



Received: 19.02.2025
Accepted: 28.02.2025

Received in revised form: 26.02.2025
Available online: 31.08.2026

Original Research

Citation: Güneş, G. (2026). An overview of language issues addressed in the journal of Turkish thought. *Turkophone*, 2026, 59-75. <https://dx.doi.org/10.55246/turkophone.1642650>

AN OVERVIEW OF LANGUAGE ISSUES ADDRESSED IN THE JOURNAL OF TURKISH THOUGHT¹

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ABSTRACT

The Journal of Turkish Thought is a significant intellectual publication in the history of Turkish intellectualism and publishing, issued by Peyami Safa in 63 volumes between 1953 and 1960. The journal not only featured prominent figures who contributed to the development of Turkish intellectual and literary circles but also engaged in a profound philosophical discussion of the concept of civilization. In this context, topics such as Westernization, the search for identity, the East-West conflict, and cultural dilemmas—central issues in the historical trajectory of Turkish society—were examined from a multidimensional perspective. Fields such as language, religion, culture, science, art, and philosophy, regarded as the fundamental components of Turkish civilization, were extensively covered in the journal. Particularly, the issue of language was addressed as a decisive factor in the construction of civilization, both in a universal sense and specifically in the context of the Turkish language. This approach transformed the journal into a pioneering platform that developed a civilizational perspective and a vision for the future through the lens of Turkish language issues. In this study, the articles published in the 63 issues of the journal were analyzed using document analysis, a qualitative research method. As a result of the analysis, 12 texts focusing on the issues of the Turkish language were identified and classified into themes authored by eight different writers. The primary topics of discussion in the journal included the relationship between language and identity, efforts toward linguistic simplification, the Turkification of foreign words, the status of Ottoman Turkish, tendencies of linguistic deterioration, and the challenges of term production. This study compares these historical debates with the ongoing issues of the Turkish language, revealing both the enduring and evolving dynamics of these discussions.

Keywords: The Journal of Turkish Thought, Issues of the Turkish Language, Language Issue, Language and Identity, Language and Culture.

¹ This study is an expanded version of the paper presented at the 16th International Symposium on Turkish as a World Language, held on October 24–26, 2024.

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1. INTRODUCTION

Journals, which hold a significant place among periodicals, serve as mediums where ideas in the process of systematization come to the forefront, rather than systematically articulated ideas as seen in books. Therefore, journals often feature multiple ideas that, over time, undergo transformation and begin to take shape into systems (Ülken, 1954). In this context, as periodicals, journals are quickly influenced by current developments, possess the ability to renew themselves, and have the potential to influence their readership. Safa (1957) considered journals, alongside books, as one of the primary tools for cultivating a culture and habit of thinking. Journals, which entered Turkish publishing during the Tanzimat period with titles such as *Vaka-i Tibbiye* and *Mecmua-i Fünun* (Gönenç, 2007), gradually increased their influence and diversified over time.

Among these, the *Journal of Turkish Thought*, published between 1953 and 1960 during the Republican era, is considered one of the significant journals in Turkish publishing history. Due to financial difficulties, the journal occasionally had to pause its publication, with its final issue released in April 1960. The journal featured prominent figures of its time, including Ali Fuat Gedik, Ali Püsküllüoğlu, Hilmi Ziya Ülken, İsmail Hakkı Baltacıoğlu, Mustafa Şekip Tunç, and Peyami Safa. Peyami Safa, the founder of the journal, stated that it was launched to provide direction amidst the cultural disorientation of Turkish society, to bring order to the prevailing intellectual confusion, and to avoid imitation while reconstructing national values (Safa, 1953). In this regard, the journal broadly addressed topics such as Westernization, language, art, literature, science, and philosophy under the overarching theme of culture and civilization.

Language, considered one of the foundational elements of civilization, was treated as a significant issue in the *Journal of Turkish Thought*. The journal also explored the reflections of Westernization within language, with the language issue and the construction of language and identity being discussed by various authors. Although there are different studies in the literature on the *Journal of Turkish Thought*, no specific study has focused on its treatment of language issues. Bayraktar and Dirican (2017) noted that the journal addressed the language issue as a foundational element of civilization. Demir (2019) and Törenek (2012) examined the East-West issue in the journal, highlighting its emphasis on the idea of an East-West synthesis. Güzel (2021) pointed out that the journal opposed the purification movements under the guise of linguistic simplification, which eroded the ancient aspects of Turkish. Ekren (2009) analyzed the journal separately in terms of its literary and intellectual dimensions. Dağtekin (2021) emphasized that language issues, particularly those centered on simplification, sparked significant debates in Turkey between 1950 and 1960. This study examines the language issues, particularly those concerning Turkish, addressed throughout the journal's publication history.

One of the fundamental ways to understand the current state of any issue is to evaluate it within its historical context and to reveal the changes and transformations it has undergone over time. It is equally important to assess the current issues of the Turkish language from this perspective. Indeed, unresolved issues often serve as the source of new problems, further complicating the situation. The profound changes that occurred after the Tanzimat period, as in all areas of civilization, were also reflected in language. Understanding how Turkish was affected by these transformations is crucial for making sense of today's issues. The "issues of Turkish" discussed in the *Journal of Turkish Thought*, which addressed these changes during this transformation process, provide an opportunity to evaluate the current situation within its historical context. The presence of prominent figures in Turkish literature and intellectual history in the journal, and their treatment of Turkish language issues within

the framework of civilization, enhances the significance of this study. Considering that Turkish still faces numerous unresolved issues, this study is expected to contribute to understanding the current problems of Turkish within their historical context and to offer insights into potential solutions.

2. METHOD

The research was conducted using document analysis, one of the qualitative research methods. The document analysis process involves identifying and selecting data from documents, followed by combining, evaluating, and interpreting the data to derive meaning (Bowen, 2009). In this study, 63 issues of the *Journal of Turkish Thought*, published from December 1, 1953, to April 1960, were examined. Among the issues reviewed, 12 articles addressing the problems of the Turkish language were identified, and descriptive and content analyses of these articles were conducted. Content analysis can be defined as a technique that systematically summarizes the content of a text on a specific topic by categorizing it and creating codes (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2024). In content analysis, similar qualitative data are organized under specific themes and categories, analyzed based on cause-and-effect relationships, and interpreted (Yıldırım & Şimşek, 2021).

The aim of this study was to examine the language and Turkish language issues addressed in the *Journal of Turkish Thought*. To achieve this aim, the articles written during the journal's publication period were reviewed, and the data from the identified articles related to language in general and Turkish in particular were subjected to content analysis. Expert opinions were utilized to ensure the validity and reliability of the research. In this context, three experts in Turkish language education reviewed the *Journal of Turkish Thought* and confirmed that the 12 identified articles were relevant to the research context. The issues related to language and Turkish discussed in these 12 articles were categorized into themes, codes, and categories by the field experts. Inter-coder reliability was ensured for the identified themes, codes, and categories.

In content analysis, inter-coder reliability measures the extent to which multiple coders produce similar coding results when evaluating the same data. Inter-coder reliability is a critical factor in ensuring the reliability and accuracy of the analysis. Miles and Huberman (1994) stated that coding by multiple researchers using the same data provides clarity and facilitates reaching a consensus. They further noted that an inter-coder agreement level above 70% can be considered evidence of the reliability of data analysis. In this study, the inter-coder agreement percentage was calculated as 72%. Additionally, to ensure validity, the study employed not only expert opinions but also the inconsistent case analysis strategy.

3. FINDINGS

The articles addressing the language issue in the *Journal of Turkish Thought* are presented in Table 1, categorized by author, date, and topic.

Table 1

Articles on Language in the Journal of Turkish Thought

Title	Author	Date	Subject
<i>İnsan Kişiliğini Yaratan Dil</i>	İsmail Hakkı Baltacıoğlu	July 1, 1954	Language and Identity
<i>Nesirde Konuşur Gibiydik</i>	Peyami Safa	July 1, 1954	Language and Literature
<i>Dil Sıkıntısı</i>	Peyami Safa	August 16, 1954	The Pure Turkish Issue
<i>Dil Otarşısı ve Dil Yetersizliği</i>	Peyami Safa	November 1, 1955	The Adequacy of Turkish
<i>Dil Meselesi</i>	Kemal Emin Bara	December 1, 1955	Word Purification
<i>Türk Dilini Bozuyorlar</i>	Besim Atalay	March 1, 1957	The Relationship Between Syntax and Thought
<i>Osmanlıca Düşmanlığı</i>	M.Necmettin Özdamar	February 1, 1959	Simplification of Turkish
<i>Türk Dili ve Kanunlarımız</i>	Ali Said Yüksel	May 1, 1959	The Issue of Turkish Terminology
<i>Yeni Tarih ve Dil Anlayışımızın Geniş Manası</i>	Peyami Safa* (Published without a sign)	June-July 1959	The Relationship Between Language and History
<i>Arap Harfleri</i>	Peyami Safa	August 1959	The Alphabet Reform
<i>Alfabemizin Yetersizliği</i>	M.Necmettin Hacıeminoğlu	August 1959	Alphabet Adequacy
<i>Zavallı Türkçe</i>	Kemâl Kuşçu	February 1960	The Issue of Foreign Words

Upon examining Table 1, it is evident that over the approximately seven-year publication period of the journal, eight different authors dedicated twelve articles to issues concerning language and Turkish. While the journal includes articles on various topics related to literature, art, and thought, this study is limited to the context of "Turkish and its issues." Based on this, the issues related to language and Turkish discussed in İsmail Hakkı Baltacıoğlu's article titled *The Language That Creates Human Identity* are presented in Table 2.

Table 2

The Language That Creates Human Identity

Theme	Category	Opinions
Language and Society	Reflection	<i>Fundamental characteristics found in social phenomena are also present in language.</i>
	Development	<i>Language is born within a society, lives with it, develops, and dies alongside it.</i>
Language and Culture	Continuity	<i>As a carrier of consciousness, language conveys both the various value judgments and the real judgments of society.</i>
	Word Production	<i>Those of us engaged in collecting and creating terms</i>

		<i>know very well that Turkish folk language is rich in terms of geography, botany, psychology, and ethics.</i>
	Belonging	<i>Speaking a foreign language also means adopting the traditions of that foreign language. As long as the mother tongue remains the national language, there is no cause for concern.</i>
National Identity	Revolution	<i>When the mother tongue is forgotten and replaced by something like Ottoman Turkish, with entirely different grammar and syntax, personality (personnalité) disorders immediately arise. The individual becomes like a person with two identities.</i>
	Foreign Words	<i>The moment language sees itself as inadequate as a means of expression or as an artistic tool, signs of degeneration immediately appear. Language begins to borrow words and idioms from foreign languages, reflect their music, and absorb their syntax.</i>
Personality	Mental Health	<i>It is understood that the correctness of language is essential for the correctness of personality, and the normality of language is essential for the normality of personality.</i>

Table 2 shows that the issues discussed in the article are grouped under the themes of *language and society*, *language and culture*, *national identity*, and *personality formation*. Baltacıoğlu (1954) emphasizes that language is a social phenomenon that is born, develops, and evolves alongside society. According to him, language should be considered not merely as a unity of words and forms but as a unity of traditions, which constitutes the foundation of national unity. Thus, the wisdom and philosophy of a nation are also embedded in its language. From this perspective, it can be argued that the way the Turkish nation interprets life is hidden within the Turkish language. Criticizing the usage and patterns found in Ottoman Turkish, Baltacıoğlu underscores the importance of the language reform for establishing a national language. According to Baltacıoğlu, the value of a nation as a carrier of knowledge, science, and philosophy can be measured solely by studying its language.

The issues related to language and Turkish discussed in Peyami Safa's article titled *We Were Speaking in Prose* are presented in Table 3.

Table 3

We Were Speaking in Prose

Theme	Category	Opinions
Literary Degeneration	Movement Toward the People	<i>The movement toward the people led to mediocrity, as well as linguistic and intellectual poverty.</i>
	Linguistic Poverty	<i>Spoken language remains confined to material and crude relationships... Abstract concepts such as event, relation, and abstract do not exist in the vernacular.</i>

Language Education	Vocabulary	<i>Literature teachers complain about the limited vocabulary of the youth... A generation that does not understand Arabic and Persian words in Turkish is condemned to a casual style.</i>
	Lack of Thought	<i>The younger generation, deprived of abstract concepts that lack Turkish equivalents, cannot express their thoughts.</i>
Responsibility	Teachers and Writers	<i>Literature teachers and professors lament the poverty and narrowness of vocabulary among high school and university students.</i>
		<i>There is no methodical thinking or depth in writing.</i>

Upon examining Table 3, it is evident that the issues discussed in the article are grouped under the themes of literary degeneration, language education, and responsibility. Safa (1954a) argues for the preservation of literary language, claiming that the convergence of written language with spoken language destroys the richness of the language. He emphasizes that while Turkish should be cleansed of foreign words, this cannot be achieved by reverting to the vernacular. According to Safa, the primary reason for this is the absence of abstract concepts in the vernacular. In this context, it is clear that Peyami Safa holds a different perspective from İsmail Hakkı Baltacıoğlu, who characterizes the vernacular as Pure Turkish.

In this article, Safa identifies one of the fundamental problems of Turkish as the attempt to transform the written language, which should be present in literary works, into spoken language. He asserts that the path to purifying Turkish of foreign words does not lie in reverting to the vernacular and highlights that this idea has become a serious issue in Turkish literature. Safa notes that young poets and writers, using simplistic expressions, fail to develop a personal style.

The issues related to language and Turkish discussed in the article titled Language Trouble are presented in Table 4.

Table 4

Language Trouble

Theme	Category	Opinion
Language Policies	Congresses	<i>VI. Language Congress: "The language spoken by the majority of Western Turkey Turks."</i>
		<i>VII. Language Congress: "A language composed of words made from Turkish roots and suffixes."</i>
Language Development	Foreign Words	<i>No Englishman is ashamed to say the Persian word for 'mother' (mader), no Frenchman the Arabic word for 'sugar' (sucre), and no German the Persian word for 'brother' (bruder). If writers like Shakespeare, Balzac, and Dante had not used foreign words, their literatures would have been impoverished.</i>

Criticism of Language Policies	Extreme Purism	<i>They insisted on extreme purism, demanding the removal of words not made from Turkish roots and suffixes from the treasury of our language.</i>
	Purification	<i>No other nation purges its language with such an absolute principle of elimination.</i> <i>According to this definition, words like duvar (wall), perde (curtain), pencere (window), sandalye (chair), lamba (lamp), muşamba (oilcloth), vitamin, atom, sosyal (social), kanun (law), vicdan (conscience), and akıl (reason)—which have become so integrated into our language that only those unfamiliar with foreign languages would not recognize them as non-Turkish—would have to wait their turn to be expelled from Turkish.</i>

Upon examining Table 4, it is evident that the issues discussed in the article are grouped under the themes of *language policies*, *the natural development of language*, and *criticism of language policies*. Safa (1954b) critiques the definitions of Turkish presented at the Turkish Language Congresses and the efforts toward linguistic purification. He particularly emphasizes the impact of "extreme purism" movements on the language and the challenges they create for the natural development of Turkish. Safa argues that Turkish is being confined to narrow boundaries due to overly purist policies and highlights that such practices are not observed in the world's major cultural languages. As a solution to what he describes as extreme purism, Safa advocates for moderation in language policies and suggests accepting words that, even if borrowed from foreign languages, have become an integral part of Turkish. The issues related to language and Turkish discussed in the article titled *Language Autarky and Deficiency* are presented in Table 5.

Table 5

Language Autarky and Deficiency

Theme	Category	Opinions
Word Production	Terminology Issue	<i>From Lalande's Philosophical Dictionary of 60,000 words, we could only find Turkish equivalents for about 800... A linguistic mosaic filled with Arabic, Persian, Latin, and Greek words has emerged.</i>
	Grammar	<i>We lack both the time and the linguistic resources to invent hundreds of thousands of new terms... Even our Ottoman and Turkish grammatical rules are insufficient.</i>
Foreign Language	Second Language	<i>Adopting English, French, or German as a second cultural language and teaching it to our children would resolve the terminology confusion... However, it would not address the inadequacy of our literary language.</i>
	Literary Usage and National Identity	<i>I was accused of using foreign words in my novels... Ultimately, the need for expression will triumph over national pride.</i>

Upon examining Table 5, it is evident that the issues discussed in the article are grouped under the themes of word production and foreign language. Safa (1955) focuses on the position of Turkish in relation to foreign languages and the inadequacies in terminology within the language. He emphasizes that acknowledging this situation is the first step toward resolving the issue, and that solutions can only follow this acceptance. Additionally, Safa argues that the idea of autarky is impossible in every field, and therefore, the notion of linguistic autarky should also be abandoned. When considering Safa's other writings, it becomes apparent that the points he raises in this article present a contrast to some of his earlier views. The issues related to language and Turkish discussed in the article titled *The Language Issue* are presented in Table 6.

Table 6

The Language Issue

Theme	Category	Opinion
Ottoman Turkish	Aesthetic Value	<i>Ottoman Turkish is a skill, a monument of art... Like the three colors on a painter's palette (Arabic, Persian, Turkish) that create the existing hues in the world, it produces artistic marvels.</i>
	Expressive Richness	<i>After settling in Anatolia, the Ottomans, influenced by Arabic and Persian literatures, addressed their linguistic deficiencies and created a powerful Ottoman Turkish.</i>
Criticism of Language Policies	Purification	<i>The language reform, that is, purging Turkish of Arabic and Persian words... Words like hamal (porter), kasap (butcher), cami (mosque), and Cumhuriyet (republic), which are now part of the vernacular, have become Turkified.</i>
	Need for Words	<i>Erasing these words and inventing replacements is impossible... In the speeches of prominent figures, 80% of the words are Arabic and Persian.</i> <i>When the Ottomans came into contact with Arabic and Persian literature, they recognized the deficiencies in their language and created a powerful Ottoman Turkish by blending the three languages.</i>

Upon examining Table 6, it is evident that the article is organized under the themes of Ottoman Turkish and criticism of language policies. Bara (1955) emphasizes that Ottoman Turkish, composed of Arabic, Persian, and Turkish, is a strong and rich language. He argues that purging Arabic and Persian words from the language would mean erasing words such as hamal (porter), kasap (butcher), bakkal (grocer), hekim (doctor), havuz (pool), hazine (treasure), hırka (cloak), öfke (anger), taç (crown), taht (throne), kalem (pen), cumhuriyet (republic), ceviz (walnut), çarşı (market), çırak (apprentice), terazî (scale), çekiç (hammer), çilingir (locksmith), gece (night), çorba (soup), dost (friend), and yâr (beloved), which many people would not even question as being Turkish. Bara

highlights that inventing replacements for such words is nearly impossible. The issues related to language and Turkish discussed in the article titled *They Are Corrupting the Turkish Language* are presented in Table 7.

Table 7

They Are Corrupting the Turkish Language

Theme	Category	Opinions
Linguistic Degeneration	Grammar and Syntax	<i>Some people have turned our Turkish into a complete mess... Not a day goes by without interference in its spelling or grammar.</i>
	Imitation	<i>The verb should come first in a sentence, and the subject and object should come last—because that's how sentence structure works in French.</i>
		<i>Syntax should be changed, and the letter (R) should be pronounced with a lisp.</i>
Criticism of Language Attitudes	Foreign Words	<i>Foreign words that the language cannot digest are stuffed into it... The language becomes a mishmash and loses its original flavor.</i>
Language and Identity	National Thinking	<i>Changing a nation's language is only possible by severing it from its roots... Language is the foundation of national identity.</i>
		<i>Turkish syntax reflects the value placed on objects: the subject comes first, and the verb follows. This is a product of Turkish mentality.</i>
	Historical Continuity	<i>The style of expression born from the Turkish lineage and sustained for thousands of years is the backbone of the language. If it is disrupted, the structure collapses.</i>

Upon examining Table 7, it is evident that the article is organized under the themes of *linguistic degeneration*, *criticism of language attitudes*, and *language and identity*. Atalay (1957) emphasizes that changes in grammar, word formation, and syntax lead to the loss of the national characteristics of the language. He strongly opposes the idea, proposed in the November 1938 issue of *Yücel* magazine, that Turkish syntax should adopt the French model, where the verb comes first and the subject and object follow. Atalay underscores that syntax is a national element of language. The issues related to language and Turkish discussed in the article titled *Hostility Toward Ottoman Turkish* are presented in Table 8.

Table 8

Hostility Toward Ottoman Turkish

Theme	Category	Opinion
Context of Language Policies	Reason	<i>We carried out the language reform in such a state of mind and under such historical-social conditions that we had to wage an uncompromising war against Ottoman words derived from Arabic and Persian.</i>
	Purism	<i>The success we have achieved today in purging Turkish of foreign elements and restoring its essence is owed to the excessive and fervent actions of those early years.</i>
Linguistic Degeneration	Foreign Words	<i>The real threat to our language today is the influx of words from Western languages... Words like theory, practice, and delay from French are spreading rapidly.</i>
	Inconsistency	<i>While Ottoman words are considered "backward," Western-origin words are tolerated... Words like delegate, operation, and rational are freely used.</i> <i>In Türk Dili magazine, words like style, analysis, and reform are not criticized.</i>
Opposition to Ottoman Turkish	Void and Artificiality	<i>Words removed from Ottoman Turkish are being replaced by Western-origin words... For example, hudut (border) is replaced by the Greek sınır, and cennet (paradise) by the Mongolian uşmak.</i> <i>The main goal of the language reform was to cleanse foreign elements... However, Western languages are now replacing Ottoman Turkish.</i>
	Loss of Identity	<i>The younger generation adopts Western words, believing them to be "Turkish."</i>

Upon examining Table 8, it is evident that the article is organized under the themes of *context of language policies*, *Western languages*, and *opposition to Ottoman Turkish*. Özdarendeli (1959) argues that while the movement toward Turkification was initially appropriate, it later became excessive and harmful to Turkish. He emphasizes that the hostility toward Arabic and Persian words paved the way for Western languages, leaving Turkish vulnerable to the same threat. Özdarendeli notes that these foreign words, particularly from Western languages, were introduced into Turkish through mediums such as cinema, radio, books, newspapers, and magazines.

The examples Özdarendeli provides of words introduced into Turkish are particularly striking, as many of these words have since become widely used and integrated into the language. Examples include:

"Instead of saying nazariye or nazari, they use teori and teorik; instead of amelî, they use pratik; instead of iktisat or iktisadî, they use ekonomi and ekonomik; instead of faal, they use aktif; instead of usul, they use metod; instead of islahat, they use reform; instead of tehir, they use rötar; instead of

sebeup or âmil, they use faktör; instead of üslûp or tarz, they use stil; instead of tamirat, they use restore; instead of malzeme, they use materyal; instead of hars, they use kültür; instead of müsamaha, they use tolerans; instead of tahlil, they use analiz; instead of müsbet, they use pozitif; instead of mes'ele, they use problem; instead of murahhas, they use delege; instead of ameliyat, they use operasyon; and instead of aklî, they use rasyonal."

The examples provided by Özdarendeli are significant in illustrating the East-West dichotomy in the use of foreign words in Turkish. The issues related to the Turkish language discussed in the article titled *Turkish Language and Our Laws* are presented in Table 9.

Table 9

Turkish Language and Our Laws

Theme	Category	Opinion
Simplification of Language	Successful Examples	<i>The Turkification of some terms has been deemed successful: terms like Bâyi-Satıcı (Seller), Müşteri-Alıcı (Buyer), and Nakliyecî-Taşıyıcı (Transporter) are considered more Turkish compared to their predecessors.</i>
	Fundamental Changes	<i>The new law has taken significant steps toward language simplification..</i>
Inconsistencies in Terminology	Different Naming	<i>The same legal institution has been expressed with different terms: for example, Ciro (Endorsement) is replaced with Devir (Transfer), Tavassut (Mediation) with Araya Girme (Intervention), and Temettü (Dividend) with four different terms such as Kâr Payı (Profit Share), Kazanç (Earnings), and Sâfi Kâr (Net Profit).</i>
	Terminological Mismatch	<i>Newly invented terms fail to convey the legal meaning: for instance, instead of Müşterek Avarya (General Average) and Hususî Avarya (Particular Average), Kısmî Avarya (Partial Average) would be more appropriate... The opposite of Müşterek (General) is not Hususî (Particular) but Kısmî (Partial).</i>
		<i>There is a lack of consistency between terms in different laws: for example, a certain institution in the Commercial Code borrowed from Germany is given one name, while the same institution in the Code of Obligations borrowed from Switzerland is given another.</i>
Translation and Adaptation Errors	Difficult-to-Understand Terms	<i>Some terms are artificial and awkward: for example, Mutavassıt Nakliyecî (Intermediate Carrier) has been replaced with the contrived term Ara Taşıyıcı (Intermediate Transporter)... The terms Taşıyıcı (Carrier) and Taşıtan (Consignor) are confused.</i>
	Neglect of Existing Terms	<i>Instead of established legal terms, forced alternatives are used: for example, instead of Müruruzaman (Statute of Limitations), the term Zaman Aşımı (Time Expiry) should have been used, but the law does not adopt this term.</i>

Structural and Expression Errors	Meaning and Grammar Errors	<i>Some articles contain grammatical and expression errors: for example, the definition of Deniz Ödüncü (Maritime Loan) begins awkwardly: "In terms of the application of this law, a Maritime Loan is a contract that..."</i>
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Upon examining Table 9, it is evident that the article is organized under the themes of *simplification of language, inconsistencies in terminology, translation and adaptation errors, and structural and expression errors*. Yüksel (1959) uses the Turkish Commercial Code as an example to address issues related to translated Turkish terms and linguistic errors in translated works. The four issues raised by Yüksel essentially summarize the key points to consider in Turkish translations. Based on the issues highlighted in the article, it can be stated that the matter of terminology in Turkish must be addressed with particular seriousness. Yüksel emphasizes the importance of both subject-matter expertise and mastery of Turkish in the translation of works or texts. He points out that the use of terms that fail to convey meaning, the inconsistent naming of the same term in different contexts, and the use of older terms despite the existence of Turkish equivalents are significant issues for the Turkish language. The article titled *The Broad Meaning of Our New Understanding of History and Language* does not bear a signature but includes a footnote indicating that it was taken from Peyami Safa's book *Perspectives on the Turkish Revolution*. The article emphasizes that the language issue should be addressed within the framework of historical continuity and highlights that language is an important tool for shaping and transmitting historical consciousness. The issues related to language and Turkish discussed in the article titled *Arabic Letters* are presented in Table 10.

Table 10

Arabic Letters

Theme	Category	Opinion
Alphabet Issue	Practical Challenges	<i>The disarray of today's school and university notes is well known.</i>
	Cultural Heritage	<i>Those who are familiar with the clarity and ease of Arabic letters, which allow one to grasp a page of writing at a glance, appreciate them better.</i>
Language and Politics	Extremism	<i>The works of many old and new poets, critics, and novelists, as well as hundreds of major historical texts, have not been transcribed and published in Latin letters.</i>
Language and Culture	National Identity	<i>We do not want to discard Latin letters and bring back Arabic letters. However, we want Arabic letters and Ottoman Turkish to be taught in high schools, as they are in our universities.</i>
		<i>When future generations are deprived of the ability to read their own literature, history, language, dictionaries, and works of philosophy, religion, and law, how will they be given a sense of national culture?</i>

Upon examining Table 10, it is evident that the article is organized under the themes of alphabet issue, language and politics, and language and culture. Safa (1959) addresses the concerns and criticisms that arose following the transition to Latin letters. Discussing both the cultural and practical consequences of this transition, Safa emphasizes the need to teach Ottoman Turkish starting from the high school level to ensure cultural continuity. The issues related to language and Turkish discussed in the article titled *The Inadequacy of Our Alphabet* are presented in Table 11.

Table 11

The Inadequacy of Our Alphabet

Theme	Category	Opinion
Alphabet Issue		<i>There is likely no rule stating that the Turkish alphabet must consist of exactly 29 letters, no more and no less.</i>
	Insufficient Letters	<i>If our scholars and language and literature experts are discussing the necessity of adding new letters to the alphabet, will we silence them?</i>
	Phonetic Deficiency	<i>Our alphabet does not reflect the phonetic subtleties of Turkish. Ömer Asım Aksoy pointed this out in Türk Dili magazine.</i>
	Writing Words	<i>We cannot write foreign-origin words correctly... Mistakes in both spoken and written language are inevitable.</i>
	Foreign	<i>However, words borrowed from other languages have already been sufficiently Turkified over the past thousand years. They have lost their original harmony and adapted to the structure of our language to the extent possible. Yet, if our alphabet still cannot represent these words, waiting any longer is futile.</i>

Upon examining Table 11, it is evident that the article is organized under the theme of the *alphabet issue*. Hacıeminoğlu (1959) addresses the debates surrounding the adequacy of the new Turkish alphabet. He emphasizes that the alphabet issue is a scientific, not a political, matter and highlights the necessity of adding new letters to the alphabet as determined by experts in this field. Hacıeminoğlu (1959) also underscores that the 29 letters chosen during the alphabet reform are insufficient to represent the sounds of Turkish, making the addition of new letters essential. Furthermore, he suggests that the alphabet should not only reflect the phonetic elements of Turkish but also be considered within the context of cultural ties with the Turkic world. In this regard, it is noteworthy that during the "Third Meeting of the Common Alphabet Commission of the Turkic World" in September 2024, a 34-letter "Common Turkic Alphabet" was established. The issues related to language and Turkish discussed in the article titled *Poor Turkish* are presented in Table 12.

Table 12

Poor Turkish

Theme	Category	Opinion
Language Degeneration	Use of Foreign Words	<i>While the influx of both proper and improper French words continues, pronunciation is also deteriorating. It is a fact that our children have started pronouncing many words as non-Turks do.</i>
	Pronunciation	<i>In French, letters that are written but not pronounced are both written and pronounced in Turkish... For example, <i>cours</i> (kur) becomes <i>kurs</i>, and <i>hippique</i> (ipik) becomes <i>hippik</i>.</i>
	Media Language	<i>I want to mention an advertisement I saw in the sports pages of newspapers and at bridgeheads regarding horse racing: <i>Enternasyonlar Konkur Hipik</i>. Such crude oddities might be tolerable in a humor magazine, but if they appear in serious newspapers, it signals disrespect toward the language and reveals a looming danger..</i>
Alphabet Issue	Cultural Disconnection	<i>Who will read the works of knowledge and wisdom accumulated over centuries in our libraries? Will the new generations look at the inscriptions on the artistic monuments that have borne the Turkish mark on these lands for a thousand years as if they were tourists staring at hieroglyphs?</i>

Upon examining Table 12, it is evident that the article is organized under the themes of *language degeneration* and *alphabet issue*. Kuşçu (1960) addresses the issue of Turkish being exposed to foreign words, particularly from other languages, which has led to increasing confusion in both writing and pronunciation. Kuşçu highlights that the influx of foreign words is growing and causing significant challenges. He also emphasizes the cultural loss caused by the transition to Latin letters, which has led to the disappearance of old works and cultural texts. Like Safa (1959), Kuşçu underscores the importance of teaching Ottoman Turkish starting from high school to preserve cultural continuity.

4. CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This study aimed to present the issues related to the Turkish language discussed in the *Journal of Turkish Thought* by analyzing 12 articles written by 8 different authors. The author who wrote the most on Turkish language issues was Peyami Safa. Indeed, Safa not only emphasized the importance of Turkish in his articles in the *Journal of Turkish Thought* but also sought solutions to the issues he raised in his other writings. The topics Safa addressed in the journal regarding the Turkish language can be grouped under the following headings: literary and linguistic degeneration, lack of language and thought, terminology issues, foreign words, language policies, and the alphabet issue. In this

context, it is evident that Safa addressed significant issues concerning the Turkish language in the journal.

Safa viewed the effort to adopt the vernacular as an obstacle to elevating Turkish to a conceptual and abstract level of thought. According to him, the vernacular is based on concrete elements rather than abstract and conceptual thinking. This situation, in turn, restricts the expressive richness of young poets and writers. Safa also emphasized that the movement toward Turkification does not mean reverting to the vernacular. In his view, preserving the literary style of Turkish is only possible by maintaining the distinction between written and spoken language. He argued that language policies that confine Turkish to a narrow scope also distance it from being a language of civilization.

In this sense, Turkish faces two fundamental issues: purification and simplification. While both aim for the noble goal of Turkification, they have ultimately harmed the language. Safa stressed the need to abandon the idea of linguistic autarky, suggesting that instead of finding equivalents for technical terms, their use should be accepted. Considering Safa's emphasis on Turkish, this perspective is noteworthy. Akçay (2005) also noted that Safa proposed using Western terminology to prevent confusion in the matter of terminology. Safa's statement, "If I were to string together all the lines I have written in defense of Turkish since I first picked up a pen, they would be longer than the Istanbul-Ankara railway line" (Safa, 2024), suggests that his stance on autarky was limited to terminology.

Another issue raised in the articles is the emphasis Safa placed on cultural continuity in the context of the alphabet issue. In this regard, he highlighted the importance of teaching Ottoman Turkish to younger generations so they can read literary and cultural works.

The Turkish language issues addressed by other authors in the *Journal of Turkish Thought* are also grouped under similar headings to those of Safa, such as linguistic degeneration, the alphabet issue, terminology and translation issues, foreign words, pure Turkish, purification, and the media's use of language. It can be said that the issues discussed in the journal bear many similarities to the current problems of Turkish (Gülsevin and Boz, 2006; Göçer, 2013). The historical continuity of these issues is significant for determining the future of Turkish. Indeed, during the Ottoman period, topics such as foreign language influence (Karal, 2017), language simplification, and the alphabet issue (Yaşar and Macar, 2022) were also subjects of debate.

In this context, addressing issues such as terminology, borrowing words from foreign languages, and linguistic degeneration requires adopting a thought-oriented approach to language. Thinking, producing, and developing understanding in Turkish within the fields of science and thought are crucial in this regard. Utilizing the symbiotic relationship between language and thought is one of the prerequisites for solving the issues discussed. The reasons behind the long historical background of these issues should also be examined. For instance, the examples Özdarendeli (1959) provided regarding foreign words, which have now become fully integrated into the language and are no longer questioned, highlight the complexity of the issue.

One common theme in the *Journal of Turkish Thought* is the framing of language issues within a political context. Hacıeminoğlu (1959) emphasized that the alphabet issue is a scientific matter and should therefore be addressed within the realm of science. In this context, it is important to remove all language issues from political concerns. The development of Turkish and the resolution of its issues can only be achieved through studies and evaluations conducted in the field of science.

Language, being dynamic and ever-changing, requires a unified methodological approach to solving its issues rather than fixed solutions. Baltacıoğlu (1954) directly linked language to identity and personality. From this perspective, it can be said that language issues are also issues of identity, shaping both individual and societal character. Therefore, achieving the ideal human type desired in education is only possible through the correct and effective use of Turkish. It is essential to raise awareness across all segments of society to ensure that these issues of Turkish are understood and addressed comprehensively.

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