



## Dinamik Çağda Yapısökümcülük: Yeni bir Öğretim Konsepti

### Deconstructivism in the Era of Dynamism: A Novel Teaching Concept

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#### Öz

İnsanların yeni kavramlara ayak uydurması gereken, dinamizm çağı olarak adlandırılan günümüzde hayatın her alanında hızlı bir değişim yaşanıyor. Analiz etme ve yansıtma gibi eleştirel okuma becerileri, bu dinamik dünyada ihtiyaç duyulan önemli becerilerden biridir. Bu makale, konuyu incelemek isteyen araştırmacılara yeni bir öğretim kavramı olarak Yapısökümcülük konusu hakkında genel bir alanyazın taraması yapmayı amaçlamaktadır. Yapısökümcülük konusu günümüzün öğretim dünyasında oldukça önemli bir temadır. Öğrenenlerin eleştirel becerilerini geliştirmek adına yapısökümcülük önemli bir yaklaşıma sahiptir. Yapısökümcülük, Jacques Derrida tarafından türetilen Derridian felsefesi tarafından başlatıldı. Yapısökümcülük, öğrencilerin edebi metnin kendisi ile yapısökümcü ve eleştirel bir boyuta sahip olarak herhangi bir edebi eserle müzakere edebileceğine işaret etmektedir. Herhangi bir eser ile yapısökümcü bir yolculuğa başlayan öğrenci analiz etme gibi eleştirel düşünme becerilerini geliştirir. Bu sayede öğrenenler eleştirel düşünme becerilerini geliştirmiş olur. Yapısökümcü etkinlikleri bir öğretim konsepti olarak uygulamak eğitimcilerin görevidir. Eğitim ve yapısökümcülük el ele gider çünkü birbirleriyle ilişkili kavramlardır. Parlak ve yapısökümcü etkinlikler- görevler olmazsa eğitim bu yenilikçi kavramlardan yoksun olur. Bu alanyazın taramasının amacı, yapısökümcülüğün dinamik çağda yeni bir öğretim yaklaşımı olarak kullanılmasının önünü açmaktır.

#### Anahtar Kelimeler

Yapısökümcülük,  
Dinamiklik,  
Yenilik,  
Öğretim  
Konsepti.

#### Abstract

There is a rapid change in every spheres of life nowadays as it is called as the era of dynamism in which people should keep up with new concepts. Critical reading skills such as analysing and reflecting are one of the crucial skills that are needed in this dynamic world. This paper attempts to give an overall literature review on the topic of Deconstructivism as a novel teaching concept to the researchers wishing to study the topic. The subject of deconstruction is a very important theme in today's teaching world. It has deconstructionism as an important approach in the name of the critical characteristics of the learners. The topic of deconstructivism is a highly important theme in today's teaching world. Deconstructivism was initiated by Derridian philosophy coined by Jacques Derrida. Deconstructivism points out that learners can negotiate with any literary work by owning a deconstructivist and critical dimension with the literary text itself. The student who begins a deconstructionist journey with any work develops critical thinking skills such as analysis. In this way, learners develop their critical thinking skills. It is the duty of educators to implement deconstructivist activities as a teaching concept. Education and deconstructivism go hand in hand because they are inter-related concepts. Without creating brilliant and deconstructive activities-tasks, education would be lacking of these innovative concepts. The purpose of this literature review is to pave the way for the use of deconstructivism as a novel teaching approach in the dynamic age.

#### Keywords

Deconstructivism,  
Dynamism,  
Novelty,  
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## INTRODUCTION

In today's rapid changing era, everything changes at a fast pace. This situation affects all spheres of life ranging from education to tourism. Universities take their places in this dynamic cycle, which means that universities should adapt new phenomena and dynamics to their policies and programs to have critical thinkers and readers. By gaining critical skills, learners can fit today's needs and interests with fewer challenges. Regarding critical thinking and reading skills, students possessing these skills are those who can understand and scrutinize a piece of work by touching upon its critical and deconstructivist aspects (Common European Framework of Reference [CEFR], (2020). For this reason, there is a need to achieve this criticality in the learning journey with the help of novel approaches employed as in deconstructivism. The 21<sup>st</sup> century is an era in which critical thinking skills enhanced by acquiring new knowledge are highly effective in every sphere of the world (Lau, 2011 & Kharbach, 2012). Additionally, as pointed out in Akaydin & Çeçen (2015), critical thinking skills assist students to attain numerous sources and new experiences, which paves the way for students to argue, interpret, analyse and think critically. A bright academic future is in line with students' critical reading skills. Most university students abstain from reading and learning critically in Turkish context when compared to other countries which barricades their critical thinking skills and subsequently critical reading skills (Ministry of National Education [MONE], 2015).

Most university students do not hold a deep understanding of reading a piece of work critically and then reflect on it. They lack of these significant skills with which they can be analytical and critical. Students should get a deep understanding of reading a piece of work critically. In this vein, deconstructivism plays a pivotal role to create a setting in which students can create different meaningful tasks with the help of deconstructivism. As pointed by Küçükoğlu (2013) a critical and analytic reading can be achieved through reading a piece of work out of other works and deconstruct its components. Hereby, deconstructivism can be utilised while creating a new task out of a reading material. This task can be related to creation of a new title, a new character, or a new literary work out of one piece of work. In this way, students have a chance to regulate their own learning path. This study is of importance in terms of using deconstructivism so as to accelerate students' critical reading and thinking skills. Hereby, the relationship between critical reading and deconstructivism play a significant role to foster university level students' critical thinking and reading skills with the help of deconstructivism. Therefore, it can be said that a remarkable connection exists between critical thinking skills and deconstructivism. Deconstructive tasks take its core from Derridian philosophy coined by Jacques Derrida. Deconstructivism leads to the belief that learners and readers can engage with any literary work by possessing a deconstructivist and critical way with the text itself. Deconstructive reading should always search for some interactions occurring from the writer to the reader (Derrida, 1997:349). In other words, deconstructivism is tighted to critical thinking skills because a student can negotiate and interact with the literary works by having a deconstructivist approach. Deconstructivism is different from constructivism in that students should not be limited to create meaningful tasks with a purpose in deconstructivism. That is, students are free to create anything with a piece of work and deconstruct the literary work. They can create new meanings and reveal hidden messages within the texts by possessing a deconstructivist view. Deconstruction is about scrutinising texts from endless means of thinking, which enhances the idea of contrastive thinking that can be inferred and discovered during the reading process. This is akin to the association regarding form and meaning. It is allied to subtlety, which accelerates the questionability of a literary text. With questionability in mind, students possess a critical vision and perception to the world they live in. This is one of the most remarkable skills that students should possess in the dynamic world.

In this way, readers cover many remarkable skills such as critical reading and thinking skills. With these skills, new generations will be able to overcome challenges of this dynamic era by having qualifications in critical reading skills and critical thinking skills. For this reason, this study aims to give insights to university instructors to employ deconstructivism in their educational settings to have a novel approach.

## LITERATURE REVIEW

Today's world is considered as a dynamic world in which every dimensions of life have the capacity to change rapidly. The transformation stems from numerous societal, economic and cultural reasons. When a society relies on a transformation, the language is one of the forerunner changes within this process. With the needs of the dynamic world, learners ought to be equipped with new teaching styles and techniques. Hereby, the burden will be on the shoulders of instructors who ought to equip themselves with the requisite of the era. On the other hand, teachers ought to decorate their teaching contexts to catch up with this dynamic world's needs. Teaching should not be isolated from real world's needs and prerequisites as they are inseparable from one another. Education and teaching ought to be receptive to keep up with the needs of the era for the learners because today's learners tend to get information in a rapid way without having any difficulty. Global issues should be covered by the learners so that they do not have difficulty in dealing with global and critical issues. Learners ought to obtain a critical standpoint and some skills to cope with global issues (Marshall, 2009). If students are equipped with these skills, they can apply them to other content areas (Lundquist, 1999). Another important point is to be global citizens by being aware of critical concepts such as global citizenship and global equity, which could be employed in deconstructive task creation process in the classrooms. As in line with this idea, Fuentes et al., (2022) shed light onto the importance of being multicompetent users of foreign language with the help of critical activities. This can be attained with the help of deconstructivism, which is a critical approach that can be utilised in different teaching contexts by means of different educational tools. Educators might make use of deconstructivism while reading a piece of work. This piece of work can be related to any poem, novel or movie. Upon analysing these pieces, students with the guidance of their teachers will be given opportunity to create various tasks out of these pieces in a critical manner. To exemplify, they can create a new line for a poem or they can add a new character to the novel or the film, which will affect the whole piece. Besides, deconstruction is not limited to create a new work out of one piece of work. Rather, it could be accepted as a new way that raises the ambiguity and questionability of work at hand. In this way, students will have an ease for adapting new skills and competences. For this reason, the uprising of novel approaches is a must in many universities across the world. Deconstructivism will give a sense of criticality and dynamism to the educational settings in which instructors utilise deconstructive tasks and activities to facilitate learners' educational journey.

Deconstructivism is not a recent but underestimated phenomena in teaching. Deconstructivism as a concept can be connected to many numerous spheres such as education, sociology, psychology and language teaching. Deconstructivism encourages dynamic interactions with any text. Deconstruction is a prerequisite for comprehending a piece of text wholly as suggested by Richards (2020). To comprehend the main construction, learners have a chance to deconstruct the text from a different way, a top to bottom, which is a critical way to unveil invisible meanings of a reading piece. The underlying phenomenon behind deconstructivism is connected to understand the text with the help of having a critical and sharp vision. This skill reflects the characteristics of proficient readers. However, learners are insufficient in academic reading skills nowadays, which impedes their promising future (Hermida, 2009). This is in line with Alderson (2000) that readers can interact with texts by surpassing main comprehension of the texts and performing critical evaluation skills while analysing any literary work. However, as pointed out by Rush (2006), deconstructivist reading may decrease the emotional

connections readers have with the text itself. Regardless of such critiques, deconstruction is one of the remarkable approach in literary analysis as a subtle reading, opening new perspectives and gateways into the texts at hand. Therefore, it can be pointed out that deconstructivism has the capacity to evolve different educational settings and situations for the better regarding critical thinking and reading skills.

Critical thinking skills go hand in hand with critical reading skills. Reading, specifically critical reading, is one of the notable skill in education that incorporates the ability to decode, understand, and critically analyse written content. Reading skill is described as abilities related to someone's ability and talent to read, understand, and interpret the written context. Many studies have been conducted to highlight the relationship between critical thinking and reading skills. In terms of critical reading skills, Richard W. Paul (1994) emphasized the significance of critical thinking in two cycles that incorporate reasonable thinking and critique processes. Additionally, making judgments and critical arguments are one of the crucial and irreplaceable steps to cover the significance of critical thinking skills (Elkins, 2018). Further, the importance of critical reading and thinking skills are emphasized by Wallace (2003) that they are remarkable skills to scrutinise bias and perspectives in texts, specifically in various literary forms, such as poetry. Instructors should make use of critical thinking skills activities and tasks which enhance the dynamic features of their educational settings. There should be an integration of critical thinking skills activities into curriculum and lesson plans. Similarly, the need to adapt critical reading skills to curricula is highlighted by Maley (2012) regarding linguistic and cultural diversity. For this reason, critical thinking and reading skills can be enhanced with the help of deconstructive tasks in the classrooms. Deconstructive task creation could be utilised in media and literacy departments to enhance the understanding of movies from a deconstructivist perspective. There are some studies foregrounded deconstructivism in the field of media and literacy. Deconstructivism and movie analysis go hand in hand since deconstructivism can be accepted as a critical approach to analyse movies, which raises this genre's credibility and authenticity. Each analysis of any movie opens multi-faceted meanings of the movie, which adds versatility to the process from a deconstructivist manner (Aker, 2022). Each reader or audience can get various meanings attached to the same movie or a piece of work from a derridian perspective (Erkoç, 2013). As in line with other studies carried out in the field of deconstructivism, Taguchi (2010) carried out a study with PhD students put deconstruction as a practical approach with the help of poetry instruction. In the study, deconstructive analysis was employed to engage participants with one another during the poetry analysis. Hereby, the deconstructivism as a teaching approach was utilised to pave the way for different perspectives and ideas among learners. It must be noted that deconstructivism serves a new way of discussion among the learners while engaging in activities.

As for language teaching, when learners learn a new language, they have to get "authentic" inputs to personalize this specific language. Language teaching should be carried out in a realistic context in which learners are immersed the language input with meaningful tasks. In accordance with this, it is a must to note that language skills should be taught in an integrated way, not in isolation (Hamimed, 2021). With the help of deconstructivism, students can get meaningful learning materials with which they can think critically. Similarly, authentic situations are useful for language teaching in that these situations enhance the motivation of learners in authentic settings (Bessadet,2022). Therefore, practitioners should integrate the deconstructive tasks into their educational contexts since these tasks pave the way for the chance to comprehend many concepts in an authentic and meaningful dimension. Deconstructive tasks should be utilised not for the sake of using them but for the sake of their versatility and functionality. In line with this view, Bedir (2019) points out that equipping the classrooms with technological tools does not necessarily mean that these tools are utilised effectively by educators. Rather, numerous techniques and strategies ought to be employed by educators so as to enhance learners' critical reading skills. For this reason, deconstructivism plays a significant role for teaching languages in university level.

As university teachers, practitioners should be aware of the value of new approaches and critical issues. Teachers have the responsibility to develop themselves for the society and for their students because teacher education and student education are intertwined. Additionally, global citizenship education is a must to introduce global issues concerning every individual (Roux, 2019). Similarly, Romero Reyes (2013) points out teachers need to acquire some adaptation skills for the new dynamic era. These skills might cover creativity, critical thinking skills, collaboration, and communication. To raise awareness for these significant issues and deconstructivism, this paper attempts to cover and scrutinise the related literature regarding deconstructivism and critical thinking-reading skills.

## DISCUSSION

This paper tries to give some insights regarding deconstructivism as a novel approach to the instructors and practitioners. Deconstructivism is not a recent phenomenon but an underestimated approach. Besides, deconstructivism is a remarkable concept to enhance learners' self-confidence and cognitive processes while analysing a piece of work (Alshammari, 2021). For this reason, educators should benefit from deconstructivism to advance learners' skills and competencies aforementioned. Further, some instructors utilise traditional methods and approaches while teaching themes and issues. Rather, they should employ dynamic and evolving methods and strategies that enhance students' reading and critical thinking skills. In this dynamic era, students should be covered with critical thinking skills that can be stimulated with the help of deconstructivism. On the other hand, deconstructivism is of different features when compared to task-based language teaching because deconstructivism takes its underpinning idea from Derridian philosophy, which puts emphasis on forming multiple and ambiguous meanings out of tasks while task-based language teaching is a meaning induced approach (Duong & Nguyen, 2021). In other words, task-based teaching has got a focus and meaning while creating a piece of task whereas deconstructivism gives significance to create any task out of a piece of work, which adds versatility to the process of learning. It must be noted that deconstructivism as a novel teaching method should be given importance in the field of education and language teaching. Deconstructivism can be utilised in a wide range of field from language studies to media-literary studies. For this reason, deconstructivism can be employed as a novel teaching method in many fields, which raises the dynamic feature of the classroom settings.

## CONCLUSION

Deconstructivism as a novel teaching method should be given remarkable attention in many fields ranging from language studies to literacy studies, which adds versatility to the settings employed in. In summary, teachers have the capacity to transform their educational settings for the sake of improving students' critical reading and thinking skills. By taking the lead, teachers will not only improve their teaching but also raise a promising generation that is aware of critical issues. Practitioners, as researchers in action, should feel the need to change and transform society for the promising generations. With the help of this notable profession, educators as researchers have an irreplaceable role in which they can spark the glimpse of a promising teaching. However, there are some obstacles on teachers' transformation paths such as crowded classroom sizes, insufficiency of teaching materials, testing systems in Turkey (Sali & Kecik, 2018, p. 118). Even so, teacher researchers have the burden to transform their settings for the better irrespective of the challenges they have encountered. Similarly, Guo (2014) pointed out that teacher candidates should be equipped with an awareness related to global and critical issues. To achieve this, deconstructivism as a critical approach plays a key role for upraising a promising generation as critical readers. This paper tries to highlight the importance of deconstructivism and critical thinking skills in this dynamic era. But for critical reading-thinking, education would be a meaningless issue because teachers have the power to transform new generations equipping with these crucial skills. For this reason, there is a sheer importance of understanding the connection between deconstructivism and critical thinking skills. This paper sheds light into this important relationship by analysing related literature and gives insights to further studies regarding this theme. Practitioners can employ deconstructivist tasks in their own educational contexts so as to raise students' critical learning and thinking skills. Further studies might take into account deconstructivism as a novel approach for their studies and approaches.

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