDE öğretim programında 12 adet öğretici metin türü bulunmaktadır. Öğretici metinlerden 9. sınıf düzeyinde kişisel hayatı konu edinen 3 metin bulunurken 10.sınıf düzeyinde kişisel hayatı konu alan 2 ve gazete çevresinde gelişen 1 metin türü verilmiştir. 11. sınıf seviyesinde yer alan 4 metin ise gazete çevresinde gelişen türlerdendir. 12. sınıf seviyesinde ise gazete çevresinde gelişen 1 metin ve sözlü anlatım türlerinden 1 metin bulunmaktadır.

Yazılı anlatım türleri çerçevesinde planlanan ve üniteleri buna göre düzenlenen öğretim programında 11. sınıfta röportaj/mülakat ve 12. sınıfta söylev türleriyle sözlü anlatım türlerine de yer verilmiştir. Diğer yandan münazara, açık oturum gibi sözlü türler yalnızca sözlü iletişim etkinlikleri olarak düzenlenmiştir. Bu bakımdan sözlü türler hakkında verilen açıklamalar oldukça kısıtlıdır. Öte yandan belirli formlara sahip mektup, dilekçe, özgeçmiş vb. türlerden mektup, e-posta ile birlikte ayrı bir tür olarak incelenmiş; dilekçe, tutanak, özgeçmiş gibi form yazılara ancak yazma bölümünde kısaca değinilmiştir.

Yazılı türler hakkında verilen açıklamalar ise örnek metinlerle ilişkili biçimde öğrenciye aktarılmıştır. Okuma bölümünde metinlerden önce "hazırlık" etkinliği ile öğrenciyi türe ve derse hazırlamak, dikkatleri toplamak ve konu üzerinde düşünmeyi başlatmak için metin hakkında sorular sorulmuştur. Metinden sonra "Metin ve Türle İlgili Açıklamalar" bölümünde türle ve metinle alakalı bilgiler verilmiştir. Genel olarak metinler, türün tarihî gelişimini gözler önüne serecek nitelikte seçilmiştir. "Metni Anlama ve Çözümleme" bölümünde ise türün ayırt edici veya önemli özellikleri hakkında; metni kavrama ve analiz etme noktasında etkinlikler, sorular tasarlanmıştır. Daha sonra

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"Yazarın Biyografisi" başlığıyla verilen metnin yazarı hakkında bilgiler sunulmuştur. Bu bölümde son olarak verilen etkinlik metnin "Dil Bilgisi" doğrultusunda tasarlanmıştır. Yazma bölümünde ise metin türünü yazımında dikkat edilecek hususlar açıklandıktan sonra yazma etkinliği istenmiştir. Sözlü iletişim bölümünde de türün sunumunda dikkat edilmesi gerekenler aktarıldıktan sonra yazılan metinlerin sınıf ortamında sunulmasına dair etkinlikler planlamıştır. Ünite sonunda ise "Ünite Ölçme ve Değerlendirme Çalışmaları" kapsamında türün tarihî gelişimine, özelliklerine, önemli noktalarına dair açık uçlu sorular, boşluk doldurma, doğru-yanlış, eşleştirme, çoktan seçmeli gibi bilgiyi ölçen ve değerlendiren etkinlikler verilmiştir.

Sınıf düzeylerine göre sırasıyla biyografi/otobiyografi, mektup/e-posta, günlük/blog, anı (hatıra), haber metni, gezi yazısı, makale, sohbet ve fıkra, eleştiri, mülakat ve röportaj, deneme ve söylev (nutuk) türleri, üniteleri TDE öğretim programında belirlenen unsurlar göz önüne alınarak ders kitaplarında yer almıştır. Tür merkezli düzenlenen TDE öğretiminde, edebiyat tarihi arka planda kalmıştır. Ders kitaplarında tür odaklı verilen metinler sebebiyle Türk edebiyatının dönemlerine ait bilgiler dağınık bir şekilde tür merkezli açıklamalar içinde verilmiştir. Öğrencilerin metinler aracılığıyla Türk edebiyatının değişim ve gelişimini tanımalarını amaçlayan öğretim programı, edebiyat tarihi bilgilerini dağınık şekilde vererek bu amacına ters düşmektedir. Dolayısıyla edebiyat tarihini öğrencilerin ve öğretmenin inisiyatifine bırakmak yerine tüm sınıf seviyelerinde müfredata adapte etmek gerektiğini düşünmekle birlikte tümevarım yerine tümdengelim yönteminin kullanılmasının daha etkili olacağı kanısındayız.

Metin türlerinin keskin sınırlarla ayrılmadığı, aynı zamanda farklı metin türlerinin iç içe bulunabileceği bilinmektedir. TDE müfredatında ve ders kitaplarında bu konuyu vurgulayan açıklamalar bulunmamaktadır. Yalnızca biyografi/otobiyografi, anı ve günlük türlerinden oluşan hikâye ve romanlardan bahsedilmiştir. Bu açıdan günümüz edebiyatının önemli özelliklerinden biri olan "metinler arasılık" hususunun müfredata yerleştirilmesi gerekmektedir.

On iki farklı öğretici metin türünün somut örneklerle okuma, yazma ve sözlü iletişim başlıkları altında öğrencilere aktarılması, dil bilgisi açısından da önem arz etmektedir. Zira her tür kendine özgü dil ve üsluba, anlatım tarzına sahiptir. Bu sayede öğrenciler, somut örnekler aracılığıyla okuma, yazma ve sözlü iletişim becerilerini geliştirme fırsatı bulacaklardır. Ancak okuma bölümündeki metin çeşitliliğinin aksine yazma ve sözlü iletişim bölümlerinde tek çeşit olarak düzenlenen etkinlikler, aynı zamanda öğrencilerin ilgi ve dikkatini çekecek nitelikte değildir. Öğrencilerin ilgisini çekecek, öğrenirken eğlenmelerini sağlayacak bilhassa çağımızın getirisi olan teknolojinin kullanılmasını gerektirecek etkinlikler tasarlanmalıdır.

Sonuç olarak öğretici metinler, Türk dili ve edebiyatının eğitim-öğretiminde oldukça önemli kaynaklardandır. Okuma, yazma, dinleme ve konuşma gibi iletişim ve dil becerilerinin geliştirilmesinin yanı sıra kültür ve bilgi aktarımında, eleştirel düşünmede, farklı disiplinler hakkında bilgi sahibi olmada ve analitik zekânın kullanılmasında fayda sağlamaktadır. Bu bağlamda TDE öğretim programındaki örnek öğretici metinler yeterli sayıda görünse de öğrencileri eğitim-öğretim sürecine dâhil edecek etkinlikler nicelik ve nitelik açısından çeşitlendirilmelidir.

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ELF Awareness among Turkish ESP Students

Türk ÖAİ Öğrencilerinde ODİ Farkındalığı

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Abstract. The study, which was based on quantitative data, sought to shed light on how much ELF influences language learning goals for English for Specific Purposes (ESP) learners, how they relate to the new ELF phenomena, and they are aware of the changing role of English, which was one of the least researched areas in the literature. The findings indicated that the Turkish ESP students showed great awareness about the issue that today English is considered a primary Lingua Franca that enables them to communicate and interact with others around the world. It was also revealed that besides the fact that they did not place only native varieties of English or only native speakers in their English learning process, communicating with non-native speakers of English had more importance than native speakers of English in their purpose of ESP learning. They did not see the role of accuracy in English as an ultimate goal as long as intelligibility was achieved in communication. This article calls for more future research and effort devoted to enhancing ELF awareness in Turkish ESP programmes.
Keywords: *ELF awareness, English as a lingua franca (ELF), English for specific purposes (ESP), language attitudes.*

Öz. Nicel verilere dayanan bu çalışma, Ortak bir dil olarak İngilizce (ODİ) kavramının Özel amaçlı İngilizce (ÖAİ) öğrencileri için dil öğrenme hedeflerini ne kadar etkilediğine, bunların yeni ODİ fenomeniyle nasıl bir ilişki kurduğuna ve İngilizcenin değişen rolünün ne kadar farkında olduklarına ışık tutmayı amaçlamıştır. Bulgular, Türk ÖAİ öğrencilerinin, bugün İngilizcenin dünyadaki diğer kişilerle iletişim kurmalarını ve etkileşimde bulunmalarını sağlayan birincil ortak dil olarak kabul edildiği konusunda büyük farkındalık gösterdiklerini göstermiştir. İngilizce öğrenme süreçlerine sadece anadili İngilizce olanlara yer vermemenin yanı sıra, ÖAİ öğrenme amaçları açısından anadili İngilizce olmayanlarla iletişim kurmanın anadili İngilizce olanlardan daha önemli olduğu da ortaya çıkmıştır. İletişimde anlaşılırlık sağlandığı sürece İngilizcedeki doğruluğun rolünü nihai bir hedef olarak görmedikleri saptanmıştır. Bu makale, Türkiye'deki ÖAİ programlarında ODİ farkındalığını artırmaya yönelik daha fazla araştırma ve çaba gösterilmesini gerektirdiği göstermiştir.
Anahtar Kelimeler: *Dil tutumu, ortak bir dil olarak İngilizce (ODİ), ODİ farkındalığı, özel amaçlı İngilizce (ÖAİ).*

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Introduction

The consequences of globalization on English are especially noticeable in the field of English for Specific Purposes (ESP) to communicate not only with native English speakers but also with other non-native English professionals, many students participate in ESP programs (Csizer & Kontra, 2012). ESP students, thus, are the possible subjects who are going to work in an international context which the international and intercultural communication dynamics should be taken into consideration while investigating ESP interactions (Elaish *et al.*, 2019). For these reasons, as Bhatia *et al.* (2011) stated, the aim of ESP should be to use English as an ELF speaker, guided by the discourse community. Furthermore, it is a well-known fact that ESP has been expanding and changing for about 50 years. Many foreign institutions are becoming more interested in offering ESP courses to students from various fields. Therefore, it is not surprising to see the significant effort being made to publish research in prestigious and high-impact journals, for which English is the language of choice for disseminating research findings to a worldwide audience (Flowerdew, 2015). Additionally, given that 95 percent of publications are written in English nowadays, more non-native English speakers than native speakers have submitted papers to these calls for papers (Hyland, 2013). Moreover, the precipitate growth of English as a global language has led to an estimated 1 billion L2 users (Ilyosovna, 2020). Because of the reasons mentioned above, the impact of English as a Lingua Franca (ELF) on ESP has been profound in many ways such as the design of curricula and course materials, students' needs, and teachers' preparation (Flowerdew, 2015). Since the integration of ELF into ESP is an eventual consequence of the globalization that influenced English use worldwide, it raised two questions: to what extent are ESP students aware of the altering role of the English language and to what extent is the process of their English learning shaped by the native speaker ideology? Although there have been several studies conducted on ELF-awareness of tertiary-level students in the Turkish context (e.g. Deniz, Özkan, & Bayyurt 2016; Inceçay & Akyel 2014; Kemaloglu-Er Bayyurt, 2016, 2018; Öztürk, Çeçen, & Altınmakas 2010) in the Turkish context, there was no informative study that investigated how much ELF influences language learning goals for ESP learners, how they relate to the new ELF phenomena, and how far they are aware of the changing role of English. Therefore, the study was conducted to fill this gap.

Literature Review

English as a lingua franca (ELF)

ELF can be defined as "English as it is used as a contact language among speakers from different first language" (Jenkins 2009, p. 142). Moreover, Seidlhofer (2013) defined it as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (p. 7). On the other hand, the definitions of "ELF speakers" have changed over time; in the literature, although the earliest definitions excluded native speakers from ELF users (e.g. House, 1999), the recent views consider all groups (ENL, ESL and EFL) of English users as EFL users (e.g. Jenkins, 2006; Mauranen, 2017).

The fundamental characteristics of ELF can be presented briefly in 5 points: 1) Individuals who speak different first languages (primarily from the expanding circle) use ELF to communicate

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with each other, although not exclusively. 2) Depending on the needs and preferences of the speaker (or learner), ELF can be seen as an alternative to EFL rather than a replacement for it. 3) ELF encompasses distinct linguistic innovations that differ from ENL and are commonly used by the majority of ELF speakers in certain contexts. 4) Pragmatically, ELF involves using specific communication techniques such as accommodation and code-switching, as opposed to "one-size-fits-all" English, because ELF forms are highly dependent on the particular communication situation. 5) Competent ELF speakers were interviewed to extract descriptions of ELF that could potentially lead to standardization (Jenkins ,2009).

In the context of ELF, the relationship between language and culture has become more dynamic. ELF communication occurs in emergent, fluid, and situated sociocultural circumstances rather than fixed settings. The linguistic and cultural resources in ELF communication continuously interact with the local, national, and global contexts. The concept of a "third place" in L2 communication is highly relevant in explaining the cultural space of language use (Kramsch 1993, p. 233). This model emphasizes the L2 speakers' ability to mediate and relativize cultures. L2 communication operates in a third place that is neither dominated by the L1 nor the L2, but a new cultural space where intercultural practices and forms are created. In intercultural communication, specific languages and cultures are less likely to provide cultural assumptions and frames of reference. The language used as a Lingua Franca is not owned by any specific culture or country, but by all participants involved in the interaction. L2 speakers involved in intercultural communication with multiple languages and cultures make an effort to mediate and negotiate between their own language and culture and those of others. Furthermore, unlike the traditional and outmoded notion that a language is a separate entity from its culture (see Geertz 1973), language is a synthesis and manifestation of culture; it cannot be regarded as a distinct element from culture (Baker, 2009). However, when we talk about specific languages, in particular international languages such as English, which includes countless cultures due to its speakers from different cultures around the world, language and culture can be divided (Risager, 2006). Yet, "at the level of an individual's linguistic resources or competence, language and culture are again inseparable and develop in tandem based on the individual's life experiences". Therefore, it should be kept in mind that culture can be considered as "a discourse community, but one that is enacted alongside and in relationship with other discourse communities, and one whose role and relevance to communication is emergent in each individual instance" (Baker, 2009, p. 571-573). Intercultural competence involves acknowledging and understanding the distinctions between one's own culture and those of others, accepting those distinctions, and reacting in a manner that avoids offending, ridiculing, or belittling people from diverse cultures. This is an essential aspect of ESP, which emphasizes intercultural competency as a fundamental element. To effectively teach ESP to students, it is necessary to devise a novel instructional approach that integrates intercultural motives (Luka, 2007).

Furthermore, the process of engaging with ELF research and developing one's own comprehension of how it can be integrated into one's school setting through a constant process of critical analysis, design, application, and assessment of classroom instruction that mirror and localize one's interpretation of the ELF construct is described as ELF awareness. (Sifakis & Bayyurt 2017). In Seidlhofer's (2011 as cited in Sifakis, 2017) seminal work, 3 major components of ELF awareness were explained: 1) Awareness of language and language use: Recognizing ELF dialogue, including

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interactions between speakers of multiple languages, and creating communication plans utilizing a variety of linguistic and non-linguistic resources. 2) Awareness of instructional practice: Being conscious of textbook- and policy-related practice, such as being conscious of diverse goals set in the learning situation determined by pupil's needs, and also teacher-related instructional practices, such as instructors' own personal theories regarding teaching, their opinions and viewpoints toward the use of language. 3) Awareness of learning: English gets adopted by pupils when it becomes a more common language used in daily interactions and stops being considered a foreign language in the same way that other languages are.

ELF in English for specific purposes (ESP)

According to Johns and Dudley-Evans (1991), who identified the international character of ESP, there are three characteristics of ESP; “internal communication”, “transmission of science and technology”, and “International communication”. The first one is for the post-colonial or ESL countries (Kachru’ concentric models of English (Kachru, 1985)) such as India, Nigeria and Singapore where English is needed for internal communication because of its extensive use among especially, educated citizens and also the reason that English is the most neutral language available in these countries. Due to the needs of English in these countries, some of them have their own ESP textbooks in which local speech norms can be traced rather than standard norms of English. Not only textbooks but also new teaching models are required to compensate for the needs of these ESP learners. For instance, in Nair-Venugopal’s (2009) study conducted in the Malaysian context, it was firmly put forward that in order to compensate the needs of local learners of English, there should be new models that are beyond the traditional models provided by standardized Western teaching norms. This situation doubtlessly echoes the characteristics of ELF for the reason that ELF refers to the fact that “multilingual speakers will use English for utilitarian purposes with a pragmatic attitude” (Canagarajah, 2006, p. 199) and as House (2012) commented, “a major characteristic of ELF is its multiplicity of voices. ELF is a language for communication, a medium that can be given substance with many different national, regional, local, and individual cultural identities” (p. 365). These former examples indicate that even 50 years ago, the idea of ELF was valid for ESP courses and classroom material development according to many scholars.

The second issue highlights academic publications. It is a well-known fact that the field of ESP has been growing and developing for almost five decades. There has been a growing interest among many international universities for ESP courses offered to students from different departments. Therefore, it is not surprising to observe the serious efforts being made to publish research in renowned, high-impact journals, for which English is the language used to disseminate research results to worldwide public. (Flowerdew, 2015). Furthermore, considering the fact that today, 95% of all publications are in English, the non-native English scholars in these submissions have exceeded the native ones (Hyland, 2013). ESP scholars and graduate students among these scholars have been increasing constantly when considering how fast the current information is getting and also contributing to the literature. Many different disciplines, like science and engineering, also take advantage of web-enabled linked data facilitating online discussions and blog postings and also offer their students access to publications which accelerate this increase in academic publishing. As English for Specific Purposes (ESP) studies gain weight in academic publications, for the most part, the

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language that multilingual ESP scholars (especially in science and engineering) use and their attitudes towards English have been changing as well. A recent study conducted by Ferguson *et al.* (2011) indicated that the majority (62%) of Spanish ESP scholars stated that they felt more advantaged than disadvantaged by the dominance of English in science. They also claimed that English is no longer a language that gives privileges to native-speaker academics. For these reasons, ELF in the current era of globalization has been increasingly gaining importance. Therefore, "the nature of English for global communication and collaborations is changing, and changing fast" (Flowerdew, 2015, p. 13). The last one sheds light on the issue that English is primarily chosen as the language of communication among non-native speakers in many occasions in international business. In Graddol's (2006) "English Next" publication, while the current state of English as the global language around the world and its comparison to other prevalent languages (e.g. Arabic, Chinese) were highlighted, he also put forward the historical changes and future-related issues of English education. He stressed the fact that the numbers of speakers who use English as EFL and ESL have exceeded NSs of English, therefore NSs' longstanding traditional linguistic advantage has been losing its influence on both ESL and EFL speakers.

The Aim of the study

This study explores to what extent ELF influences English learning goals of ESP learners, how they relate to ELF phenomena, and how they are aware of the changing role of English. To do this, the researcher has administered a survey adapted from the study conducted by Bayyurt *et al.* (2019) to the ESP students. The information was gathered from the ESP students in 4 ESP programmes given at a state university located in Turkey.

Methodology

The approach of the study was quantitative-exploratory, the design, however, was a non-experimental survey study in which a questionnaire was administered to the participants to get valuable information pertinent to the objectives of the study. In a study based on an exploratory approach, the aim is to enhance understanding of a subject that is not well recognized but requires more attention, and to create captivating ideas regarding a subject that is already established (Swedberg, 2020). It is obvious that the literature fails to present a complete understanding of to what extent ESP students are aware of the current state of English which is a Lingua Franca and to what extent they are aware of the ELF concept regarding their ESP education therefore, the current study, which tried to fill the existing gap in the literature, adopted an exploratory approach. Furthermore, since the study relied on the numeric (quantitative) data gathered through a questionnaire, a quantitative-exploratory approach was chosen as the basis of the study. The data were collected through a questionnaire. The researcher has adapted and utilized a questionnaire based on the study of Bayyurt, *et al.* (2019). The study was conducted in the 2021-2022 academic year. The students were informed that their participation in the study was voluntary. The ethical approval (no: 20021704-604.01.02-16112) was obtained before the study and the researcher complied with all the rules specified within scientific research and publication ethics regulation throughout the study.

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Participants and setting

The total number of the ESP students who participated in this study was 236. The demographic analysis indicated that they participated in the study from 4 different programmes, which were “Hospitality Management”, “Food and Beverage Management”, “International Trade and Logistics” and “Medical Documentation and Archiving”. The detailed demographic information is given in Table 1 below.

Table 1.
The demographic information of the ESP students

Department	Category	Sub-Category	Frequency(N)	Percent (%)
Hospitality Management	**Gender**	Male	28	54.9
		Female	23	45.1
		Total	51	100
Food and Beverage Management	**Gender**	Male	32	64
		Female	18	36
		Total	50	100
International Trade and Logistics	**Gender**	Male	50	65.8
		Female	26	34.2
		Total	76	100
Medical Documentation and Archiving	**Gender**	Male	18	30.6
		Female	41	69.4
		Total	59	100
Total			236	100

The research setting of the study was a state university located in the city of Muğla in Turkey. The researcher adopted a convenience sampling approach for the study because it enables the inquirer to select easily accessible and voluntary participant groups. Since the researcher resided and worked in Muğla, the study was conducted at a state university in the area, which gave the researcher to take care of every step of the study studiously.

Data collection tool

To find out the ESP students’ ELF-awareness, a questionnaire, which was developed by Bayyurt *et al.* (2019), was used to collect data in this study. The questionnaire was a 5-point Likert scale and contained a total of 22 items about their ELF awareness. Bayyurt *et al.* (2019) explained

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that during the development of the questionnaire, the rotated factor model showed that the items were divided into categories based on 3 factors: "intercultural awareness", "positioning native varieties and native speakers", and "awareness of communication goals". 43.49% of the variation (eigenvalues for the three components were 4.7, 3.1, and 1.7, respectively) was explained by this factor model; variance for the three factors was 0.21, 0.14, and 0.7, respectively). By measuring Cronbach's alpha values, the questionnaire's internal consistency was also investigated. With all the items included, the total questionnaire's internal consistency was .739. The questionnaire was originally developed for English teachers to whether they are aware of ELF yet, for this study, it was adapted to investigate the ESP students' ELF awareness. Therefore, the items starting with "students…" altered as "I…" (only 4 items were changed in total).

In order to pilot the ELF questionnaire developed by Bayyurt *et al.* (2019), the questionnaire was administered to 47 ESP students at the same state university. Following the piloting, necessary changes and corrections were made. A Cronbach's alpha internal co-efficiency, the most popular objective measure of reliability, was used to ensure the reliability of the scales. To observe the reliability of the questionnaire, the alpha reliability coefficient was utilized and was found .705. It was considered sufficiently reliable for use the main study. In light of feedback from the piloting, minor adjustments were made to wording and formatting, along with a participant consent form.

Table 2.
Cronbach alpha reliability estimate

Cronbach's Alpha	N of participants
.705	47

Data collection procedure

Using Google Surveys, the questionnaire was converted into an electronic format and a public link was created for the participants. At the beginning of the term, the researcher attended to their lesson with the permission of their ESP instructor and explained what the aim of the study was. Prior to the questionnaire, the participants were given the consent forms within Google documents, in which the ESP students were informed that confidentiality and voluntary participation were two major features of the study. After the explanation of the study by the researcher, the researcher sent the questionnaire link to the representative students (n:4) of each ESP programme then, the representatives shared the open link of the questionnaire in their WhatsApp groups. The participants had 3 months to answer the questionnaire. The participants answered the questions freely and without any constraints being imposed on them.

Data analysis

The questionnaire data were transferred to SPSS 2.0 for statistical analysis. Firstly, the data were checked in terms of whether the items distributed normally in order to see if the means of the items of the questionnaire were applicable as the representative values of the data, therefore normality test was utilized. As a result of the normality test, the significance value of Kolmogorov-

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Sirnov (the sample size of the study was 236) was found .200 which was greater than the alpha value (.05). The data of the study, thus, were distributed normally.

Table 3.
Tests of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
ELF_awareness	,092	236	,200	,985	236	,113

a. Lilliefors Significance Correction

After normality test, in order to calculate the reliability and validity of the instrument, Cronbach Alpha internal consistency estimation was utilized. Since there were three factors in the questionnaire, the Cronbach's alpha values of the three factors were analyzed as .519, .751, and .637 respectively. Then, the percentages of the frequencies of each item in three factors were given separately in the findings part. In order to identify general participant tendency, the percentage for every item was evaluated. The responses of the items were designed on an ordinal scale i.e., higher number means agreement and lower number means disagreement.

Findings

In this section, the findings according to the 3 factors resulting from the factor analysis were presented. The percentages (based on the alternatives on a 5-point Likert scale) for each item were reported in the following section and were grouped under the 3 categories identified by the principal component factor analysis.

In Table 3, the role of culture was highlighted greatly by almost every student participant (agree+strongly agree = 94%) and also the awareness of the differences and the similarities between cultures were seen as such an important issue by them (agree+strongly agree = 80.7%). Furthermore, regarding the English teaching materials, while the student participants indicated a considerable appreciation towards the English teaching materials designed by considering the non-native English-speaking world cultures (agree+strongly agree = 71,3%), they did not deprecate English teaching materials from the native-English world such as Britain and/or the USA (agree+strongly agree = 46,7%).

Table 4.
The ESP students' intercultural awareness of the students

Items on cultural awareness	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
Non-native speakers of English should learn about both the target language culture and other cultures to communicate successfully in English.	0	2,3	4,7	53,7	40,3

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It is essential to learn the similarities and differences between the native English speaking countries and their own country.	1,7	6,7	11	53	27,7
I do not need to know about the cultures of native speakers of English to communicate successfully in English.	20	35	16,7	25	3,3
I need to know about the similarities and differences between my own culture and other cultures.	5	35	20	28,3	11,7
English teaching materials should include cultural elements from Britain and/or the USA.	0	28,3	25	30	16,7
English teaching materials should include cultural elements from countries around the non-native English speaking world.	3,3	15,3	10	35,3	36

Note. N=236, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

In Table 4, the responses of the student participants showed a rather consistent tendency towards the native varieties and native speakers of English. Firstly, the great majority of the student participants indicated that their ultimate speaking targets were not native speakers of English (disagree+strongly disagree = 81%). Moreover, the native-like proficiency (disagree+strongly disagree = 67%) and the native-like accent (disagree+strongly disagree = 88,7%) were not considered the main goals in their English learning process. Furthermore, another opposition was revealed which was about learning only native varieties of English for the practical issue by the student participants (disagree+strongly disagree = 76,6%). They also showed that neither the native English accents (disagree+strongly disagree = 74%) nor a Standard English accent (disagree+strongly disagree = 61,6%) was a necessity for the non-native English-speaking teachers. Although a considerable number of the participants supported the idea that native-speaker models should be utilized by non-native English-speaking teachers for the sake of successful communication (agree+strongly agree = 53,3%), the English teaching materials in written and spoken forms which were designed by only native-speakers of English were not appreciated by the participants (disagree+strongly disagree = 61,7%).

Table 5.
The ESP students' positions towards native varieties and native speakers

Items on positioning native varieties and native speakers	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
It is more important for me to be able to communicate with native speakers of English than non-native speakers of English.	29,7	51,3	11,7	5,3	1,3
In learning English, the ultimate goal should be reaching native-like proficiency.	17,7	49,3	18,3	9	5,7
English has many varieties, but to be practical we should only learn American or British English.	18,3	58,3	10	10	3,3
I should be able to speak English with a native-like accent.	33,7	55	3	6,3	2
English teaching materials should include written or spoken texts only produced by native speakers of English.	21,4	40,3	25	11,7	1,6

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Native English-speaking teachers should speak English with a British or American accent.	3,3	48,3	21,7	21,7	5
Native English-speaking teachers must have a Standard English accent.	18,3	48,3	5	20	8,3
Non-native English-speaking teachers should speak English with a British or American accent.	20,7	52,3	5	12	10
Non-Native English-speaking teachers must have a Standard English accent.	3,3	41,7	21,7	25	8,3
Non-native English-speaking teachers must rely on native-speaker models to communicate successfully in English.	5,3	48	11,7	11,7	23,3

Note. N=236, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

Table 5 showed that the hospitality management students expressed clearly that both native and non-native speakers were their target speakers (agree+strongly agree = 90%). Moreover, the intelligible accent was promoted by the participants since it was considered as an important issue for the good of communication (agree+strongly agree = 63,3%). While accurate grammar was regarded as an essential component in communication among native and non-native speakers of English by the majority of the participants (agree+strongly agree = 55,2%), a considerable number of them indicated an opposition to it (disagree+strongly disagree = 31,6%). The student participants highlighted greatly the impact of getting exposed to non-native varieties of English (agree+strongly agree = 68,2%). They expressed obviously that a native English teacher's job was to teach how to communicate in English (agree+strongly agree = 74,4%). A standard English accent was not considered a necessity by the majority of the student participants (disagree+strongly disagree = 58,4%).

Table 6.
The ESP students' awareness of communication goals

Items on awareness of communication goals	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
I need to learn English to communicate with native and non-native speakers of English.	1	5	7	52	35
Intelligible accent is essential for successful communication among native and non-native speakers of English.	5	13,1	8,5	40,3	23
Accurate grammar is essential for successful communication among native and non-native speakers of English.	8,6	23	13,1	40,2	15
Exposing to non-native varieties of English has an impact on my language learning.	1,5	18,7	11,7	39,5	28,7

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Native English-speaking teachers must have a Standard English accent.	8,7	49,7	16	19,3	6,3
Native English-speaking teachers' job is to teach students how to communicate in English.	7	11,7	6,7	56,2	18,4

Note. N=236, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

In a nutshell, the findings clearly indicated that the participants demonstrated a strong awareness of ELF and questioned the established norms of Standard English. Specifically, they highlighted English as a primary language for global communication and emphasized the importance of being understood rather than adhering strictly to grammatical accuracy in order to facilitate successful interactions. Interestingly, their target audience for effective communication was not native English speakers (NESs), but rather non-native English speakers (NNESs). Consequently, the study revealed a focus on using English proficiently and meaningfully, rather than striving for native-like fluency or accent. The participants prioritized essential aspects of ELF, such as effective communication and negotiation skills, over attaining a native-like command of the language. The researcher created the next section to present the exact meaning of the results revealed in the current study by exploring the significant points of the research, its implications in different areas of the study, and the improvements that the study can make for future developments.

Discussion, Conclusion, and Recommendations

The findings indicated that the Turkish ESP students showed great awareness about the issue that today English is regarded as a primary Lingua Franca that enables them to interact with others around the world. Regarding three factors that emerged from the questionnaire, the results were expanded on and explained in detail in the following lines.

The study pointed out that the ESP students of the current study emphasized greatly the relationship between language and culture in ELF which is dynamic. They reflected that language and culture have a strong bond. Intercultural awareness, thus, was promoted as a crucial step in ESP education by the ESP students, involving understanding and respecting cultural differences. Furthermore, the majority of them also paid considerable attention to the importance of differences and similarities between cultures regarding the English language learning process. In other words, the ESP students emphasized this intercultural awareness by reflecting the importance of not only language itself but also cultural factors in their English language learning process. The findings about intercultural awareness of the ESP students reflected ESP students' readiness and demands for ELF in their ESP education, therefore, from the ESP students' perspective, the results echoed Bayyurt and Akcan's (2015, p. 16) claim which "the field of intercultural rhetoric has already been flagged as being of increasing importance for ESP studies."

In addition to their high awareness ELF and cultural factors in the process of their English language learning, such as appreciating considerably the importance of both the cultures of native speakers and the non-native English-speaking world, the findings also showed that they do not place only native varieties of English or only native speakers in their English learning process, but also

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communicating with non-native speakers of English has more importance than communication with native speakers of English in their purpose of ESP learning. According to the study conducted by Crystal (1997), today nobody would question that the number of non-native speakers (NNSs) using English outnumbers its native speakers (NSs). As Jenkins (2009) stated, with the majority of speakers being non-native English speakers, English has emerged as the most popular language worldwide. Furthermore, most of the interaction in English takes place between NNSs (Graddol, 2006). By not centralizing only native speakers or varieties of English into their English learning process, the ESP students indicated that their goal clearly was to learn English which "enables them to become members of expert communities and to communicate with other members wherever they may be and whatever primary culture they come from" (Widdowson, 1997, p. 144). This result, however, did not match with Kelch and Santana-Williamson's (2002) study in which vocational English students were investigated to observe whether non-native and native speakers indicated any significant differences regarding their attitudes towards various English accents. They found that the students were rather critical of non-native English teachers, and they reflected their dissatisfaction with non-standard English accents. Therefore, the study revealed that the students advocated that the growing trend of globalization and the widespread adoption of English as the dominant language for conducting business led to an increased usage of English not only among non-native speakers in business settings but also in communication pertaining to business with diverse groups worldwide, including potential employees, consumers, and investors who may not have English as their first language (Planken *et al.*, 2010).

Furthermore, the study revealed that the student participants did not see the role of accuracy in English as an ultimate goal as long as intelligibility was achieved in communication. In other words, they chose intelligibility over accuracy for successful communication. A similar conclusion was presented in the study conducted by Xu and Van de Poel (2011) which emphasized that English is recognized as a highly essential means of intelligibility in international communication by non-native speakers. Majority of the ESP students in the study indicated their adherence to the view that the attainment of communicative competence in English was more important than the attainment of linguistic accuracy, which goes in parallel with the claim of Widdowson (1983), in which he put forward the idea that mastering communicative competence, which includes components to clarify a speaker's utterances for achieving intelligibility, is preferred by, especially, non-native speakers to overcome misunderstandings and possible problems in the course of interaction with other speakers. In the same direction, in English learning goals of the ESP students in the current study, they showed that Standard English was not a vital component that needed to be achieved by them. They did not place the native speaker norms at the core of their English learning goals. The findings are comparable with the study conducted by Calvo-Benzies (2017), in which ESP students from different departments (Tourism and Law) were evaluated in order to reveal their preferences for the role of native English aspects in their ESP education, such as pronunciation, accents, etc. The conclusion of the study indicated that the law students showed great interest in native-like abilities over non-native ones, although the tourism students valued both native-like and non-native competences. Their experiences align with Seidlhofer's (2018) assertion that attempting to conform to Standard English, which does not reflect the reality of how the language is spoken, is a futile endeavor for non-native English speakers. Such efforts are unlikely to be recognized and appreciated, but rather seen as flawed or deficient due to the fact that Standard English insists on

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ideal standards of proper linguistic behavior rather than representing the language itself. They all wanted to use English communicatively and professionally, regardless of whether they used Standard English. Therefore, when it came to the ESP students' ultimate goals in ESP lessons, the ability to use and speak English effectively and meaningfully was mostly emphasized. Specifically, it was seen that not only they wanted to communicate effectively in English but also wanted to use it meaningfully and intelligibly. It was not surprising to observe that the ESP students in the study highlighted the communicative perspective of English since many previous studies indicated the same points. In the non-experimental research conducted by Alhuqbani (2014), in which 223 ESP students were asked to rate the most important skills in their English learning, the results indicated that speaking was rated as the most important skill for them, besides listening. In another study performed by Prachanan (2012), in which a questionnaire was applied to 40 ESP students in the tourism field to reveal their needs, speaking was chosen as the most important skill that they needed to improve. Therefore, the results matched the fundamental characteristics of ESP courses. For example, the primary objective of ESP courses is to enable students to engage with learning materials actively and develop their vocabulary and comprehension of meanings. Moreover, these courses aim to equip students with the necessary skills to communicate efficiently and appropriately with professionals in their respective fields. Also, ESP courses strive to prepare students to employ the language effectively in practical scenarios and collaborate with colleagues in a professional environment (Živković, 2016).

On the other hand, within the context of Turkish tertiary education, the perceptions of ESP students regarding the inclusion of non-native speakers of English in their ESP learning process were contradictory to existing research. For instance, İnceçay and Akyel (2014) conducted a study investigating Turkish EFL speakers in tertiary education, aiming to uncover their perceptions of ELF. The findings revealed that half of the participants held conservative views towards non-native English speakers, primarily due to their accents. They devalued non-standard English accents within their English education and exhibited a strong resistance to the use of ELF. Similarly, Deniz et al. (2016) examined the ELF perceptions of EFL pre-service teachers and found that while most participants were aware of ELF, their English learning perceptions were still rooted in native speaker norms. In a study by Ekamloğlu-Er and Bayyurt (2016), tertiary EFL students underwent ELF-awareness education to challenge their traditional perspectives on English learning and adopt an ELF-aware approach. Following this intervention, a noticeable shift was observed in their attitudes as they embraced an ELF-aware approach. They integrated diverse forms of English, varied cultures, and students' native languages (L1) and cultures within the classroom. Moreover, they employed correction strategies that prioritized intelligibility as the primary criterion. Therefore, unlike the current study, which witnessed a spontaneous ELF-awareness among ESP students, the existing studies conducted in the Turkish context achieved ELF-awareness through deliberate ELF-awareness education efforts.

This quantitative study aimed to reveal to what extent Turkish ESP students were aware of the ELF concept. The results evidently indicated that the participants reflected considerable awareness of ELF and challenged Standard English norms. Namely, it was stressed that English is considered a primary Lingua Franca that enables them to communicate and interact with others around the world, and in the course of these communications and interactions with other ELF speakers, they emphasized the importance of intelligibility over accuracy for the sake of successful communications and interactions. Moreover, it was seen that their ultimate speaking targets were

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not NESs but NNESs. Therefore, it was reflected that rather than achieving native-like proficiency in English and a native-like accent in English, the ability to use and speak English effectively and meaningfully was mostly emphasized. Over native-like language proficiency, the participants placed a significant emphasis on the fundamental tenets of ELF, such as communication and negotiation skills. It should be born in mind that these participants did not get any education or instruction on ELF-awareness which constituted the originality of the study. The majority of the participants were so aware of the current position of English as a Lingua Franca and the principles of their ESP education, which promote the functionality of English rather than native-like accuracy, that they were ready to adopt the ELF concept in their ESP education. The possible reasons of these findings could be that because of the advance of the technology, the participants were in a great state of integration to the globalized world which enables them to see the current situation of English which is a Lingua Franca.

The present study puts forward several recommendations for future research in the field. Firstly, the research can be replicated, including a larger sample size of ESP students from different settings, which can give a more comprehensible status of Turkish ESP students in terms of ELF. Another study would be quite significant if it investigated Turkish ESP instructors' ELF awareness and compared them with their ESP students' ELF awareness because as Alibakhshi *et al.* (2011) stated, a common interest between teacher and learner leads to meaningful interaction and communication, which consequently turns into learning. Additionally, it would be unrealistic to anticipate an immediate transformation in ESP education without the active involvement of ESP practitioners, who play a crucial role in implementing ELF-oriented ESP lessons. It is important to recognize that ESP practitioners are the catalysts for initiating this change in ESP education based on the principles of ELF. As emphasized by Connor and Rozycki (2012), as English continues to gain prominence as the Lingua Franca in business and academic communication, ESP practitioners need to address variations from traditional standards and norms. Intercultural rhetoric provides a well-suited framework to explore and respond to this emerging area of research. Lastly, this study can be replicated in a qualitative research to enrich the data about ESP students' ELF awareness so that the literature can present robust results for future studies regarding ELF in ESP education.

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EFL Instructors' Occupational Wellbeing during the COVID-19 Pandemic in Türkiye: A Study of Burnout and Work Engagement[1]

Türkiye'de COVID-19 Pandemisi Sırasında Yabancı Dil Olarak İngilizce Eğitmenlerinin Mesleki İyi Oluşu: Tükenmişlik ve İşe Bağlılık Üzerine Bir Araştırma

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Abstract. The online teaching experiences following the COVID-19 pandemic have produced significant changes in educators' work lives bringing extra stress factors in their working conditions. This mixed-methods study examined the well-being of English instructors trying to continue their teaching activities online in pandemic conditions in Türkiye, based on the Job Demands-Resources (JD-R) Theory. Quantitative data were gathered through an inventory from 69 English instructors. Semi-structured interviews were conducted with 12 instructors. The results revealed an average level of burnout and work engagement among the participants. Uncertainty and the limitations of technology emerged as two new job demands faced by instructors in online teaching during the pandemic. Besides, the results provided evidence for the necessity to add a fourth aspect to the JD-R: personal demands. E-teaching readiness and openness to interaction as personal resources and security as a job resource have appeared as three new resources specific to the online teaching mode. Student-related factors, which were found to be causes of poor well-being in general in previous studies, have been found to be sources that promote higher well-being among instructors in online education. The study carries major implications for school administrators and teacher trainers.
Keywords: *JD-R Theory, Occupational Wellbeing, Teacher Burnout, Teacher Wellbeing, Work Engagement.*

Öz. COVID-19 pandemisi ve sonrasında yaşanan online eğitim deneyimleri, eğitmenlerin iş yaşamlarında ve çalışma koşullarında önemli değişikliklere neden olmuş ve ekstra stres faktörlerini beraberinde getirmiştir. Bu karma yöntemli çalışma, İş Talepleri-Kaynaklar (JD-R) Teorisine dayalı olarak, Türkiye'de pandemi sırasında öğretim faaliyetlerine çevrimiçi öğretim yoluyla devam etmeye çalışan İngilizce eğitmenlerinin iyi oluşunu incelemektedir. Nicel veriler 69 İngilizce eğitmeninden bir envanter aracılığıyla toplanmıştır. 12 öğretim görevlisi ile yarı yapılandırılmış görüşmeler yapılmıştır. Sonuçlar, çalışma örnekleminde ortalama bir tükenmişlik ve iş bağlılığı düzeyini ortaya koymaktadır. Belirsizlik ve teknolojinin sınırlılıkları, pandemi sırasında çevrimiçi öğretimde eğitimcilerin karşılaştığı iki yeni iş talebi olarak ortaya çıkmaktadır. Bulgular ayrıca JD-R'ye dördüncü bir boyut ekleme olasılığına dair kanıt sağlamaktadır: kişisel zorluklar. Kişisel kaynaklar olarak e-öğretime hazır olma ve etkileşime açıklık ve iş kaynağı olarak güvenlik, çevrimiçi öğretim moduna özgü üç yeni kaynak olarak ortaya çıkmıştır. Daha önceki araştırmalarda genel olarak zayıf iyi oluşun nedeni olarak bulunan öğrenciyle ilgili faktörlerin, çevrimiçi eğitimde eğitmenler arasında daha yüksek iyilik halini destekleyen kaynaklar olduğu bulunmuştur. Çalışma, okul yöneticileri ve öğretmen eğitimcileri için önemli çıkarımlar ortaya koymaktadır.
Anahtar Kelimeler: İşe Bağlılık JD-R Teorisi, Mesleki İyi Oluş, Öğretmen İyi Oluşu Öğretmen Tükenmişliği.

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Genişletilmiş Özet

Giriş. COVID-19 salgınının ardından, Türkiye'deki yükseköğretim kurumları eğitime devam edebilmek çevrimiçi öğretim gibi acil kararlar almak zorunda kaldı. Ancak, bu dönemde çoğu üniversitede verilen öğretim, dikkatli bir tasarım ve planlama sürecinden yoksundu ve öğretim elemanlarının öğretim süreçlerini yeni koşullara uyum sağlayacak şekilde gözden geçirmelerini ve yeniden planlamalarını zorunlu hale getirdi. Ayrıca, büyük bir belirsizliğin ve benzeri görülmemiş bir değişimin olduğu bir dönemde öğretim yapmak, onları yeni talepler ve kaynaklarla zorladı ve iyi oluşlarını etkiledi. Bu çalışma, öğretmen iyi oluşu ile ilgili araştırma alanına katkıda bulunmak ve gelecekteki araştırmalar için etkili sorular sormak açısından önemlidir. İngilizce eğitmenlerinin iyi oluşunu etkileyen faktörleri anlamak, gelecekteki olağanüstü koşullara bağlı ortaya çıkabilecek uzaktan öğretim durumlarına onların adaptasyon süreçlerine önemli katkılar sağlayacaktır (Beltman ve diğerleri, 2011). Ayrıca bu tür araştırmalar, yükseköğretim kurumlarında böylesi koşullarda öğretim kalitesinin sürdürülmesinden sorumlu bütün paydaşlar için de oldukça önemlidir.

Metot. Bu açıklayıcı sıralı karma yöntem çalışması, İş Talepleri-Kaynaklar Teorisini bir çerçeve olarak kullanarak Türkiye'de COVID-19 salgını sırasında çevrimiçi öğretim uygulayan İngilizce eğitmenlerinin mesleki iyi oluşunu araştırmayı amaçlamaktadır. Bu doğrultuda, ilk olarak katılımcıların tükenmişlik ve işlerine bağlılık derecelerine bağlı olarak mesleki iyi oluş düzeylerini anlamak için bir ölçek aracılığıyla nicel veriler toplandı. Daha sonra, bazı İngilizce eğitmenleri ile onların tükenmişliğine neden olan talepleri ve çevrimiçi öğretim sırasında işe bağlılıklarını sürdürmelerine yardımcı olan kaynakları keşfetmek için yarı yapılandırılmış görüşmeler gerçekleştirildi. Çalışmada nicel ve nitel veriler birbirinden bağımsız analiz edildi. Nicel verilerin istatistiksel analizi SPSS yazılımı ile gerçekleştirildi ve nitel verilerin analizi için tematik içerik analizlerinden yararlanıldı.

Bulgular ve Tartışma. Demerouti ve arkadaşları (2001) tarafından geliştirilen Oldenburg Tükenmişlik Envanteri aracılığıyla 69 katılımcıdan toplanan nicel veriler çalışma örnekleminde ortalama bir tükenmişlik ve işe bağlılık düzeyi ortaya koydu. Bu katılımcıların arasından seçilen 12 eğitmen ile gerçekleştirilen yarı yapılandırılmış görüşmeler çevrimiçi öğretim sırasında katılımcıların tükenmişliklerine neden olan talepleri ve işe bağlılıklarını sürdürmelerine yardımcı olan kaynakları ortaya koydu.

Önceki araştırmaların da gösterdiği gibi, iş yükü ve zaman baskısı, değer çatışması, idareden destek alamama, takdir eksikliği, düşük maaş ve karar vermede söz sahibi olmama çevrimiçi öğretim sırasında eğitmenlerin iyi oluşunu tehdit eden en temel iş talepleriydi. Bununla birlikte, bu çalışmada pandemi sürecine bağlı ortaya çıkan çevrimiçi eğitime özgü iki yeni iş talebi ortaya çıktı: belirsizlik ve teknolojinin sınırlılıkları. Eğitmenler, nasıl öğreteceklerinden öğrenci başarısını nasıl ölçeceklerine kadar pek çok bilinmeyenle karşı karşıya kaldılar ve öğretmenlik faaliyetleri dışında teknolojik sınırlılıklar ve bunların beraberinde getirdiği sorunlarla mücadele ettiler. Bu bulgular, yeni zorlukların eğitmenler için yeni iş taleplerini beraberinde getirmesinin muhtemel olduğu iddiasını destekleyerek diğer araştırmaların bulguları genişletmek adına önemlidir.

JD-R teorisi, profesyonel iyi oluşu iş talepleri, iş kaynakları ve kişisel kaynaklar olmak üzere üç boyutta incelemektedir. Bu çalışmanın bulguları, olağanüstü koşullara bağlı ortaya çıkan çevrimiçi öğretim durumlarında eğitmenlerin iyi oluşunda dördüncü bir boyutun etkili olabileceğini buldu: kişisel talepler. Katılımcılar pandemi ve pandemi sürecine bağlı ortaya çıkan çevrimiçi öğretim süreçlerini etkileyen üç

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önemli kişisel talepten bahsetti: iş-ev çatışması, sağlıkla ilgili endişeler ve teknolojik yetersizlikler. Bu değişkenlerin, katılımcıların kişisel yaşamlarıyla doğrudan ilişkili olsalar da onların çevrimiçi öğretim sürecindeki işlerine bağlılıklarını önemli düzeyde etkilediği görüldü.

Önceki araştırmalarla uyumlu olarak olumlu örgüt iklimi, kolektif kültür, sosyal iklim ve mesleki gelişim fırsatları bu çalışmada da eğitmenlerim iyi oluşuna olumlu katkı sağlayan temel iş kaynakları olarak ortaya çıktı. Bununla birlikte önceki araştırmalarda zayıf iyi oluşun nedenleri olarak bulunan öğrenciyle ilgili faktörler (örneğin sınıf yönetimi), bu çalışmada eğitmen motivasyonunu ve işe bağlılığını besleyen iş kaynakları olarak görüldü. Son olarak, katılımcıların çoğu devlet üniversitelerinde görev yaptığından pandemi sürecinde konfor alanlarından çıkmadan işlerine devam edebildiklerinden güvenlik teması yeni bir iş kaynağı olarak ortaya çıktı.

Önceki araştırmaların bulgularına benzer şekilde, uyum sağlayabilme, öz yeterlik, iyimserlik, özerklik, yenilikçilik ve öğretmen değerleri, ahlak ve motivasyon, bu çalışmada eğitmenlerin faydalandığı kişisel kaynaklar olarak bulundu. Bununla birlikte, e-öğretime hazır oluş ve etkileşime açıklık çevrimiçi öğretimin gereklilikleri karşısında eğitmenlerin daha az bunalmış hissetmelerine, mesleki iyi oluşlarını korumalarına ve işlerine bağlılıklarını sürdürmelerine yardımcı oldu.

Sonuç. Sonuç olarak, bu çalışma, eğitmenlerin tükenmişlik ve bağlılık arasında ince bir çizgide olduğunu ortaya koydu. Önceki araştırmaların iddialarını doğrulayan bulgular, eğitmenlerin aynı iş taleplerine verdikleri yanıtlarda farklılık gösterdiğini ve karşılaştırılabilir durumlarda farklı tükenmişlik seviyeleri yaşadıklarını göstermiştir (bkz. McCarthey vd., 2009; Skaalvik & Skaalvik, 2017b). Bazıları çevrimiçi öğretimi, yeni öğretim tekniklerini keşfetmelerine ve teknolojik bilgilerini artırmalarına yardımcı olan hoş bir meydan okuma olarak değerlendirdi. Artıları ve eksileriyle bu süreci kabul ettiler ve mesleklerine bağlı kalmayı başardılar. Diğerleri yeni durumu stresli olarak algıladı. Bu sürecin beraberinde getirdiği zorluklar karşısında bunaldılar ve öğretmenlik mesleğine bağlılıklarını kaybetme noktasına geldiler.

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Introduction

Following the emergence of the COVID-19 pandemic, higher education institutions in Türkiye had to make urgent decisions to continue education online. However, the instruction provided at most universities at that period reflected the characteristics of emergency remote teaching (ERT) mostly as it was deprived of a careful design and planning process. Starting the 2020-2021 academic year with online education made it compulsory for instructors to revise and re-plan their teaching processes to adapt to the new conditions. Furthermore, teaching amid a time of uncertainty and unprecedented change challenged them with new demands and resources and affected their wellbeing.

Prior research unveils a number of resources and demands affecting teachers' professional wellbeing. Some studies have focused on job demands, such as increased workload, workplace-related stress, time pressure, and students' misbehavior and lack of motivation (Bermejo-Toro et al., 2016; Dicke et al., 2018; Skaalvik & Skaalvik, 2018), and they have associated these demands to poor wellbeing and a higher level of burnout among teachers (Skaalvik & Skaalvik, 2018). Others have investigated work-related and personal resources and their relation to higher wellbeing and work engagement among teachers (Collie et al., 2018; De Carlo et al., 2019; Dicke et al., 2018; Skaalvik & Skaalvik, 2018). The literature on online teaching and teacher wellbeing has been limited to a few studies investigating teachers' increased workload in e-teaching and its correlation with role stress and emotional exhaustion (Kraft et al., 2020; Mamun et al., 2015).

The present study is significant in contributing to the research area related to occupational wellbeing of EFL teachers and posing influential questions for future research. Understanding the factors affecting EFL instructors' wellbeing may provide additional insight into how they will achieve to survive and thrive (Beltman et al., 2011) during future ERT conditions. Besides, this kind of research is also significant to the other stakeholders in higher education institutions responsible for sustaining teaching quality.

A pragmatic worldview suits best for the study as the research questions require gaining comprehensive knowledge about the research problem (Creswell, 2014). In this regard, this explanatory sequential mixed methods study aims to investigate Turkish EFL instructors' occupational wellbeing during the online teaching period following the COVID-19 pandemic, and it uses the Job Demands-Resources Theory as a framework. First, quantitative data are collected through a scale to understand the level of participants' wellbeing depending on the degree of their burnout and work engagement. Then semi-structured interviews are conducted with 12 EFL instructors to explore the demands causing burnout among EFL instructors and the resources helping them sustain work engagement during online teaching.

Literature Review

Teaching is a demanding job (Collie et al., 2012; Hakanen et al., 2006). Stressors of the job lead to unpleasant outcomes, such as burnout, disengagement, lower job satisfaction, and even willingness to leave the profession (Collie et al., 2012; Skaalvik & Skaalvik, 2011, 2015, 2016). Burnout and work

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engagement are highlighted as two significant variables of occupational wellbeing by prior research, and they are considered two opposite poles of one continuum (Demerouti & Bakker, 2008; Maslach & Leiter, 1997). According to Maslach and Jackson (1986), burnout is a condition that roots in emotional exhaustion, personalization, and reduced personal accomplishment. It occurs due to chronic stress in the working environment, where job demands are high but resources are low (Demerouti & Bakker, 2008). Otherwise, work engagement is defined as "a positive, fulfilling, work-related state of mind that is characterized by vigour, dedication, and absorption" (Schaufeli et al., 2002, p.74).

Theoretical Framework

Job Demands-Resources (JD-R) Theory was introduced in 2001 as a model to understand employee wellbeing by Demerouti et al. (2001). Since then, it has been an influential conceptual framework that is frequently referred to measure employee wellbeing (Granziera et al., 2021). JD-R theory puts forward that all occupations share two common characteristics: job demands and job resources. According to Bakker and Demerouti (2016), job demands refer to the physical, psychological, social, or organizational facets of the job that require a constant physical or mental effort. Therefore, they are associated with certain costs such as attrition and exhaustion.

Job resources, however, are the physical, psychological, social, or organizational dimensions of the job that offer employees opportunities for achieving work goals, coping with job demands, and developing in their profession. They increase job satisfaction and work commitment (Bakker & Demerouti, 2007, 2014; Bakker et al., 2003; Demerouti et al., 2001; Hakanen et al., 2008). Personal resources are the third dimension added in more recent conceptualizations of JD-R theory. They refer to one's evaluation of his ability to influence the working environment, and they predict how job demands and resources influence occupational wellbeing (Granziera et al., 2021). JD-R theory claims a buffering effect that job or personal resources (e.g., administrative support and organizational climate) may buffer or lessen the negative impacts of job demands (e.g., emotional exhaustion and work overload) and foster occupational wellbeing (Bakker et al., 2007; Demerouti & Bakker, 2011).

Key Demands and Resources Specific to Teaching Profession

Prior studied have revealed various resources and demands that predict teachers' wellbeing. Studies on job demands have unveiled disruptive student behaviours, low student motivation, workload, time pressure, lack of a supportive school environment, value conflicts, and role stress as the key job demands that threaten teacher wellbeing (Hakanen et al., 2006; Skaalvik & Skaalvik, 2011, 2015, 2018). Furthermore, they have provided numerous examples of the unintended outcomes of these demands, such as stress, emotional exhaustion, reduced job satisfaction, disengagement, burnout and lower self-efficacy (Collie at al., 2012; Hakanen et al., 2006; Skaalvik & Skaalvik, 2011, 2015, 2017a, 2018).

Positive and supportive relations in the school environment, perceived autonomy support, fairness, opportunities for professional development, value consonance, and collective culture have been noted in the literature as certain job resources available for teachers (Collie & Martin, 2017; Hakanen et al., 2006; Simbula et al., 2011; Skaalvik & Skaalvik, 2011, 2017a, 2018). These resources

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are believed to be linked with greater work-related wellbeing, engagement, and job satisfaction (Collie & Martin, 2017; Collie et al., 2018; Dicke et al., 2018; Hakanen et al., 2006; Skaalvik & Skaalvik, 2011; 2018).

Additionally, an extensive literature has developed on personal resources over time. Self-efficacy and adaptability have been the two personal resources that have especially attracted the attention of the researchers. Several studies suggested that self-efficacy pertains directly to higher engagement, lower burnout, and more positive perceptions of job demands and indirectly to job satisfaction and commitment (Dicke et al., 2018; Simbula et al., 2012; Vera et al., 2012). Adaptability as another significant personal resource has been found to be related to commitment, engagement, and subjective wellbeing in some recent studies (Collie & Martin, 2017; Collie et al., 2018).

The Present Study

Unexpected changes in working conditions may bring about new resources and stressors for employees. The COVID-19 pandemic and the subsequent online education are new and uncertain situations for instructors, and they bring about new resources and demands for them. Understanding what resources this challenging process offers instructors and what demands it brings is worth exploring to help them thrive during it and thereafter in future emergency conditions. Accordingly, this study has two objectives: (a) to investigate EFL instructors' occupational wellbeing during online teaching and (b) to understand the demands and resources available to them. In line with this purpose, the study directs four major research questions:

1. What is the degree of burnout among EFL instructors that practice online teaching in Türkiye during the COVID-19 pandemic?
2. What is the degree of work engagement among EFL instructors that practice online teaching in Türkiye during the COVID-19 pandemic?
3. What demands may lead to burnout among EFL instructors that practice online teaching in Türkiye during the COVID-19 pandemic??
4. What resources are available for EFL instructors that practice online teaching in Türkiye during the COVID-19 pandemic to sustain their work engagement?

Method

The present study was carried out in an explanatory sequential mixed methods design. In this regard, as suggested by Creswell (2014), the quantitative data were collected through an inventory first and analysed via the Statistical Package for Social Sciences software (SPSS) program. Qualitative data were then collected through semi-structured interviews and analysed through thematic content analysis to explain and better understand the quantitative results.

Participants

The quantitative data were collected from 69 EFL instructors (N=50 female, N=19 male) working at different universities in Türkiye during 2020-2021 academic year. Linear snowball sampling was utilized to access hard-to-reach individuals (see Creswell, 2012). For the qualitative phase of the

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study, twelve instructors were purposefully selected (N=9 female, N=3 male) among survey participants who volunteered to participate in an interview in the online survey considering their burnout and engagement levels, gender, marital status, teaching experience, and the type of the institutions they worked at.

Table 1.
Frequency distribution for demographics

Baseline characteristic	***n***	***%***
Gender		
Male	19	27.5
Female	50	72.5
Marital status		
Married	37	53.6
Single	32	46.4
Highest completed education level		
Bachelor's	18	26.1
Master's	42	60.9
PhD	9	13.0
Institutions		
Private	7	10.1
State	62	89.9
Teaching experience		
0-3 years	3	4.3
4-7 years	13	18.8
8-15 years	48	69.6
16-23 years	2	2.9
24-30 years	2	2.9
31+ years	1	1.4

Data Collection Tools

Quantitative data were gathered through an online survey. It consisted of questions on demographics and the Oldenburg Burnout Inventory (OLBI). It is a 16-item scale designed by Demerouti et al. (2001) to measure two core dimensions of burnout: *disengagement from work* and *exhaustion.* Items under OLBI-Disengagement are associated with employees' identification with their job and their willingness to keep it. Items under OLBI-Exhaustion concern the physical, affective, and cognitive aspects of exhaustion (Demerouti & Bakker, 2008).

For both dimensions, four items are framed positively and four items are framed negatively (reversed items). Every item is scored between 1 (strongly agree) and 4 (strongly disagree). A higher score shows increased burnout and decreased work engagement. According to Demerouti and Bakker (2008), involving both positively and negatively worded items, OLBI represents not only exhaustion and disengagement but also their opposites, vigour and dedication. Depending on this claim, in this study, both engagement and burnout were measured through the same scale, OLBI. For assessing work engagement, negatively framed items were recoded as suggested by Demerouti and Bakker (2008).

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The factorial validity of the OLBI was confirmed by a number of studies (Demerouti et al., 2001; Demerouti et al., 2002; Demerouti et al., 2003; Demerouti & Bakker, 2008; Halbesleben & Demerouti, 2005). Considering the reliability, Cronbach's alpha indices in the present study were 0.88 for OLBI, 0.78 for OLBI-Disengagement and 0.83 for OLBI-Exhaustion. Thus, the scale was found to be reliable (see Pallant, 2013).

Data Collection Procedure

In the first phase of the study, the survey was uploaded on a file-sharing platform. Participants were informed on the opening page about the aim of the study, its voluntary basis, anonymity, and ethical issues. An informed consent form was posted on the same page.

Qualitative data were gathered through semi-structured online interviews with twelve instructors who responded to the online survey and volunteered to participate in the interview sessions based on their burnout and engagement levels, gender, marital status, teaching experience, and the type of the institutions they worked at. Before the actual interviews, tentative interview questions were pilot tested with three randomly selected instructors. The adjusted versions of the four major questions were directed to the interviewees in their native language, Turkish. They were informed briefly about the interview questions beforehand so that they could think over their responses. At the beginning of the sessions, interviewees were reminded that the interview would be recorded for data analysis and that the confidentiality and anonymity of the participants would be ensured.

Data Analysis

Quantitative and qualitative data were studied separately. First, the statistical analysis of the quantitative data was conducted with SPSS software. Descriptive analyses were used to present necessary information about the sample and answer the first two research questions. The means for OLBI and its two subscales were calculated. Instructors were labeled as having low, medium, or high OLBI scores based on scores above or below 1 standard deviation of the mean as in Delgadillo et al. (2018). Furthermore, scores for each respondent were categorized according to their OLBI scores, and then percentages were calculated.

The quantitative data collected through the questionnaire contributed to a better understanding of participants' burnout and work engagement levels and helped the purposeful sample selection for semi-structured interviews. Thematic content analyses were utilized to address research questions three and four. According to Creswell and Poth (2018), qualitative data analysis is performed in three stages: (1) preparing and organizing the data for analysis, (2) reducing the data into themes through coding, and (3) representing the data in visuals or a discussion. Thus, online interviews were recorded first and then transcribed. The transcribed data were studied for identifying the codes and reducing them into themes. Finally, the data were presented in tables. As suggested by Creswell (2016), one additional coder analysed the codes in three randomly selected transcriptions independently to ensure the consistency of placing codes into themes and provide a reliability check. There was a 94% agreement on 26 codes in the three randomly selected text passages. These results indicated a high

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level of inter-coder agreement (see Creswell, 2016). The lists were re-examined to remove the divergences in the classification and reach a final agreement.

Findings

In this section, the quantitative and qualitative data results are presented sequentially. First, the degree of burnout and work engagement among Turkish EFL instructors during online teaching is illustrated. Next, the themes derived from semi-structured interviews are presented.

Quantitative Data Analysis Findings

To answer the first research question and ascertain the degree of burnout among EFL instructors that practice online teaching in Türkiye during the COVID-19 pandemic, a descriptive analysis was employed. Table 2 presents the participants' burnout status, including its two dimensions. Instructors were identified as having low, medium or high burnout scores, based on scores above or below 1 standard deviation of the mean (M = 2.45, SD = .43; ≤2.01 = low, 2.02 to 2.88 = medium, ≥2.89 = high). Thus, participants in this study were found to have moderate OLBI scores (M=2.45, SD=.43), indicating an average level of burnout. The mean scores for disengagement and exhaustion were 2.42 (SD = .49) and 2.48 (SD = .45), respectively.

Table 2.
Descriptive statistics of mean scores of OLBI for assessing burnout and its two dimensions

	n	*M*	*SD*	*Min.*	*Max.*
OLBI	69	2.45	.43	1.63	3.38
OLBI-Disengagement	69	2.42	.49	1.13	3.38
OLBI-Exhaustion	69	2.48	.45	1,88	3,50

The descriptive analysis also showed that 15% of the study sample was highly burnout. Moderately burnout teachers constituted 68% of all participants. Only 12% of the sample was found to have a low level of burnout.

To gain profound knowledge about the participants' wellbeing, their work engagement was also measured through OLBI. Descriptive analysis was carried out to address to the second research question which aimed to investigate the degree of work engagement among EFL instructors who were teaching online in Türkiye during the COVID-19 pandemic?. Participants were identified as lowly, moderately or highly engaged based on scores above or below 1 standard deviation of the mean (M = 2.54, SD = .43; ≤2.10 = low, 2.11 to 2.97 = medium, ≥2.98 = high). Thus, participants in this study were found to have a medium level of work engagement (M=2.54, SD=.43). The mean scores were 2.57 (SD =. 49) for engagement and 2.51 (SD = .45) for vigour. Table 3 shows the participants' work engagement status, including its two dimensions: vigour and engagement.

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Table 3.
Descriptive statistics of mean scores of OLBI for assessing work engagement and its two dimensions

	n	*M*	*SD*	*Min.*	*Max.*
OLBI	69	2.54	.43	1.63	3.38
OLBI-Engagement	69	2.57	.49	1.63	3.88
OLBI-Vigour	69	2.51	.45	1.50	3.13

The descriptive analysis revealed that 20% of the participants had low work engagement. Highly engaged teachers constituted 21% of all the instructors that participated in the study. 59% of the sample was found to have an average level of work engagement.

Qualitative Data Analysis Findings

In this part, the qualitative data gathered from 12 EFL instructors through semi-structured interviews are demonstrated.

Factors That Threaten EFL Instructors' Occupational Wellbeing

The third research question explored the factors that threatened EFL instructors' wellbeing during distance education. The thematic analysis of the interview transcripts revealed that the factors causing poor wellbeing among EFL instructors were related to either job demands or personal demands. Under the category of job demands, seven themes emerged: (1) uncertainty, (2) workload, (3) limitations of technology, (4) lack of reward, (5) lack of support, (6) lack of teachers' voice, and (7) value conflict. Table 3 illustrates the themes emerging from textual data under the category of job demands for instructors.

Uncertainty was one job demand that all participants suffered from, especially at the beginning of the pandemic. Lack of planning, inexperience in online teaching or assessment, and the fear of unemployment caused unpleasant emotions among EFL instructors. Some participants reported emotional exhaustion, reduced free time, and increased tiredness due to a considerable increase in their workload during online teaching. They took on many new tasks that they did not have to carry out before, such as cutting, compressing, uploading videos, keeping in touch with students for more extended hours after classes, and giving reports to the managing staff. They also mentioned spending more time checking student papers, grading and providing feedback on assignments, preparing for classes, and catching up with the intensive syllabus.

Another factor mentioned by most instructors to negatively affect their work engagement during online teaching was the limitations of technology. Non-user-friendly teaching platforms, internet connection problems, program crashes, and breakdown of technological devices were the challenges they faced frequently. Some instructors complained about student absenteeism and the difficulty of monitoring student work. Students who never turned on their microphones or who lacked computers or smart phones posed real challenges for the instructors during online teaching.

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Lack of reward, administrative support, and instructors' voice in decision making and value conflict were the other job demands reported by a few instructors. Not feeling appreciated and supported at work and being excluded from decision-making processes made instructors feel worthless. Not getting the financial reward for their labour reduced their motivation. Furthermore, some instructors mentioned that they were assigned to do some perfunctory work by administrative staff, which contradicted their values and morals, making them feel bad.

Table 4.
Job demands for teachers

Themes	**Codes**	**Extracts from textual data**
Uncertainty	lack of planning	We didn't have enough time to plan online education. (P3)
	inexperience in distance education	I had never taught online. How I would lecture or evaluate the students was a great mystery. (P2)
	unemployment	I was already working part-time. The uncertainty of whether to lose my job was really worrying. (P9)
Workload	time pressure	I can't find time for anything. (P4)
	increased number of tasks	My workload has increased significantly. (P4)
	administrative duties	Having to report everything I do to the administration is really tiring. (P6).
limitations of technology	technology-related problems	The platform we use does not allow students to speak. (P6)
	the difficulty of monitoring student work	It bothers me not knowing what the students who turn their cameras off are doing there. I cannot see if they listen or understand. (P9)
	lack of necessary equipment	Most students in my class didn't have PCs. I don't think I can reach them. (P4)
lack of reward	lack of appreciation	The biggest problem is not being appreciated. The administrative staff does not realize how much of a burden we are under. (P6)
	unfair salary	When I think about my workload, I don't think I am getting the salary I deserve. (P6)
lack of support	less physical contact with colleagues	When we got together with my colleagues, we could exchange ideas. I feel a little bit lonely now. (P10)
	non-supportive administrative staff	The administrative staff does not bother solving our technical problems. (P6)
lack of teachers' voice	exclusion from decision-making	Although we are the ones who do the whole work, they (administrative staff) never ask for our ideas. (P8)
value conflict	perfunctory work	I sometimes feel that I have to do something for just doing it although it does not make any sense. (P9)

When the interviewees were asked about the factors that negatively affected their occupational wellbeing during online teaching, some of them referred to certain personal demands.

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Although these factors were not directly related to their job, they considerably affected their wellbeing. The three themes of personal demands derived from interviews were (1) work-home conflict, (2) health-related concerns, and (3) inefficacy in technology use. For the list of the themes that emerged from textual data under the category of personal demands, see table 5.

Young children at home, increased housework (only mentioned by married female participants with children), and a lack of a suitable environment to work from home were the significant factors that influenced some instructors' wellbeing during distance education. Some participants reported that they were so terrified of getting infected or losing their loved ones at the beginning of the pandemic that their health concerns kept them from focusing on their job. Finally, more than half of the instructors mentioned lacking technology self-efficacy. The most challenging part of this process for those instructors was that although they felt incapable of using technology, their ability to do their job depended entirely on it.

Table 5.
Personal demands for teachers

Themes	**Codes**	**Extracts from textual data**
work-home conflict	parenting responsibilities	I have a small child who needs me all the time. (P2)
	household chores	My responsibilities at home increased because we were constantly at home as a whole family. (P10)
	lack of a suitable work environment at home	My house is very small. I don't have a personal space at home. (P4)
health-related concerns	loss of loved ones getting infected	At first, I was so worried about my health and my family's health that trying to teach English seemed ridiculous and pointless. (P3)
inefficacy in technology use	technological illiteracy	I felt incapable of using technology. (P4)
	disinterest in technology	I don't have any special interest in technology. (P5)

Resources Available for EFL Instructors to Sustain Occupational Wellbeing

Research question four aimed at identifying the resources that helped EFL instructors thrive during online teaching. The analysis of the transcriptions revealed two major resources: job resources and personal resources. Under the first category, instructors mentioned five aspects: (1) positive organizational climate, (2) collective culture and social climate, (3) classroom management, (4) opportunities for professional development, and (5) security. For the list of themes, see Table 6.

Some instructors highlighted their administrators' supervisory and supportive role as an essential construct for their work engagement. They appreciated the administrators who provided a supportive school environment for them, made the necessary preparation, improvement, and revisions, and provided them with materials suitable for e-teaching. Collective school culture and good

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relations with colleagues were also important resources in this process. The more they cooperated with other instructors, get involved in decision-making processes and shared their emotions and ideas, the better the instructors felt. Striving for a common purpose and learning from each other's experiences, they felt themselves as a part of the team, which, in turn, increased their motivation.

Most of the instructors stated that classroom management was no more a problem in online education. According to these instructors, when compared to the physical classes, some students were more motivated. They participated in the classes more actively, did their homework more regularly, and spent more time on learning and practicing during distance education. Besides, they had smaller class sizes than usual. Their interaction with students was more controlled, and they faced less student misbehaviour compared to the face-to-face classes in the past.

Table 6.

Job resources for teachers

Themes	**Codes**	**Extracts from textual data (P=Participant)**
positive organizational climate	supervisory support	Whenever I need help, I can contact the coordinators or administrative staff easily. (P1)
	organizational planning and control	We got prepared very well for this process as an institution. (P11)
collective culture and social climate	cooperation	We cooperated and worked in coordination. (P11)
	positive relations with colleagues	The communication between instructors is good. (P11)
	shared decision making	Before making important decisions, our opinions were asked through questionnaires. (P2)
classroom management	more controlled student-teacher interaction	As the classes were recorded, students were more respectful. (P2)
	small class sizes	I think I teach more effectively because the number of students attending the classes is a lot fewer than usual. (P10).
	motivated students	Students bought their materials, used the online resources, and were more motivated to follow the online classes. (P1)
opportunities for professional development	developing technology literacy	I learned how to use online platforms for teaching. (P12)
	improving teaching skills and practices for distance education	Since I could record my lectures and watch them later, I had the opportunity to go back and see what I was doing well or badly. (P3)
security	health security	I could do my job without going out in public during the pandemic. (P12)
	financial security	In this difficult process, I did not have any fear of losing my job. (P12)

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Some instructors regarded the challenges they faced as opportunities for professional development. As a natural consequence of online teaching, they learned to use various technological tools, discovered new teaching methods, and became more knowledgeable about online education. Two interviewees mentioned that they became more reflective because they could record their classes, watch themselves, and reflect on their teaching practices. Finally, a few instructors mentioned security as a vital job resource in this challenging process. They did not have concerns about losing their jobs, and they could earn their life without going out during the pandemic.

Table 7.
Personal resources for teachers

Themes	**Codes**	**Extracts from textual data**
adaptability	adaptation to the changes	No matter how difficult the situation was, I chose to adapt and not to complain. (P3)
	problem-solving	There were many negative things, of course, but I preferred to be solution-oriented. I am a tough cookie. (P3)
	patience	There were too many changes in my life, but I had to be patient and calm to keep my mental health. (P12).
optimism	positivism	I tried to stay motivated by focusing on the positive aspects of online education. (P1)
	thankfulness	I was healthy, and my family was healthy. These were enough to be thankful and do my best. (P10)
e-teaching readiness	technology and internet self-efficacy	I was already familiar with the applications and programs I am currently using. (P7).
	access to technological tools	I have the equipment and tools I need for online education. (P2)
	innovativeness	I have been thinking about online education for a long time. I think the age we live in requires it. (P10)
autonomy	self-regulation	I am a planned person. I don't need anyone to support or motivate me. (P5)
	time management	I think online education is more efficient and less tiring when you carefully plan the time and things to do. (P5)
professionalism	teacher motivation	In fact, I am working harder for the students right now because they need me more. (P8)
	teacher values and morals	I do my best to do my job in the best way possible under any circumstances. (P3)
	job enthusiasm	I love my job. Whether it's face to face or online, it didn't make much difference to me. (P5)
openness to interaction with	accessibility	Communication with students is easier this way. We can contact each other any time we want. (P12)

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students	being easy-going/helpful	I am an easy-going person. Online education did not cause an obstacle in my communication with students as I expected. (P5)

While describing the factors contributing to their occupational wellbeing as a teacher during the pandemic, some participants also addressed some personal resources (see Table 7). The themes that emerged under this category were: (1) adaptability, (2) optimism, (3) e-teaching readiness, (4) autonomy, (5) openness to interaction with students, and (6) professionalism.

Interview data showed that instructors who could adapt to changes quickly overcame their negative emotions faster. These instructors regarded the changes as positive challenges rather than difficulties, so they were more patient and calmer when they faced problems. Looking at the bright side and being thankful helped instructors keep their wellbeing and stay engaged. E-teaching readiness was a significant resource mentioned by some instructors. Their familiarity with or interest in technological teaching tools facilitated them to adapt to online education faster. They utilized various technological tools, websites, applications, which made online teaching more manageable and fun. Innovative instructors were more open to technological developments. Thus, they felt less overwhelmed with the new tasks. Moreover, teacher autonomy was found to foster teacher wellbeing. Instructors with autonomy could plan, monitor, and evaluate their work. They found new ways of doing things and solved their problems.

Professionalism was another source for the participants to survive teaching online. Instructors who had motivation and job enthusiasm mentioned doing their best under any circumstances to benefit their students. Finally, most instructors mentioned that they were open to interaction with their students. Keeping communication channels open, using several platforms to connect with students, being accessible, approachable, and easy-going helped them overcome the limitations of online education.

Discussion

The present study was conducted to investigate the wellbeing of EFL instructors teaching online in Türkiye during the pandemic and explore the demands and resources available to them in this process. Regarding the first two research questions, the quantitative data demonstrated an average level of burnout and work engagement in the study sample. The thematic analysis of the qualitative data shed light on the underlying causes of these results revealing the resources and demands available to EFL instructors.

In regard to research question three, the results concerning job demands were similar to those of other studies investigating relationships between job demands and teacher wellbeing in the traditional delivery mode of instruction. As evidenced by prior research, workload and time pressure, value conflict, lack of support from administration, lack of appreciation and low salary, and lack of teachers' voice in decision making were the common factors that threatened teacher wellbeing during online instruction (Bakker & Demerouti, 2016; Bakker et al., 2007; Cephe, 2010; Hakanen, et al., 2005; Helou et al., 2016; Koruklu et al., 2012; Yirci et al., 2014). Nevertheless, in this study, two recent job

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demands emerged from the interview sessions with online instructors: uncertainty and limitations of technology. Teachers faced many unknowns, from how to teach to how to measure student achievement. Besides, technology had its drawbacks, and teachers had to struggle with the limitations of technology and the problems it brought with it, apart from teaching. These findings are important to extend other research by supporting the claim that new challenges are likely to bring about new job demands for teachers.

JD-R theory proposes three dimensions, namely job demands, job resources, and personal resources. The findings here provide evidence for the possibility of another dimension in the online mode of teaching: personal demands. Participants mentioned three significant personal factors: work-home conflict, health-related concerns, and inefficacy in technology. Although these variables were directly associated with participants' personal life, they indirectly affected their work engagement in the online teaching process.

Considering the fourth research question, other studies revealed that positive organizational climate, collective culture, social climate, and opportunities for professional development facilitated teacher wellbeing and work commitment (Bakker & Demerouti, 2016; Çağlar, 2011; Koruklu et al., 2012; Simbula, 2010; Skaalvik & Skaalvik, 2018). Compatible with prior research, the same job resources appeared as common themes in the present study. However, interview transcriptions revealed some unexpected findings, as well. Student-related factors found to be the reasons for poor teacher wellbeing in previous studies emerged as job resources that increased teacher motivation and engagement in this study. Most instructors noted that their students were more motivated to learn online, so classroom management was easier. This, in turn, made them feel more satisfied with doing their primary job, teaching. Belonging to the generation Z, today's university students are called digital natives, and these results may be related to students' interest in technology and readiness for e-learning. Finally, security emerged as a recent job resource in this study. Many participants in the study sample were working at state universities. They could go about their work without leaving their comfort zones during the pandemic.

In line with the findings of prior research, adaptability, self-efficacy, optimism, autonomy, innovativeness, and teacher values, morals and motivation were the personal resources that the instructors in the present study benefited from (Bakker & Demerouti, 2016; Bakker &Sanz-Vergel, 2013; Collie & Martin, 2017; Skaalvik & Skaalvik, 2018). However, this study contributes to the literature by providing evidence for the existence of further personal resources available to instructors, especially in the case of online teaching. E-teaching readiness and openness to interaction helped them feel less overwhelmed with the requirements of online teaching, keep their occupational wellbeing, and stay engaged.

Overall, the present findings confirm several propositions of JD-R theory (see Bakker & Demerouti, 2016). First, job and personal resources can buffer the undesirable effects of job demands. Interviews revealed that instructors having many job and personal resources available (e.g., supportive social climate, autonomy, self-efficacy) could cope better with job demands (e.g., uncertainty). Second, job resources mainly affect motivation when job demands are high. The online teaching process challenged instructors to improve their teaching practices and motivated them to use new skills and

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strategies. Finally, motivation has a positive influence on job performance. Motivated teachers were more-goal oriented, and they had the energy and enthusiasm to carry out work tasks.

To conclude, this study revealed that instructors thread a fine line between burnout and engagement. Confirming the claims of prior research, findings showed that instructors differed in their responses to the same job demands and experienced different burnout levels in comparable situations (see McCarthey et al., 2009; Skaalvik & Skaalvik, 2017b). Some considered online teaching a welcome challenge that helped them discover new teaching techniques and increase their technological knowledge. They accepted this process with its pros and cons and managed to stay engaged. Others perceived the new situation as stressful. They felt overwhelmed by the difficulties that this process brought with it and came to the point of losing their engagement in the profession of teaching.

Conclusion

Adopting an explanatory sequential mixed methods design, the present study investigated the level of burnout and engagement among EFL instructors during the pandemic and shed light on the factors behind them. The data revealed important results. First of all, the findings revealed an average level of burnout and work engagement in the study sample. Second, the limitations of technology and the uncertainties that the distance education brought were found as new job demands in the study. Also, participants mentioned three significant personal factors that they suffered from during this process: work-home conflict, health-related concerns, and inefficacy in technology. This finding is important for providing evidence that another dimension may be added to JD-R: personal demands. Besides, readiness for e-teaching and openness to interaction emerged as two new personal resources, and security emerged as a new job resource. Finally, student-related factors frequently addressed as causes of poor wellbeing in the literature were found as sources that promoted higher well-being among EFL instructors during distance education in the present study.

The findings suggest significant implications for school leaders, teacher educators, higher education institutions and policy makers. First, school leaders play the key role as teacher wellbeing can be directly influenced by their actions and the climate they create. Reducing instructors' workload, taking a positive and supportive attitude towards them, respecting their personal values, building a supportive social climate, and fostering cooperation and collective decision-making can reduce the instructors' stress and help them cope up with uncertainty and unforeseen changes. Providing instructors with in-service training opportunities on technology use and the necessary equipment for online teaching and appreciating the effort they put in are what school leaders can do to help them adapt and feel less burnout. Secondly, teacher education needs to be modified to equip prospective teachers not only with pedagogical and subject matter knowledge but also with the attitudes, behaviours, and skills they need to develop resilience. One way to do it may be offering elective or compulsory courses on teacher resilience and wellbeing. The likelihood of future wide-scale educational shutdowns because suchlike unforeseen crises may lead to increased emergency remote teaching situations in the future. Therefore, higher education institutions need to have special units that will design plan learning in these environments and provide instructors with necessary support. Finally, it is not likely to ensure student motivation and achievement in an environment where the

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teacher does not feel well; thus, policy makers need to take teachers' knowledge, skills and needs into account in their urgent decisions in emergency situations.

Like any research, the present study has some limitations. First, data were collected from a small sample, making it difficult to make broad generalizations of the results within Türkiye and beyond. Besides, in this study, instructors' immediate reactions to their online teaching experiences were examined, and the findings were tied to the timescale under investigation. Future research can reach a larger sample size and use longitudinal designs better to understand the nature of teacher wellbeing during online education. Furthermore, interview discussions revealed that participants' demographic background (e.g., the type of institutions they work for and their marital status) was likely to influence the resources and demands. Although it was beyond the scope of this paper, these variables may be investigated by future studies. Finally, new resources and demands that could affect instructors' wellbeing during online teaching were found in this study; however, more research is required to test the validity of these findings.

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Divan Şiirinde Pişmanlık Göstergesi Olarak “Keşke” İfadesi

“Wish” Expression as a Sign of Regret in Divan Poetry

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Öz. Pişmanlık, TDK sözlüğünde “pişman olma, nedamet” şeklinde tanımlanmaktadır. Her insan hayatın değişik evrelerinde yaptığı/yapmadığı/yapamadığı işlerden, yaşadıklarından dolayı pişmanlık duygusunu yaşar. Bu duygu, geriye dönük, geçmişte yaşanan bir durumun sonradan değerlendirilmesi sonucunda ortaya çıkar. Bir anlamda geçmişin değerlendirilmesi, muhasebesidir. Bu duygu dil açısından içinde bir şart durumu (-SA) barındırmaktadır: Yap-SA idim /Yap- MA-SA idim.
İnsanlar pişmanlık duygusu ile farklı şekillerde karşılaşmaktadır. Bazen kendi iç dünyasında yaşadığı bir hesaplaşma ile bazen çevresine karşı, bazen de yaratıcıya karşı yaptığı hatalar nedeniyle bu duyguyu yaşamaktadırlar. İnsan varlığı genellikle bir eylemi gerçekleştirdikten sonra o eylemi değerlendirmekte ve yanlış olup olmadığına karar vermektedir. Bir başka ifadeyle eylemlerin sona ermesiyle birlikte değerlendirme alanı ortaya çıkmaktadır.
Türkçe’de Farsça “pişman” ve Arapça “nedâmet” kelimelerine tam karşılık gelen bir kelime bulunmamaktadır. Ancak bu duyguların ifadesi olarak “keşke” (Şiirde kâşki) dikkati çeker. Her insan gibi divan şâirleri de pişmanlıklarını “keşke” redifli şiirleri aracılığıyla dile getirmektedirler. Bazen yaşadıkları bazen de yaşayamadıkları işler için.
Anahtar Kelimeler: Keşke, Divan Şiiri, pişmanlık.

Abstract. Regret is defined as "remorse, regret" in the TDK dictionary. Every person experiences the feeling of regret because of the things he/she did/did not/cannot do at different stages of his/her life. This feeling arises as a result of a retrospective evaluation of a past situation. In a sense, the evaluation of the past is its accounting. This feeling contains a conditional condition (-SA) in terms of language: Yap-SA idim /Yap- MA-SA idim.
People encounter the feeling of regret in different ways. Sometimes they experience this feeling because of a reckoning in their inner world, sometimes because of the mistakes they made against their environment and sometimes against the creator. After performing an action, the human being usually evaluates that action and decides whether it is wrong or not. In other words, the evaluation area emerges with the end of the actions.
There is no word in Turkish that fully corresponds to the words "pişman" in Persian and "nedâmet" in Arabic. However, as an expression of these feelings, "keşke" (kâşki in poetry) draws attention. Like every human being, divan poets also express their regrets through their poems with "keşke" redif. Sometimes for the things they live and sometimes they don't.
Keywords: *Divan Poetry, regret, wish.*

Extended Abstract

Introduction. Man is a creature with thought and emotion. In the face of situations and events he encounters, he sometimes decides with his thoughts and sometimes with his feelings and takes action. As a result of the reaction he has shown, the situation or event that caused the reaction reaches a result. In the face of this finished and concluded situation, expectations determine the direction of emotions. In the face of the situation that occurs as a result of the displayed behavior (in the near or distant time), this time the emotions begin to affect the word and behavior. If the behavior shown is reflected in the expectations in a positive way, there is no regret. On the contrary, since the right behavior is shown, an inner peace is experienced. When a situation that does not meet expectations occurs, a feeling of emotional regret is experienced. A reaction is not necessary for this feeling to be experienced. Sometimes, reactions that are not shown in a timely manner cause feelings of regret later on. Whether the behavior is developed or not in the face of a situation and event. In order for this feeling to be experienced, the event, the situation must have happened, must have ended.

The place of wishes in Muhibbi's life. Like every human being, the mighty Sultan Suleiman the Magnificent had a place in his life. Poets express these expressions of regret with poetry. According to Avni from Yenişehir, who said, "It is better not to see you than to see you and become a divan," Muhibbi also saw the face of his lover and fell into love trouble. This feeling is suffering, trouble, trouble.

The place of wishes in the life of Şemsi Pasha. XVI. Şemsî Pasha, one of the pashas who drew attention with his duties and works of the century, is known for his perfectionism. It is known that the pasha, who was the head of Enderun and was the governor of Anatolia and Rumelia, was especially close to Selim II. The mosque and complex (in today's Üsküdar pier), which he had the Architect Sinan built in his name, are famous. The other name of this mosque is “Asparagus”. The situation that emerged as a result of the examination of the "if only" redifs of the pasha, who obviously thought about the details in every work, is as follows:

The place of wishes in Nev'î's life. XVI. Nev'î, one of the greatest representatives of century divan poetry, has a different understanding of poetry. The poet, with a gentle spirit, who expressed his inner world and various reflections in the face of nature and life, by staying on the plane of emotion, comprehended the four sultans' periods and established closeness with them in various degrees, but he gained his real reputation and fame during the reign of Murad III (Tulum-Tanyeri, 1977).).

The place of wishes in Hayretî's life. XVI. Hayretî, one of the rind-meşreb poets of the century, is from Vardar Yenice and is known for reflecting the characteristics of the Balkan culture in his poems. It is possible to see the traces of the Bektashi tradition from time to time in the poems of the poet who deals with the subjects related to daily life. From his words, it can be observed that he is indifferent to life. He added richness to divan poetry with his comfortable, fluent, and burdensome utterances. Love is one of the main themes of the poem. It is not possible for those who experience this feeling not to suffer from it. Hayretî regrets that he wished I had not lost my mind due to love and not attached to the love branch, had not fallen into flames and burned. In this case, love has been experienced, its manifestations such as crying, moaning, trouble, suffering have been experienced.

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The place of wishes in Figani's life. He is one of the poets of the legal period. The poet, who owns a divançe, draws attention with his easy and burdensome utterances. He increased his fame with his Syriac, which he wrote for the circumcision wedding of Kanuni's princes Mustafa, Mehmed and Selim. The poet is known for his frequent use of proverbs and folk idioms and for reciting poems in the folk language.

It is a human emotion to love and regret seeing the trouble of love or the disloyalty of the beloved. The expression "if only", which is one of the verbal reactions of the feeling of regret, also found its counterpart in Figani's poems.

Conclusion. The remarkable reasons and sources of regrets experienced as a result of the evaluation of the poems of five selected poets from the 16th century are as follows:
1. After seeing the lover and falling in love, there was regret in the process of suffering the troubles, troubles and sorrows brought by love.
2. Reasons for falling in love can be given as reasons such as seeing, wandering around, seeing your height, watching your figure.
3. The desire for commune, the fact that at the end of the days spent waiting for loyalty from the beloved and not being able to get rid of the trouble of hijran.
4. Regret for repentance.
5. The delusion of seeing the lover with someone else.
6. Regret due to coming to mind, moving away from insanity.
7. Regret for the tears shed in vain for the sake of the beloved.
8. Disappointment due to believing in the words and promises of the lover.
9. The lover, who can only see his beloved in a dream, encounters reality due to waking up from the dream and
10. Reasons such as regrets due to impatience are noteworthy.

Giriş

İnsan, düşünce ve duyguya sahip bir canlıdır. Karşılaştığı durum ve olaylar karşısında kimi zaman düşünceleriyle kimi zaman da duygularıyla karar verir ve harekete geçer. Göstermiş olduğu tepki sonucunda tepkiye sebep olan durum veya olay bir sonuca ulaşır. Bitmiş ve sonuçlanmış bu durum karşısında beklentiler duyguların yönünü belirler. Gösterilen davranış sonucunda (yakın veya uzak zamanda) ortaya çıkan durum karşısında bu kez duygular söz ve davranışa etki etmeye başlar. Eğer gösterilen davranış beklentilere olumlu yönde yansımışsa pişmanlık duyulmaz. Tam tersi isabetli davranış gösterildiği için bir iç huzur yaşanır. Beklentilere uygun olmayan bir durum gerçekleştiğinde ise duygusal olarak bir pişmanlık duygusu yaşanır. Bu duygunun yaşanması için mutlaka bir tepki şart değildir. Bazen zamanında gösterilmeyen tepkiler de sonradan pişmanlık duygusunun yaşanmasına neden olur. İster bir durum ve olay karşısında davranış geliştirilsin ister geliştirilmesin. Bu duygunun yaşanması için mutlaka olayın, durumun yaşanmış olması, bitmesi gerekir.

Problem durumu

1.1.Keşke’nin anlam ve fonksiyonu nedir?

Alt problemler

2.1.Muhibbî’nin pişmanlık nedenleri nelerdir?

2.2.Şemsî Paşa’nın pişmanlık nedenleri nelerdir?

2.3.Nev’î’nin pişmanlık nedenleri nelerdir?

2.4.Hayretî’nin pişmanlık nedenleri nelerdir?

2.5.Figânî’nin pişmanlık nedenleri nelerdir?

Sınırlılıklar

Bu çalışma, divan şiirinden Şemsî Paşa, Muhibbî, Nev’î, Hayretî, Figânî’nin “Kâşki” redifli gazelleriyle sınırlandırılmıştır. Divan şiirinde şiir metni içinde geçen ve redif olarak kullanılmayan “keşke” ifadeleri dahil edilmemiştir.

İnsanlar, pişmanlık duygusu ile farklı şekillerde karşılaşmaktadır. Bazen kendi iç dünyasında yaşadığı bir hesaplaşma ile bazen çevresine karşı, bazen de yaratıcıya karşı yaptığı hatalar nedeniyle bu duyguyu yaşamaktadırlar (Erenay, 2018). Elbette duygusal bir varlık olan insanın çok değişik nedenlerle bu duyguyu yaşaması mümkündür. Arapça’da nedamet, Farsça’da pişman kelimesi karşılığında Türkçe’de ökünmek fiili pişmanlık duymak, nadim olmak,üzülmek, sızlanmak, yakınmak (nevruz,2000) anlamında kullanılmaktadır. Bu kelimenin duygusal tepki olarak karşılığı “keşke” olarak değerlendirilebilir.

İnsan tabiatı gereği bu duyguyu yaşar. Beklentilerin sonuçlarına göre pişmanlığın derinliği değişir. Etimolojik olarak Sanskritçe’ya dayanan bu kelime pek çok dilde farklı kelimelerle karşılık bulmaktadır. İnsan varlığı genellikle bir eylemi gerçekleştirdikten sonra o eylemi değerlendirmekte ve yanlış olup olmadığına karar vermektedir. Bir başka ifadeyle eylemlerin sona ermesiyle birlikte değerlendirme alanı ortaya çıkmaktadır (Yalvaç Arıcı, 2020).

İnsan, bir hareketin ve bu harekete bağlı olarak gerçekleşen sonuçları algılama ve muhakeme sürecini ne zaman yaşamaya başlar ve doğrunun-yanlışın ayırdına ne zaman varabilir? Sabîlik denilen yaşta idrak meselesi henüz tam olarak gerçekleşmemiştir.

Pişman olabilme yetisinin genel olarak yedi yaş ve dolaylarında, kimi durumlarda ise daha geç kazanıldığı öne sürülür (Zeelenberg- Picters,2007). Ergenlik ise pişmanlığın zirve yaptığı bir dönüm olarak karşımıza çıkar. Özgürlüğü hisseden birey, kendi kararlarını vermeye başladıkça sorumluluğu artar ve sonunda yaptığı hatalarla yüzleşmek durumunda kalır. Pişmanlık, yaşanılan durumun daha iyi olabileceğinin farkına varılmasıyla kişide “ keşke “ ile başlayan cümleleri kurmasına yol açar ve kişiye rahatsızlık veren, üzüntüyü ortaya çıkaran komleks bir yapıdır.

Pişmanlığın din ve inançla iltisakının değerlendirilmesi de mümkündür. Konya bu açıdan bakılırsa kişinin önceye ait işlemiş olduğu günahlar ve yapmış olduğu haksızlıklar sonucunda bu duyguyu yaşaması olağan bir durumdur. Geçmişe yönelik bir değerlendirme sonucunda nedamet duygusunu hisseden kişinin duygusunu “tevbe” ederek telafi etme teşebbüsü söz konusudur.

Tevbeye götüren pişmanlığın sebepleri şöyle sıralanabilir:

1. Vicdanî düsturlara ters davranmak,
2. Fırsatları değerlendirememek,
3. Hedeflenen sonuçların oluşmaması,
4. İnsan zaafları,
5. Ümitsizlik ve acelecilik,
6. İstignâ ve ölümsüzlük arzusu,
7. Dünyevîleşme ve cimrilik,
8. Bencillik ve hased,
9. Kibir ve zorbalık,
10. Korku ve kaygılar,
11. Öfke ve intikam duygusu,
12. Cehalet ve yanlışta ısrar,
13. Nankörlük ve haddini aşma (Erenay, 2018).

Günlük hayatın içinde ve dünyanın insanı cezbeden görüntüsü yanında daha pek çok etmen kişiye pişmanlık duygusu yaşatabilir. İstenmedik bir davranışta bulunmak, bir söz söylemek gibi eyleme dayalı ve sonradan kişiye yapmasaydım dedirten davranışlar yanında yapsaydım gibi eylemsizlik davranışları da bu duyguyu yaşatabilir. Bu duygunun oluşmasında dil yapısı olarak şart eki –SA/SE etkin rol oynamaktadır. Mesela; yap-MA-SA idim / Yap- SA- idim.

Bunun yanı sıra tembellik yapmak ve bir işi yapılması gereken zamanda yapmak yerine ertelemek, aceleyle karar vermek ve iyice bir düşünüp değerlendirme süreci geçirmemek, kararsız kalmak ve seçenekler arasında sıkışıp kalarak oluşacak sonucun sorumluluğunu almaktan kaçınmak 8Arıcı, 2015). Bilgi eksikliğinden kaynaklanan belirsizlikler, kendini kontrolde başarısızlık, eylem ve tercih aşamasında hissedilen duygular, önceki tecrübelerin etkisi, seçilen seçeneğin tatminsizliğe götürmesi bu etkenlerin başında gelir (Özdemir-Düzgüner, 2020).

Muhibbî'nin hayatında "keşke"lerin yeri

Her insan gibi kudretli padişah Kanunî Sultan Süleyman'ın da hayatında keşkelerin yeri vardır. Şairler, bu pişmanlık ifadelerini şiirle ifade ederler. "Görmemek yeğdir seni görüp dîvâne olmaktan" diyen Yenişehirli Avnî'nin dediğince Muhibbî de sevgilinin yüzünü görüp aşk derdine düşmüştür. Bu duygu çiledir, derttir, başa beladır. Şair, keşke senin güzel yüzünü görmeseydim de âşık olup gönül mülküne kavgalar salmasaydım, diyor:

"Kılmasam cânâ cemâlün ben temennâ kâşki

Salmasam dil mülkine her lahza gavgâ kâşki " (Muhibbî- 2784/1)

Güneşe bakmak gözü yaşartır. Sevgilinin gün yüzüne bakmaksa hem yaşartır hem de yaşlar döktürür. Derde düşünce o gün yüzü gördüğüne pişman olur Muhibbî :

"Gün yüzüne bir nazar kıldum tola geldi gözüm
İtmeseydüm ben anı hergiz temâşâ kâşki " (Muhibbî- 2784/2)

Aşk ateşi gönül mülküne düşmeyegörsün, harab eder. Aşk ateşi göğüste yanmaya başladıysa gönül harabeye döner. Muhibbî, keşke aşk ateşi sinemde yanmasaydı da gönül harab olmasaydı diyor.

"Şu'le-i ışkı yakup dil mülkini kıldı harâb
Olmasa ışk ateşi sinemde peydâ kâşki " (Muhibbî- 2784/3)

Gönül, sevgilinin saç zincirine bağlandı mı br ömür peşinden sürüklenir gider. Ne karar kalır, ne istikrar. Sevda da saç gibi karadır. Şair, aşkın derdini görünce keşke bu sevda başıma gelmeseydi demekte ama iş işten geçmiştir:

"Tolaşup sevdâ-yı zülfe oldı gönlüm bî-karâr
Gelmeseydi başuma benüm bu sevda kâşki " (Muhibbî- 2784/4)

Sevgilinin kaş yayı ile kirpik oklarını aşığın sinesine attıktan sonra onulmaz yaralar açar. Bu yaraya sevgiliden merhem beklemek boşunadır. Yaralar açıldıktan sonra keşke bu oklara hedef olmasaydım demek boşunadır:

"Ey Muhibbî çünki merhem urmaz âhır yarana
Urmasa gamz oklarını ol kaşı yâ kâşki " (Muhibbî- 2874/5)

Muhibbî'nin "keşke" redifli şiirine bakıldığında bitmiş bir eylemin sonunda çekilen sıkıntı ve dertlerden dolayı yaşanan durumdan dolayı bir şikayet söz konusudur. Olmamış, gerçekleşmemiş bir eylem için pişmanlık yoktur. Şair, keşke yapsaydım gibi bir duyguyu yaşamamaktadır.

Şemsî Paşa'nın hayatında "keşke"lerin yeri

XVI. Yüzyılın görevleriyle ve eserleriyle dikkat çeken paşaların biri olan Şemsî Paşa, mükemmeliyetçiliği ile bilinir. Enderun'un başında bulunmuş, Anadolu ve Rumeli beylerbeyliği yapmış paşanın bilhassa II.Selîm ile yakınlığı malumdur. Adına Mimar Sinan'a yaptırdığı (bugünkü Üsküdar iskelesinde) cami ve külliyesi meşhurdur. Bu camiin diğer adı "kuşkonmaz"dır. Her işinde teferruatları düşündüğü belli olan paşanın "keşke" rediflerinin incelenmesi sonucu ortaya çıkan durum şöyledir:

Her göz gibi Şemsî de dünya gülşenini seyre dalmış, güzelliklerine ve güzellerine hayran olmuştur. Bu dünya bahçesinde serviden yüce bir güzelin boyunu görmüş ve gönül samanlığına bir kıvılcım düşmüştür. Bundan sonrası dert, ıstırap, keder ve gözyaşıdır. Şair, bundan muztatip olup görmeseydim keşke demektedir:

“İtmeyeydüm gülşen-i dehri temâş3a kâşki
Görmeyeydüm kâmetün tek serv-i bâlâ kâşki “ (Şemsî- 445/1)

İnsan bazen elindekinin değerini bilmez de gün gelir en azıyla kanaat eder ama iş işten geçmiştir. Talih, sevgilinin ayağına yüz sürmeye fırsat verse aşık evin itleri gibi eşik taşına başını koyup orada ikameye can atar:

“İtlerün gibi başum kordum işigün taşına
Pâyuna yüz sürmeğe el virse dünyâ kâşki “ (Şemsî- 445/2)

Ayrılık aşığa ölüm gelir. Onun için bundan artık dert olmaz. Sevgiliye kavuşma isteği nafiledir, zira vuslatı istedikçe sevgili bir fersah uzağa kaçar. En iyisi aşık olup da bu derde düşmemekti diyor Şemsî ama vuslata yol bulamaz:

“Hey ne müşkil derd-imiş iy dost hicrânun senün
İtmeyeydüm vaslunu senden temennâ kâşki” (Şemsî- 445/3)

Sevgilinin kalbi taş gibidir. Ona hiçbir şey tesir etmez. Aşığın en perişan hali karşısında bile gönlü yumuşamaz. Şair, keşke çaresiz aşığın bu hallerini görüp de merhamet etse, kitaplarında ayrılık kanunu olmasa dileğindedir ama bu kanun değişmez:

“Gördügi dem âşık-ı bî-çâreye terahhum eylese
Hûblarda olmasa kânun-ı ferdâ kâşki” (Şemsî- 445/4)

Günah işleyene düşen gönülden tevbe etmektir. İnsan, sevmeye de tevbe edebilir ama gönül, tevbe dinlemez. Şair, tevbeyi unutup keşke bir gül goncası gelse de koynuma girse der. Bu istek nafiledir ve sadece keşkede kalmaktadır:

“Tevbe itdiyse ne var Şemsî günahkâr olmadı
Koynına girse gelüp bir ved-i ra’nâ kâşki” (Şemsî- 445/5)

Şemsî’nin “keşke” redifli şiirinin değerlendirilmesi sonucu ortaya çıkan durum şudur: Sevgiliyi görmüş ve gayr-ı ihtiyârî âşık olmuştur. Bu duygunun getirdiği acı, keder, gözyaşıdır fakat bu duyguyu yaşamakta kişinin ihtiyarı elde değildir. Mıknatısa koşan toplu iğne, güneşe koşan şebnem misali gönül, sevgiliye bağlanmıştır. Burada tamamlanmış bir eylem söz konusudur. Bunun sonucu istenmedik şekilde gerçekleştiği için “keşke” denmiştir. Yine bir sevgiliye kavuşmak gibi bir istek vardır fakat talih bekleneni vermemiştir. Bu durumda istek gerçekleşmemiş olup sonucu görülmediği için keşke olmasaydı yerine keşke olsaydı yapısı geçerlidir. Yine beşinci beyte bakıldığında yaşanmış ve sonucuna göre tevbeye varılmış bir eylem söz konusu iken aynı durumu tekrar yaşanması için bir istek dikkati çekmektedir.

Nev'î'nin hayatında "keşke"lerin yeri

XVI. asır divan şiirinin en büyük temsilcilerinden biri olan Nev'î, farklı bir şiir anlayışına sahiptir. Daha çok duygu plânında kalarak, tabiat ve hayat karşısında kendi iç dünyasını çeşitli akislerini dile getiren ince ruhlu şâir, dört padişah devrini idrâk etmiş ve onlarla çeşitli derecelerde yakınlık sağlamıştır, ancak asıl itibar ve şöhretini III.Murâd devrinde elde etmiştir (Tulum-Tanyeri,1977).

Aşk denilen duygu gözde başlar, gözde biter. Şairlerin ifadelerine bakıldığında çoğunun "görmeseydim keşke" diye kendilerini kedere gark eden bu duygunun ilk adımından şikâyet etmeleri kaçınılmazdır. Hele sevgiliyi bir başkasının (rakîb) yanında görmek tarifsiz bir ıstırap yaşatır. Bu durumda kişinin "keşke kör olsaydım da görmeseydim" demesi olası bir tepkidir. Nev'î de aynı dertten mustarip olmalı ki keşke gözlerim görmeseydi de sevgiliyi ağyarla baş başa görmeseydim, demekte. Bu durumda görme eylemi gerçekleşmiştir fakat bu yakınlığa müdahale mümkün değildir. Böylesi durumlarda bazen "keşke kör olsaydım" bazen de işitilen sözler sonucunda " keşke sağır olsaydım" gibi duygusal tepkilerde bulunmak insan ruhunun geliştirdiği savunma tepkisidir:

"Olmayaydı bende hergiz çeşm-i bînâ kâşki
Görmeyeydim yâri agyâr ile tenhâ kâşki " (Nev'î- 471/1)

Deliler için akıl, başta beladır. Çünkü cününa vasıl olan aklı yele vermiştir. Saç karadır, sevda da kara manasınadır. Şâir, keşke delilik erbab(âşık)ı başta akıl belasını ne yapsın, keşke başında saçından gayrı sevda olmasa da bu dertlere düşmeseydi, demekte. Bu durumda eylem gerçekleşmiş, sevda başa gelmiş ve akıl gitmiştir. Yaşanan durumun olumsuzlukları sonucunda bir hayıflanma, umutsuz bir temenni söz konusudur:

"Başda n'eyler belâyı 'aklı erbâb-ı cünun
Sünbülinden gayrı hîç olmasa sevdâ kâşki" (Nev'î- 471/2)

Aşk, Arapça sarmaşık anlamına gelir. Öyle bir duygudur ki gözde başlar, gönle düşer ve bir zaman sonra hücrelere kadar yayılır. Bir ağacın dibine düşen sarmaşık tohumu ağacın gövdesini, dallarını öyle bir kaplar ki ondan başka bir şey görünmez olur. Canı canan kaplamıştır, canın bir hükmü kalmamıştır. Bu duygu, huzur, saadet getirmez. Sonunda dert, keder, ıstırap ve gözyaşı vardır. Elbette tüm sevenler kavuşmanın aşka mâni olduğunu bilirler ama yine de vuslatı isterler. Bu uğurda vuslat kıyısına vasıl olmak için dem-be-dem göz yaşı dökülür fakat vuslata ermek mümkün olmaz. Sonradan dökülen gözyaşlarına, çekilen ahlara pişman olup keşke kendimi bu denli telef etmeseydim diye verilen emeklere acıma durumu kendini gösterir. Bu durumda eylem gerçekleşmiş, sevgiliye kavuşma uğruna nice gözyaşları dökülmüş ama arzulanan sonuç gerçekleşmemiştir. Nev'î, boşa döktüğü gözyaşları için pişmanlık duygusu yaşamakta ve "keşke" gözyaşımı derya misali dökmeseydim demekte:

"Rûzgâr el virmedi hergiz kenâr-ı vuslata
İtmeseydüm yaşumı 'ışkunda deryâ kâşki" (Nev'î- 471/3)

Sevgili, peri misali güzeldir. Onun yüzünü bir kez görenin ona tutulmaması mümkün değildir. Âşık olduktan sonra iş işten geçmiştir. Bu duygunun kişiye yaşattıkları hep keder, gussa vü gamdır. Pek çok âşık, aşkın duygusal yansımalarını görüp yaşadıktan sonra pişmanlık duygusunu yaşamaktadır. "Keşke" görüp de âşık olmasaydım diyor şâir Nev'î de:

"Bir görünmez derde ugratdun beni hicrân ile
Kılmamaydum ey perî hüsnün temâşâ kâşki" (Nev'î- 471/4)

Aşk ağlatır, dert söyletir. Âşığın aşkın derdiyle ağlayıp inlemekten başka çaresi yoktur. Aşkın en büyük belası ise ayrılıktır. Sevgilinin hasretiyle ağlayıp inleyen Nev'î'yi bu ayrılık öldürür. Aşkta ayrılık olmasa keşke diyor şâir ama ayrılık bu duygunun mukadderatıdır:

"Nev'î-i zârı gam-ı ferdâ-yı hicrân öldürüp
Olmasa kayd-ı ham-ı imrûz u ferdâ kâşki" (Nev'î- 471/5)

Hayretî'nin hayatında "keşke"lerin yeri

XVI. Yüzyılın rind-meşreb şâirlerinden biri olan Hayretî, Vardar Yeniceli olup Balkan kültürünün özelliklerini şiirlerinde yansıtmasıyla bilinir. Günlük hayatla ilgili konuları işleyen şâirin şiirlerinde zaman zaman Bektaşî geleneğinin izlerini görmek mümkündür. Söyleyişlerinden hayata karşı bir lakaydlık içinde olduğu gözlemlenebilir. Rahat, akıcı, külfetsiz söyleyişleriyle divan şiirine zenginlik katmıştır. Aşk, şiirin ana temalarından biridir. Bu duyguyu yaşayanların bundan mustarip olmaması mümkün değildir. Hayretî, aşktan aklımı zâyi edip aşk bendine bağlanmasaydım, göz göre göre ateşlere düşüp yanmasaydım keşke diye hayıflanmaktadır. Bu durumda aşk yaşanmıştır, ağlamak, inlemek, dert, cefa gibi tezahürleri yaşanmıştır. Eylem bitmiştir, bu eylemin sonucunda yaşananlardan dolayı pişmanlık göstergesi olarak "keşke" demekten başka çare yoktur :

"Bend-i 'ışka ben delü baglanmayaydum kâşki
Göz görürken oda düşüp yanmayaydum kâşki" (Hayretî- 461/1)

Söz vermek insana özgü bir inandırma işidir. Söz verilince mutlaka yerine getirilmesi gerekir. Oysa sevgilinin hiçbir zaman ahde vefa gösterdiği görülmemiştir. Çoğu kişi gibi şâir de sevginin vefa sözlerine inandığı için sonradan pişman olmuştur. Bu durumda beklenti istendiği şekilde gerçekleşmemiş, hayal kırıklığı yaşanmıştır. Boş hayal kurmaktan dolayı pişmanlık tepkisi olarak "keşke" inanmasaydım denmiştir:

"Gerçi 'ahd itdün vefâya itmedün 'ahde vefâ
'Ahdüne ey bî-vefâ inanmayaydum kâşki" (Hayretî- 461/2)

Âşık için en güzel bağ, sevgilinin zülüf zinciridir. Ancak zincir ancak aşktan deli olanlar için münasiptir. Her âşık hep bu zincirle bağlanmayı arzu eder. Ancak bu durumda âşık akıllanmış ve zincire bağlanma umudunu kaybetmiştir. Eylem sonlanmış ama yapılamamış, gerçekleşmemiş bir hayal için pişmanlık hissedilmiştir. Keşke akıllanmasaydım, saç zincirine bağlansaydım diyor şâir:

"Leylî-i zülfün hayâlidür çü zencîrüm beüm
Âh ben Mecnûn ebed uslanmayaydum kâşki" (Hayretî- 461/3)

Güzeller çocuk misâli hep toprakla oynarlar. Âşığın topak olması sevgilinin elinde bir oyuncak olması demektir. Sevgiliye kavuşmanın yollarından biri olan toprak olma eylemi gerçekleşmemiş olduğu için vuslat da mümkün olmamıştır. Vuslat yolunda bu fırsatı değerlendiremeyen şâir, hayıflanarak keşke bir nefes dahi oyalanmadan toprak olsaydım diye yeis içindedir.

"Dem-be-dem hâk ile oynar eglenürmiş hûblar
Hâk olaydum bir nefes eglenmeyeydüm kâşki" (Hayretî- 461/4)

Sevgilinin gül yüzünü görmek ancak rüyada mümkündür. Düşte bu fırsatı yakalayan âşık, uyanmak istemez. Uyanmak, gerçekle karşılaşmak ve tekrar hicran belasına düşmek demektir. Hayretî de uykusunda sevgiliyi görme şansını yakalamış ancak rüyadan uyanınca hicran gerçeğiyle karşılaşmıştır. Rüyadan uyanan kişinin ancak iki şekilde tepkisi olabilir: 1. Görülen kötü rüya sonucunda " oh be", 2. Görülen güzel rüya sonucunda "tüh be" diye. Bu durumda bu güzel rüyadan uyanmanın etkisiyle uyanmaktan dolayı bir nedamet duygusu yaşanmakta ve "keşke" uyanmasaydım denilmektedir:

"Bâg-ı hüsnün seyr iderdüm dün gice seyrümde âh
Heyretî ol hâbdan uyanmayaydum kâşki " (Hayretî- 461/5)

Figânî'nin hayatında "keşke"lerin yeri

Kânunî devri şâirlerindendir. Bir divançe sahibi olan şâir, rahat, külfetsiz söyleyişleriyle dikkati çekmektedir. Kânunî'nin şehzadeleri Mustafa, Mehmed ve Selim'in sünnet düğünü için yazdığı Sûriyye'siyle şöhretini arttırmıştır. Şâir, atasözü ve halk deyimlerini sıkça kullanması ve halk diliyle şiirler söylemesiyle bilinir.

Sevip de aşkın zahmetini görünce ya da sevgilinin vefasızlığı karşısında pişmanlık yaşamak insanî bir duygudur. Pişmanlık duygusunun söze dayalı tepkilerinden biri olan "keşke" ifadesi Figânî'nin şiirlerinde de karşılığını bulmuştur. Şâir, sevgiliye gönül verdiği için yaşadığı pişmanlıkla keşke sevmeseydim demekte onun taş kalpli olduğunu görünce pişmanlığı bir kat daha artmakta:

"Âh kim dil-ber sana dil vermeyeydüm kâşki
Seng dilmişsin seni ben sevmeyeydüm kâşki" (Figânî- CIV/1)

Vuslat âşığın yegane arzusu, hayalidir fakat vuslata erdikten sonra aşkın biteceği endişesi her daim sevenin zihnini meşgul eder. Ağlamak, ney gibi inlemek âşıklığın gereğidir. Bir ömür gam köşesinde bekleyen âşık, sevgilinin arzusuyla ömrünü beklemek geçirir de sonunda keşke böyle yaşamasaydım der:

"Künc-i gamda geçdi 'ömrüm ney gibi efgân idüp
Sen cefâ-gâre havâdâr olmayaydum kâşki" (Figânî- CIV/2)

Gönülde yanan aşk ateşini gözden akan yaş teskin etmez. Âşık, vuslat arzusuyla aşkın nârına yanar ama nafile bir bekleyiştir. Yanma eylemi yaşanmıştır ve sonunda keşke böyle aşka düşüp yanmasaydım diyor Figânî:

"Eşk-i çeşmüm itmedi teskin firâkun âteşin
Nâr-ı hicrânunla bâri yanmayaydum kâşki" (Figânî- CIV/3)

İnsan bazen bir davranışından bazen bir sözünden pişmanlık duyar. Âşık, cefaya tahammülü kalmayınca sevgiliden merhamet diler. Bu tahammülsüzlük sevgili nazarında hoş karşılanmaz ve âşığı aşktan azat eder. İş işten geçmiştir, âşık merhamet dilediğine pişman olmuştur:

"Bendene rahm it didüm ü benden âzâd ol didi
Ey dirîgâ sabr ideydüm dimeyeydüm kâşki" (Figânî- CIV/4)-

Sevgilinin ettiği cevr ü cefadan nâdim olması pek rastlanan bir durum değildir. Bu davranışı göstermesi divan şiirinde nadir rastlanan bir duygu durumudur. Âşık, o denli ağlayıp inlemektedir ki sevgilinin taş kalbi yumuşayıp keşke bu kadar zulm eymeseydim diyor:

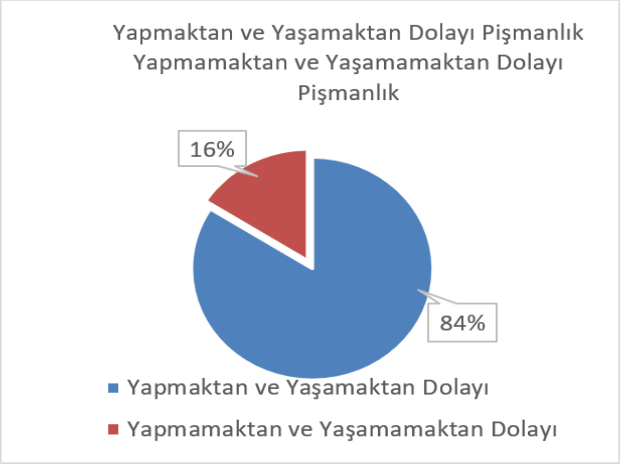
"Âh u efgânum Figânî işidüp dil-ber didi

Ben şeh-i ‘âlî ana zulm itmeyeydüm kâşki” (Figânî- CIV/5)

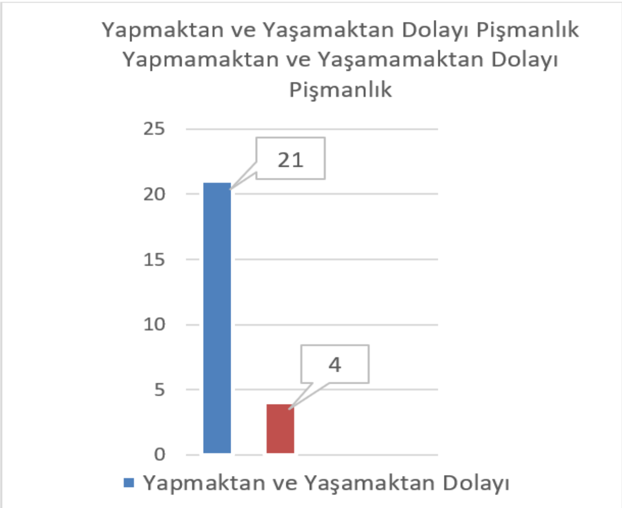
Sonuç

XVI.Yüzyıldan seçilen beş şâirin keşke redifli şiirlerinin değerlendirilmesi sonucunda yaşanan pişmanlıkların dikkat çekici neden ve kaynakları şunlardır:

1. Sevgiliyi görüp âşık olduktan sonra aşkın getirdiği sıkıntıları, dert ve kederleri çekme sürecinde pişmanlık yaşanmıştır.
2. Aşka düşme nedenleri olarak, görme, zülfüne dolaşma, boyunu görme, endamı seyretme gibi nedenler gösterilebilir.
3. Vuslat arzusu, sevgiliden vefa bekleme ile geçen günlerin sonunda bunun gerçekleşmemesi ve hicran derdinden kurtulama.
4. Tevbe etmekten dolayı pişmanlık.
5. Sevgiliyi bir başkasının yanında görmekten dolayı yaşanan hezeyan.
6. Aklın başa gelmesinden, delilikten uzaklaşmaktan dolayı yaşanan pişmanlık.
7. Sevgili uğruna boş yere dökülen gözyaşlarından dolayı pişmanlık.
8. Sevgilinin sözlerine, vaatlerine inanmaktan dolayı yaşanan hayal kırıklığı.
9.Sevgiliyi ancak rüyada görebilen âşığın rüyadan uyanmasından dolayı gerçekle karşılaşması
10.Gösterilen sabırsızlıktan dolayı yaşanan pişmanlıklar gibi nedenler dikkati çekmektedir.



Şekil 1. Yapmaktan ve Yaşamaktan Dolayı Pişmanlık



Şekil 2. Yapmaktan ve yaşamaktan dolayı pişmanlık

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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Araştırma Makalesi / Research Paper

Sustainability of International Educational Linkages

Uluslararası Eğitim İşbirliklerinin Sürdürebilirliği

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Öz. Uluslararası kurumsal iş birlikleri, uluslararasılaşmış kampüsün bir bileşenidir. Ancak bir iş birliğinin başarısı veya başarısızlığı, kampüs genelindeki tüm uluslararasılaşma çabaları ile yakından ilişkilidir. Bu nedenle, uluslararası girişimlere dâhil olan uluslararası program sorumluları, üniversite yöneticileri ve öğretim elemanları gibi kampüs çalışanlarının sadece başarılı bağlantılara yol açan faktörler hakkında bilgi sahibi olmaları değil, aynı zamanda bu faktörlerin kurum içindeki karmaşık etkileşimini yönlendirmek için gerekli araçlara da sahip olmaları önemlidir. Başarı ve sürdürülebilirlik konusuna ilişkin pek çok soru bulunmaktadır. Bunlardan bazıları şunlar olabilir: Başarılı bir iş birliğinin tanımı nedir? Bir iş birliğinin başarısında hangi faktörler rol oynar? Uluslararası eğitim uygulayıcılarının iş birliklerinin başarı şansını artırmak için kullanabileceği araçlar nelerdir? Bu çalışma, bir üniversitedeki üç iş birliği vakası üzerine bu konuları inceleyen nitel bir çalışmadır. Elde edilen olay içi ve olaylar arası analizler, uluslararası kurumsal iş birliklerinin kök salması, gelişmesi ve sürdürülebilmesi için yükseköğretim kurumlarında üç ayrı çevrenin desteklenmesi gerektiğine işaret etmektedir. Çalışma, bir iş birliğinin başarısına katkıda bulunan bir dizi faktör bulunduğunu ve bir bağlantının sürdürülebilirliğini sağlamak için kurumun bağımsızlık ile destek arasında veya daha doğrusu gevşek bağlı ve sıkı bağlı bir yapı arasında sağlıklı bir denge kurmaya çaba göstermesi gerektiğini öne sürmektedir.
Anahtar Kelimeler: *Dağıtılmış Liderlik, gevşek bağlılık, sıkı bağlılık, uluslararası kurumsal işbirliği, sürdürülebilirlik.*

Abstract. The international institutional linkage is one component of the internationalized campus. The success or failure of a linkage, however, may reverberate through all internationalization efforts across the campus. Therefore, it is essential that those on campus who are involved in international initiatives, such as international programs officers, university administrators, and faculty, not only possess knowledge of the factors that lead to successful linkages, but the tools necessary to navigate the complex interplay of those factors throughout the institution. There are certainly many questions underlying the issue of success and sustainability, including: What is the definition of a successful linkage? What factors play a role in the success of a linkage? What are tools that international education practitioners can utilize to increase chances of success in regard to linkages? This study explores these issues in a qualitative study of three specific cases of linkages at one university. The resulting in-case, and cross-case analyses explore the notion that three separate environments should be nurtured at institutions of higher education in order for international institutional linkages to take root, develop, and ultimately sustained. The study concludes that there are a number of contributors to the success of a linkage, and that in order to achieve sustainability of a linkage, the institution should endeavor to strike a healthy balance between independence and support, or rather, between a loosely coupled and a tightly coupled structure.
Keywords: *Distributed leadership, international institutional linkage, loose coupling, sustainability, tight coupling.*

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Araştırma Makalesi / Research Paper

Genişletilmiş Özet

Giriş. Bu çalışma, başarı, sürdürülebilirlik ve liderlik açısından yükseköğretimde uluslararası kurumsal iş birliği kavramını incelemektedir. Bu tür işibirlikleri, farklı ülkelerdeki üniversiteler arasındaki iş birliği faaliyetlerini içermektedir. Bu çalışma, iş birliklerinin üç genel özelliğini tanımlamaktadır: Dostluk ve iş birliği anlaşmaları, Programa özgü iş birlikleri ve Geniş kurumsal iş birlikleri. Dostluk anlaşmaları, maddi taahhütler olmadan iş birliğini teşvik ederken, programa özgü iş birlikleri genellikle kişisel iş birliklerini içermektedir ve mali destek gerektirmeyebilmektedir. Geniş kurumsal iş birlikleri, öğretim elemanları ve öğrenci değişimleri ve ortak araştırma çabaları gibi her iki kurumdan da ciddi taahhütleri gerektirmektedir. Bu tür iş birliklerinin avantajları karşılıklı fayda ve kurumsal kapasite oluşturmaktır. İş birliği türüne ve nedenine bakılmaksızın, uluslararası ortaklıkları sürdürmekle ilgili birçok zorluk bulunmaktadır; birçok iş birliği, ilk anlaşmaların ötesine geçemeden sürdürülemez hale gelebilmekte ve bunların uzun ömürlü hale getirilmesi için hangi formüllerin sorulması gerektiği konusunda sorular sorulmasına yol açabilmektedir. Sonuç olarak, bu çalışma, yükseköğretimde uluslararası kurumsal iş birliklerinin başarı ve sürdürülebilirliğine ilişkin algılar, tutumlar ve süreçler hakkında daha iyi bir bir çerçeve sunulmasına katkıda bulunmayı amaçlamaktadır.

Yöntem. Bu çalışma, yükseköğretimde uluslararası kurumsal iş birliklerini incelemek için nitel bir vaka çalışması yöntemini kullanmaktadır. Veriler, 20 katılımcıyla yapılan görüşmeler yoluyla toplanmış ve raporlar, anlaşmalar ve kayıtlar gibi arşiv bilgileri ile doğrulanmıştır. Katılımcılar, uluslararası eğitimle ilgili rolleri veya belirli iş birlikleri hakkında bilgi sahibi olmalarına dayalı olarak belirlenmiştir.
Araştırmada incelenecek kurumsal bağlantıları daha iyi anlayabilmek amacıyla veri üçgenlemesi (triangulation) yöntemi kullanılmıştır (Denzin & Lincoln, 1998, s.4). Stake (1998, s. 97) tarafından "çoklu bakış açısı" olarak da adlandırılan veri üçgenlemesi, destekleyici kanıtlar sağlamak amacıyla birden fazla ve farklı kaynak, yöntem, araştırmacı ve teorinin kullanılmasıdır (Creswell, 1998, s. 202). İnceleme yapılan üniversitede, bu yöntem ile kamu belgeleri, güncel ve arşivlenmiş kayıtlar incelenmiş ve çeşitli açılardan bağlantıları incelemek için görüşmeler yapılmıştır. Görüşmeler, geniş bir fikir ve tutum keşfi için imkân tanıyabilmesi açısından yapılandırılmamıştır. Görüşmeler kaydedilerek deşifre edilmiş ve anonim olarak kodlanmıştır. Üç ayrı vaka çalışması, her bir vakanın benzersiz yönlerini anlamak için yürütülmüş ve vakalar arası analiz ile vakalar arasında ortak temalar belirlenmiştir.

Sonuçlar. Uluslararası iş birliklerinin başarısı ve sürdürülebilirliğini etkileyen faktörleri açık bir şekilde anlayabilmek için ABD'deki tek bir üniversitede üç vaka çalışması yapılmıştır. İlk vaka çalışması, ABD'deki kurum ile Çin, Japonya ve Tayland'daki üniversiteler arasında bir dizi iş birliği oluşturmuş geniş, uzun vadeli bir programa ilişkindir. Program, öğrencileri, öğretim elemanlarını ve yerel liderler için "kardeş kuruluşlar"a yapılacak yılda bir kereliğine beş haftalık bir saha gezisi içermektedir. Uluslararasılaşmayı ve kültürel anlayışı teşvik etme hedefi doğrultusunda yüzlerce kişi bu programa katılmıştır. Programın başarısı liderin destek sağlama ve güçlü taahhüdüne atfedilmiştir. Ancak, liderin bağımsız yaklaşımı bazen üniversitenin müfredat entegrasyonunu ve üniversite genelindeki uluslararasılaşmayı vurguluma yönünde evrilen uluslararası program vizyonuyla çelişmiştir. Bu vakada öne çıkan temalar, liderlik, uluslararasılaşma ve ilişki kurmanın programın başarısını ve sürdürülebilirliğini etkileyen faktörler olarak ortaya çıkmıştır.
İkinci vaka çalışması, üniversitenin İşletme Fakültesi ile İstanbul Üniversitesi arasında kurulan bir iş birliğini içermektedir. Yaklaşık yirmi yıl boyunca, İşletme Fakültesi'ndeki bu iş birliğinin lideri,

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üniversitenin uluslararasılaşmasına katkıda bulunmayı amaçlayarak iş birliğini desteklemiştir. Program, çeşitli bölümlerden öğretim elemanları ve öğrencileri için İstanbul'a öğrenci saha gezileri içerecek şekilde genişlemiş, bu da kültürlerarası etkileşim ve uluslararası işletme çalışmalarını teşvik etmiştir. Üniversite yönetiminin güçlü katılımı, programa olan bağlılığın bir göstergesi olmuş ve bunu desteklemek amacıyla "Akademik İş birliği Anlaşması" imzalanmıştır. Lider, daha geniş uluslararasılaşma için yöneticilere ve öğretim elemanlarına sistematik olarak etki etmeyi amaçlamış; ancak programın bu amaç için bir araç olarak rolünü aktarmak konusunda zorluklarla karşılaşmıştır. Liderin stratejisi, destekleyici öğretim üyeleri kadrosu oluşturmayı, çok bölümlü bir program kurmayı ve program bağımsızlığını sağlamayı içermektedir.
İngiliz Koleji ile iş birliği içeren üçüncü vaka, başlangıçta başarılı olmasına rağmen on yılın üzerinde sürdürülemeyerek incelenen tüm vakalar arasında diğerlerinden farklılaşmıştır. Kişisel ilişkiler, ekonomik zorluklar, kurumsal dinamikler, değişen öğrenci ve öğretim elemanı ihtiyaçları ve bir yedekleme planının (succession planning) eksikliği gibi çeşitli faktörler iş birliğinin sonunu getirmiştir. İş birliği, bir konferansta yapılan bir konuşma ile başlamış ve öğrenci talebi ve idari ve öğretim elemanlarının desteği ile devam ettirilmiş; ancak son beş yılda, bu alanlardaki zorluklar iş birliğine yönelik ilgiyi azaltmıştır. Sonuç olarak, liderlik değişiklikleri ve değişen taahhütler dahil olmak üzere çeşitli faktörler, iş birliğinin potansiyelini gerçekleştirmesini engellemiş ve sonlandırılmasına neden olmuştur.

Tartışma. Çalışma, uluslararasılaşma çabalarıyla tanınan bir üniversitedeki üç kurumsal iş birliğine odaklanmıştır. Bu iş birliklerinin liderliğini üstlenen liderlere Dağıtılmış Liderlik teorisi perspektifinden bakılmıştır. Üç vakanın incelenmesiyle, başarıyı tanımlamada önemli olan destek, etki, faaliyet ve sürdürülebilirliğin önemi gibi ana temalar ortaya çıkmıştır. Başarı ve sürdürülebilirlik, üç kendine özgü çevre ile elde edilebilmektedir. Olanak Sağlayan Ortam, kolektif liderlik tarafından yönlendirilen uluslararası programlar için üniversite genelinde destek vurgusu yapmaktadır. Çekici Ortam, paylaşılan liderlik aracılığıyla paydaş ihtiyaçlarını ele alarak bağlantıları cazip hale getirmeye odaklanmaktadır. Son olarak, Sürdürülebilir Ortam, sorunsuz geçişler ve daha geniş etki için liderliğin iş birliği ile ortaya çıkmaktadır.
Üç uluslararası iş birliği vakasının başarısı ve sürdürülebilirliği, kültür, dış çevre, planlama, organizasyon yapısı ve kaynakların mevcudiyeti gibi beş kritik faktörden etkilenmiştir. Uluslararasılaşma yolunda kampüs çabaları, öğretim üyeleri ödüllendirme yapılarının zorlukları tarafından engellenmiştir. Dış çevre, bağlantıların çekiciliğini etkilemiş, güvenlik endişeleri sürekliliği etkilemiştir. Planlama, öğretim elemanı ve öğrenci işe alımı için önem arz etmiş ve organizasyon yapısı bağlantıları kurum içinde gevşek bağlıdan sıkı bağlı hale getirmiştir. Kişisel ve kurumsal kaynakların mevcudiyeti hem kişisel hem de kurumsal olarak önemli hale gelmiştir. Paylaşılan liderlik, üç durumun hepsinde yaygındı, ancak bağımsızlık ile destek arasındaki doğru dengeyi bulmak sürdürülebilirlik için bir zorluk olmuştur.

Sonuç. Bu çalışma, yükseköğretimde uluslararası kurumsal bağlantıların anlayışımızı zenginleştirerek, paylaşılan liderlik ve bağlantı dinamikleri konularında teorik içgörüler sunmaktadır. Ayrıca, başarılı ve sürdürülebilir bağlantıları teşvik etmek için pratik araçlar ve stratejiler sunmaktadır. Ancak, sorun hala kurumların uzun vadeli sürdürülebilirliği ihmal etme eğiliminde olmalarıdır. İleride yürütülecek araştırmalar, kurumların bu kavramları kendi bağlamlarına nasıl uyguladığını inceleyebilir.

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Introduction

One metric of the internationalized campus is some form of international collaborative activity between two universities. Such international institutional linkages may be limited to individual faculty members at two institutions in different countries collaborating on projects, including faculty and student mobility between the institutions. Linkages may also expand to the point where they are broad-based and diffused through numerous departments across campus. Regardless of size and scope, international institutional linkages often hold the unfortunate reputation of living short life spans[1], leaving some wondering whether typical global partnerships are "doomed beyond the first few years" (Lanford, 2020, p. 89). This is not a baseless claim. Chief International Officers can easily produce longer lists of inoperative partnerships than active ones. Which begs the question: Why is this so? From an institutional perspective, partnerships are generally entered deliberately and strategically. Rather than the more traditional approach of "stamp collecting", institutions increasingly focus on *a small number of deep, multi-faceted, more meaningful relationships* (Taylor, 2016).

However, not all partnerships begin at the top. Indeed, a significant proportion are grassroots, emerging from affiliations forged at conferences or on collaborative projects. While many partnerships stay right there, as one-to-one or department-to-department associations, there are also cases where, either organically or strategically, a partnership that began at the personal level ripples through other programs and departments across campusses. As the leveraging of expertise, resources, and human capital (Lanford, 2020) in such partnerships increases, the stakes are raised to ensure success and sustainability of such linkages. This study examines three international institutional linkages, exploring the concepts of success, sustainability, and leadership in relation to these partnerships. I viewed the purpose of my research as trying to contribute to a greater understanding of perceptions, attitudes, and processes (Glesne, 1999) regarding the success and sustainability of institutional linkages.

The term international institutional linkage will be used to describe the phenomenon being explored. Linkages can be broken into three general characterizations: Friendship and cooperation agreements; Program-specific linkages; Broad institutional linkages. The literature offers other names attached to this concept: International inter-organizational arrangements, bilateral cooperative arrangements, mono-disciplinary bilateral linkages, transnational linkages, and international interuniversity linkages. One additional category of linkage, which is a frequent source of concern among international education practitioners, is commonly referred to as "holy water", "phantom", or "amorphous" agreements. These are the linkages that generally exist on paper only, with little or no actual activity resulting from them.

The literature also offers numerous reasons to justify the establishment of international linkages between two institutions of higher education; certainly, multi-lateral linkages are prevalent as well (Thullen et al., 1997). Perhaps the most common reasons are "mutual benefit" (e.g. ACE, 1984,

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p. 1) and "building of institutional capacity" (e.g. Jenkins, 1996, fn 1). Klineberg listed four practical reasons for pursuing linkages: (1) mutual scientific interests, (2) tradition, (3) geographic proximity, (4) the high status and good standing of certain departments at foreign institutions (1976, p. 238).

Definitions of linkages are numerous, with many focusing on the notion of "direct operational ties… with mutual agreement, providing mutual benefit, and mutual investment of resources" (ACE 1984, p. 1). Taylor (2016) offers six *levels* of partnerships, from the individual to the institutional. Arguably the version with the clearest distinctions, and therefore the one chosen for this study, was provided by the Office of International Education and the American Council on Education (1993). The OIE and ACE have defined linkages as falling into three categories: Friendship and cooperation agreements; Program-specific linkages; Broad institutional linkages.

Friendship and cooperation agreements are "intended to encourage cooperation and friendship between institutions, but make no financial commitments" (OIE & ACE, 1993, p. 9). What may be considered "lower-commitment, or proof- of-concept" partnerships (Antony & Nicola, 2020). It is usually in these instances that institutions develop a Memorandum of Understanding, which "expresses a desire to promote friendship and cooperation. At the same time, no promises have been made, so the door is open for future action – after careful consideration".

Program-specific linkages "are often initiated by faculty members and are frequently facilitated by personal links to faculty abroad. Many program-specific links do not involve financial commitments" (OIE & ACE, 1993, p. 10). Examples of such linkages may include internship programs, cooperative research efforts, and departmental student exchanges. One informant in this study referred to these as "cosmetic" linkages. "They are generally arranged by a random faculty member, whereby we have an agreement to agree to do something if and when the time and resources permit. It commits us to nothing. We don't support these with our resources. They are supported with the department's or college's resources."

Broad institutional linkages "set the terms for broad cooperation between two institutions. Agreements usually spell out a range of conditions, expectations, and obligations for participating faculty, undergraduates, and graduate students" (OIE & ACE, 1993, p.10). Such agreements "rely on substantial commitments from both institutions to make them viable...there is usually a commitment for broad-based exchange of faculty members and students, as well as for joint research and the exchange of research and library materials" (Thullen et al., 1997, p. 34). One informant in this study likened them to marriage agreements (i.e. "'Till death do us part"), defining them as broader, longer-lasting agreements spanning across various departments and colleges. The cases examined for this study fall under the rubrics of program-specific and broad institutional linkages.

The issue here, regardless of what form of link one is considering, is which factors lead to the success and ultimate sustainability of the linkages. This is a critical question for higher education

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instituions in pursuit of internationalization, while doing so in a manner that is effective and efficient because the success or failure of a linkage may reverberate through all internationalization efforts across the campus (Antony & Nicola, 2020; Taylor, 2016). Therefore, it is essential that those on campus who are involved in international initiatives, such as international programs officers, university administrators, and faculty, not only possess knowledge of the factors that lead to successful linkages, but the tools necessary to navigate the complex interplay of those factors throughout the institution. This study aims to identify those tools.

The challenge facing those on campus who share in the responsibility of developing and maintaining linkages is that, outside of anecdotal accounts, there is a rather limited body of research regarding the development and long-term maintenance of successful international institutional linkages. Critiques of research in internationalization make a claim for “more data and a stronger research base,” (Burn & Smuckler, 1995, p. 2), while asserting that “many of the data available for analysis [of internationalization] are methodologically suspect, inappropriate for comparison, and/or too outdated to be of much contemporary value,” (ACE 2000, p. 4).

Although evidence does exist for instances of successful linkages that began as far back as the days of the Marshall Plan in the late 1940s, researchers have long been “struck by the fact that in general, bilateral programs do not always work,” (Klineberg, 1976). For a number of years now, there have been calls to “strengthen, expand, replicate, and promote models of mutually beneficial partnerships,” (ACE 2002, p. 17).

Methodology

Data was collected through archival information and a series of interviews that were digitally recorded, transcribed, and analyzed. For the purpose of exploring this issue, and the subsequent research questions, a qualitative, case-study methodology was used. The value in conducting a case study is that it allows the research drill deeply into a phenomenon at an individual site; in this case, a model site with a positive reputation for its internationalization efforts. By selecting a case approach, the aim, rather than exploring this phenomenon across multiple institutions, was to form a clear understanding of how internationalization did and did not succeed at a single institution. The data-collection methodology of triangulation was employed in an attempt to secure in-depth understanding of the institutional linkages to be examined (Denzin & Lincoln, 1998). Triangulation is the use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence (Creswell, 1998), or what Stake (1995 p. 97) refers to as using "multiple perceptions" to clarify meaning. At the university under study, this included examining public documents, such as current and archived records (e.g. departmental and university senate decisions), books written about the university, newsletters published internally, in addition to numerous interviews in order to study the linkages from multiple perspectives.

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Interviews were conducted with twenty separate individuals who agreed to participate, and were interviewed throughout an eight-month data collection period. These participants were identified and approached with the aim to achieve vertical and horizontal distribution of informants. Interviews were sought with institutional leaders, such as the provost and the assistant provost for international education, college level administrators, and a range of faculty and staff from across campus. Administrators, staff, and faculty, both current and retired, emerged as potential interview candidates or what Morse (1998, p.73) calls "good informants"; i.e. those who demonstrate the knowledge and experience regarding internationalization and linkages, and those who have the ability to reflect, are articulate, and have the time and willingness to be interviewed. Quite often, from the recommendations of these initial interviewees, other names emerged, leading to further interviews, or snowball, chain, or network sampling (Glesne, 1999, p.29). This was frequently the case when interviewing linkage directors; i.e. they provided names of faculty who had participated in the linkage at some point. Some of these individuals were subsequently approached, via either email or phone call, and were requested to act as informants. Furthermore, written records of pertinence to the specific cases and international education at the school were collected through websites, from the university archives, and from individuals who willingly granted access to their personal documents. From this approach, additional informants were identified. Eventually, data saturation manifested as redundancies began to emerge in the data (Glesne, 1999, p.135).

The interviews themselves were primarily unstructured, referring to Fontana and Frey's (1998) categorization of three interview types; i.e. structured, group, and unstructured. Unstructured interviews were chosen because, as Fontana and Frey point out, this form offers "greater breadth," (p. 56). This approach allowed the examination of the three separate linkages without "a priori categorizations" that would limit the focus and line of inquiry. At the same time, questioning was guided by what Glesne calls "topical interviewing" (1999, p.69), which allowed exploration of "opinions, perceptions, and attitudes toward some topic," which in this instance were the specific cases.

The digitally recorded interviews were professionally transcribed. Each of the recordings and their accompanying transcripts were coded to protect informant anonymity. In addition, original names of all informants were replaced with pseudonyms to identify recordings and transcripts.

The three individual case studies were conducted because each, in its own right, was a unique story. Therefore, records were collected and interviews conducted in order to intrinsically examine (Stake, 1998, p. 88) the cases separately for better understanding of their own stories. The within case analysis for each was sequential and interactive, with the data and the emerging text influencing each other (Miles and Huberman, 1994, p. 187). The three stories that evolved, while revealing common themes pertaining to success and sustainability of linkages, also revealed themes that were unique to the individual cases. A cross-case analysis was also carried out, in which recurring themes were analyzed across the cases.

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Three cases

Case 1: The Far East program

Over a four-decade period, a Korean faculty member would create, develop, and lead the university's Far East Asia Program. Throughout the years, the program evolved from a single linkage agreement with the faculty member's home university in Seoul, South Korea to a much broader endeavor that included linkages with an additional university in Korea, as well as others in China, Japan, and Thailand. The centerpiece of the program was a field trip that occurred every summer, as a different faculty member led a "delegation" of students and faculty, and sometimes local business leaders and government officials on a five-week tour of the "sister institutions" in those Far Eastern countries.

Over a thirty-five year period, hundreds of faculty, students, and community members participated in the program. During that same time-frame, an equal number visited from Asian sister institutions, which was in line with program's stated goal of internationalization by encouraging people to cross borders. As often stated by the lead faculty member and many of his colleagues, the overall vision for the program was, through the interaction of people, creating a better understanding between cultures. Faculty that participated in the program over the years remarked overwhelmingly that it had significantly impacted their lives. By many accounts, the program was considered a success, mostly the result of the efforts of the program's leader. "My definition of success is more people participating in the program. I think I got that. So I was very happy with that."

In order to achieve his vision, and this level of success, the program leader needed to remain creative when it came to generating support to grow and sustain the program. One of colleague referring to his resourcefulness called him "clever;" another said he was a "bargainer." In short, the lead was extremely committed to his program, which meant that he sometimes felt the need to circumvent the system to get what he needed. Some felt that he was too independent in this respect; one colleague remarked that there were times when the administration thought of him as a "bothersome gnat… who could find ways of making things happen under the table."

The lead himself believed that the key to success was relationship building. Relationships on campus garnered resources and encouraged involvement from faculty and students. Relationships with the community also led to resources, but it also led to a broader understanding of the Asian culture. Relationships with sister institutions, including students, faculty, administrators, and surrounding community members, gave field trip participants a destination, a name, and a face, which was, in the eyes of the lead, the ultimate means for developing understanding between cultures.

At the time of this research, the university was in the process of strengthening its international programs by creating the position of Assistant Provost of International Education. The AP began by focusing his attention on "International Education: A New Strategic Plan for The University", followed

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by the "Proposed Reorganization of the Office of International Education", both of which would significantly impact the future of the Far East Exchange program.

Throughout the Strategic Planning document, and reiterated in interviews, the AP emphasized the necessity of creating an environment on campus where the essence of internationalism runs through all aspects of the university life. In the AP's view, a field trip, for instance, would include a curricular component, tied to a specific field of study. The field trip would also include a continuation element by offering related academic, social, and cultural activities on campus throughout the year. The way in which this plan would impact the Far East Exchange program would be through an evaluation of the field trip, and including an assessment of whether or not it had spun a "coherent thread" through the fabric of the University, by meeting criteria that contributed to an internationalized campus; e.g. the impact on curriculum.

Through the course of researching this case, a number of key themes related to success and sustainability of linkages emerged: Leadership, particularly that exhibited by the program leader as he grew the Far East program over a 36 year period, and how his leadership style may be in conflict with the university's future direction of international programs; Internationalization, and the leader's impact across time and across the campus on reaching his goal of broader understanding between cultures; and Relationships, which were essentially the driving force behind the leader and this program – relationships in the Far East, in the community, and across campus, with administration, faculty, and students.

Case 2: The Istanbul University linkage

The linkage with Istanbul University, began in 1983, when a Turkish academician joined the Marketing faculty of the College of Business. One of the faculty member's chief claims to fame on campus was that for nearly twenty years, he was the "champion" of the Istanbul University partnership; one that is characterized by many across campus as a successful program. This lead of the partnership earned considerable respect and admiration from many of his colleagues at through his work as the leader on this linkage, as a program administrator, and as the chair on numerous international committees. When exploring this linkage, it is evident that the leader's vision was to utilize the linkage for the greater goal of contributing to an internationalized campus. Moreover, the individual stories emerging through interviews suggest that there were three contributing factors to this goal: 1) Create a cadre of faculty to support the program, 2) create a multi-departmental program, 3) create independence for the program; i.e. diminish its reliance on a single individual as the sole leader.

Despite some initial complications when the linkage was maturing, 1992 would mark the beginning of an impressive run of student field trips to Istanbul – 1992, '94, '95, 96, 98, 99, and 2000. This is what the leader had envisioned: Faculty and student recruits from an increasing number of

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departments (e.g. Accounting, Economics, Management, Marketing) were joining field trips to Istanbul to study international business while becoming immersed in the Turkish culture. The field trips included lectures by IU faculty on their campus, followed by afternoon visits to businesses throughout Istanbul. During the same period, dozens of Istanbul University faculty and students have traveled to their US partner university to conduct research, or earn MBAs or other "non-business degrees."

The university president eventually traveled to Istanbul University to take part in their commencement ceremonies, and to sign an "Agreement of Academic Cooperation" between the two institutions. While the signing of this document was more or less a formality, the act itself was significant in that, according to the linkage leader, it demonstrated commitment. It showed the university "that it's a program worth paying attention to. It's something worthwhile. When they see higher administration getting involved, it helps build confidence in the faculty."

The overall vision for the Istanbul exchange program, as laid out by its leader, was that it be used as a means to an end; that it would make a "contribution to internationalization". And, he viewed internationalization as a systemic challenge. When talking about working toward this vision, the leader talked in terms of administrators – presidents and provosts and deans and chairs – and in terms of faculty. These are the people, this is the system, that he sought to influence. However, the leader claimed he had significant difficulty in conveying the message that the Istanbul program is a means to an end; that he sees it as a tool for the larger internationalization effort. "The difficulty is not getting people to do it. It's getting people to understand it. It's not just related to a single program – it has to be university-wide. I think I am succeeding with some people, but not across the board."

In his efforts to achieve this vision, it is apparent that the leader had established a set of intertwined goals to help him succeed: 1) create a cadre of faculty that would support the program, 2) create a multi-departmental program, 3) create independence for the program.

The leader saw the development of a cadre as an on-going process, with a new faculty member participating in the program each year and ultimately becoming an advocate of the program. The need to develop an increasingly large cadre of advocates naturally ties in with the goal of having a multi-departmental program. If all of the participating faculty originate from a single department, then it will be thought of as isolated, and perhaps remain that way. The leader's vision was for a large number of faculty, from all across campus, to support the program and to help to ensure its independence. The linkage leader's third measure of success was to "create independence" for the linkage. He has worked to develop a support group of faculty, in departments across campus, who, if he leaves, "will take it over because they have a vested interest." He wanted to be seen as a "facilitator, not as the person who owns, who possesses the program and runs it." To back this statement up, the leader spoke of what succession looks like:

These programs, after so many years, they develop their own life…I hope so because if I leave,

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what happens? So I tried to create independence for this program. They will take it over because they have a vested interest. Because if I try to do it just by myself, I could have gone every year for a field trip to Turkey and have my way paid. But that was not the idea. The idea was recruiting these people and making them a part of it. Having them as advisors, consultants, support people.

Case 3: The UK college linkage

What made the UK College linkage an interesting case was that while it had been apparently successful, it had not been sustained. In this respect, this linkage is unique because it offers an interesting contrast to the other linkages in this study that were sustained for 37 and 15 years respectively.

Multiple factors emerged in the explanation of how this relationship was not able to survive beyond the ten-year mark: Personal relationships, economics, institutional relationships, the changing needs of students and faculty, and the lack of a succession plan. Faculty and administrators that discussed the linkage reflected on it as a positive experience for the students and faculty that had participated in it, and that the linkage had served a useful purpose for a decade. At the same time, it was felt that the need had arisen for the ties to be severed, and for the university to examine other linkage opportunities.

The linkage got its start through a conversation at a conference between a faculty member and a board member from the UK school. "[They] started talking about their interests and their schools and they seemed to see that there was an opportunity here to perhaps get together and create something for the students at both schools."

Early success of the linkage was attributed to student demand, administrative support, and faculty engagement. The first few years of the program experienced strong interest, and favorable reviews, particularly from the US university perspective. One allure of the program was timing. The trip took place in May, after the school year ended, which allowed students the possibility of summer employment after returning home. The chair of the department where the linkage was initiated noted that he, as the chair, was "certainly was supportive" of the faculty member who initiated the program, and as an administrator he became involved in the linkage. What he appeared most interested in was supporting faculty who were trying to accomplish something that was "in the best interest of our students."

"The idea was that we wanted to be able to share this experience with faculty throughout the college." The method for continually attracting fresh participants from the faculty, and for ensuring longevity of the linkage, was through a succession plan. The chair explained the succession plan as one in which two faculty members would team up each year and work together on the program, with one of them assuming leadership in the following year.

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It was obvious that early on, the College of Business had viewed the linkage as a successful one, with the chair and his colleagues working hard to sustain it. Yet, during its last five years, challenges arose in terms of relationships, economics, and student and faculty participation. Interest in the program, in its original form, slowly waned, and an underlying current to eliminate the program began to circulate within the College.

The ultimate demise of the linkage cannot be attributed to a single factor. Rather, it came about through a diverse combination of factors such as personal relationships, economics, institutional relationships, the changing needs of students and faculty and the lack of a succession plan. The College of Business faculty member who had initiated the linkage, retired the year after the program was launched. This led to a series of transitions in the leadership of the linkage. The program, however, would also be impacted by another change in personnel at the UK university, when a new administrator of the school apparently did not demonstrate the same level of commitment to the partnership as his predecessor. The chair explained that there had been plans to develop the program to the point where "surely we could work out something that the students could take there and transfer back here." Yet, he explained, "We never got to that point."

Findings

Success and sustainability of international institutional linkages

The university in this study was chosen due to its reputation for internationalization efforts, which have been ongoing since the mid-1980s. The study examined three specific institutional linkages at the target university in terms of their histories, leadership, and levels of success and sustainability The three linkages studied were the Far East program, the Istanbul University linkage, and the UK linkage. Each of these linkages had unique characteristics and challenges.

The UK linkage had a successful run for about ten years. The themes that emerged from this case included personal relationships, institutional relationships, economics, changing faculty and student needs, lack of a succession plan, administrative support, and the need to attract faculty and students effectively.

The Istanbul University linkage had considerable support and popularity during its 15-year lifespan. The program leader viewed it as successful because he had been able to create "a support group" with his dean, his chair, and other faculty. He stressed that, "They were the advocates. They were defending the program and supporting the program, and trying to advance… I think that contributes to the success of the program." Themes from this case study included administrative support, creating faculty support, multi-departmental programs, independence from the linkage's creator, and campus internationalization.

The Far East program, established in four Asian countries, lasted for over 36 years and was primarily shaped by a dedicated faculty member. Themes from this case included leadership, campus internationalization, relationships with the local community, and relationships with faculty, students, and administrators.

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Several broader themes stood out across all three cases. These themes formed the basis for discussions on the success and sustainability of international linkages. They included garnering support for international initiatives, effectively attracting students and faculty, and facilitating sustainability of linkages. Administrative and faculty support were highlighted as crucial for international initiatives. The leaders of these linkages shared a common vision of broadening their impact and contributing to campus internationalization. They believed that success relied on consistently recruiting students and faculty to participate in the linkage.

As a result of this analysis of success and sustainability of international institutional linkages, this study proposes the existence of three separate environments on a university campus that contribute to the development and sustainability of international institutional linkages: an Enabling Environment, an Attractive Environment, and a Sustainable Environment. Institutional leadership, from the President to the Chief International Officer (CIO), to the linkage director him or herself are all key to the development and maintenance of these three environments within the organization. The question is how.

Success in international linkages can be defined in terms of support, impact, activity, and sustainability. Expanding the circle of influence and impact on campus and in the community was a common thread across these three cases. The effective leader plays a vital role in creating an *enabling* environment with maximum support and minimal barriers for new linkages. What the Chief International Officer referred to as a “top-down, bottom-up facilitator”. Such leaders secure support from university governance, faculty, and students, in locating resources and removing road blocks to participation. Again, the Chief International Officer noted that such leaders is adept at locating resources from across campus and removing barriers that may inhibit participation. The effective international leader is creative and flexible, a facilitator and an advocate, as well as someone who can make "tough decisions" (i.e. restructure or terminate a program). He or she can "broaden the base of activity" and "raise the visibility" of international programs across campus.

Likewise, the study highlighted the importance of creating an *attractive* environment for linkages, where they are seen as opportunities rather than burdens. This involved addressing issues related to program alignment, curricular integrity, faculty needs, and cost considerations. Finally, for linkages to be *sustainable*, a long-term strategy is necessary, including a succession plan. This plan outlines how the linkage will transition from relying on a single individual's commitment to broader participation and leadership.

While the activities associated with these three cases could have been carried out by an individual, these three cases demonstrate that a greater degree of success is attained when a network of leaders is established. The lens of success in each of these three cases draws a line directly to the concept of Distributed Leadership theory, which views leadership as a complex web of social interactions between leaders, followers, and the situation. Leadership practice is distributed across individuals, artifacts, and organizational structures (Spillane et al., 2001; Spillane et al., 2004). The central notion of Distributed Leadership is that "the appropriate unit of analysis is not leaders or what they do, but leadership activity" (Spillane et al., 2004, p.13). Distributed Leadership posits that a

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leader's cognition is stretched, or distributed, situationally, over aspects and actors (Spillane & Sherer, 2004), thereby rendering decisions meaningful only within a social context. Therefore, the focus of leadership shifts from a single individual to the "interplay between the actions of multiple people" (p. 37).

Distributed Leadership theory proposed three forms of leadership distribution: collaborated distribution, collective distribution, and coordinated distribution. It could be suggested that the prominence of collaborated and collective distribution of leadership in international linkages was due to the loosely coupled structure (Weick, 1976) of international programs at the university. Loosely coupled refers to those entities that are within, and responsive to an organization, while still maintaining individual identities. Situational and social cognition played a crucial role in leadership, with leadership practice extended through organizational structures.

In conclusion, the study examined the success and sustainability of international institutional linkages. It identified key themes and emphasized the importance of support, impact, activity, and sustainability in defining success. The study also introduced the concept of Distributed Leadership theory to understand how leadership is distributed across individuals and structures in international linkages. This research provides insights for CIOs and linkage directors seeking to strengthen and sustain international partnerships.

Distributed leadership and its connection to the creation of an enabling environment

An Enabling Environment is one where support for international programs is maximized, and barriers are minimized. According to the Chief International Officer, linkages will not flourish unless there is an enabling environment. Such an environment encourages international educators to feel supported and encouraged rather than constrained. For decades now, this focal university has made significant efforts to create such an environment, reflecting a shared belief in the value of internationalization. The university administration, including the president and provost, has demonstrated support by committing resources and advocating for internationalization.

To foster an enabling environment, international program leaders aim to establish supportive relationships with university administration and promote the shared belief that international programs enhance the overall university experience. The study suggests that Collective Distribution of leadership best characterizes the leadership style at this university in nurturing this enabling environment. Collective Distribution involves two or more leaders working independently but interdependently toward a shared goal, with their activities generating leadership practices. Leaders involved in creating an enabling environment include positional leaders (such as the president, provost, and deans), informal leaders (those involved in leading specific aspects of programs), and followers (participating individuals). These leaders work collaboratively to support internationalization based on their shared belief in its value.

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The positional leaders, including the president and provost, play influential roles in promoting internationalization. They consistently emphasize the importance of internationalization in their speeches and actions. As the Chief International Officer put it, the university is "blessed…because every time the president speaks, he puts 'international' into a phrase, somewhere." The director of the Center of International Programs enthusiastically described the provost, as "all for this international program stuff...very much an advocate of international education." The provost herself, who professed a "real personal commitment on my part" to international programs, also emphasized that "it's not just something that we have to do, but the people who are in administrative leadership positions related to international programs are personally engaged pretty strongly."

Deans and department chairs at the college level also support international programs, allocating resources and demonstrating their commitment. Informal leaders, who may not hold official titles, contribute to the distributed leadership approach by developing linkages and involving others in international programs. At the college level, positional leaders such as deans and department chairs evidenced support for international programs as well. The interim director of Far East Asian Studies, pointed out that "My department releases me…I think they are very generous in this case." A faculty member from Teachers College echoed these sentiments, noting that, "Both my department chair and my dean are very, very supportive of the whole process. Both are so supportive that I have three hours of my load for international. And that's just out of their hides and goodness."

Faculty members who establish linkages with foreign institutions are instrumental in promoting internationalization. They recruit other faculty members to lead various aspects of programs, further spreading the shared belief in the value of internationalization. Followers, including faculty, staff, students, parents, and community members, participate in internationalization activities because they perceive value in doing so. Their involvement is crucial for leadership activities to be effective.

The cognitive activity that generates the shared belief in internationalization's value is both "situational" and "social." Situational cognition refers to the distribution of beliefs through material and cultural artifacts across campus and the community. Artifacts are defined as "entities designed to shape and enable organizational practices (e.g. policies, programs, and procedures)" (Halverson, 2003, p.4). These artifacts include strategic plans, newsletters, scholarships, meeting minutes, and promotional materials related to internationalization.

Social cognition is distributed through interactions between individuals engaged in internationalization efforts (Spillane et al., 2004). Leaders such as the provost and assistant provost contribute to social cognition by emphasizing the importance of internationalization and advocating for supportive organizational structures. Informal leaders, such as program directors, also play a role in distributing social cognition by facilitating and supporting faculty and students.

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The key takeaway is that the Enabling Environment is the result of a Collective Distribution of leadership. It reflects the effective distribution of the shared belief that internationalization adds value to both the university and the community. This collective effort involves leaders at various levels and a broad range of individuals who participate in internationalization activities, all working together to promote and support this shared belief. Graphically, this is how the Enabling Environment may be represented:

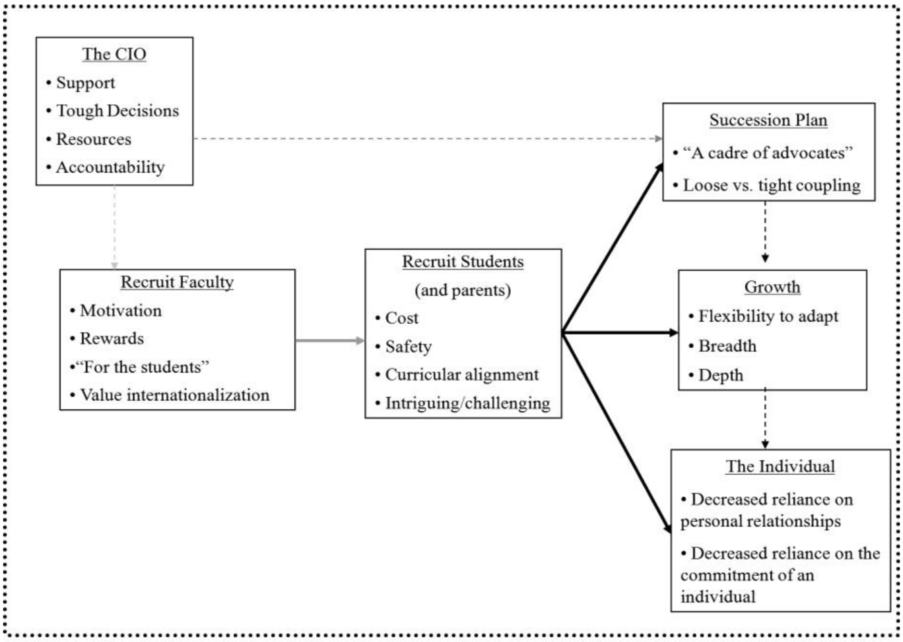

Figure 1: The enabling environment

Distributed Leadership and the Attractive Environment

The Attractive Environment, in contrast to the Enabling Environment, focuses on sustaining and developing a specific linkage over time. To achieve this, international program leaders must present the opportunity as something valuable and not burdensome to various stakeholders, including departments, faculty, students, and parents. As two non-positional internationalization leaders put it, "In order for people to have buy-in for an international partnership you need to really identify what's in it for them to do that". And, "So, they have to say, 'What am I gonna give up out of this set of things I'm doing now to do this?' And so the issue of buy-in is an issue of attractiveness. 'Okay, why is this attractive to me?'... And somehow or another there has to be an outcome that makes sense to them".

This requires a shared belief that the linkage offers value, whether in education or professional development. Key priorities in creating an attractive environment include addressing faculty needs, such as support and rewards, and considering student needs, including cost, timing, location, course credits, and safety. In this environment, the international opportunity should be presented as having curricular integrity, being safe and cost-effective, supporting professional advancement, and offering

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a unique learning experience for students. In addition, importantly, the activity must be viewed as an "opportunity, not a burden," according to one linkage director.

While the Enabling Environment pertains to the broader institution-wide support for international programming, the Attractive Environment is more linkage-specific. Thus, what works for one linkage may not necessarily work for another. The concept of distributed leadership is once again relevant in understanding how an attractive environment is fostered for each of the three cases examined in this study.

Distributed leadership involves stretching cognitive activity over various actors, artifacts, and organizational structures to achieve a leadership task. In this case, the task is creating an attractive environment for an international linkage (Spillane & Sherer, 2004). Individual linkage leaders rely on activities performed separately by others in the organization but with interdependence for the specific linkage's benefit. The Collective Distribution lens, as proposed by Spillane and Sherer (2004), is a useful framework for examining how leadership contributes to building an attractive environment for each of the three distinct linkages discussed here.

Leaders of all three linkages shared similar thoughts on creating an attractive environment, emphasizing the importance of communication and connections with students, faculty, and administrators. Each leader approached this task from a slightly different perspective. The leader of the Far East program emphasized the establishment and maintenance of a web of relationships as key. In one instance, he spoke of his positive relations with the upper administration, which provided support in his efforts. "If faculty member really wanted to go, I make this somehow work…I think if provost and administration been supporting, there's no way department will say 'No', unless there is some good reason. Without the provost we couldn't do it." Moreover, through the International Advancement Unit at the University, he established the *Friends of the Far East* fund, which served as a recruitment tool by lowering travel costs for faculty and student participants.

The leader of the Istanbul University linkage believed that effective recruitment of faculty is critical for the attractiveness of the linkage. He understood that motivating faculty was "as important as sending students out, if not more. Because if I have enough cadre of faculty members who will be supporting the program, then I think I will be more successful for future years." He even had a name for his approach. In order to recruit faculty, he would "reward them by elevating them above the rest, to use them as demonstrators. The Demonstration Effect. I didn't send an email to people and said, 'Oh, let's do this.' I worked with each faculty member on an individual basis. I told them they were important."

The College of Business chair, reflecting on the struggles experienced in the UK linkage, highlighted the central role of addressing faculty and student needs in maintaining an attractive environment over time.The approach here was to appeal to faculty by demonstrating the benefit to their students…

From a curricular point of view. I think those of us involved felt a great deal of satisfaction in

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the sense that we saw some really true, great wonderful learning experiences for our students. The things we knew that obviously you can't do in the classroom. It was wonderful to see the kids get those kinds of opportunities.

Graphically, this is how the Attractive Environment may be represented:

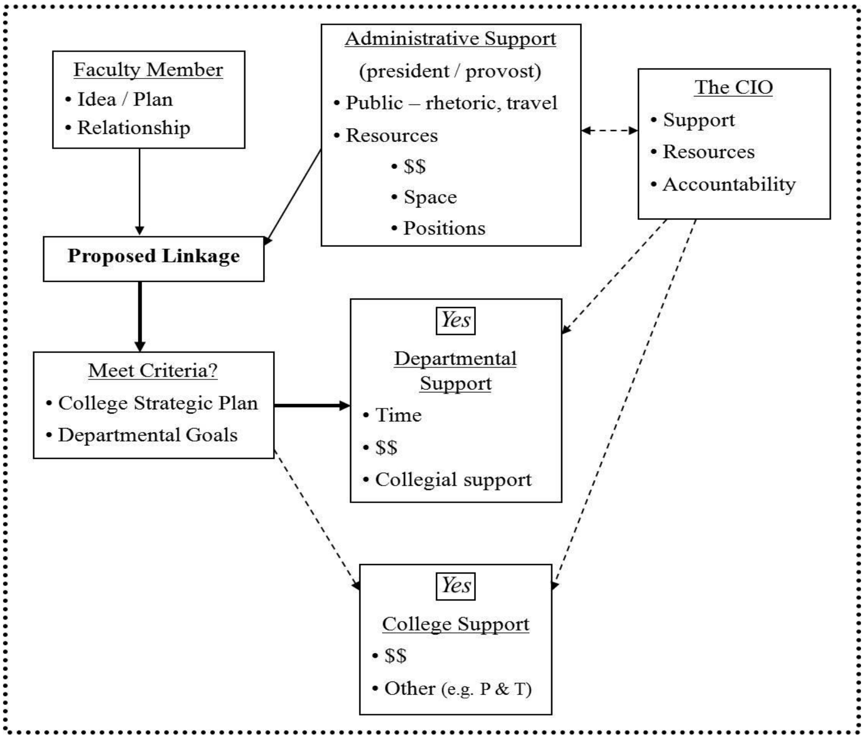

Figure 2: The attractive environment

Distributed Leadership and the Sustainable Environment

The Sustainable Environment for an international linkage is characterized by its ability to maintain current success while continuing to grow independently of the efforts of a single individual. In the enabling and attractive environments, it was demonstrated that in Spillane and Sherer's (2004) taxonomy of Distributed Leadership types, *collective* distribution best approximated the pattern of leadership throughout the international linkages examined here. In exploring the sustainable environment, the focus will shift to the *collaborated* distribution of leadership. According to Spillane and Sherer, collaborated distribution of leadership occurs when "one leader's practice becomes the basis for another leader's practice" (2004, p. 14). Data collected in this study suggests that a sustainable environment is fostered by collaborated distribution of leadership as the respective linkages either progress through transitional periods, such as a change in leadership, or broaden their scope, such as working with additional departments, colleges, or institutions. In such situations, collaborated distribution of leadership would be evidenced by successive individuals carrying out the

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leadership activities that sustain a linkage, or emerging leaders emulating the leadership of the current leader or leaders of the linkage. The question that emerged was the degree of this actually taking place. In the case of the UK linkage, it did initially, however over time, according to one of its leaders, the program "just kind of evaporated itself".

Data from all three cases in this study suggest that there are several key elements underlying the sustainable environment. In a sustainable environment, there is reduced reliance on personal relationships, with a greater emphasis on building broader institutional structures and relationships. This was the primary aim of the leader of the Istanbul University linkage. "If I can recruit one more faculty member from the College of Business who didn't have international experience… then sending that person and making him or her part of the international, is an important goal for me." For this reason, his approach was to "involve as many departments and individuals as possible. Because I see myself as facilitator, not as the person who owns… who possesses the program and runs it."

In order to create sustainability, the university developed structures around internationization, which, as the director of International Advancement saw as "brilliant". "Folks that were cast adrift and didn't have anyone care about them, now have a reporting structure. So there is accountability there. That is key. I think it is brilliant".

Flexibility is another crucial aspect of sustainability, allowing the linkage to adapt to the changing needs of students, faculty, and the institution itself. Moreover, a sustainable environment ensures that a linkage continues to evolve, driven by the institution's increasing commitment, rather than being dependent on any one individual's personal commitment.

One of the most important factors in fostering a sustainable environment is the development of a succession plan that facilitates smooth leadership transitions during periods of change. The ultimate outcome of a sustainable environment is not only a sustained linkage but also a campus and community that become increasingly internationalized. Historically, linkages, such as the Far East Program, were reliant on a single individual, and lacking a succession plan, which was seen as detrimental by most, including by the leader of the program himself. One non-positional leader from the College of Business, who had actively participated in the program, noted the downside to a lack of succession plan or collaborated leadership, "When it just comes down to one person, partnerships have a tendency to live and die with that person…" The program leader framed the same issue this way, "I think that if it only happens when I am here and it dies when I retire, then it has been an interesting experience for the people who had the opportunity. But it's not benefiting the new people."

The leader of the Istanbul University linkage admitted that it was his own responsibility, as the person who initiated the program, to be the one who created a sustainability plan for it as well, beyond his leadership:

> When I started this program, I was only one person. Convincing…and having the dean and my chair and other people agree it was something valuable to do. But, when I started recruiting

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those other faculty members, I started creating a support group, an advocate group, where I didn't have to defend the program anymore. For resources, for time, for activities. That cadre of people helps to make the program in the long run to be more sustainable.

In summary, a sustainable environment for international linkages involved reducing reliance on personal relationships, embracing flexibility, and ensuring that the linkage can thrive independently of any one individual. Collaborated distribution of leadership played a crucial role in achieving sustainability by facilitating transitions and enabling the linkage to broaden its impact.

Graphically, this is how the Sustainable Environment may be represented:

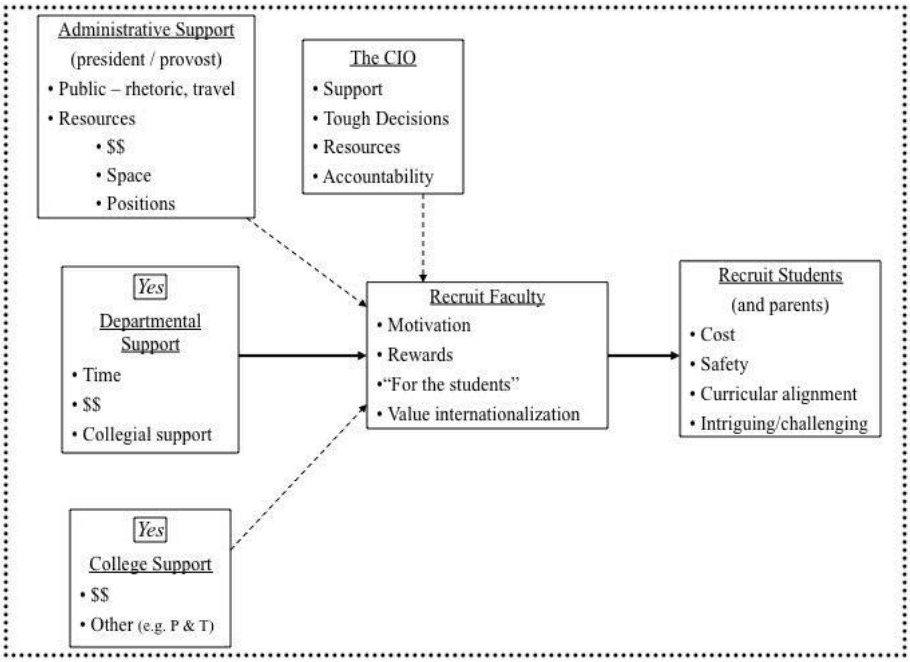

Figure 4. The interrelationships of the three environments

Discussion

The success and sustainability of the three international linkage cases examined in this research were influenced by five critical factors: culture, external environment, planning, organizational structure, and resource availability. This research identifed additional were relevant to their success and sustainability. However, as Figure 4 suggests, it is the interplay between these factors that may, or may not, lease to success and sustainability of a linkage. These factors, as they stand apart, are the following.

Culture: The institutional culture at the focus university evolved over time, transitioning from little interest in international endeavors to a greater acceptance of globalization. This was evidenced in the words and actions of all involved in internationalization in one way or another. What historically

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been an isolated, regional university became, thorugh the efforts of a few visionary individuals, an award-winning institution known for its efforts. One that had göne so far as to create a cabinet post for a Chief International Officer, and created a position solely dedicated to the procurement of resources for internationalization through International Advancement. While there was a shift towards embracing international activities, faculty reward structures still remained a challenge, reflecting a reluctance to fully adopt internationalization.

External Environment: The external environment significantly impacted the attractiveness of the linkages. The Istanbul University linkage faced challenges due to periodic upheavals in Turkey, such as wars, bombings, and earthquakes, with concerns of student safety affecting continuity. The UK linkage saw a decline in popularity due to student preference for more cosmopolitan locations such as London and Paris.

Planning: Planning was crucial for both attractive and sustainable environments. Linkage leaders had to strategize faculty and student recruitment for multiple years, often alternating faculty participation and leadership roles. Contingency plans and responses to changing conditions were essential. For the UK linkage, inadequate planning in response to changing student preferences posed challenges.

Organizational Structure: Organizational structure, particularly for sustainability, was discussed using Weick's concepts of tight and loose coupling (1976). As linkages expanded and strove for sustainability, support from the president and provost was necessary, but the establishment of an Office of International Education played a more pivotal role. This office provided critical support and leadership, transitioning linkages from loosely-coupled to tightly-coupled within the institution.

Resource Availability: The commitment of resources, both personal and institutional, was crucial for linkage development. Individuals, such as those leading the Far East and Istanbul linkages, were highly committed and invested personal resources to drive their respective linkages. The sustainability of these linkages depended on the institution's commitment to allocate adequate resources as these leaders moved toward retirement.

Distributed leadership was a common theme among all three linkages. The Far East program had to create its enabling and attractive environments from scratch, accumulating support across the campus over time. The Istanbul University and UK linkages also distributed leadership effectively, aiming to involve more faculty and students and groom future leaders for sustainability.

However, in all three cases, despite their initial success, these loosely coupled linkages struggled to create sustainable environments independently. The paradox of loose coupling suggested that, as linkages matured and gained success, they needed greater institutional involvement and support to ensure continuous progress (i.e., greater tight-coupling). The challenge was striking the right balance between independence and support. It appears that this balance was not achieved.

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To transition these linkages effectively to sustainable environments, formal leadership positions within the institution and integration into the faculty reward structure were advisable. This would have offered some flexibility while ensuring institutional support and oversight. Sustainability also relied on fostering a broader sense of value for the linkages, beyond individual goals.

In conclusion, international institutional linkages are essential for an institution's internationalization efforts but require substantial investments of time, energy, and resources. To support leaders in developing successful and sustainable linkages, institutions must strike a balance between independence and support, recognizing the need for both loosely and tightly coupled structures as linkages evolve and mature.

Implications

The findings of this study on international institutional linkages in higher education have several theoretical and practical implications. The study has explored the concepts of distributed leadership, loose coupling, and the three distinct environments (enabling, attractive, and sustainable) in the context of linkages.

Theoretical implications

Distributed Leadership and Loose Coupling: This study highlights the relevance of distributed leadership and loose coupling in understanding the dynamics of international linkages within educational institutions. While these concepts have been applied to educational institutions before, their application to international linkages provides new insights.

The Three Environments Framework: The conceptualization of three distinct environments (enabling, attractive, and sustainable) for international linkages offers a valuable framework for analyzing and understanding the developmental stages of these partnerships. Further research can explore how these environments evolve and impact the success of linkages.

Shifting Forms of Distributed Leadership: The study suggests that the form of distributed leadership may shift from collective to collaborated as linkages transition from the attractive to the sustainable environment. This highlights the need for a nuanced understanding of leadership distribution within the context of international linkages. Yet, at any rate, institutions keen on success and sustainability of their international linkages are advised to explore variations on distributed leadership (Lanford, 2020).

Situational and Social Distribution of Cognition: The research questions the interplay between situational and social distribution of cognition within different linkage environments. Understanding how these cognitive processes vary and influence linkage development can be a subject of further investigation.

Practical implications:

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Tools for International Educators: The three environments framework can serve as a practical tool for chief international officers (CIOs) and linkage directors. It enables them to assess the institution's readiness for international linkages, identify barriers, and develop strategies tailored to each environment.

Loosely vs. Tightly Coupled Structures: Institutions should consider the continuum between loosely and tightly coupled structures for linkages. They should adapt the coupling level based on the linkage's stage of development, leadership succession, and evolving goals.

Web of Leadership: Institutions can benefit from fostering a web of leadership that extends across linkages. This distributed leadership approach ensures that programs are supported and sustained as long as they meet the needs of faculty and students.

Conclusion

In conclusion, this study offers valuable insights into the complex dynamics of international institutional linkages in higher education. The theoretical implications extend our understanding of distributed leadership and coupling within the context of linkages. Meanwhile, the practical implications provide tools and strategies for international educators and institutions to foster successful and sustainable linkages. One of the major hurdles in this respect is that institutions simply fail to dedicate enough attention to the long-term sustainability of such linkages (Lanford, 2020; Taylor, 2016). Further research can delve into these implications and explore how different institutions apply these concepts to their unique contexts.

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DOKUZ EYLÜL ÜNİVERSİTESİ
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Strategic Planning for Foreign Language Program Accreditation in Higher Education

Yükseköğretimde Yabancı Dil Programı Akreditasyonu için Stratejik Planlama

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Öz. Bu çalışmanın amacı, bir program düzeyinde akreditasyon sürecinin uygulanışını ve sonuçlarını analiz etmek ve ilgili bir vaka çalışması perspektifinden, akreditasyon hedefleyen programlara rehberlik e1decek bir planlama çerçevesi önermektir. Bu çalışma, "bir süreç, etkinlik, olay gibi sınırlı bir sistemi" inceleyen (Creswell, 1998, s. 112) araçsal vaka çalışması olarak yürütülmüştür. Veriler, akreditasyon sürecinin uygulandığı yabancı diller okulundan 26 tam zamanlı öğretmen ve yönetici ile yapılan kapsamlı görüşmeler yoluyla toplanmıştır. Çalışmada belirtildiği gibi, üniversitelerin, paydaşlarına (hükümetler, finansörler veya bireyler) katma değer sağlama baskısı altında oldukları için daha fazla dışsal değerlendirmeye veya akreditasyona tabi tutulması gerekmektedir. Ancak, üniversitelerin birçoğu, bu zorlu süreçleri etkili ve verimli bir şekilde yönlendirmek için deneyim ve uzmanlığa sahip değillerdir. Bolman ve Deal'ın "Dört Çerçeve"si gibi çerçeveler ile Spillane, Halverson ve Diamond'ın "Dağıtılmış Liderlik" gibi çerçeveler, kalite güvence girişimlerini planlayan ve uygulayan kişilere, organizasyonlarının kalite güvence girişimine hazır bulunma durumunu etkili bir şekilde teşhis etmeleri için araçlar sunabilecektir. Çalışma bulgularına dayalı olarak, bu çerçeveler temelinde yürütülen tek bir vaka analizi aracılığıyla, liderlerin organizasyonlarının mevcut durumunu analiz etmelerine ve kalite güvence girişimine hazırlık derecesini değerlendirmelerine yardımcı olmak ve süreci kolaylaştırmak için ilk kez uygulayanlara yardımcı olacak bir rehberlik çerçevesi önermektedir.
Anahtar Kelimeler: *Akreditasyon, dağıtılmış liderlik, kalite güvencesi, yükseköğretim.*

Abstract. The purpose of this study is to analyze the implementation and outcomes of an accreditation process at the program level and, from the perspective of a relevant case study, propose a planning framework to guide programs seeking accreditation. This study was conducted as an instrumental case study, examining "a bounded system such as a process, activity, or event" (Creswell, 1998, p. 112). Data were collected through comprehensive interviews with 26 full-time teachers and administrators from a foreign language school where the accreditation process was applied. As stated in the study, universities are under pressure to provide value to their stakeholders (governments, funders, or individuals), which necessitates more external evaluation and accreditation. However, many universities lack the experience and expertise to effectively and efficiently manage these challenging processes. Frameworks such as Bolman and Deal's "Four Frames" and Spillane, Halverson, and Diamond's "Distributed Leadership" can provide tools for those planning and implementing quality assurance initiatives to effectively diagnose their organization's readiness for quality assurance initiatives. Based on the study's findings, through a single case analysis conducted within the context of these frameworks, this study proposes a guidance framework to assist novice practitioners in assessing their organization's current state and readiness for quality assurance initiatives and facilitating the process for first-time implementers.
Keywords: *Accreditation, distributed leadership, higher education, quality assurance.*

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Genişletilmiş Özet

Giriş. Son yirmi yılda Amerika Birleşik Devletleri'nde çevrimiçi öğrenme önemli derecede yaygınlaşmıştır. Bununla birlikte, Polonya ve Türkiye gibi gelişmekte olan ekonomilerde özel yükseköğretim kurumları büyümeye devam etmiştir. Özel yükseköğretim kurumlarının sayısındaki bu artış, öğrencilerin seçim ve kaliteyi öncelikli olarak değerlendirdiği tüketici odaklı bir pazarı beraberinde getirmiştir. Bu nedenle hükümetler ve eğitim alanında yatırımcılar, yükseköğretimde kalite güvencesine giderek daha fazla önem göstermeye başlamışlar ve kalite güvence çalışmaları giderek yaygınlaşmıştır.

Kalite güvencesi çabalarının sık sık akreditasyon aracılığıyla gerçekleştirildiği bir dönemde, birçok üniversite dışsal değerlendirme ve akreditasyon süreçlerini etkili bir şekilde geçirmeyi hedeflese de bu konuda yeterli deneyim ve çerçeveden yoksundurlar. Bu durum da, kalite güvencesinin faydalarını kurumlar açısından maksimize etmek için özel bir planlamanın gerekliliğini vurgulamaktadır. Bu gereklilik doğrultusunda bu çalışmada, Bolman ve Deal'ın Dört Çerçevesi (yapısal, sembolik, siyasi ve insan kaynakları) ve Spillane, Halverson ve Diamond'ın Dağıtılmış Liderlik kavramı temelinden incelemeler gerçekleştirilmiştir. Bu çerçeveler, bir organizasyonun mevcut durumunu değerlendirmeye ve kalite iyileştirme ve akreditasyon girişimleri için bir temel oluşturmaya yardımcı olmak amacıyla tasarlanmıştır. Yapısal çerçeve, bir organizasyon içindeki kuralları, rolleri, politikaları ve teknolojiyi inceleyerek destek sağlama, aktif katılımı sağlama ve kalite girişimlerini sürdürme konusunda öngörüler sunar. Sembolik çerçeve, organizasyon kültürünü, anlam ve ritüellerini ele alarak bu yönleri etkili bir şekilde motive etmek için anlamanın önemini vurgular. Siyasi çerçeve, bir organizasyon içindeki güç dinamiklerine ve rekabete derinlemesine bakar ve başarılı bir katılım için etkili kişileri ve önemli kaynakları belirleme konusunda rehberlik sağlar. İnsan kaynakları çerçevesi, hem bireysel hem de organizasyonel ihtiyaçları, becerileri ve ilişkileri göz önünde bulundurur ve bunların birbirine bağımlılığını vurgular.

Spillane, Halverson ve Diamond tarafından tanımlanan Dağıtılmış Liderlik, bireysel liderlik özelliklerinden ziyade çeşitli liderler, takipçiler ve durumsal bağlam arasındaki liderlik faaliyetleri ve etkileşimlere vurgu yapar. Bu, liderlik sorumluluklarının kolektif ve iş birliğine dayalı bir şekilde dağıtılmasını vurgular, bu sorumluluklar farklı aktörler ve organizasyon yapıları arasında dağıtılabilir.

Bolman ve Deal'ın Dört Çerçevesi (yapısal, sembolik, siyasi ve insan kaynakları) ve Spillane, Halverson ve Diamond'ın Dağıtılmış Liderlik kavramı temelinden hareket eden bu çalışmanın temel amacı, düzeyinde bir akreditasyon sürecinin uygulanışını ve sonuçlarını analiz etmek ve ilgili bir vaka çalışması perspektifinden, akreditasyonu hedefleyen programlara rehberlik etmek için bir planlama çerçevesi önermektir.

Yöntem. Bu çalışmanın amacı, program düzeyinde bir akreditasyon sürecinin akreditasyon sürecinin başarısını ve zorluklarını etkileyen faktörleri derinlemesine inceleyerek ilgili bir vaka çalışması perspektifinden akreditasyonu hedefleyen programlara rehberlik etmek için bir planlama çerçevesi önermektir. Bu çalışmanın yürütülmesi için "bir süreç, etkinlik, olay gibi sınırlı bir sistemi" inceleyen (Creswell, 1998, s. 112) araçsal vaka çalışması (Stake, 1995) yöntemi kullanılmıştır. Veriler, 2016 yılında çalışmada bahsedilen ve kapsamlı bir kuruluş aracılığıyla akreditasyon sürecinin uygulandığı yabancı dil okulundaki 26 öğretim elemanı ve yöneticiyle yapılan kapsamlı görüşmeler yoluyla toplanmıştır.

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Sonuçlar. Akreditasyon süreci, çalışmadaki ilgili programda saha denetimi, öğrenciler, öğretmenler ve yöneticilerle odak grupları ve ders gözlemlerini içeren detaylı bir süreç olarak deneyimlenmiştir. Bu çalışmada, akreditasyon süreci için harcanan zaman ve çaba göz önüne alındığında Bolman ve Deal'ın Dört Çerçevesi ve Dağıtılmış Liderlik çerçevesinin akreditasyon sürecinin planlama ve uygulama sürecine ne değer katabileceği sorusuna cevap aranmıştır. Çalışmanın sonuçları akreditasyon sürecinde yürütülen denetimin olumlu sonuçlar verdiğine işaret etmekle birlikte akreditasyon sürecinde daha iyi iç analiz ve planlama ile önlenebilecek gerilimli anlar yaşanmıştır. Programın akreditasyon sürecinde deneyimlediği olumlu yanlar ve zorluklar, Dört Çerçeve ve Dağıtımcı Liderlik perspektifinden ele alınmıştır. Her çerçeve üzerine yapılan incelemeler, programın akreditasyon sürecine yaklaşımındaki güçlü ve zayıf yönleri ortaya koymuştur. Programın akreditasyon sürecindeki deneyimleri incelendiğinde kültür ve iş birliği gibi belirli yönlerinin güçlü olduğu, ancak iletişim ve şeffaflıkla ilgili sorunların daha iyi planlama ile ele alınabileceği anlaşılmıştır.
Özetle, bu çalışma akademik bir ortamda kalite güvencesi ve akreditasyon süreçlerini uygulamanın zorluklarına dair değerli öngörüler sunmaktadır. Başarı ve sürdürülebilirliği sağlamak için organizasyonel yapı, kültür, güç dinamikleri ve insan kaynaklarını göz önünde bulunduran bütüncül bir yaklaşımın gerekliliği de vurgulanmaktadır.

Tartışma. Üniversiteler, içerisinde bulundukları ortamda paydaşlarına katma değerlerini gösterme baskısı altındadır. Gittikçe daha fazla kurumun, dışsal değerlendirmeler veya akreditasyon süreçlerine tabi tutulmaları zorunluluk olarak ortaya çıkmıştır. Ancak bu kurumların birçoğu, bu süreçleri yönetebilmek için gerekli deneyim ve uzmanlığa sahip değildir. Bu makale, tek bir örnek analizi yoluyla, bu tür kurumlara süreci kolaylaştırmak için araçlar sunmak amacıyla bir rehber çerçeve önermektedir.

Sonuç. Bu metin, yükseköğretimde kalite güvencesi çabalarını planlamak ve değerlendirmek için Bolman ve Deal'in Dört Çerçeve ve Dağıtılmış Liderlik çerçevesini kullanmayı önermektedir. Bu, süreci acele etme baskısına rağmen, bu girişimlerde potansiyel başarısızlıkları önlemek için detaylı analiz ve planlamanın önemini vurgulamaktadır.

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Introduction

Higher education, globally, once again finds itself in a unique transitional period. Multi-national campuses, MOOCs, micro-credentials, and massification characterize many of the conversations around where higher education is, and where it may be going. Despite conversations around the end of higher education as it is currently conceived, the overwhelming impression is one of expansion, whether domestically or internationally (Altbach, 2015). The last two decades have experienced substantial growth in the higher education sector via online learning - predominantly in the U.S. - as well as bricks and mortar just about everywhere else. Across developing economies and throughout Africa access to higher education has experienced a sharp upward trajectory as policy changes in many countries have created a warmer climate for private higher education. Poland is an oft-cited model (Kwiek, 2009), as is Turkey, where nearly half of 200 higher education institutions are private, and have opened their doors in only the last twenty years.

Prior to this growth period, higher education - primarily public higher education - was accessible to the relatively few that managed to successfully navigate rigorous admittance systems (i.e. high stakes exams). As higher education opportunities have opened up to greater percentages of populations, we are seeing a transition to a more consumer-driven market. In other words, while there still remains high demand for (low-cost/free) public higher education, for the vast numbers of consumers, "choice" and "quality" are driving higher education decisions. Furthermore, other major stakeholders, be it the government or investors, are also inquiring about quality (Blanco-Ramírez & Berger, 2014). And this focus on quality, commonly referred to as the accountability movement, is not predicted to be going away anytime soon (Burke, 2005; Shah, Nair & Wilson, 2011). Indeed, while in this period of substantial growth in higher education, we are also experiencing increasing emphasis on quality assurance (Cao & Li, 2014).

Whether quality assurance efforts are driven internally, by a university administration, or externally by a governmental or certifying body, more and more institutions are turning to accreditation to verify quality; this may take place at the institutional level or the unit (i.e. program) level. This movement is considered to be well-justified, given the emergence of “dubious” and “bogus” institutions (e.g. Levy, 2008; UNESCO, 2005; Ozturgut, 2011) around the globe that are purportedly taking advantage of the widespread desire for a higher education diploma. Accreditation schemes range from "desk-top" exercises that essentially require few participants and much paperwork to comprehensive, rigorous, cyclical processes that require sustained input and engagement from all stakeholders in the enterprise. Accreditation schemes are generally characterized by: 1) a set of standards identified and articulated by an accrediting body; 2) the educational unit demonstrating achievement of those standards, through written descriptions and some form of evidence (this is often referred to as a self-study); 3) inspection of documents, evidence, and practices by qualified external reviewers, who make a recommendation for (non) approval of accreditation; 4) a final decision rendered by a board of officials from the accrediting agency. This has resulted in many established accrediting bodies, originally founded in the West and established for the purpose of accrediting schools in that particular region, are seeing demand grow for their services internationally (Eaton, 2015; Knight, 2015; Morse, 2015; Salmi, 2015).

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While the process of demonstrating achievement of standards through written responses and the assembly of appropriate evidence is demanding and time-consuming, it is still the type of work that can be carried out by a team of knowledgeable, focused individuals. This is where criticisms of the external accreditation process emerge; issues are raised concerning where the actual impact of the accreditation process lies – on administration, processes, and policies, or does the impact reach the core mission (i.e. teaching and learning) (e.g. Kis, 2005; Stensaker, et al., 2011). While external review processes are generally believed to be of value, there is a strong belief that internal quality assurance processes may result in greater benefit to the organization, particularly the core processes (i.e. instruction and learning) as well as in increasing staff engagement (e.g. Carlsson, 2016; Gayef & Hurdag, 2014).

The challenge facing many universities today is that they, and their academic programs, are required to undergo external evaluation and/or accreditation but are not sufficiently prepared; they have neither the experience to tap into, nor an analytical framework to serve as a guide for effectively and efficiently implementing such a process. In order to reap the maximum benefits that quality assurance can offer to an organization, it is critical that a solid foundation exists, which may only result from a deliberate planning process (Albon, et al., 2016; Young, 2003).

The objective at this point is to analyze the implementation of a specific quality initiative, through the lens of Bolman and Deal's Four Frames along with Spillane, Halverson and Diamond's Distributive Leadership. For organizations that are planning to pursue quality initiatives, prior to conducting the self-study that is prescribed by an accrediting body, it may be instructive to examine the organizational unit through these two separate frameworks. Accreditation can be a time intensive and costly endeavor. The development and implementation process may encounter a smoother road if this analysis and planning exercise is carried out prior to embarking on an accreditation or quality assurance journey.

Theoretical Framework

In this paper, the argument is presented that in order for quality assurance and accreditation processes to engender a deeper, sustained effect across the given unit, there is an additional, critical self-study that units must undergo in order to assess preparedness for undergoing the accreditation application process. To succeed, there are certain factors that must be taken into consideration as planning for accreditation and quality improvement begins to take place. In order to make this case, two separate theoretical frameworks from organizational management and educational leadership are proposed. Bolman and Deal's (2003) four frames of structural, symbolic, political, and human resources provide planners with a useful tool to analyze the current state in the organizational unit, and build a roadmap that will help strengthen the foundation for any accreditation and quality assurance initiatives. Additionally, the work of Spillane, Halverson and Diamond (2001; 2004) around Distributed Leadership will be drawn upon. For practitioners and students of quality assurance, these two frameworks provide a lens through which roadblocks and leverage points can be realized prior to embarking on QA efforts; likewise, they may serve as analytical tools when conducting a post-mortem on a QA initiative.

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Bolman and Deal view the organization as comprised of four elemental frames: the structural frame, the human resource frame, the political frame, and the symbolic frame. The structural frame includes such aspects of the organization as rules, roles, goals, policies, technology, and the environment. Bolman and Deal see that "structure is a blueprint for the pattern of expectations and exchanges among internal players," (2003, p.38). For the leader (see Distributed Leadership, below) of a quality initiative, analysis of the structure leads to a better understanding of where the leverage points are in terms of garnering support, recruiting active participants, and increasing sustainability of the effort. By understanding which administrators and faculty are in a position to support a quality initiative, and by understanding where the incentives and roadblocks lie, a careful analysis of the structure can reveal to the leader the means to broaden and sustain engagement in the quality initiative. In terms of planning, Bolman and Deal (2003) view the structural frame as the realm for creating strategies to set objectives and coordinate resources.

The symbolic frame consists of culture, meaning, ritual, ceremonies, and stories. The key to this frame, Bolman and Deal point out, is not necessarily what happens, but what it means. In this context, they suggest that "activity and meaning are loosely coupled." They further suggest that much of life is uncertain and ambiguous, and therefore people rely on symbols for making sense, and from those symbols arise myths, rituals, ceremonies and stories "that help people find meaning, purpose, and passion," (2003, p. 217). Therefore, when a leader goes looking for the ways to motivate teachers and staff to more thoroughly engage in the quality process, they would be well-served to pay close attention to this frame, as this is, as they say, “where the people live.” If this frame is ignored, then the staff will see themselves as being ignored, which is not an effective way to inspire commitment.

The political frame, perceived as power, conflict, competition, and organizational politics, becomes a useful lens for analyzing the unit for barriers to engagement. Bolman and Deal view organizations as coalitions of individuals and interest groups with enduring differences vying for scarce resources, which results in competition, negotiation, and ultimately in policies and structures based on these dynamics. When planning to undertake a quality initiative, the leader of the effort must have a reasonable understanding of who has power and influence (again, see leaders and followers under Distributed Leadership) and how they are connected throughout the unit. Leaders also need a keen sense of “what makes people tick,” and what resources they can bring to bear to increase engagement in the quality process. It is also perceived as the arena to air conflict and realign power (2003).

To determine needs, barriers, and leverage points, it behooves leaders to look through the lens of the human resource frame, with its consideration of needs, skills, and relationships. This frame highlights the symbiotic nature between the needs of individuals and organizations, and how a positive relationship can be struck between the two to foster a healthy, productive environment. In the planning phase, Bolman and Deal (2003) illustrate this frame through gatherings to promote participation.

Analysis through Bolman and Deals framework cannot take place, nor can action plans be implemented if there is an absence of effective leadership. For this reason, Distributed Leadership

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(Spillane, et al., 2001; 2004) is a compelling framework to examine whether and to what degree successful planning and sustained implementation of a quality initiative can occur.

Distributed Leadership is an attractive framework because it views leadership from the perspective of leadership activity, or practice, as opposed to examining the traits and actions of a single individual. It is also an attractive framework because it offers a means for not only explaining leadership practice, but also informing practice, and providing international program leaders with tools for fostering these environments and administering successful initiatives.

The central notion of Distributed Leadership is that "the appropriate unit of analysis is not leaders or what they do, but leadership activity," (Spillane, et al., 2004, p. 13). In other words, leadership practice is not simply viewed as the abilities and characteristics of an individual leader, rather, it is the complex web of social interaction between the leader, followers, and the situation.

Instead, Distributed Leadership posits that a leader's cognition is stretched, or distributed, situationally, over aspects and actors (Spillane & Sherer, 2004), thereby rendering decisions meaningful only within a social context. Therefore, the focus of leadership shifts from a single individual to the "interplay between the actions of multiple people" (2004, p. 37) utilizing particular tools and artifacts (Spillane, et al., 2004). They explain that this "collective leading requires multiple leaders working together, each bringing somewhat different resources- skills, knowledge, perspectives - to bear," (2004, p.25). Spillane and Sherer (p. 14), building on Thompson's (1967) work propose three ways in which leadership may be stretched over two or more leaders:

Collaborated Distribution: one leader's practice becomes the basis for another leader's practice (i.e. Thompson's "reciprocal interdependency");

Collective Distribution: two or more leaders who work separately but interdependently in pursuit of a shared goal and their independent activities generate leadership practices (Thompson's "pooled interdependency");

Coordinated Distribution: leadership practice in which different leadership tasks must be performed in a particular sequence (Thompson's "sequential interdependencies").

Collective and collaborated distribution of leadership occurs when cognitive activity is stretched over actors, artifacts, and organizational structures. Cognitive activity is defined as existing in two ways: situationally and socially (Spillane, et al., 2004). Situational cognition refers to cognition that is distributed via material and cultural artifacts through the physical environment, such as policies, programs, and procedures. Social cognition is distributed when individuals collaborate in order to achieve a common goal.

Spillane, Halverson and Diamond suggest that leadership practice is "extended through organizational structures that enable the movement and generation of knowledge and incentives in the organization," (2004, p. 37), meaning that while leadership can be constrained by organizational structures, leadership can also shape structure, and create situations where practice can be extended

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to a greater number of followers. The aim of this study, then, is to explore a framework that will serve as a purposeful tool for program leaders to utilize as they strive to establish a quality culture focused on accreditation.

Methodology

This study analyzes the implementation and outcomes of a program-level accreditation process, and, through the lens of a relevant case study, propose a planning framework to guide programs pursuing accreditation. The methodology utilized to conduct this study was an instrumental case study (Stake, 1995), which explores a "bounded system, such as a process, activity, event" (Creswell, 1998, p. 112).

Data collection involved interviewing full-time teachers and administrators in the intensive English Program within the foreign languages school. Interviews were also carried out with instructors and coordinators from the Undergraduate English program, the Foreign Languages program, and the English for Turkish Departments program. In total, 26 out of the 60 full-time staff members from all foreign language programs participated in this research. These participants included seven individuals involved in program coordination, as well as five primarily engaged in administrative roles. Consequently, the majority of interviewees were from the intensive English program.

The semi-structured interviews were primarily one-on-one, with the exception of two coordinators from the remote campus who responded to interview questions via email. Staff were notified of the study's purpose through a general email that requested their participation in the interviews, assuring them of confidentiality. After obtaining consent from the informants, interviews took place that were recorded and transcribed. The responses were initially categorized based on the specific interview questions, and coding was subsequently carried out to identify recurring themes.

Questions in the semi-structured interviews were designed to elicit extended responses from the participants, and were somewhat general in nature. A sampling of questions included: What effect did you think that going through the accreditation process had on the foreign languages school; What are the short-term and long-term effects of the accreditation process on the foreign languages school; Do you think that undergoing the accreditation process is worthwhile, to the foreign languages school.

The context

In 2014, an organizational unit (an academic program) in a private university in Istanbul, Turkey, undertook a project to gain its first accreditation from an internationally recognized, proprietary accrediting organization. A Quality Assurance Coordinator (QAC) was appointed to lead the project. There was a list of standards articulated by the accrediting organization and it was the QAC's responsibility to ensure that a written response and sufficient evidence was gathered for each standard. This process was what was referred to above as a "desk-top exercise." A group of administrative staff wrote responses and gathered evidence for those standards that were relevant to their individual areas of responsibility. This was followed by a one-day onsite inspection visit that could be characterized as the inspector looking through paperwork and evidence, carrying out a few

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interviews with administrators, and conducting a brief tour of the premises. There was no interaction with students or teachers – other than those who were administrators as well – nor were there any lesson observations (it was understood that this would not take place). Soon thereafter, accreditation was granted. This gave the unit something to brag about and a stamp for the website, but it left the unit wanting something more rigorous.

In 2016, the unit director made the decision to pursue accreditation through a different organization. This latter process would be more comprehensive and rigorous. Whereas it was similar to the initial effort in that written responses and evidence were still required, the clearly stated aim of the onsite inspection by external reviewers was that little time would be devoted to looking over documents, with nearly all of three-day visit dedicated to focus groups with students, teachers, and administrators, as well as lesson observations of approximately 75% of the 80 teachers on staff. At the debriefing, the inspectors were rather positive concerning what they perceived as solid alignment between what had been articulated in the written responses to the standards, and what they had observed "on the ground."

This is the good news. This was the result of some of the factors that will be discussed below through Four Frames and Distributed Leadership. The not- so-good news is that in the end – particularly in the final run-up to the onsite inspection – a number of tense moments arose that could have detrimentally impacted the outcome of the inspection. Upon reflection, the unit was most likely able to weather the last-minute storm because of the strong foundation on which the project had been built. At the same time, there were a few windows that should not have been blown out, if a proper internal analysis had been conducted prior to commencement of the process. It is with this line of rationale that the lessons shared below may become learnings for others who will be pursuing accreditation or quality assurance initiatives in the near future.

Findings

The structural frame

The structural frame (Bolman & Deal, 2003) includes such aspects of the organization as rules, roles, goals, policies, technology, and the environment. In terms of planning, Bolman and Deal view the structural frame as the realm for creating strategies to set objectives and coordinate resources.

The effective quality assurance program is not monolithic. It is one essential component among a central core of activities in the teaching and learning enterprise that comprise curriculum planning, instruction, testing, and professional development. Thus, to be effective, quality assurance must not be designed and implemented in isolation from these core activities; it should be viewed as one part in a greater whole. In other words, quality assurance, and, as a by-product, accreditation applications, require that they be integrated into the structure – the fabric – of the day to day operations of the unit. Policies should exist to support these activities (e.g. a quality assurance policy; a professional development policy). Roles must be clarified via job descriptions; e.g. who is responsible for gathering and analyzing data (whether from student performance or student

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opinions), who is responsible for reporting the results of analyses. Moreover, what process is developed to identify goals and objectives, who is responsible for reviewing and revising action plans and progress reports. These should not be activities that are identified once it has been determined that the unit will pursue accreditation; they should be built into the permanent operations of the unit.

Another illustration of structure hindering effectiveness and efficiency is workload. How many hours are instructors expected to teach in a normal semester? How many hours are allotted for office hours or planning? How much time is organized to provide common planning and discussion times for instructors? Another structural example might be the rewards offered to faculty and staff for their participation in the assessments process. Leaders should seek ways to maximize inclusion and engagement by examining possible structural supports and impediments. Then there is the issue of time as it relates to planning and implementing quality initiatives. In order to defend a policy or justify a change, data from and for stakeholders – quantitative and/or qualitative - must be gathered, analyzed, and logically presented to make a reasonable case. This requires time. As does the continuous process of ensuring that those in support remain so, and those who are not are provided with enough convincing information to consider a change.

This is in sharp contrast to what generally takes place – an edict comes down, a deadline is given, a small committee or task force is assigned responsibility. These tasks may indeed be effectively completed, however, such a short-term gain may have also leapfrogged the most critical, and potentially time-consuming aspect of planning: Securing consensus and engagement. Certainly, the obverse may be true as well. Over-thinking and over-planning can be risky too. Too much information, leading to too much noise, which dulls the signal, can repulse stakeholders, also leading to rejection. Those planning the planning must work a careful balance between ensuring achievement of goals and creating a deadly impression that the process has no end in sight.

Reflection on the structural frame

Enhancing productivity and cost-effectiveness, while reducing the impact of individual preferences on the organization's well-being, is a paramount goal. In a real-world context, the structural framework has proven exceptionally valuable during the accreditation application procedure. In the case of the SFL, this framework prompted inquiries into aspects such as the organizational setup, necessitating examination of administrative departments, the allocation of duties, and reporting hierarchies. This aligns with Bolman and Deal's concept of "a structured guide for official expectations and interactions within the internal team."

Bolman and Deal also emphasize that the organizational structure is not a rigid, unchanging entity but can be examined and adjusted as the organization's requirements evolve. For example, the inspectors identified several "performance gaps" in services, which prompted the creation of specialized units focused on Quality Assurance, Continuing Professional Development, and Early Alert. These changes were well-received by the staff, who saw them as enhancements to the organization's structure and overall organization.

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In the particular university program examined for this case, there was clear establishment of units – for curriculum and assessment, for quality assurance unit, for professional development – and roles and responsibilities were clearly defined through job descriptions. However, these three units often found themselves vying for the same valuable resource – staff time – which resulted in frequent conflict. An additional issue was that each unit established annual objectives, and they ostensibly fed into the organizational goals and objectives, yet in reality, there was infrequent follow-through in terms of formative and summative evaluations and reporting. On the surface, by each of the units carrying out responsibilities individually, things appeared to be working well. A lack of coordination was not debilitating for the unit, but it did hinder efficiency and concerted improvement efforts. By analyzing the unit through the structural lens, the lack of coordination and collaboration could have been brought to light and actions could have been taken to address the disconnect.

The following quotes from the participants prove their appreciation 118chedul structural framework implemented, highlighting its role in instilling structure and organization. They aspire to see this sense of order seamlessly integrated into their everyday practices, rather than being a mere facade. While acknowledging that complete adherence to the framework may not be the norm, there is a growing consensus that adjusting policies to meet expected standards is essential. This evolution has translated into an enhanced focus on qualification and quality assurance, with documents meticulously reviewed and efforts directed toward meeting established standards. Importantly, these improvements are not limited to procedural aspects but also extend to teaching practices, exemplified by a newfound willingness to develop and utilize lesson plans.

> The process brought us structure and organization. It would be nice to have that continue….to have it built into our normal of way of life, as opposed to putting on a show. "this is what we can do" Is this the reality? No. Not completely…but who does lesson plans every day. But it's nice to have things in a kind of package deal 118chedul students from beginning to end.
> -Participant 1

> If it is changing the policy that affects us as well. If we are going to teach at the level that they are expecting us to, then we are going to have operate at that level. So this whole idea of standards…if we are going to offer at this level of standard, then 'et's do that.
> -Participant 2

> We began to be more qualified. We now check our documents again and again. They send me [their documents] before printing and photocopying. Everyone has a [CEFR standard, and they try to fit that standard. Now, everybody is focused on quality. We see more quality.
> - Participant 3

> So, these improvements not only bring systematicity, but improvements to teaching as well. For example, the Lesson Plans. No one had their Lesson Planss, but when people were asked to produce them, they were willing to do so.
> -Participant 4

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The symbolic frame

The symbolic frame consists of culture, meaning, ritual, ceremonies, and stories. The key to this frame, Bolman and Deal point out, is not necessarily what happens, but what it means.

Implementation of an effective quality assurance program is in part technical, but in large part, it is cultural. In order for an organization to establish a sustained quality assurance effort, it is critical for those leading the effort to understand the internal culture of the organization. If requirements and requests are seen to be in conflict with the culture – or sub-cultures – within the organization, then any well-designed initiative is going to struggle to succeed. Therefore, in order establish relevance, it is important that those associated with the quality assurance effort are viewed as part of the culture. And, to do so takes time. This is where external consultants can fail. They are not viewed as insiders because they have not participated in the rituals – the year-end celebrations, the weddings, the after-lunch coffee chats – that gains them entrance to the culture.

Completion of at least one quality cycle (i.e. closing the loo–) - planning, implementing, assessing, analyzing, and acting upon the data – could be called a success, which is not uncommon. Most educational units generally have the motivation – whether it is internally or externally driven – to finish one cycle of the assessment process. Success, however, is not enough. What often occurs is a great flurry of activity for at least one year, or until the accreditation inspectors leave campus. This is usually followed by a rapid downward spiral in activity, until what remains is a minority of individuals who carry the torch because it is their stated responsibility, or because they inherently understand the value of assessment and evidence. This is why most accrediting bodies in the United States are not satisfied with data from a single cycle of assessment as evidence of an effective assessment program; units that apply for accreditation are required to present at least three cycles of assessment data.

The ultimate goal of an effective Standards Assessment Program is for regular completion of the assessment cycle for all Standards. This is not to say that all Standards should be assessed at the same time, only that over time, they must all be assessed in a regul119cheduleule. In other words, the goal is sustainability of the assessment program. To do so takes a vision, and time. The message and the goal need to remain clear, consistent, and convincing. Discussions and information-sharing need to center on how we can learn from what we are doing (i.e. becoming a learning organization) and asking the right questions for improvement (i.e. a culture of inquiry).

This may take time and a good deal of patience, as well as perseverance. And, the further away from a culture of quality that exists in the beginning, the longer it will take to get there. If faculty and staff are accustomed to an environment of suspicion and lots of sticks with few carrots, then the turn-around will take time. Likewise, if an accreditation or external review is hanging overhead, then the process can be rushed through for short-term gain, but it may generate long-term negative impact. Thus, a sustained, effective quality assurance plan begins with a long-view, and the understanding that a methodical, deliberate approach is necessary for solidifying a culture of quality.

To this end, planning for sustained quality assurance requires inclusion. Just as good

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assessment should be comprised of multiple perspectives, so should it be for planning. This is why seeking input from the diverse array of stakeholders is important, including those who are immediately impacted: Program administrators, the instructors who teach and assess, as well as the students who are there to learn. The next ring of stakeholders would be the schools that employ the program graduates, as well as the program graduates themselves. In addition to simply aggregating input via surveys, focus groups, and advisory boards, planning must strive for majority (unanimous is virtually impossible) agreement and support that the process has reasonable intentions and expectations. If the outcomes are vague or the increased workload too overwhelming, the initiative will fail.

Reflection on the symbolic frame

This was perhaps the area of greatest strength as the unit moved forward with its quality assurance and accreditation planning. The teacher retention rate within the unit is strong, meaning that most staff have worked together for a number of years. The unit coordinators for Curriculum, Quality Assurance, and Professional Development had all been working in the unit for at least five years. Therefore, they were not viewed as outsiders trying to impose change without understanding, or having played a role in the internal culture. With that said, the accreditation implementation team still faced challenges as they tried to implement new practices that reflected the quality standards of the accrediting body. A pre-analysis of the culture in relation to the needs of the accreditation standards may have highlighted areas where difficulties would emerge. In turn, a plan of action for these critical points, implemented prior to embarking on the accreditation effort, may have reduced anxiety as the process moved toward a formal inspection.

The following comments by the participants involved in the accreditation process demonstrate their perspectives on the symbolic framework employed, emphasizing its significant value. They highlight how accreditation fostered a sense of unity by bringing people together for meetings and contributing to the creation of a distinct organizational culture. Furthermore, the experience had a profound impact on participants' perceptions, with the recognition of positive aspects often overshadowed by negativity. The accreditation process served as a powerful reminder of the importance of acknowledging and celebrating achievements and positive feedback. In addition, the symbolic framework was associated with tangible benefits, such as increased dynamism, enhanced prestige, and the attraction of high-quality students. These collective sentiments underscore the profound influence of accreditation on both internal and external perceptions of the organization.

> Yes. Definitely. Accreditation has been worth it. Bringing people together for meetings. Creating this culture.
> -Participant 6

> Someone told me after the [accreditation inspection] debriefing that we always focus on the negative here, but after hearing all the positives from the inspectors, we realized that we had forgotten how to see the positive. It's a really nice thing to hear positive things.
> -Participant 8

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> Yes. Accreditation has real advantages. One of them is that it brings a dynamism; it makes a difference. If you have A, it brings prestige. It willl be a good reason for students to choose this school. Also, for outsiders, they will see that the people who work there have quality.
> -Participant 10

The political frame

The political frame, perceived as power, conflict, competition, and organizational politics, becomes a useful lens for analyzing the unit for barriers to engagement in quality processes. Implementation of an effective quality assurance program requires an understanding of the power structures within the unit. There is a formal power structure, illustrated through the unit's published organization chart. There is most likely a secondary, underlying power structure that may be equally revealing concerning who does what. This can have both negative and positive implications. Certainly, cliques and influence that comes from seniority or close relations with those who have positional power are a few ways that this sub-layer of politics may operate.

This may be a harmful context if the players see themselves as power brokers, protecting their space, with the ability to block individuals, who may be competent but lacking political clout, from gaining recognition and perhaps advancement opportunities, which may benefit the organization in the long run. In this event, those who are leading a quality assurance initiative must gain an understanding of these relationships, motives, and leverage points in order to effectively engage – not aggravate – this structure. Realizing these relationships and how they function is something that takes time; this is another reason why external consultants are not advisable as they are often not privy to these critical mechanisms.

Conversely, this underlying structure may also prove quite beneficial to quality assurance efforts. This is where Distributed Leadership plays a role. Distributed Leadership is generally viewed as a complex web of social interaction between the leader, followers, and the situation. It is what Spillane, Halverson and Diamond characterize as the "interplay between the actions of multiple people" (2004, p. 37) utilizing particular tools and artifacts (2004, p.21) within a particular situation. That is, leadership is not seen as actions of a single individual, rather it is the interactions of many individuals who are working to achieve a commonly shared ideal (i.e. the stretched cognition). Individuals may have formal, positional power or they may be informal leaders that have a degree of influence over "followers". Therefore, individuals who may not have positional power may still hold influence by virtue of their abilities and actions - that move operations in a positive direction.

Such an underlying power structure opens the door to effective and efficient practices and engagement throughout a unit, without the traditional top-down approach of request and approval in order to take actions. Individuals at all levels are expected to take actions that lead to achievement of the unit's goals and objectives (e.g. an accreditation process). In order for Distributed Leadership to take hold, there is a degree of psychological safety that is required. Psychological safety implies that individuals feel that ideas and actions taken in order to achieve unit goals and objectives will not be met with derision or retribution; that ideas and actions by all actors have value. Increased

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collaboration as well as a focus on improvement emerge when conversations center on how to improve or experiment with new ideas rather than on how to stifle such tendencies.

Reflection on the political frame

The unit establishing quality assurance practices – including an accreditation initiative – benefits from a relatively flat structure. There is a wide layer of individuals who hold some degree of administrative responsibility, yet all administrators are instructors as well; the unit director teaches a set number of hours per semester, and substitutes when necessary. To illustrate, of the 80 individuals in the program, 28 have some degree of administrative responsibility. Therefore, there is not a traditional us vs. them attitude in the corridors. This structure has also facilitated an environment that resembles distributed leadership. This takes us back to Spillane, Halverson and Diamond's Collaborated Distribution - one leader's practice becomes the basis for another leader's practice - and Collective Distribution - two or more leaders who work separately but interdependently in pursuit of a shared goal and their independent activities generate leadership practices.

Within the unit described in this case study, there are numerous examples of Collaborated and Collective distribution. The unit benefits from many individuals who have worked together for a number of years, which has created an environment where collaboration is widespread, both vertically and horizontally. A specific activity to illustrate this phenomenon occurred in the preparation stage for the unit's accreditation application. A team of 12 "influencers", the majority of whom were teachers (as opposed to a traditional "leadership team" often comprised of positional leaders) was tasked with drafting responses to accreditation standards. These individuals were selected not only because of their ability to effectively respond to the standards, but even more so because of their networks throughout the unit and their abilities to engage a broad base of "followers" throughout the accreditation process. In terms of planning for quality assurance processes, including an accreditation application process, it behooves the unit leaders to consider the networks of informal leaders and followers, and assess the degree to which psychological safety and distributed leadership are present. Certainly, this may lead to some of the "difficult conversations" that positional leaders must have. If a foundation of trust and collaboration is not in place, then successful attempts at quality improvement are in jeopardy.

Participants engaged in the accreditation process have shared the following views on the political framework applied, emphasizing the unequivocal value of accreditation. They assert that accreditation serves as a clear indicator of an organization's adherence to standards, instilling trust in the accrediting body. Furthermore, it plays a vital role in self-assessment, providing a benchmark for performance and indicating areas for improvement. Participants acknowledge the competitive nature of the educational landscape and recognize the necessity of obtaining accreditation as a means of staying afloat and thriving in this environment. The demand for certificates and the imperative to enhance quality drive the consensus that accreditation is essential in the contemporary era. Additionally, the political framework is seen as a means of enhancing an institution's public image and appealing to those who prioritize accredited institutions, further underlining its worth.

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Totally. Accreditation is absolutely worth it. Because it shows you have standards and you can trust the organization that accredits you. it kind of shows you where you are; how you're doing. Some people say standards are not good, but when new people come, they know what to aim for, and we know what to aim for.
-Participant 12

Ultimately, we have to get on this [accreditation] boat. It's going to be sink or swim in this competitive environment.
-Participant 20

I would say Yes, accreditation is worth it because we are in that age. Students need certificates. Schools do too. Very competitive, and we have to become better. Whatever we need to do, we need to do it.
-Participant 18

If we get approved by this company, it's going to be better in the public eye. It's going to be better for the ones who value these things.
-Participant 22

The human resources frame

The human resource frame views the organization from the perspective of needs, skills, and relationships. Bolman and Deal underline the point that when analyzing an organization through this frame, inquiries center on alignment between organizational needs and individual needs; that employees are viewed as assets that contribute to the success and well-being of the organization. If individuals feel that there is an inadequate fit between themselves – no matter their talents and capacities – they will underperform, and eventually depart. Conversely, if individuals feel a meaningful fit between their needs and their contribution to the organization, then satisfaction and productivity are more likely to rise. The human resource frame therefore becomes the centerpiece of employee retention programs.

Quality assurance efforts, particularly as they are gaining a foothold, are generally viewed as, at best, extra work added to an already busy schedule. At worst – and quite commonly – they are seen as a needless burden and a nuisance, with little relevance to their perceptions of what constitutes the core mission of the unit (i.e. “I’m a teacher and should only be required to teach”). Therefore, communication and transparency are central to the analysis of the human resource frame. Leadership must be willing to listen and respond to the needs of individuals; if a quality assurance initiative requires additional time and effort from staff, then a time-effort analysis should be conducted to see if staff can be offered something in exchange (e.g. release time, or rotation of responsibilities).

Likewise, leadership must implement an effective communications plan for clearly articulating expectations and outcomes. If staff feel left in the dark about projects and practices, then they may not react as desired when their support is truly needed (e.g. during accreditation inspections or at end-of-semester data collection periods). Thus, for planning purposes, it is advised that a detailed

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communications plan be designed prior to implementation of the quality assurance effort. This would include frequency of communications, form (short notes, open forum, etc.), and audience (all staff, administrators, etc). The plan should also include a feedback loop, where staff are made aware that their voices are heard. This is most effective if responses come from unit leadership; i.e. staff feel that their contributions are recognized. A final important note is that staff are people too – they seek appreciation for effort. An organization that effectively operates because of distributed leadership, still needs top positional leaders to publicly recognize effort and success of individuals, teams, or the whole staff.

Reflection on the human resources frame

Did the unit succeed in effectively carrying out an accreditation effort? Yes. Could they have done better? Yes. How? As mentioned previously, an analysis of time and effort was conducted of the teaching staff. A 12-person team was identified from those who felt they had the energy to commit one summer (a slow teaching time when teachers have more time to dedicate to projects) to working on responses to standards. While the work was intensive – meeting three times per week for three hours to review drafts – a significant effort was made to establish a low-stress working environment with coffee and food provided at each meeting, and an end-of-summer celebration dinner. This proved an effective approach as it created a team of dedicated, collaborative individuals.

Were there challenges? Certainly. Following the summer success, when the unit swung back into an academic working mode, the process slowed. Which was expected, but so did communication. This led to gaps in information transfer, and concerns that the process had ground to a halt. As the accreditation inspection approached toward the end of the academic year, some staff felt out of the loop, which resulted in unnecessary levels of stress. Again, a tighter communications plan and greater transparency would have minimized tension when it was needed least.

Participants, in the comments shared below, have expressed their views on the human resources framework employed, underscoring the substantial advantages it brings. They recognize that both teachers and students reap the benefits of a highly organized curriculum, and they find it challenging to see any reason not to pursue accreditation. However, the consensus on whether accreditation is worth it hinges on the type of institution, its goals, and the collaborative spirit of the team. Participants stress the importance of teamwork and a supportive management team in the accreditation journey. This sense of community and positive change in practice underlines the overall value of accreditation and the tangible improvements it ushers in, ultimately making the process a rewarding endeavor.

> The benefits are here. We as teachers are benefiting from it, as are the students who are benefitting from our highly organized curriculum. I don't see why you wouldn't do it.
> -Participant 1

> Is accreditation worth it? It depends on the kind of institution they have…and what they want. And what the co-workers want…as a team. If you can't work as a team, it's really hard.

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If they are not all supportive, it is difficult. We are lucky to have the management team. If they trust their team, if the management can be trusted, I would say, Go for it.
-Participant 5

Yes. Accreditation has positive effects. Being a member of a community is always a good thing.
-Participant 13

I would say Yes, accreditation is worth it. At the beginning it will be difficult. People may suffer. But in practice, it changes things. It really changes things in practice. So, I'm happy.
-Participant 19

Practical Implications

As indicated throughout this study, universities are under pressure to demonstrate value-added to their stakeholders – be they governments or funders or individuals. As a result, more and more institutions are required to undergo external evaluation or accreditation. However, many of these organizations lack the experience and expertise to effectively and efficiently navigate these rigorous processes. This paper, through a single-case analysis, proposes a guiding framework to assist first-time implementers with the tools to facilitate the process.

Limitations

This study has a few limitations worth noting. Firstly, only 43% of foreign languages staff agreed to participate in the interviews. Certainly, a higher participation rate would have been preferred. Some staff members had left for summer holidays at the end of the academic year, which affected participation. This also led to shorter interview durations, typically around 20-30 minutes, due to end-of-semester time constraints. To encourage participation, we assured instructors that interviews would not exceed 30 minutes. Another limitation is the absence of student perspectives, a deliberate choice because the study focused on faculty and staff perceptions. Moreover, students might not have been able to recognize any effects that occurred between the completion of the accreditation process and the data collection phase.

Conclusion

Effectively planning a quality assurance effort in a higher education institution is not a simple task. There are numerous competing factors that require attention in order to ensure successful implementation - whether it is establishment of a quality assurance entity or a start-to-finish product such as an accreditation application. In order to minimize complications, a case has been made for utilizing Bolman and Deal's Four Frames as a set of lens through which leaders may analyze and understand the current situation in their organization, and assess its degree of readiness to embark upon a quality assurance initiative. By viewing the organization through the lens of Structure, Symbols, Politics, and Human Resources, leaders can better understand those areas of leverage as well as those points at which challenges may emerge in the implementation process. Furthermore, conducting an

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analysis utilizing the Distributed Leadership framework has been advocated, which provides a sense of how much or little the staff is working in collaboration to achieve a common vision and goal. In the end, planning is certainly an arduous, time-consuming effort. And, it may result in a delay to the start of an effort so that a stronger foundation may be put in place. Despite exigencies that often come from higher up in the organization to "get it done yesterday," time and effort devoted to careful analysis and planning may prevent an effort from not getting done at all.

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