

## **YEDİTEPE ÜNİVERSİTESİ EĞİTİM FAKÜLTESİ DEKANI**

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Sayın Mütevelli Heyeti Başkanı, Sayın Rektör, Rektör yardımcıları, Dekanlarımız, Enstitü müdürümüz, Saygıdeğer Konuklar, Değerli Meslektaşlarım ve Sevgili öğrenciler, öğretmen adayları öğretmenler günü törenine hoş geldiniz.

Bilindiği üzere, ulusumuzun kurtarıcısı ve devletimizin kurucusu Gazi Mustafa Kemal Atatürk, 24 Kasım 1928 tarihinde Türkiye Cumhuriyeti hükümetince kendisine verilen Millet Mektepleri Başöğretmenliği unvanını kabul etmişti. Onun 100.Doğum günü olan 1981 yılından bu yana 24 Kasım günleri Öğretmenler günü olarak kutlanmaktadır. Cumhuriyetimizin kuruluş günlerinde ulu önder Atatürk'ün öngördüğü gibi toplumumuzun her bakımdan ileri gidebilmesi, ulusal değerlerini koruyarak evrensel ve çağdaş uygarlık düzeyine ulaşması için gerçekleştirilen aydınlanma devrimlerinden biri de Türk Harf Devrimidir. Şunu da unutmamak gerekir ki Cumhuriyet öncesi kullanılan yazı sistemi Osmanlı aydınlarınca da yoğun tartışmalara yol açmıştır. Ancak Cumhuriyet'in ilanından sonra Atatürk'ün önderliğinde bu konuda daha önce yapılanlar da göz önüne alınarak sürdürülen çalışmalar sonucunda Türkçenin ana yapısına uyum sağlayacak biçimde özel olarak düzenlenen Latin alfabesi oluşturulmuş ve bu yeni alfabenin kullanımı 1 Kasım 1928'de 1343 sayılı yürürlüğe girmiştir.

Atatürk 10 Ağustos 1928 gecesi Sarayburnu'nda yaptığı konuşmada şunları söylemiştir. “Bugün yapmak zorunda olduğumuz çok değerli bir iş daha vardır: Yeni Türk harflerini çabuk öğrenmek. Kadına, erkeğe, hamala, sandalcıya bütün yurttaşlara öğretiniz. Bunu yurtseverlik, ulusseverlik görevi biliniz. Bu görevi, yaparken düşününüz ki bir ulusun, bir sosyal topluluğun ancak yüzde onu okuma yazma bilir, yüzde doksanı bilmezse, bundan insan olanların utanması gerek”. 1 Kasım 1928'de TBMM'nin açılış konuşmasında da şu sözlerle harf devriminin önemini vurgulamıştır: “ Büyük Millet Meclisinin kararıyla Türk harflerinin kesinlik ve yenilik kazanması bu memleketin yükselmesi uğrunda bambaşka bir geçit olacaktır.”

Ulu önderimiz her vesileyle yazıyı değiştirecek devrimi anlatabilmek için yurt gezileri yapmış, yeni yazıyı tanıtmıştır; bu yazının ne denli kolay öğrenilebileceğini belirterek her konuda olduğu gibi bu işte de ulusumuza öncü olmuştur. O günlerde kurulan Millet Mekteplerinin 17 bini aşkın sınıfında yaklaşık yarım milyon vatandaşımız 3 ay gibi kısa sürede

okuma yazmayı öğrenmiş, temel yurttaşlık bilgilerini edinmiştir. Başöğretmen Atatürk, yurdumuzun çeşitli yörelerinde eline tebeşiri alıp kara tahta başında bizzat öğretmenlik yapmıştır.

Atamız, uygarlık yolunda aşılması gereken en büyük engelin cehalet olduğunu vurgulamıştır. Bu nedenle, eğitimin bilimsel ve laik temeller üzerine oturtulması ve ülke koşullarına uygun eğitimle ilgili her konuya önem verilmesi cumhuriyetin temel uğraşı olmuş ve bu büyük davanın önde gelen uğraşıcılarına, öğretmenlere, büyük önem verilmiştir.

Nitekim 1925 yılında öğretmenlere hitaben yaptığı bir konuşmasında “Eğitimdir ki bir milleti ya özgür, bağımsız, yüksek bir topluluk halinde yaşatır; ya da bir milleti esaret ve sefaletle terk eder.” sözleriyle milli eğitim alanındaki hedeflerinin açık seçik ifade etmektedir. Yani, hedef, Türk milletinin bir daha işgal ve esaretle karşılaşmasını engelleyecek bir eğitim biçimini oluşturmak. Böyle bir eğitim biçiminin altyapısını da pek tabii ki bilimi dinden, akli inançtan bağımsızlaştırmayı amaçlayan aydınlanma devrimleri oluşturmuştur. Atatürk 1925 yılında yine öğretmenlere hitaben yaptığı konuşmasında “Bir taraftan genel olarak cehaleti gidermeye çalışmakla beraber, diğer taraftan toplumsal hayatta bizzat etkili iş gören ve verimli uzuvlar yetiştirmek lazımdır. Bu da ilk ve orta öğrenimin pratik bir tarzda olmasıyla mümkündür. Ancak bu sayede toplumlar iş adamlarına, sanatkârlara sahip olur. Bittabi milli dehamızı geliştirecek, kültürümüzü layık olduğu dereceye ulaştırmak için yüksek meslek erbabını da yetiştireceğiz.” sözleriyle ilk ve orta öğretimde öğrencilere yapabileceklerini, başarabileceklerini yaşayarak öğrenmeleri gerektiğini benimseten bir eğitim sistemini öngörüyordu. Nitekim bu yaklaşım Türk eğitim sistemi tarihinde kırsal bölgelerdeki öğrenciler için başarılı bir eğitim modeli olan Köy Enstitüleri ve bugün dünyanın örnek aldığı Finlandiya eğitim sisteminin temellerini oluşturmuştur. Böyle bir sistemde esas olan salt akademik başarı ve ezici bir rekabet değildir. Öğretmen her öğrencinin farklı bir yeteneği olabileceğini bilir ve bu farklılıkları destekler ki öğrenciler çok yönlü gelişsinler. Pek tabii ki tek tip başarının söz konusu olmadığı bu sistemde öğrencinin kişisel yetenek ve becerilerini arka plana iten çoktan seçmeli sınavların yerini bilgi ve düşünme becerilerini nasıl kullandığını inceleyen değerlendirme yöntemleri almıştır. Şunu belirtmek isterim ki, Öğretmen adaylarımızın bu konudaki farkındalığını geliştirmek ve öğretmenlik uygulamalarında bu yaklaşımı hayata geçirmelerini sağlamak, desteklemek fakültemizin temel amaçlarından biridir.

Bu vesile ile eğitim fakültesine her zaman destek veren ve her fırsatta ezberci sistemin zararlarını ve yaşayarak öğrenmenin önemini vurgulayan Yeditepe Üniversitesi Kurucu ve Onursal Başkanı sayın Bedrettin Dalan’a teşekkür ediyorum.

Bu anlamlı günde başta başöğretmen Atatürk olmak üzere Türk toplumunu bugüne getirmiş bulunan öğretmenleri saygı, minnet ve şükranla anıyor, onların yolunda yurdumuzun dört bucağında kutsal görevini sürdürmekte olan binlerce öğretmeni sevgi ve saygı dolu duygularla selamlıyorum.

# **Corrective Written Feedback in L2 Writing: The Impact of Direct Written Feedback**

**Rabia Bayram**

## **Abstract**

This study investigates the impact of direct corrective written feedback on EFL learners writing accuracy and to see on which language component it is more effective in terms of decreasing the number of errors. Two research questions are generated. The first research question seeks to answer which type of errors show decrease when direct corrective feedback is provided: grammar or vocabulary. The second research question is shaped according to the first research question and it aims to find out which grammar category shows decline in terms of number of errors in their first and second drafts. As being both the researcher and the teacher in this study, the treatment is provided by me. The students have received direct corrective feedback on their first drafts and they are asked to rewrite and prepare a second draft afterwards. The sample is chosen according to convenient sampling and the procedure lasted for four weeks. Treatment is given through four weeks of direct corrective written feedback to 13 EFL students. Their first and second drafts are analyzed, the number of errors is counted and the types of errors they made are identified. The results are in accordance with the hypotheses which are generated at the beginning of this paper. Grammar errors show the highest decrease as number of errors than the number of vocabulary errors. As for the second research question, which asks for which grammar component shows the highest decline when direct corrective feedback is provided, it is found out that the number of errors in subject-verb agreement and determiners has been diminished in their second drafts. There are some major limitations in this study. The first one is the number of the participants and the sampling. There are generalizability issues in this study since there are only 13 participants and they are not selected randomly. Second one is the duration of the study. Although I provided feedback only for 4 weeks and that is not enough to come up with a generalization, the study still gives insights about the effectiveness of direct corrective feedback on EFL writing accuracy.

## **1. Introduction**

The development of learners' second language writings mainly depend on the quality and the quantity of feedback they receive from their teachers. Feedback has long been the key to the development of written language. In order to fully understand the issue, a definition of the feedback is needed. According to Keh (1990) feedback is the teacher's input to a composition and additional information which will be used to revise the piece of writing. Providing feedback is one of the indispensable parts of writing classes. Despite its importance,

feedback has just recently been acknowledged in the field of L2 writing classes (Tonekaboni, 2016). Feedback is generally found helpful for learners but future research is needed, as Ferris (2007) states, “Teacher feedback can and often does help student writers to improve their writing from one draft to the next and over time. However, evidence on this is unfortunately quite limited, particularly as to longitudinal analyses” (p. 28). After the advent of feedback, corrective feedback has started to take place. Some researchers found it meaningless and harmful to the learners' development, while some others claim it is an indispensable part of writing classes and it is essential for students' progress in their language development in various ways.

The benefits of feedback have been shown by many studies, but many others did not yield any significant outcomes. When Truscott (1996) claimed that corrective feedback has no use, the debate over the effectiveness of corrective feedback has started to take place. Truscott stated that feedback is not only useless, but it also is harmful to the students. As a result, there have been many studies which are conducted either to agree with Truscott or to disagree. One experimental study by Polio, Fleck and Leder (1998) supports his claim by showing that CF has no significant impact on the students' linguistic accuracy. Many studies after that period of time started to explore the importance of different types and aspects of CF. For example, Bitchener, Young and Cameron (2005) conducted a study to find out the effects of written feedback along with oral one to one feedback. The results showed that the mixture of these two types influenced the students' writing accuracy.

While CF is still being argued on, the issue of whether direct or indirect written feedback is more helpful in L2 writing development is unknown in the field. There are two main types of written corrective feedback; one is direct and the other one is indirect. Direct corrective feedback can be defined as the type of correction in which the teacher draws students' attention to the error and gives the correct form *directly*. The students are able to see what type of errors they have made and the correct forms of the errors, if they have made any. Indirect corrective feedback, on the other hand, does not provide the correct form; rather, it only shows the location of the errors. The students see where they have made mistakes, but this time, they cannot get the correct form from the teacher (Bitchener and Ferris, 2012).

Some parts of the language may show more development when feedback is provided. For example, in a study conducted by Telceker and Akcan (2010) results show that grammar is positively affected by written feedback, while content does not show any improvement. Whether direct or indirect, the feedback may influence grammar, structure and/or vocabulary; or it may not affect any of them at all. The aim of this study is to find out the effect of direct

corrective feedback on students grammar development in their L2 writings as well as to observe which grammar components show development when direct feedback is provided.

In order to handle this issue in a clear way, it is necessary to clearly state the following research questions;

RQ1) Which type of errors show decrease when direct corrective feedback is provided: grammar or vocabulary?

RQ2) Which categories of grammar show a decrease in terms of the numbers of errors?

To answer the above mentioned questions, two hypotheses were generated;

H1) Grammar errors will show a significant decrease in terms of the number of errors when compared to the other language components.

H2) Subject-verb agreement and the use determiners will show a development when direct corrective feedback is provided and the number of errors will diminish.

## **2. Methodology**

### **2.1.Participants & Research Context**

The participants were selected according to convenient sampling. They are my own students. As a teacher, I am also the researcher. There are 13 participants in this study. The number is low because the researcher is utilizing her own classroom and is unable to change the number of students. Since the participants are not randomly selected and they do not represent the targeted population due to the sampling method, it may cause population validity threat. The participants are at the same level of proficiency; they are all elementary level students. Their age differ from 18-25. The classes are equally composed of both male and female learners. They have been taking English courses for 7 weeks when I have started to give them direct corrective written feedback on their writings. The institution serves English courses for free, that is why most of the students are voluntarily participating to the classes. They are university students with different majors. There are 2 over achievers in the class and 3 low achievers.

### **2.2.Data Collection & Analysis**

In order to collect as much essays as possible, I spent 4 weeks to give them feedback. Each week on Saturdays they had two readings, and based on those readings the participants were asked to produce one page long essays. The book offers them a very detailed outline and I also explained them what to include and how to develop their ideas. Thus, the students did not have

many problems with the content and the organization. After the two readings, I gave the students 30 minutes to complete their writings. I gave them direct written feedback and they took their paper back. I gave them another 30 minutes to revise their papers and to correct their errors.

The same procedure was followed for four weeks. I divided the types of errors on each paper and counted them to see whether there is a difference in the number of errors or not. Some students asked for further explanations; however, due to the validity concerns I did not provide anything more than what is given to them in their papers. For the first week of the treatment the topic was “Popular Sports”, the second week “Jobs”, third week Lifestyles”, and the last week “Buildings & Environment.” The related vocabulary was provided by the readings, and following the exercises and readings, the students mainly used the vocabulary that was focused. On Sundays the students had listening and speaking classes. The topics for these four skills were the same.

The students were informed of the process. They knew they were going to write a revised paper after their first drafts and feedbacks. The students received only written feedback. The errors were underlined and the correct form was given to them. The students received feedback on grammar and lexicon almost in every piece of writings. Students’ errors were categorized into two groups; grammatical errors and vocabulary errors. When forming my categories, I benefited from previous research conducted by Mubarak (2013). He prepared a very detailed table and included descriptions for each type of errors. I adapted his table and made a few changes according to design.

Table 1 : Definitions and examples of errors corrected.

Error type	Definition	Example
Grammar errors:		
Passive voice	Wrong use of passive voice	“Volleyball <u>play</u> (is played) with ball.”
Prepositions	Wrong preposition or no preposition	“Popular sports <u>the</u> (in) Turkey”
Possessive Pronouns	Wrong use, wrong structure	“ <u>Café name</u> (My Café’s name) is Green Garden”
Auxiliary verb	Missing auxiliary or no auxiliary	Volleyball (is) (a) popular sport in ABD.”

Word order	Wrong word order	“There is food excellent.” (The food is excellent there)
Subject- verb agreement	Missing S-V agreement	“It <u>have</u> (has) big windows.”
Determiner/ Article	Missing article, no use of article, or wrong use of article	“ <u>The</u> basketball is popular.”
Vocabulary errors:		
Wrong combination/phrase	Wrong combinations of words	“My mother’s <u>love</u> (favorite) team is Galatasaray.”
Wrong singular / plural form	Wrong form of singular/plural nouns	“There are popular <u>four team</u> (four teams) in Turkey.”

### 3. Results & Discussion

Below is a table which illustrates the types and numbers of errors corrected through 4 weeks of treatment. The students received feedback between their first and second drafts, and the number of errors was counted by the researcher who is also the teacher.

Table 2: Types and numbers of errors corrected

Types of Errors	Week 1		Week 2		Week 3		Week 4	
	1 <sup>st</sup> draft	2 <sup>nd</sup> draft	1 <sup>st</sup> draft	2 <sup>nd</sup> draft	1 <sup>st</sup> draft	2 <sup>nd</sup> draft	1 <sup>st</sup> draft	2 <sup>nd</sup> draft
Grammar errors:								
Passive voice	13	4	0	0	3	0	0	0
Prepositions	5	1	2	0	4	1	3	2
Possessive	1	2	2	1	2	1	6	0
Pronouns								
Auxiliary verb	1	4	14	1	6	2	6	3
Word order	1	1	2	0	15	5	7	0
Subject- verb agreement	10	2	2	0	2	0	6	2
Determiner/ Article	12	2	18	3	2	1	4	1

Vocabulary								
errors:								
Wrong combination	5	5	1	0	3	2	3	2
Wrong singular / plural form	2	0	1	0	1	0	4	1

When analyzing the results, it was obvious that some students did better than others. However, since this table illustrates the overall numbers of errors regardless of the students, the difference is not the main concern. It is seen from the table that students produced more errors in some categories. As it is hypothesized at the beginning of this study, grammar errors outnumbered vocabulary errors. Although the type and the number of errors differ from week to week, it is still clear that there is a decrease in the number of the errors when feedback is given.

First week the topic was to describe favorite sports in Turkey. The students tried to use passive voice because the readings on this unit included passive voice and I as a teacher taught them the rule of it. They included passive voice but seemingly they could not manage to handle it. The main mistakes were as follows; “Volleyball play with a ball.” “Football is play in the field.” They either forgot auxiliary verb “be”, or they did not use V3. After the correct form was provided, the numbers of errors decreased from 13 to 4. Another big difference was in the use of determiners. When teaching them the use of determiners, the students had difficulty in understanding. They looked for a Turkish equivalent for the/a/an and each time they tried to translate them. It was not surprising to see that there were so many errors in determiners. Although they lowered their errors from 12 to 2, some students kept making mistakes. Following this, the students made the third most errors in subject-verb agreement. I relate this again to the differences between Turkish and English. Most of the errors were as follows; “Everybody like playing football.” Surprisingly, they made more errors on the use of auxiliary verbs after receiving feedback. They tried to improve their content, but they failed in grammar.

In the second week, there are two types of errors that were frequently made; determiners and auxiliary verbs. One example for determiner error is “ It was sunny day.” Since it is challenging for the students to understand the use of “be”, I found it normal to come up with this much of errors in their writings. One example of this type of error is “I proud to show it.” When I asked them why they did not understand auxiliary verb, they mainly said they could not

find a Turkish equivalent for it. After giving them the correct form, they made only one error in their second drafts.

In the third week, they made errors in a different grammar category; word order. Although they made 15 errors in their first draft and 5 in the second draft, the errors did not entirely disappear. I explained them the word order and sentence structure in English. The students were taught that English has SVO structure, while Turkish structure is SOV. There were some errors that belonged neither to English nor Turkish sentence structure. Some examples of this sort of errors are; “There is food excellent.” “Country club plaza the number is of 57 shops.”

In the last week, errors are equally distributed. There is not one specific category that the students made the most errors. The effect of direct feedback is obvious. The students made more errors in word order than they did in the other categories.

The results are in accordance with the hypotheses which are generated at the beginning of this paper. Grammar errors do show a higher decrease as number of errors than vocabulary errors. As for the second hypothesis, the number of subject-verb agreement and determiners errors decreased. Except for one case, (first week, auxiliary verb use) direct written feedback has been proved to be effective in lowering the number of errors in the second writings that the students make in their first drafts. The overall results show that grammar is more complicated for the students than vocabulary is, and direct written feedback can lead to more accuracy in L2 writing. The results reveal that there is a significant effect of direct feedback on students’ first drafts and second drafts.

There are some limitations of this study. The first one is the number of the participants and the sampling. It is not rational to make general claims from this study since there are only 13 participants and they are not selected randomly. Second one is the duration of the study. Although the results are satisfying, I gave feedback only for 4 weeks and that is not enough to come up with a generalization. One threat to validity might be the way of my teaching. I tried not to give details on their errors after I gave written feedback, but when teaching I might have focused on some aspects that I found inadequate. The students might have learned some rules, and that might be the reason why they made less errors in their last writings when compared to the previous ones.

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# The Relationship Between Math Achievement Motivation And Reflective Thinking Skills Towards Problem Solving

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## Abstract

The purpose of this study is to examine the relationship between the 8<sup>th</sup> grade students' math achievement motivation and reflective thinking skills towards problem solving. The quantitative research method was used. The research was conducted with 461 students in public and private schools in İstanbul, Turkey. The data were gathered by the "Achievement Motivation Scale" developed by Umay (2002,a) and the "Reflective Thinking Skill Towards Problem Solving Scale" developed by Kızılkaya (2009). The research results show that the mean of the achievement motive scores ( $\bar{X}=22,78$ ;  $Sd=4,13$ ) and the mean of the reflective thinking skill scale towards problem solving scale scores were ( $\bar{X}=33,84$ ;  $Sd=11,70$ ) found lower. In addition achievement motives scores were found positively and significantly correlated with the Reflective Thinking Skill Scale toward Problem Solving Scores ( $r=.63$ ,  $n=461$ ,  $p<.01$ ). The findings of this study may help to explain why students are unsuccessful in mathematics or feel themselves as a failure in this lesson.

**Keywords:** Reflective thinking, achievement motivation, problem solving, math achievement.

## Introduction

Education is an important area where the studies are conducted for the solution of many problems in the world. Educational sciences have been examined the teaching and learning process of the individual on the how, what, and in what way learned in detail. The Science of Education was revealed scientifically valid data to change individuals' behavior. In the broadest sense of teaching were providing teaching learning activities (Daubler et al, 2014).

Improving the quality of education has been one of the most important pursuits of the educational institutions. In educational programs there are items related to which behaviors to

gain to the individuals. Curriculum development is one of the factors in order to built useful classroom settings. From this perspective we take the position that curriculum must significantly based on scientific basis. Curriculum development must respect a number of basic principles: To be based on a needs assessment, to be scientific, based on the applications. “Curriculum” is a difficult concept to provide a limited description (Hitchcock et al., 2002).

Developing a curriculum involve numerous steps, needs analyzing, piloting, planning and development, implementation, evaluation. It includes very comprehensive studies such as syllabus planning, setting philosophy of education, material development testing (Zohrabi, 2014). As Young (2013) pointed today curriculum development is more difficult because of the expanding knowledge and rapid developments in technology. In order to build convenient curriculum we have to be know that students perceptions, beliefs and cognitive skills.

This study focuses on mathematic teaching and learning process within the curriculum theory. The Mathematics curriculum as part of the secondary level curricula aims at teaching students via learning experiences, values and attitudes which supported with global vision (Nicolescu&Petrescu, 2014).

Mathematics is one of the most important lessons students have to learn. At the same time, this course is seen as a difficult subject by many students. Ersoy and Erbaş (2005, p.102) report that mathematics is not merely a field designed for scientists and engineers. More over than that it integrates the kind of concepts effective in helping the individuals to maintain their daily lives. Therefore in democratic states people should be accomplished literates in mathematics and improve their mathematical skills. In the field of education more emphasis is given to cognitive dimension whereas affective dimension is ignored. Durmuş (2004a, p.509) claims that one of the reasons related to difficulties in learning mathematics is motivation. Many theories have been developed on the subject of motivation. Some of these are Behavioral, Humanistic, Social Learning and Achievement Motivation Theory. Achievement motivation is the essence of expectancy-value theory. Achievement motivation theory has drawn attention to the needs of Murray classification. Then it is classified by systematized by Atkinson. High hope of success with low fear of failure the achievement motivation will be high. The opposite low hope of success with high fear of failure the achievement motivation will be low (Açıköz, 2003, p.234). Expectancy-value theory takes over expectations as a motivational factor. According to this theory, motivation was determined expectations regarding the behavior of individuals and

their behavior to the given value. The level of motivation may affect the possibility of performing the behavior. A high probability of realization, a weak the given value for behavior can increase the individual's motivation (Brophy, 1999). This explanations focus on the expectations of individuals. However there are not only students within the scope of the objectives to be achieved in educational activities. People are forced to deal with various problems in daily life considering the fact that the development of problem-solving skills at the secondary level is inevitable (Baykul, 2009, p.50). As studies related to achievement motivation is examined it surfaces that achievement motivation is closely connected to problem-solving skill (Bedel and Hmarta, 2014; Dereli, Angin and Karakuş, 2012). Therefore in current study a deeper analysis has been conducted on problem solving skill as well.

According to new elementary mathematics program, problem solving is seen as an integral part of the math courses and activities. When students feel that their solution is valued they can success in the problem solving process. According to Căprioară (2014), in mathematics, solving problems represents the most effective concept to contextualization and re-contextualization of concepts, to operational and basic mathematical knowledge transfer to ensure a sustainable and meaningful learning. According to Mone (2009) students learn to communicate with using math and to develop higher-order thinking skills is emphasized. National Council of Teachers of Mathematics, NCTM (2000) was emphasized problem-solving skills that receive priority in teaching mathematics and problem-solving approach and the teaching of mathematics subjects. Several theoretical explanations have been reviewed for dealing with problem solving. One of these theories is the John Dewey's reflective thinking theory. It has been recognized as a classical model for problem solving until the 1950s. It is thought to be practical, especially in the areas of science and math. PISA underlines that at the end of problem solving process, reflective thinking is conducted on the problem and as a component of this process reflective thinking skill towards problem solving bears importance (PISA, 2003). Based on this assumption developing, assessing and measuring reflective thinking skills take the stage as important topics of research. The ability to think is very important; this is regarded as the feature that distinguishes human beings from animals. However, it is important is because the usual vague ideas about the why and how of thinking is ambiguous, containing the values of reflective thinking is important. Dewey suggested that reflection has the five stages. These stages do not have to be in a particular order but must be compatible with each other. These five stages are suggestions, problems, hypotheses, reasoning, and testing (Dewey, 1993, cited Petek and Aşkar, 2009, p. 84).

**Suggestions:** The individual are confusing when faced with a situation that appear in the mind ideas and possibilities. Suggestions increase the need to stop and think. Suggestions are the energy source of the subsequent questioning.

**Problems,** instead of facing the small details in a confusing situation as parts of the whole, it is to see the bigger picture.

**Hypothesis,** is to what can be done with due consideration of the recommendations. working on Hypothesis involves to make more observation and thinking over the information. Thus, the problem was purified, refined, and recommendations is transformed in testable and measurable.

**Reasoning,** is to provide to test ideas, suggestions and hypotheses pieced together knowledge and previous experiences.

**Testing,** can bring clarity to existing problems.

The stages of Dewey's reflective thinking, is similar to the process of problem solving and has been a model. As the stages of problem solving was developed by the researchers.

According to Dewey (1933, quot. Petek and Aşkar, 2009) features that must be present in person are open-mindedness, willingness and full of responsibility.

**Open-mindedness,** the ability to look different and new ways to the problem. Open-mindedness requires being an active listener and readying to hear the different sides.

**Full willingness,** occurs when being involved with a subject matter. It is connected with experiencing a lot of ideas and thoughts.

**Responsibilities** are to take the results of person's activities.

Schön (1987) was defined the reflection in two ways which are reflection-on-action and reflection-in-action. Reflection-in-action focuses on problem solving when the action is being performed. It is the process of containing the rearrangement of action. Reflection-on-action evaluates every aspect of the action after the action has been performed. It allows to look back and think about the action.

### **The Purpose and Significance of the Research**

Mathematical thinking and problem solving skills not only in the areas of finance and engineering that can use in everyday life (Capriora, 2015; Dostal, 2015). Solving the problem is one of the main objectives of mathmeatics education. Therefore to enable and develop problem solving skills are very important in mathematics education. One other characteristic that is required for student success is motivation. Research offers some evidence that motivation have important effects on student achievement (Erdoğan, Kesici and Şahin, 2011). Students must want to learn and give attention to learn something. They must be driven for it.

The overall purpose of this study presented as to investigate MAM (Math Achievement Motivation) and RTSTPS (Reflective Thinking Skills Towards Problem Solving) scores levels of the 8<sup>th</sup> grade students towards mathematic.

### **Research Questions**

The problem being addressed in this study is “What are the relationships between math achievement motivations and reflective thinking skills towards problem solving of the 8<sup>th</sup> grade students?” and the sub problems presented as below.

Sub-problem1: What are the Achievement Motivation Scale scores levels of the 8<sup>th</sup> grade students?

Sub-problem2: What are the Reflective Thinking Skills towards Problem Solving Scale scores levels of the 8<sup>th</sup> grade students?

Sub-problem3: Is there any relationship between students’ Achievement Motivation Scale scores and Reflective Thinking Skill towards Problem Solving Scale scores?

### **Method**

#### **Design of the Study**

In this study has been used the descriptive quantitative research method. To look up main and joint effect of variables, data were examined through general statistics. In addition, the correlational research design was chosen in order to investigate the strength of the relationships among MAM and RTSTPS.

#### **Study Group**

Participants of this study were selected from students from three regions of İstanbul Anatolian side. Since the target population was too large the accessible population defined for study. The study was conducted with eighth grade students (N=461) at 2 public and 2 private elementary schools in different district of the Anatolian side of İstanbul.

#### **Instruments**

In order to better understand the properties of the group, personal information form has been prepared. Socio-demographic characteristics included information about students such as gender, type of schools, mothers’ education level, fathers’ education level, teachers’ gender,

having pre-school education, having support from extra courses information about the educational level and income of parents.

Achievement motivation is an expectation, a need and a request for success (Umay, 2002c). AMS, used to measure eighth grade students' achievement motivations towards mathematics in this study was developed by Umay (2002,a). This scale consists of two parts. First part consists of seven items. The second part consists of 14 items that are rated triple. Scoring has been designed according to the responses of the student considering the frequency of the performing of the action in that question. Action frequencies have been organized in the levels of "Always", "Sometimes", and "Never". These levels have been scored as Always = 3, Sometimes = 2 and Never = 1. Accordingly, Scores were added across items to form a possible total score ranging from 14 (low achievement motivation) to 52 (high achievement motivation) for each participants. Umay (2002a) measured reliability coefficient of scale as Cronbach alpha value 0,75 on the basis of second part. For present study, the result of the Cronbach Alpha analysis indicated a coefficient of 0.67.

RTSTPS scale was developed by Kızılkaya (2009). Scale items were intended for a math lesson. The scale consists of 14 items. Scale items were graded 5-point Likert type. The options are like "always", "often", "Sometimes", "Rarely", and "never". These levels were highest with followed by always=5, often=4, sometimes=3, rarely=2, never=1. Of this scale prepared by Kızılkaya (2009) KMO value was found as "0.872" and Bartlett's Test of Sphericity value as 1084.329 ( $p < 0.01$ ). In this research 461 students from 8<sup>th</sup> grade were analyzed and it was found out that Cronbach alphas reliability coefficient of RTSTPS was 0,89.

### **Data Analysis**

This study employed descriptive and correlational statistical calculations in measuring Math Achievement Motivation (MAM) and Reflective Thinking Skills Towards Problem Solving (RTSTPS) of the 8<sup>th</sup> grade students.

### **Results**

The problem sentence of this research determined as "What are relationships between math achievement motivations (MAM) and reflective thinking skills towards problem solving (RTSTPS) of the 8<sup>th</sup> grade students? To answer this problem AMS and RTSTPS scale responses of the students are investigated separately.

### The results related to the First Section of the AMS

Achievement Motivation Scale consists of two parts. In the first section have questions about the achievement motivation. Means, standard deviations, frequency and percentages of the students' answers to the first section were presented in Table 5.

Table 1.

Descriptive Statistics Related To The Achievement Motivation Scale of First Section

Item1	1		2		3		4		Mean ( $\bar{X}$ )	Sd
	F	%	f	%	f	%	f	%		
Do you find yourself successful in mathematics? 1.Yes 2.No	258	56	200	43,4					1,43	,49

According to the data obtained from table 5, 258 (56%) of the students has found himself/herself successful in math courses. 200 (43,4%) of the students has found himself/herself unsuccessful in math courses.

Table 2.

Descriptive Statistics Related To The Achievement Motivation Scale of First Section

Item 2	1		2		3		4		Mean ( $\bar{X}$ )	Sd
	F	%	f	%	f	%	f	%		
What is success? 1. Hanging himself 2. Others go through	323	70,1	133	28,9					1,29	,45

323 (70,1%) of the students was defined the success hanging one's self. 133 (28,9%) of the students was defined the success going through others.

Table 3.

Descriptive Statistics Related To The Achievement Motivation Scale of First Section

Item 3	1		2		3		4		Mean ( $\bar{X}$ )	Sd
	F	%	f	%	f	%	f	%		

You will need several things to be successful in this course. 103 (22,3%) of the students participated that talent skill, intelligence, and luck is required to be successful. 355 (77%) of the students participated that effort and work is required to be successful.

What is the decisive aspects in this course?

- 1.Talent, skill, intelligence, luck
- 2.Effort, diligence, work

103 (22,3%) of the students was participated that talent skill, intelligence, and luck is required to be successful. 355 (77%) of the students was participated that effort and work is required to be successful.

Table 4.

Descriptive Statistics Related To The Achievement Motivation Scale of First Section

Item 4	1		2		3		4		Mean ( $\bar{X}$ )	Sd
	F	%	f	%	f	%	f	%		
Do you work for what in this course?	186	40,3	206	44,7	38	8,2	29	6,3	1,80	,83
1. Learn something new										
2. Take good notes										
3. Pass the class										
4. Improve my skills										

186 (40,3%) of the students wanted to learn something new in mathematics. 206 (44,7%) of the students wanted to get good notes in mathematics. 38 (8,2%) of the students wanted to pass the class. 29 (6,3%) of the students wanted to improve himself/herself abilities.

Table 5.

Descriptive Statistics Related To The Achievement Motivation Scale of First Section

Item 5	1		2		3		4		Mean ( $\bar{X}$ )	Sd
	F	%	f	%	f	%	f	%		
For whom you have been studying?	116	25,2	343	74,4					1,74	,435
1.For my Families and teachers										
2.For me										

116 (25,2%) of the students was preferred for his/her parents and his/her teachers to be successful. 343 (74,4%) of the students was preferred for himself/herself to be successful.

Table 6.

### Descriptive Statistics Related To The Achievement Motivation Scale of First Section

Item 6	1		2		3		4		Mean ( $\bar{X}$ )	Sd
	F	%	f	%	f	%	f	%		
What kind of goals you put yourself?	100	21,7	263	57	94	20,4			1,98	,652
1. Goals that I can reach in a short time										
2. Goals that I can reach in a long time										
3.I do not put the targets. I study to learn										

100 (21,7%) of the students was set short-term goals himself/herself such as successful in exam. 263 (57%) of the students was set the goals himself/herself such as pass the class. 94 (20,4%) of the students was not set the goals. They study to learn.

Table 7.

### Descriptive Statistics Related To The Achievement Motivation Scale of First Section

Item 7	1		2		3		4		Mean ( $\bar{X}$ )	Sd
	F	%	F	%	f	%	f	%		
In this course, which is similar to most of the goals that you set?	54	11,7	195	42,3	208	45,1			2,33	,678
1. Get a passing grade Is enough										
2. Best note I've hoped that I could get										
3. Too best note										

54 (11,7%) of the students was thought that get a passing grade. 195 (42,3%) of the students was set the goals to hope the best note. 208 (45,1%) of the students was set the goals for the best one.

### The results related to the First Sub Problem

AMS levels of 8<sup>th</sup> grade students were investigated. The descriptive statistics of 8<sup>th</sup> grade students' AMS scores were presented below.

Table 8.

### Descriptive Statistics of 8<sup>th</sup> grade students' total AMS scores

	f	Minimum	Maximum	Midpoint	Mean	Std. Deviation	Range
Achievement Motivation Scale Scores	460	14,00	42,00	28,00	22,78	4,13	14-42

Table 12 shows that the standard deviation and the arithmetic average of the total students' achievement motivation scale score. The mean of the AMS score is ( $\bar{X}=22,78$ ;  $Sd=4,13$ ) in this research and the midpoint of it is (28,00 min. 14, max. 42). It was seen that students' AMS scores mean is under the midpoint of the AMS.

### 3.1.3. Results related to the Second Sub Problem

Second sub-problem statement of the research is "What are the Reflective Thinking Skills towards Problem Solving scores levels of the 8<sup>th</sup> grade students?". For this purpose the levels of RTSTPS of 8<sup>th</sup> grade students were investigated. The descriptive statistics of 8<sup>th</sup> grade students' RTSTPS scores were presented in table 13.

Table 9.

Descriptive statistics of students' RTSTPS Scale

	f	Minimum	Maximum	Midpoint	Mean	Std. Deviation	Range
RTSTPS	457	14,00	70,00	47,00	33,84	11,70	14-70

According to the table 13 the mean of the RTSTPS Scale score is found ( $\bar{X}=33,84$ ;  $Sd=11,70$ ) and the midpoint of the scale is 47,00 (min. 14, max. 70). It was seen that students' RTSTPS scores mean is under the midpoint of the scale.

### 3.1.4. Results related to the Third sub problem

Third subproblem sentence of the research was defined as "Is there any relationship between students' math achievement motivation scale scores and Reflective Thinking Skills towards Problem Solving Scale scores? As a statistical technique correlation was used to answer this question.

Correlation is a statistical technique that shows at what degree two variables are related to each other. In another sense, it explains the degree of association between two variables. To investigate the relationship between students' AMS scores and RTSTPS scale scores, correlation analysis was utilized. There are different correlation coefficients that are used for particular situations. This problem was analyzed through Pearson product-moment correlation

to see the strength and direction of the relationship between the two variables in determined cases.

Table 15 shows the relationship levels between AMS and RTSTPS scores obtained from participant.

Table 10.

The relationship between AMS scores and RTSTPS Scale scores

		Total AMS	Total RTSTPS
Total AMS	Pearson Correlation	1	,628**
	Sig. (2-tailed)		,000
	N	460	457
Total RTSTPS	Pearson Correlation	,628**	1
	Sig. (2-tailed)	,000	
	N	457	457

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As shown in table 15 there is a positive and significant relationship between AMS and RTSTPS Scale. The total quality of AMS scores positively and significantly correlated with the RTSTPS Scale Scores,  $r=.63$ ,  $n=460$ ,  $p<.01$ .

Pearson correlation coefficient (r) calculated for two variables can be defined as high (0.70-1.00), medium (0.50-0.70) and low (0.30-0.50) (Büyüköztürk, 2004). Accordingly, since there is a moderate relation between scores obtained from the scale AMS and RTSTPS can be mentioned.

## Discussion

Accordingly among 458 students 258 students (56%) considered themselves successful in mathematics course while 200 students (43,4%) considered themselves not successful in mathematic courses. This result relates to a negative situation as regards students' achievement motivation towards mathematics course. Although mathematics course of which functions are present in almost all situations in life, most students dislike the lesson (Dursun and Dede, 2004; İflazoğlu, 2000). There are a number of reasons explaining why students are unsuccessful in

mathematics or feel themselves as a failure in this lesson. Prejudices towards mathematics course, teacher attitudes, teaching methods, lack of diligence are some of the reasons why students cannot adopt mathematics lesson (Peker and Mirasyedioğlu, 2003; Özsoy, 2005; Perker, 2005).

Another question in this scale is related to defining achievement. Among 456 participant students 323 students (70,1%) defined achievement as “outrunning oneself” while 133 students defined the term as (28,9%) “Outrunning others”. Üredi and Üredi(2005) claims that achievement is an indicator showing the level an individual benefits from a particular lesson in the curriculum or an academic program. In our society a deep-rooted bias exists as “mathematics is a difficult lesson”; thus students work hard in mathematics lesson to receive good grades and gain prestige in society. Nonetheless this also means that students’ motivation origin moves further away from intrinsic motives. Intrinsic motivation comes to surface with inner factors like curiosity and interest which relate to inner needs of individuals whereas extrinsic motivation comes to surface with external factors such as reward and punishment which turn into incentives for individuals (Akbaba, 2006). Hence 133 students (28,9%) among the total participants of present research associated achievement with external factors because of the pressure they had faced and it is likely that they failed to form an intrinsic motivation consequently. Another question in this research is directed to determining the motives for studying lesson. Among 459 students 186 (40,3%) students claimed to study lesson to learn new things; 206 students (44,7%) claimed to study to get good grades and 38 students (8,2%) claimed to study lesson to pass their class and 29 students (6,3%) claimed to study to polish their skills. Once students taste achievement they feel more motivated. In an opposite situation they feel disappointed. Students who feel failed tend to avoid learning (Fidan, 1996, cited Dursun and Dede, 2004). The fact that scores received from national TEOG exams are affected by school grades students are filled with score anxiety. It should also be noted that there is a strong social pressure to get high scores (Yıldırım, 2000). Alkan (2011) in a study revealed that parents exert great pressure on students to get higher grades from exams.

Within the scope of present research three dimensions of reflective thinking have been analyzed. Francisco & Maher (2005) in their study posited that one of these dimensions, causation dimension, is related to problem solving.

Some of the sub items listed below scale items are;

- “When I fail to solve a problem I ask myself questions to understand better why I cannot solve it”

- “After solving the problem I think on my own if I could find a better solution method.”
- “I try to find a better solution method by contemplating on my friends’ solution methods.”

These steps are parallel to the stages in reflective thinking. Reflecting on the solution of a problem is, as stipulated in OECD’s PISA 2003 report, one of the steps to follow. Reflecting on solution consists of offering a list of options on problem solution and by structuring in each step holding a mirror in each subsequent stage. Dewey (1933, cited Kızılkaya, 2009) claims that reflection is by nature problem centered. Kızılkaya (2009) pointed that problem solving and reflective thinking are interrelated concepts.

Problem solution is a vital skill that should be inherent in each individual. Kızılkaya (2009) concluded that reflective thinking skill has positive effects on problem solving process. Soylu and Soylu (2006) refer to the importance of problem solving in mathematics teaching and claim that to reach success in this course students should be accomplished problem solvers. While learning it is of great importance to reflect during problem-solving process, assess the knowledge gained and holding a mirror towards this process (Dewey, 1933). It is seen that when a problem arises reflective thinking skill emerges. Still a number of researches indicate that reflective thinking skill best emerges in problem solving cases (Kıvılcım and Baş 2012, Kızılkaya, 2009). In problem-solving process, next to creative and critical thinking which are among the thinking strategies, reflective thinking strategies are also utilized (Çakmak, 2000). Reflective thinking entails actions such as questioning, generalizing, making judgments, analyzing, discussing and reasoning. On that account students should plan learning processes effectively, practice the activities knowingly, move further by questioning each step, make reasoning before moving to further step and constantly hold a mirror to this process (Kıvılcım and Baş, 2012). During problem solving process particularly it is of vital importance to complete reflective thinking stage successfully. During problem solving process creating alternative solutions and evaluating the results and relevant actions should be valued as the vital characteristics of reflective thinking process (Kızılkaya and Aşkar, 2009).

It can reasonably be claimed that there is a parallel rise between students’ AMS and reflective RTSTPS. This parallelism might be related to the fact that students with high achievement motives are more interested and participative in mathematics course. In line with this deduction it is likely that a student who is motivated to participate in class activities can develop much faster and practical methods in problem solving process. Those who put their best efforts to

reach success are the ones with higher motives for success. Teachers are expected to try hard to increase their motivation and students' as well. It would be unreasonable to expect teachers' with low motives for success to appropriately motivate their students (Umay, 2002). Umay (2003) in one of his studies found out that freshman students in Elementary Education Mathematics Teaching department have achievement motives above the average. Bulut (2006) examined achievement motivations of elementary education second level students towards mathematics course. It was reported that students whose achievement level was five had higher states of achievement compared to students with level two, three and four achievement motives. As seen once motivated students taste achievement they become even more motivated and students' state of achievement in mathematics course has positive effect in their achievement motivation. So long as students study hard for their lesson, their faith towards success correspondingly rises. A large number of studies identified a strong relation between learning and motivation (Şahin, Erdoğan and Kesici, 2010; Waage, 2010). Endly, the study shown that students' motivations positively and significantly correlated with the reflective thinking skills. This findings could bring avaluable contribution to the classroom settings in terms of teacher and student relationships.

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## Review

### Emrah Pelvanođlu

**Gürol Pehlivan, *Dede Korkut Kitabı'nda Yapı, İdeoloji Ve Yaratım: Dresden Ve Vatikan Nüshalarının Mukayeseli Bir İncelemesi*. İstanbul: Ötüken Neşriyat, 2015.**

Dede Korkut, Dedem Korkut ya da Korkut Ata... Bu mitik ozan / bahşı / şaman / velinin Türk kültür tarihinde çok özel bir yeri var. Muharrem Ergin'in *Dede Korkut Kitabı*, Orhan Şaik Gökyay'ın *Dede Korkut Hikâyeleri*, Semih Tezcan ve Hendrik Boeschoten'in *Dede Korkut Oğuznameleri* adıyla yayımladığı epik halk anlatılarında Oğuzun “temam bilicisi” olarak kutsanan, boy boylayan, soy soylayan Korkut Ata'nın, 1916 yılında Kilisli Rifat Bey'in, H. F. Von Diez'in Dresden yazmasından kopyaladığı Berlin nüshasını yayımlaması ile başlayan Türkiye macerası ise hâlâ devam ediyor. Bilimsel saiklerin ötesinde ilk yayımlandığı yıllardan itibaren sağaltıcı / onarıcı bir millî köken anlatısı olarak önemsenen Dede Korkut anlatılarının, son yirmi yıldır başarısız televizyon dizileri ve animasyonlar aracılığı ile popüler kültüre de mal edilmeye çalışıldığına tanık olduk. Hoş bu açığı Sezai Karakoç'un Hristiyan eskatolojisinden mülhem siyasal “diriliş / resurrection” sloganını epik bir tarih fantazmogoryası ile birleştiren “Ertuğrul” kapatmış gibi. Lâkin Amerika kaynaklı süper kahraman fantezilerinin yerini alabilecek Oğuz yiğitlerinin, Batılı zehirden mustarip Türk gençliğine şifa vereceğini hayal ederken; kan döküp, baş kesmeyince isim alamayan bu ortaçağ cengaverlerinin günümüz değerler eğitimi bağlamında ne ifade ettiğini pek de düşünmedik elbet. Nitekim TOBB'un yaptırdığı ve son Dede Korkut yayını olarak göz dolduran *Ha'nım Hey*'in Mart 2015'deki lansman toplantısında konuşan başkan Rifat Hisarcıklıođlu, Dede Korkut anlatılarının “çocuk hikâyesi” olarak düşünülmesine itiraz etmiş ve “Dede Korkut'a bu şekilde bakmak, zihnimizi ve fikrimizi küçük bir alana sıkıştırıp bırakır. Bilakis, Dede Korkut, büyükler için, hatta yöneticiler için, millet ve ülkesi için mücadele etmeyi hayat tarzı olarak benimseyenler için, son derece faydalı ve değerli bir başvuru kitabıdır” demişti.

Hisarcıklıođlu'unun konuşması boyunca *Dede Korkut Oğuznameleri*'ni geç ve ne yazık ki ecnebilerce bulunmuş bir “başvuru kitabı” olarak tanımlamasının sebebini yukarıda yayınlarını belirttiğim değerli Türkologların çalıştığı filolojik paradigma içinde aramak gerekir diye düşünüyorum. Türkçenin etimolojik problemleri etrafında ve kadim ve Türk olan öz kültüre dair kayıp bir metnin gölgesinde değerlendirilen bu kültür hazinesinin biri Dresden, diğeri ise Vatikan'da olan nüshaları da aynı paradigma uyarınca “orjinal”, “dođru”, “yanlış”, “eksik” gibi nitelemelerle açıklanmışlar.

Pertev Naili Boratav ve İlhan Başgöz gibi duayenler ile başlayan ve Seyfi Karabaş, Öcal Oğuz, Metin Ekici, Özkul Çobanođlu gibi değerli halk bilimcilerin çalışmaları ile güçlenen folkloristik paradigma ise Dede Korkut anlatılarını sonuçsuz bir “öz” arayışından sıyırıp, yüzer

gezer sözlü kültür dünyası içinde ve daha tarihselci bir yaklaşımla ele almamızı sağladı. Filoloji, Dede Korkut anlatılarının sözlü kültür başlangıçlarını (“köken” demeyi tercih etseler de) kabaca es geçmedi elbet ancak yöntem farklılığı ve alanın yüksek kültür arayışı ile motive olan disiplinler köktenciliği anlatıların “aslında” birer “anlatma” olduğu ile de yeterince ilgilenmedi. Bu yazıya vesile olan Gürol Pehlivan’ın *Dede Korkut Kitabı’nda Yapı, İdeoloji ve Yaratım: Dresden ve Vatikan Nüshalarının Mukayeseli Bir İncelemesi*, işte bu bağlamda ortaya konmuş değerli ve yeni bir başvuru kitabı. Hatta Pehlivan’ın çalışması için, Orhan Şaik Gökyay’ın 1973 yılında yayımlanan *Dedem Korkud’un Kitabı* başlıklı hacimli incelemesinin, çağdaş folklorist paradigma aracılığı ile onarılmasıdır da diyebilirim.

Bunu yazarken iki gerekçem var. İlk olarak yukarıda da belirttiğim gibi Pehlivan’ın bir halk bilimci olması ve çalışmasının alameti farikası olarak nitelendirebileceğimiz “Dede Korkut Kitabı’nın Yaratım-Aktarımı” başlıklı üçüncü bölümünde de ortaya koyduğu gibi anlatıların sözlü kültür başlangıçlarını temel veri olarak dikkate almış olması ve nüsha farklılıklarını bu bağlamda da değerlendirmesi. İkinci gerekçem ise Pehlivan’ın çalışmasının adında da belirttiği gibi, her iki nüshanın da dayandığı ve sözlü kültür anlatmasından yazıya geçirilmiş olan bir “kök metin”in / “kitabın” varlığını kabul ediyor olması ki bu kabul tam da Pehlivan’ın filolojik disipline yaklaştığı yer. Ancak Pehlivan, Türk filolojisinin genelde fail olarak dikkate almadığı, alsa bile metnin orijinalliği etrafındaki bir dizi problem bağlamında değerlendirdiği “müstensih / çekimci”nin, yaptığı “ideolojik tercihlerle metnin “kurgusunu” belirleyen bir nevi son ütücü olduğu görüşünde: “[B]ana göre, her iki nüshanın dayandığı ortak bir yazılı metin vardı. Bu metin sözlü anlatımın yazıya geçirilmiş hâliydi. Bugün elimizde bulunan nüshalar, bu ilk metnin müstensihler tarafından, bazı müdahalelerle yapılmış istinsahlarıdır.”

Dede Korkut anlatıların hem niceliğinin / buradalığının, hem de niteliğinin / içeriğinin müstensihlerin failliğince açıklanması doğal olarak, nüshaların ve dolayısıyla müstensihlerin her aşamada karşılaştırıldığı bir çalışmanın ortaya çıkmasını sağlamış. Üç bölümden oluşan kitap, her başlığın altında, öncelikli olarak nüsha farklılıklarını açıklamaya yönelik karşılaştırmalı tablolarla kotarılmış. Pehlivan’ın yönteminin omurgasını oluşturan bu tablolar, titiz bir araştırmacının detay hassasiyetini ortaya koysa da yer yer işlevsiz bir hacim oluşturup, okuma zorluğu da yaratıyor.

“Dede Korkut Kitabı’nda Yapı” başlıklı ilk bölümde Pehlivan; Dresden ve Vatikan nüshalarını “Kurgu”, “Arasöz Kullanımı” ve “Epitet Kullanımı” bağlamında karşılaştırırken, daha çok yapısalcı bir modeli takip ediyor. Kurgu incelemesinin öne çıktığı bu bölümde Pehlivan, Adam, Greimas ve Larivaille’den mülhem bir “beşli şema” uyarınca anlatıların olay örgülerini analiz edip, nüshalar arasındaki farklılıkları bu bağlamda ortaya koyuyor. “Dede Korkut Kitabı’nda İdeoloji” başlıklı ikinci bölümde ise Pehlivan, etrafında devasa bir literatür oluşmuş “ideoloji” kavramına

dair yetersiz ve gereksiz bir tanım çabasından sonra, dilbilimci Teun Van Dijk'in "anlatılardaki söylem ve ideoloji ilişkisi üzerinde ileri sürdüğü düşünceler"de karar kılıyor. Bu bölümde önce "Bir Manifesto Olarak Mukaddime"yi ele alan Pehlivan daha sonra sırasıyla "Dede Korkut Kitabı'nın İdeolojik Omurgası" ve "Mesaj Yapısı"ni analiz ediyor. Bu bölüm her ne kadar ideoloji ve söylem analizi muhteva ediyormuş gibi başlıklandırılrsa da, Pehlivan'ın yöntemsal alışkanlıklarının uyarınca birinci bölümün devamıymış gibi de değerlendirilebileceğini düşünüyorum.

Çalışmanın "Yaratım-Aktarım" başlıklı üçüncü bölümünde ise Pehlivan, önce Dede Korkut anlatılarının sözlü gelenekten kaynaklanan anlatma özelliklerini (nüsha farklılıklarını da dikkate alarak) ortaya koyduktan sonra yaratıcı-aktarıncının kimliği, yaratı aktarım zamanı ve ortamı konusunda yukarıda belirttiğim görüşlerini detaylandırıyor. Pehlivan, filolojinin yazılı metni merkeze alan değerlendirme kıstaslarına itiraz ederek Dede Korkut anlatılarının "sözlü yaratım sorunu"na bir çözüm getirmeye çalışıyor. Hem Dresden hem de Vakitan nüshalarını sözlü kompozisyon teorisi (the theory of oral composition) bağlamında değerlendiren Pehlivan'ın, tablolar halinde karşılaştırmalı olarak gösterdiği sözlü formül ("güz alması gibi al yanağın", "kaza benzer kızı gelini"), formüle yakın ifade ve temalarla, anlatıların anlatma vasfını net bir şekilde ortaya koymakta.

Dede Korkut Kitabı etrafındaki bir diğer önemli tartışma olan "yazıya geçiriliş" sürecine dair Pehlivan'ın teorisi ise, sözlü anlatım ortamında ozan / anlatıcıdan derlenen destanların müsvedde olarak kaydedildiği; hem Dresden hem de Vakitan nüshalarının farklı zamanlarda bu dip nüshadan üretildiği yönünde ancak tam da burada bir başka sorun ortaya çıkıyor. Destanların eski Anadolu Türkçesi ile söylenmiş ve dolayısıyla derlenmiş olması, eldeki nüshaların kaynağı olan ilk derlemenin Anadolu'da (Akkoyunlu bölgesinde) gerçekleştirildiğini gösteriyor. Ancak Dresden nüshasının başlığındaki ("Kitab-ı Dedem Korkud alâ lisân-ı tâ'ife-i Oğuzân"), Oğuz taifesinin diline dair konumlandırma ise açık bir oradalığa işaret etmekte. Bu bağlamda Pehlivan, Dresden nüshasının "Anadolu'da derlenen bir dip nüshadan, Memlûk sahasında kopyalandığını ve bu başlığın o bölgenin temayüllerine uygun şekilde ve müstensih tarafından atıldığını" düşünüyor.

Vatikan ve Dresden nüshalarının aynı dip nüshadan kopyalandığını iddia eden yazara göre bunun en büyük kanıtı hatalı ve eksik yazımlardaki ortaklıklar. Tablolar halinde gösterdiği bu ortaklıkların yanında Pehlivan'a göre, nüshalar arasındaki malum farklılıkların asıl sebebi de müstensihlerin yaptıkları bir dizi tercih ile "metinlere" müdahil olması. Pehlivan'ın karşılaştırmalı analizler yoluyla vardığı sonuç ise Dresden müstensihinin "dip nüshayı" olduğu gibi kopyalamaya çalıştığı ve bu yüzden anlatıların sözlü karakterini daha iyi ortaya koyduğu, Vatikan müstensihinin ise kopyaladığı metne eleştirel yaklaşım bir dizi müdahalede bulunduğu yönünde. Pehlivan'ın müstensihinin modern okur ya da yazar kategorileri ile açıklanamayacak bu ara konumuna işaret

etmesi çok önemli. Bu bağlamda onun bulgularından yola çıkarak, Vatikan müstensihinin eleştireliliğini, onun yazılı kültür formasyonu ile de açıklayabiliriz ki burada da matbaa öncesi yazılı kültür özelliklerini, matbaa sonrası genişleyen okur-yazarlık kategorileri ile ayrıştırmak ve Vatikan müstensihinin orta çağ dünyası ile olan kökten bağına es geçmemek gerekiyor. Pehlivan'ın kitabın sonuna eklediği “Dresden ve Vatikan Nüshalarının Karşılaştırma Tablosu” ise alanda çalışan öğrenci ya da öğretim üyesi herkes için müthiş bir kolaylık sunuyor; araştırmacıların bu değerli çalışmayı takdir edeceği ve gerekli dikkati göstereceğini ümit ediyorum.

### **Kaynak**

Pehlivan, G. (2015). *Dede Korkut Kitabı'nda yapı, ideoloji ve yaratım: Dresden ve Vatikan nüshalarının mukayeseli bir incelemesi*. İstanbul: Ötüken.