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Evaluation of Turkish Teaching Set Prepared for Syrian Immigrant Students in Turkey According to Teachers' Views

Ümmü Gülsüm Altiner Bozlak¹, Halit Çelikkaya², Ali Önal³, Ayhan Kırac⁴

¹ Doctor, Ministry of Interior, Mersin, Turkey. gulsumaltinerbozlak@gmail.com

ORCID: 0000-0002-3608-6702

² Specialist, Ministry of National Education, Hatay, Turkey. halitcelikkaya.69@hotmail.com

ORCID: 0000-0001-8890-5354

³ Specialist, Ministry of National Education, Hatay, Turkey. alional1908@gmail.com

ORCID: 0000-0002-8807-2978

⁴ Specialist, Ministry of National Education, Hatay, Turkey. ak.kirac@hotmail.com

ORCID: 0000-0001-5191-8805

Correspondence: Ümmü Gülsüm Bozlak, Ministry of Interior, Mersin, Turkey. Tel: 0 506 381 84 45.

E-mail: gulsumaltinerbozlak@gmail.com

Abstract

Many resources are used when teaching Turkish about the immigrant future in Turkey. At the beginning of these sources used are the textbooks in which explanations are used. The descriptive model was used in the qualitative research designs of this education, according to the purpose of evaluating the Turkish education set consisting of three books and economics within the scope of the Project for Supporting the Integration of Syrian Children into the Turkish Education System (PCTES). Easy cost case run, one of the purposive run methods, was used to calculate the run data. For this purpose, 20 teachers who used the Turkish teaching set were interviewed and semi-interviews were conducted. The collected data were analyzed using content analysis and presented on the analyzed tables. Based on the opinions received from teachers; The Turkish education set has been presented in terms of form, content, learning-oriented distribution, sophisticated conformity, contribution to teaching from narratives, and general evaluation of the books. As a result of the study, the teacher; Although some deficiencies were declared in the study set, it was determined that the evaluations for the study set were positive.

Keywords: Immigration, Immigrants, Teaching Turkish, Teaching Turkish to Foreigners, Turkish Teaching Set

1. Introduction

1.1 Introduce the Problem

Immigration, the causes of which can change depending on the place, time and conditions, and which is multidimensional, is a phenomenon that concerns different fields in social sciences and should be dealt with from all aspects by these fields. Migration has important consequences for both immigrants and the societies and

countries that accept them. When well-managed, it can benefit both immigrants and host countries and communities. Therefore, it is important to consider different aspects. But the most difficult and comprehensive one is the issue of education of immigrants. Turkey; In addition to an education system that takes into account the increasing and changing demands of people today, an education system that takes into account the increasing and continuing migration towards it should be planned (Bozkaya, 2021a). The most basic purpose of teaching Turkish to immigrant children in Turkey is for these children to express themselves in Turkish both verbally and in writing. In order to achieve this goal, studies on teaching Turkish to foreigners are carried out. "ICTES project was carried out so that immigrant students can learn Turkish better" (Bozkaya, 2020). These studies are supported with different materials and teaching activities are shaped. The first of these materials is the textbook. Textbook; It is one of the tools that are prepared to realize the aims of education and training activities and that make learning activities a source (Halis, 2002). In addition, it is the material prepared in order to reach the goals determined in line with the expectations and needs of the students (Cunningsworth, 1995). In the words of Gün and Şimşek, (2017) and Karababa (2009), the textbooks, which are also used in teaching Turkish to foreigners, are the most preferred materials, although there are many materials. For this reason, textbooks used for foreign students to learn Turkish should be carefully prepared so that they guide students or teachers. Therefore, while preparing textbooks; It states that principles such as meaningfulness, from the known to the unknown, using more examples, relativity, completion, selectivity, invariance in perception, closure, unifying, depth, novelty, simplicity, suitability for the target audience should be taken into consideration (Duman, 2013). In addition, Bozkaya (2022b) stated in his study that most of the teachers were indifferent and inadequate in language-related problems while expressing problems related to education. Foreign language teaching books prepared in accordance with the functions of the textbooks will play an important role in teaching the target language to the students. The factors to be considered in the preparation of the textbooks to be used for teaching Turkish as a foreign language can be given as follows:

- The target audience who will use the textbook
 - Learning teaching principles
 - General framework
 - Physical properties
 - Cultural features
 - The language and expression features of the book
 - Grammar teaching (Demir, 2015).

In that case; What should be the characteristics of the textbooks prepared for teaching Turkish to foreigners? Textbooks should be suitable for the target audience in terms of elements such as design and content features, language features, instructiveness, intelligibility and usability, and should also be suitable for use with other materials (Tosunoğlu, Arslan, & Karakuş, 2001). However, textbooks have various functions. These functions are; informative, instructive, experimental, enlightening and encouraging research (Tomlinson, 2012). All these features that should be included in the textbooks prepared for the purpose of teaching Turkish as a foreign language; It is very important for learners to use the language by teaching Turkish more easily and effectively. Apart from these qualities that the textbooks should have, it is also important that the textbooks are more in quantity and that there are sets prepared for different target audiences and levels, both in terms of diversity and in choosing the most suitable book for the characteristics of the students. Because, in most studies, "it has been pointed out that immigrant students have language problems" (Bozkaya, 2021b). As a matter of fact, there are many textbooks prepared for the purpose of teaching Turkish as a foreign language. "Istanbul Turkish for Foreigners Textbook, Altay Turkish Teaching Set, İzmir Turkish for Foreigners, Journey to Turkish Turkish Teaching Set, Turkish for Foreign Students and Hello Turkish Teaching Set" are some of these books. Another material prepared for the purpose of teaching Turkish to foreigners is the Turkish teaching set. The Turkish teaching set, prepared by the General Directorate of Lifelong Learning within the scope of ICTES, consists of 1 student workbook and 2 student books for the 6-12 age level. This set was published in 2019 and was especially used in Turkish learning activities of Syrian students.

When the literature is examined, it is seen that there are many studies on the examination or evaluation of textbooks prepared for the purpose of teaching Turkish as a foreign language (Göçer, 2007; Toprak, 2011; Kılınç and Özdemir, 2013; Tok, 2013; Gün, Akkaya and Kara, 2014; Demir, 2015). ; Yenen, 2015; Yavuz Kırık, 2015; Fidan,

2016; Biçer and Kılıç, 2017; Gün and Şimşek, 2017; Bingöl, 2017; Kalaycı and Durukan, 2019; Tüm and Ceyhan; Bozkaya, 2021c; Bozkaya, 2022a). In these studies, textbooks; The qualities that must be possessed, physical and content features, features of activities, the place of language skills in books, language and expression features of books, measurement and evaluation dimension are discussed.

It is very important to get the opinions of the students or teachers about the books in the evaluation of the Turkish teaching set. For this reason, the lack of a study on the evaluation of the Turkish teaching set prepared especially for Syrian students to learn Turkish and the thought that it will contribute to the field necessitated this research.

1.2 State Hypotheses and Their Correspondence to Research Design

In the research, which aimed to get the opinions of teachers about the Turkish teaching set, answers were sought for the following questions in line with this main purpose:

- What are the teachers' views on the content features of the Turkish teaching set?
- What are the teachers' views on the distribution of learning areas in the teaching set?
- What are the opinions of the teachers about the suitability of the Turkish teaching set for the age level?
- What are the teachers' views on the contribution of the activities in the teaching set to teaching?
- What are the teachers' views on the general evaluation of the Turkish teaching set?

2. Method

In this study, which was conducted to evaluate the Turkish teaching set according to the opinions of teachers, a descriptive model, one of the qualitative research designs, was used. “Qualitative research is the research in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal the events in a natural environment in a realistic and holistic way.” (Yıldırım ve Şimşek, 2018). In the studies conducted in descriptive design, there is an in-depth analysis of the subject discussed. For this purpose, a semi-structured teacher interview form was used to collect the research data. The semi-structured interview form provides a more detailed examination of the researched subject together with the fixed choice answer (Creswell, 2012).

2.1. Working group

Easily accessible case sampling, which is one of the purposeful sampling methods, was used in the research. In this direction, opinions were received from 20 teachers who teach Turkish to Syrian students and use the Turkish teaching set. Information on the characteristics of the study group is presented in Table 1:

Table 1: Characteristics of the working group

		(f)	N
Gender	male	12	20
	Woman	8	
Year of Duty	Hatay	20	20
Type of School Served	Primary school	15	20
	Middle School	5	
Graduated Department	primary school teacher	15	20
	Turkish teacher	5	

2.2. Data collection tool

In the research, a semi-structured interview form was used to collect the opinions of teachers about the Turkish teaching set. During the preparation of the interview form, opinions were received from 3 academicians who are

experts in teaching Turkish to foreigners and 3 lecturers who teach Turkish as a foreign language. The form, which was finalized in line with expert opinions, was applied to the teachers.

2.3. Analysis of data

Coding was done on the semi-structured interview forms filled by the teachers and the findings were subjected to content analysis. In order to ensure the coding reliability of the research, separate coding was done by both researchers. In order to calculate the reliability of the coding, the formula determined by Miles and Huberman (1994) was used and the reliability between the coders was determined as .84. The findings obtained from the research are presented in tables, and some opinions about the codes are also given directly.

3. Findings and Interpretation

The findings of the study examining the opinions of teachers about the Turkish teaching set used in primary and secondary schools within the scope of teaching Turkish to Syrian immigrant students; The Turkish teaching set has been presented under separate headings in terms of format, content, distribution of learning areas, suitability for the level, contribution of the activities to the teaching and teachers' opinions about the general evaluation of the books.

The opinions obtained from the teachers regarding the content features of the Turkish teaching set are presented in Table 2:

Table 2: Opinions on content features of Turkish teaching set

	(f)	%
Content is not enough	5	16,9
Events are not enough	5	16,9
Suitable for student level	4	13,5
Content not suitable for immigrant	4	13,5
The content is simple and	2	6,6
Associated with daily life	2	6,6
Current events not included	2	6,6
Content gains covered	2	6,6
Topics in the content are given	2	6,6
Content does not serve the intended	1	3,3
Content should be supported with more	1	3,3
Total	30	100

Table 2 includes the opinions obtained from the teachers about the content features of the Turkish Teaching Set, which was prepared for foreign students to learn Turkish. As a result of the opinions obtained from the teachers, it was determined that the students and workbooks were not sufficient in terms of content (n=5) and the activities in the books were not sufficient (n=5) as the most stated opinions. Considering the opinions of teachers obtained in this context, it is seen that the books in Turkish teaching are insufficient in terms of content. The fact that the content was prepared in accordance with the level of the student (n=4) is the third opinion reported by the teachers. The content is not suitable for immigrant students (n=4), it does not include current events in the content (n=2), the topics are presented superficially (n=2), the content does not serve the purpose (n=1), and the content should be supported with visuals (n=1) are other negative opinions obtained. Apart from these, the fact that the content is simple and understandable (n=2) and that the content covers the achievements (n=2) are among the positive opinions obtained from the teachers. When the findings were examined, it was seen that the views of the teachers on the content features of the Turkish teaching set were mostly negative. The teacher's view on the fact that the content of the Turkish teaching set is not suitable for the target audience is as follows:

T 14 (Turkish teacher): The content is not sufficient for immigrant students in secondary school. I think there should be longer and more difficult texts. I also think that there should be words in the texts that they have not seen before and that they can use in their lives, and that the texts should be supported by visuals.

The teacher's opinion, stating that the contents of the teaching set are clear, understandable and prepared for the student, is as follows:

T1 (Classroom teacher): The content was very good. Our students enjoyed participating in the lesson. The content is not boring, on the contrary, the information is supported with images.

The opinions of the teachers regarding the distribution of the learning areas in the Turkish teaching set were taken and the information about this is presented in Table 3:

Table 3: Views on the distribution of learning areas in the teaching set

	F	%
Appropriate in terms of the distribution of language skills	8	29,6
It should be improved in terms of content distribution	7	24,0
Not enough speaking activity	4	13,8
Not enough listening activity	3	10,2
Not enough write activity	2	6,8
There is enough reading activity	2	6,8
There is enough speaking activity	1	3,3
There is enough listening activity	1	3,3
Inadequate in grammar teaching	1	3,3
Total	29	100

The views of teachers regarding the distribution of learning areas in the Turkish teaching set are given in Table 3. According to the results obtained from the teachers' opinions, it is seen that the distribution of language skills is appropriate (n=8). The second opinion is that the content should be developed in terms of distribution (n=7). From this point of view, it is seen that the views of teachers are close to each other. While it is of great importance to include the basic language skills of listening and speaking in the books, when the opinions obtained from the teachers are examined, it is concluded that there is not enough activity about speaking (n=4) and there are no activities related to listening (n=3). Enough activities related to writing (n=2), sufficient activities related to reading (n=2), sufficient activities related to speaking (n=1), and sufficient activities related to listening (n=2) =1) is also one of the opinions obtained from the teachers. 1 view that students and workbooks are insufficient in grammar teaching is also seen in the table. This view is as follows:

T 2 (Classroom teacher): The language was given plainly. It does not contain words that the student can force. The length of the sentence is also appropriate. The scarcity of inverted sentences and the use of simpler sentences instead of compound sentences are appropriate for the level of children.

Basic language skills are not evenly distributed throughout the book; One of the teachers' views on the inadequate listening and speaking skills is as follows:

T 8 (Turkish teacher): It seems that basic language skills are not evenly distributed in the textbooks. Because there are few activities that involve listening and speaking skills. More emphasis is placed on literacy skills. It is very well formed, especially in terms of making language skills felt at primary school level without overwhelming the rules.

Within the scope of teaching Turkish to foreigners, teachers' opinions were taken about whether the Turkish teaching set used for Syrian students is suitable for their age level (6-12 years old), and the information about this is presented in Table 4:

Table 4: Opinions on the appropriateness of the Turkish teaching set for age levels

	(f)	%
Appropriate for the level	15	51,3
Not suitable for all levels	10	35,7
Suitable for primary school level	3	10,5
Not suitable for secondary school level	1	3,5
Total	28	100

In Table 4, the opinions of teachers about how suitable the Turkish teaching set prepared for teaching Turkish to Syrian students are for the level of students (6-12 years old) are given. When Table 4 is examined, the finding that the prepared books are suitable for the level of students (n=15) was obtained in line with the opinions of the majority of the teachers. It has been concluded that the books prepared for the 6-12 age group are not prepared for all levels (n=10), that the books prepared are not for a certain age level and that there is no age discrimination in the books. On the other hand, 3 of the opinions are that the books are suitable for primary school level. 1 opinion was expressed that it is not suitable for secondary school level. Turkish teaching set has been prepared for students between the ages of 6-12. However, the fact that this set is also used in all levels of secondary school has caused the teachers working there to express their opinions that it is not suitable for the level. The teacher's opinion on the fact that it would be better to prepare the prepared books at the grade level rather than age groups is as follows: *T 7 (Turkish teacher): Creating it in this way causes some problems. I think it would be more appropriate to create a class instead.*

The opinions of the teachers about the fact that the Turkish teaching books prepared are suitable for the ages of 6-12, but not at the level of students at the secondary school level are as follows: *T 13(Turkish teacher): It is not very suitable for secondary school level.*

Teachers' opinions were taken about the activities in the Turkish teaching set used and the contribution of these activities to teaching, and the information about these opinions is presented in Table 5:

Table 5: Opinions on the contribution of the activities in the books to teaching

	(f)	%
Insufficient number of events	9	31,9
The activities are suitable for teaching Turkish to	5	17,1
The activities are insufficient for teaching Turkish.	4	13,6
Activities at basic level	3	10,2
Activities are enough	2	7,8
Activities support language teaching	2	7,8
Activities reinforce and complement learning	1	3,4
Activities associated with daily life	1	3,4
Activities not suitable for middle school students	1	3,4
Activities above student level	1	3,4
Total	29	100

Table 5 shows the opinions of the students and the teachers about the activities in the workbooks. The most stated opinion is that the number of activities is insufficient (n=9). The teachers stated that the activities in the books were insufficient in number, and they stated that depending on this situation, learning could not be fully achieved or the teaching of basic language skills was insufficient. It was also expressed by the teachers that the activities included in the books within the scope of teaching Turkish to foreigners are appropriate (n=5). Four opinions were expressed that the activities in the books were insufficient for teaching. Another view is that the activities that have been prepared are basic and simple. 3 opinions are in this direction. The positive findings determined in line with the opinions obtained from the teachers are that the activities are sufficient (n=2), support language teaching (n=2), reinforce and complement learning (n=1). In addition to these findings, there are other findings that are above the student level (n=1). In line with the findings obtained, the opinions of the teachers about the inadequacy of the activities are as follows:

T 18 (Turkish teacher): The activities are good but not too many, they are insufficient for the students and permanence is not provided.

T 9 (Turkish teacher): Although the activities in the book are considered sufficient for some skills, they are insufficient for some skills. For example, although there are more activities involving speaking and writing skills in the book, there are more activities involving reading and writing skills.

The teacher's view on the fact that the Turkish teaching set has a reinforcing effect but these activities do not contribute to the permanence of learning is as follows:

T 15 (Turkish teacher): I think the examples in the workbook are at a level to reinforce the activities in the student's book; I do not think that it is sufficient in terms of permanence in learning.

The opinions of the teachers about the general evaluation of the Turkish teaching set were taken and the information about this is presented in the Table:

Table 6: Opinions on the General Evaluation of the Turkish Teaching Set

	(f)	%
Suitable	14	50
Should be improved	10	30
Not available	5	20
Total	30	100

The general opinions about the Turkish teaching set prepared for the purpose of teaching Turkish to foreigners are shown in Table 6. 14 opinions indicate that the set used is appropriate; 10 opinions are that the used set should be improved, and the last 5 opinions are that the used set is not suitable. One view of the set's overall usefulness is as follows:

T 2 (Classroom teacher): I liked the last set very much. The levels were collected in separate books, and they published the books considering the teaching principles from easy to difficult, known to unknown, concrete to abstract. In this last set, basic language skills are integrated, complementing each other.

The opinion that the Turkish teaching set is not prepared in accordance with the target audience and that the books are not suitable is as follows:

T 19 (Turkish teacher): Lifelong Turkish teaching set was prepared by considering the aims and principles of language teaching. While preparing the books, they also considered the audience that the book will address, but the age group was not considered at the point of distribution to schools. Because the activities in the books are below the interests, needs and age level of the secondary school student.

One of the opinions about the development and review of the training sets used is as follows:

T 16 (Classroom teacher): Activities should be organized very well in terms of paper quality, the content should be arranged about different books according to student levels, more visuals should be arranged as an additional book and activities intertwined with life should be increased

4. Conclusion and Discussion

The following results were obtained in this research, in which teachers' opinions were taken about the Turkish teaching set prepared to teach Turkish to Syrian immigrant students:

When the teachers' views on the physical characteristics of the Turkish teaching set are examined; It is understood that both primary school teachers and Turkish teachers generally consider the physical features of the teaching set sufficient. Adequate visuals, appropriate font size, physical usefulness, strong binding and sufficient number of pages are among the views supporting the physical features of the books. On the other hand, there are also teacher opinions that the teaching set is physically inadequate. The fact that the books are not physically appealing to different age groups, that the visuals are insufficient, that the visuals are not clear and that the number of pages is not considered sufficient are the opinions that show that the books are physically inadequate. The physical features of the Turkish teaching set are as important as the content features. As a matter of fact, Gün et al. (2014), in which teachers' opinions were taken, it was concluded that the physical properties of the books to be used at school are as important as the content properties. When it is considered in terms of being attractive, presenting the content more aesthetically and providing motivation, it is also revealed how much importance should be given to the physical characteristics of the books. When the literature is examined, results regarding the physical properties of the books have been found. In the research conducted by Biçer and Kılıç (2017), it was determined that the teachers considered the books physically sufficient in general. This result is in line with the results obtained in the research.

However, in the studies conducted by Kılınç and Yenen (2015) and Demirci (2015), they found results indicating that some physical properties were not sufficient.

When the opinions of the teachers about the content features of the Turkish teaching set were examined, it was determined that the teachers did not see the books as sufficient in terms of content in general. Expressions such as the lack of activities and examples of the teaching set, the content not suitable for the target audience, the absence of current events, the superficial presentation of the subjects, the fact that the content does not serve the purpose are the opinions supporting the content to be seen as inadequate. However, there are also opinions stating that the content is considered sufficient. The positive opinions are that the content is suitable for the level of the student, that the content is simple and understandable, and that it covers the achievements. When the literature is examined, studies that reveal opinions about the content of the books have been found. Demirci (2015) stated in his research that reading texts are not sufficient. In their study, Moralı (2018) concluded that the books were insufficient in terms of content, and Dilek, Boyacı, and Yaşar (2018) concluded that the materials were insufficient in terms of content.

When the teachers' views on the distribution of learning areas of the teaching set were examined, it was determined that they generally thought that the skills had an appropriate distribution. On the other hand, there are also teachers who think that the distribution should be revised and that the distribution is insufficient. According to these teachers, some skills are not given much space. Some of the teacher's views are that there are not enough activities for speaking skills, there are not enough activities for listening skills, or the books are insufficient in teaching grammar. Similar results were obtained in other studies as well. Biçer and Kılıç (2017) researched that listening and speaking skills were not sufficiently included in the books, there was no standardization in the distribution of grammar topics in the Fidan (2016) research, and Kalaycı and Durukan (2019) also stated that the activities for reading and writing skills in the books were not focused on listening and speaking skills. They determined that the number of activities was more than the number of activities.

When the opinions of the teachers about the suitability of the Turkish teaching set for the level of the student were examined, it was observed that there were opinions that the books were suitable for the level in general. However, the negative opinions stated that it is not suitable for all levels. In the studies in the literature, there are also results related to the suitability of the books for the level. Despite the result that the Turkish teaching set is suitable for the level in general, which emerged in the research, Beyhan and Epçaçan (2018) stated that the teaching set was not suitable for the level of the student in terms of content; In the study of Moralı (2018), the teaching set was not suitable for the level, and again Biçer and Kılıç (2017) reached the conclusion that the teaching set was not suitable for the level of the student.

When the opinions of the teachers about the activities in the Turkish teaching set are examined; Insufficient number of activities, insufficient support for teaching, repetition of each other, not suitable for the level and being difficult, besides being suitable for teaching, being sufficient, reinforcing and complementary, being related to daily life and paying attention to teaching principles. It has also been determined that there are positive opinions.

According to the opinions about the general evaluation of the Turkish teaching set, it was concluded that most of the teachers evaluated the books positively, some of them needed improvement, and some of them did not find the teaching set appropriate. With these findings, it was concluded that the teachers who used the teaching set generally liked the teaching set or had the opinion that it would become more suitable by eliminating the deficiencies in the set. In the study conducted by Biçer and Kılıç (2017), it was determined that teachers generally had a negative attitude towards the teaching set used.

Based on the results obtained, the following recommendations can be made:

- More attention should be paid to the details in all textbooks to be prepared.
- Particular attention should be paid to the formation of content in all textbooks to be prepared, especially at the student's home.
- Using enough space for all sections while it is a course book in language teaching.
- It is necessary to prepare different books for each education level.

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