

Sakarya University Journal of Education

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Aim & Scope

Sakarya University Journal of Education (SUJE) aims to be a scientific source of reference in which academicians studying on educational sciences and teacher training field can publish their studies, and also they have access to related studies. The main aim of the journal is to increase and disseminate the literature in educational sciences and teacher training field.

Sakarya University Journal of Education (SUJE) is an international peer-reviewed and scientific journal which is published triannually. SUJE publishes high quality original research articles (quantitative, qualitative) which contribute to educational sciences and teacher training field. The publication language of the journal is English and Turkish.

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Academic Literacy Skills of Postgraduate Students in the Department of Turkish Education

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Abstract

This study aims to identify the academic literacy skills of postgraduate students specializing in the department of Turkish education. This study employed a convergent parallel mixed method, one of the mixed methods. The first working group consisted of 161 students for the quantitative dimension and 25 students in the second group for the qualitative dimension. The study deployed the Academic Literacy Scale and a semi-structured interview form as data collection tools. Descriptive and inferential statistical techniques were used during quantitative data analysis, while content analysis was used for qualitative data. The quantitative findings revealed that the mean academic literacy level score of postgraduate students in the Department of Turkish Education was 4.07, indicating an agreement level; the student's academic literacy level significantly differed across the level of postgraduate education in favor of those pursuing the doctoral degree; no significant difference was observed across postgraduate education stage and gender. The qualitative findings suggested that postgraduate students in the Department of Turkish Education predominantly utilized scientific research processes to identify problem situations, had a moderate level of knowledge regarding scientific research processes, and exhibited awareness of the need to act honestly and responsibly in scientific research and to obtain the necessary permissions. Additionally, they read academic sources to gain information about a subject and to review the literature, even though they needed help reading academic sources in languages other than Turkish. Besides, academic sources were found to provide adequate information. Moreover, they were determined to write academic texts according to a certain writing plan and felt inadequate in writing academic texts. Notably, the education they received in Turkish education improved their academic literacy skills.

Keywords

Academic literacy, postgraduate education, Turkish education.

Ethics Committee Approval: Ethics committee permission for this study was obtained from Ordu University Rectorate Social and Humanities Research Ethics Committee with the decision dated 01.06.2022 and numbered 2022-108-08.

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INTRODUCTION

In the 21st century, educational institutions prioritize the development of multi-literacy skills beyond basic literacy for individuals. The postgraduate education process focuses on enhancing individuals' academic literacy skills. Utilizing these skills for scientific research and problem analysis is essential in attaining postgraduate education objectives.

Academic literacy has become increasingly significant in contemporary education, particularly due to the proliferation of scientific research (Tunagür, 2021; p. 436). Miller (1983) implies that scientific (academic) literacy refers to the ability of the individual to read about, comprehend, and express opinions on scientific matters (p. 30). Demir and Deniz (2020) conceptualize academic literacy as the individual's ability to apply knowledge in everyday life, demonstrating awareness and comprehension, problem analysis through scientific thinking, effective solution generation, and the proficient transfer of scientific knowledge (p. 1368). Yancey (2009) defines academic literacy as writing for different purposes, audiences, and occasions, alongside skills such as accessing, interpreting, and evaluating information, thinking critically, reflecting on one's performance, and creating new texts and knowledge. Holschuh (2019) underlines that academic literacy tasks are the subset of all academic tasks that involve reading and writing (p. 600). Academic literacy is the ability to read, interpret, and produce valued scientific information within the academic community (Elmborg, 2006, p. 196). These explanations underscore that academic literacy comprises two fundamental dimensions, one of which is academic reading and the other is academic writing.

In postgraduate education, the reading dimension is generally defined as reading relevant literature sources. In contrast, the academic writing dimension encompasses various academic text production activities such as proceedings, manuscripts, and theses. The main scientific texts include theses, book chapters, articles, research reports, proceedings, posters, research proposals, and collaboration reports (Şentürk, 2021, p. 23). The abovementioned scientific texts can be produced depending on the student's academic literacy skills during their postgraduate education journey. Creating a scientific text follows a gradual and cyclical process that involves generating ideas and drafting, reviewing, and editing the draft text (Altun Alkan, 2021, p. 67). Both reading and writing dimensions of academic literacy skills have their roots in undergraduate education. This skill is expected to evolve into concrete outputs for production during postgraduate education. While the emphasis at the undergraduate level is typically on scientific knowledge, postgraduate education shifts towards the production and dissemination of scientific knowledge through academic publications (Kan & Gedik, 2016, p. 403), meaning that academic literacy skills have a pivotal role in postgraduate education.

Postgraduate education aims to nurture individuals as creative, investigative, ethically conscious scientists who employ rational methodologies to devise solutions to problems. They are expected to gain a scientific perspective, engage in collaborative and interdisciplinary endeavors, and produce high-quality studies that address societal needs (Aslan, 2010, p. 2). In Turkish education, students are expected to scrutinize scientific resources on Turkish education and generate solutions to the problems of Turkish education from a scientific standpoint. These solutions must be transformed into tangible products through scientific texts such as theses, articles, proceedings, and books. Thus, the academic literacy skills of postgraduate students in the Department of Turkish Education must attain a proficient level. Turkish education aims to provide students with mental and language skills integral to developing academic literacy skills. Language skills are critical in cultivating individuals who think, question, learn, and effectively convey what they learn and who transform these into a form they can

benefit from (Kurudayıoğlu, 2014, p. 47). Students' versatile reading and writing skills are enhanced in Turkish education's undergraduate, graduate, and doctoral education processes. Turkish lesson is a versatile course that encompasses a wide range of disciplines and skills (Sulak & Süğümlü, 2020, p. 333). Hence, it is paramount for undergraduate and graduate students in the Department of Turkish Education to possess academic literacy skills.

On analyzing the relevant literature, no such study was specifically published on investigating the academic literacy skills of postgraduate students in the Department of Turkish Education. The studies are primarily grounded on the academic literacy levels of undergraduate and postgraduate students (Işık & Kana, 2023) and the pre-service teachers' academic literacy levels (Ayyıldız Çolak, 2022; Elkıran, 2021; İbili & Özbaşı, 2023; Tunagür, 2021; Türkben & Satılmış, 2022). Studies on postgraduate students in the Department of Turkish Education are built on students' information literacy levels (İşcan et al., 2012) and their academic self-efficacy (Aslan, 2010). Besides, some studies were conducted on examining the postgraduate theses in the Department of Turkish Education (Boyacı & Demirkol, 2018; Önal & Maden, 2021; Şentürk & Yazar, 2021). Therefore, this study is expected to shed light on the postgraduate education processes in the Department of Turkish Education and the academicians who conduct studies on the development of academic literacy skills of postgraduate students in this field. In this vein, the study attempts to identify the academic literacy skills among postgraduate students in the Department of Turkish Education. Thus, answers to the following research questions were sought:

1. What is the current state of academic literacy among postgraduate students in the Department of Turkish Education?
2. Do academic literacy levels among postgraduate students in the Department of Turkish Education differ significantly across educational levels (master's / doctoral), stage of postgraduate education (coursework / dissertation) and gender?
3. How are the postgraduate students in the Department of Turkish Education evaluated regarding scientific research processes?
4. What specific reading and resource utilization skills do postgraduate students in the Department of Turkish Education possess?
5. What are the academic writing skills of postgraduate students in the Department of Turkish Education?
6. Does Turkish education enhance academic literacy skills among postgraduate students in this field?

METHOD

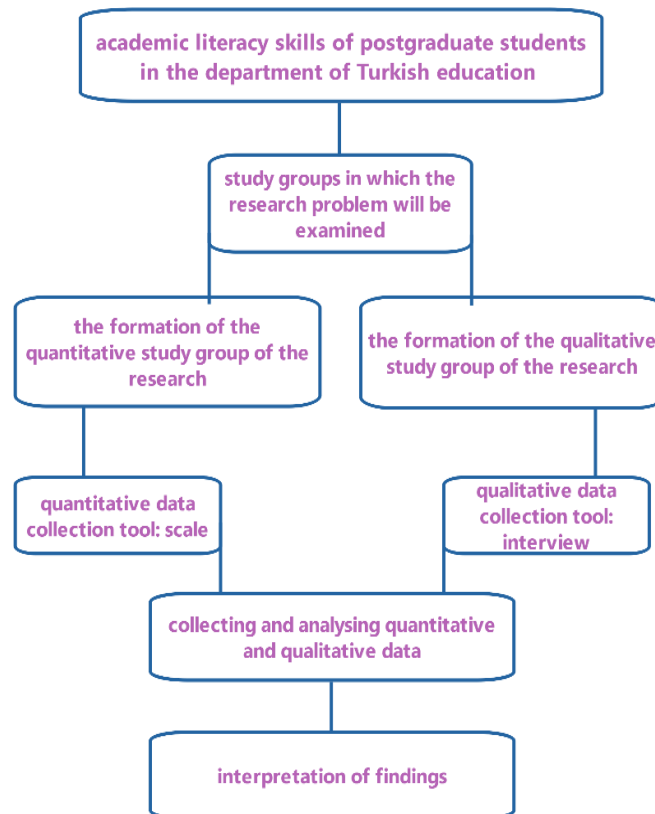
Research Design

This study employed a convergent parallel mixed-method approach, combining quantitative and qualitative research methods. The convergent parallel design involves collecting both quantitative and qualitative data concurrently or at close times. This approach entails the researcher concurrently collecting both types of data during the same phase of the research process and integrating them when interpreting the overall results (Creswell, 2017, p. 15). Consequently, quantitative and qualitative data were collected during approximately the same stage of the research process. This study was structured into phases, including study groups in which the research problem would be examined, the formation of both quantitative and qualitative working groups, the quantitative data collection tool (scale), the

qualitative collection tool (interview), the collection and analysis of both types of data, and the interpretation of the findings. Figure 1 depicts the phases of the research design.

Figure 1

The Phases of the Research Design



Study Group

The study involved two distinct groups. The first study group comprised 161 postgraduate students specializing in Turkish education for the quantitative research design. These students were enrolled at 30 different universities across Turkey. Among the participants, 66.5% (107) were females and 33.5% (54) were males. 81.4% (131) of the first study group held master's degrees and 18.6% (30) pursued doctoral degrees. 53.4% (86) of the first study group were in the coursework phase, while 46.6% (75) were in the dissertation phase. The second study group encompassed 25 postgraduate students in the Department of Turkish Education for the qualitative phase of the study. These students were enrolled at six different universities in Turkey. Among the participants, 60% (15) were females and 40% (10) were males. 76% (19) of the second study group held master's degrees and 24% (6) were pursuing their doctoral degrees. 48% (12) were in the coursework period and 52% (13) were in the dissertation phase. The second study group students were assigned codes such as P1, P2, P3, P4... All participants were selected by the convenience sampling method (Creswell, 2017), which falls under non-probability sampling methods.

Data Collection Tools and Data Collection Process

This study deployed the Academic Literacy Scale developed by Demir and Deniz (2020) as a quantitative data collection tool. The tool is specifically designed to measure the pre-service Turkish language teachers' academic literacy levels. The researchers created a pool of 52 items during the scale development process. The items in the pool underwent evaluation by five experts in the department of Turkish education. A 52-item draft scale was constructed with modifications made to one item with the experts' contribution. The draft scale was administered to 446 pre-service Turkish language teachers. Exploratory and confirmatory factor analyses were performed during data analysis. Thus, the tool was structured on three factors and 23 items. The first factor of the scale is academic disposition, the second is the research process, and the third is the use of information. The scale was rated using a scoring system of totally agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1). Cronbach's Alpha coefficients of the overall scale and its factors were calculated to ensure internal consistency. The overall scale demonstrated a high level of reliability with a Cronbach's Alpha (α) coefficient of .87. Meaning that the tool is reliable for measuring academic literacy levels. In this study, the data collection tool's Cronbach's Alpha (α) reliability coefficient was determined as .87.

This study also deployed a semi-structured interview form developed by the researchers to gather qualitative data, aiming to evaluate the participants' academic literacy skills. This type of interview entails that the researcher pre-determines the questions, yet new questions may also be addressed during the interview (Güçlü, 2019, p. 103). The researchers created a draft semi-structured interview form comprising 15 questions through analyzing the relevant literature. Five field faculty members who are experts in the Department of Turkish Education were invited to assess this semi-structured interview form for content validity studies. Based on the experts' feedback, three questions were combined with others having similar characteristics. As a result, the semi-structured interview form was refined to consist of 12 questions. In the second stage of content validity, the questions were distributed to five postgraduate students in the department of Turkish education, and the students were asked to respond. The answers of two questions were identified to be answers outside the scope of the question. These two questions were adjusted, and the semi-structured interview form got its final version for data collection.

The quantitative data were collected online, as the participants were enrolled at 30 universities across Turkey. An online tool, "Google Forms" was used during data collection. The collection of quantitative data was completed within one month. The qualitative data were collected through face-to-face interviews and online. Questions were sent in writing via e-mail to participants who preferred online rather than face-to-face interviews, and the responses were provided in writing. This process was completed simultaneously with the quantitative data within a one-month timeframe.

Data Analysis

The quantitative data were analyzed using the SPSS 24 package program. The normality distributions were examined to decide which statistical techniques would be used to analyze the data. Hence, the skewness coefficient of the measurement tool was determined as -.205 and the kurtosis as -.087. These values indicate that the data show normal distribution (Tutar & Erdem, 2022). Besides, the Kolmogorov-Smirnov test was performed for normality distribution, and the significance value was greater than .05. The study also analyzed the histogram graph. Parametric tests (independent samples t-test) were used during data analysis as the skewness and kurtosis coefficients, Kolmogorov-Smirnov test value and histogram graph showed normal distribution. For the independent samples t-Test, the

d value refers to .02 and below as small, between .05 and .08 as medium, and as .08 and above as high effect size (Green & Salkind, 2014). The interpretation of effect sizes was conducted according to the specified value ranges. Mean score and standard deviation calculations determined the participants' academic literacy skill levels. The significance level was accepted as .05. The findings were displayed and interpreted in tables.

Content analysis was used during the qualitative data analysis. The collected data were imported into the MAXQDA 20 qualitative data analysis program. Software designed for qualitative data analysis offers the opportunity to store, retrieve, code, and classify extensive datasets (Maxwell, 2022, p. 115). The qualitative data analysis was executed within the designated software program. The codes were grouped into categories and themes to form a meaningful framework. Two researchers carried out coding. Inter-coder agreement technique (Creswell, 2017, p. 200) was employed to ensure coding reliability. It was determined that there was a high level of consistency between the coding made by the researchers. Moreover, direct transfer was provided to ensure the reliability of the data analysis. The findings were displayed and interpreted using code maps generated by the program.

Ethical Principles

Ethics committee permission for this study was obtained from Ordu University Rectorate Social and Humanities Research Ethics Committee with the decision dated 01.06.2022 and numbered 2022-108-08.

RESULTS

Quantitative Results on the Academic Literacy Skills of Postgraduate Students in the Department of Turkish Education

Table 1 shows the academic literacy mean scores, standard deviation values, and value ranges corresponding to the mean scores, and participation levels of postgraduate students in the Department of Turkish Education.

Table 1

Participants Mean Scores, Standard Deviation Values, and Participation Levels

Scales and Factors	\bar{X}	SD	Value Range and Participation Level
1. Academic Literacy Scale	4.07	.42	3.41-4.20 / Agree
1. 1. Academic Disposition	4.31	.43	4.21-5.00 /Totally Agree
1. 2. Research Process	3.74	.59	3.41-4.20 / Agree
1. 3. Use of Information	4.08	.52	3.41-4.20 / Agree

As presented on Table 1, the academic literacy levels of postgraduate students in the Department of Turkish Education were determined as \bar{X} =4.07 for the entire scale, \bar{x} =4.31 mean score for the "academic disposition" \bar{x} =3.74 for the "research process" and \bar{x} =4.08 for the "use of information". Table 1 also reveals that the "research process" factor had the lowest mean score, while "academic disposition" had the highest mean score. This indicates that the academic literacy of postgraduate

students fell within the agreed range. The highest academic literacy was observed in the domain of academic disposition ($\bar{x}=4.31$ / totally agree), and the lowest in the research process domain ($\bar{x}=3.74$ / agree).

Table 2 shows the results on the independent samples t-Test, which examined the academic literacy of postgraduate students in Turkish education regarding their educational levels (master's/doctoral).

Table 2

Academic Literacy by Educational Level

Scales	Educational Level	N	\bar{X}	SD	df	t	p	d
Academic Disposition	Master's	131	4.27	.43	159	-2.330	.02*	.45
	Doctoral	30	4.47	.44				
	Total	161						
Research Process	Master's	131	3.71	.60	159	-1.407	.16	
	Doctoral	30	3.88	.57				
	Total	161						
Use of Information	Master's	131	4.02	.52	159	-2.899	.00*	.61
	Doctoral	30	4.32	.46				
	Total	161						
Academic Literacy (Overall)	Master's	131	4.03	.41	159	-2.490	.01*	.51
	Doctoral	30	4.24	.41				
	Total	161						

* $p < .05$

On analyzing Table 2, a significant difference existed across the overall score of academic literacy ($t_{(159)} = -2.490$, $p < .01$), "academic disposition" ($t_{(159)} = -2.330$, $p < .05$) and "use of information" ($t_{(159)} = -2.899$, $p < .05$) in terms of educational level; whereas, no significant difference was noted across the "research process" domain ($t_{(159)} = -1.407$, $p > .05$). Table 2 also suggests that the significant differences were in favor of those holding a doctoral degree. The mean scores of doctoral students were higher than those of students taking master's degrees in the "research process" domain. Besides, the effect sizes of these significant differences were moderate for the overall academic literacy score and the "use of information" factor and at a low level for the "academic disposition" domain.

Table 3 shows the results of the independent samples t-test, conducted to examine the academic literacy of postgraduate students in the Department of Turkish Language in terms of their postgraduate education stage (coursework/dissertation).

Table 3*Academic Literacy by Postgraduate Education Stage*

Scales	Education Stage	N	\bar{X}	SS	df	t	p	d
Academic Disposition	Coursework	86	4.31	.45	159	-.069	.94	
	Dissertation	75	4.30	.42				
	Total	161						
Research Process	Coursework	86	3.67	.58	159	-1.689	.09	
	Dissertation	75	3.83	.60				
	Total	161						
Use of Information	Coursework	86	4.06	.55	159	-.284	.77	
	Dissertation	75	4.09	.48				
	Total	161						
Academic Literacy (Overall)	Coursework	86	4.04	.42	159	-.890	.37	
	Dissertation	75	4.10	.41				
	Total	161						

Table 3 revealed no significant difference across academic literacy in general ($t_{(159)} = -.890$, $p > .05$), "academic disposition" ($t_{(159)} = -.069$, $p > .05$), "research process" ($t_{(159)} = -1.689$, $p > .05$) and "use of information" ($t_{(159)} = -.284$, $p > .05$) concerning the participants' education stage. Table 3 also displays that the mean scores of academic literacy in general, the "research process" and "use of information" were higher than those at the dissertation stage. Conversely, the mean score was slightly higher in favor of students in the coursework phase regarding the "academic disposition" domain.

The results of the independent samples t-test, which was conducted to analyze the academic literacy of postgraduate students in the Department of Turkish Education in terms of their gender, were summarized in Table 4.

Table 4*Academic Literacy by Gender*

Scales	Gender	N	\bar{X}	SD	df	t	p	d
Academic Disposition	Female	107	4.29	.45	159	-.505	.61	
	Male	54	4.33	.40				
	Total	161						
Research Process	Female	107	3.71	.62	159	-.873	.38	
	Male	54	3.80	.52				
	Total	161						
Use of Information	Female	107	4.07	.50	159	-.363	.71	
	Male	54	4.10	.55				
	Total	161						

Academic Literacy (Overall)	Female	107	4.05	.43	159	-.851	.39
	Male	54	4.11	.38			
	Total	161					

As is seen in Table 4, the postgraduate students' academic literacy in general ($t_{(159)} = -.851, p > .05$), "academic disposition" ($t_{(159)} = -.505, p > .05$), "research process" ($t_{(159)} = -.873, p > .05$) and " use of information " ($t_{(159)} = -.363, p > .05$) did not significantly vary across their gender. Likewise, the mean scores in the overall and factors of academic literacy were higher in favor of male students.

Qualitative Findings Regarding the Academic Literacy of Postgraduate Students in the Department of Turkish Language

The emerging themes, categories, codes, and frequency of codes regarding academic literacy based on the postgraduate students' views are presented in Figure 2.

Figure 2

Emerging Themes, Categories, and Codes Regarding Academic Literacy (Code Tree)

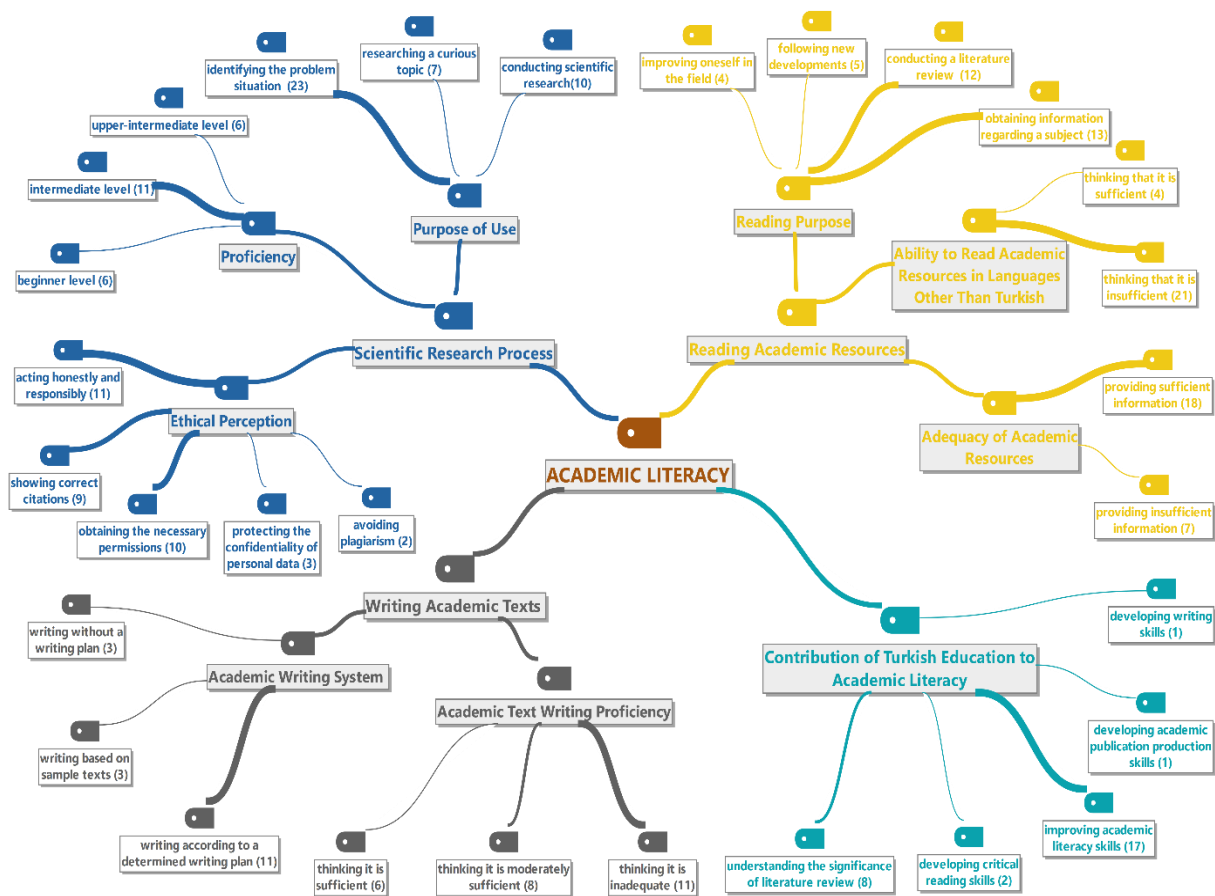


Figure 2 illustrates the themes of the scientific research process, reading academic resources, writing academic texts and the contribution of Turkish education to academic literacy related to the postgraduate students' academic literacy.

The scientific research process theme involves use, proficiency, and ethical perception categories. The category of the purpose of using scientific research processes consists of three key codes: identifying the problem situation (23), conducting scientific research (10), and researching a curious topic (7). The postgraduate students mostly underlined that they used scientific research processes to determine problem situations. Proficiency in the scientific research processes category was determined to include beginner level (6), intermediate level (11), and upper-intermediate level (6) codes. The most common self-assessment was having a moderate level of knowledge and proficiency in scientific research processes. The ethics-related perception category for scientific research processes encompasses various codes, such as acting honestly and responsibly (11), obtaining the necessary permissions (10), showing correct citations (9), protecting the confidentiality of personal data (3), and avoiding plagiarism (2). In this category, students predominantly emphasized the significance of acting honestly and responsibly and obtaining the necessary permissions in the ethical conduct of scientific research. Based on these findings, postgraduate students primarily utilize scientific research processes for problem identification, have moderate knowledge, and know the need to act honestly and responsibly in scientific research and obtain the necessary permissions.

The theme of reading academic sources was determined to hold three distinct categories: reading purpose, ability to read academic resources in languages other than Turkish, and adequacy of academic resources. The following codes emerged under the category of the purpose of reading academic sources: obtaining information regarding a subject (13), conducting a literature review (12), following new developments (5), and improving oneself in the field (4). In this regard, students implied that they mostly read academic sources to gain information about a subject and to conduct literature reviews. Two codes were identified in the category concerning the ability to read academic sources other than Turkish: thinking that it is insufficient (21) and thinking that it is sufficient (4). In this category, students mostly announced their need for more proficiency in reading academic sources in languages other than Turkish. The category regarding the adequacy of academic resources encompassed the codes, such as providing sufficient information (18) and insufficient information (7). The students mostly stated that academic sources provide sufficient information. Based on these findings, it is most probable that postgraduate students primarily read academic sources to gather information about a subject and review the literature. Furthermore, they mostly need help reading academic sources in languages other than Turkish and finding academic sources to provide sufficient information.

The theme of academic text writing involves the categories of academic writing system and academic text writing proficiency. The following codes emerged under the category of academic writing system: writing according to a determined writing plan (11), writing based on sample texts (3), and writing without a writing plan (3). Hence, the students stressed that they mostly wrote academic texts according to their determined writing plan. The academic text writing proficiency category holds the codes such as thinking it is inadequate (11), thinking it is moderately sufficient (8), and thinking it is sufficient (6). In this vein, the students reported being inadequate in academic writing. Based upon these findings, postgraduate students mostly write academic texts according to a certain writing plan and feel inadequate in writing academic texts.

The theme regarding the contribution of Turkish education to academic literacy is composed of the following codes: improving academic literacy skills (17), understanding the significance of literature review (8), developing critical reading skills (2), developing academic publication production skills (1), and developing writing skills (1). The students clarified that their postgraduate education in the Department of Turkish Education significantly enhanced their academic literacy skills. Thus, this underscores the role of the education received by postgraduate students in improving their academic literacy skills.

The distribution of the views of the postgraduate students in the department of Turkish language into themes, categories, and codes is displayed in Figure 3.

Figure 3

Distribution of Participants by Themes, Categories, and Codes (Code Matrix Browser)

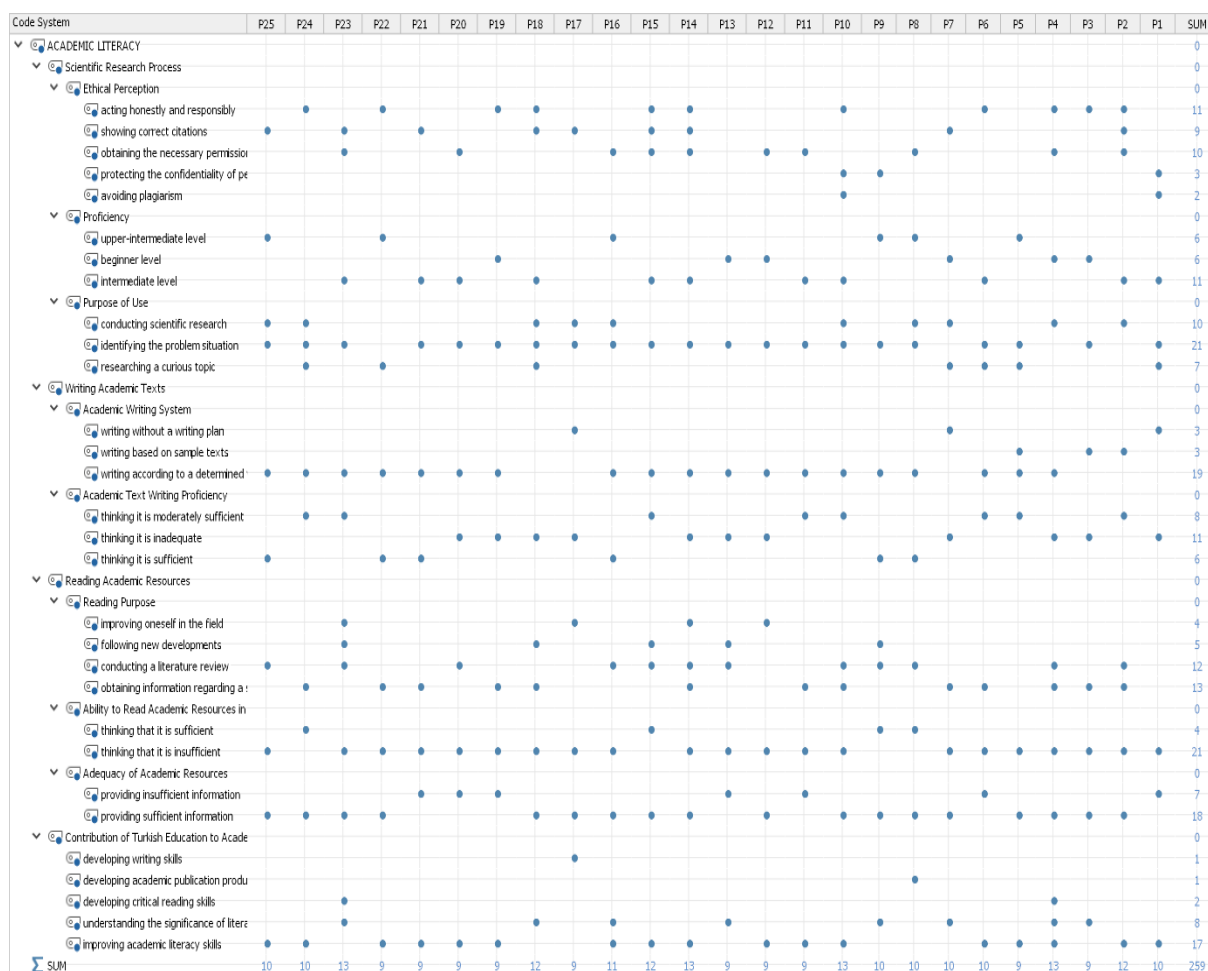


Figure 3 suggests a balanced distribution of the postgraduate students in the Department of Turkish Education into themes, categories, and codes. The number of views in the codes was determined to vary between 9 and 13. The participants whose views were coded the most were K23 (male, master's, dissertation), K14 (female, doctoral, coursework), K10 (male, master's, dissertation), K4 (female, master's, coursework), K18 (female, master's, dissertation), K15 (female, doctoral, coursework) and K2 (female, master's, dissertation).

The quantitative findings demonstrated a significant difference in favor of those who completed their doctorate at the postgraduate level (master's-doctoral). The views of master's and doctorate students are congruent with this significant difference.

The participant coded K14 learn at the doctoral level. The student clarified the academic writing process: *"When reporting my research, I first write the method section. Afterwards, I write up the findings. Based on the findings, I completed the results and discussion section. I usually write the introduction last. I prefer this method since I believe that the research process and findings shape the topics that should be mentioned in the introduction."* These expressions show that the student acts according to a self-determined writing plan in academic writing. The participant coded the K2 study at the master's level. The student expresses his academic writing path: *"I obtain information about how reporting is done through examining studies in the literature. I especially analyze the studies that are similar to mine. I benefit from scientific research methods books."* These expressions prove that the student cannot create a writing plan in academic writing and tries to write based on sample texts.

The participant coded K15 is studying for a PhD. The student reported on being able to read academic sources other than Turkish: *"Yes, I can read academic sources other than Turkish. I can read English sources with translation help."* This means that the student can read in a language other than Turkish. The student coded K10 is studying at the master's level. The student used these expressions about being able to read academic sources other than Turkish: *"I am not fully proficient in any foreign language. Therefore, I read foreign sources through translation programs."* These statements indicate that the student can read academic resources in a language other than Turkish using only translation programs.

DISCUSSION AND CONCLUSIONS

This study explores the academic literacy skills among postgraduate students in the Department of Turkish Education. Academic literacy skills are pivotal for postgraduate students. In the 21st century, the aspiration is to raise individuals who have developed mental skills such as thinking, comprehending, interpreting, questioning, criticizing, and problem-solving, who can communicate effectively, who are open to innovations and can produce solutions to problems, and who can make meaningful contributions to their society and humanity (Bağcı Ayrancı & Süğümlü, 2021, p. 173). These skills are especially required for these departments' pre-service teachers and postgraduate students. Türkben and Satılmış (2022) reported that academic literacy is among the basic skills that pre-service teachers should possess (p. 347). Holschuh (2019) announced that many university students have struggled with the academic literacy expectations in their courses and need some scaffolded experience with academic literacy skills before they enter college (p. 600, 603).

In response to the research question regarding the academic literacy levels of postgraduate students within the Department of Turkish Education, the student's academic literacy levels were determined to fall within the agreed range, with the highest academic literacy level observed in the 'academic disposition' factor and the lowest in the 'research process' factor. The fact that students perceive themselves as sufficient in terms of academic literacy skills reflects a positive outcome. This suggests a high level of awareness or motivation among students regarding academic literacy, further supported by the fact that the highest mean score is associated with the 'academic disposition' factor. In their study, Işık and Kana (2023) underlined that graduate students had a satisfactory level of academic literacy. İşcan, Sevim, and Varışoğlu (2012) concluded that postgraduate students in the Department

of Turkish Education had adequate skills in fundamental issues related to information literacy. Tunagür (2021) found that pre-service Turkish language teachers had high academic literacy proficiency. Likewise, Elkiran (2021) revealed that pre-service Turkish language teachers had high academic literacy. The findings of this study align with those of the studies mentioned earlier.

The results about whether the academic literacy of postgraduate students in the Department of Turkish Education significantly differed across postgraduate education levels (master's/doctoral), stage of postgraduate education (coursework/dissertation) and gender suggested that students' postgraduate education level varied significantly in favor of doctoral students. At the same time, this was not the case for the postgraduate education stage and gender. The significant difference favoring doctoral students is a logical outcome. A student who has completed his/her master's degree is expected to carry over the learning experiences he/she gained into the doctoral process. Conversely, the absence of any significant differences based on gender is a positive outcome. Academic literacy should be considered a skill that each postgraduate student must acquire. However, it was unexpected that the postgraduate students' academic literacy levels remained relatively similar across the postgraduate education phase. A significant difference in academic literacy skills would be expected between the coursework and the dissertation phases of postgraduate education. Türkben and Satılmış (2022) suggested no significant relationship between academic literacy and gender, but they did find a significant relationship between academic literacy and the desire to pursue postgraduate education. Tunagür (2021) stated that the pre-service Turkish language teachers' academic literacy competencies did not differ significantly based on gender. Likewise, Ayyıldız Çolak (2022) found that pre-service teachers' academic literacy did not significantly vary by gender. The findings of this study regarding gender are similar to those of the mentioned studies. Besides, qualitative findings on the views of master's and doctoral students corroborate the significant difference observed in favor of doctoral students.

The research findings regarding the postgraduate students' views on scientific research processes proved that they predominantly used scientific research processes when identifying problem situations, that they exhibited a moderate level of proficiency in scientific research processes, that scientific research should be conducted with honesty and responsibility, stressing the significance of obtaining necessary permissions. It is promising that students identify problem situations based on scientific research processes, a crucial aspect of postgraduate education. The fact that students consider themselves to possess a moderate level of knowledge about scientific research processes pinpoints that the education they receive in the Turkish language positively impacts academic literacy. Furthermore, the students' perceptions of ethics reflect the fundamental characteristics that a scientist should acquire. Their ethical perceptions towards scientific research are indeed inspiring. Aslan (2010) pointed out that postgraduate students in the Department of Turkish Education felt inadequate mostly in research methods and techniques, measurement and evaluation, statistics, qualitative and quantitative research methods, test development, and research ethics. The thirteen-year time gap between the two studies may account for the differences.

The findings about the research question regarding the skills of postgraduate students studying in the Department of Turkish Education in reading and utilizing academic sources suggested that they mostly read academic sources to obtain information about a subject and to conduct a literature review; however, they faced difficulties in comprehending academic sources in languages other than Turkish. Students' purposes of reading academic resources are in conjunction with those of publishing academic resources. This is favorable in terms of students' academic literacy skills. The fact that

academic resources provide sufficient information demonstrates that students can access comprehensive scientific data when using these academic resources. However, students cannot read academic resources in languages other than Turkish, which is concerning. Aslan (2010) argued that postgraduate students in the Department of Turkish Education perceived themselves as inadequate, mostly in foreign language subjects. Despite the thirteen-year gap between the two studies, there is no positive change in the ability to read in a foreign language.

Within the scope of the research question regarding the academic writing skills of postgraduate students in the Department of Turkish Education, the students were identified to primarily write academic texts according to a certain writing plan and consider themselves inadequate in writing academic texts. It is encouraging for students to write according to a specific writing plan regarding academic writing. One of the basic elements of writing education is that writing takes place with planning; moreover, students regarded themselves needing to improve in writing academic texts. This points to the need to improve students' academic text-writing skills. Kan and Gedik (2016) uncovered that the participants experienced various difficulties with writing the basic sections of the dissertation and that they could not sufficiently use studies written in a foreign language. Yücelşen and Çetinkaya Edizer (2020) pinpointed that pre-service Turkish language teachers followed academic studies based on grade motivation, they had difficulty in adapting the general features of scientific discourse to their own writings despite being aware of them, and that they found academic writings challenging and incomprehensible. This study's findings align with those of the mentioned studies.

The findings about the research question of whether postgraduate education contributes to the development of academic literacy skills among students in the Turkish language department show a positive impact. It is an expected and desired result that postgraduate education in the Department of Turkish language enhances students' academic literacy skills. Kan and Gedik (2016) highlighted that students became more competent in academic writing and dissertations after their master's degree in Turkish education. This sheds light on the beneficial role of postgraduate education in the Department of Turkish Education in strengthening academic literacy skills.

Based on the results regarding the academic literacy skills of postgraduate students specializing in the department of Turkish language, various recommendations were provided:

- There is a need to improve scientific research methods courses within Turkish education postgraduate programs. These courses should be optimized to offer practical and hands-on experience.
- Engaging and guiding activities should be implemented to enhance students' proficiency in reading academic resources in languages other than Turkish. It is crucial to raise students' awareness at the outset of their postgraduate education journey, as this will enable them to acquire proficiency in the primary language of academic publications within their department, aside from Turkish.
- Turkish education postgraduate programs should incorporate courses dedicated to academic text writing to enhance students' academic writing skills. It is paramount for students to commence these courses during their master's degree studies and progressively include more such courses during their doctoral studies, which will facilitate the development of their academic text-writing skills.

- The training offered within the Department of Turkish Education is pivotal in improving students' academic literacy skills. Hence, it is recommended that Turkish education instructors actively guide students in their pursuit of improved academic literacy skills.

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The first author contributed to conception/design, data collection, data analysis/interpretation, writing, technical support/material support, critical review of the content and literature review. The second author contributed to conception/design, data collection, writing, technical support/material support, critical review of the content and literature review.

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The Repercussions of Social Problems on High School Turkish Language and Literature Textbooks

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Abstract

Facts or situations that negatively affect the social order are defined as social problems. From past to present societies have been struggling with various problems. Problems that arise due to variables such as changes in the population, environmental factors, inequality, poverty, urbanization, migrations, family, gender, crime and deviance affect social life and social institutions. Language, literature and education are the areas with a social character. That's why it is inevitable that social problems have repercussions on these areas. The aim of the research is to examine the repercussions of social problems seen in recent years on the contents of Turkish language and literature textbooks. In the study, which is a qualitative patterned research, data was collected through document review. The data of the study consisted of textbooks prepared by the Ministry of National Education in line with the secondary education Turkish language and literature course curricula dated 2005, 2015 and 2018. The data obtained was analyzed using a descriptive method in line with a thematic framework. Turkish language and literature textbooks were examined within the framework of social problems seen in the world and Turkey in recent years; evaluations were made based on the findings. As a result of the research; it has been revealed that the problems caused by migrations, technological developments, environmental pollution, climate changes, capitalist order and social inequalities have repercussions on the content of Turkish language and literature textbooks.

Keywords

Migrations, Social Problems, Turkish Language and Literature Textbooks.

Ethics Committee Approval: Ethics committee permission for this study is not needed.

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INTRODUCTION

Society is a community in which people who have a common past and share a similar culture interact to meet their social needs. There are values and rules that have a common meaning for the individuals that make up the society. Individuals use these values and rules in their communication and interactions among themselves. It is stated in the literature that society generally consists of groups.

Within society, there are basic structures that have occurred in the historical process and are general in nature, and sequential social structures based on these basic structures (Giddens, 2008). It is inevitable to see problems on these structures depending on time and place. These problems are explained with the concept of social problem. Social problem is defined in the most general sense as phenomena or situations that negatively affect the order in society and social institutions.

Social problems are situations that arise from the conditions of the social environment, are considered problematic in terms of some social values, and require the use of social power and tools to correct them (TDK, 2023). The problems are as old as the existence of societies. The constantly changing structure of living conditions and societies prevents the problems from disappearing.

Various social problems have been experienced in the world and in Turkey from past to present. Poverty, hunger, unemployment, inequality, crime and violence problems, child abuse, disability problems, substance addiction, unplanned urbanization, migration, terrorism and racism, population growth, environmental problems, problems related to health, education and family institutions, and anomie and alienation emerge as social problems (Güven, 2011; Şentürk, 2006).

From the moment of birth, humans enter the socialization process with other people around them. In this process, human behaviors, values and relationship skills are affected and shaped by socialization tools such as family, friend groups, schools and mass communication technologies.

One of the areas where socialization is most intense is education. Education is the process of influencing individuals in the social environment in accordance with social values and of imparting these values to them. For education, there must be a social environment. There is no education where there is no society.

Literature is an important tool in raising students who are equipped with democratic values and respect human rights, who are sensitive to the environment they live in, who can interpret information, give meaning to their interpretations in the social and cultural context, use and enable others to use these interpretations, think critically and creatively, make the right decisions, develop their social skills, and know their rights and responsibilities. Raising individuals with the ideal characteristics that society needs will be one of the effective steps in recognizing and solving social problems.

Literature education, which is one of the important application areas of education, has features such as helping the individual develop himself, express himself, and enable him to live in peace with himself and his environment. In this respect, the relationship between literature and education is quite strong.

Since literature and education have a social nature, they are affected by the problems occurring in society. It will be inevitable that the social problems experienced due to geographical conditions, climate, environmental structure, economic structure, political order, cultural characteristics, scientific and technological developments will have repercussions on Turkish language and literature education.

The aim of this study is to examine the repercussions of social problems on Turkish language and literature textbooks. For this purpose, answers were sought to the following questions:

- a) Are social problems included in Turkish language and literature textbooks?
- b) What are the problems in Turkish language and literature textbooks?
- c) How were the problems reflected in the textbooks?

There are problems in many social structures and institutions. For this reason, there are many studies on the subject. Therefore, research on social problems and the relationship between literature, social problems and education have been mentioned in terms of being relevant to the subject of the study.

In the book titled “Türkiye’nin Sosyal Sorunları” [Turkey's Social Problems], some of Turkey's social problems are determined. Social problems are multifaceted. The book consists of independent studies conducted at different times (Gündüz, 2004). In the thesis titled “Kadın hikâyecilerin hikâyelerinde toplumsal sorunlar” [Social problems in the stories of women storytellers] it was seen that many social problems, especially women's problems, urban and environmental problems, poverty, class inequality and stratification, family, old age and loneliness, migration, foreignness and refugee status, religious, political issues and bureaucracy were included through the stories (Özgenli Çelik, 2022). In the study titled “Ayşe Kulin'in Eserlerinde Toplumsal Sorunlar ve Eğitim” [Social problems and education in the compositionsworks of Ayşe Kulin] the problems were examined through the author's works. It has been stated that Ayşe Kulin is a writer sensitive to social problems. The author emphasized that the only thing that can provide a solution to the problems is "education" (Yumru, 2016).

In the thesis titled “7. sınıf sosyal bilgiler dersinde uygulanan değer odaklı etkinliklerin sosyal sorunların anlaşılmasına etkisi” [The effect of value-oriented activities applied in the 7th grade social science studies lesson on understanding of social problems] the relationship between social problems and education was discussed. This research focuses on the effect of activities applied in social studies course on understanding social problems (Bayrak, 2021).

METHOD

Under this heading, there are information and explanations about the research model, data collection technique, data collection tools and data analysis.

Model of the Study

Qualitative research design was used in this study in which the reflections of social problems on secondary education Turkish language and literature textbooks were examined. Qualitative research; is a type of research in which data collection methods such as observation, interview and document analysis are used. Perceptions and events are attempted to be revealed in a holistic manner in a natural environment. Social facts; qualitative research follows an inductive approach, emphasizing research and understanding within one's own environment (Yıldırım& Şimşek, 2018). Social studies; is an area where the researches' data were evaluated in different aspects. The process is directed with the questions like “how”, “why”. For this reason, qualitative research designs are mostly preferred in the field of social sciences.

Data Collection Technique

In qualitative research, data are collected through interviews, observations and review of written documents (Kıral, 2020). Document review is "analyzing written materials containing information about the phenomenon or phenomena targeted to be investigated" (Yıldırım& Şimşek, 2018). The

data of this study were obtained through document review. Document review is a data collection method that analyzes written materials containing information about facts and events, used in cases where direct observation and interview cannot be carried out (Yıldırım& Şimşek, 2018).

The keyword "social problems" was used to collect data. Texts, questions and activities in Turkish language and literature textbooks were scanned in terms of social problems.

Data Source

In historical research conducted in the field of educational sciences, primary data sources are mostly used. These resources include manuscript documents, statutes, laws, official minutes and records, official publications, archives of research reports, memorandums, files, letters, newspapers and magazines (Cohen, Manion and Morrison, 2005). The basic data set of this research was created based on this understanding. Data was obtained from reliable data sources, which are considered primary data sources in accordance with the purpose of the research. Primary data sources used in the research are Turkish language and Literature textbooks. Within the scope of the study, secondary education Turkish language and literature textbooks prepared in 2005, 2015 and 2018 were analyzed.

Information about the secondary education 9th grade textbooks, that constitute the data source of the study, is given in Table 1.

Table 1

Information on Secondary Education 9th Grade Textbooks That Constitute the Data Source

Name of the Book	Author/Authors	Publisher	Publishing place / Publishing Year
Lise Türk Edebiyatı- 9	Prof. Dr. Şerif Aktaş, Assoc. Prof. Dr. Yakup Çelik, Mustafa Kardeşahin	Bilge Ders Kitapları	Ankara/ 2005
Lise Türk Edebiyatı- 9	Commision	MEB Devlet Kitapları	Ankara/2008
Ortaöğretim Türk Edebiyatı- 9	Dr. Serdar Derman, Dr. Murat Ateş	Ekoyay Yayıncılık	Ankara/ 2014
Ortaöğretim Türk Dili ve Edebiyatı- 9	Prof. Dr. Yakup Çelik, Assoc. Prof. Dr. Mustafa Kurt, Şükran Uçkar Yargı, Mihriban Uyar	MEB Devlet Kitapları	Ankara/2016
Ortaöğretim Türk Dili ve Edebiyatı- 9	Merve Ayol, Şükran Karacan Sonduk, Aysun Taşkapı	Öğün Yayınları	Ankara/ 2019

In the study five textbooks were discussed at the level of secondary education 9th grade as data source. Information about the secondary education 10th grade textbooks, that constitute the data source of the study, is given in Table 2.

Table 2

Information on Secondary Education 10th Grade Textbooks That Constitute the Data Source

Name of the Book	Author/Authors	Publisher	Publishing place / Publishing Year
Ortaöğretim Türk Edebiyatı-10	Commision	MEB Devlet Kitapları	Ankara/ 2006
Ortaöğretim Türk Edebiyatı-10. Sınıf	Murat Ateş, Serdar Derman	Ekoyay Yayıncılık	Ankara/2010
Ortaöğretim Türk Edebiyatı-10	Yaşar Tatlıtürk	Nova Yayıncılık	Ankara/ 2016
Ortaöğretim Türk Dili Edebiyatı-10	Aylin Hidayet Başaran Yılmaz	Biryay Yayınevi	Ankara/ 2017
Türk Dili ve Edebiyatı- 10	Döndü Karaca, Gurbet Filazi, Murat Baycanlar, Nurcan Bozbiyık, Sabiha Çuhadar	MEB Devlet Kitapları	Ankara/ 2019

In the study five textbooks were discussed at the level of secondary education 10th grade as data source.

Information about the secondary education 10th grade textbooks, which constitute the data source of the study, is given in Table 3.

Table 3

Information on Secondary Education 11th Grade Textbooks That Constitute the Data Source

Name of the Book	Author/Authors	Publisher	Publishing place / Publishing Year
Ortaöğretim Türk Edebiyatı-11	Ali Demir, Ekrem Demir, Nuran Özlük, Tuğba Başer, Murat Sukan, Ekrem Ayyıldız, Ayhan Önder	Millî Eğitim Basımevi	İstanbul/ 2008
Ortaöğretim Türk Edebiyatı-11	Budak Kırzioğlu	Biryay Yayıncılık	Ankara/ 2012
Ortaöğretim Türk Edebiyatı-11	Mustafa Alan	Yıldırım Yayıncılık	Ankara/ 2013

Ortaöğretim Türk Dili ve Edebiyatı- 11	Mehmet Ali Yerlikaya	Ekoyay Yayıncılık	Ankara/ 2018
Türk Dili ve Edebiyatı- 11	İfakat Yücel, Mahmut Türkyılmaz, Selim Sağır	MEB Devlet Kitapları	Ankara/ 2019

In the study five textbooks were discussed at the level of secondary education 11th grade as data source.

Information about the secondary education 12th grade textbooks, that constitute the data source of the study, is given in Table 4.

Table 4

Information on Secondary Education 12th Grade Textbooks That Constitute the Data Source

Name of the Book	Author/Authors	Publisher	Publishing place / Publishing Year
Ortaöğretim Türk Edebiyatı- 12	Ali Kurt, Ekrem Demir, Fatma Meliha Şen, Nuran Özlük, Turgay Anar, Tuğba Başer Berber, Ekrem Ayyıldız, Ayhan Önder	Millî Eğitim Basımevi	İstanbul/ 2008
Ortaöğretim Türk Edebiyatı- 12	Dr. Metin Oktay, Dr. Murat Ateş	Ekoyay Yayıncılık	Ankara/ 2012
Ortaöğretim Türk Edebiyatı- 12	Şamil Yeşilyurt	Mevsim Yayıncılık	Ankara/ 2014
Ortaöğretim Türk Edebiyatı- 12	Cemil Geçmen, Yeliz Bursalıoğlu	Fırat Yayıncılık	Ankara/ 2015
Ortaöğretim Türk Edebiyatı- 12	Cafer Yıldırım, Ali Asker Ova	Lider Yayıncılık	Ankara/ 2016
Ortaöğretim Türk Dili ve Edebiyatı- 12	Döndü Karaca, Gurbet Filazi, Murat Baycanlar, Nurcan Bozbiyık, Sabiha Çuhadar	MEB Devlet Kitapları	Ankara/2019
Ortaöğretim Türk Dili ve Edebiyatı- 12	Sevgi Arslan	Anka Kuşu Yayınevi	Ankara/ 2019
Ortaöğretim Türk Dili ve Edebiyatı- 12	Halil Batur, Osman Elbay	Ordinat Yayınları	Ankara/ 2019

In the study eight textbooks were discussed at the level of secondary education 12th grade as data source.

Data Collecting Tools

Some tools are needed for collecting datas that will be used in the research. These tools can be listed as observation, interview, survey, library and archive documents. The main data of this study, Turkish

language and literature textbooks, were obtained from the Ministry of Education Ferit Ragıp Tuncor Archive and Documentation Library and the Library of the Board of Education and Discipline. Other documents that constitute the secondary data sources of the research were obtained from various libraries and online environments.

The Analysis of Data

The data obtained from the study was analyzed with the descriptive method. In descriptive analysis, the data is processed by creating a thematic framework for the data. After the data is completed, the findings are defined and interpreted (Ültay, Akyurt, & Ültay, 2021). The data of this study were organized according to the following theme.

a) Repercussions of social problems on secondary education Turkish language and literature textbooks

The research data were examined, systematized and analyzed within the framework of the prepared theme.

Within the scope of the research, 23 Turkish languages and literature used in secondary education by the Ministry of National Education between 2005 and 2023 were examined. The texts, questions and text-related activities in the textbooks were examined in terms of social problems. The obtained data were tabulated and then categorized by subject. It has been observed that social problems such as women's movements, migrations, technological developments and problems, environmental problems and climate change are reflected in textbooks. In the findings section, these social problems were discussed and the repercussions of these problems in Turkish language and literature textbooks were evaluated by direct quotations.

FINDINGS

Women's Movements

The first step of the modern women's rights movement covers the basic political and civil rights of women from the mid-19th century to the beginning of the 20th century, such as the right to vote, to acquire a profession, and to education. Women's rights in Turkey were gained thanks to the reforms carried out by Atatürk in the ten years after the declaration of the Republic. In the 1960s, the second wave of women's movements, described as the 'New Left', began. This situation was described as a criticism of discrimination against mothers in particular and was called "Autonomous Women's Movements". A third wave of Women's Movements (Thirdwave Feminism) occurred in the 1990s. The concept of advocate of women's movements has been used as the expression "Feminist" for members of the New Women's Movements since the 60s (Kanbir, 2017).

In Turkey, women's education has been given importance since the first years of the Republic. Public schools played a role in women's education. Women's movements have been shaped by political transformations since the 1990s, and the concepts of women's rights and gender equality have come to the fore in the public opinion during the political transformation process. In 2004, the provision "Women and men have equal rights and the state is obliged to ensure that this equality is realized" was added to Article 10 of the constitution. With this regulation, the state has become obliged to ensure that men and women have equal rights and opportunities in every field.

Agreements to which Turkey is a party - such as the "Convention on the Elimination of All Forms of Discrimination Against Women (1979)", "Convention on the Rights of the Child (1989)" and "Beijing Declaration (1995)" - statements such as children should benefit from the right to basic education, regardless of gender were included, thus women's right to education was internationally guaranteed by the state. Turkey adopted international agreements regarding the protection of women and children's rights and their education, including the Universal Declaration of Human Rights in 1948, the International Covenant on Economic, Social and Cultural Rights in 1976, and the United Nations Convention on the Elimination of All Forms of Discrimination against Women in 1985. signed the Convention on the Rights of the Child in 1990 and the Beijing Declaration in 1995 (Gelişli, 2014).

The low education of the female population in Turkey has been one of the major obstacles to the development of the country (Gelişli, 2014, p.4). While the rate of illiterate women in Turkey was 45.30% in 1980 , this rate decreased to 28% in 1990; 19.4% in 2000; 9.9% in 2010 and 4.5% in 2020. The rate of female university graduates, which was less than 1% in the 1980s, became 17.3% in 2020 (TÜİK, 2022).

The Ministry of National Education has organized campaigns with various organizations to increase girls' access to and level of education and to provide scholarships and dormitory opportunities. The most notable of these campaigns were the "Snowdrops", "Campaign to Support Girls' Schooling" and "Daddy, Send Me to School" educational campaigns (Gelişli, 2014).

"Snowdrops" Education Campaign is a project carried out in 2000 in cooperation with the then State Ministry of Women and Family, the Association for supporting Contemporary Living and Turkcell communication operator. The project, which included five thousand female students, was based on students who could not continue their education due to the limited financial means of their families. Thousands of female students have gained education opportunities with the scholarships provided to these students (Gelişli, 2014).

The "Campaign to Support Girls' Schooling " is an education campaign with the slogan "Off to School, Girls!". The aim of the campaign is to ensure equality between girls and boys in primary education. In line with the joint efforts of the Ministry of National Education and UNICEF, the reasons for children not attending school were investigated. Various studies have been conducted in line with the research results. With the project, the enrollment rates of girls in eastern provinces have increased (UNICEF, 2003).

The "Daddy, Send Me to School" Campaign was launched in 2005. The starting point of the campaign was the significant increase in inequality between men and women in Turkey. It has been observed that this inequality is more evident in girls' ability to continue their education. With the aim of including girls in education life; In the first stage, financial support for families, social awareness raising activities, and activities that will contribute to the social life of girls were planned. During the campaign, scholarships were provided to 10,524 girls and many girls' dormitories and village schools were built. In addition, seminars were held for various groups throughout the country and competitions were organized, thereby increasing social awareness (BBOG, 2005).

The issue of girls' education is included in development plans, government programs and national education councils which provide insight into education policies. Plans have been expressed to ensure children's access to school, especially girls, and to provide the necessary infrastructure, to increase the rate of girls in education, to increase incentives for girls to continue secondary education, and to

increase the number of female school administrators (Kalkınma Bakanlığı, 2013; Hükûmet Programı, 2014; MEŞ, 2010). It seems that these plans were mostly made in the 2010s.

The issue is not just the inclusion of girls in the education process. Inequalities between men and women based on gender roles are also among the social problems that need to be solved. In this regard, many segments of society, especially students, teachers, administrators and parents, need to be informed about gender. By raising the necessary awareness, male and female students should be offered equal job opportunities in access to education and post-education employment phases. The number of female managers should be increased, textbooks should be developed in a structure that supports gender equality

Women's social roles have also changed over time. With the regulations made in the Civil Code in 2002, the obligations of men and women on family unity were equalized (Alisbah Tuskan, 2012). In the examined textbook, the story of Boğaç Han son of Dirse Han, from *Dede Korkut Stories* is given. Through this story, the value given to women in Turkish society is discussed. One of the questions about the text asked to make an inference about the value given to women (Ateş and Derman, 2010). Of the women in the story; Dirse Han's wife is a woman who exemplifies the alpine type. She assumes the balancing throughout the story. In addition to her motherhood and housewife roles, she also displays both wise and poet-type characteristics (Yakıcı, 2007). Women have an important place in *Dede Korkut Stories*. At the beginning of the work, the characteristics of women are listed and four types of women were emphasized. Ideal woman; The alpine woman is a woman who is a mother and an ideal wife.

The dilemmas women experience between their inner world and social patterns are included in the play "Münevver'in Hasbihali" by İbnürrefik Ahmet Nuri Sekizinci. In the text of the play, the writer deals with the contradictions in the character's inner world from a humorous perspective (Yerlikaya, 2018: 216).

Women's movements have had influences on Turkish language and literature textbooks. In the 2000s, the situation of women's rights in Turkey was questioned in textbooks. The emphasis was on the contradictions in the inner world of women. As a result of the increasing women's movements in the 2010s, it is seen that women artists were included more in the textbooks compared to previous years. However, in the text contents, women are still described with their sacrifices in the War of Independence. In the textbook, the place of women in society is discussed through Aka Gündüz's story called "Öküzden Tayyare". The story describes the great sacrifices made by Turkish women, especially Emine Bacı, to win the War of Independence (Yerlikaya, 2018:40). Although the social roles assigned to women have changed significantly in the twenty-first century, this change has not had an impact on text selection.

When Turkish language and literature textbooks were examined in terms of the number of female artists, it was seen that the number of texts by female artists increased as of 2015. However, this rate is quite low compared to the general rate. It was observed that in the textbooks prepared according to the 2005 curriculum, there were no names of female artists other than Halide Edip Adivar and Şükufe Nihal Başar (Commision, 2008). The rate of women writers has increased over the years and texts by women writers such as Mine Alpay Gün, Buket Uzuner, Ayfer Tunç, Sevinç Çokum are included (Derman&Ateş, 2014). In the textbooks prepared according to the 2018 curriculum, women writers such as Mihri Hatun, Nigar Hanım, Tomris Uyar, Halide Nusret Zorlutuna, İnci Enginün, Zeynep Korkmaz, Canan Tan, Pınar Kür are included (Akyol, Sonduk & Taşkapı, 2019). As a result of the increase

in women's movements and women's social visibility in recent years, women artists have been given more place in the books prepared in line with the 2015 and 2018 curricula. However, this ratio is far from providing equality.

Migrations

Refugees coming to Turkey as a result of the Syrian civil war have brought the concept of migration to the fore in recent years. Migration is a multi-layered phenomenon with social dimensions rather than simply a displacement event. The industrial revolution is the starting point in academic studies on this phenomenon. With the urbanization that emerged as a result of the industrial revolution, there have been migrations from rural to urban areas.

The signing of the Universal Declaration of Human Rights has added a new dimension to the phenomenon of migration. The statement in Article 13 of the Declaration signed in 1948, "everyone has the right to freedom of movement and residence within the borders of any state and the right to leave any country, including his own, and to return to his country" is important in terms of addressing the freedom of movement of individuals (UNICEF, 2004).

World Migration Report data shows that the growth rate of the world population is stable while the increase rate of immigrants is high. According to the report, the number of international migrants in 2019 was around 270 million (Dünya Göç Raporu, 2020). This number is remarkable as it reflects the fact that the phenomenon of migration in the world has a large rate in terms of quantity.

The technological equipment in the rural structure, the rapid development of the industry in some cities, population growth, the repulsive aspects of the village and the attractive aspects of the city, and social problems in the rural areas were effective especially on the internal migration in Turkey (Yalçın, 2004). In Turkey, families who settle mostly from rural to urban areas through internal migration have the opportunity to send their children to more qualified schools. This situation, which can be described as a positive situation in terms of education, turns into a negative situation as a result of infrastructure deficiencies and decrease in quality, resulting in crowded classes in cities.

Internal migrations in Republican Turkey started in parallel with the beginning of industrialization activities. Pilot regions were created, especially in Istanbul and its surroundings, and industrialization began in these cities. With the start of industrial activities, migration from rural areas to these cities took place. Afterwards; mechanization in agriculture, rapid population growth and economic reasons have accelerated migration. While mechanization in agriculture has led to excess labor in villages, it has created a need for labor in cities.

External migrations are forced or voluntary migrations from one country to another. External migrations in Turkey is done through exchange, labor movements and brain drains. Exchange is a type of migration that is politically decided between two countries and is based on the mutual relocation of people. The most serious exchange migration in the Republic of Turkey was caused by the Population Exchange Agreement signed between Turkey and Greece in 1923. In this migration, called the "Great Exchange", approximately 1,200,000 Greeks came from Turkey to Greece and approximately 500,000 Turks came from Greece to Turkey (Güler, 2007).

In the 1960s, labor migration from Turkey through external migration was primarily to Germany and other Western European countries. In the following years, migrations were made with agreements signed with other Western European and Scandinavian countries. The migration of Turks to Europe increased in the 1990s due to the marriages of family members (Kaya, 2011). Labor migrations are the

migrations with the highest rate among external migrations. Since the main purpose of workers in this type of migration is to earn high income, the field of education has remained in the background.

Brain drain is the migration of professionally competent and well-educated expert and talented workforce from the country of origin to another developed country for the purpose of working or doing research. This form of migration is more common in underdeveloped or developing countries. Factors that cause brain drain are divided into two groups: push and pull factors. Push factors include some negativities in the sending countries; Pull factors correspond to the attractive aspects of the receiving countries. Brain drain in Turkey started especially with doctors and engineers in the 1960s and continued with scientists. 59% of the well-educated population in Turkey is lost due to brain drain (Erkal cited in Babataş, 2007).

Turkey has entered an intense migration process in recent years. While it was a country that largely sent immigrants, it has now started to become a country that receives immigrants. In particular, countries established after the collapse of the Soviet Union, neighboring countries such as Iraq and Syria, which are experiencing a period of great instability, and some African and Asian countries are the sources of this migration.

There are various studies carried out by Turkey in education planning for refugees. The most important of these studies was the "Temporary Protection Regulation" published in 2014. The regulation legally secures the education rights of immigrants with "temporary protection" status and gives responsibility and control to the Ministry of National Education (Nizamođlu, 2022).

In the circular of the Ministry of National Education dated 23.09.2014 on "education and training services for foreigners", it was stated that Turkey's geographical, strategic and cultural location is suitable for a wave of migration. Until recent years, while Turkey was a "transit country" in migration movements, it has become a "target country". Laws, the Convention on the Rights of the Child and the provisions of the International Convention agree on the right to education and related issues that "the best interests of the child must be taken into account". For this reason, regulations have been made by the Ministry in order to solve the problems and guide foreigners in Turkey in benefiting from education and training services (Yabancılará Yönelik Eđitim Öđretim Hizmetleri, 2014).

There are texts in textbooks that relate to migration. Migrations cause various effects on individuals and societies. In Refik Halit Karay's story "Garaz", the effects of internal migration on the psychological world of individuals are discussed. In the story, he immigrates to Istanbul and becomes rich, but then experiences financial difficulties and returns to their village, and the daughter of this family who is used to the modern life of Istanbul but cannot adapt to her village (Akyol et al., 2019). It was observed that there were no other texts related to the subject in the examined textbooks.

In terms of television commercials, there is an example of an advertisement fiction that suggests helping Syrian refugees in the textbook (Yılmaz, 2017: 277). An article on Syrians and minimum wage is included in the news texts (Yılmaz, 2017: 254). The negative effects of employing Syrian refugees as cheap labor on the economy are discussed. In the news article titled "Refugee Tragedy in the Mediterranean", the situation experienced by refugees aiming to go to Europe is explained. The negative effects of migration are emphasized with the questions "How do you evaluate people leaving their homeland and setting sail for a new life and hope and even risking death for this cause?" (Yılmaz, 2017: 254). The alienation experienced after immigration events are touched upon with the question "How would you feel if you were in a foreign culture in a foreign country?" (Yılmaz, 2017: 43).

Technological Developments and Problems

Developments in information and communication technologies diversified information sources. In this process, information services have changed dimensions. This change has brought about the emergence of different learning and information acquisition environments. The process of benefiting from technological developments in education and training in Turkey has begun to be seen through radio and television. The diversification of radio and television channels and their finding a place in social life brought to mind that these organs could be used in the field of education and this situation affected the educational planning. In education-related plans and programs, it was stated that the education system should be made compatible with the technological structure (DPT, 1979). It was also mentioned that it was a necessity to organize the education system scientifically and technologically (MEŞ, 1989).

The need to equip individuals with scientific and technological competencies has been a consequence of the importance of science and technology in many areas of life. This need has increased day by day. It has been stated that state planning aims to raise technologically talented individuals (Strateji ve Bütçe Başkanlığı, 2019).

With the changes and developments in information and communication technologies, the way of processing, storing, transmitting and accessing information has changed. Tools and concepts such as digital information resources, visual and audio materials, databases and networks have begun to come to the fore (as cited by Kurbanoglu and Akkoyunlu, Özel, 2016).

In Turkey, the issue of introducing new teaching technologies has been emphasized since the nineties (MEŞ, 1996). In the field of education in the early 2000s, some of the problems seen in previous periods remained. The inability to use new technologies and the inability to train individuals with high skills in science and technology production were among the existing problems (DPT, 2000). It was stated that in the following periods, information and communication technologies became widespread, internet connections were established and computers were provided to schools (MEŞ, 2006).

With the communication technology for transmitting information and computer technology for processing information, the dissemination of all kinds of information and news to large masses has accelerated. The world, which was previously dominated by industry, has become dominated by mental processes rather than matter (Gönlübol, 1996).

The use of technology in education and the technological proficiency of individuals is one of the issues that has been emphasized for many years. Recently, while it has been aimed for individuals to be skilled in the field of technology, it has also been planned to carry out studies to increase "the awareness of families by combating technology addiction" (Strateji ve Bütçe Başkanlığı, 2019). Policy recommendations have been prepared by the Education and Training Policies Board to raise students' awareness about the correct and safe use of technology (Eğitim ve Öğretim Politikalar Kurulu, 2021). Efforts to raise awareness of students show that the use of technology has become addictive and causes negative situations.

Addiction is defined as the inability to stop or control a substance or a behavior (Young, 1999). One of the addictions seen with computers, internet and smartphones becoming a part of daily life has become technology addiction. This addiction, seen in different forms, has become widespread as a result of digital technologies integrated with mass media in the digital age (Arslan, 2015).

Regarding the news texts in the textbook, it is explained that technology disconnects the individual from social life and pacifies the right brain, which controls imagination and socialization (Karaca et al., 2019). A text sample titled "Mobile Phone Technology and Health" is given in the article topic. Health problems that emerged in parallel with the increase in mobile phone use were emphasized (Yerlikaya, 2018). Studies have shown that the misuse of technology and digital materials in recent years has a negative impact on students' vital functions, school attendance and course success.

Language is a living being that is affected by socio-cultural, political and economic changes that have an important place in social life. Rapid technological developments, especially after the 1960s, have caused individuals to become desensitized and act unconsciously regarding the correct and effective use of language. In a study conducted with individuals called Generation X, Y and Z, it was revealed that Generation X (born 1965-1979) and Generation Y (born in 1980-1999) have high Turkish awareness while Generation Z (born after 2000) have intermediate awareness (Şenyuva et al., 2017).

In the textbooks examined within the scope of the study, the relationship between language and technology was emphasized. Expressions such as "How do you think social media, General Network and technology affect language? Explain with examples from daily life" indicate that language is affected by social changes since it is a living entity (Karaca et al., 2019; Batur& Elbay, 2019). The statement "It is possible to follow the changes and developments in a society by looking at its language and therefore its general dictionary" states that the changes in the language can be followed through dictionaries (Karaca et al., 2019). In the writing practices, the effects of technological developments on language were included with the directive "Write an article about how social change, technology and social media affect the language" (Karaca et al., 2019; Arslan, 2019). Information showing language errors in the General Network is also included (Batur& Elbay, 2019). The spread of information technologies in social life has negatively affected the language. The usage area of English words has expanded, and spelling rules and punctuation marks have been ignored. Solecistic abbreviations have begun to be preferred (Gezgin& Silahsızoğlu, 2016).

It is a fact that technology has an important place in daily life and affects the social order in various aspects. The effect in question varies according to periods. In Turkey of the eighties and nineties, it was aimed to increase technological equipment and the positive aspects of technology were emphasized. In the twenty-first century, the negative effects of technology have come to the fore.

Environmental Problems and Climate Change

Environmental problems began with the intensification of production-consumption relations after the industrial revolution have become noticeable since the second half of the 20th century. Environmental problems arise for various reasons. The rapid increase in population and the unplanned urbanization and accelerated industrialization movements that occur due to this increase are among the primary reasons. Moreover the nature of the environmental policies implemented, the level of education and legal regulations are also issues related to environmental problems (Özsoy, 1995).

It is stated that the disasters that cause global environmental pollution in the world are nuclear accidents. Oil tanker accidents on the high seas, regional pollution, and industrial accidents can be listed as other important causes of pollution (Keleş& Hamamcı, 1997). The accident at Ukraine's Chernobyl nuclear reactor in 1986 and the Exxon Valdez oil tanker accident in 1989 are among the accidents that caused major environmental problems worldwide.

Researchers say that environmental problems in Turkey started in the 1960s as a result of new technological developments, rapid industrialization and urbanization in parallel. Environmental problems and pollution increased in the 70s. These are problems such as erosion, pollution in rivers, Marmara Sea pollution, air pollution, extinction of some animals, and decrease in fish species as a result of improper hunting.

Nowadays, new environmental problems have been added to the old ones. Water, soil and air pollution caused by industrial zones, sea and coastline pollution, gulf pollution caused by oil pipelines, problems caused by hydroelectric power plants built on streams, trees cut down for reconstruction, droughts due to destroyed forests show that environmental problems are increasing.

The scientific explanation of the concept of climate change was made in the nineteenth century. In 1827, French scientist Joseph Fourier revealed through his research that the increase in greenhouse gases had an effect on warming. Research that continued in subsequent periods also reached similar results. Climate change was discussed internationally at the United Nations Environment Conference in 1972. In 1988, resolution 43/53 on "Protection of the Global Climate for Present and Future Generations of Human Beings" was adopted by the United Nations General Assembly and it was stated that climate change is a common problem of humanity (Çalışır, 2022).

In 1988, the "Intergovernmental Panel on Climate Change (IPCC)" was established through the cooperation of the "World Meteorological Organization", an organization of the United Nations, and the "United Nations Environment Program". The panel is open to organizations that are members of the program and evaluates the damages of human-induced climate changes (IPCC, 2021).

According to the evaluating report of Intergovernmental Panel on Climate Change, climate change is rapidly increasing. Levels of sea level rise have been described as "irreversible". However, the Panel's experts stated that it is not too late to limit climate change. It is thought that the temperature increase can be balanced within 20-30 years by improving air quality over time through greenhouse gas emission reduction efforts. In the report prepared by the joint work of 234 scientists from 66 countries, it was emphasized that time is running out (IPCC, 2021).

In 1992, the "United Nations Environmental Convention on Climate Change" (UNFCCC) was signed in order to create a global fight against climate change. The main goal of the agreement is to stop human-induced greenhouse gas accumulation and to try to keep economic development sustainable by adapting to climate change. Within the scope of the agreement, conferences were held periodically, the first of which was in 1995 (UNFCCC, 1992). Turkey became a member of the agreement in 2004.

The conferences held within the framework of the United Nations Environmental Convention on Climate Change have implemented the "Kyoto Protocol, Buenos Aires Action Plan, Montreal Action Plan, Bali Action Plan, Adaptation Fund, Green Climate Fund, Paris Climate Agreement" which can be listed as important steps worldwide (Çalışır, 2022).

The Kyoto Protocol is a protocol signed to deal with climate change and global warming. The protocol requires signatory countries to reduce the emissions of harmful gases. There are currently 160 member countries of the Protocol, which entered into force in 2005. Turkey's membership in the Kyoto Protocol legally began in 2009 (Dışişleri Bakanlığı, 2023).

The Paris Climate Agreement was adopted in 2015 within the framework of the United Nations Environmental Convention on Climate Change and entered into force in 2016. The agreement envisages a system based on the contribution of all countries. It is planned that countries will act in

line with "common but differentiated responsibilities and relative capabilities" in the fight against climate change. Turkey's signing of the Paris Agreement was approved in 2021 and handed over to the United Nations General Secretariat (Dışişleri Bakanlığı, 2023).

Climate changes occur due to natural and artificial reasons. Natural causes can be listed as volcanic events, continental drift, changes in the earth's orbit and fluctuations in solar energy. Artificial causes are causes seen through human influence (Kadioğlu, 2001).

The history of artificial causes caused by human influence has been studied by many researchers since the Industrial Revolution period. The intensity of greenhouse gases has increased in the period from the Industrial Revolution to today. As the industrialization process accelerates, greenhouse gas emissions increase and have an impact on climate change (Çevre ve Şehircilik Bakanlığı, 2017, p.18).

The history of the Ministry of Environment, Urbanization and Climate Change dates back to 1934. The Ministry, which was appointed as the Ministry of Public Works and Settlement in 1934, was respectively carried out services as "Ministry of Environment and Forestry" and "Ministry of Environment and Urbanization" with the Presidential Decree published on October 29, 2021, it continued its duties under the name of "Ministry of Environment, Urbanization and Climate Change". Ministry deals with the preparation of legislation on settlement, environment and construction issues, urban transformation studies, supervision of applications, development of professional services, prevention of environmental pollution, protection of nature and fight against climate change (Çevre, Şehircilik ve İklim Değişikliği Bakanlığı, 2022).

Many factors are used to solve the climate change problem. One of these factors is trying to solve the problem through education policies. Since education policies are based on raising the human profile that society needs, planning policies in this direction will have an impact in the long term. The "Climate Change Education for Sustainable Development Education" program prepared by UNESCO in 2010 was an effort to help individuals understand climate change and increase climate literacy (UNESCO, 2015). At the twentieth National Education Council convened by the Ministry of National Education, the importance of the issue was emphasized with the statements that there have recently been "developments that have deeply shaken the world such as climate change, natural disaster, war and migration" (MEŞ, 2021). The work carried out by the Ministry in this direction is the plan to introduce the elective course called "environmental education and climate change" as of the 2022-2023 academic year (MEB, 2021).

In order to prevent climate change and raise environmental awareness, various studies have been carried out in cooperation with the Ministry of National Education and the Ministry of Environment, Urbanization and Climate Change. It has been stated that students and teachers in schools will be informed through lessons and seminars (MEB, 2021). These studies are not only for students and teachers but also education of all segments of society (Çevre, Şehircilik ve İklim Değişikliği Bakanlığı, 2022).

Global warming, accompanied by climate changes, is one of the serious social problems of the period. This issue had reflections on the contents of the examined textbooks. Attention was drawn to the subject with the study "Writing an essay on the theme of global warming" (Kurt et al., 2008). The increase in world temperature averages as a result of the greenhouse effect of various gases released into the atmosphere by humans is defined as global warming. According to the report published by the United Nations in 2005, Turkey is one of the countries where the emissions of greenhouse gases are

increasing most rapidly (Şanlı& Özekicioğlu, 2007). The announced report necessitated Turkey to take various measures. Awareness on the subject was created through textbooks.

In the textbook examined, the nature-human relationship is included in Haldun Taner's text "Bir Kavak ve İnsanlar [A Poplar and People]. "We must always protect our beaches and the natural beauties that caress our soul. Of course, industrialization must be in line with the needs of the time. However, it should not destroy nature. Today, the current situation is revealed with the following statement: "The unplanned and poor construction on the coasts, the thermal power plants built on the coasts, destroy nature in contrast to their economic returns" (Aktaş et al., 2005).

In the industrializing world, energy resources have begun to be consumed rapidly. Consumption of limited energy resources has led countries to seek solutions to the issue by carrying out studies. In the text of the article titled "Wind Energy in the World and in Turkey", it is emphasized that "utilizing wind energy is important both in terms of environment and resource availability" (Yücel et al., 2019). It has been stated why it is important to focus on renewable energy sources in energy production in Turkey and the world (Yücel et al., 2019).

Industrialization has increased environmental problems along with the depletion of resources. In the example of the article titled "Environmental Problems and Philosophy in the Context of Human-Nature Relationship", it is stated that environmental and human problems are the main problems of today (Yücel et al., 2019). Attention was drawn to the environmental problems encountered on a world scale today and the measures to be taken to prevent them (Yücel et al., 2019). Regarding advertising, examples of brochures in which Tema Foundation draws attention to environmental cleanliness are included (Yılmaz, 2017,). It was requested to explain the statement "If insects disappeared from the world, the world ecosystem would be turned upside down in a short time; "If humans had disappeared, the world ecosystem would have recovered in a short time" (Yılmaz, 2017). In this way, attention is drawn to the negative impact of humans on nature. Clean nature images and crowded, ruined city images are given together and it was asked which one would make one feel more peaceful. (Yücel et al., 2019). It is reminded that environmental cleanliness is an important issue both socially and individually.

RESULTS, DISCUSSIONS AND SUGGESTIONS

When we look at the literature, it can be seen that various studies have been conducted on social problems, social problems and education, social problems and literature. These issues have been focused on in various books, articles and theses. But there are no studies that address social problems specifically in Turkish language and literature textbooks.

The effects of social problems are felt in the field of education as well as in many areas of life. The education system can be seen as an effective tool in solving social problems. A good education system encourages individuals to become conscious, sensitive to social problems and participate in solution processes.

Literature has the power to make people think and establish an emotional bond by addressing social problems. Literary works can raise awareness for social change by criticizing or describing various aspects of society. Authors address various problems through novels, stories or poems and make readers more aware of these problems.

In recent years, it has been observed that the problems caused by migration, technological developments, environmental pollution and climate changes, capitalist order and social inequalities have come to the fore in Turkey. These problems have required various plans and regulations in the field of education.

The identified problems affected the contents of Turkish language and literature textbooks as follows: Regarding the phenomenon of migration, the situations which immigrants experienced during the social adaptation process, their employment as cheap labor, and their cultural loneliness are given through texts, subtext questions and explanations. Regarding environmental problems and climate changes, the destruction of thermal power plants on nature, the necessity of renewable energy sources, the effects of human factors on environmental pollution, and the problem of global warming seen with climate changes were emphasized. Regarding technology addiction, it has been observed that contents that focus on the fact that technology disconnects the individual from social life, the health problems that arise in parallel with the increase in mobile phone use, and the negative effects of rapid technological developments, social media and the general network on the correct and effective use of language are included.

When evaluated in terms of the power of education on the social structure, drawing attention to social problems in textbooks can be stated that it is an important step for increasing students' awareness and solving problems. Textbooks play a key role in providing students with knowledge and understanding of social issues. These books provide students with basic information about the origins, effects and solutions of social problems. Additionally, its content can be enriched in order to raise social awareness, encourage critical thinking and enable students to develop sensitivity to social problems. Textbooks can be an important tool in raising future leaders as conscious and responsible individuals on these issues.

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Pre-Service Turkish and Classroom Teachers' Views on Root Values

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Abstract

Values are the building blocks of a society; they create societies and contain their characteristics. Accordingly, the teaching of values is very important for a society. The role of teachers in the teaching of values is large. In the 2019 curriculum for Turkish language classes, such values are also referred to as ten root values. Therefore, it is necessary for teachers and pre-service teachers to know the ten root values in the Turkish language teaching programme in terms of teaching values. In this study, the views of pre-service Turkish teachers and pre-service classroom teachers on root values were analysed. The study group consisted of a total of 60 pre-service teachers from Turkish education (30) and classroom education (30) programmes who were studying at a public university in the second semester of the 2021-2022 academic year. A semi-structured interview form consisting of five open-ended questions was administered to these pre-service teachers and the obtained data were analysed with content analysis. When the results of the research were evaluated, it was concluded that pre-service Turkish and classroom education teachers considered values to be basic elements. Pre-service teachers described the role of values in education as supportive, while pre-service Turkish teachers also described the concept as necessary and pre-service classroom teachers described it as a way of raising useful individuals. It was concluded that both groups viewed root values as the values people should have, and the values they viewed as priorities were love and justice. Both groups suggested that empathy be added to the root values. Despite some differences, Turkish and classroom education pre-service teachers generally shared the same views on values and root values.

Keywords

Value, Root values, Pre-service teachers.

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INTRODUCTION

It is essential for modern societies to change according to the conditions of the age. These changes can manifest themselves in social, cultural, and many other areas. Although many of these changes have positive aspects, they may also have negative aspects. Societies need to be aware of these possible negative aspects and keep up with these changes because the inability of a society to keep up with the requirements of the age and technology may cause it to lag behind other societies. Therefore, it is very important to educate the individuals who make up a society. According to Ekici (2023), the emergence of social life arose from the need of people for a common life as people's desire to live in security and to meet their basic needs showed them that they needed a common life. With the increasing global population, the fact that people have to share the same environment more than ever leads to many positive results as well as negative results. While some countries try to prevent the spread of negative situations with written laws, others try to prevent them with unwritten elements created by society that allow people to live together in peace (Kilcan, 2020). The most important of these unwritten elements are values. The concept of "values" is used in many branches of science and education.

Because of their wide range of usage, it is difficult to propose an independent definition of values. The fact that the concept of values is blended with many sciences has also made it difficult to determine the definition and content of values in line with these discussions (Ulusoy & Dilmaç, 2012).

Values, a word that comes from the Latin root "valere", which has the meaning of "being strong" or "being valuable", are the belief that something is desirable or undesirable (Bilgin, 1995). Values, which are generally believed or desired elements used as criteria for behaviour, can be expressed as tendencies to prefer certain situations to others, but they can also be expressed as understandings that drive behaviours and support individuals in judging behaviours (Elbir and Bağcı, 2013). This shows how important values are in the social structure; individuals who make up a society have responsibilities towards each other as a result of being together. Having criteria to determine the behaviours of individuals within the framework of these responsibilities will ensure both the peace of society and the peace of the individuals who make up that society. This is where values emerge. Values, which also play roles in the relations of individuals within society, provide individuals with ideas about their behaviours in society, and, thanks to these ideas, tranquillity, happiness, and peace emerge among people who live together in societies (Akhan et al., 2020).

The establishment of societal peace and happiness takes place as a result of individuals adapting to the societies in which they live and complying with the values of those societies. The adaptation of individuals to society allows them to be both peaceful and useful to society through education and in other ways. Therefore, the positive effects of values on individuals provide great benefits to society. The values that make human life meaningful are a part of the emotional characteristics of humans and are unique to humans, making humans human and distinguishing them from other living creatures (Kasapoğlu, 2013).

It is known that values, which are important for both individuals and societies, are acquired as a result of experience and learning through processes (Kilcan, 2020). Furthermore, it is seen that the family, which is the first place where an individual begins to experience the world, has a major role in the transfer of values to individuals. For individuals, before the school period begins, the transfer of values within the family occurs in the form of indoctrination or role models, but during the school period, values education comes to the fore. In today's world, the increasing rate of moral problems in societies, the abuse of drugs and other substances, and increasing rates of violence highlight the fact that values

education, which has always been popular, is growing more important (Kurtdele Fidan, 2009). The education of the individuals who make up society is very important for the institutions that ensure the order of that society. It is especially important that values remain at the forefront of the education of young people, who will be the adults of tomorrow, and that young people receive this education, as they will shape the society of the future. With the increase in moral problems seen among young people, it becomes clear that the teaching of basic values is necessary for individuals to know how to develop appropriate attitudes in the face of moral problems in social relations (Can, 2008). Some questions that arise with the teaching of basic values are the limits of the values to be taught and which values will be taught.

In light of the research conducted on values to date, many classifications related to values have been proposed. The most well-known of these classifications are those of Spranger, Schwartz, Rokeach, and Nelson (Yazici, 2006). Eduard Spranger, who conducted value testing in the field of psychology for the first time, divided values into groups of aesthetic, theoretical, economic, political, and religious values. These value groups were later transformed into a scale by Gordon Allport, Philip Vernon, and Gardner Lindzey (Akbaş, 2004). Milton Rokeach classified values into 36 specific values in total, including “purpose values” and “means values”. Schwartz proposed a classification consisting of 10 universal value types, namely power, success, hedonism, stimulation, self-direction, universalism, benevolence, tradition, harmony, and security, comprising 56 sub-values.

The teaching of values first starts in the family and then continues through courses at school. Individuals receive basic values from their families but then begin to see and understand values more fully at school. As individuals are exposed to new environments, especially at school, they realise how important values are in a community. Therefore, the fact that individuals begin acquiring basic values in the family first ensures that they become members of society who are compatible with both school life and social life. Since one of the most important tasks of education is to produce people who have assimilated basic values, education systems must spread values through educational programmes in a thorough way (Eken and Öksüz, 2019).

In this context, ten “root values” were first stated under the Turkish title of “Değerlerimiz” (“Our Values”) in the revised curriculum of the Ministry of National Education of Türkiye in 2018. The fact that root values are included in all curricula emphasises that values should be taught in all courses, not only in certain courses. Although values come to the fore in social science courses in particular, it is important to teach values in all courses. The ten root values identified in the curricula of Türkiye are patience, justice, benevolence, friendship, honesty, patriotism, self-control, respect, love, and responsibility. When these root values are examined, it is seen that they have national, spiritual, and universal characteristics.

This revision was also intended to serve as a guide for teachers, who are in important positions for value transfer, by determining these root values. The role of teachers in the teaching of values is significant. Therefore, it is necessary for teachers and prospective teachers to know the root values contained in the curriculum of Türkiye in the context of teaching values. It is especially important for pre-service teachers to gain awareness and formulate opinions about root values during their undergraduate education in terms of their ability to practice the profession in the future. Many studies are available in the literature on both values and values education, some of which address the opinions of students, teachers, and pre-service teachers regarding values. For example, previous studies from Türkiye have explored the views of teachers working in primary education institutions on the values in

the curriculum and value education (Özmen et al., 2012), classroom teachers' views on value education (Akpınar & Özdaş, 2013), the values in the religious culture programme for primary school and the ethics programme for grades 4-8 according to teachers' views (Arpacı, 2014), preschool teachers' views on values education in general and in preschool education in particular (Kozikoğlu, 2018), preschool teachers' views on values and values education (Bartan, 2018), classroom teachers' views on the root value of respect in the renewed primary school programme (Gürültü et al., 2019), science teachers' awareness of root values and methods of teaching values (Gündüz & Bağcı, 2019), views of teachers working in primary schools on values education (Onat Sayın, 2020), and pre-service teachers' views on root values (Akhan et al., 2020). Considering these studies, it is seen that research on values in general was prevalently conducted before 2018, but after 2018, research on root values became more frequent. Studies in which the opinions of both teachers and teacher candidates were considered are also relatively popular, especially regarding text examinations related to root values. However, relatively few studies have been conducted with teachers and pre-service teachers from different fields. No comparative studies have been found in the literature on the Turkish language and primary school teaching departments, which can be described as two fields of education that feed each other.

In this study, the opinions of pre-service Turkish and classroom teachers who were enrolled in undergraduate education in two different fields using the same curriculum were investigated and their perceptions about values and root values, the values that they see as priorities, and the values they want to be included as root values were explored.

In the process of examining the opinions of pre-service Turkish and classroom teachers about root values, answers to the following research questions were sought:

- 1- How do pre-service Turkish and classroom teachers perceive values?
- 2- How do pre-service Turkish and classroom teachers see the role of values in education?
- 3- What are the opinions of pre-service Turkish and classroom teachers about the root values included in the Turkish curriculum?
- 4- Which values do pre-service Turkish and classroom teachers consider most important among the root values included in the Turkish curriculum?
- 5- Which values do pre-service Turkish and classroom teachers want to have added to the root values included in the Turkish curriculum?

METHOD

In this section, information is provided regarding the research design, the study group, how the data were obtained, and how the data were analysed.

Research Design

A descriptive survey approach, as one of the qualitative research methods, was used in this study. Karakaya (2012) defined descriptive surveys as research conducted with large groups in which the opinions of individuals in the group about a phenomenon or event are obtained and efforts are made to describe the phenomena or events in question. Descriptive surveys aim to reveal current situations related to specific problems and understand the problems (Arıkan, 2011).

Participants

The study group for this research consisted of a total of 60 pre-service teachers from Turkish education (n=30) and classroom education (n=30) programmes who were studying at a public university in the second semester of the 2021-2022 academic year. The study group was formed based on easily accessible case sampling, which is a type of purposeful sampling. This sampling approach was chosen because it adds speed and practicality to the research, allowing researchers to choose situations that are close and easy to access. A semi-structured interview form consisting of five open-ended questions was administered to the participating pre-service teachers and the obtained data were analysed by content analysis.

Data Collection Tool

To collect data for this study, a semi-structured interview form consisting of five open-ended questions was prepared by the researcher. The questions that made up this interview form were examined by three experts with doctorate degrees and two experts with master degrees, and some questions were simplified as a result of their feedback. The preliminary version of the interview form was also administered to fifteen pre-service teachers studying in different fields, and it was finalised in light of their responses. The interview form was created and administered via Google Forms as universities had transitioned to distance education at the time of the research.

Data Analysis

The data obtained with the interview forms were analysed by content analysis. In content analysis, similar data are brought together within the framework of certain concepts and themes and interpreted by organising them in a way that readers can understand (Yıldırım & Şimşek, 2016). The data obtained in this study were first analysed in a holistic manner and various themes and codings were produced. To ensure the reliability of the coding process, after a certain period of time, the themes and codings were determined again by both the researcher and two experts with doctorate degrees in the field. The two processes were compared and the final coding process was completed. Due to the large number of samples, the frequencies of the codes were given and the findings were tabulated.

Ethical Principles

Ethics committee permission for this study was obtained from Amasya University Rectorate Social and Humanities Research Ethics Committee with the decision dated 16.05.2023 and numbered 130746.

FINDINGS

In this section, in accordance with the purpose of the research, the themes and codes determined in light of the answers given by the pre-service teachers to the interview forms are given in tables.

Findings on Pre-service Turkish and Classroom Teachers' Perceptions of Values

The first question asked was "What do values mean to you?" The codes and themes obtained from the participants' answers are shown in Table 1 and Table 2.

Table 1*Pre-service Turkish Teachers' Perceptions of Values*

Theme	Code	Frequency
Concept of values	Basic element	10
	Order	6
	Makes culture exist	3
	Basis of personality	2
	Who people are in life	2
	<i>Heritage</i>	2
	Complementary	1
	Introducing the community	1
	Harmony and unity	1
	Moral law	1
	Identity of society	1
	Requirement	1

In Table 1, the answers that the pre-service Turkish teachers gave upon being asked “What do values mean to you?” are presented. When the answers given were evaluated in general, it was seen that the pre-service Turkish teachers described values as basic elements and as elements that create order and culture. The specific answers of some of the pre-service teachers participating in the study are as follows:

“Values are concepts that every person should have. These concepts are the most important and basic elements for people. When these elements are not present, various problems may occur. In particular, there are some values where a person without them remains incomplete.” (PSTT24)

“What needs to happen for society are concepts that enable us to live as well as possible. In general, we can say that it is an indispensable part of society because if we do not have common values, we cannot talk about order, peace, and prosperity” (PSTT 14).

“Values are an integral part of a culture. They form a large part of human life, because a big reason why society lives in unity without any problems comes from values” (PSTT 12).

“There needs to be a certain order for people living in a community to be together and do many things together. Values are the elements that provide this order” (PSTT 9).

Table 2*Pre-service Classroom Teachers' Perceptions of Values*

Theme	Code	Frequency
Value concept	Basic element	10
	Order	3
	Shaping life	3
	Distinguishing element	3
	Universal	3
	<i>Decisive</i>	3
	Combining rules	1
	Must have	1
	Enabling development	1
	Creator of culture	1
	Common thought and belief	1
	Lesson to be learned	1

Table 2 shows the answers of pre-service classroom teachers to the question “What do values mean to you?” When their answers are analysed, it is seen that pre-service classroom teachers perceive values as basic elements, believe that values express order, and describe them as universal and determining elements that shape human life. The specific answers of some of these pre-service teachers are as follows:

“Values are the first concept to be considered to ensure that the society is together. For a society, values are the primary concepts that that society should pay attention to and abide by” (PSCT 8).

“Values are a building block that is adopted by people and passed on from generation to generation and keeps societies alive. Values are like the roots of a tree” (PSCT 11).

“Values consist of feelings, thoughts, behaviours, attitudes, and actions adopted by the society. In a way, we can say that they are all the things that make a society a society” (PSCT 26).

“There are some requirements for keeping societies together and for the individuals who make up the society to live together, and values are at the forefront of these requirements” (PSCT 9).

Findings Related to Pre-service Turkish and Classroom Teachers' Views on the Roles of Values in Education

Secondly, the participating pre-service teachers were asked “What are the roles of values in education?” The codes and themes obtained in light of their answers are provided in Table 3 and Table 4.

Table 3*Roles of Values in Education According to Pre-service Turkish Teachers*

Theme	Code	Frequency
Roles of Values in Education	Supportive	14
	Requirement	9
	Organiser	2
	Transmitting direction	2
	Improving quality	1
	<i>Priority</i>	1
	<i>Guide</i>	1

Table 3 shows the answers of pre-service Turkish teachers to the question “What are the roles of values in education?” When their answers are analysed, it is seen that pre-service Turkish teachers view values as having a supportive position in education and they consider values necessary in education. The detailed answers of some of these pre-service teachers are as follows:

“If the purpose of education is to raise individuals who have adopted our basic values and apply these values, it is almost impossible to provide education or provide the right education without values. Values support education in many ways” (PSTT 2).

“Academic training is provided to students in our schools. With academic education, I see values as two legs of a chair. Academic information can only be useful when it is blended together with values” (PSTT 9).

“In order to make an individual a part of society and to ensure that he is accepted by society, it is necessary to inform the individual about values and to provide him with them. Otherwise, an individual who grows up without paying attention to values cannot benefit society, no matter how equipped he is” (PSTT 29).

“It is very difficult to think of education without values, because educating individuals only in an academic sense and providing only academic information is no different from educating robots. Providing education in a blended manner along with values will also increase the quality of education” (PSTT 3).

Table 4*Roles of Values in Education According to Pre-service Classroom Teachers*

Theme	Code	Frequency
Roles of Values in Education	Supportive	14
	Raising useful individuals	8
	Providing benefit to society	4
	Necessity	2
	Intertwined with education	2
	Transmitting direction	1
	<i>Improving quality</i>	1

Table 4 provides the answers given by pre-service classroom teachers to the question of “What are the roles of values in education?” It can be seen in this table that pre-service classroom teachers view values as having a supportive position in education. They also stated that values have a role in raising useful individuals through educational processes. The specific answers of some of these participants are as follows:

“Values, along with the lessons taken by students, enable students to establish healthy communication with the environment and ultimately to know themselves. It will be more beneficial for an individual who manages to know himself/herself to learn” (PSCT 2).

“Education systems are not structures based only on providing academic skills. Academic skills become more meaningful to the individual when they are given together with values” (PSCT 4).

“An education system independent of values is unthinkable in any society, because one of the main goals of education is to raise an ideal person who is compatible with the culture of the society and has the desired characteristics. Values accompany this upbringing process” (PSCT 29).

“Values must be included in the educational processes of the individuals who make up the society, because behaviours acquired together with values will be more useful and more permanent” (PSCT 10).

Findings Regarding the Root Values of Pre-service Turkish and Classroom Teachers and the Values They Prioritise as Root Values

The third question asked to the pre-service teachers in the study group was “What are your opinions about the root values in the Turkish language teaching programme?” and the fourth question was “Which value/values do you see as being of highest priority among the root values in the Turkish language teaching programme?” The codes and themes obtained from their answers are shown in Table 5 and Table 6.

Table 5

Pre-service Turkish Teachers’ Views on Root Values and the Root Values They Prioritise

Theme	Sub-theme	Code	Frequency
	<i>Root Values</i>	What needs to happen	21
		Permanent	14
		Developer	6
		Guide	2
		Complementary	2
		Priority	1
Root Values in the Curriculum	<i>Priority Root Values</i>	Respect	14
		Love	10
		Justice	9
		Responsibility	6
		Self-audit	5
		Integrity	2
		Benevolence	2
		Friendship	1

In Table 5, the answers given by pre-service Turkish teachers to the question of “What are your opinions about the root values in the Turkish language teaching programme?” are provided. It can be seen that the pre-service Turkish teachers agreed that the root values included in the program are values that should be included. In addition, they were asked which value or values they considered most important among the root values included in the Turkish curriculum. Considering their answers, it is seen that they focused on the values of respect, love, and justice. The answers of some of the pre-service teachers participating in the study are as follows:

“The root values in the program, as it seems, are values that every individual should have; otherwise, they may cause problems. If society and even the state wants to ensure prosperity within itself, it must give all of these values to each individual equally” (PSTT 1).

“It is important that all of these values are present in every Turkish citizen. Teaching these values is vital for the life of the individual” (PSTT 2).

“I think each of these values has a different importance and they should all be clearly understood and adopted, because these values are the main values that the individual should adopt” (PSTT 6).

“Having the root values in the program in children, who are the adults of tomorrow, would ensure that the society would be stronger and at an even more advanced level. For this reason, these values in the program should be found in every Turkish citizen” (PSTT 17).

Table 6

Pre-service Classroom Teachers’ Views on Root Values and the Root Values They Prioritise

Theme	Sub-theme	Code	Frequency
Root Values in the Curriculum	Root Values	What needs to happen	15
		Community	6
		What makes us who	2
		Awareness of	2
		Guiding	2
		Shaping the future	2
		Giver of happiness	1
	Priority Root Values	Justice	14
		Respect	10
		Integrity	9
		Love	6
		Responsibility	6
		Integrity	6
		Benevolence	2

In Table 6, the answers given by pre-service classroom teachers to the question of “What are your opinions about the root values in the Turkish language teaching programme?” are provided. It can be

seen that these pre-service classroom teachers agreed that the root values included in the program are the values that should be included. In addition, they were asked which value or values they considered most important among the root values included in the Turkish curriculum. Looking at their answers, it is seen that they focused on the values of justice, respect, and honesty. The answers of some pre-service teachers participating in the study are as follows:

“They are good behaviours that a society and every individual in that society should have. A society devoid of these values becomes corrupt, its people become unhappy, and disorder occurs in society. These values should be adopted for the happiness and welfare of the society” (PSCT 13).

“I think these root values should be the most fundamental values in every society. I believe that the inclusion of these root values in the Turkish curriculum plays a very important role in the education of the individual, and for this reason, I find it very appropriate to include these root values in the program” (PSCT 21).

“In my opinion, all the values in the program are basic concepts that should be given to the student before reading and writing. These concepts are indispensable for the individual” (PSCT 28).

“I am very pleased that the core values are included in the program, because these values are the values that individuals should have. Considering that individuals constitute society, a society in which these values are assimilated will be a contemporary society” (PSCT 17).

Findings Regarding the Additional Values that Pre-service Turkish and Classroom Teachers Suggest as Root Values

Finally, the participating pre-service teachers were asked “What value would you like to add to the root values included in the Turkish curriculum?” The codes and themes reached as a result of their answers are shown in Table 7 and Table 8.

Table 7

Root Value Suggestions of Pre-service Turkish Teachers

Theme	Code	Frequency
	Empathy	13
	Equality	2
	Freedom	2
	Unity and solidarity	2
	Tolerance	2
	Environmental awareness	1
	Nationalism	1
	Compassion	1
	Language	1
Proposed Value	Attractiveness	1
	Universality	1
	Objectivity	1
	Innovation	1
	Savings	1
	Responsiveness	1

Sharing	1
Individualism	1
Morality	1

In Table 7, pre-service Turkish teachers' answers to "Which value would you like to add to the root values in the Turkish curriculum?" are provided. Looking at their answers, it can be seen that they particularly emphasised the importance of the concept of empathy.

Table 8

Root Value Suggestions of Pre-service Classroom Teachers

Theme	Code	Frequency
Proposed Value	Empathy	8
	Tolerance	4
	Compassion	4
	Unity and solidarity	2
	Equality	2
	Self-confidence	2
	Courtesy	1
	Humility	1
	Idealism	1
	Sensitivity	1
	Sharing	1
	Morality	1
	Harmony	1
	Peace	1
	Consciousness of nature/the universe	1
Ethics	1	

Table 8 provides the answers of pre-service classroom teachers to the question "What value would you like to add to the root values included in the Turkish curriculum?" When their answers are analysed, it can be seen that they gave particular importance to the concepts of tolerance and compassion along with the concept of empathy.

RESULTS, DISCUSSIONS AND SUGGESTIONS

In this study, in which the opinions of pre-service Turkish and classroom teachers about root values were examined, it was seen that the participants had knowledge about root values. This shows that pre-service teachers acquire awareness about the Turkish language teaching programme during their undergraduate education. With the first question of this research, it was seen that the perceptions of

pre-service teachers about values were extensive. Among the value perceptions of both groups, the expressions “basic element” and “order” were frequently included. In a study conducted by Balci and Yanpar Yelken (2010), it was observed that most of the teachers’ explanations about the concept of values were related to the place of values in social life and their effects on an individual’s personality. In addition, considering that these pre-service Turkish and classroom teachers associated values with the concepts of “basic element” and “order,” it can be said that the functions of values are assimilated by pre-service teachers. Another result of this study is that pre-service Turkish and classroom teachers have parallel ideas in terms of their perceptions of values. With the second question of this research, it was determined that both the pre-service Turkish and classroom teachers saw the role of values in education as being supportive. This shows that the teaching of values has a quality that supports the education of the students. In a study conducted by Kolaç and Karadağ (2012) with pre-service Turkish teachers, it was concluded that values are very important in ensuring the correct, effective, and beautiful transfer of the Turkish language. When the opinions of pre-service Turkish and classroom teachers about the root values in the programme were examined in this study, it was seen that they described the root values as the values that should be present in individuals or society. The opinions of the two groups in this regard were similar. In a study conducted by Saral Çolak (2020) with pre-service teachers, it was seen that root values were understood as universal values and were emphasised as the basis of being human and as necessary for social order. This supports the first finding of the present study. It was determined that pre-service Turkish and classroom teachers saw the role of values in education as supportive. In their study with preschool teachers, Uzun and Köse (2017) stated that the purpose of values education is to support the mobile structure formed between the developmental areas of children in the preschool period and that the positive behaviours that are acquired or will be acquired as a result of values education will be at higher levels. This supports the second finding of the present study. In this study, it was observed that the values prioritised by pre-service Turkish and classroom teachers were respect and love. In a study conducted by Kolaç and Karadağ (2012) with pre-service Turkish teachers, it was stated that the most important value was respect for human dignity and rights. Similarly, Uzun and Köse (2017) stated in their study with preschool teachers that love, respect, and honesty should be given the most priority within the scope of values education. Kozikoğlu (2018) also stated that the values of respect, love, and honesty should be given priority in preschool education. It can be said that these studies’ results overlap with the findings of the present study. When the values suggested by pre-service Turkish and classroom teachers to be added to the current root values were analysed, it was seen that both groups suggested the addition of empathy as a root value to a great extent. In a study conducted by Kılcan (2020) with secondary school teachers, the value most often suggested by the participants was empathy. Based on this study, more extensive research can be conducted on the proposed values and some additions can be made to the root values of the curriculum. In addition, conducting research on both values in general and on root values with larger samples will help to determine the perceptions and awareness of larger groups about values. Furthermore, conducting correlational studies on values in general or on root values and examining the status of value perceptions according to various variables would contribute to the literature.

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Author Contributions

The author planned, modeled, and conducted the study.

Conflict of Interest

No potential conflict of interest was declared by the author.

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Ethical Approval and Participant Consent

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Parental Support in Language Skills Development: Scale Development and Validation

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Abstract

The present study aims to develop a measurement tool that involves parental support for the language skills development process in mother tongue education or language arts classes (Turkish course in Türkiye, L1). Family is an undeniable factor in a child's academic performance. In this context, there is no measurement tool that examines the support provided by families to their children in the field of language arts (mother tongue education). Considering that such a measurement tool would be useful for researchers and teachers, the study set out to develop it. The scale is not language specific, but in order to apply it to the Turkish parents it was created in Turkish. In order to develop the measurement tool, first, a literature review was conducted. The relationship between family and academic achievement, family social support, and parental academic support were investigated. In addition, interviews were conducted with five parents on a voluntary basis, and the actions that parents can take to support language skills were investigated. Thus, the item pool of the measurement tool was formed as 32 items. These items were prepared within the framework of the relevant literature and interviews with parents in a way to cover the following topics: parents' guiding and activities that can support language skills, parents' emotional support to the child, parents' material support that can enhance language skills, parents' support to the child in homework assignments in language arts classes (Turkish course in Türkiye). The items were presented to the inspection of two field experts and one measurement and evaluation expert. In addition, the items were presented to a field expert and two parents for the inspection of language and expression, and measures were taken to ensure that there were no incomprehensible items. After these stages, a total of 439 parents formed the participants of the study. While 204 of these participants were used for item analysis and EFA (exploratory factor analysis), 235 of them were used for CFA (confirmatory factor analysis), convergent validity and reliability analysis. Based on the findings obtained, 24-item, 4-factor "Parental Support in Language Skills Development Scale" can be considered as a valid and reliable measurement tool.

Keywords

Language arts, mother tongue (Turkish) education, parental support, parental academic support, language skills, scale development.

Ethics Committee Approval: Ethics committee permission for this study was obtained from Ordu University Rectorate Social and Humanities Research Ethics Committee with the decision dated 28.09.2023 and numbered 2023-168.

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INTRODUCTION

Achieving the desired goals in education depends on various factors beyond teacher-student relationships. Personality traits, parents, home environment, and school resources are among the factors that impact student achievement and the quality of education (Akay & Oskonbaeva, 2019, p. 314; Bal, 2011; Crossley, 2005; Yıldırım, 2012). According to the study conducted by Marchant, Paulson, and Rothlisberg (2001, p. 515), supportive relationships with parents, teachers, and peers play an important role in the school success of early adolescents. Yıldırım (2012, p. 229) reported that the importance level of home and parental characteristics among such factors was quite high (52%). The positive effects of parental involvement on student achievement have been documented in the literature (Christenson, Rounds, & Gorney, 1992, p. 192). Reparaz and Sotés-Elizalde (2019) stated in their study that family involvement is related to academic achievement. From a general perspective, the main message of many studies on family environments and their effects is that “families are important for children’s learning, development and school success in all grades” (Epstein & Connors, 1995, p. 143). Moreover, according to another research result, families make critical contributions to student achievement from early childhood to high school (Henderson & Berla, 1994). However, if family support is continuous and consistent, its effect on students is stronger (Epstein & Connors, 1995, p. 143). The literature suggests that the family factor has a significant impact on a student’s academic performance. Parental support is considered an important family factor for academic success (Cutrona, et al., 1994; de la Iglesia, Stover & Fernández Liporace, 2014; Sanders, 1998).

The literature analyses the concept of family support within the framework of social support theory. Social support means emotional, informative or practical help from important people such as family members, friends or colleagues (Thoits, 2010, p. S46). It is stated that social support directly affects well-being and has effects such as reducing the negativities of stressful life experiences (Cohen & Wills, 1985), supporting academic success (Kapikiran & Özgüngör, 2009; Yıldırım, 1997), contributing positively to mental health and physical condition (Kaner, 2004; Kapikiran & Özgüngör, 2009). Caplan (1974) analysed social support in five types: Emotional Support, Esteem Support, Instrumental Support, Informational Support and Social Support. Cohen and Wills (1985) examined the types of social support in four categories: Emotional Support, Instrumental Support, Informational Support, Diffuse Support. Emotional support refers to the support related to love, interest, acceptance, feeling valuable; Instrumental support refers to the support for the material-monetary needs of the individual; Informational support refers to the support for the problems encountered; Diffuse support refers to the support for socialising and spending time with other people (Cohen & Wills, 1985). Since social support is considered as social and psychological support (Yıldırım, 1997, p. 81), it does not directly focus on academic development.

Thompson and Mazer (2012) and Mazer and Thompson (2016) conducted studies examining the support of families in academic settings. These studies developed a measurement tool to assess the family factor. The Parental Academic Support scale comprises five factors: academic performance, classroom behaviour, preparation, hostile peer interactions, and health. Thompson and Mazer (2012) evaluate parent-teacher communication as the primary form of parental academic support. In the scale developed in this study, the focus was on the situations in the home environment after the learning process at school. Thus, the communication of the parents with the teacher and the school was not included in this study. For this reason, the scale items were planned only in terms of student and parent interaction-communication. Social support types were utilised in the planning of the scale in this study. The structures created in the studies conducted by Cohen and Wills (1985), Caplan (1974)

and Kaner (2003) constitute the basic factor structure of the measurement tool planned in this study. Thus, the aim was to structure the measurement tool based on guidance and individual support, emotional support, material support, and practical and homework support.

The dimension of guidance and individual support includes parents guiding the child on issues related to language skills, carrying out educational activities in which language skills are used, and talking about listening and reading materials with which the child interacts. In Sağlam and Doğan's (2013) study, the importance of the child expressing himself/herself within the family, the family providing exemplary behaviours and sharing what the child reads with his/her family for language acquisition are mentioned. Can, Deniz, and Çeçen (2016, p. 650) also emphasise the importance of parents' motivation in the context of reading habits. In Uçgun's (2016, p. 1967) study, it was stated that parents being role models by interacting with children can reduce anxiety. It is also seen from the studies that parents' doing activities with their children and supporting the child by setting an example for him/her provide important contributions.

The emotional support dimension refers to parents' support for the child in affective areas. This includes showing appreciation, understanding, giving positive feedback, encouragement, and being considerate of their child during the learning process. In this way, the student who develops language skills at school can be supported emotionally. It is stated that emotional support is also related to academic success (Çakır & Avcı, 2021). It is reported that when parents provide emotional support that offers understanding and trust to children, children's school performance can also be positively affected (Kapıkıran, 2020, p. 412). It is seen that the emotional support provided to children can have an academic output. Thus, it is important to provide support for language skills.

The dimension of material support refers to parents' efforts to provide materials that can support the child's learning process. Material support consists of providing appropriate books, games, audio stories, and magazines. This dimension also includes parents regularly providing materials and guiding their child, selecting materials that are suitable for the child's age group, introducing the child to different types of materials and books, selecting materials according to the child's interests. In Ateş, Çetinkaya and Yıldırım (2012, p. 390), it is stated that "teachers and parents have important roles in terms of being a model in providing children with a rich reading environment, helping them gain reading habits, and guiding children to choose appropriate reading materials". The importance of selecting appropriate materials for children is examined in the literature. It can be said that the main function of this dimension is the selection of appropriate and various materials.

The dimension of practical homework support refers to the assistance given to the child for completing their homework. This support does not include parents doing the homework for the child. The intended situation is that parents monitor and support the child's homework process. This dimension includes parents regularly monitoring homework, assisting with difficult homework, providing guidance when necessary, ensuring the child allocates time for homework, and checking the child's completed homework. The literature suggests that parents feel that they need to be involved in their students' homework, that participation makes a difference, and that participation is expected (Kathleen et al., 2001, p. 206). Thus, it is seen that parents are already involved in homework. Núñez et al. (2015, p. 393) showed that perceived parental involvement in homework is significantly and directly related to academic achievement. In the study of İyiöz and İflazoğlu-Saban (2020, p. 378), it is stated that "homework done under the control of adults causes students to have more positive attitudes towards homework and success". Walker et al. (2004, p. 8) states "well-designed homework

helps students learn; it also offers parents opportunities to see what students are learning, talk with children about their learning, and interact with teachers and other school-community members about ways to support student learning”.

Thus, the aim of this study is to develop a valid and reliable measurement tool that analyses the support that parents can provide in the process of language skills development in mother tongue education. The gap of a specific measurement tool in that regard limits the evaluation of the parental factor in terms of mother tongue education. Through this measurement tool, it would be possible to analyse parental support in the context of academic achievement in mother tongue education. Thus, the current study is important for both literature and educational practice. For this purpose, the following research questions were developed:

1. Is Parental Support in Language Skills Development a valid scale?
2. Is Parental Support in Language Skills Development a reliable scale?

METHOD

Participants

In the initial application of the developed items, 204 parents voluntarily participated, of whom 141 were female (69.11%) and 63 were male (30.88%). This group was used for the exploratory factor analysis (EFA) and item analysis stages of the study. The first study group comprised parents aged between 27 and 59, with an average age of 40.68 (SD = 5.31). Of the 204 participants, 88 (43.13 %) had a bachelor’s degree, 47 (23.03 %) had a master’s degree, 31 (15.19 %) had a high school diploma, 16 (7.84 %) had an associate’s degree, and 22 (10.78 %) had completed primary school. Family income status was reported as low-middle by 24 participants (11.76%), low by 8 participants (3.92%), middle by 131 participants (64.21%), middle-high by 35 participants (17.15%), and high by 6 participants (2.94%).

To conduct CFA (confirmatory factor analysis), convergent validity, and reliability analyses, we contacted 235 parents on a voluntary basis. Of these, 171 were female (72.76%) and 64 were male (27.23%). The second study group comprised parents aged between 27 and 57, with an average age of 40.32 (SD = 5.93). Of the 235 participants, 95 (40.42%) had an undergraduate degree, 41 (17.44%) had a graduate degree, 58 (24.68%) had a high school diploma, 10 (4.25%) had an associate’s degree, and 31 (13.19%) had completed primary school. Family income status was reported by 29 participants (12.34%) as low-middle, 12 participants (5.10%) as low, 141 participants (60.00%) as middle, 52 participants (22.12%) as middle-high, and 1 participant (0.42%) as high.

Table 1

Demographic Informations of the Study Group

	1st Group		2nd Group	
Gender	141 Female	63 Male	171 Female	64 Male
Age (Mean)	40.68 (SD = 5.31)		40.32 (SD = 5.93)	
N	204		235	

The sample size of the study (204 and 235 participants) is considered sufficient for factor analysis (Child, 2006; Comrey & Lee, 1992; Hair, et al., 2013, p. 100). Therefore, it can be concluded that an adequate number of participants were recruited.

Research Instrument

The Parental Support in Language Skills Development Scale (PSLSD)

During primary and secondary education, students develop their language skills through various courses (e.g. language arts), including Turkish language courses in Türkiye. The Parental Support in Language Skills Development Scale was developed to assess the level of support parents provide to their children during this critical period. The process of developing the scale items began with a literature review, followed by interviews with parents. The relevant literature was examined to identify the types of support that parents can provide for the development language skills. In addition, five parents were interviewed about their methods of supporting their children's language skills. Questions were asked about how they provide emotional support, select language development materials, help with language-related homework, and guide their children in developing their language skills. The group of parents consisted of two men and three women, all of whom have university-level education. Firstly, the researchers noted the parents' responses to the questions. For instance, the parents reported providing support for their children's language arts lessons by purchasing books, attending theatre performances, checking homework, promoting socialisation, and modelling reading behaviour. These responses were also utilised in the item development process. As a result of these processes, a pool of 32 items was drawn up by the researchers. In the next stage, two field experts and one measurement and evaluation expert evaluated the items. Based on the evaluation, item 32, which pertained to homework support, was removed as it could be included in emotional support (item 16). Items 1 and 3 were deemed too general, while items 5 and 6 were not fully comprehensible to parents. Additionally, the content of item 21 was already covered by other items in the same factor. Thus, the total number of items was reduced to 25. Subsequently, a field expert and two parents reviewed the prepared items for grammar and comprehension. The 25-item form was finalized at this stage after being evaluated for comprehensibility. Then, it was prepared for the first application.

Data Analysis

JASP 0.17.3 (JASP Team, 2023) software was used for data analysis. The data analysis started with item analysis, and exploratory factor analysis was applied after the item-rest correlations were examined. "Factor analysis is an interdependence technique whose primary purpose is to define the underlying structure among the variables in the analysis." (Hair, et al., 2013, p. 92). In exploratory factor analysis, the number of factors was applied as eigenvalue above 1.00. The factoring method was selected as principal axis factoring. For the rotation method, Promax rotation method was used since a correlational relationship was expected between the factors. Then, confirmatory factor analysis was used to verify the structure revealed by the first study group with the second independent study group. Then, convergent validity was checked with CR and AVE values. In the last phase, Cronbach's α and McDonald's ω values were analysed for reliability analysis and the inter-factor correlation coefficient value was presented. Additionally, both data were examined for normal distribution. According to kurtosis and skewness we can assume a normal distribution.

Ethical Principles

Ethics committee permission for this study was obtained from Ordu University Rectorate Social and Humanities Research Ethics Committee with the decision dated 28.09.2023 and numbered 2023-168.

FINDINGS

Item Analysis and Exploratory Factor Analysis (EFA)

Prior to commencing the exploratory factor analysis, an item analysis was conducted, and item-rest correlations were scrutinised. According to the results in Table 2, item-rest correlation coefficients ranged between .49 and .80. Exploratory factor analysis was initiated with the same 25 items, as it is assumed that item total correlation values above .30 measure the same tendency and characteristics (Coşkun et al., 2023).

Table 2

Item Reliability Statistics

Item	If item dropped	
	Cronbach's α	Item-rest correlation
i1	.96	.66
Deleted Item 2 (after EFA)	.96	.72
i2	.96	.73
i3	.96	.71
i4	.96	.49
i5	.96	.69
i6	.96	.65
i7	.96	.76
i8	.96	.71
i9	.96	.68
i10	.96	.73
i11	.96	.63
i12	.96	.74
i13	.96	.74
i14	.96	.77
i15	.96	.73
i16	.96	.73
i17	.96	.80
i18	.96	.78
i19	.96	.75
i20	.96	.70
i21	.96	.69
i22	.96	.79

Item	If item dropped	
	Cronbach's α	Item-rest correlation
i23	.96	.76
i24	.96	.73

Note. Cronbach's α = .96, McDonald's ω = .96, Avarage interitem correlation=.536 (%95 CI=.460, .606), MEAN = 4.13, SD = .75

After the item analysis, exploratory factor analysis (EFA) aimed to discover the latent structure consisting of interrelated items (Field, 2017). A total of 25 items have been analysed in EFA. Kaiser-Meyer-Olkin Coefficient and Barlett Test were used to examine whether there was sufficient correlation between the variables to continue the analysis and meet the criterion of sampling adequacy (Hair, et al., 2013, p. 102). Since the KMO coefficient was found to be .95 and the Barlett test was significant ($X^2 = 4457.576$, $df = 300.000$, $p < .001$), it was determined that the sample size was sufficient (Field, 2017; Hair, et al., 2013).

The number of factors in EFA was determined according to the eigenvalue. Thus, as suggested, factors that have eigenvalues higher than 1.0 were taken into consideration (Hair, et al., 2013, p. 109). As a rotation method, Promax rotation, one of the oblique rotation methods, was selected since the factors were expected to be related to each other (Garson, 2023, p. 282). Thompson (2004, p. 43) states that Promax rotation is always a good option in oblique rotation. This method, in which the reference axes of the factors are rotated around the origin until another position is reached, is perhaps the most important tool in interpreting the factors (Hair, et al., 2013, p. 111). A cut-off point of .40 was used for factor loadings. Hair et al. (2013, p. 116) stated that factor loadings between $\pm .30$ and $\pm .40$ are minimally acceptable. Thus, four factors were identified in the analysis. However, the analysis was renewed by discarding Item 2, which loaded on two factors. "Variables that cross-load (load highly on two or more factors) are usually deleted unless theoretically justified or the objective is strictly data reduction" (Hair, et al., 2013, p. 120). Accordingly, as a result of EFA, a 4-factor structure with 24 items emerged. It was determined that this structure explained 67% of the total variance, KMO (.94) and Barlett's test were significant ($X^2 = 4217.811$, $df = 276.000$, $p < .001$). Factor loadings and eigenvalues of the factors are presented in Table 3.

Table 3*EFA Factor Loadings*

	Factor 1	Factor 2	Factor 3	Factor 4
i1				.57
i2				.47
i3				.56
i4				.71
i5				.92
i6				.81
i7			.70	
i8			.79	
i9			.78	
i10			.74	
i11			.74	
i12			.68	
i13	.67			
i14	.84			
i15	.76			
i16	.96			
i17	.72			
i18	.59			
i19		.61		
i20		.84		
i21		.88		
i22		.69		
i23		.82		
i24		.85		

Note. Applied rotation method is promax, Factor 1 Eigenvalue: 13.446, Factor 2 Eigenvalue: 1.535, Factor 3 Eigenvalue: 1.253, Factor 4 Eigenvalue: 1.201, Total Variance Explained: 67%, KMO: .94, Barlett Test of Sphericity: $X^2 = 4217.811$; $p < .001$, Factor 1: Material Support, Factor 2: Practical-Homework Support, Factor 3: Emotional Support, Factor 4: Guidance-Individual Support.

Table 4*Factor Correlations*

	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1	-	.74	.72	.66
Factor 2	.74	-	.72	.65
Factor 3	.72	.72	-	.65
Factor 4	.66	.65	.65	-

Note. Factor 1: Material Support, Factor 2: Practical-Homework Support, Factor 3: Emotional Support, Factor 4: Guidance-Individual Support.

After the EFA with Eigenvalue and Promax rotation methods, the 24-item structure was reanalysed with Parallel Analysis with Promax and Varimax rotation and Varimax rotation based on Eigenvalue. As a result of these analyses, there was no change in the structure obtained in the previous analysis and 1 item were cross-loaded and these items were discarded, and the same structure was reached. The correlations between factors are given in Table 4. According to the table, significant relationships were found between the factors in the exploratory factor analysis.

The fact that the 4-factor structure consisting of 24 items explained 67% of the total variance can be interpreted as sufficient to define the latent construct because Merenda (1997, p. 158) stated that the basic rule to be followed is that the ratio for the “real” number of factors or components should be at least .50. The fact that there is no factor loading below .40 indicates that the items under the same factor are strongly clustered with each other (Garson, 2023; Field, 2017; Hair et al., 2013).

According to the findings obtained, the structure created in item writing was discovered. In this way, the factor from item 1 to item 6 was named as Guidance-Individual Support, the factor from item 7 to item 12 as Emotional Support, the factor from item 13 to item 18 as Material Support, and the factor from item 19 to item 24 as Practical-Homework Support.

Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) was conducted twice, as a first-order and second-order analysis. The reason for examining the fit indices at the second level is that the structure constitutes a whole. In addition, second level confirmatory factor analysis is also recommended for measurement tools with three or more factors (Meydan & Şeşen, 2011).

First-order CFA results were also carried out with the JASP computer software. CFA model fit indices are reported as RMSEA (root mean square error of approximation), SRMR (standardised root mean residual), CFI (comparative fit indices), GFI (goodness of fit index), TLI (Tucker-Lewis Index), IFI (incremental fit index), NNFI (non-formed fit index). The following results were obtained from the first-order CFA: $RMSEA = .07$, $SRMR = .03$, $CFI = .93$, $GFI = .95$, $TLI = .92$, $IFI = .93$, $NNFI = .92$, $X^2/df = 2.41$. The following results were obtained from the second-order CFA: $RMSEA = .07$, $SRMR = .03$, $CFI = .93$, $GFI = .95$, $TLI = .92$, $IFI = .93$, $NNFI = .92$, $X^2/df = 2.39$.

In addition, the standardised factor loadings ranged between .64 and .90 in the first and second level confirmatory factor analyses. Further, the correlations of all four factors with each other were high. According to the fit indices and standardised factor loadings, it can be said that both models are at an acceptable level (Kline, 2023; Marsh, et al, 1988; Hair, et al., 2013). The path diagram of the first level confirmatory factor analysis is given in Figure 1 and the path diagram of the second level confirmatory factor analysis is given in Figure 2.

Figure 1

First Order CFA

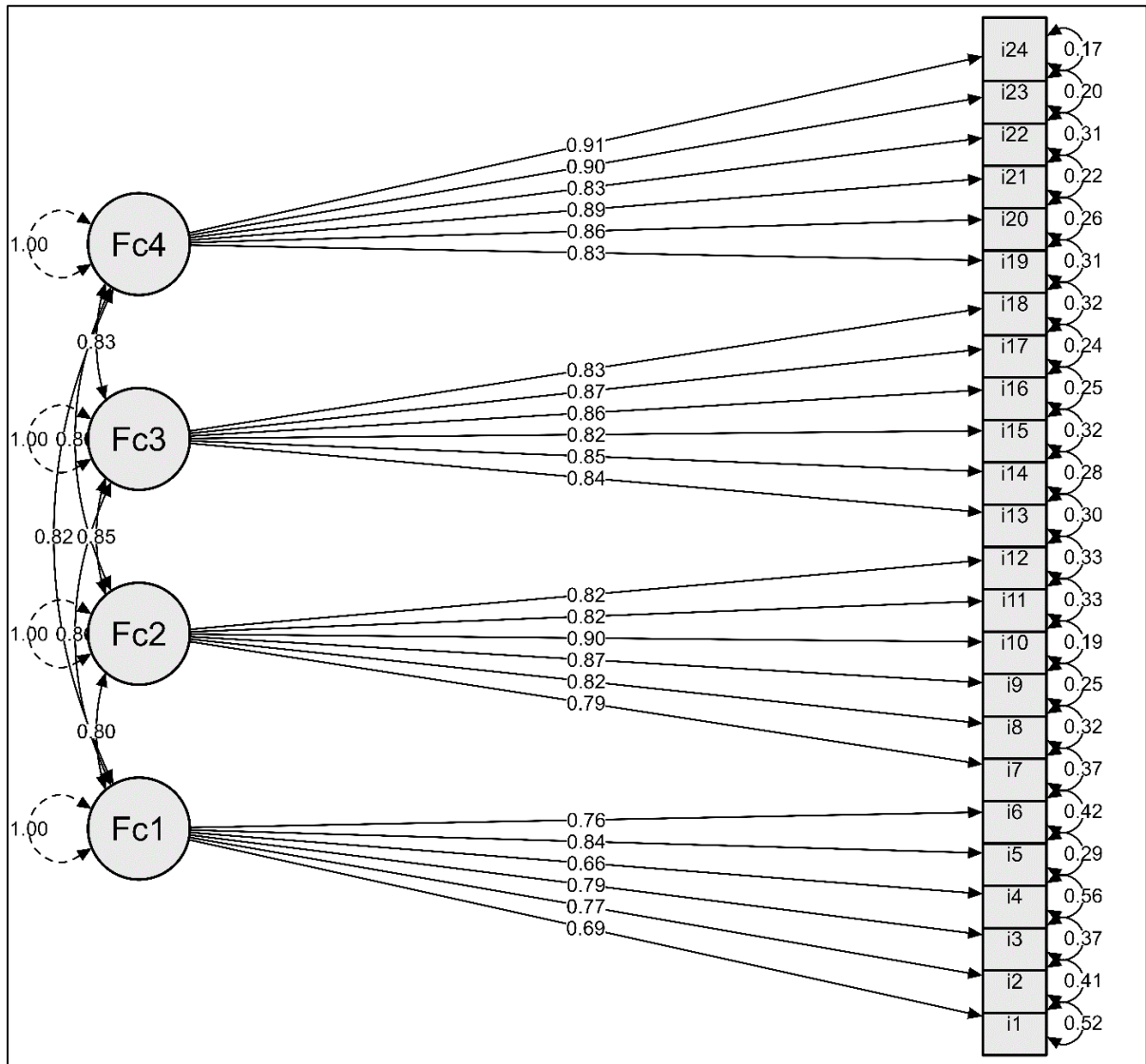
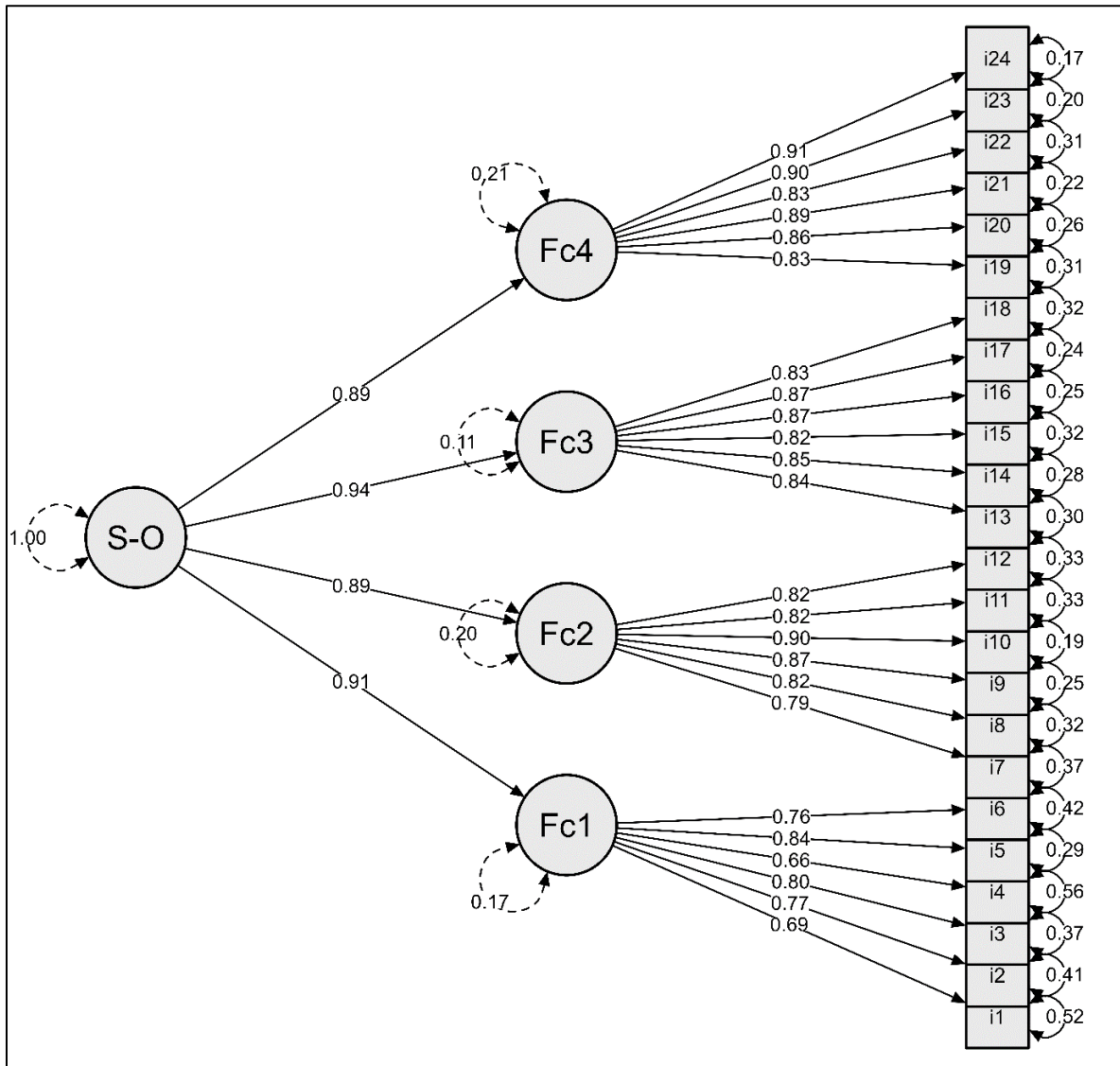


Figure 2

Second Order CFA



The four-factor structure and the one-factor model were compared in terms of fit indices. As a result of the one factor CFA, it was observed that SRMR = .05, RMSEA = .12, CFI = .81, TLI = .79, IFI = .81, GFI = .88, NNFI = .79, $\chi^2/df = 4.85$. According to these findings, it can be said that the items in the measurement tool fit better as four factors.

Convergent Validity

Average Variance Extracted (AVE) and Composite Reliability (CR) values were analysed for convergent validity. The term AVE (Average Variance Explained) is used to gauge how well a latent variable explains the variability in observed variables. This is done by comparing the variance attributed to the construct with the variance caused by measurement error. Additionally, AVE serves to demonstrate convergent validity (Cheung & Chang, 2017). The Composite Reliability (CR) method is used to help discover the factorial structure of the item set and is used in scale development and reliability (Raykov, 1997).

The AVE values of the scale were calculated as .58, .70, .72, .76 respectively at the first level. CR values were determined as .92, .94, .94, .94, .94, respectively. AVE values above .50 indicate convergent validity, and CR values of .70 and above are recommended (Fornell & Larcker, 1981; Hair, et al., 2013, p. 619). According to these findings, it can be said that the measurement tool provides convergent validity.

Table 5.

AVE (Average Variance Extracted) and CR (Composite Reliability)

Factor	AVE	CR
F1 GIS	.56	.88
F2 ES	.70	.93
F3 MS	.71	.93
F4 PHS	.75	.94

Note. GIS: Guidance-Individual Support, ES: Emotional Support, MS: Material Support, PHS: Practical-Homework Support

Reliability Analysis

Cronbach's α and McDonald's ω values were analysed for reliability analysis. Accordingly, the overall reliability values of the scale were determined as $\alpha = .98$ and $\omega = .97$. Factor 1 (F1) values were determined as $\alpha = .87$, $\omega = .88$; Factor 2 (F2) values were determined as $\alpha = .93$, $\omega = .93$; Factor 3 (F3) values were determined as $\alpha = .93$, $\omega = .93$; Factor 4 (F4) values were determined as $\alpha = .95$, $\omega = .95$. According to these values, it is determined that the measurement tool has a significant internal reliability (Field, 2017). In addition, the correlational relationships between the factors are presented in Table 6 below. Accordingly, it was determined that the factors were correlated with each other and with the total score of the measurement tool.

Table 6.*Factor Correlations*

Variable		F1	F2	F3	F4	PSLSD				
1. F1 (GIS)	r	—								
	Upper 95% CI	—								
	Lower 95% CI	—								
2. F2 (ES)	r	.68	*	—						
	Upper 95% CI	.76		—						
	Lower 95% CI	.59		—						
3. F3 (MS)	r	.73	*	.67	*	—				
	Upper 95% CI	.80		.74		—				
	Lower 95% CI	.66		.58		—				
4. F4 (PHS)	r	.66	*	.62	*	.65	*	—		
	Upper 95% CI	.74		.71		.73		—		
	Lower 95% CI	.57		.53		.56		—		
5. PSLSD	r	.91	*	.82	*	.87	*	.81	*	—
	Upper 95% CI	.93		.86		.90		.86		—
	Lower 95% CI	.89		.76		.83		.75		—

Note. Confidence intervals based on 1000 bootstrap replicates, * $p < .001$, PSLSD: Parental Support in Language Skills Development Scale, GIS: Guidance-Individual Support, ES: Emotional Support, MS: Material Support, PHS: Practical-Homework Support

RESULTS AND DISCUSSIONS

This study presents the development stages of the Parental Support in Language Skills Development Scale (PSLSD). The scale enables academics and teachers to assess parental support for children's language skills development. Thus, the role of the parents in the development of the child's language skills can be better defined in future studies. Using the measurement tool developed in this study, we can identify parents who need training on how to provide better support. We can then educate these parents on how to do so effectively. This can ensure that the education provided in schools is supported in a healthier way within the family. Thus, parental academic support perceived by children has a long-term and positive effect on their development and academic achievement (Jang & Suh, 2021, p. 8). Chen (2005, p. 107) also reported that perceived parental support has a strong direct relationship with academic achievement. Choe (2020) emphasised that parents' academic support is a predictor of adolescents' academic achievement and that a detailed examination of parental support is important in terms of improving academic outcomes, educating parents, and enabling practitioners to provide culturally sensitive services. The studies also analysed parental support in relation to achievement. The developed scale provides an opportunity to examine parental support in the context of first language teaching (L1).

Within the framework of the research, the analyses were carried out on two different samples. Thus, the discovered structure was verified with another study group. Firstly, item analysis was performed with the first study group, and it was determined that the item-rest correlations of all items in the

measurement tool were higher than the criterion value of .30. Afterwards, exploratory factor analysis was performed using principal axis factoring with Promax rotation method. Exploratory factor analysis revealed a 24-item structure with four factors. These factors were named as Guidance-Individual Support (F1), Emotional Support (F2), Material Support (F3), Practical-Homework Support (F4) as planned before. This four-factor structure explained 67% of the total variance.

CFA was, first, applied with the data collected from the second study group. According to the results obtained, the four-factor model presented acceptable fit values in the second group of 235 participants. Standardised factor loadings ranged between .64 and .90. After this stage, convergent validity was analysed. For this, Average Variance Extracted (AVE) and Composite Reliability (CR) were analysed. AVE values above .50 and CR values above .70 in all factors of the measurement tool can be considered as convergent validity (Fornell & Larcker, 1981; Hair, et al., 2013). In addition, according to the results of the reliability analysis conducted with the second study group, Cronbach's α and McDonald's ω values of .97 and .98, respectively, indicate that the measurement tool has internal consistency (Field, 2017).

In this study, an effort was made to create a valid and reliable measurement tool using two distinct study groups. According to the results obtained, it can be said that the measurement tool is valid and reliable. This scale, which examines the parent's support for the child's language skills development, is designed as a five-point Likert type. There are five options ranging from "Completely Not Suitable for Me" to "Completely Suitable for Me". The minimum score that can be obtained from the measurement tool is 24 and the maximum score is 120. A high score means an increase in the support provided by the parents. The scale, which constitutes a whole, can be used with a total score or with sub-factors based on the purpose.

Standard procedures were followed during the research. However, the discriminant and predictive validity of the measurement tool were not tested. Participants may not have responded truthfully to the statements in the measurement tool, even though they participated voluntarily. Additionally, it is possible that participants may have presented themselves in a different manner than their actual characteristics.

It is suggested that future studies can be designed to overcome the limitations and increase the validity and reliability of the Parental Support in Language Skills Development Scale. The developed scale can be used to analyse the support provided by parents of primary and secondary school students for the development of language skills. The parental support and children's achievements in language skills can be analysed correlationally by using the scale developed in this study.

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Appendix

Parental Support in Language Skills Development Scale (PSLSD)

Factor No.	Item No.	Item
F1: Guidance and Individual Support	1	Çocuğumun dil becerilerini desteklemek için birlikte eğitici etkinlikler (kelime oyunları vb.) yaparız.
	2	Çocuğum, dil becerilerini destekleyen materyalleri kullanırken ona rehberlik ederim.
	3	Çocuğumla birlikte onun seviyesine uygun kitap okuma ve film izleme gibi ev içi etkinlikler yaparız.
	4	Çocuğumla birlikte kütüphane ziyareti ve tiyatro izleme gibi ev dışı etkinlikler yaparız.
	5	Çocuğumla onun okuduğu kitaplar veya izlediği programlar ile ilgili konuşuruz.
	6	Çocuğuma, izlediği programlardaki veya okuduğu kitaplardaki olaylar veya ana fikirler ile ilgili sorular sorarım.
F2: Emotional Support	7	Çocuğumun dil becerilerini geliştirme sürecinde elde ettiği başarıları takdir ederim.
	8	Çocuğum dil becerilerini geliştirme sürecinde zorlandığında ona anlayış gösteririm.
	9	Çocuğum, dil becerileriyle ilgili konularda başarılı olduğunda ona olumlu geri bildirimler veririm.
	10	Çocuğumu, dil becerilerini geliştirmesi için motive ederek desteklerim.
	11	Çocuğumun dil becerilerini geliştirmesi sürecinde ona sabırlı davranırım.
	12	Çocuğum dil becerilerini geliştirme sürecinde hata yapsa da başarabileceği konusunda onu cesaretlendiririm.
F3: Material Support	13	Çocuğuma, dil becerilerini destekleyebilecek materyalleri (kitap, oyun, sesli hikâye, podcast vb.) düzenli olarak sağlarım.
	14	Çocuğumun dil becerilerini desteklemek için onun yaş grubuna uygun materyalleri (kitap, oyun, sesli hikâye, podcast vb.) araştırırım.
	15	Çocuğumun dil gelişimini desteklemek için zengin içerikli (kaliteli içerik) materyalleri özenle seçerim.
	16	Çocuğumun dil becerilerini destekleyebilecek çeşitli türlerde materyaller (kitap, oyun, sesli hikâye, podcast vb.) sağlarım.
	17	Çocuğumun dil becerilerini desteklemek için onun ilgi duyabileceği materyalleri (kitap, oyun, sesli hikâye, podcast vb.) seçerim.
	18	Çocuğumun dil becerilerini desteklemek için ona farklı metin türlerinde (masal, hikâye vb.) kitaplar sağlarım.
F4: Practical-Homework Support	19	Çocuğumun dil becerilerini geliştirmek için verilen ödevleri düzenli olarak takip ederim.
	20	Çocuğumun dil becerileri ile ilgili zorlandığı ödevlerinde ona yardım ederim.
	21	Çocuğum, dil becerilerini kapsayan ev ödevlerini yaparken ona rehberlik ederim.
	22	Çocuğumun dil becerilerini geliştirme odaklı ödevlerine yeterli zaman ayırmasını sağlarım.
	23	Çocuğumun dil becerilerini geliştirmek için yaptığı ödevlerin ilerlemesini düzenli olarak izlerim.
	24	Çocuğumun dil becerileriyle ilgili yapmış olduğu ev ödevlerini kontrol ederim.

Note. Dil Becerileri Gelişiminde Ebeveyn Desteği Ölçeği (DBGED) beş dereceli likert tipi değerlendirmeye sahiptir (1 = bana tamamen uygun değil, 2 = bana uygun değil, 3 = bana biraz uygun, 4 = bana uygun, 5 = bana tamamen uygun). Faktör 1: Rehberlik ve Bireysel Destek (m1, m2, m3, m4, m5, m6), Faktör 2: Duygusal Destek (m7, m8, m9, m10, m11, m12), Faktör 3: Materyal Desteği (m13, m14, m15, m16, m17, m18), Faktör 4: Bilgisel-Ödev Desteği (m19, m20, m21, m22, m23, m24). The Parental Support in Language Skills Development Scale (PSLSD) has a five-point Likert-type assessment (1 = not at all characteristic of me, 2 = not really characteristic of me, 3 = moderately characteristic of me, 4 = characteristic of me, 5 = very characteristic of me). Factor 1: Guidance and Individual Support (i1, i2, i3, i4, i5, i6), Factor 2: Emotional Support (i7, i8, i9, i10, i11, i12), Factor 3: Material Support (i13, i14, i15, i16, i17, i18), Factor 4: Practical-Homework Support (i19, i20, i21, i22, i23, i24).

Author Contributions

All authors contributed equally to the manuscript.

Conflict of Interest

No potential conflict of interest was declared by the author.

Supporting Individuals or Organizations

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Ethical Approval and Participant Consent

Ethics committee permission for this study was obtained from Ordu University Rectorate Social and Humanities Research Ethics Committee with the decision dated 28.09.2023 and numbered 2023-168.

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Profiles of Learners of Turkish as a Second Language in Terms of Acculturation Orientation, Psychological Adjustment, and Perceived Cultural Distance


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Abstract

When individuals encounter a cultural circle other than the one that constructs their memory, self, and consciousness, they are likely to experience some adaptation problems. Especially for individuals living in a foreign country, such problems can be much more diverse. Therefore, it is extremely important to examine such problems by focusing on the individual's perceptions and experiences in various dimensions. The aim of this study is to determine the profiles of learners of Turkish as a second language in terms of acculturation orientation, psychological adjustment, and perceived cultural distance and the relationship between them. In line with this aim, the correlational method, one of the quantitative research methods, was preferred in the study. The sample group consisted of 300 learners at B2, C1 and C1+ language levels who were studying at Turkish language teaching centres of different universities in Türkiye in the 2022-2023 academic year. A 7-point Likert-type short scale developed by Demes and Geeraert (2014) consisting of the dimensions of acculturation orientation, psychological adjustment, and cultural distance was used as a data collection tool; the data were analyzed using the SPSS 26.0 statistical package program. As a result of the research, it was found that the participants, who exhibited different profiles in terms of scores according to gender, language level, education level, reason for coming to Türkiye, native language, and number of languages known, showed that as their orientation toward home culture increased, their orientation toward Turkish culture and perceived cultural distance scores increased correlatively; however, their psychological adjustment scores decreased. While no relationship was found between the participants' orientation toward Turkish culture and their psychological adjustment and intercultural distance perceptions, it was observed that as their psychological adjustment scores increased, their perceived cultural distance scores decreased. Finally, the results obtained from the study were interpreted and discussed in the light of the literature. Various suggestions were also presented to the researchers by mentioning the limitations of the study.

Keywords

Teaching Turkish as a second language, acculturation orientation, psychological adjustment, perceived cultural distance, international students.

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INTRODUCTION

It has a history of hundreds of years that societies interact with each other as a result of being exposed to migration movements for various reasons in a wide geographical area within historical depth. The quality and quantity of this mobility have changed throughout historical processes. Therefore, the changing dimensions of migration mobility have also determined the nature of cultural interaction. However, today, cultural interactions occur not only through mass migrations but also through accelerating communication models thanks to the wide opportunities offered by technology. This speed in cross-border information flow has brought a strong awareness of cultural interaction. However, this awareness and readiness cannot offer an absolute solution to the problems that may be encountered in interaction in socio-cultural life. For this reason, plural culture has gained importance in multilingual and multicultural areas in the 21st century. Plural culture has emerged as an important skill area for individuals exposed to cultural interaction in international educational migration movements. It is also defined as a background area that can be described as an acculturation process and directly contributes the learning-teaching processes in second/foreign language learning.

The harmony problem and implicit or explicit conflicts experienced by the individual during his interaction with others have been the focus of many scientific studies. It is clear that these problems and conflicts need to be evaluated in the context of the acculturation process (Ozer, 2015; Maddux & Galinsky, 2009; Shi et al., 2019; Swagler & Jome, 2005). International students receiving higher education in different countries are also a potential population worth examining in this context (Smith & Khawaja, 2011).

The problems that international students encounter in the process of adaptation to the target culture may arise from the target society or directly from themselves, depending on the reciprocity inherent in the acculturation process. Preferences for assuming roles within the target culture and maintaining one's own culture, psychological suitability for the target culture's characteristics/expectations, perceived similarities and differences shape harmony as well as factors such as the policies and practices of the target society, multiculturalism experiences, the value it places on internationalism, etc. This research was carried out through three concepts that center on the individual's perceptions and experiences as a "social actor" and are closely related to each other: *acculturation orientation*, *psychological adaptation*, and *cultural distance*.

Acculturation Orientation

Belonging, attitudes, values, and behaviors vary from society to society. Naturally persistent elements in one society may remain unusual in another society. Everything that an individual comes into contact with outside of his or her habits has the power to bring about emotional or behavioral changes in the individual. This process, called 'acculturation', refers to getting to know a new culture and establishing a harmonious interaction with it. Whatever the reason, it can create a feeling of being stuck between the source culture and the target culture in individuals living elsewhere within the borders of their own country. This opens up different options for determining a position in the acculturation process. In this regard, models based on the dimensions of maintaining the source culture and participating in the target culture have been proposed (Berry, 1994; Celenk & van de Vijver, 2011; Rudmin, 2009). Multi-directional models have also been developed based on the same basic dimensions. According to the model of four acculturation orientations put forward by Berry (1994), the most well-known of these is *integration*, if the orientations toward the home culture (source culture) and the host culture (target culture) are strong. If the orientation toward the home culture is weak and the orientation toward the

host culture is strong, *assimilation* occurs. If orientation toward the home culture is strong and orientation toward the host culture is weak, *separation* takes place. If orientation toward both the home culture and the host culture is weak, *marginalization* occurs. It is stated that while integration is the most ideal acculturation orientation because it facilitates adaptation by encouraging taking on roles in both cultures and maintaining a sense of identity and belonging, other trends are quite inadequate because they do not support the multiple uses of cultural resources (Berry, 1997; Ozer, 2015; Phinney et al., 2001; Schachner et al., 2016; Yoon et al., 2013).

It is stated that acculturation is not specific to the new participant(s) but also brings about some changes in society (Flaskerud, 2007; Schwartz et al., 2010). On the other hand, it is emphasized that acculturation orientation is a complex and dynamic process affected by factors such as individual preferences, social expectations, and contact level (Nguyen & Benet-Martinez, 2012; Schachner et al., 2016). In the process of adaptation to new sociocultural contexts, acculturation orientation is extremely decisive due to its guiding effect on the individual's attitudes and behaviors. Additionally, acculturation is a common psychological phenomenon that can affect outcomes on a wide range of issues, from mental health to interpersonal relationships (Berry, 2006).

Psychological Adjustment

One of the main indicators of human behavior and development is contact between different populations. The contact between two different cultures causes cultural and psychological changes (Balidemaj & Small, 2019, p. 649). The effects of staying in a new or different place, whether temporarily or permanently, can have a significant impact on an individual's psychology and are among the determinants of acculturation. Those coming from culturally more different/distant regions have more acculturation concerns and exhibit more reserved behavior and accordingly, social isolation appears to occur. Studies mention two basic aspects of adaptation that are socioculturally and psychologically interrelated (Demes & Geeraert, 2014; Ward & Kennedy, 1999). Sociocultural adjustment involves daily behaviors, while psychological adjustment involves emotional factors that influence these behaviors.

Psychological adjustment is a concept that deals with how well and comfortable a person feels in a new culture. Life satisfaction includes positive affect and self-esteem, as well as it may also include negative affect, such as coping with low levels of alienation, anxiety, depression, loneliness, etc. (Nguyen & Benet-Martinez, 2012; Ozer, 2015). In other words, psychological adjustment is a process in which individuals strive to meet their needs, follow their goals, and manage expectations in a new society, and it requires a flexible balance between the past, present and future (Marczak et al., 2020). Time spent in the culture, commonality or similarity of cultural representations, language level, etc. determines the degree of psychological adjustment.

In an environment where psychological adjustment is not possible, cultural adaptation problems are likely to occur. As a matter of fact, it has been stated that a low acculturation level is associated with high depression levels (Jang et al. 2005). Additionally, interaction with the host culture has been found to be associated with measured psychological characteristics (Nguyen et al., 1999; Ozer, 2015; Schwartz et al. 2013).

Cultural Distance

Cultural distance refers to the level of meaningfulness of representations of a culture for individuals from other cultures. Overlaps and divergences in the perceptual world determine the distance

between two cultures (Aydın, 2020). Therefore, it helps to analyze differences in values, norms, behaviors, and practices between different cultures. Demes and Geeraert (2014) explain that sociocultural adaptation and perceived cultural distance are interrelated, and the greater the difference between two cultures, the more difficult adaptation will be. It is stated that as cultural distance increases, individuals will learn new culture-specific skills more difficultly, and as it decreases, it will be easier for individuals to learn new culture-specific skills (Masgoret & Ward, 2006; Geeraert & Demoulin, 2013).

Hofstede et al. (2010) evaluate cultural differences in six dimensions (power distance, individualism-socialism, masculinity-femininity, uncertainty avoidance, long-short termism, enthusiasm-constraint) and they argue that these dimensions can be used to determine the distance between different cultures and make comparisons. These identified differences are highly likely to affect acculturation strategies and direct communication, cooperation, trust and participation processes. Because it determines the attitude toward people from other cultures, beliefs, behaviors, in short, identities.

Although the three concepts mentioned above are related to each other, measuring them separately may be valuable to produce more effective results. Although there are separate studies on these concepts in the literature (for example; Boynueğri, 2018; Gökyer, 2017; Güler, 2019; Güngör, 2014; Karluk, 2022; Şeker & Akman, 2016), no study addressing all three together has been found. International students' perceptions and experiences with these concepts may affect their adaptation. The purpose of this research is to examine the profiles of international students learning Turkish as a second language in terms of acculturation orientation, psychological adjustment, and perceived cultural distance, which are extremely important for adaptation. In this context, answers were sought to the following research questions:

1. Is there a statistically significant relationship between acculturation orientation, psychological adjustment, and perceived cultural distance scores of international students learning Turkish as a second language?
2. Do the acculturation orientation, psychological adjustment, and perceived cultural distance scores of international students learning Turkish as a second language differ according to gender, nationality, education level, Turkish language level, reason for coming to Türkiye, language family in which their native language belongs, and the number of languages they know?

METHOD

Research Model/Design

This is correlational research in which a quantitative research approach is preferred by its purpose and nature. Correlational research is carried out to determine whether there is a relationship between two or more variables, and if so, at what level (Büyüköztürk et al., 2012; Karasar, 2006). In correlational research, the researcher does not make any interventions to affect the variables before or during the data collection process. Instead, the researcher tries to reveal the relationships between the numerical data obtained through correlation or regression analysis (Creswell, 2017).

Participants of the Study

In this study, criterion sampling, one of the purposeful sampling methods, was utilized. Yıldırım and Şimşek (2013) explain criterion sampling as utilizing individuals who fulfill predetermined criteria and

are related to the subject. The participants of the study consisted of international students learning Turkish at TÖMER or DİLMER centers of various universities in Türkiye. The main criterion for determining the participants was to have B2, C, and C1+ level Turkish proficiency in terms of the comprehensibility of the items in the scales to be used. Detailed information about the participants in the study is given in Table 1.

Table 1

Demographic Information on Participants

Variables	Group	N	%
Gender	Female	161	53,7
	Male	139	46,3
Nationality	Asia	213	71
	Africa	76	25,3
	Other	11	3,7
Level of Education	Undergraduate	210	70
	Graduate	90	30
Turkish Language Level	B2	149	49,7
	C1 and C1+	151	50,3
Reason for Coming to Türkiye	Education	266	88,7
	Other (war, economy, etc.)	34	11,3
Native Language Family	Indo-European	79	26,3
	Afro-Asiatic (Hamito-Semitic)	97	32,3
	Ural-Altai	76	25,3
	Other	48	16
Number of Known Languages	Unspecified	50	16,7
	1 language	133	44,3
	2 languages	84	28
	3 languages	33	11
Total		300	100

Of the 300 participants in the study, 53.7% were female and 46.3% were male. 71% were of Asian nationality, 25.3% were of African nationality, and 3.7% were of other nationalities. 70% were undergraduates, and 30% were graduate students. 50.3% of the participants have C1 and C1+, and 49.7% have a B2 Turkish language level. On the other hand, 88.7% of the participants stated that they came to Türkiye for educational reasons and 11.3% for other reasons (war and security problems, economic, sociocultural, etc.). When the distribution of the participants according to the native language family is examined, it is observed that 32.3% of the participants belong to the Hamito-Semitic language family, 26.3% to the Indo-European language family, 25.3% to the Ural-Altai language family, and 16% to other language families. Finally, when the distribution of the participants according to the number of languages they know other than their native language is examined, it is found that 44.3% know 1 language, 28% know 2 languages, 11% know 3 languages, and 16.7% do not specify the number of languages.

Data Collection

This study utilized three brief scales developed by Demes and Geeraert (2014): the Acculturation Orientation Scale, the Psychological Adjustment Scale, and the Perceived Cultural Distance Scale. The scales were developed in nine different languages, including Turkish. In this direction, the authors were contacted via e-mail, and the Turkish version of the scales was requested and approval for use was obtained. Detailed information about the scales is as follows:

Acculturation Orientation Scale (AOS)

This scale was created in two dimensions. Demes and Geeraert (2014) state that orientation toward home culture (source culture) and host culture (target culture) are independent of each other and therefore should be measured separately. In the scale consisting of 8 items related to friendship, traditions, values, and behaviors/actions, the first four items are related to home culture orientation, while the second four items are related to host culture orientation. For this reason, in this study, a distinction was made between orientation toward home culture (AOS-H) and orientation toward Turkish culture (AOS-T). The participant is asked to indicate the extent to which they agree with the statements in the items. The scale was developed as a 7-point Likert-type scale and is graded from strongly disagree = 1 to strongly agree = 7. There are no reverse-scored items on the scale. A sample item from each dimension of the scale is given below.

Home Culture;

4. In Türkiye, it is important for me to perform behaviors and actions that belong to my own culture.	1	2	3	4	5	6	7
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Host Culture (Turkish Culture);

8. When I live in Türkiye, it is important for me to do things like Turks.	1	2	3	4	5	6	7
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Demes and Geeraert (2014) calculated the reliability of the scales separately with data collected from both international students studying at the University of Essex and international staff of the same university. Since the participants of this study were international students, only the reliability results based on the data obtained from the students were included. Accordingly, the Cronbach's alpha reliability coefficient of the AOS-H (orientation toward home culture scale) was calculated as 0.79, and the Cronbach's alpha reliability coefficient of the AOS-T (orientation toward host culture scale) was calculated as 0.80. Additionally, the total reliability coefficient for the CTS was calculated and found to be 0.712.

Psychological Adjustment Scale (PAS)

There are 8 items in this scale that focus on the feelings in the host country, such as tension caused by the effort to adapt, missing relatives back home, and anxiety when meeting people from the target culture. The participant is asked to indicate how often he/she has felt the psychological states described in these items in the last two weeks in the host country. The scale is developed as a 7-point

Likert-type scale with a rating from never = 1 to always = 7. In addition, items 2, 3, 4, 5, 6, and 7 are reverse scored. A sample item from the scale is given below.

4. In Türkiye, I feel nervous because I don't know how to behave in certain situations.	1	2	3	4	5	6	7
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Demes and Geeraert (2014) calculated the Cronbach's alpha reliability coefficient of the PAS as 0.79. For this study, the Cronbach's alpha reliability coefficient was found to be 0.69.

Perceived Cultural Distance Scale (PCDS)

It consists of 12 items on climate, natural environment, social environment, daily life, activities, eating and drinking behaviors, family life, social rules, values and beliefs, character traits of people, friendship, social communication, and interaction. In these items, the participant is asked to make comparisons by considering the similarities and differences between the home culture and the host culture. The scale was developed on a 7-point Likert scale and is rated from very similar = 1 to completely different = 7. There are no reverse-scored items on the scale. A sample item from the scale is given below.

1. My country and Türkiye in terms of climate (temperature, rainfall, humidity)	1	2	3	4	5	6	7
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Demes and Geeraert (2014) calculated the Cronbach's alpha reliability coefficient of the PCDS as 0.79. For this study, the Cronbach's alpha reliability coefficient was found to be 0.854.

Data Analysis

In this study, the SPSS 26 statistical package program was used for data analysis. Participants who gave the same answer to all items separately for all three scales were checked, and 28 participants were excluded from the analysis. Outliers for the scale scores were examined according to the z standard values being outside the ± 3.30 range, and no outlier was found. In assessing the normality of the scale scores, skewness and kurtosis coefficients were examined, and if these values were between ± 1 , the score distribution was considered normal (Tabachnick & Fidell, 2013). Accordingly, descriptive statistics for the three scale scores are given below.

Table 2*Descriptive Statistics Related to Scale Scores*

Scale Scores	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
AOS	1,5	6,8	4,85	0,99	-0,589	0,202
AOS-H	1	7	4,56	1,37	-0,459	-0,307
AOS-T	1	7	5,14	1,22	-0,518	-0,069
PAS	2,3	6,8	4,36	0,97	0,146	-0,502
PCDS	1,1	6,8	4,25	1,13	-0,122	-0,201

H: Orientation toward home (source) culture score; T: Orientation toward Turkish culture score

All scale scores were obtained by averaging the items. Acculturation orientation scale scores ranged between 1.5-6.8 with a mean of 4.85; the mean score for orientation toward home culture was 4.56, and the mean score for orientation toward Turkish culture was 5.14. Psychological adjustment scale scores ranged between 2.3-6.8 with a mean of 4.36; perceived cultural distance scale scores ranged between 1.1-6.8 with a mean of 4.25. Since all skewness and kurtosis values are between ± 1 , the score distribution is normal.

Skewness and kurtosis values for all scale scores were obtained within the range of ± 1 for all categories of independent variables (see Appendix). It was determined that the scale scores were normally distributed both for the whole group and in each category of independent variables, and parametric comparison methods were used.

The Pearson correlation method was used for the relationship between the sub-dimensions of the acculturation orientation scale, psychological adjustment, and perceived cultural distance. In the interpretation of the correlation coefficient, Baykul (2010) stated that there is a high correlation if the coefficient is greater than 0.70, a moderate correlation if the coefficient is between 0.40-0.70, and a weak correlation if the coefficient is less than 0.40. Since all of the scale scores were normally distributed and the number of data was sufficient in each group ($N > 30$), independent groups t-test and one-way analysis of variance (ANOVA), which are parametric methods, were used. The independent samples t-test method is used in comparisons between continuous and normally distributed measurements of two groups, while ANOVA is used in comparisons of more than two groups (Pallant, 2007). LSD multiple comparison method was used for significant differences as a result of ANOVA. Comparisons were made at $p < .05$ significance level for statistical analysis.

Ethical Principles

Ethics committee permission for this study was obtained from Gazi University Ethics Committee with the decision dated 18.04.2023 and numbered 08.

FINDINGS

The study analyzed the correlations between acculturation trend, psychological adaptation, and perceived cultural distance scores using the Pearson correlation method. The findings are presented in Table 3.

Table 3*Pearson Correlations Between the Scale Scores*

	1	2	3	4
1. AOS -H	1			
2. AOS -T	,162**	1		
3. PAS	-,323**	0,038	1	
4. PCDS	,221**	0,002	-,346**	1

H: Orientation toward home (source) culture score; *T*: Orientation toward Turkish culture score

There were positive, low, and significant correlations between legacy acculturation scores, Turkish acculturation scores ($r=0.162$, $p<.01$), and perceived cultural distance scores ($r=0.221$, $p<.01$) of the participants. There was a negative, low, and significant correlation between legacy acculturation scores and psychological adaptation scores ($r=-0.323$, $p<.01$). In other words, participants' orientation toward home culture increased with their orientation toward Turkish culture and perceived cultural distance scores; however, their psychological adaptation scores decreased. There was no significant correlation between the participants' orientation toward Turkish culture and their psychological adaptation and perceived cultural distance scores ($p>.05$). Finally, a negative, low, and significant correlation was determined between psychological adaptation and perceived cultural distance ($r=-0.346$, $p<.01$) scores. In other words, as psychological adaptation scores increased, perceived cultural distance scores decreased. The increase in the psychological adaptation of the participants demonstrated that the differences between the legacy culture and Turkish culture decreased or the similarities between them increased.

The next study dimension was the effect of demographic variables on acculturation trends, psychological adaptation, and perceived cultural distance scores. The t-test and one-way analysis of variance (ANOVA) findings are presented in Table 4.

Table 4*Comparison of Scale Scores Based on Demographic Variables*

Variables	Group	N	AOS -H X \pm ss	AOS -T X \pm ss	PAS X \pm ss	PCDS X \pm ss
Gender	Female	161	4,6 \pm 1,3	5,2 \pm 1,3	4,4 \pm 0,9	4,2 \pm 1
	Male	139	4,5 \pm 1,4	5,1 \pm 1,2	4,4 \pm 1	4,3 \pm 1,2
	t ₍₂₉₈₎		0,935	0,45	0,011	-1,13
	p		0,351	0,653	0,991	0,259
Nationality	Asia	213	4,5 \pm 1,4	5,2 \pm 1,2	4,5 \pm 0,9	4,1 \pm 1,1
	Africa	76	4,7 \pm 1,3	4,9 \pm 1,3	4,1 \pm 1	4,5 \pm 1,2
	t ₍₂₈₇₎		-0,857	2,334	3,207	-2,807
	p		0,392	0,02*	0,001*	0,005*
Level of Education	Undergraduate	210	4,6 \pm 1,3	5,1 \pm 1,2	4,4 \pm 0,9	4,3 \pm 1,1
	Graduate	90	4,4 \pm 1,4	5,3 \pm 1,3	4,3 \pm 1,1	4,2 \pm 1,2
	t ₍₂₉₈₎		1,17	-1,695	0,124	1,024
	p		0,243	0,091	0,902	0,307

Turkish Language Level	B2	149	4,4±1,5	5±1,2	4,4±0,9	4,2±1
	C1 and C1+	151	4,7±1,3	5,2±1,2	4,3±1	4,3±1,2
	$t_{(298)}$		-2,245	-1,438	1,644	-0,481
	p		0,025*	0,151	0,101	0,631
Reason for Coming to Türkiye	Education	266	4,6±1,4	5,1±1,2	4,3±0,9	4,3±1,1
	Others (war, economy, etc.)	34	4,2±1,2	5,6±1,4	4,4±1,2	3,9±1
	$t_{(298)}$		1,622	-2,193	-0,41	1,982
	p		0,106	0,029*	0,682	0,048
Native Language Family	Indo-European (a)	79	4,6±1,5	5,2±1,1	4,2±1	4,3±1,3
	Hamito-Semitic (b)	97	4,5±1,3	5,2±1,4	4,4±1	4,1±1,1
	Ural-Altaic (c)	76	4,5±1,5	4,8±1,3	4,4±0,9	4,1±1
	Others (d)	48	4,9±1	5,5±0,8	4,4±0,8	4,7±1
	$F_{(3,296)}$		1,369	3,418	0,863	4,226
	p		0,252	0,018*	0,461	0,006*
	Difference**			c<a,b,d		d>a,b,c
Number of Known Languages	Unidentified (a)	50	4,5±1,4	5,1±1,4	4,4±1,1	4,1±1,1
	1 language (b)	133	4,3±1,4	5,2±1,2	4,5±1	4,2±1,1
	2 languages (c)	84	4,9±1,2	5±1	4,3±0,8	4,2±1,2
	3 languages (d)	33	4,7±1,4	5,2±1,4	4,2±1	4,8±1,1
	$F_{(3,296)}$		3,227	0,631	1,117	3,375
	p		0,023*	0,596	0,343	0,019*
	Difference**		c>b			d<a,b,c

* $p<.05$; **LSD post hoc comparison; **H**: Orientation toward home (source) culture score; **T**: Orientation toward Turkish culture score

As seen in Table 4, there were no significant differences between orientation toward home culture ($t_{(298)}=0.935$, $p>.05$), orientation toward Turkish culture ($t_{(298)}=0.45$, $p>.05$), psychological adjustment ($t_{(298)}=0.011$, $p>.05$), and perceived cultural distance ($t_{(298)}=-1.13$, $p>.05$) scores. In other words, the orientation toward home culture, orientation toward Turkish culture, psychological adjustment, and perceived cultural distance mean scores of the male and female participants were similar.

There were significant differences between the orientation toward Turkish culture ($t_{(287)}=2.334$, $p<.05$), psychological adjustment ($t_{(287)}=3.207$, $p<.05$) and perceived cultural distance ($t_{(287)}=-2.807$, $p<.05$) scores of the participants based on nationality. The mean orientation toward Turkish culture and psychological adjustment scores of the Asian participants were higher when compared to the African participants, while their mean perceived cultural distance score was lower. However, there was no significant difference between the mean orientation toward home culture score of the participants based on nationality ($t_{(287)}=-0.857$, $p>.05$).

There were no significant differences between the orientation toward home culture ($t_{(298)}=1.17$, $p>.05$), orientation toward Turkish culture ($t_{(298)}=-1.695$, $p>.05$), psychological adjustment ($t_{(298)}=0.124$, $p>.05$) and perceived cultural distance ($t_{(298)}=1.024$, $p>.05$) scores of the participants based on education level. The mean orientation toward home culture, orientation toward Turkish culture, psychological adjustment, and perceived cultural distance scores of the participants with undergraduate and graduate degrees were similar.

A significant difference was determined between the orientation toward home culture scores of the participants based on their Turkish language level ($t_{(298)}=-2.245$, $p<.05$). The average score of participants with C1 and C1+ Turkish language levels for orientation toward home culture was higher than that of B2 levels. However, there were no significant differences between orientation toward Turkish culture ($t_{(298)}=-1.438$, $p>.05$), psychological adjustment ($t_{(298)}=1.644$, $p>.05$), and perceived cultural distance ($t_{(298)}=-0.481$, $p>.05$) scores based on the Turkish language level.

A significant difference was determined between the orientation toward Turkish culture scores of the participants based on their reason for came to Türkiye ($t_{(298)}=-2.193$, $p<.05$). The mean orientation toward Turkish culture scores of the participants who came to Türkiye for other reasons (war and safety, economic, sociocultural, etc.) were higher when compared to the participants who coming for educational reasons. However, there were no significant differences between orientation toward home culture ($t_{(298)}=1.622$, $p>.05$), psychological adjustment ($t_{(298)}=-0.41$, $p>.05$), and perceived cultural distance ($t_{(298)}=1.982$, $p>.05$) scores based on their reason for coming to Türkiye.

A significant difference was determined between the mean orientation toward Turkish culture ($F_{(3,296)}=3.418$, $p<.05$) and perceived cultural distance ($F_{(3,296)}=4.226$, $p<.05$) scores based on the native language family of their native language. However, there was no significant difference between the orientation toward home culture ($F_{(3,296)}=1.369$, $p>.05$) and psychological adjustment ($F_{(3,296)}=0.863$, $p>.05$) scores based on the language family of their native language. The LSD post hoc test, a multi-comparison method, was employed to determine the significant differences based on the language family of the native language. Thus, a difference was determined between the orientation toward Turkish culture scores of the participants whose native language was a Ural-Altaic language and whose native language was Indo-European, Hamito-Semitic, and others ($p <.05$). Participants whose native language was Ural-Altaic had the lowest mean orientation toward Turkish culture score. There was a difference between the mean perceived cultural distance scores of the participants whose native language was Indo-European, Hamito-Semitic, or Ural-Altaic and the participants whose native language was other ($p <.05$). Participants whose native language was in the other group scored a higher mean perceived cultural distance score.

Finally, the study found a significant difference in mean orientation toward home culture ($F_{(3,296)}=3.227$, $p<.05$) and perceived cultural distance ($F_{(3,296)}=3.375$, $p<.05$) scores based on the number of languages known by the participants, except for their native language. However, there was no significant difference between the orientation toward Turkish culture ($F_{(3,296)}=0.631$, $p>.05$) and psychological adjustment ($F_{(3,296)}=1.117$, $p>.05$) scores based on the number of languages they knew. The LSD post hoc test was employed to determine the significant differences based on the number of known languages. There were differences between the orientation toward home culture scores of bilingual and trilingual participants ($p<.05$), and the mean orientation toward home culture score of trilingual participants was higher. There was a difference between the perceived cultural distance scores of the participants who knew three languages and all others ($p<.05$), and the mean perceived cultural distance score of the participants who spoke three languages was the highest.

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

In this study, the relationship between acculturation orientation, psychological adjustment, and perceived cultural distance scores of international students was examined. Accordingly, as the participants' orientation toward home culture scores increases, orientation toward Turkish culture and

perceived cultural distance scores also increase relationally; however, psychological adjustment scores decrease. Here, the fact that orientation toward home culture linearly affects orientation toward Turkish culture can be associated with developing competencies as a result of contact and thus gaining social and cognitive flexibility. On the other hand, increasing perceived cultural distance and decreasing psychological adjustment are not expected results for individuals whose orientation toward both cultures increases relationally. The source of this result can be explained by the fact that the research participants come from different cultures, and the unifying culture for them is Turkish culture. Given that the items on the AOS-H and AOS-T scales primarily relate to observable behaviors, it can be inferred that participants behaved appropriately in both cultures. However, the items on the PAS and PCDS scales mostly relate to affective behaviors and the psychological factors associated with them, indicating a discrepancy between the participants' feelings and behaviors. Similar studies have shown that cultural orientation is a predictor of psychological adjustment (Ozer, 2015; Zhang et al., 2010); in particular, integration, which affects orientation to both cultures, has been found to significantly support sociocultural adaptation (Nguyen & Benet-Martinez, 2012; Ozer, 2015; Schachner et al., 2016; Yoon et al., 2013). However, it should be taken into consideration that the level of relationality in this study was low. On the other hand, the negative and low-level relationship between psychological adjustment and perceived cultural distance in the study shows that as the participants' psychological adjustment scores increase, their perceived cultural distance scores decrease. This result indicates that the participants feel psychologically good and comfortable because they have more commonalities between the representations of Turkish culture and their own culture. This negative relationship overlaps with the result obtained in Demes and Geeraert's (2014) study. Mumford and Babiker (1998) found a positive correlation between cultural distance and psychological problems, indicating that as perceived cultural distance increases, anxiety and stress replace well-being to the same degree.

In the second stage of the study, it was analyzed whether demographic variables have an effect on acculturation orientation, psychological adjustment, and perceived cultural distance scores. Accordingly, it was found that *gender* and *level of education* variables did not have a significant effect on any scale. According to the *nationality* variable, participants from the Asian continent have a significant score difference in terms of orientation toward Turkish culture and psychological adjustment. In addition, perceived cultural distance scores were also low, as expected. Nationality is a predictive variable about the situations that may be encountered in the host society (Meloni, 1986). Low cultural distance scores mean that there are more similarities. The relationship between similarities and feeling secure in one's identity, reducing the feeling of alienation, and increasing social connectedness has been expressed in studies (Sever, 2020; Traş & Güngör, 2011).

According to the *Turkish language level* variable, a significant difference was detected in favor of C1 and C1+ only in terms of orientation toward home culture. It is expected that as we begin to recognize and understand a culture, our orientation towards it and even our familiarization with it will increase. While it is expected that students who have reached C1 and C1+ levels will be more oriented toward Turkish culture based on the assumption that they will know and understand it more, it is noteworthy that the opposite result emerged here. As a matter of fact, while low language levels can be associated with adaptation problems and trigger the individual to escape to the comfort of his/her own culture, this is less common at high language levels (Zhang & Goodson, 2011). Despite the language level, situations encountered in social contexts may have influenced the orientation here. For example, it is natural for excluded and discriminated groups to have a high level of commitment to their home culture (Phinney et al., 2001; Schwartz et al., 2010).

It was determined that the *reason for coming to Türkiye* variable only significantly affected the orientation toward Turkish culture in favor of the participants who came to Türkiye for other reasons (such as war and security problems, economic, sociocultural, etc.). As in other studies (Er, Saat, & Üstten, 2018), most of the participants stated that they came to Türkiye for educational reasons. This may be associated with personal preferences and may reinforce the perception of transience. However, most of those who came for other reasons expressed forced migration based on war and security problems. Studies indicate that voluntary migration and involuntary migration make a difference in terms of adaptation (Nguyen & Benet-Martinez, 2012; Sodowsky et al., 1991). This result can be explained by the fact that those who cite war and security problems as reasons are more inclined toward Turkish culture and try to adapt to Turkish culture because they have no hope of returning. Aydın and Avaroğlu (2023) also found that the same reason created a significant difference in attitudes toward Turkish culture. When the perception of permanence is reinforced, it is possible to see adaptation as the only option.

A significant difference was found in the mean scores of orientation toward Turkish culture and perceived cultural distance according to the *language family of the native language*. It is noteworthy that the participants from the Ural-Altai language family had the lowest orientation toward Turkish culture, considering that Turkish is also from the same language family. This result differs from the results of Aydın and Avaroğlu (2023) in favor of those from the Ural-Altai language family in terms of both attitudes toward Turkish culture and social adjustment. On the other hand, the expectedly higher perceived cultural distance average score of the participants from other language families indicates that there are many cultural differences among the participants from other language families.

Finally, it was found that the *number of known languages* significantly affected the orientation toward home culture and perceived cultural distance scores. The participants with the highest scores of orientation toward home culture were those who knew two languages, while the participants with the highest perceived cultural distance scores were those who knew three languages. It is thought that the number of known languages will make a significant contribution to adaptation, as it provides the opportunity to benefit from several language resources at the same time. Research has also shown that multilingualism is associated with stronger socialization, higher proficiency, lower anxiety, and greater cultural empathy and tolerance (Dewaele & MacIntyre, 2014; Dewaele et al., 2008; Dewaele & Van Oudenhoven, 2009; Wei & Hu, 2014). Therefore, it can be expected that the perceived cultural distance score of the participants who speak three languages will be lower.

This research is a small-scale, quantitative study that reveals the relationship between *acculturation orientation, psychological adjustment, and perceived cultural distance* and the effect of some variables on them. Research results can increase awareness about supporting sociocultural and psychological adjustment in the processes of teaching Turkish as a second/foreign language and can direct activities and practices. The limited sample and participants from limited regions (especially from Asia) in the study reveal the need for further research to make generalizations. In this framework, studies with more comprehensive samples and more different variables can be conducted at the national level. Nevertheless, it is not possible to generalize the results related to the measurement of adaptation processes from different perspectives. Due to the uniqueness of each individual's perceptual and behavioral processes, subjective evaluations have been excluded from this study. The small number of items in the scales used in the study can be considered a limitation in terms of providing more superficial/general results. For detailed measurements, longer scales can be used or new scales can be developed. With globalization, intercultural contact is experienced in many countries around the

world. Similar studies can be conducted on individuals from different cultures living in these countries, facilitating cross-country comparative research. In addition, longitudinal/qualitative studies based on long-term observations and interviews may also be effective in revealing the causality between the concepts investigated.

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Appendix

Normality Distribution Table for Demographic Variable Categories

Variables	Group	AOS-H		AOS-T		PAS		PCDS	
		Skewness	Kurtosis	Skewness	Kurtosis	Skewness	Kurtosis	Skewness	Kurtosis
Gender	Female	-0,406	-0,642	-0,659	0,233	0,299	-0,436	-0,169	0,006
	Male	-0,489	-0,066	-0,327	-0,506	0,023	-0,595	-0,153	-0,435
Nationality	Asia	0,122	0,374	-0,656	-0,194	-0,216	0,051	-0,2	-0,327
	Africa	-0,45	-0,624	-0,059	-0,18	-0,201	-0,17	-0,17	-0,172
Level of Education	Undergraduate	0,205	-0,369	0,149	-0,205	0,002	-0,726	-0,213	-0,676
	Graduate	-0,325	-0,345	-0,657	0,047	-0,049	0,548	-0,376	-0,194
Turkish Language Level	B2	-0,374	-0,425	-0,472	-0,037	-0,224	-0,284	-0,83	-0,407
	C1 and C1+	-0,441	-0,046	-0,275	-0,337	-0,839	-0,796	0,982	-0,557
Reason for Coming to Türkiye	Education	-0,611	0,141	-0,134	-0,187	-0,443	0,204	-0,745	0,117
	Other (war, economy, etc.)	0,005	-0,069	-0,744	-0,329	0,105	-0,619	-0,157	-0,526
Nativity Language Family	Indo-European	-0,4	-0,624	0,132	-0,541	-0,179	-0,439	-0,461	-0,238
	Hamito-Semitic	-0,237	-0,614	-0,44	0,489	-0,147	-0,317	-0,347	-0,196
	Ural-Altaiç	-0,477	-0,387	0,15	-0,098	0,24	-0,771	-0,365	-0,369
	Other	0,079	-0,418	-0,94	-0,18	-0,155	0,463	-0,083	-0,008
Number of Known Language	Unspecified	-0,538	0,35	-0,522	0,187	0,171	-0,052	0,628	-0,258
	1 language	0,026	-0,58	-0,106	-0,317	-0,408	-0,276	0,289	-0,283
	2 languages	-0,47	0,001	-0,205	0,158	0,241	-0,03	-0,119	-0,345
	3 languages	-0,214	-0,597	-0,742	-0,303	-0,728	-0,072	-0,11	0,444

Author Contributions

All authors contributed equally to the article.

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No potential conflict of interest was declared by the author.

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A Review of Studies on the Use of Digital Reality Technologies in Teaching Language Skills

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Abstract

Technological developments that manifest themselves in all areas of life have had serious effects on education. Digital reality technologies, which are type of technologies that progresses cumulatively day by day, is the main subject of this research. Digital reality technologies are subdivided into virtual, augmented, mixed and extended reality. Language teaching, which is an indispensable element from the first to the last stage of education, is one of the basic concepts addressed in this research. In this study, studies on the use of digital reality technologies in language teaching were examined. Document analysis, one of the qualitative research methods, was used in the study. The data were analysed by content analysis. The study puts under the scope the theses and articles regarding the effect of digital reality types on language teaching, which are found in YÖK Thesis, Dergipark, Google Scholar, ERIC, ResearchGate, Academia, TR Index, Web of Science databases. In the research, the problem and the findings related to the subheadings of this problem were included.

Keywords

Digital reality technologies, language teaching, language skills.

Ethics Committee Approval: Ethics committee permission for this study is not needed.

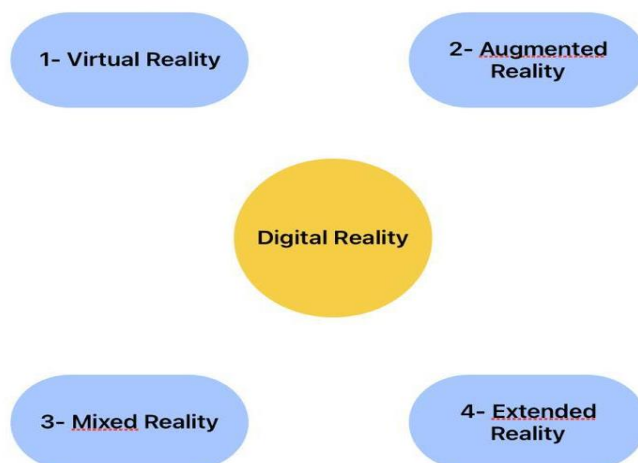
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INTRODUCTION

Education remains important today, as it has in every era, but now this education appears not with traditional methods and tools, but with technology integrated into the education process, depending on the developments in the world. Developments in technology and the widespread use of technology provide individuals with easy and fast access to information. (Tekin, Polat, 2014). It would be a wrong perspective to consider education independent of technological developments and not to include them in the process. As a matter of fact, according to Curacı (2022), the walkers used to learn to walk in basic education from the first periods of life are also a product of technology, and the abacuses used in primary school are also a product of technology. Therefore, technology has always had an important place in education within the scope of the conditions of its time. In order to make education effective, attractive and efficient, it is a necessity of our age to make use of different teaching methods and to support these methods with computer technologies (Küçük Avcı, Çoklar, İstanbullu, 2019). The use of technology in education ensures effective and permanent learning. As technological tools can appeal to more than one sense of individuals. Seeing technology as a tool in the education process and making effective use of these tools will make it easier for both students and teachers to achieve the expected educational attainments from students. Considering the level of technology today, it is seen that the process of integration of education and technology is not limited to the use of tools such as computers, smart phones and tablet computers in education. In addition to the tools used in the integration process, new concepts have started to take place in our mental world, as well. The point reached has enabled people to discover the details of the virtual world and get to know new concepts. Virtual worlds are systems that can be accessed online through a multi-user interface, allowing users to interact both with each other and with the environment and allowing them to perform various operations (Dinçer, 2008). Concepts such as virtual reality, augmented reality, mixed reality, extended reality are expressions of reality that virtual worlds bring to us. When we consider these concepts as a whole, we come across "digital reality", which is another umbrella term. Digital reality is used a hypernym covering concepts such as virtual reality (VR), augmented reality (AR), mixed reality (MR), etc. (Künüçen & Samur, 2021). The concepts under the title of digital reality show differences within themselves.

Figure 1

Types of Digital Reality



The first stage of digital reality is virtual reality. Virtual reality is a technology that allows people to interact with the objects in the environment, as well as giving people the feeling of being in a real environment through technological tools, using computer-generated 3D images and animations (Kayabaşı, 2005). It is thought that this technology will have an impact on permanent learning, especially in the field of education. Although augmented reality, which is considered as the advanced stage of virtual reality, falls under the same category as virtual reality in the literature, augmented reality is actually a variation and modified version of virtual reality (Azuma,1997). Contrary to the views in the literature, they are reality types with different characteristics. Augmented reality (AR) is a technology that allows computer graphics to be transferred to the real world. Unlike virtual reality, it allows to see the real world at the same time with virtual images (Gutierrez, Contero, Alcaniz, 2010). While these virtual reality types are becoming an indispensable part of our lives research enables people have come up with different definitions of them over time. Babur (2016) defined it as "Augmented reality provides a more qualified and deeper perception of reality by adding additional information, explanations, visuals with the support of technology on the existing reality.". İpek (2020) described augmented reality as the work of experiencing computer-aided data with perceptions by raising the reality with visual, auditory, tactile, olfactory senses. Including the somatic nervous system with sensory processing. It is a common situation in studies that augmented reality, one of the types of digital reality, can be more easily integrated and used in education. The increasing popularity of mobile devices global, the widespread use of augmented reality on mobile devices such as smartphones and tablets has become a growing curiosity, and augmented reality-based applications have started to be used in the field of education (Aydoğdu, 2021). With the help of ongoing studies, the applications of augmented reality systems in educational environments have been accepted by education stakeholders (Garzon, Pavon, Baldiris, 2017). Studies conducted on these practices during the education process have shown that they will give positive messages for the future. Since augmented reality applications can improve perceptions about the real world, it is one of the promising technologies in education and technology integration (İbili, 2013). Another variant of digital reality is mixed reality. Mixed reality is a process that includes virtual reality and augmented reality. As a matter of fact, Panagiotidis (2021) defines mixed reality as a term that does not have a clear definition covering virtual and augmented reality. According to Künüçen and Samur (2021) mixed reality as "It creates a new environment from virtual and physical environments using virtual and augmented reality.". It is also stated in the literature that mixed reality does not have a clear definition and is rather an inclusive expression. Extended reality, another type of digital reality, is the one that integrates virtual, augmented and mixed reality. These types of reality are suitable for use in many areas such as health, military, education, etc. Especially with the integration of technology into education in recent years, the adaptability of these reality types to education is emphasised. Language teaching has become essential for individuals to attain effective, permanent learning and the requirements of 21st century skills in the education process. Another issue as important as the integration of technology into education is the integration and widespread use of technology in language teaching. Looking at the language teaching practices in the world, digitalisation and the use of technology have become quite common (Sallabaş, Polat, 2022). As in the world, positive steps are taken in this direction in Turkey. Teaching language skills, which is the most basic aim of language teaching, is facilitated by various mobile applications, smart phones, tablets, computers, etc. technology tools. The fact that 21st century students are born and raised in technology provides positive feedback from the studies carried out in this direction.

Research Question

The 21st century witnesses a historical process in which technology is included in every aspect of life and digitalisation is increasing day by day. With the integration of developing technology into education, education and technology have become inseparable. Technology is not static and different findings are emerging day by day. Especially digital reality types and the adaptability of these types to education serve as an important output function. It is thought that there may be serious improvements in the acquisition and development of language skills with the integration of digital reality types into language education. In the world and in our country, studies on the effect of digital reality on the development of language skills are carried out based on sub-headings. However, these studies are progressing through virtual reality and augmented reality titles. There is a lack of comparative studies covering digital reality technology completely. It is important to draw a general framework by revealing the similarities and differences of the studies on the effect of digital reality technologies on language teaching. In other words, it is essential to provide a general picture about the tendency of the studies in the field and to enable researchers to see the current situation in the field. In light of this need in the research papers, the main research question was determined as follows: "What are the characteristics of studies on digital reality technologies in language teaching?"

Sub Questions

- a) What is the distribution of studies on the use of digital reality technologies in language teaching over the years?
- b) What is the distribution of studies on the use of digital reality technologies in language teaching according to language skills?
- c) In which type of digital reality are the studies on the use of digital reality technologies in language teaching concentrated?
- d) What is the distribution of studies on the use of digital reality technologies in language teaching according to their methods?
- e) What is the distribution of studies on the use of digital reality technologies in language teaching according to study group/universe and sample?
- f) What is the distribution of studies on the use of digital reality technologies in language teaching according to data collection tools?
- g) What is the frequency of use of keywords in studies on the use of digital reality technologies in language teaching?

Purpose of the research

The aim of the research is to examine the studies on digital reality technologies in language teaching based on the research questions. It is aimed to predict the direction of the studies on the use of digital reality technologies in the teaching of language skills and the directions in which they can go in the future.

METHOD

Methodology of the Research

In this study, document analysis method, one of the qualitative research methods, was used. Document review involves the analysis of written sources containing information about the phenomenon or phenomena targeted to be investigated (Yıldırım & Şimşek, 2018:189). During document review research, the researcher can obtain the data he needs without observation or interview (Yıldırım & Şimşek, 2018: 190). Since the theses and articles to be examined in this research are accepted as documents, this method was preferred.

Data Collection

National Thesis Centre Database, ERIC, Web of Science and TR Index databases were used to access the documents examined within the scope of the research. Theses and articles on digital reality (virtual reality, extended reality, mixed reality, augmented reality) and language teaching and language skills in these databases were analysed. While conducting research in the relevant databases, the concepts of "digital reality, digital reality technologies, virtual reality, augmented reality, mixed reality and extended reality, digital technology" were used and theses and articles related to language skills were examined within the scope of the research. In the research, especially the studies conducted in 2015 and after were included in the scope. A total of 40 studies on digital reality technologies and language skills teaching, which is the subject of the research, were accessed. 30 of these studies were articles and 10 of them were theses.

Study Group of the Research

The study group of the research consists of 40 studies on digital reality and language teaching published in Turkey and abroad. 30 of the studies are articles and 10 of them were theses. 1. Of these studies, 23 were conducted in Turkey and 17 were conducted abroad.

Data Analysis

Content analysis was used to analyse the data related to the studies identified within the scope of the research. The main purpose of content analysis is to reach concepts and relationships that can explain the data obtained. The basic process in content analysis is to bring together similar data within the framework of certain themes and to interpret them by arranging them in a way that the reader can understand (Yıldırım & Şimşek, 2018: 242). The findings of the study were attained using categorical content analysis, one of the types of content analysis. In the relevant framework, first the data were coded, then the categories explaining the codes at a general level were determined and the findings were interpreted.

During the analysis of the data, the opinions of 2 experts in teaching Turkish as a foreign language were used. In the relevant direction, Miles and Huberman (2015) consensus formula was used to calculate the reliability of the study. As a result of the calculation made by using the formula $\text{Reliability} = \frac{\text{Number of Consensus}}{\text{Total Consensus} + \text{Number of Disagreement}}$, The reliability of this article was calculated as 91 percent. A reliability result above 70% is considered sufficient for the study (Miles and Huberman 2015). Based on this level, the study was considered reliable.

FINDINGS

The findings regarding the distribution of the studies examined within the scope of the research according to years, language skills, digital reality type, methods, study group and population/sample, data collection tools, and frequency of keywords are given in the form of titles and tables. Information about the studies examined is given below.

Table 1

Studies Analysed

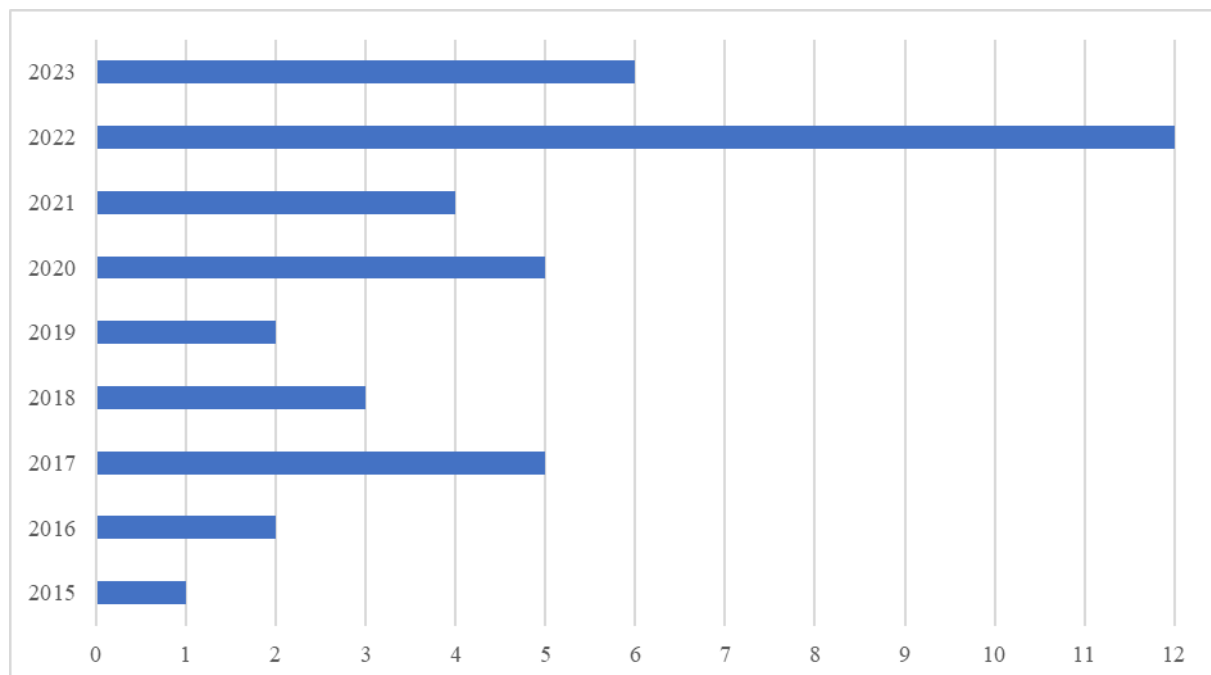
Type of work	Frequency
Thesis	10
Article	30
Total	40

When Table 1 is analysed, it is seen that 10 of the studies are theses and 30 of them are articles. In other word, it can be understood that more theses were published than the articles with regards to the research topic over the years.

Findings Related to the Distribution of Studies on the Use of Digital Reality Technologies in Language Teaching by Years

Figure 1

Distribution of Studies Conducted by Years



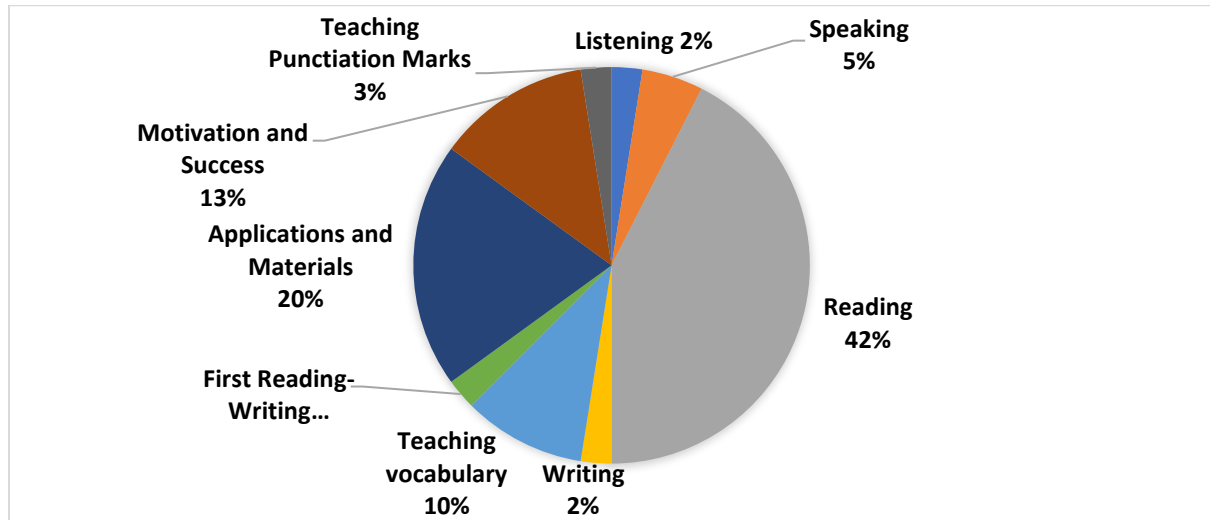
Based on Figure 1, it is seen that the first study analysed belongs to 2015. Since 2015, it can be said that more studies have been conducted on the use of digital technology in language teaching.

Especially in 2020 and later, there is an observable in quantity. It is seen that 2022 was the year with the most publications related to the study focus.

Findings Related to the Distribution of Studies on the Use of Digital Reality Technologies in Language Teaching According to Language Skills

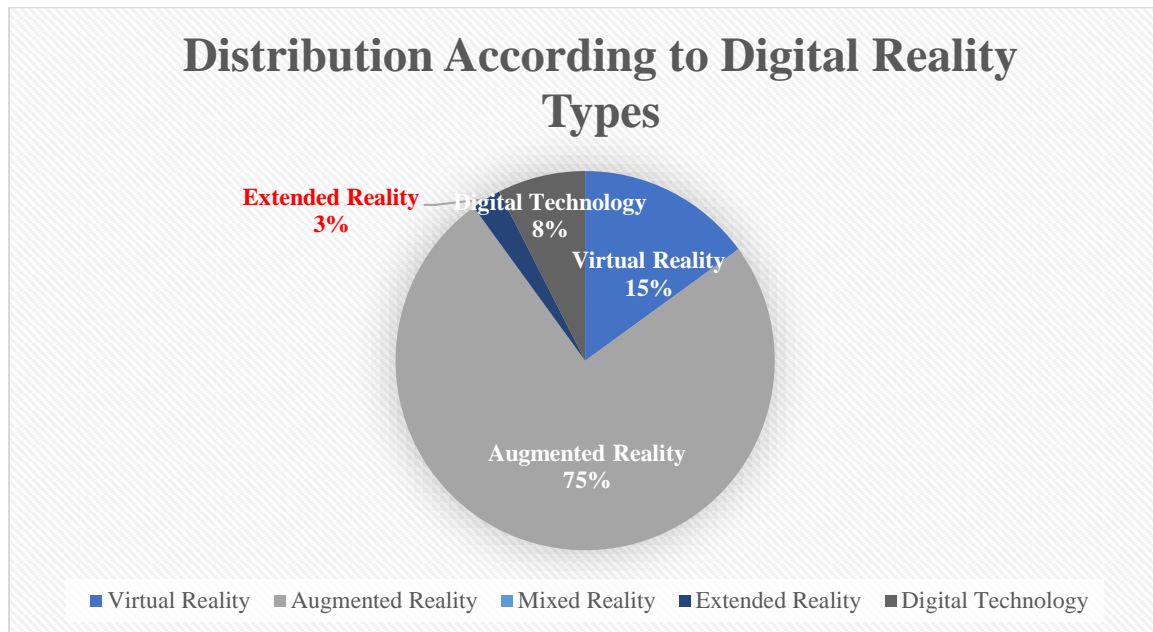
Figure 2

Distribution According to Language Skills



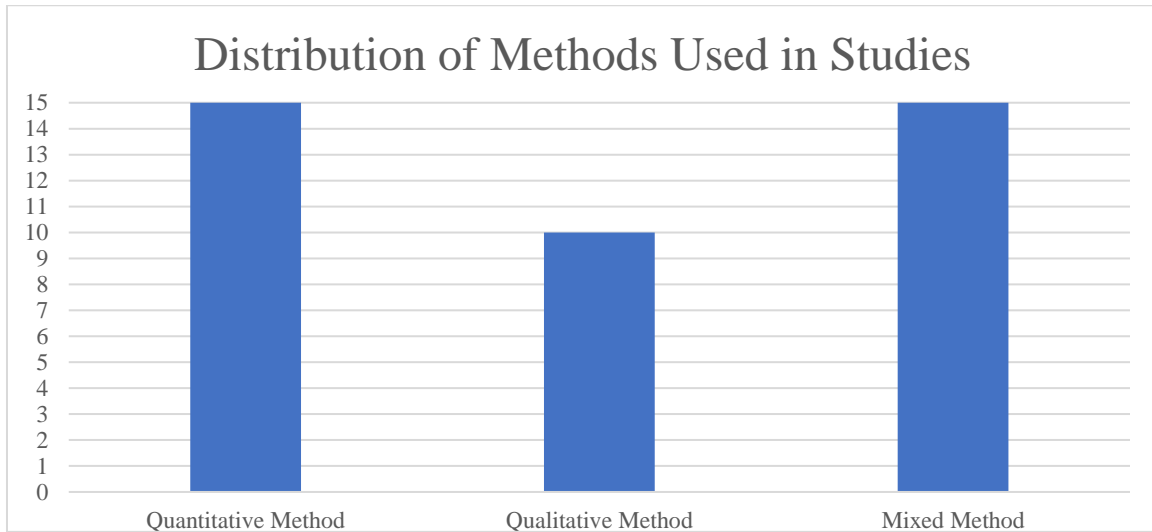
In the studies examined, particular emphasis was placed on reading skills. Reading skill was included in 17 studies. Apart from reading skills, studies have also been conducted under headings that directly or indirectly affect the development of language skills, such as "vocabulary teaching, vocabulary learning". Vocabulary teaching was included in 4 studies. The listening skill, which is among the language skills and comprehension skills, was included in a study. Two studies were found regarding the speaking skill, which is one of the narration skills. Apart from language skills, a study was found on the use of augmented reality technology in teaching punctuation marks in Turkish lessons. Within the scope of the research, 1 study on first reading and writing, 5 on motivation and success, and 8 on applications and materials were identified.

Findings on Which Type of Digital Reality Concentrates on the Studies on the Use of Digital Reality Technologies in Language Teaching

Figure 3*Distribution of Studies According to Digital Reality Types*

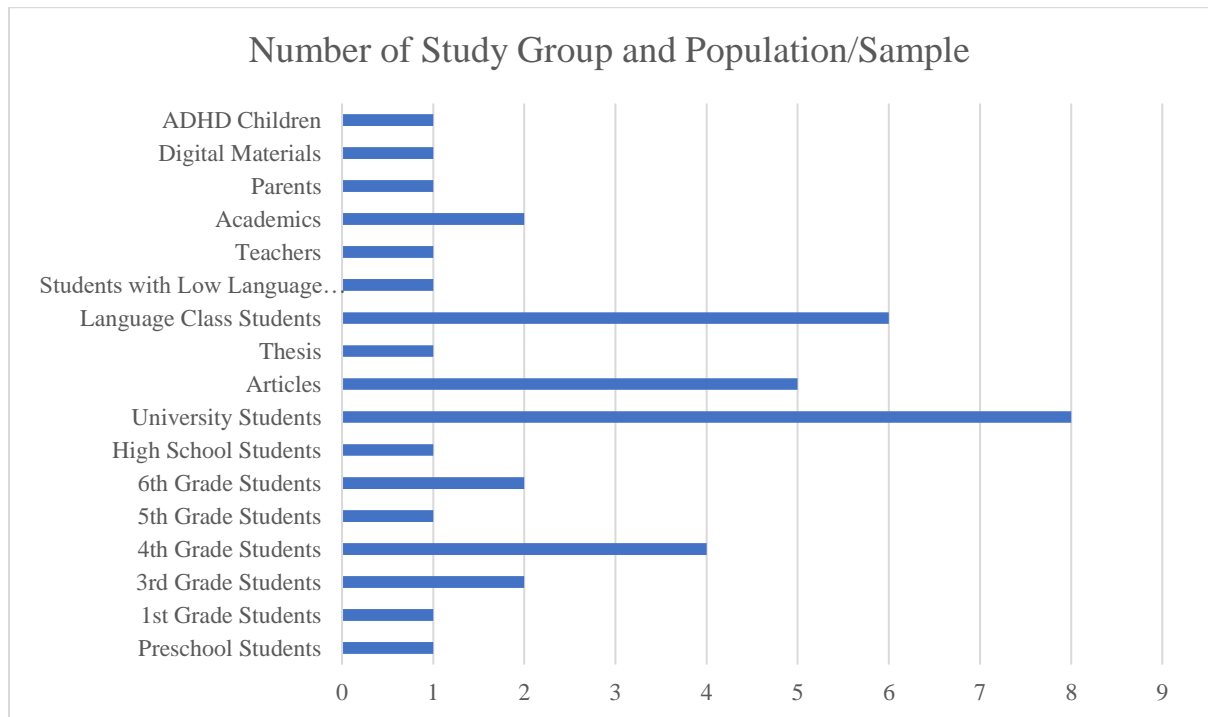
Based on Figure 3, it is seen that the use of digital reality technologies in language teaching is especially concentrated in the sub-heading of augmented reality. It can be said that this situation is due to the fact that augmented reality is more easily integrated into educational environments. Virtual reality comes right after augmented reality. 30 of the analysed studies are related to augmented reality and 6 of them are related to virtual reality. 1 study handled virtual and augmented reality together. 1 study is related to augmented reality. 3 studies are not directly related to digital reality types. These studies were classified under the titles of digital technology and language teaching. No study related to mixed reality was found in the analysed studies.

Findings Related to the Methods Used in Studies on the Use of Digital Reality Technologies in Language Teaching

Figure 4*Distribution of Studies According to Methods*

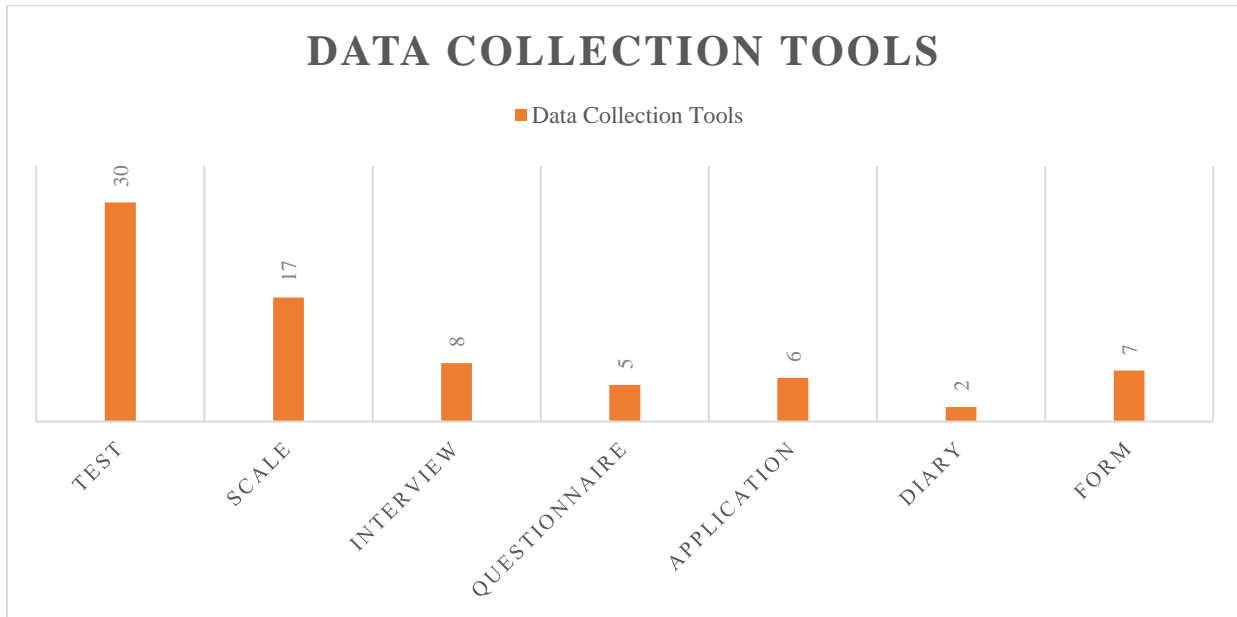
Based on Figure 4, it is seen that the methods used in the analysed studies are close to each other in terms of the times they have been used. There are no remarkable differences. In particular, it is noteworthy that mixed and quantitative research methods were used more in the studies. 15 of the studies were conducted with mixed methods. 15 studies were conducted with quantitative method and 10 studies were conducted with qualitative method. Based on these findings, it can be stated that different methods can be used in studies on the use of digital reality technologies in the context of language teaching.

Findings Related to the Distribution of Studies on the Use of Digital Reality Technologies in Language Teaching According to the Study Group and Population/Sample

Figure 5*Findings on the Study Group and Population/Sample of the Studies*

Based on Figure 5, it is seen that the sample/universe and study groups of the analysed studies show diversity. This is an important finding showing that the use of digital reality technologies in language teaching can be applied to different groups. In particular, it is one of the other important issues determined that the studies are concentrated on students at the basic education level and students at the higher education level. Academics, parents, and teachers are also included in the analysed studies. This situation allows digital reality technologies to be known and evaluated by all stakeholders of education. It was determined as a result of the examinations of studies were carried out in language teaching. Based on the table, it can be interpreted that language class students are frequently included in the study groups.

Findings Related to the Distribution of Studies on the Use of Digital Reality Technologies in Language Teaching According to Data Collection Tools

Figure 6*Data Collection Tools of the Studies*

Based on Figure 6, it is seen that tests are widely used as data collection tools in the analysed studies. Tests are followed by scales. At the scale level, attitude forms stand out notably. This situation indicates that the development of students' affective skills is emphasised in the studies. Interview forms, forms, applications, questionnaires and diaries are frequently used data collection tools respectively. Diaries stand out as the least used data collection tool. It was detected that more than one data collection tool was used in the studies. The use of more than one tool also makes it easier for researchers to reach the right data.

Findings Related to the Distribution of Studies on the Use of Digital Reality Technologies in Language Teaching According to the Frequency of Key Words

The data on the distribution of the analysed studies according to their keywords are given below together with the frequency of use.

continued with technological tools and mostly online during the pandemic. Many researchers have drawn attention to the integration of education and technology in the distance education process. This attention has caused the researchers to expand their research focus and tend towards other areas of technological development. In this way, the studies on digital reality one of the developing areas of technology, increased in quantity.

According to the research results, it is seen that the studies on digital reality technologies are especially in the form of articles. It is a striking point that there are fewer theses than articles in the studies. If the researchers also focus on theses in their studies, it will enable the applicability of these studies and make them more systematic.

Digital reality technologies appear in 4 sub-headings. When these titles are analysed, it can be seen that virtual reality and augmented reality are used more frequently in studies. However, in the analyses conducted within the scope of the research, there were no studies on the effects of mixed and extended reality, which are the other subheadings of digital reality technologies, on language teaching. Only one study is related to extended reality and this study presents ideas on the use of extended reality in language teaching. The overall content of the researches examined draws attention to a deficiency of the study on the use of. Another deficiency can be detected in the studies on the effect of virtual and augmented reality on language teaching. In those studies, only the reading and writing skills are emphasised in the development of language skills. Which is the most basic aim of language education. It can be said that listening and speaking skills, which are other language skills, are neglected.

Especially with the integration of digital reality technologies into language teaching, we see that studies in the world and in our country continue in this course. The training of language skills, which is the most basic aim of language education, has been accepted as the field of use of digital reality technologies. Although the reviewed studies have tried to focus on this issue, studies on the effects of digital reality technologies on language education and the acquisition of language skills are very few in terms of quantity. Considering that digital reality technologies are used especially to concretise abstract concepts, it is seen that studies in the field of education are frequently used in areas such as mathematics, geometry and physics (İbili & Şahin, 2013; Addüsselam & Karal, 2012). However, these studies are not yet at the desired level in language teaching.

When the methods of the studies are examined, it is noteworthy that the numbers of qualitative, quantitative and mixed methods are very close to each other. This prevents research from evolving in a single direction. Many different data collection tools were used in the studies. The variety of data collection tools chosen, especially based on research methods, has enabled researchers to access clearer and more accurate data. When the analysed data collection tools are examined, it is seen that not only cognitive skills but also affective skills of individuals are taken into consideration. When the studies are analysed, it is seen that almost every educational level, starting from pre-school education level to university level, constitutes the study groups of the studies. Teachers and parents, who are other stakeholders of education, were included in the study groups in these studies. However, it is seen that the most preferred group in the studies is university students. The reason for this is explained by Çetinkaya-Özdemir (2023) as the ease of application in terms of technology use by university level individuals.

In the distribution of the examined studies according to their keywords, it was determined that augmented reality was repeated 24 times. The concept of augmented reality is followed by reading

comprehension, reading motivation and virtual reality. The use of augmented reality, which is more functional than other types of digital reality in terms of adaptability to education, and the fact that the researches conducted are especially within the scope of reading skills, it reveals that the most frequently repeated keywords are the concepts mentioned. The lack of studies on the effects of digital reality types expressed as mixed and extended reality on language skills shows that these concepts are not encountered. The fact that listening and speaking skills, which are included in language skills, are not sufficiently subject to studies makes it difficult for these concepts to appear as keywords.

The reflections of digitalisation on education is quite visible in today's world as it can be perceived in every aspects of our daily lives. The development of today's educational technologies and the continuation of this development with the advanced dimensions of technology, followed by the demand of digital natives born today for technology in education are the reasons for this undeniable fact. The integration of digital reality and its types, which are a variation of advanced technologies, into education is a must. Effective educational environments can be created thanks to this advanced technology. It is thought that this technology will have drastic effects on the learning process in the field of education, since the individuals of the current century have mastered technology. Proper care should be taken to ensure that studies are not limited to virtual and augmented reality only. Especially mixed and extended reality subheadings of digital reality should be integrated into educational environments and studies in this field should be increased. Students, teachers and parents should be informed about these developments and researchers should focus on these issues.

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Comparison of Writing Approaches in Yeni Istanbul and Headway Coursebooks

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Abstract

This study aims to evaluate the writing approaches used in Teaching Turkish as a foreign language and English coursebooks to support the writing process and identify the differences and general trends between these books. For this purpose, the writing activities in the Yeni Istanbul Turkish coursebooks and the Headway English coursebooks were analyzed within the scope of assessment criteria determined for product, genre, and process-oriented writing approaches. In this study, Headway English and New Istanbul Turkish language textbooks were examined using qualitative research methods, specifically the descriptive analysis technique. As a result of the study, a comparison was made by determining which writing approaches were more emphasized in the examined textbooks. It was observed that in both series of books, the number of activities related to the product-oriented approach tended to decrease as the language levels increased, and completion activities were the most commonly used writing activity at all language levels. In the genre-oriented approach, it was observed that in both Yeni Istanbul and Headway coursebooks, the activities diversified as language levels increased, showing an increase from beginner levels to advanced levels. Additionally, different types of activities under the genre-oriented approach were observed in both book series. Finally, it was determined that process-oriented writing activities were fewer compared to other approaches. These analyses will contribute to generating new ideas about how writing approaches can be more effectively used in coursebooks. At the same time, this information aims to assist teachers in selecting the most suitable textbooks for enhancing students' writing skills and adopting the most appropriate approaches to support the writing process.

Keywords

Turkish as a Foreign language, Writing approaches, Writing activities, Headway English Coursebooks, Yeni Istanbul Turkish Coursebooks

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INTRODUCTION

With the rapid advancement of technology, interpersonal interactions among individuals are increasing, leading to a growing need for foreign language acquisition through interactions with different cultures. Writing, a crucial skill in language education, is a complex process that extends beyond being an individual activity, incorporating social and interactive dimensions. It plays a significant role in language instruction. As expressed by Bağcı and Başar (2013), the skill of writing requires an individual to enrich their vocabulary, use learned words in appropriate contexts, and understand the syntactic rules of the target language. To convey a message accurately, it is crucial to use language and its rules correctly. Therefore, the skill of writing should be understood and accepted not just as a simple mechanical process but also as a process that encourages critical thinking (Demirel, 2012). It is known that the skill of writing consists of specific stages, and these stages follow each other sequentially. When progressing through alphabet instruction, vocabulary teaching, sentence construction, paragraph writing, and text creation with appropriate methods, it becomes possible to reach the desired level of writing proficiency (Tiryaki, 2013, p. 43).

Textbooks and the writing approaches employed play a guiding role in the instruction of writing skills. Any approach developed for writing skills in a foreign language is based on complex processes and aims to make the writing ability more comprehensible, supporting its development over an extended period (Yaylı, 2014). One way to enhance written expression skills is to increase the learners' writing experience. In this process, providing sufficient feedback to students and monitoring them throughout the writing process is an effective way to boost their interest and motivation for writing. Encouraging students to think systematically and creatively during the writing process aims to improve their ability to express thoughts in a well-organized manner (Karatay, 2013, p. 23). Writing is one of the most effective methods for acquiring knowledge and ensuring the long-term retention of acquired information. The act of writing, which initiates the process of putting knowledge into practice in individuals, forms the foundation for the integration of knowledge into culture and becoming a part of human life. Writing contributes to the acceleration of language development, thereby enhancing individuals' self-confidence (Ungan, 2007, p. 469). Writing is not only an individual activity but also an action that involves social communication and cultural elements (Yaylı, 2014, p. 71). Through literary texts, learners gain the opportunity to better observe the community of their own language, societal events, and personal emotional contexts. (Keskin & Okur, 2013, p. 300).

In language education, there are various approaches to enhance writing skills both inside and outside the classroom. These approaches can be customized based on students' current levels and areas that need improvement. The fundamental goal of all these approaches is to instill a habit of writing in students (Harmer, 2007, p. 325). In this context, it is essential to be aware of the writing approaches employed in textbooks, and these approaches should be applied correctly, taking into account learners' language proficiency, language background and language needs. In the process of teaching Turkish as a foreign language, writing approaches are generally influenced and shaped by the approaches and theories developed in the process of teaching English as a foreign or second language (Yaylı, 2014). In this study, the most commonly used writing approaches, namely product, genre, and process-oriented writing approaches, have been discussed. The product-oriented approach is known for emphasizing accurate language use in the writing process. This approach largely focuses on the correct usage of words, sentences, and these elements in the writing process. The development of writing skills often involves a process carried out through a text model provided by the teacher (Badger & White, 2000). Approaching writing as a product requires focusing on the structural elements and

grammatical features of texts. Linguistic knowledge and skills, such as vocabulary choices, sentence patterns, and grammatical elements, form the core content of this approach. As a more structural perspective is brought to the writing process, communication content and meaning are addressed in later stages (Hyland, 2003, p. 3). Within this approach, writing activities include completion exercises, writing based on a listening text, visual-based writing, writing a question or answer, writing using key words, reordering, transformation, writing a sentence suitable for the expression, guided writing, rearrangement and correction. In the genre-focused approach, teaching writing skills related to different text types used in various social contexts becomes important (Hyland, 2003, p. 23-24). Within this approach, the text types included in the Turkish Language Course Curriculum of the Ministry of National Education have been taken into consideration. In this program, texts are categorized into three main forms: informative texts, narrative texts, and poetry. The text types contained within these forms are as follows:

1. Informative Texts: Memoirs, biographies, autobiographies, blogs, petitions, ephemera and brochures (lists, diagrams, tables, graphics, sketches, maps, posters, etc.), emails, daily news texts, advertisements, postcards, guides (instruction manuals, recipes, instructions, etc.), travel writing, articles/columns/interviews/essays, letters, proverbs (proverb, saying, wall writings, slogans, etc.), social media messages.
2. Narrative Texts: Comic book, fable, story, cartoon, fairy tale/legend/epic, humorous anecdote, novel, play.
3. Poetry: Mânî (a form of Turkish poetry with a particular structure)/lullaby, song, poem, nursery rhyme/riddle. (Ministry of National Education, 2019).

The process approach is an approach that focuses on the stages and cognitive aspects of the writing process. This approach aims to target the use of a set of skills by focusing on the stages of pre-writing preparation, organizing, revising, and creating a final product. Particularly, the stages of editing and revising are crucial when writing in a foreign language, as these stages focus on the nuances of language and deepening the meaning (Harmer, 2007, p. 326). In the process-oriented approach, writing involves specific stages of an inductive and exploratory process. At the same time, the act of writing represents an internal journey, encompassing critical thinking and higher cognitive skills (Hyland, 2004, p. 19). Within the process-oriented approach, writing activities to be assessed are expected to include the stages of pre-writing preparation, planning, revision, and editing. Students often find writing activities more challenging compared to other language skills. Therefore, it is essential to accurately identify the factors hindering the successful learning of writing skills and employ various techniques to overcome them. In this context, the process writing approach is considered a beneficial method (Bayat, 2014).

The primary aim of this study is to highlight the similarities and differences in writing approaches between two different language teaching materials and to provide ideas on how this information can be utilized to enhance the writing skills of foreign language students. It is known that there is a limited number of studies in the field of writing approaches. Given this need, a detailed examination of the writing approaches used in Turkish teaching textbooks is required. This research aims to compare the writing activities in textbooks used in teaching Turkish as a foreign language with those in English textbooks, focusing on product, genre, and process-oriented writing approaches. The goal is to reveal the similarities and differences in the writing activities in both sets of teaching materials. In the study conducted for this purpose, the most and least frequently used writing approaches in the writing

activities of Yeni Istanbul Turkish textbooks used in teaching Turkish as a foreign language and New Headway textbooks used in teaching the English language were identified. The numerical distribution of writing activities used within these approaches is presented according to language proficiency levels. Existing studies in the field of teaching Turkish to foreigners cover a wide range of topics, from the content of textbooks to research on writing skills. When examining academic studies in this field, it is observed that the number of studies conducted in the area of writing approaches is insufficient.

Especially in the doctoral thesis conducted by Akbulut (2022), the process-genre focused writing approach and structured multilayered text writing processes of Turkish language teacher candidates were examined. Additionally, in the master's thesis conducted by Kurt (2019), the impact of the process-based writing approach on sixth-grade students' genre-focused writing skills was addressed. Furthermore, in the study conducted by Tekin (2023), the writing approaches of the Turkish C1 textbook for Yeni Istanbul International Students were considered. However, it is generally observed that the number of studies in this field is limited, and there is a need for further research. The comprehensive analysis of writing approaches in English textbooks and Turkish language teaching textbooks used for teaching Turkish as a foreign language is thought to guide educators and textbook designers in improving instructional processes.

Problem

What types of writing approaches are presented in the Turkish language textbooks for Yeni Istanbul International Students and the English language textbooks in New Headway, respectively

1. What are the writing activities related to a product-based approach in the Yeni Istanbul Turkish language textbooks?
2. What are the writing activities related to a product-based approach in the Headway English language textbooks?
3. What are the writing activities related to genre-based approach in the Yeni Istanbul Turkish language textbooks?
4. What are the writing activities related to a genre-based approach in the Headway English language textbooks?
5. What are the writing activities related to a process-based approach in the Yeni Istanbul Turkish language textbooks?
6. What are the writing activities related to a process-based approach in the Headway English language textbooks?

METHOD

Research Model

The qualitative research method was employed in this study with a particular focus on descriptive analysis. Descriptive research aims to objectively describe a situation. Such studies serve as the foundation and starting point for more in-depth analyses and further research by providing a comprehensive overview (Büyüköztürk, et al., 2014 p. 22). In this study, document analysis technique was used as the data collection technique. Document analysis is a method of collecting data through analysis of existing records and documents. (Karasar, 2014, p. 183).

Data Collection

The works examined in the study are Turkish textbooks for foreign students and English textbooks. The materials selected for analysis are the 2021 edition of "Yeni Istanbul Turkish Coursebooks (1st edition)" and the 2019 edition of "Headway English Teaching Coursebooks (5th edition)." Yeni Istanbul International Students Turkish Coursebooks analyzed in the research include levels A1, A2, B1, B2, C1/+. Headway English Teaching Coursebooks cover levels A1, A2, B1, B2, C1, C2.

The writing activities in Headway English and Yeni Istanbul Turkish textbooks were examined in terms of writing approaches and criteria determined for these approaches in the study. The criteria to be used for each writing approach were determined through the examination of relevant books and articles written in this field. The study focused on product, genre, and process-oriented writing approaches. The criteria to be examined were established by identifying and compiling the distinctive features mentioned by relevant authors (Badger & White, 2000; Flower & Hayes, 1981; Harmer, 2007; Hyland, 2002a, Hyland, 2003b; Nunan, 1991; Demirel, 2012) in their works on writing approaches. The writing activities in the textbooks were examined in terms of product, genre, and process-oriented writing approaches, and the data obtained were quantified and presented in tables at all levels according to these approaches. Finally, the data obtained from the two different teaching sets were compared and interpreted.

Ethical Principles

Ethics committee permission for this study was obtained from Sakarya University Educational Research and Publication Ethics Committee with the decision dated 10.05.2023 and numbered 03-19.

FINDINGS

The evaluation of writing activities in Yeni Istanbul Turkish coursebooks in terms of the product-based approach

The variation of writing activities in the New Istanbul Turkish coursebooks concerning the product-based approach is presented in Table 1.

Table 1

Evaluation of Writing Activities in Yeni Istanbul Turkish Coursebooks in terms of Product-Based Approach

	A1	A2	B1	B2	C1
Completion	48	55	56	36	40
Writing based on a listening text	14	8	4		2
Visual-based writing	6	2			
Writing a question or answer	9	3	1	2	2

Writing using key words	9	3		2	
Reordering	2	1	1		
Transformation	1	4	5	19	6
Writing a sentence suitable for the expression	7	3	5	1	2
Guided writing	1	6	5	1	
Rearrangement and correction	1		1	2	

When Table 1 is examined, a decrease in the number of controlled writing activities from the beginner level to the advanced levels is observed in the New Istanbul Turkish coursebooks. Reordering, rearrangement and correction activities are given very little space. It is determined that in each level of Yeni Istanbul Turkish coursebooks, there are activity types such as writing a question or answer, transformation and writing a sentence appropriate to an example or expression. Activity types such as visual-based writing, writing using key words, rearrangement, guided writing, swapping, and correction are not observed in the coursebooks at the A2, B1, B2, and C1 levels. It is noted that completion exercises are the most numerous, while rearrangement and correction activities are the least numerous.

The evaluation of writing activities in Headway coursebooks in terms of the product-based approach

The variation of writing activities in the Headway English coursebooks concerning the product-based approach is presented in Table 2.

Table 2

Evaluation of Writing Activities in Headway English Coursebooks in terms of Product-Based Approach

	A1	A2	B1	B2	C1	C2
Completion	40	45	27	24	22	19
Writing based on a listening text	23	16	12	10	8	1
Visual-based writing	2	2	2			
Writing a question or answer	2	1	3		2	1

Writing using key words	1		1	1	2	
Reordering	2			1	2	2
Transformation		4		4	6	5
Writing a sentence suitable for the expression	1			3		
Guided writing	4	3	2	1	2	
Rearrangement and correction	1		6	2	6	1

In Headway English coursebooks, completion activities are identified as the most common type of activity across all language levels. The second most common type of activity is writing activities based on listening texts. Writing a sentence appropriate to an example or expression, writing using key words, and writing based on visuals are determined as the least implemented activity types. It is observed that the least presented activity type in Headway English coursebooks is writing a sentence suitable for the expression. At the A2 level, there is no place for activities like writing using key words, reordering, writing a sentence suitable for the expression, rearrangement and correction. At the B1 level, there are no activities like reordering, transformation and writing a sentence suitable for the expression. In B2 and C1 levels, there is no writing based on visuals activity.

The evaluation of writing activities in Yeni Istanbul Turkish coursebooks in terms of the genre-based approach

The variation of writing activities in Yeni Istanbul Turkish coursebooks concerning the genre-based approach is presented in Table 3.

Table 3

Evaluation of Writing Activities in Yeni Istanbul Turkish Coursebooks in terms of Genre-Based Approach

	A1	A2	B1	B2	C1
Informative texts	2	2	5	12	10
Narrative texts		2		1	1
Poetry/Song				1	1
Personal writings	2				1

Ephemera	1		1	
Digital communication texts	2	1	3	
Official writing genres				2
Letter				
Brochure		2		
Postcard guides		1		
Travel writing		1		1
Speech texts		1	1	
Proverbs				

In Yeni Istanbul textbooks, there is an increase in genre-based writing activities from the beginner level to advanced levels. Among the activity types evaluated in terms of genre-focused approach, it is observed that informative text types are used the most. While the least emphasis is placed on official writing genres, poetry/song, ephemera, travel writing, brochure, speech text, personal writings, and postcard guide types, there is no inclusion of writing activities in the letter and proverbs genres at any language proficiency level.

The evaluation of writing activities in Headway English coursebooks in terms of the genre-based approach

The variation of writing activities in Headway English coursebooks concerning the genre-based approach is presented in Table 4.

Table 4

Evaluation of Writing Activities in Headway English Coursebooks in terms of Genre-Based Approach

	A1	A2	B1	B2	C1	C2
Informative texts	1		2	2	3	2
Narrative texts				2	1	2
Poetry/Song		1			2	
Personal writings		3	1	2	1	2

Ephemera	1		1			
Digital communication texts		4	2	4	1	3
Official writing genres			1		3	1
Letter						
Brochure						
Postcard guides				1		
Travel writing						
Speech texts	1		3	2	2	3
Proverbs						

In Headway English textbooks, the number of genre-based writing activities increases from the beginner level to advanced levels. According to the research results, among different types of writing activities, digital communication text type stands out as the most frequent. However, there is also a notable frequency of including writing activities in the speech text genre. There are fewer writing activities in the poetry/song, ephemera, and postcard guide genres. Additionally, no writing activities are included in the letter, brochure, and proverbs genres at any proficiency level.

The evaluation of writing activities in Yeni Istanbul Turkish coursebooks in terms of the process-based approach

The variation of writing activities in Yeni Istanbul Turkish coursebooks concerning the process-based approach is presented in Table 5.

Table 5

Evaluation of Writing Activities in Yeni Istanbul Turkish Coursebooks in terms of Process-Based Approach

	A1	A2	B1	B2	C1
The stages of the writing process (Planning, drafting,, revising, editing)			1		1

Yeni İstanbul Turkish coursebooks include only 2 process-focused writing activities.

The evaluation of writing activities in Headway English coursebooks in terms of the process-based approach

In Headway textbooks, there is no writing activity specifically focused on the process-oriented approach.

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

In the evaluation of the Yeni İstanbul Turkish and Headway English textbooks in terms of the product-focused writing approach, a decreasing trend in the number of controlled writing activities according to language levels is observed, while completion activities are found to be the most common across all language levels. Demir (2020) explained in her thesis that completion activities were more numerous in Turkish textbooks for foreigners in İstanbul and İzmir textbooks. This result supports the findings of the current study. Writing activities such as writing a sentence suitable for the expression, writing using keywords, and visual-based writing are observed to be the least included activity types in both textbook series. Turkish language teaching textbooks for foreigners should include not only completion and listening-based writing activities related to the product-based approach but also other controlled writing activities.

When examined in terms of the genre-focused writing approach, both instructional sets show an increase in the variety of genre-focused writing activities as language levels advance, with a progression from beginner to advanced levels. It is observed that the number of writing activities within the genre-focused approach is limited. Both textbook series offer activities suitable for language levels, but it is evident that the types of activities presented within the genre-focused approach differ. In Yeni İstanbul textbooks, there is a predominant emphasis on informative texts as the most common activity type, while specific genres like letters and proverbs are not included at any language level. In the Headway English textbooks, a significant emphasis is placed on the genre of digital communication and speech texts.

It has been determined that writing activities related to digital communication texts are more frequently included than other types, while genres such as letters, brochures, travel writing, and proverbs are not included at all. Through a detailed examination of textbooks in two different languages, it has been observed that writing activities related to the process-based approach are almost nonexistent. A study by Geçici (2022) suggests the need for process-focused writing activities in Yeni İstanbul textbooks. This finding aligns with the research by Müldür and Çevik (2020), emphasizing the inadequacy of activities related to the process-focused approach in writing instruction. Additionally, Demir Atalay (2015) revealed the inadequacy of pre-writing, during-writing, and post-writing activities in the textbooks examined.

In today's era where digital communication methods are gaining importance, it is essential to include sufficient examples of digital communication genres in Turkish language teaching textbooks for the teaching and reinforcement of these types of writing. In the future Turkish language teaching

textbooks, more emphasis should be placed on writing genres that are less highlighted, such as digital communication text, letter, personal writing, brochure, speech text, travel writing, and proverbs.

The research indicates that process-based writing activities are not adequately represented in current textbooks. Therefore, there is a need for a greater emphasis on process-based approaches, and more space should be allocated to such activities in textbooks across various proficiency levels.

In this study, Yeni İstanbul Turkish and Headway English textbooks were compared in terms of product, genre, and process-based writing approaches. Future research could expand the scope by considering different textbooks in Turkish for Foreigners courses, providing a more comprehensive examination. These studies could offer a deeper understanding of the approaches adopted by various textbooks in the writing activities they include. This study focused solely on textbooks; however, future research could take into account teacher and student perspectives to obtain a more holistic perspective.

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Turkish Language Teacher Candidates' Multimodal Literacy Levels and Their Attitudes Towards Information and Communication Technologies

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Abstract

As the digital technologies develop, the multi-modal structures in which multiple modes such as text, sound and image are used concurrently are frequently encountered in daily life. In this sense, the literacy levels of Turkish language teacher candidates who will work on improving their native language skills towards multimodal structures and their pre-disposition towards information and communication technologies they will use in order to use these structures are regarded as significant. The present study aimed to examine Turkish language teacher candidates' multimodal literacy levels and their attitudes towards information and communication technologies in terms of various variables and reveal the relationship between these two variables. The study was a quantitative study and was conducted in accordance with the relational screening model. The data was obtained from a total of 156 students studying at different levels in the Turkish language teaching undergraduate program at a state university. Data were collected with the Multimodal Literacy Scale, developed by Bulut, Ulu and Kan (2015), whose validity and reliability studies were conducted, and were also collected through the Information and Communication Technology Attitude Scale, which was developed by Günbatır (2014) and whose validity and reliability studies were conducted. In an attempt to reveal the relationship between variables, the simple linear relationship coefficient was calculated in the IBM SPSS 21 program. The significance of the scores obtained from the scales by gender and class was examined using the t-test, one of the parametric tests, and the Kruskal Wallis H test, one of the non-parametric tests, based on the normality of the distribution. As far as the results of the study are concerned, it was found that there was a medium-level relationship between Turkish language teacher candidates' attitudes towards information and communication technologies and their levels of multi-modal literacy (.350), and when the relationships between the sub-dimensions of the scales were examined, the two dimensions with the highest correlation coefficient were software use and Expressing oneself using multimodal structures (.541). It was concluded that the ICT attitudes did not differ significantly by the class and gender variables. It was also concluded that the multimodal literacy level demonstrated a significant difference in favor of the female students by gender, and between 2nd, 3rd and 4th year students in favor of 4th year students by the grade variable. The results obtained were considered and various suggestions were made.

Keywords

Multimodal literacy level, information and communication technologies attitude, Turkish language teacher candidates

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INTRODUCTION

The rapid changes in digital communication have existentially enabled reading and writing to be combined with different modes such as image, music, sound, graphics and photography (Walsh, 2010). This particular state of affairs necessitates us to have the skill to correctly interpret the messages conveyed through multimodal texts. The fact that reading now involves watching and listening, and writing involves designing and producing, means that we need a literacy that is non-linear and requires simultaneous analysis (Walsh, 2009). The multimodal literacy we come to encounter momentarily defines a perception of literacy that goes beyond the traditional reading and writing (Huang, 2017). According to Kress (2010), multimodal literacy was a type of literacy that required the use and interpretation of two or more texts, visuals, videos, graphics, animations, sounds, music, gestures and facial expressions together in establishing or generating meaning. In the perception of literacy of the age we live in, it has become all the more important to improve the literacy levels of individuals in terms of being able to make sense of the multimodal text structures in which these three modes exist together, rather than just giving priority to words, verbal forms of communication or visuals (Tüzel, 2013).

In this day and age, oral, written, audio-visual communication methods available through the internet and web technologies have evolved into screen-based, multi-dimensional and multimodal hypertexts (Uzun and Çelik, 2020). Every tool that we can call information and communication technologies today enables us to experience multimodal structures and create various contents in multimodal structures. Therefore, our skills in using information and communication technologies that we frequently utilize in daily life have commenced to gain a central position in literacy in parallel with the changing perception of literacy (Walsh, 2009; Destebaşı, 2016; Tobin, 2018). Furthermore, possession of affective characteristics such as a positive attitude towards information and communication technologies can enable individuals to develop literacy skills related to information and communication technologies and utilize these technologies effectively in daily life (Günbatır, 2014).

In the curricula prepared by the Ministry of National Education (MNE), digital competencies are deemed as an outcome of education life, and in this sense, the applications to be made specifically for mother tongue education should be capable of addressing the literacy skills required by the current age (Günay and Özden, 2022). In many studies, it was revealed that the use of information and communication technologies in lessons makes the lesson dynamic, enjoyable and useful (Yaşar-Sağlık, Yıldız, 2021), develops a positive attitude towards the lesson and impacts the students' success positively (Ovalı, 2011; Akçay and Şahin, 2012; Çetin, 2013; Sevim, 2013; Baki and Feyzioğlu, 2017; Kamar, İnce, 2023; Karaoğlu, 2021, Yaşar-Sağlık, Yıldız, 2021). Teachers' attitude and predisposition to information and communication technologies were an important factor in the emergence of these results (Akkoyunlu, 2002; Horzum, 2010, Uçar Sarımanoğlu, 2019).

In this sense, the Turkish language teacher candidates who will make practices in order to improve their language skills are expected to develop positive attitudes towards information and communication technologies and use the technological tools efficiently. It is simply because both understanding and ensuring the perception of the multimodal texts and producing multimodal texts require being inclined to the information and communication technologies and converting them into skills. Therefore, this state of affairs is intrinsically related to the adequacy of teacher candidates' multimodal literacy levels. The teacher candidates are expected to have a positive attitude towards

information and communication technologies, which they will utilize in attempt to use multimodal texts effectively in the classroom and generate and present multimodal content.

The repercussion of information and communication technologies in the educational environment is inherently related to the technopedagogical content knowledge levels of teachers. The effective use of information and communication technologies in learning-teaching processes was also emphasized in the General Competencies for the Teaching Profession prepared by the MNE (Millî Eğitim Bakanlığı [MEB], 2017). Similarly, within the Turkish Language Teaching Special Field Competencies prepared by the Ministry of Education, the competencies of "being able to use materials and resources suitable for the Turkish language teaching process" and "being able to use technological resources in Turkish teaching" were included, and emphasis was placed on multimodalness and the effective use of teaching technologies at the lower levels of these competencies. (MEB, 2008). Therefore, affective characteristics and multimodal literacy levels towards information and communication technologies have become significant for Turkish language teacher candidates in order to achieve these competencies.

Various studies were encountered in the relevant literature regarding the multimodal structures, information and communication technologies and instructional technologies, implemented with teacher candidates and within the scope of Turkish language lessons. In his qualitative study on Turkish language teacher candidates, Tüzel (2013) revealed that almost all of the interviewed teacher candidates were not aware of multimodal literacy. In his study, Koparan (2022) found that some of the objectives targeted in the MNE Turkish Course Curriculum were related to multimodal literacy.

Ulu and Avşar Tuncay (2017) investigated the multimodal literacy levels of Turkish language and classroom teachers in terms of various variables. Bourelle et al. (2017) emphasized the need to include multimodal pedagogy in the distance education process. Ulu, Avşar Tuncay and Baş (2017) established that the multimodal literacy levels of teacher candidates from different branches strongly predicted their critical reading self-efficacy perception. Yi and Angay-Crowder (2016) talked about the ways and challenges of integrating multimodal pedagogy into the English teacher training process. Ekşi and Yılmaz Yakışık (2015) investigated the multimodal literacy levels of English language teacher candidates in terms of various variables.

In their study where Şimşek, Direkci and Koparan (2021) examined the views of Turkish language teachers about technology integration in education and the teacher training process, they stated that the courses combining field and pedagogy knowledge with technology should be included in Turkish language teaching undergraduate programs. Bakırcı and Günbatar (2017) revealed that there was a positive and significant relationship between the attitudes of prospective teachers from different branches towards information and communication technologies and their information literacy levels. Albayrak Sarı et al. (2016) found that there was a positive significant relationship between the attitudes of teachers teaching in different branches towards information and communication technologies and their technopedagogical content knowledge.

It is a reality of our current era that the multimodal texts are generated and presented through the information and communication technologies and that the new literacy skills that emerge accordingly are in relationship with the information and communication technologies (Tobin, 2018; Huang, 2017; Walsh, 2009; Coiro et al., 2008; Destebaşı, 2015). Nevertheless, the studies examining this relationship in terms of multimodal literacy and attitudes towards information and communication technologies have not been encountered in the relevant literature.

The multiple literacies that reflect the changing and evolving nature of producing and sharing texts with technological tools also include understanding and using the multimodal texts (Lankshear and Knobel, 2011). Considering that "communication", one of the 21st century skills, will be maintained with the digital texts today and in the near future, it is not hard to predict that, beyond developing positive attitudes towards information and communication technologies, both students and teachers will benefit from them and generate and utilize the multimodal texts in native language education.

Therefore, it is predicted that the Turkish language teachers' affective perceptions and cognitive skills should be at a good level in order for their multimodal literacy levels to be developed and for them to utilize the technological tools effectively. As far as these predictions concerned, the multimodal literacy level of Turkish language teacher candidates and their attitudes towards information and communication technologies and the relationships between these situations are crucially significant. The present study aimed to reveal the relationship between Turkish language teacher candidates' multimodal literacy levels and their attitudes towards information and communication technologies and analyze these two elements by various variables. For this purpose, answers were sought to the following questions:

Is there a relationship between the Turkish language teacher candidates' multimodal literacy levels and their attitudes towards information and communication technologies?

Do Turkish teacher candidates' multimodal literacy levels and their attitudes towards information and communication technologies demonstrate a significant difference by the class variable?

Do Turkish teacher candidates' multimodal literacy levels and their attitudes towards information and communication technologies demonstrate a significant difference by the gender variable?

METHOD

The present study, which aimed to examine the relationship between Turkish language teacher candidates' multimodal literacy (MML) levels and their attitudes towards information and communication technologies (ICT), was designed with the relational scanning model, one of the quantitative methods. The relational screening model is research in which the relationship between two or more variables is investigated without intervening in the variables (Büyükoztürk et al., 2018). In this study, the Turkish language teacher candidates' MML levels and their attitudes towards ICT were investigated without any intervention, and the relationship between these two variables was attempted to be revealed. Hypothesis tests were used in the process of analyzing the significance of the scores obtained from the measurement tools by the gender and class variables.

Sample

The study group was generated by the convenient sampling method. The sample group consisted of a total of 156 Turkish language teacher candidates in the Turkish language teaching undergraduate program studying at various year levels at a state university. Relevant information about the study participants is illustrated in Table 1.

Table 1*Relevant information about the sample group*

Year	Gender		Total
	Female	Male	
1. Year	32	13	45
2. Year	26	24	50
3. Year	22	12	34
4. Year	21	6	27
Total	101	55	156

Data Collection Tools

The Attitude Scale related to Information and Communication Technologies and Multimodal Literacy Scale were used to collect data. Essential permissions were obtained from the relevant researchers for the use of both scales. Information about the validity and reliability of the scales is presented below.

The Attitude Scale related to Information and Communication Technologies

The Attitude Scale related to Information and Communication Technologies is a 23-item, 5-point Likert type scale developed by Günbatar (2014). As a result of the factor analysis, it was established that the scale consisted of 5 factors. For the reliability of the scale, Cronbach's Alpha reliability coefficient was calculated separately for the entire scale and each sub-dimension. While all Cronbach's Alpha coefficients for the sub-factors of the scale were above 0.70, the Cronbach's Alpha coefficient for the entire scale was 0.919. The highest score that could be obtained from the scale was 115 and the lowest score was 23.

As far as the analysis of this study is concerned, the Cronbach's Alpha coefficient for the entire scale was calculated as 0.837.

Multimodal Literacy Scale

The Multimodal Literacy Scale is a 5-point Likert type scale consisting of 17 items developed by Bulut, Ulu and Kan (2015). Expert opinion was sought for the content validity of the scale. As far as the result of the factor analyzes performed during the development phase of the scale are concerned, it was established that the scale consisted of 3 factors. While all the Cronbach's Alpha coefficients for the sub-factors of the scale were above 0.70, the Cronbach's Alpha coefficient for the entire scale was 0.875. The highest score that could be obtained from the scale was 85 and the lowest score was 17.

As far as the analysis of this study is concerned, Cronbach's Alpha coefficient for the entire scale was calculated as 0.868.

Data Analysis

In order to test the normality of the distribution, the Kolmogorov-Smirnov test was used since the sample was more than 50. Furthermore, histogram graphs, skewness and kurtosis were analyzed as well.

It was found that the p-values obtained from the Kolmogorov-Smirnov test were not significant at the 0.05 level in terms of the MML level and attitude scores towards the ICT ($p = .055$ for the ICT level; $p = .200$ for the attitude towards ICT). Based on this result, the distribution was accepted to be normal and the Pearson correlation coefficient was used to calculate the relationship between the ICT level and attitude towards ICT.

It was found that the p values obtained from the Kolmogorov-Smirnov test for the sub-dimensions of the MML level scale and the attitude towards ICT scale were significant at the 0.05 level ($p = .001$ for expressing oneself using multimodal structures; $p = .001$ for making sense of the content presented in the multimodal structure). $.001$; $p = .000$ for preferring the multimodal structure; $p = .000$ for General tendency of ICT; $p = .000$ for accessing information in virtual environment; $p = .000$ for computer hardware; $p = .003$ for using software; virtual $p = .000$ for communication in the environment). Based on these results, it was accepted that the distribution was not normal and the Spearman correlation coefficient was used to calculate the relationship between the sub-dimensions of the attitude towards MML and ICT.

The ranges specified by Büyüköztürk (2019) were accepted in the interpretation of the correlation coefficient. Based on this interpretation, 0.7-1.0 indicated a high level; 0.3-0.7 moderate; 0.0-0.3 indicated a low level relationship.

When the normal distribution of the MML level by the grade level was examined, it was found that the p value obtained from the Kolmogorov-Smirnov test of the data of 4th grade students was significant at the 0.05 level ($p = .019$). It was accepted that the distribution was not normal, and the Kruskal Wallis-H test, one of the non-parametric tests, was used to calculate the significance of the MML scores by the class variable, and the Mann Whitney U test was used for pairwise comparisons of the groups.

When the normal distribution of attitudes towards ICT by the grade level was analyzed, it was found that the p value obtained from the Kolmogorov-Smirnov test of the data of first grade students was significant at the 0.05 level ($p = .043$). It was accepted that the distribution was not normal and the Kruskal Wallis-H test, one of the non-parametric tests, was used to calculate the significance of the attitude scores towards ICT by the class variable.

When the normal distribution of the MML level by the gender variable was considered, it was found that the p value obtained from the Kolmogorov-Smirnov test of the data of the two groups was not significant at the 0.05 level ($p = .143$ for female students; $p = .200$ for male students). The distribution was accepted to be normal, and the t-test for independent samples was used to calculate whether the average scores obtained from the MML level differed significantly by the gender variable.

When the normal distribution of attitude towards ICT by the gender variable was examined, it was found that the p value obtained from the Kolmogorov-Smirnov test of the data of the two groups was not significant at the 0.05 level ($p = .200$ for female students; $p = .200$ for male students). The distribution was accepted to be normal and the t-test for independent samples was used to calculate the significance of the attitude towards ICT by the gender variable.

Ethical Principles

The ethics committee approval for this study was granted by Bursa Uludağ University Social and Human Sciences Research and Publication Ethics Board with decision number 23 on 25.03.2022.

RESULTS

The descriptive statistics regarding the scores obtained from the MML level and attitude scales towards ICT are illustrated in Table 2.

Table 2

Descriptive statistics regarding Turkish language teacher candidates' MML level and their attitudes towards ICT

	n	Min.	Max.	\bar{x}	sd
MML Level	156	46,00	85,00	67,91	9,55
Expressing oneself using multimodal structures	156	6,00	25,00	18,52	4,63
Interpretation of the contents presented in multimodal structure	156	17,00	35,00	28,96	4,09
Preferring multimodal structure	156	5,00	25,00	20,42	3,96
ICT Attitude	156	54,00	108,00	82,91	11,23
General tendency of ICT	156	12,00	30,00	24,81	3,65
Access to information in virtual environments	156	13,00	25,00	21,62	2,85
Computer hardware	156	4,00	20,00	7,96	4,56
Use of software	156	5,00	25,00	17,29	4,01
Communication in Virtual Environments	156	3,00	15,00	11,22	2,45

As far as Table 2 is concerned, the lowest score of the Turkish language teacher candidates on the MML level scale was 46 and the highest score was 85; it was seen that they got the lowest score of 54 and the highest score of 108 from the attitude scale towards ICT. The arithmetic average of the scores was identified as 67.91 for the MML level and 82.91 for the attitude towards ICT.

A simple correlation was applied in order to examine the relationship between Turkish language teacher candidates' attitudes towards ICT and their MML levels. The Pearson correlation coefficient between the variables as a result of the correlation analysis is presented in Table 3.

Table 3

Pearson correlation coefficient between Turkish language teacher candidates' MML levels and their attitudes towards ICT

	Pearson Correlation Coefficient	p	n
Multimodal Literacy Level – Information and Communication Technologies Attitude	,350**	,000	156

** Significant at 0.01 level

Considering Table 3, it is clear that there was a positive, medium-level significant relationship between Turkish language teacher candidates' attitudes towards information and communication technologies and their multimodal literacy levels. It was also observed that the calculated coefficient determination was $r^2 = 0.122$. Based on this, it is possible to say that the explained variance was 12%.

Simple correlation was applied to analyze the relationships between the subscales of the ICT and MML scales. The Spearman correlation coefficients between the sub-dimensions of the scales are illustrated in Table 4.

Table 4

Spearman correlation coefficient between the scores of Turkish language teacher candidates obtained from the sub-dimensions of the attitude scales towards MML and ICT

	Spearman Correlation Coefficient	p	n
General tendency of ICT – Expressing oneself using multimodal structures	,356**	,000	156
General tendency of ICT – Interpretation of the contents presented in multimodal structure	,263**	,001	156
General tendency of ICT – Preferring the multimodal structure	,321**	,000	156
Access to information in virtual environments – Expressing oneself using multimodal structures	,281**	,000	156
Access to information in virtual environments – Interpretation of the contents presented in multimodal structure	,238**	,003	156

Access to information in virtual environments – Preferring the multimodal structure	,168*	,036	156
Computer hardware – Expressing oneself using multimodal structures	,005	,951	156
Computer hardware – Interpretation of the contents presented in multimodal structure	-,098	,222	156
Computer hardware – Preferring the multimodal structure	-,225**	,005	156
Use of software – Expressing oneself using multimodal structures	,541**	,000	156
Use of software – Interpretation of the contents presented in multimodal structure	,362**	,000	156
Use of software – Preferring the multimodal structure	,092	,255	156
Communication in Virtual Environments – Expressing oneself using multimodal structures	,213**	,008	156
Communication in Virtual Environments – Interpretation of the contents presented in multimodal structure	,240**	,003	156
Communication in Virtual Environments – Preferring the multimodal structure	,096	,233	156

As far as Table 4 is concerned, it is clear that the highest relationship was between the dimensions of software use and expressing oneself using multimodal structures. It was found that the computer hardware dimension was negatively related to the dimensions of making sense of the content presented in the multimodal structure and preferring the multimodal structure.

The Kruskal Wallis H test results illustrating the significance of attitudes towards information and communication technologies and multimodal literacy levels by the class variable are presented in Table 5.

Table 5

Attitudes of Turkish language teacher candidates towards ICT and MML levels by the class variable

	Year	n	\bar{x}	sd	Rank Avg.	Kruskal Wallis H	
						χ^2	p
ICT Attitude	1	45	82,0000	10,79562	73,99	6,703	,082
	2	50	81,1800	12,13309	72,89		
	3	34	82,7647	10,14757	76,65		
	4	27	87,8519	10,67601	98,74		
	Total	156	82,9167	11,23069			

MML	1	45	68,2444	10,28935	80,68		
Level	2	50	64,1800	9,13323	60,39		
	3	34	69,1176	8,35125	83,71	15,828	,001
	4	27	72,7407	8,15990	101,85		
	Total	156	67,9103	9,55755			

When the Kruskal Wallis H test results given in Table 5 are analyzed, it is evident that there was no significant difference between the ICT attitudes of the teacher candidates by the class level ($p>0.05$), and there was a significant difference between the ICT levels by the class level ($p<0.05$). As a result of the pairwise comparisons made with the Mann Whitney U test, it was found that the CQ scores of the 2nd, 3rd and 4th year teacher candidates demonstrated a significant difference in favor of the 4th year students.

The results of the t-test for independent samples conducted to evaluate the ICT attitude and MML level by the gender variable are illustrated in Table 6.

Table 6

Attitudes of Turkish language teacher candidates towards ICT and MML levels by the gender variable

	Gender	n	\bar{x}	sd	t-Test		
					t	sd	p
ICT	Female	101	81,79	11,24	-1,705	154	,090
Attitude	Level	55	84,98	11,01			
MML	Female	101	69,33	9,40	2,571	154	,011
Level	Male	55	65,29	9,35			

As far as Table 6 is concerned, it was concluded that the ICT attitude did not demonstrate a significant difference by the gender ($p>0.05$), while the MML level illustrated a significant difference in favor of the female teacher candidates by gender ($p<0.05$).

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The present study aimed to investigate the relationship between Turkish language teacher candidates' multimodal literacy (MML) levels and their attitudes towards information and communication technologies (ICT) and to analyze these two elements by the class and gender variables. In line with this study, no studies were encountered that investigated the relationship between the level of MML and ICT attitude, which was an affective dimension. Therefore, the discussion of the relationship between the MML level and attitude towards ICT was limited to the relationship coefficient.

Turkish language teacher candidates' MML level and their attitude scores towards ICT are above the average score that can be obtained from the scale. In general, it was clear that Turkish teacher candidates' MML levels and their attitudes towards ICT were above the average score that could be obtained from the scales. Contrary to the results of this study, it was stated that most of the Turkish language teacher candidates interviewed in Tüzel's (2013) qualitative study failed to develop an

awareness of multimodal literacy. Dargut and Çelik (2014) concluded that Turkish language teacher candidates' attitudes towards the use of technology in education are generally positive. It was evident that the attitude scores of Turkish language teacher candidates towards information and communication technologies were above the average score that could be obtained from the scale. It is possible to say that this result overlapped with the result obtained by Dargut and Çelik (2014).

As far as the results obtained in the study are concerned, it was found that there was a positive, medium-level relationship between the Turkish language teacher candidates' MML levels and their attitudes towards ICT. Furthermore, it was concluded that the two factors explained 12% of one another. Based on this result, it is possible to say that the multimodal literacy level and the attitude towards information and communication technologies would jointly increase and decrease. When the Turkish language teacher candidates start their careers, they should be supported in obtaining the digital competencies specified in the Turkish Language Teaching Program (2019). Therefore, it is crucially important to have improved the levels of understanding the content presented in multimodal structures and using the multimodal structures. Similarly, they are expected to develop a positive attitude towards the technological tools, where they will encounter a multimodal structure and generate texts in this structure. In this sense, the positive relationship emerging in the study results is an expected outcome.

The reason why the relationship reached was at a medium level can indicate the fact that the Attitude Scale Towards Information and Communication Technologies only established the attitudes. Since attitude is an emotional and cognitive predisposition, it should not be considered as a sufficient factor separately in evaluating the use of information and communication technologies and multimodal literacy level. In order to explicate the tendencies towards both multimodal literacy and information and communication technologies, the cognitive as well as affective features should also be taken into account. Even though the explained variance of 12% seems low, it is deemed significant to obtain this result when examining an element that varies according to personal characteristics, emotions and opinions such as attitude.

Considering the relationships between the sub-dimensions, it was evident that the highest level of relationship was between the software use and expressing oneself using multimodal structures dimensions (.541). It is considered that this level of relationship was natural since various software and programs in technological tools would be required to generate multimodal structures.

It was concluded that the sub-dimensions of multimodal literacy, making sense of the content presented in the multimodal structure and preferring the multimodal structure, were negatively related to the computer hardware dimension. Computer hardware commonly requires technical interest, knowledge and skills. Therefore, it was deemed normal that there was a negative relationship between the multimodal text structures and computer hardware.

Generating and encountering multimodal text structures can be associated with the interest in using these technologies rather than the pre-disposition towards the hardware features of information and communication technologies. In fact, the multimodal text structures appear in various applications and software that we encounter when using the information and communication technologies in daily life. In order to be able to use these applications and software, it is believed that being able to use these tools at a basic level is sufficient rather than having interest and detailed knowledge about the parts of technological tools.

In this study, it became evident that the attitudes towards information and communication technologies did not demonstrate a significant difference by the grade level. This result clearly contradicts the results of Bakırcı and Günbatar's (2017) study on Science and Mathematics teacher candidates. It is possible to conclude that this particular situation stemmed from the difference between the dates when the studies were carried out. The fact that today's teacher candidates are more likely to use ICT and have easier access to digital tools may be the reasons for this particular result. Moreover, knowledge, experience and perceptual attitudes towards information and communication technologies may vary depending on the undergraduate subject branch and individual differences.

In the present study, the multimodal literacy levels, depending on the grade variable, exhibited a significant difference between the 2nd, 3rd and 4th year in favor of the 4th year students. The reasons for this result might be that the senior (4th year) teacher candidates approached the end of their student life and that they experienced a teaching environment with the multimodal texts in their practices. In a study conducted by Ulu and Avşar Tuncay (2017) on Turkish language and elementary school teaching students, it was found that there was a significant difference in favor of the senior students only regarding the dimension of preferring the multimodal structure.

In this study, no significant difference was found in teacher candidates' attitudes towards the information and communication technologies by the gender variable. Similarly, in a study conducted by Bakırcı and Günbatar (2017), no significant difference was found based on gender in total scores. In this day and age, when almost everyone is related to technology in one way or another, it is possible to consider it as normal that the attitudes towards information and communication technologies have not varied by gender.

In the present study, it was found that there was a significant difference in the multimodal literacy levels in favor of the female teacher candidates by the gender variable. In a study implemented by Ulu and Avşar Tuncay (2017) study, a significant difference was found in favor of the female teacher candidates only in the dimension of expressing oneself using multimodal structures. These results clearly demonstrate that the female teacher candidates were more careful in using and preferring the multimodal structure and interpreting the content presented in the multimodal structure.

Consequently, taking into account the fact that Turkish language teacher candidates will help their students to improve their digital skills as well as their basic language skills, the importance of developing a positive attitude towards the information and communication technologies in order to use the multimodal structures they will need in the teaching process should not be ignored. Based on all the results obtained, it is possible to make the following suggestions:

- Applied courses in which Turkish language teacher candidates can display their multimodal literacy skills should be included in the Turkish language teaching undergraduate programs.
- In order for the Turkish language teacher candidates to master both technological tools and multimodal text structures, it is crucially significant to support them in developing positive attitudes towards the technological tools and carry out academic studies in an attempt to improve their knowledge level about the multimodal text structures.

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All authors contributed equally to the article.

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Characteristics of General Language Teaching and Academic Language Teaching as a Foreign Language: Learner's Views

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Abstract

Foreign language teaching is divided into general and special purpose language teaching. Foreign language education offers general language courses at five levels starting from A1 to C1. In addition to the four core language skills, grammar and vocabulary are also taught. Special-purpose language teaching is divided into two categories: professional and academic language. Academic language courses are also provided within a specific program and duration. This study compares general language teaching and academic language teaching based on learner views. Phenomenology, one of the qualitative research designs, was used in the study. In this context, the study data consists of the opinions of 64 learners in the Academic Turkish class at Sakarya University TÖMER. The learners were asked about the similarities and differences as well as the main features of these courses using a semi-structured interview form. The answers to the questions were analyzed by content analysis. This study identified 8 themes and 106 sub-themes. Although the themes occur at different frequencies in general language and academic language courses, the eight common themes are as follows: quality in teaching, purpose in teaching, subject in teaching, utilization of activities in teaching, language use in teaching, content in teaching, utilization of texts in teaching and process in teaching.

Keywords

Foreign language teaching, general language, academic language.

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INTRODUCTION

Foreign language teaching is divided into basic and special-purpose language teaching (Dudley-Evans & St. John, 1998). General language teaching emphasizes communication, while specific-purpose language teaching is divided into professional and academic language (Vergili & Haykır, 2023, p. 361). General language teaching aims to teach the language used for communication in daily life, while academic language teaching refers to the language used in university and graduate education or formal contexts (Tüfekçioğlu, 2018). While general language teaching mainly aims to develop listening, speaking, reading, and writing skills, the most notable aim of this teaching is to meet individuals' communication needs in their daily lives.

While there are similarities between general language teaching and academic language teaching in terms of teaching the language, its usage, and individuals expressing themselves and communicating with others, there are also some differences in their aims and focal points (Konyar, 2019, p. 31). General language teaching involves language teaching based on simple and direct communication skills used in social life. Therefore, general language teaching aims to meet basic communication needs, while academic language teaching aims to communicate successfully in more specialized and scholarly contexts. Academic language can go beyond general language and include more complex structures and terms (Çiftler & Aytan, 2019, p. 77). Additionally, academic language is significantly less common than general language. Academic language may include technical expressions specific to a particular field. (Sarıkaya, 2021). For this reason, it may be necessary to acquire the terminological words and concepts required by a specific field of study or discipline. In addition, academic language may differ from general language not only in terms of structural features at the sentence level but also in terms of other features relevant to academic language, conceptual requirements, paragraph and text-level integrity, and text-level references (Özdemir, 2021, p. 9).

In general language teaching, narrative texts can be used for social dialogues and descriptions. On the other hand in academic language teaching texts that focus on comprehension and production skills are applied in areas that are mostly associated with written language such as research papers, theses, dissertations, presentations, reports, lecture notes, research articles, scientific discussions, papers, posters, textbooks, scientific congresses, symposiums, conference presentations, seminars (Kurudayıoğlu & Çimen, 2020, p. 3901). In this context, academic language is considered a particular type of language used in professional fields.

The difference between academic language and general language can be expressed as follows:

1. Academic language differs from general language not only in its complexity in terms of sentence structure and elaboration but also in its specific terms and field-specific terminology (Zwiers, 2014; Özdemir, 2021).
2. Academic language is more formal than general language. Thoughts are considered more carefully, and a more formal and serious tone is used when expressing ideas (Richards & Schmidt, 2010).
3. Academic language is objective (Aydın, 2015; Karagöl, 2018). Therefore, in academic language, objective expression is necessary by avoiding emotional expressions.
4. Academic texts have a specific structure and standard sections. However, it is necessary to know certain rules and apply them (Demirtaş Toloman & Karakaş, 2021).

5. Academic language is very critical to verify knowledge, which is why academic expressions include documentation and referencing. This is also critical to support knowledge and strengthen credibility.

Academic language facilitates the effective communication of complex thoughts, ideas, and information, strengthening academic quality.

Looking at academic language studies, Wilson and Devereux (2014) focused on the importance of the scaffolding metaphor used in academic language and learning. Uccelli, Dobbs & Scott (2013) studied high school students' mastery of academic language and its use in persuasive writing.

Among the studies on academic language development, Hirai, Borrego, Garza, and Kloock (2009) researched adolescents' academic language development. Uccelli, Barr, Dobbs, Galloway, Meneses, & Sánchez (2015) studied school-related academic language proficiency in pre-adolescent and adolescent students. Schleppegrell (2013) conducted studies on the Role of Higher Language in Supporting Academic Language Development. Read (2008) conducted studies on determining academic language needs through diagnostic assessment.

Guadalupe (2004) studied the development of academic language in minority children and Menken (2013) studied the academic language and literacy process of bilingual students. Schleppegrell and O'Hallaron (2011) conducted a study on the academic language levels of adolescents learning a second language.

There are also studies on learners' perceptions in the literature. A study was conducted on the difficulties perceived by undergraduate and graduate students in English academic language skills (Berman & Cheng, 2010). In addition, Christison and Krahnke (1986) investigated student perceptions of academic language study. When the literature is examined in terms of teaching Turkish as a foreign language, different studies are encountered, albeit in small numbers. In his study, Yılmaz (2017) revealed the views of learners who learn Turkish as a foreign language. They have started learning scholarly Turkish at university. Demir and Genç (2018) also examined students' and instructors' views on scholarly Turkish activities. Yavuz and Zengin (2022), on the other hand, investigated the views of Turkish as a foreign language learners on academic Turkish teaching and revealed the needs of learners regarding educational Turkish lessons.

As can be seen above, there are many studies on academic language and learners' views on this subject. There is only one study on the characteristics of general language and academic language, however. Daller (1999) conducted an empirical study of Turkish returnees' academic and general language proficiency. Apart from this study, no similar study was found in Turkish and English sources. The fact that no research looks at general language and academic language in Turkey from students' perspective makes this study valuable. In addition, the study is relevant because learners' views on general language and academic language are also relevant. This is due to the fact that students, who are the most vital part of education, are able to express their opinions directly. This gives teachers, curriculum writers, and educational institutions a serious understanding of how educational activities should be organized. Therefore, this study is very significant. In this context, starting from the research problem question "What are the characteristics of general language and academic language teaching as a foreign language?" the study aimed to reveal the characteristics of foreign language general language teaching and academic language teaching by comparing the characteristics of both according to learners' views. The research sub-objectives are as follows:

1. Under which themes can foreign language general language teaching and academic language teaching be categorized?
2. Under which sub-themes can the characteristics of foreign language general language teaching and academic language teaching be categorized?

METHOD

Research and Design

Phenomenology, a qualitative research method, was used to design the study. Phenomenology is used to determine the common experiences of a group of individuals (van Manen, 2007; Tekindal & Uğuz Arsu, 2020). In the study, the thoughts of 64 individuals learning both general and academic languages were determined. For this, the traditional/descriptive phenomenology approach to phenomenological research was preferred. In this approach, the researcher analyzes the data obtained from people who have experienced the subject in question, putting aside their own biases and thoughts. The researcher combines the data under themes (Yalçın, 2022).

Study Group

Ethics committee approval for this study was obtained from FSM Foundation University, Scientific Research, and Publication Ethics Committee on 02.10.2023. The study group consisted of 64 learners who learned Turkish as a foreign language following the study purpose. They received academic language education and general language education. Between September 05, 2021, and June 30, 2022, the learners received 175 hours of general Turkish lessons at each of the A1, A2, B1, B2, and C1 levels. This totaled 825 hours and 140 hours of academic Turkish lessons between July 3, 2022, and July 30, 2022. Since all participants came to Turkey as YTB scholarship holders, they have the same duration of stay in Turkey, which is approximately 10 months.

Table 1 shows the distribution of learners in the study according to age and gender:

Table 1

Distribution Of Learners Based On Age And Gender

Age	Gender		Total
	Boy	Girl	
17-20	14	24	38
21-25	10	6	16
26-30	4	3	7
30+		3	3
Total	28	36	64

As seen in Table 1, the majority of learners participating in the research are in the 17-20 age group, with 38 participants. There are 16 participants between the ages of 21-25, 7 participants between the ages of 26-30, and 3 participants over 30. Additionally, female learners are more than male learners. The number of female participants is 36, while the number of male participants is 28.

The distribution of learners who participated in the study based on their countries and the number of foreign languages they know is given in Table 2:

Table 2

Distribution Of Learners By Their Country And Number Of Foreign Languages They Know

Country	Number of Foreign Languages					Total
	1	2	3	4	5	
Afghanistan		2	2	2		6
Angola		1				1
Albania			1			1
Azerbaijan			2			2
Bangladesh		1				1
Chad			1	1		2
Chechnya		1				1
Indonesia		2	1	1		4
Ethiopia			2			2
Palestine		1	1	1		3
Ghana		1				1
Guinea			2			2
Iraq		2	1			3
Iran			1	1		2
Cameroon			1			1
Kazakhstan		3		1		4
Kenya			1			1
Kyrgyzstan					1	1
Kosovo		2				2
Macedonia				1		1
Lebanon			1			1
Egypt			1			1
Mongolia			1	1		2
Moldova				1		1
Uzbekistan			3			3
Pakistan			1			1
Russia	1	2				3
Serbia		1		2		3
Somalia		1				1
Sudan		1				1
Ukraine		1	1	1		3
Yemen		1	1			2
Zimbabwe		1				1
Total	1	24	25	13	1	64

Table 2 shows that the participants came from 33 different countries. In addition, the majority of participants are proficient in 2 or 3 foreign languages. Within the scope of the research, it is found that there is 1 participant who speaks one foreign language, 24 participants who know two foreign languages, 25 participants who know three foreign languages, 13 participants who know four foreign languages, and 1 who speaks five foreign languages.

Table 3 shows the distribution of learners who participated in the study according to their departments and educational status:

Table 3

Distribution of Learners Based on Their Department And Education Level

Department	Education Status			Total
	Bachelor's	Degree Master's	Degree Doctorate	
Computer Engineering	6		1	7
International Relations	6			6
Information Systems Engineering	3	2		5
Public Relations and Advertising	2	3		5
Dentistry	4			4
Economics	2	2		4
Environmental Engineering	3			3
Electrical and Electronics Engineering	1	2		3
Medicine	3			3
Journalism	2			2
Civil Engineering	2			2
Chemistry		2		2
Mechanical Engineering	2			2
Political Science and Public Administration	1	1		2
History		1	1	2
Biology	1			1
Food Engineering	1			1
Law		1		1
Islamic Law		1		1
Theology	1			1
Islamic Economics and Finance		1		1
Islamic Economics	1			1
Business	1			1
Middle East Studies			1	1
Sociology		1		1
International Trade and Finance	1			1
Renewable Energy Systems		1		1
Total	43	18	3	64

Table 3 shows participants studying in 27 different departments. 43 of the participants are undergraduates, 18 are masters and 3 are doctoral students.

Data Collection Tools and Data Collection Process

The data were collected on the last day of academic language training in about 40 minutes. The course was designed for learners who had completed their education at the A1, A2, B1, B2, and C1 levels. To collect data, a "personal information form" and an "interview form for comparing general language teaching and academic language teaching courses" developed by the researchers were used. The data were obtained in written form through these forms. In line with the aims of the study, the study question was: "Please evaluate the characteristics of general language teaching courses (A1-A2-B1-B2-C1) and academic language teaching courses in general (in terms of listening, speaking, reading and writing skills, grammar and vocabulary teaching)".

Data Analysis

"Content analysis" was used to analyze the data obtained. Within the scope of the research, themes, and sub-themes were not planned in advance; themes and sub-themes were identified through coding based on the views of the participants. After the answers to the research questions were read one by one, certain headings were created. Through further reading, themes and sub-themes were determined. The texts were read over and over again and themes were formed by combining headings with similar headings. After creating the themes, sub-themes were determined, and these sub-themes were placed under the pre-defined themes to form theme and sub-theme structures.

Validity And Reliability of the Data

To ensure the reliability and validity of the data analysis, the coding was examined and coded separately by two researchers and then the themes and sub-themes were decided by comparing them. Unlike quantitative studies, validity and reliability in qualitative research should be explained by the credibility, accuracy of results, and expertise of the researcher (Krefting, 1991). For this reason, to test the credibility and accuracy of the data analysis and the expertise of the researcher, the data were sent to two more experts and coding reliability and validity were measured by the experts. Different opinions may emerge from qualitative data analyses. In such cases, participants are expected to agree on themes (Miles & Huberman, 1994). Experts provided consensus on the sub-themes. The final version of the data obtained within the research scope was decided in this way.

Ethical Principles

The ethics committee approval for this study was granted by Fatih Sultan Mehmet Vakıf University scientific research and publication ethics committee with decision number 29/07 on 02.11.2023.

FINDINGS

When the data obtained according to the opinions of the learners in the study were analyzed, the characteristics of general language teaching and academic language teaching as a foreign language can be grouped under the following themes, as shown in Table 4:

Table 4

Distribution of the Characteristics of General Language Teaching and Academic Language Teaching as Foreign Language into Themes

Theme	<i>f</i>
Quality in Teaching	100
Teaching Objective	54
Subjects in Teaching	44
Utilizing Activities in Teaching	40
Language Use in Teaching	28
Content in Teaching	28
Utilizing Texts in Teaching	24
Process in Teaching	19
Total	337

When Table 4 is analyzed, it is determined that the participants expressed 337 opinions on the subject. According to the learners' views, the characteristics of general language teaching and academic language as a foreign language teaching were categorized into 8 different themes. Learners expressed more opinions on general language teaching and academic language teaching as a foreign language. This was done in the themes titled "Quality in Teaching", "Purpose in Teaching" and "Subject in Teaching" respectively.

The distribution of the themes obtained for the characteristics of general language teaching and academic language as a foreign language teaching according to the views of the learners in terms of general language teaching and academic language teaching can be shown in Table 5 as follows:

Table 5

Distribution of the Themes in Terms of General Language Teaching and Academic Language Teaching

Theme	<i>f</i>
General Language Teaching	144
Quality in Teaching	53
Teaching Objective	27
Utilizing Activities in Teaching	19
Language Use in Teaching	16
Subjects in Teaching	14
Process in Teaching	11
Utilizing Texts in Teaching	2
Content in Teaching	2
Academic Language Teaching	193
Quality in Teaching	47
Subjects in Teaching	30
Teaching Objective	27
Content in Teaching	26

Utilizing Texts in Teaching	22
Utilizing Activities in Teaching	21
Language Use in Teaching	12
Process in Teaching	8
Total	337

Table 5 shows learners expressed more opinions about academic language teaching. When the distribution of the themes created according to the learner views within the scope of the research is analyzed in terms of general language teaching and academic language teaching, it is seen that there are 8 themes in total, the same number in both general language teaching and academic language teaching.

Findings under which sub-themes the characteristics of general language teaching and academic language teaching as a foreign language are grouped

When the data obtained according to the opinions of the learners in the study are analyzed, the characteristics of general language teaching and academic language as a foreign language teaching can be grouped under the following sub-themes as shown in Table 6:

Table 6

Distribution of the Characteristics of General Language Teaching as a Foreign Language and Academic Language Teaching into Sub-Themes

Themes and Subthemes	<i>f</i>
Teaching Objective	54
Development of language skills	9
Developing academic language skills	8
Development of communication skills	7
Preparing for university	6
Development of professional language skills	5
Improve grammar	4
Learning language rules	3
Producing academic texts	2
Improving comprehension skills	2
Involves scientific work	2
Developing narrative skills	2
Preparation for general life	1
Conducting a study on Turkey	1
Improving vocabulary knowledge	1
Generating complex text	1
Language Use in Teaching	28
Inclusion of general language use	9
Use of academic language	4
Focus on practical language use	3

Use at the university	3
Use in general life	2
Includes literary language	1
Inclusion of touristic language use	1
Professional use	1
Contains errors in language usage	1
Inclusion of aesthetic language use	1
Inclusion of cultural language use	1
Involves the use of intellectual language	1
Utilizing Activities in Teaching	40
Few grammar activities	11
Having many grammar activities	8
Lots of speaking activities	5
Lack of listening activities	2
Having many vocabulary activities	2
Having many writing activities	2
Having many presentation activities	1
The obligation to practice	1
Inclusion of game activities	1
Including homework activities related to the department	1
Activities are energetic	1
Competition events taking place	1
Including excursion activities	1
Having many listening activities	1
Few reading activities	1
Lots of reading activities	1
Content in Teaching	28
Inclusion of terminology	7
Includes academic writing	5
Including punctuation marks	4
Includes academic reading	3
Including academic vocabulary	3
Inclusion of academic speech	2
Contains pattern expressions	1
Involves conducting research	1
Contains spelling rules	1
Contains expression disorders	1
Subject in Teaching	44
Including topics related to the department	12
Covering familiar topics	8
Contains basic language rules	6
Covering general topics	4
Developing the topics learned	4
Learning new topics	3
Including scientific topics	2

Covering academic subjects	2
Including information outside the department	1
Repetition of learned topics	1
Different themes	1
Utilizing Texts in Teaching	24
<hr/>	
Making a presentation	6
Writing an article	4
Writing a thesis	3
Writing official letters	2
Reading long texts	1
Listening to a song	1
Listening to the conference	1
Reading scientific texts	1
Watching a movie	1
Reading academic texts	1
Reading high-level texts	1
Listening to the seminar	1
Writing a petition	1
Quality in Teaching	100
<hr/>	
Being difficult	19
Significance	19
Easy to use	15
Usefulness	9
Necessary	8
It's fun	4
Not necessary	3
Planned	2
Having a busy schedule	2
Being boring	2
Lack of efficiency	2
Being beautiful	2
Not useful	2
Confusing	1
Lack of stress	1
Systematic	1
Comfortable	1
Efficiency	1
Complexity	1
Being systematic	1
Being tiring	1
Being logical	1
Irregularity	1
Not panicking while learning	1
Process in Teaching	19
<hr/>	
Following the book	9

Long duration of the teaching process	4
Utilizing additional materials (thesis, articles, etc.)	4
Long duration of the course	1
Easy course follow-up	1
Total	337

When Table 6 is analyzed, learners' views of the characteristics of general language teaching and academic language as a foreign language teaching are divided into 8 different themes and 106 sub-themes in total. Learners expressed more opinions on "Being difficult", "Being significant" and "Being easy".

The sub-themes that emerged from the opinions of the learners within the scope of the theme of "Purpose in Teaching" can be found in Table 7 as follows:

Table 7

Distribution of the Theme of Purpose in Teaching into Sub-Themes in Terms of General Language Teaching and Academic Language Teaching

Teaching Objective	<i>f</i>
General Language Teaching	27
Development of language skills	8
Development of communication skills	7
Improving grammar	4
Learning language rules	3
Developing narrative skills	2
Improving vocabulary knowledge	1
Improving comprehension skills	1
Preparation for general life	1
Academic Language Teaching	27
Developing academic language skills	8
Preparing for university	6
Development of professional language skills	5
Producing academic texts	2
Involves doing scientific work	2
Generating complex text	1
Conducting a study on Turkey	1
Improving comprehension skills	1
Development of language skills	1
General Total	54

When Table 7 is examined, it is seen that 8 sub-themes emerged within the scope of general language teaching as a foreign language and 9 sub-themes emerged within the scope of academic language teaching. The sub-themes with the highest frequency within the scope of general language teaching

as a foreign language are "Developing language skills", "Developing communication skills", and "Developing language knowledge", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Developing academic language skills", "Preparing for university", and "Developing professional language skills", respectively.

Within the scope of the theme of "Language Use in Teaching", the sub-themes that emerged from the opinions of the learners can be found in Table 8 as follows:

Table 8

Distribution of the Theme of Language Use in Teaching into Sub-Themes in Terms of General Language Teaching and Academic Language Teaching

Language Use in Teaching	<i>f</i>
General Language Teaching	16
Inclusion of general language use	9
Focus on practical language use	3
Use in general life	2
Inclusion of touristic language use	1
Inclusion of cultural language use	1
Academic Language Teaching	12
Use of academic language	4
Use at the university	3
Professional use	1
Inclusion of aesthetic language use	1
Contains errors in language usage	1
Includes the use of literary language	1
Involves the use of intellectual language	1
General Total	28

When Table 8 is examined, it is seen that 5 sub-themes emerged within the scope of general language teaching as a foreign language and 7 sub-themes emerged within the scope of academic language teaching based on the learner's views on the theme of "Language Use in Teaching". Within the scope of general language teaching as a foreign language, the sub-themes with the highest frequency are "Including general language use", "Focusing on practical language use", and "Use in daily life", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Involving academic language", "Use at university", and "Use professionally", respectively.

The sub-themes that emerged from the opinions of the learners within the scope of the theme of "Utilizing Activities in Teaching" can be shown in Table 9 as follows:

Table 9

The Distribution of the Theme of Utilizing Activities in Teaching into Sub-Themes in Terms of General Language Teaching and Academic Language Teaching

Utilizing Activities in Teaching	<i>f</i>
General Language Teaching	19
Having many grammar activities	8
Lots of speaking activities	3
Having many vocabulary activities	2
Inclusion of game activities	1
The obligation to practice	1
Competition events are taking place	1
Including excursion activities	1
Activities are energetic	1
Lots of reading activities	1
Academic Language Teaching	21
Few grammar activities	11
Having many writing activities	2
Lots of speaking activities	2
Lack of listening activities	2
Few reading activities	1
Having many presentation activities	1
Including homework activities related to the department	1
Having many listening activities	1
General Total	40

When Table 9 is examined, it is seen that 9 sub-themes emerged within the scope of general language teaching as a foreign language and 8 sub-themes emerged within the scope of academic language teaching based on the learner's views on the theme of "Utilizing Activities in Teaching".

Within the scope of general language teaching as a foreign language, the sub-themes with the highest frequency are "Having a lot of grammar activities", "Having a lot of speaking activities", and "Having a lot of vocabulary activities", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Few grammar activities", "More writing activities", and "More speaking activities", respectively.

The sub-themes that emerged from the opinions of learners within the scope of the theme of "Content in Teaching" can be found in Table 10 as follows:

Table 10

Distribution of the Theme of Content in Teaching into Sub-Themes in Terms of General Language Teaching and Academic Language Teaching

Content in Teaching	<i>f</i>
General Language Teaching	2
Contains pattern expressions	1
Involved in conducting research	1
Academic Language Teaching	26
Inclusion of terminology	7
Includes academic writing	5
Including punctuation marks	4
Includes academic reading	3
Including academic vocabulary	3
Academic speech inclusion	2
Contains spelling rules	1
Containing expression disorders	1
General Total	28

When Table 10 is examined, it is seen that 2 sub-themes emerged within the scope of general language teaching as a foreign language and 8 sub-themes emerged within the scope of academic language teaching based on the learner's views on the theme of "Content in Teaching". The sub-themes with the highest frequency within general language teaching as a foreign language are "Including pattern expressions" and "Including research", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Including terminology", "Including scholarly writing", and "Including punctuation", respectively.

The sub-themes that emerged from the opinions of learners within the scope of the "Subject in Teaching" theme can be found in Table 11 as follows:

Table 11

Distribution of the theme of the subject in teaching into sub-themes in terms of general language teaching and academic language teaching

Subject in Teaching	<i>f</i>
General Language Teaching	14
Contains basic language rules	6
Covering general topics	4
Learning about different topics	3
Different themes	1
Academic Language Teaching	30
Including topics related to the department	12
Covering familiar topics	8
Developing the topics learned	4

Including scientific topics	2
Covering academic subjects	2
Repetition of learned topics	1
Including information from outside the department	1
General Total	44

When Table 11 is examined, it is seen that 4 sub-themes emerged within the scope of general language teaching as a foreign language and 7 sub-themes emerged within the scope of academic language teaching. The sub-themes with the highest frequency within the scope of general language teaching as a foreign language are "Including basic language rules", "Including various topics", and "Learning various topics", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Including subjects related to the department", "Including known subjects", and "Improving the subjects learned", respectively.

The sub-themes that emerged from learners' opinions within the scope of the theme of "Utilizing Texts in Teaching" can be found in Table 12 as follows:

Table 12

The distribution of the theme of utilizing texts in teaching into sub-themes in terms of general language teaching and academic language teaching

Utilizing Texts in Teaching	<i>f</i>
General Language Teaching	2
Listening to a song	1
Watching a movie	1
Academic Language Teaching	22
Making a presentation	6
Writing an article	4
Writing a thesis	3
Writing official letters	2
Reading scientific texts	1
Reading long texts	1
Listening to the conference	1
Reading academic texts	1
Reading high-level texts	1
Listening to the seminar	1
Writing a petition	1
General Total	24

When Table 12 is examined, it is seen that 2 sub-themes emerged within the scope of general language teaching as a foreign language and 11 sub-themes emerged within the scope of academic language teaching based on the learner's views on the theme of "Utilizing Texts in Teaching". The sub-themes with the highest frequency within the scope of general language teaching as a foreign language are

"Listening to songs" and "Watching movies" respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Making presentations", "Writing articles", and "Writing thesis", respectively.

The sub-themes that emerged from the opinions of the learners within the scope of the theme of "Quality in Teaching" can be seen in Table 13 as follows:

Table 13

Distribution of the theme of quality in teaching into sub-themes in terms of general language teaching and academic language teaching

Quality in Teaching	<i>f</i>
General Language Teaching	53
Being difficult	16
Significance	10
Necessary	7
Usefulness	7
Easy to use	4
Having a busy schedule	2
Planned	2
Being tiring	1
Being beautiful	1
Confusing	1
It's fun	1
Being systematic	1
Academic Language Teaching	47
Easy to use	11
Significance	9
It's fun	3
Not necessary	3
Being difficult	3
Being boring	2
Not useful	2
Lack of efficiency	2
Usefulness	2
Comfortable	1
Systematic	1
Efficiency	1
Being beautiful	1
Lack of stress	1
Complexity	1
Necessary	1
Not panicking while learning	1
Irregularity	1
Being logical	1

General Total	100
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When Table 13 is examined, it is seen that 12 sub-themes emerged within the scope of general language teaching as a foreign language and 19 sub-themes emerged within the scope of academic language teaching based on the learner's views on the theme of "Quality in Teaching". The sub-themes with the highest frequency within the scope of general language teaching as a foreign language are "Being difficult", "Being significant" and "Being necessary", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "It is easy", "It is significant" and "It is fun", respectively.

The sub-themes that emerged from the opinions of learners within the scope of the "Process in Teaching" theme can be seen in Table 14 as follows:

Table 14

Distribution of the process of teaching theme into sub-themes in terms of general language teaching and academic language teaching

Process in Teaching	<i>f</i>
General Language Teaching	11
Following the book	9
Long duration of the teaching process	1
Easy course follow-up	1
Academic Language Teaching	8
Utilizing additional materials (thesis, articles, etc.)	4
Long duration of the teaching process	3
Long course duration	1
General Total	19

When Table 14 is examined, it is seen that 3 sub-themes emerged within the scope of general language teaching as a foreign language and academic language teaching based on the learner's views on the theme of "Process in Teaching". The sub-themes with the highest frequency within the scope of general language teaching as a foreign language are "Following the book", "The teaching process is long" and "It is easy to follow the lesson", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Utilizing additional materials" (thesis, article, etc.) "The teaching process is lengthy" and "The lesson duration is long" respectively.

DISCUSSION AND CONCLUSION

In this study, which aims to reveal the characteristics of general language teaching and academic language teaching as a foreign language by comparing the characteristics of general language teaching and academic language teaching as a foreign language according to learners' views, the characteristics of general language teaching and academic language teaching as a foreign language teaching according to learners' views were divided into 8 different themes and a total of 106 sub-themes.

Learners revealed the characteristics of general and academic language teaching as a foreign language under 8 different themes. These themes are as follows: Quality in Teaching; Purpose in Teaching; Subject in Teaching; Utilization of Activities in Teaching; Language Use in Teaching; Content in Teaching; Utilization of Texts in Teaching; and Process in Teaching. Within the scope of general language teaching, learners expressed more opinions on the themes of "Quality in Teaching", "Purpose in Teaching" and "Utilization of Activities in Teaching". When the literature is examined, it is seen that researchers indicate features such as topic selection, content, language use, text structure, verbal/auditory activities as the features that distinguish academic language use from daily language (Cook Hirai, Borrego, Garza, & Kloock, 2010; Aydın, & Baysal, 2018; Azizoğlu, Demirtaş Tolaman, & İdi Tulumcu, 2019; Çiftler, & Aytan, 2019). Within the scope of academic language teaching, learners expressed more opinions on the themes of "Quality in Teaching", "Subject in Teaching" and "Purpose in Teaching". Learners in this context tend to focus more on general language teaching as a foreign language and on academic language topics. In this context, "activities" and "subject matter" are seen as the distinguishing features of general language and academic language teaching as a foreign language.

Based on the learner views on the theme of "Purpose in Teaching", it is seen that 8 sub-themes emerged within the scope of general language teaching as a foreign language and 9 sub-themes emerged within the scope of academic language teaching. In the scope of what teaching is for, learners expressed more opinions about academic language teaching.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Purpose in teaching" are "Developing language skills", "Developing communication skills", "Developing grammar", "Learning language rules", "Developing expression skills", "Developing vocabulary", "Developing comprehension skills", "Preparing for general life". The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Purpose in Teaching" are "Developing academic language skills", "Preparing for university", "Developing professional language skills", "Producing academic texts", "Including scientific studies", "Producing complex texts", "Conducting studies about Turkey", "Developing comprehension skills", "Developing language skills". Academic language teaching aims to improve students' academic language skills and enable them to acquire comprehension and expression skills (Hasırcı Aksoy, 2021; Karagöl, & Korkmaz, 2021). In general, the aim of academic language teaching as a foreign language is to provide learners with advanced communicative skills (Schlepppegrell & Colombi, 2002). As Seyedi (2020) states, the aim is to improve university students' ability to create and read academic texts at the paragraph and text levels, along with the skills to express their emotions and thoughts accurately, fluently, and cohesively. The learners who participated in the study also stated that general language teaching aims to develop language and communication skills; academic language teaching aims to develop technical and professional language skills and to write scholarly and scientific texts. Learners have expressed that general language teaching prepares them for life, while academic language teaching prepares them for university.

Based on the learner views on the theme of "Language Use in Teaching", it is seen that 5 sub-themes emerged within the scope of general language teaching as a foreign language and 7 sub-themes emerged within the scope of academic language teaching. Learners expressed more opinions about academic language teaching within the scope of language use in teaching.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Language Use in Teaching" are "Including general language use", "Focusing on practical language use", "Use in general life", "Including touristic language use", "Including cultural language use". The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Language Use in Teaching" are "Involves academic language use", "Used at university", "Used professionally", "Involves aesthetic language use", "Involves language use errors", "Involves literary language use", "Involves intellectual language use". Konyar (2019) defines academic language as the language necessary for learners to understand and succeed in their courses. Çiftler and Aytan (2019) stated that the difference between general language and academic language use is that academic language is used in school or work environments; it includes terms, concepts, and formal expressions, and academic language use can vary according to different disciplines. In this context, it is seen that the learners participating in the study, according to the literature, stated that general language as a foreign language is used in general life, for cultural or touristic purposes, in a practical way, while academic language as a foreign language is utilized in university life in a scientific, professional, aesthetic, literary or intellectual way.

Based on the learner views on the theme of "Utilizing Activities in Teaching", it is seen that 9 sub-themes emerged within the scope of general language teaching as a foreign language and 8 sub-themes emerged within the scope of academic language teaching. Learners expressed more opinions about general language teaching within the scope of incorporating activities into teaching.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Utilizing Activities in Teaching" are "There are several grammar activities", "There are many speaking activities", "There are a number of vocabulary activities", "There are game activities", "There is an obligation to practice", "There are competition activities", "There are excursion activities", "The activities are energetic", "There are a lot of reading activities". The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Utilizing Activities in Teaching" are "There are few grammar activities", "There are many writing activities", "There are many speaking activities", "There are few listening activities", "There are few reading activities", "There are several presentation activities", "It includes homework activities related to the department", "There are several listening activities". When the opinions of the learners who participated in the study were analyzed, the learners indicated that grammar, vocabulary, and speaking activities were emphasized more in general language teaching as a foreign language. On the other hand in academic language teaching as a foreign language, learners stated that grammar activities are fewer. In contrast, the number of scholarly writing, speaking, and presentation activities is increasing. The learners stated that activities related to all skills are carried out in academic language teaching as a foreign language, albeit in small numbers. In Yavuz and Zengin's (2022) study, learners also indicated that activities for all language skills were conducted in academic language teaching courses.

Based on the learner opinions on the theme of "Content in Teaching", it is seen that 2 sub-themes emerged within the scope of general language teaching as a foreign language and 8 sub-themes emerged within the scope of academic language teaching. Learners expressed more opinions about academic language teaching within teaching content.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Content in teaching" are "Including pattern expressions" and "Including research",

respectively. The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Content in teaching" are "It involves terminology", "It involves scholarly writing", "It includes punctuation", "It includes scholarly reading", "It encompasses academic vocabulary", "It encompasses scholarly speaking", "It incorporates spelling rules", "It incorporates expression disorders". Hyland (2008) states that academic language teaching focuses on grammatical structures but also aims to gain field-specific communicative skills. Based on the literature, we can see that learners participating in this study on academic language teaching view grammar rules, academic vocabulary, and field-specific terminology. According to Coleman and Goldenberg (2010), learners need perceptual language skills to understand the lessons and productive language skills to ask questions and join in discussions. To provide learners with academic language features functionally, it is necessary to provide content for comprehension and expression skills in a scholarly context (Karagöl ve Korkmaz, 2021). In this context, the learners participating in the study characterized academic language teaching as the scholarly use of perceptual and productive language skills.

Based on the learner views on the theme of "Subject in Teaching", it is seen that 4 sub-themes emerged within the scope of general language teaching as a foreign language and 7 sub-themes emerged within the scope of academic language teaching. Learners expressed more positive opinions regarding the teaching of academic language within the subject matter scope.

The sub-themes that emerged within the scope of "Subject in Teaching" in general language teaching as a foreign language are "Containing basic language rules", "Containing general topics", "Learning various topics", and "Containing different themes", respectively. The sub-themes that emerged within the scope of "Subject in Teaching" in academic language teaching as a foreign language are "Including subjects related to the department", "Including known subjects", "Improving the subjects learned", "Including scientific subjects", "Including scholarly subjects", "Repeating the subjects learned" and "Including information outside the department", respectively. Tompkins (2009) asserts that academic language consists of unfamiliar, complex, and in-depth topics. The learners who participated in the study stated that general language teaching as a foreign language includes general subjects. In contrast, academic language teaching includes scholarly, scientific, and undergraduate subjects. Learners also stated that academic language teaching courses cover subjects related to different branches other than their undergraduate departments.

Based on the learner views on the theme of "Utilizing Texts in Teaching", it is seen that 2 sub-themes emerged within the scope of general language teaching as a foreign language and 11 sub-themes emerged within the scope of academic language teaching. Within the context of texts in teaching, learners expressed more opinions.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Utilizing Texts in Teaching" are "Listening to songs" and "Watching movies" respectively. The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Utilizing Texts in Teaching" are "Making presentations", "Writing articles", "Writing thesis", "Writing official letters", "Reading scientific texts", "Reading long texts", "Listening to the conference", "Reading academic texts", "Reading high-level texts", "Listening to the seminar", "Writing petitions". When the sub-themes created based on the opinions of the learners are examined, it is seen that the learners stated that written texts such as articles, theses, official writings, scientific texts, academic texts, high-level texts, petitions, and oral texts such as presentations, conferences, and seminars, in which the language is shaped differently from the general language, are

appropriate in academic language teaching. Demir (2020) states that academic language is a written sub-variant of standard writing intended for special purposes and that it is distinguished from standard spoken language by the use of terms and specialized vocabulary in situations where verbal expression predominates such as presentations, conferences, and lectures. However, academic texts use abstract language and include terms, and academic texts are structured with long and compound sentences consisting of multi-syllabic words (Tompkins, 2009). In this context, learners also recognize texts used in general and academic language teaching as foreign languages.

Based on the learner views on the theme of "Quality in Teaching", it is seen that 12 sub-themes emerged within the scope of general language teaching as a foreign language and 19 sub-themes emerged within the scope of academic language teaching. Learners expressed more opinions about academic language teaching quality.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Quality in Teaching" are "It is difficult", "It is important", "It is necessary", "It is useful", "It is easy", "It has an intensive program", "It is planned", "It is tiring", "It is beautiful", "It is confusing", "It is fun", "It is systematic". The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Quality in Teaching" are "It is easy", "It is simple", "It is fun", "It is not necessary", "It is difficult", "It is boring", "It is not useful". The sub-themes are "It is not efficient", "It is logical", "It is comfortable", "It is systematic", "It is efficient", "It is impressive", "It is not stressful", "It is complicated", "It is necessary", "There is no panic while learning", "It is irregular", "It is logical". When the opinions of the learners participating in the study are analyzed, it is understood that the learners find general language teaching and academic language teaching extremely valuable, useful, and essential. In Yavuz and Zengin's (2022) study, learners also stated that they found academic language teaching courses necessary. On the other hand, learners also say they do not find academic language teaching useful and efficient, and that the teaching is irregular and boring. As Özkan and Başkan (2020) pointed out, the reasons for these views include the fact that learners from different branches and disciplines are in the same classroom environment. In such cases, topics that attract the interest of one group and meet their academic needs may be too distant for learners from other departments in the classroom. This causes learners to get bored in the teaching process or is inefficient.

Based on the learner views on the theme of "Process in Teaching", it is seen that 3 sub-themes emerged within the scope of general language teaching as a foreign language and academic language teaching. Learners expressed the same number of opinions about general and academic language teaching within the scope of teaching.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Process in Teaching" are "Following the book", "The teaching process is lengthy" and "It is easy to follow the lesson", respectively. The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Process in Teaching" are "Utilizing additional materials (thesis, article, etc.)", "The teaching process is lengthy" and "The lesson duration is lengthy". In general language teaching as a foreign language, the learners involved in the study follow a textbook. Because it provides different skills in the academic language teaching process, it facilitates the follow-up of teaching and utilizing additional materials. However, general language teaching as a foreign language involves a long process. In addition to participating in academic language teaching after this long process and thinking they had learned a lot, learners also expressed their opinion that

academic language teaching was lengthy. In contrast to these views of the learners participating in the study, in Yavuz and Zengin's (2022) study, learners of Turkish as a foreign language stated that they found the teaching time of academic Turkish courses sufficient.

The study shows that learners who experienced general language and academic language as foreign language teaching processes presented the characteristics of general language and academic language differently. It is understood that the views of the learners are related to the literature, but the learners present the characteristics of general teaching as a foreign language and academic language teaching under a much larger number of subheadings different from the literature based on their idioms.

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