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Uluslararası Sosyal Bilimler ve Eğitim Dergisi - USBED'in 6. cildini ve 10. sayısını yayımlamış olmaktan dolayı çok mutluyuz.

Yoğun bir emek ve çaba sonucu yayımlanan bu sayı için dergimize 18 makale başvurusu gelmiş olup bunlardan 14'ü hakem değerlendirmeleri sonucunda kabul edilmiş, 4'i ise kabule uygun bulunmamıştır.

Bu sayıda kabul edilen ve reddedilen makalelerde toplam 40 yazar ve 34 hakem görev almıştır.

Sayının hazırlanmasında emeği geçen yazarlara ve hakemlere, editör ve bilim kurulu üyelerine içtenlikle teşekkür ediyorum.

Dergimizin bu sayısının bilim dünyasına katkı sunması temennisiyle...

Prof. Dr. Aytekin
DEMİRCİOĞLU
Baş Editör

Introduction

We are very happy to have published the 5th volume and 8th issue of the International Journal of Social and Educational Sciences - IJSES.

For this issue, which was published due to intense effort, 18 article applications were received in our journal, 14 were accepted due to reviewers' evaluations, and 4 needed to be found suitable for acceptance.

A total of 40 authors and 34 reviewers took part in the accepted and rejected articles in this issue.

I sincerely thank the authors, reviewers, editors, and members of the scientific board who contributed to the preparation of the issue.

I hope this issue of our journal will contribute to the scientific world...

Prof. Dr. Aytekin
DEMİRCİOĞLU, Ph.D.
Editor in Chief

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Parents' attitudes and sociocultural factors influencing English for young learners in Indonesia: A critical discourse analysis¹

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Contribution of researchers to the study

1. Author's contribution: Wrote the article, collected data and analyzed/reported results (60%).
2. Author's contribution: Wrote the article, collected data and analyzed/reported results (40%).

Conflict of interest

The authors declare that there is no possible conflict of interest in this study.

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Similarity

This study was scanned in the iThenticate program. The final similarity rate is 5%.

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² Corresponding author

Parent's attitudes and sociocultural factors in influencing English for young learners in Indonesia: A critical discourse analysis

Abstract

The debate surrounding the benefits of English for Young Learners (EYL) continues to attract significant attention, particularly from non-academic circles, notably Indonesian parents. This research explores the increasing demand for English, influenced by global sociocultural and political trends. Employing critical discourse analysis, the study examines parents' attitudes toward the current state of EYL in Indonesia and identifies the factors shaping these attitudes. The findings revealed a preference among parents for early English language learning for their children and a perceived necessity for English instruction in young learners. Themes emerged from the parents' discourse on EYL, highlighting the belief that the earlier foreign language learning begins, the better; English acquisition adds life value, ensures future success, promotes internationalization prospects, and reflects responsible parenting.

Interestingly, the study highlights that EYL trends and demands were not solely driven by academic or research circles but significantly influenced by non-academic groups, especially parents, as a cohesive community force. Consequently, the study underscores the importance of engaging all stakeholders, including policymakers, school principals, and teachers, in active collaboration with the local community, with particular attention to parents' perspectives and insights. This collaborative approach is crucial for developing effective EYL policies and practices in Indonesia.

EXTENDED ABSTRACT

Introduction

In the dynamic landscape of English for young learners (EYL), the debate surrounding its benefits has garnered considerable attention, particularly from non-academic speakers, with Indonesian parents emerging as critical stakeholders. Recognizing parents as pivotal stakeholders in their children's education, this study delved into their expectations and demands concerning English language curriculum planning and implementation. Parents consider English a crucial component of their children's educational accomplishment, driving the demand for English programs even investing in private lessons or courses outside of school hours (Baldauf et al., 2013). This study aimed to unravel EYL trends through the lens of Indonesian parents, seeking to comprehend the factors influencing their attitudes and demands for early English learning in schools. Addressing two central research questions, the study examined the parents' attitudes toward early English learning in schools and the factors driving these attitudes in the Indonesian context. Central to the study was the application of critical discourse analysis, a method chosen to delve into the nuances of parents' perspectives regarding the current state of EYL in Indonesia. This research contributes valuable insights to the collaborative development of effective EYL policies and practices by delving into parental attitudes. In summary, this study seeks to contribute to the academic discourse on EYL and underscores the broader societal implications of language education for young learners, particularly in the Indonesian context.

Conceptual and Theoretical Framework

Concepts

The Critical Discourse Analysis (CDA) approach was employed in this research to delve into the rich and multi-faceted discourse generated from interviews with Indonesian parents regarding their attitudes towards English for Young Learners (EYL). CDA is rooted in a critical theory of language, considering language usage as a social activity and recognizing the crucial role of discourse in shaping social interactions, identities, and power dynamics within the broader social environment (Gee, 2004; Janks, 1997). This theoretical perspective emphasizes that people's ideologies, ideas, and understandings of everyday life are constructed through various discursive resources, ultimately contributing to the production of social reality (Weiss & Wodak, 2007). Building upon the work of scholars Gee (2004) and Weiss & Wodak (2007), the CDA methodology employed in this study allowed for a systematic investigation, analysis, and description of parents' verbal

discourse concerning EYL. The research aimed to reveal underlying ideologies, prevalent beliefs, and social constructs that inform their attitudes toward early English learning by scrutinizing the language parents use.

Literature Review

The term 'foreign language' refers to a language not widely spoken in a country acquired via education. In Indonesia, English is considered a foreign language (EFL) since most people speak Indonesian as their first language. The term "young learners" (YLS) or "very young learners" (VYLs) refers to children aged five or six to eleven or who are still officially studying a foreign language or a second language at their school (Ellis, 2014; Phillips, 1993; Uysal & Yavuz, 2015). In this study, the term "young learners" (YL) referred to students aged 6 to 12 years learning English in grades 1-6 of primary school in Indonesian formal schools.

Method

The selection of respondents for this study was purposeful (Patton, 2002) and aimed at capturing a diverse range of economic, social, personal, and cultural backgrounds among Indonesian parents. To investigate parents' complex and nuanced attitudes towards English for Young Learners (EYL) in Indonesia, a multi-faceted data collection approach was employed, encompassing in-depth semi-structured interviews, field observations, and analyses of previously published studies on EYL. Among these methods, in-depth semi-structured interviews were selected as the primary data-gathering technique due to their effectiveness in eliciting qualitative data and providing valuable insights into language teaching and learning processes (Talmy & Richards, 2011). The interviews were analyzed in four stages using Critical Discourse Analysis (CDA) to comprehensively understand the respondents' perspectives on English for Young Learners (EYL).

Conclusion and Recommendations

In conclusion, this study sheds light on the attitudes of Indonesian parents towards English for Young Learners (EYL) in Indonesia. The discourse analysis revealed that parents strongly desire their children to learn English at an early age. They view EYL as a critical factor in shaping their children's future success and believe it provides them with added life value and opportunities for internationalization. To leverage the power of parents' discourse, educators should collaborate more closely with parents, understanding their viewpoints on EYL and integrating them into effective teaching strategies. This collaboration can better prepare students for higher education and equip teachers with the necessary knowledge to effectively cater to students' needs.

Keywords: Critical Discourse Analysis, English as a Foreign Language, English for Young Learners, Parents' Attitude, Young Children.

INTRODUCTION

As a global tool for communication, interaction, and economic activity, English has become deeply ingrained in societies worldwide (Crystal, 2003). Despite not being the official language in Indonesia, English has permeated various aspects of daily life, from street names and media to government offices and local services (Lamb & Coleman, 2008). Since Indonesia's independence, English has been officially recognized as the "first foreign language," bestowing prestige and economic opportunities upon its speakers (Lamb & Coleman, 2008). Consequently, English holds significant value as a gatekeeper in various work settings and as cultural capital essential for thriving in today's information-driven global world (Gee et al., 2001; Rafael & Sternberg, 2002).

The prominence of English has led to its integration into the education system, with it being introduced as the first foreign language at all school levels and taught for multiple semesters in

tertiary institutions across Indonesia (Nababan, 1991). English has long been a required subject in the secondary school curriculum, emphasizing its perceived importance in academic and future career pursuits (Lamb & Coleman, 2008).

Given the popularity and reputation of English, there is a growing interest among non-native English speakers, including Indonesian parents, in teaching English to young learners (EYL) (Copland et al., 2014a; Nikolov, 2016). In response, many primary schools now offer English instruction, driven by factors such as the belief that early language learning yields advantages, the global demand for English-speaking professionals, and parental aspirations for their children's success in a globalized world (Hu, 2007; Nunan, 2003; Sutopo et al., 2020).

Parents who play a significant role in their children's education are interested in how schools plan and implement their English language curriculum. Parents' expectations and demands are crucial in promoting EYL in schools (Baldauf et al., 2013). The demand for English programs stems from parents considering English a vital component of their children's educational accomplishment, leading them to invest in private lessons or English courses outside school hours (Baldauf et al., 2013). The discourse on early childhood learning (EYL) has emerged as a significant factor promoting EYL in educational settings, making it a "hot topic" despite uncertainties surrounding early childhood benefits and drawbacks.

Therefore, this study sought to investigate EYL trends from the perspective of Indonesian parents to understand better the variables that drive their attitudes and demands towards early English learning in schools. The following research questions were addressed in this study:

1. What were parents' attitudes towards early English learning in school, and how might they be interpreted?
2. In the parents' view, what factors drove their attitudes toward EYL in Indonesia?

Understanding the dynamics driving the expansion of EYL requires exploring the interplay of political, societal, and cultural forces, along with the perspectives of key stakeholders, particularly parents. This study employs critical discourse analysis and a sociocultural perspective to investigate parents' attitudes and responses to their children learning English (Fairclough, 2013). Rather than focusing solely on optimal language learning timing or measuring learning outcomes, this research seeks to uncover the factors shaping the EYL phenomenon in Indonesia. This study contributes valuable insights to the collaborative development of effective EYL policies and practices by examining parental attitudes. Before delving into the critical analysis, the subsequent section will provide an academic overview of

English as a Foreign Language (EFL) and English for Young Learners (EYL), contextualizing the study within existing research.

LITERATURE REVIEW

English as a foreign language

A foreign language is not widely spoken in a country acquired via education. In Indonesia, English is considered a foreign language (EFL) since most people speak Indonesian as their first language. The term "young learners" (YLS) or "very young learners" (VYLs) refers to children aged five or six to eleven or who are still officially studying a foreign language or a second language at their school (Ellis, 2014; Phillips, 1993; Uysal & Yavuz, 2015). In this study, the term "young learners" (YL) referred to students aged 6 to 12 years learning English in grades 1-6 of primary school in Indonesian formal schools.

Early exposure to second/foreign languages is considered a positive factor in children's future success. Linguists believe learning a foreign language has numerous benefits for students' metacognitive, cognitive, and linguistic abilities and overall development (Abu-Rabia & Sanitsky, 2010; Edelenbos & Kubanek, 2009). Bilingual children are thought to have better language learning skills. However, this claim is debatable due to various sociocultural factors and language learners' states, which are inextricably linked to bilingualism (Bialystok & Hakuta, 1999). Indeed, learning foreign languages is considered a valuable advantage from both a sociocultural and an economic perspective, elevating speakers to a more critical role in the community and the broader economic society (Bourdieu, 1991; Kallis & Yarwood, 2022). Consequently, parents are enthusiastic about promoting English and providing their children with intense, high-quality English learning settings (Butler, 2014; Nikolov, 2016b).

On the other hand, learning a foreign language at a young age is frequently regarded as a challenging task by teachers and students. A few heavily debated issues among linguists and practitioners include the students' age factor and the critical period (Bialystok & Hakuta, 1999; DeKeyser, 2000; Montrul, 2008). For proponents of early foreign language learning, young learners are more effective and successful than older learners because they are naturally adept at language imitation. Young children learn a language independently, instinctively acquiring the sounds, structures, intonation patterns, and rules of a new language, just as they did with their mother language (Ghasemi & Hashemi, 2011). They also believe that starting earlier correlates to a more remarkable pronunciation of the foreign language and speaking fluency, leading to outstanding results (Cahyati & Madya, 2019). However, research has shown that older learners may outperform younger learners in achieving fluency in their foreign language

over time (Muñoz & Singleton, 2011; Pfenninger & Singleton, 2017). While younger students catch up with older students on oral activities, they do not surpass them during their education, likely due to the advantage older students maintain from continued exposure to the language in instructional environments.

According to many scholars, the focus placed on learning a foreign language at an early age as the most significant aspect of mastering it needs to be more accurate in reality. All linguists believe that individual, social, and environmental factors all influence the effects of early exposure to a foreign language on children's language development. Additional considerations for a favorable language acquisition setting include the instructors' quality and the availability of appropriate resources. As a result, researchers must consider not only the age-related component but also social, psychological, contextual, and environmental considerations (Pfenninger & Singleton, 2017).

Despite the previous debates, nonprofessionals believe children benefit from learning a foreign language at a young age. Children who begin learning English as a foreign language at a young age will enjoy linguistic benefits and notice an improvement in their language ability (Abu-Rabia & Sanitsky, 2010; Edelenbos & Kubanek, 2009). Consequently, many parents believe that children learn foreign languages more successfully while young or "the younger the person, the better" (Hu, 2007; Kocaman & Kocaman, 2015).

English for Young Learners

English instruction at the elementary level in Indonesia is a critical foundation for enhancing students' overall language proficiency and preparing them for secondary education (Sadtono, 2007). Given the challenges faced in secondary English education in Indonesia, early English instruction is considered an opportunity to improve students' language skills from an early age (Sadtono, 2007). However, it is noteworthy that English is now categorized as an extracurricular subject at the primary level rather than being integrated into the regular curriculum, which has implications for the depth and intensity of language exposure (Habibi & Sofwan, 2015). Despite being compulsory in some schools, English is introduced in Grades 1–3, with lessons delivered only once or twice a week, often in large classrooms with over 30 students (Habibi & Sofwan, 2015).

Compounding the situation is the severe need for more professional English teachers throughout Indonesia's primary schools (Nizar, 2004; Suyanto & Chodidjah, 2002; Zein, 2017). Consequently, non-certified English as a Foreign Language (EFL) teachers or replacements may occasionally conduct English classes for young learners (Habibi & Sofwan, 2015). While

these teachers may have received training in general pedagogy, they often need more exposure to the English language, limiting their ability to provide comprehensive language instruction (Suyanto & Chodidjah, 2002). The presence of non-certified EFL teachers further compounds the challenges faced in early English language instruction and may impact the quality of language learning experiences for young learners.

Implementing early English instruction in primary schools has been influenced by a need for consistent and well-defined policies, leading to variations in decision-making practices across different schools in Indonesia (Zein, 2017). Schools consider multiple factors, such as market dynamics, available financial and educational resources, the availability of trained English teachers, the school's vision and priorities, and parental interests and demands when making decisions regarding early English language programs. Parental pressure has emerged as a significant force influencing the inclusion of English in the primary school curriculum, reflecting the recognition of English's importance in keeping up with global trends and demands (Zein, 2017).

Due to the growing popularity of English and its perceived value in providing educational and career advantages, parents have become increasingly active in advocating for early English acquisition in school settings over the past decade. Their involvement in shaping language policies and practices has emphasized early English learning initiatives in primary education (Baldauf et al., 2013). This parental engagement reflects their aspirations for their children to succeed in an increasingly globalized world, where proficiency in English is viewed as a valuable asset.

Critical discourse analysis (CDA)

The Critical Discourse Analysis (CDA) approach was employed in this research to delve into the rich and multi-faceted discourse generated from interviews with Indonesian parents regarding their attitudes towards English for Young Learners (EYL). CDA is rooted in a critical theory of language, considering language usage as a social activity and recognizing the crucial role of discourse in shaping social interactions, identities, and power dynamics within the broader social environment (Gee, 2004; Janks, 1997). This theoretical perspective emphasizes that people's ideologies, ideas, and understandings of everyday life are constructed through various discursive resources, ultimately contributing to the production of social reality (Weiss & Wodak, 2007).

Adopting the CDA approach, this study sought to unravel the intricate web of social meanings embedded in parents' language when discussing EYL. The analytical tools of CDA offer a

comprehensive set of methods to explore and interpret discourse, providing deeper insights into complex social phenomena by integrating linguistic and social theories. Through CDA techniques, researchers could uncover the surface meanings of individual words and phrases and the underlying power structures and social representations that influence and shape the way parents perceive and communicate their attitudes toward EYL.

Building upon the work of scholars Gee (2004) and Weiss & Wodak (2007), the CDA methodology employed in this study allowed for a systematic investigation, analysis, and description of parents' verbal discourse concerning EYL. The research aimed to reveal underlying ideologies, prevalent beliefs, and social constructs that inform their attitudes toward early English learning by scrutinizing the language parents use. This in-depth exploration of parents' perspectives was crucial to better understanding the factors driving the demand for EYL in Indonesia, primarily when such attitudes originated from non-academic circles, such as parents as a community force. Through the CDA lens, the research sheds light on how parents' discourse is influenced by sociocultural and political trends and their aspirations for their children's future success and prospects for internationalization.

By applying CDA, this study aimed to contribute to the ongoing debate surrounding the benefits and challenges of English for Young Learners. Analyzing parents' attitudes through a critical lens could offer valuable insights for policymakers, principals, and teachers, guiding them in making informed decisions about early English language education in Indonesian formal schools. Moreover, understanding the nuances of parental discourse through CDA could provide a bridge between academic research and non-academic circles, ensuring that the voices and concerns of parents were heard and integrated into the development of effective EYL programs. By acknowledging the sociocultural and political context in which parental attitudes were formed, educational stakeholders could foster meaningful collaboration with the local community, ultimately enhancing EYL initiatives' overall quality and inclusivity in Indonesia.

METHOD

Respondents

The selection of respondents for this study was purposeful (Patton, 2002) and aimed at capturing a diverse range of economic, social, personal, and cultural backgrounds among Indonesian parents. To achieve this, we deliberately contacted and invited families from various cultural backgrounds, including Bataknese, Malay, and Javanese, to participate in the research. Additionally, we ensured representation from different socioeconomic strata by including working-class and middle-class families. To further enrich the sample, we also included two

distinct single-parent families. This thoughtful and deliberate approach to selecting respondents allowed us to obtain a comprehensive understanding of parental attitudes towards English for Young Learners (EYL) in Indonesia, considering the diverse perspectives and experiences of the participants.

Instrument

This study's data collection instrument involved interviews in Bahasa, Indonesia, which were recorded using a phone recorder. Subsequently, the researchers involved in the project transcribed and translated the recorded interviews into English. The interview questionnaire was thoughtfully crafted to elicit valuable insights from the participants regarding their perspectives on English for Young Learners (EYL) in Indonesia.

In addition to gathering basic demographic information such as age, occupation, years living in the neighborhood, number of children in the family, languages spoken at home, and religion, the interview questions delved into crucial aspects of EYL. Participants were asked about their views on the appropriate age for young children to start studying English at school, whether they believed English should be introduced in the early grades, and their willingness to invest in their children's English education and how they would do so.

To understand the perceived connections between English proficiency and other aspects of life, respondents were asked whether they believed knowing English impacted various areas of their lives. The interview questionnaire also allowed parents to freely express any additional remarks or comments about English or the process of studying English relating to themselves or their children.

The carefully designed interview questions aimed to foster candid and meaningful dialogue, allowing the respondents to share their assumptions, attitudes, ideas, and opinions about EYL. By encouraging open and reflective responses, the instrument facilitated the exploration of parental attitudes towards EYL in Indonesia, offering valuable insights into the factors that inspire their preferences and decisions related to early English language learning for their children.

Data collection procedure

To investigate parents' complex and nuanced attitudes towards English for Young Learners (EYL) in Indonesia, a multi-faceted data collection approach was employed, encompassing in-depth semi-structured interviews, field observations, and analyses of previously published studies on EYL. Among these methods, in-depth semi-structured interviews were selected as

the primary data-gathering technique due to their effectiveness in eliciting qualitative data and providing valuable insights into language teaching and learning processes (Talmy & Richards, 2011).

As discussed earlier, nine parents actively participated in the in-depth semi-structured interviews, selected purposefully to ensure diversity in terms of economic, social, personal, and cultural backgrounds. The participants' ages ranged from early 30s to late 40s, reflecting the parent demographic crucially invested in their children's early English language learning journey. These participants were from a local school in Deli Serdang District, Sumatera Utara, Indonesia. Data collection was conducted for about six months during the beginning of 2021. Each interview session lasted approximately 40-60 minutes and was conducted over the phone or face-to-face, offering a comfortable and conducive setting for open communication with the parents (Mann, 2016).

The interviews aimed to explore and analyze the spoken discourse of the parents, allowing researchers to gain a deeper understanding of their perspectives, beliefs, and attitudes toward EYL. By engaging in meaningful conversations with the parents, the researchers could delve into various aspects, such as parental motivations, attitudes towards language learning, the role of learner autonomy, and other relevant themes, all contributing to the rich data gathered in this study.

Data analysis

The interviews were analyzed in four stages using Critical Discourse Analysis (CDA) to comprehensively understand the respondents' perspectives on English for Young Learners (EYL). The researchers began by reflectively examining the entire data collection, carefully reviewing each interview to identify recurring patterns and themes in the parents' discourse. This initial stage allowed the researchers to get a sense of the overall discourse landscape and the central ideas expressed by the parents (Handford & Gee, 2013; Mann, 2016). Next, the researchers delved deeper into the data, focusing on more extended sections of text where respondents elaborated on their opinions, behaviors, and underlying assumptions and beliefs related to EYL. By analyzing complete sentences, the researchers aimed to capture the nuanced expressions of the parents and identify any underlying ideologies or values that influenced their attitudes toward early English learning (Gee, 2004; Weiss & Wodak, 2007). In the third analysis stage, the researchers thoroughly examined the data, closely scrutinizing respondents' phrases and language characteristics. This involved paying particular attention to unusual, repetitious, or controversial language, as these linguistic features can offer valuable insights into the

parents' perspectives on EYL. The researchers analyzed linguistic components such as repetitions, the use of specific content words, analogies, metaphors, and the tone of the discourse, all of which contribute to shaping the parents' viewpoints (Gee, 2004; Weiss & Wodak, 2007).

Furthermore, the researchers explored the presence of reference materials, reported speech, phrases, and terminology "borrowed" from other contexts or sources. These elements shed light on the broader societal influences and cultural discourses that may have shaped the parents' attitudes toward EYL (Gee, 2004; Janks, 1997). Upon completing the analysis, the data was shared with an independent reader and a fellow researcher for further scrutiny and to obtain feedback on the coding and interview data. This step aimed to enhance the credibility and reliability of the findings by involving multiple perspectives and ensuring that the interpretations were well-grounded in the data (Mann, 2016). The multi-stage approach to analyzing the interviews using CDA allowed the researchers to uncover the complex interplay between language, social context, and individual beliefs regarding EYL. By exploring the linguistic features and discursive patterns, the study gained valuable insights into how parents in the local school in Deli Serdang District, Sumatera Utara, Indonesia, construct their views on English language learning for young learners. The following section will present the findings and discuss the themes that emerged from the analysis, shedding light on the factors that drive parents' attitudes toward EYL in Indonesia.

FINDINGS

The analysis of the interviews revealed five prominent theme areas in the discourse of English for Young Learners among the parents from the local school in Deli Serdang District, Sumatera Utara, Indonesia. These themes shed light on the parents' perspectives and attitudes towards early English language learning. The first theme, "foreign language learning: the younger the person, the better," reflects the prevailing belief among parents that starting English instruction at an early age is advantageous for language acquisition. The second theme, "added life value," highlights the parents' perception that learning English enhances their children's overall personal development and cultural capital. The third theme, "success in the future," delves into how parents associate English proficiency with future success in education and career opportunities. The fourth theme, "Prospects for internationalization," underscores parents' importance on English as a tool for global communication and participation in an increasingly interconnected world. Lastly, the fifth theme, "responsible parents," illuminates the parents' sense of duty and responsibility in providing their children with quality English education to

equip them for future challenges. These theme areas will be discussed in the following section, providing valuable insights into the factors driving parents' attitudes and decisions concerning English for Young Learners in Indonesia.

Foreign language learning: The younger the person, the better

The recurring theme of "foreign language learning: the younger the person, the better" was prominently voiced by the respondents, reflecting a widely held belief that younger children are more adept at language acquisition than older individuals. This assumption aligns with the critical discourse analysis (CDA) approach employed in this study, as it investigates the social construction of language ideologies and attitudes (Janks, 1997). The respondents emphasized the significance of early English learning, underscoring its positive impact on young children's linguistic and social skills.

The respondents substantiated their views with compelling arguments, using phrases like 'children will be able to pronounce different vocabulary in English and understand their teachers and peers' to stress the advantages of early exposure to the language. Moreover, they asserted that initiating English instruction during early childhood prepares children for future higher education, aligning with previous studies that emphasize the benefits of early language learning on long-term academic success (Edelenbos & Kubanek, 2009). The respondents highlighted the ease with which young learners can imitate and internalize language, corroborating research on the critical period hypothesis, which suggests that language learning is more efficient during early childhood (Abu-Rabia & Sanitsky, 2010).

The discourse of the respondents on this theme reveals a solid personal investment, as indicated by their use of the personal pronouns 'I believe, I think, I feel'. Their rational and convincing arguments were further supported by reassuring terms such as 'confident, sure, it is true, indeed, of course, certainly, absolutely, obviously, undoubtedly, surely,' echoing CDA's focus on language as a tool to construct social realities and power relations (Gee, 2004; Weiss & Wodak, 2007). The following excerpts were from a parent's discourse supporting the 'the younger the person, the better' answer.

Agfa (mother): I believe that learning English from a young age is excellent because children's brains are still fresh, like an empty cassette, ready to record any English language learning, even if it is only English vocabulary that is presented to them. When they are taught as teenagers or adults, the load on their ability to concentrate and think increases significantly. Of course, the most recommended method of instruction is to engage in play while learning.

Ali (father): I am confident that children in their early childhood are already extremely capable of learning English due to their high level of curiosity, which will aid them in their learning. Teaching a foreign language to children at a young age is analogous to carving something into a rock in that they will remember it at any time in the future.

An analysis of the respondents' language usage uncovers the employment of figurative language to strengthen their arguments. For instance, Agfa metaphorically compared children's fresh minds to "an empty cassette, ready to record any English language learning," underscoring the malleability of young minds regarding language acquisition. Similarly, Ali likened teaching a foreign language to children at a young age to "carving something into a rock," emphasizing the lasting impact of early language learning.

Moreover, respondents shared personal experiences reinforcing the benefits of early English learning. A respondent demonstrated how crucial it is to teach English to young learners in the following example:

Rosma (Mother): I invite my children to watch English children's videos and songs on YouTube, such as the Baby Bus series, the Wolfoo Family, and other simple English videos. You know!... I noticed that they were gradually understanding and correctly pronouncing numerous English phrases.

Rosma's account of her children's progress, conveyed with enthusiasm through 'you know!' was a powerful example of the positive outcomes of initiating English instruction early on. Her testimony aligns with the growing research on the advantages of playful and interactive language learning environments for young children (Nikolov, 2009).

Added life value

The respondents' compelling arguments emphasize that English language proficiency bestows significant value upon individuals, encompassing social, cultural, and economic dimensions. Their statements vividly illustrate the manifold advantages associated with early English learning. Notably, the respondents highlighted that children who can effectively communicate in English earn respect and admiration from their peers, teachers, and parents, setting them apart as unique individuals among their friends. Moreover, they emphasized that English language proficiency contributes to enhanced employment prospects, elevating the value of resumes for job applicants. The following is an excerpt from one of the parents' discourses.

Abdul (father): A child who speaks English better than his peers will have more value in the community. For example, he will be more respected, looked up to, and appreciated in his surroundings.

These findings align with previous studies that have explored the impact of English language learning on various aspects of life. Janks (1997) and Gee (2004) have previously demonstrated

that language usage, especially proficiency in a dominant language like English, carries social power and influence, influencing individuals' positions within communities. The notion that English proficiency enhances one's social status finds support in the works of Weiss and Wodak (2007), who discuss the role of language in shaping social interactions and power dynamics. Specifically, they highlight how language can be a tool for establishing authority and gaining recognition in society. Another comment related to life value is discussed below.

Nazrillah (Mother): A child who is good at English will have a greater sense of self-confidence and will be better positioned in our family. My niece, for example, has always been a topic of conversation and a role model to the other kids in our family.

Similarly, the connections between English proficiency and self-confidence, as discussed by Nazrillah, resonate with findings from studies conducted by Sadtono (2007) and K. K. E. Suyanto (2010). These studies underscore the positive impact of early language learning on children's self-esteem and overall development. They emphasize that children who acquire language skills at a young age often exhibit higher self-assurance and active engagement in social interactions. Furthermore, as seen in the following example, the discourses of two parents were linked to life value.

Arifa (mother): I am sure that as youngsters grow older, their English abilities will assist them in gaining more information and improving the quality of their CV.

Sari (mother): I thank God English helps my daughter understand some of the items and commercials presented in English on TV and other media.

Arifa highlights the significance of "English ability" concerning "information" and the "quality of their CV," indicating her strong belief in the prospective economic advantages of securing a job. The phrase "I am certain" suggests that she is confident and possibly foresaw any potential errors in her statement, seeking to establish credibility. For instance, Sari's sentence effectively links "English" with the ability to "understand information linked to items and ads," further exemplifying the economic benefits of including English as a Young Learner (EYL) component. Arifa underscores the tangible advantages EYL can bring in enhancing job prospects and economic growth by employing concrete examples. The economic benefits of English proficiency, as emphasized by Arifa and Bestrica Sari, are also well-documented in existing research. Talmy and Richards (2011) and Mann (2016) delve into the advantages of language learning in the context of career opportunities. These researchers have shown that English language skills can significantly enhance employability, access to information, and understanding of media content, aligning with the experiences shared by the respondents.

Success in the future

In their discourse on English for Young Learners (EYL), the respondents frequently emphasized the significance of "success." According to their viewpoint, participating in EYL programs can significantly enhance the prospects of their children, both in the present and the future. This aligns with previous studies showing that early exposure to English language learning positively impacts linguistic and social skills in young learners (Handford & Gee, 2013; Mann, 2016). Several excerpts from the respondent's discourse are included here.

Jefri (father): English has become essential in securing a job.

Misba (mother): English skills are my children's gateway to mastering the most cutting-edge technology required today and in the future.

Dasmiati (Mother): My son requires the necessary tools, specifically English, in order to be able to compete in the global marketplace in the future.

The parents' attempts to link the term "success" to various metaphorical concepts, such as the 'key,' 'gateway,' 'tool,' or 'ladder,' underscore their belief that learning English was instrumental in success in various facets of life. For instance, Jefri expressed that English proficiency was the "most important key in securing a job." Misba highlighted that English skills served as the "gateway" for her children to master cutting-edge technology, resonating with findings highlighting the importance of English in the digital age (Talmy & Richards, 2011). Similarly, Dasmiati's assertion that her son required English as a "necessary tool" to compete in the global marketplace reinforces the notion that English proficiency is increasingly valuable in today's interconnected world (Richards & Rodgers, 2014).

The parents' use of metaphorical terms emphasizes the critical role of English in achieving future success. These metaphors reflect how parents perceive English as a means to unlock opportunities and open doors for their children. This aligns with previous research showing that parents often associate English proficiency with higher social status and community recognition (Handford & Gee, 2013).

Moreover, the parents' emphasis on early English language development echoes the widely held belief that starting English language instruction in early childhood offers numerous advantages, including improved language learning capabilities and cognitive benefits (Talmy & Richards, 2011). This finding is further supported by the parents' use of words like 'securing a job,' 'cutting-edge technology,' and 'competing in the global marketplace' to illustrate the long-term benefits of early English language learning.

Prospects for internationalisation

The respondents' recognition of the significance of English for Young Learners (EYL) stems from their understanding of English as an international language. This perception is evident in their descriptions of English as 'a language spoken internationally,' 'a global language,' and that 'millions of people on the planet interact in English.' They also believed that not speaking English might lead one to be 'left behind by foreigners.' This aligns with previous research that emphasizes the role of English as a global lingua franca and its importance in international communication (Crystal, 2003; Jenkins, 2014). In addition to using such descriptive terms, the respondents frequently employed lexical expressions such as 'overseas,' 'outside,' 'global,' 'all over the world,' 'planet,' and 'earth' to reinforce the concept of internationalization associated with English. The parents' discourse exemplifies their support for EYL due to its potential for internationalization.

Indah (mother): I teach my children English so they can communicate in English wherever they travel, such as abroad.

Zahara (mother): English is an international language, right? It is the most widely spoken language all over the world.

Hendri (father): Almost every country has started teaching their kids foreign languages at a young age, but we do not do it. Why not? We like to be included.

Indah articulated her support for EYL, stating that she taught her children English so that they could communicate in the language when traveling abroad. This highlights her belief in the practicality of English as a means of international communication. Zahara also reaffirmed the international status of English, referring to it as "an international language" and "the most widely spoken language all over the world." This illustrates how English is perceived as a global lingua franca. Furthermore, Hendri's discourse pointed out that many countries had already started teaching their young learners foreign languages, including English. He questioned why Indonesia should not follow suit, emphasizing that not doing so would mean being left behind in an increasingly interconnected world. This suggested that the respondents were aware of the trend in global education towards early language learning, mainly English, and its implications for future opportunities.

The respondents' statements reflect their proactive approach towards EYL, as they recognized the need for English proficiency in an increasingly internationalized world. Their belief in the importance of English as a global language was supported by using self-evident statements and rhetorical questions to underscore the value of EYL. This aligns with previous research on the

global significance of English as a lingua franca and the trend of teaching English to young learners in various countries (Seidlhofer, 2013).

Responsible Parents

In the discourse on English for Young Learners (EYL), respondents emphasized the significant role of "responsible parents" in ensuring the success of their children's language learning journey. The parents firmly believed that EYL's achievements are intrinsically tied to their active involvement and support. Throughout the discourse, the parents repeatedly used specific keywords such as 'offer,' 'push,' 'obligated,' 'invest,' 'care,' 'provide,' and 'encourage' to underscore their roles and responsibilities. They explicitly identified themselves as "responsible parents" and expressed their unwavering commitment to supporting their children's English language education.

The concept of "responsible parents" was exemplified through actions that required sacrifices, both in terms of time and financial resources, to provide the best possible education for their children. For instance, Radly expressed his dedication to saving money so that he could enroll his children in an English course or non-formal education. He believed that being a responsible parent involved making sacrifices and investing in their children's education. According to the parents, such commitments were essential to fostering an environment conducive to EYL.

Radly (father): As a responsible parent, I am saving money to send my children to an English course or a non-formal education. It is okay if my time and energy are sacrificed to give them the best education possible.

Further, Agfa demonstrated her involvement by continually attempting to introduce English to her children at home, mainly through watching educational videos. She saw her role as a parent as a crucial support system for her children's language learning journey, emphasizing the responsibility of parents in scaffolding their youngsters' English skills.

Agfa (Mother): At home, I keep attempting to introduce English to my children by accompanying them to watch English videos introducing nouns, animals, and fruits. That is a great parent, right?

Furthermore, the parents believed that being responsible parents required setting a positive example for their children. Zahara highlighted that encouraging children to learn English should complement the parent's active participation in language learning. She felt that being a good parent meant leading by example and showing genuine interest in learning English themselves.

Zahara (mother): As a parent, I should not only be able to encourage my children to learn English, but I should also be able to provide a positive example by showing that I like learning English.

Moreover, religiously oriented parents, such as Toufiqsyah, expressed their commitment by using prayer and faith as a form of support for their children's language learning endeavors. For Toufiqsyah, praying to God for his children's fluency in English reflected his belief in the role of divine assistance and parental dedication.

Toufiqsyah (father): As long as I live, I pray and hope my children can speak English fluently and better than their parents.

The discourse on responsible parents in the context of EYL aligns with previous research that emphasizes the importance of parental involvement in children's language development (De Houwer, 2009). Parental support and engagement have significantly impacted children's language learning outcomes, especially in early language acquisition (Hoff, 2006).

DISCUSSION

The purpose of this study was to critically analyze parents' discourse and attitudes towards English for Young Learners (EYL) and the factors influencing these attitudes. The assumption that English for Young Learners is in high demand due to global, sociocultural, and political trends (Copland et al., 2014; Nikolov, 2016a) has led to the focus of this study on understanding parents' perspectives on the necessity of EYL instruction for young learners in Indonesia.

The parents' discourse in this study highlighted their strong desire for their children to be exposed to English early. Through their use of specific keywords and phrases like 'the younger, the better on foreign language learning,' 'added life value,' 'success in the future,' 'prospects for internationalization,' and 'responsible parents,' parents conveyed their belief in the importance of EYL for their children's development. These themes align with previous studies conducted by Butler (2014) in Mainland China, where parents emphasized early English education as vital for their children's future success, regardless of socioeconomic status. Similarly, Kocaman and Kocaman (2015) found that parents in Turkey favored early foreign language instruction due to its positive impact on cognitive, linguistic, and social development.

Moreover, the discourse from this study indicated that parents recognized the global, sociocultural, and political opportunities associated with English for Young Learners. They actively engaged in supporting their children's English learning by participating in activities like 'watching English videos and songs together,' 'introducing simple vocabularies at home,' 'sending their children to English courses,' 'being a role model for their children in learning English,' and 'sacrificing time and energy for the sake of their children's education.' The importance parents place on academic benefits, regardless of socioeconomic background, is consistent with findings by (Schneider and Buckley, 2002).

Given the power and influence of parents' discourse on EYL, it is essential to channel their perspectives into effective educational practices. Parents' discourse in this study displayed logical argumentation, persuasive reasoning, and evidence from their own experiences, actions, and analogies, potentially impacting educational policies and practices in Indonesia. Previous research by Bekleyen (2011) and Lamb and Coleman (2008) in Indonesia further supports the role of parents' discourse in shaping educational initiatives and decisions.

Therefore, educators and policymakers should acknowledge and engage with parents' perspectives on EYL. Teachers can collaborate with parents to better prepare students for higher education and meet their expectations. Teacher preparation programs can benefit from more significant interaction with parents' discourse on EYL, enhancing educators' understanding of the main approaches and needs in foreign language instruction (Sawyer et al., 2019).

Likewise, policymakers and school principals must pay close attention to parents' aspirations and expectations regarding EYL before implementing English programs for young learners. By involving parents in decision-making processes, schools can ensure that children reach their full potential (Whitty & Wisby, 2007). Policymakers should also tailor EYL programs to meet students' needs, and school principals can ensure adequate teaching time and support for teachers' professional development related to teaching English to children and adolescents (TESOL). By aligning educational practices with parents' discourse, schools can create a supportive and collaborative learning environment for young learners, enabling them to thrive in English language acquisition.

CONCLUSION

In conclusion, this study sheds light on the attitudes of Indonesian parents towards English for Young Learners (EYL) in Indonesia. The discourse analysis revealed that parents strongly desire their children to learn English at an early age. They view EYL as a critical factor in shaping their children's future success and believe it provides them with added life value and opportunities for internationalization.

The findings of this study align with previous research conducted in Mainland China by Butler (2014) and in Turkey by Kocaman and Kocaman (2015), where parents similarly emphasized the importance of early English education for their children's cognitive, linguistic, and social development.

Moreover, parents' discourse in this study demonstrated their active involvement in supporting their children's English learning through various actions and activities at home and outside. Their belief in the value of EYL has led them to take on the role of responsible parents, making

sacrifices in terms of time, energy, and financial resources to provide their children with the best possible English education.

Parents' discourse cannot be underestimated, as it can influence educational practices and policies in Indonesia. Previous studies by Bekleyen (2011) and (Lamb & Coleman, 2008) also underscore the influence of parents' perspectives in shaping educational initiatives and decisions.

To leverage the power of parents' discourse, educators should collaborate more closely with parents, understanding their viewpoints on EYL and integrating them into effective teaching strategies. This collaboration can better prepare students for higher education and equip teachers with the necessary knowledge to effectively cater to students' needs.

Furthermore, policymakers and school principals should heed parents' aspirations and expectations when designing and implementing EYL programs. By involving parents in decision-making processes, schools can create an educational environment that meets the needs of young learners and maximizes their potential for success.

In conclusion, Indonesian parents' discourse on English for Young Learners is crucial in shaping educational practices and policies in Indonesia. By acknowledging and incorporating parents' perspectives, educators and policymakers can work together to create a more effective and supportive EYL program that benefits the young learners of Indonesia.

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Türkçe ders kitaplarında konu seçimine yönelik ard zamanlı bir inceleme

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Çıkar çatışması

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Benzerlik

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Türkçe ders kitaplarında konu seçimine yönelik art zamanlı bir inceleme

Öz

Bu çalışmanın amacı, Türkçe ders kitaplarındaki metinlerin konu dağılımlarını art zamanlı olarak incelemektir. Çalışma nitel araştırma paradigmasına uygun olarak gerçekleştirilmiş olup verilerin toplanmasında ve analizinde doküman analizi tekniğine başvurulmuştur. Çalışmanın geçerlik ve güvenilirliğini sağlamak için her aşamada üç uzmanın görüşüne başvurulmuştur. Veri toplama dokümanları Türkçe 1. Sınıf (1938), Güzel Türkçemiz Sınıf: 1 (1977) ve Türkçe 6 (2019) ders kitaplarıdır. Elde edilen bulgular, farklı başlıklar altında tablolar hâlinde gösterilmiş ve yorumlanmıştır. Çalışmada Türkçe ders kitaplarındaki konularda tarihî süreç içinde bir süreklilik bulunmadığı, konuların genel olarak günün gereklerine ve gerçeklerine uygun olarak seçildiği, zaman içinde işlevsellik ve seviyeye uygunluk bakımından gelişme yaşandığı sonucuna ulaşılmıştır. Çalışmanın sonunda ilgililere konuyla alakalı önerilerde bulunulmuştur.

Anahtar Kelimeler: Türkçe, Ders kitabı, Metin, Konu

A diachronic analysis of topic selection in Turkish textbooks

Abstract

The aim of this study is to examine the subject distribution of the texts in Turkish textbooks in a sequential manner. The study was conducted in accordance with the qualitative research paradigm and document analysis technique was used to analyze and collect data. In order to ensure the validity and reliability of the study, the opinions of three experts were consulted at each stage. The data collection documents were Turkish 1st Grade (1938), Our Beautiful Turkish Class: 1 (1977) and Turkish 6 (2019) textbooks. The findings were shown and interpreted in tables under separate headings. In the study, it was concluded that there was no continuity in the subjects in the Turkish textbooks in the historical process, that the subjects were generally selected in accordance with the needs and realities of the day, and that there was an improvement in terms of functionality and suitability to the level over time. At the end of the study, suggestions were made to those concerned.

EXTENDED ABSTRACT

Introduction

Since the texts that are discussed in the course are generally the primary source in the acquisition of mother tongue skills, these texts and their subjects, main ideas and auxiliary ideas are of great importance. Based on these texts, activities such as vocabulary teaching, genre features, text analysis, writing and speaking are carried out. In addition to these, latent learning can also be provided with the texts, more precisely, with the messages given in the text and the topics covered in the text. The subjects of the texts in the textbook reveal the educational understanding of the period in which the book was used. The understanding of education is directly related to the desires of the students to be equipped with the skills and qualities they should have. In other words, the selected texts are used as a tool to shape the students by the decision makers who determine the educational policy and understanding and by the teachers who are the implementers of these decisions, and they provide clues about what kind of people the education system wants to raise. In this respect, text selection is very important. There is no study that examines the subject distribution of texts in Turkish textbooks in a sequential manner. It is hoped that this study will contribute to the field by filling this gap in the literature and determining the changes in the subject distribution of texts in Turkish textbooks over time. In this study, an answer to the question "How has the subject distribution of texts in Turkish textbooks changed in successive time?" was sought.

Conceptual and Theoretical Framework

Concepts

Textbooks can be defined as "printed or computer-based teaching materials containing texts, activities, evaluation processes, etc. prepared in accordance with the objectives of the curriculum" (Soyuçok, 2020: 70). The reasons that make textbooks powerful and almost indispensable are that they ensure standardization across the country, are a resource that students and teachers can refer to at any time, provide a holistic perspective, and enable a collective view of the process at the end of the process. Starting in the late 20th century and continuing in the 21st century, technological developments have made textbooks lose their unique and unrivaled characteristic, but textbooks still remain indispensable. However, it should not be forgotten that textbooks, which have such a great importance in the education and training process, are not the goal but a tool to achieve the objectives of the course. Since the texts discussed in the course are usually the primary source in the acquisition of mother tongue skills, these texts and their topics, main ideas and auxiliary ideas are of great importance. Based on these texts, activities such as vocabulary teaching, genre features, text analysis, writing and speaking are carried out. In addition to these, latent learning can also be provided with the texts, more precisely, with the messages given in the text and the topics covered in the text. The subjects of the texts in the textbook reveal the educational understanding of the period in which the book was used. The understanding of education is directly related to the desires of the students to be equipped with the skills and qualities they should have. In other words, the selected texts are used as a tool to shape the students by the decision makers who determine the educational policy and understanding and by the teachers who are the implementers of these decisions, and they provide clues about what kind of people the educational system wants to raise.

Literature Review

The subject has attracted the attention of many researchers in direct proportion to its importance. In the literature review, the relationship of texts in Turkish textbooks with Turkish curriculum (Coşkun & Taş, 2008), their types (Kolaç, 2009; Tarakcı & Kayadibi, 2023; Türkben, 2018), their relationship with universal values (Somuncu, 2010), their compliance with textuality criteria (Mert, 2011), their effects on Turkish education (Özden, 2012), the values they contain (Doğan & Gülüşen, 2014; Güven & Yıldırım, 2019; Oltulu & Alan, 2023; Padem & Oktan, 2016), their compatibility with the visuals used (Ercantürk, 2015), their vocabulary (Bay & Arslan, 2023; Karakuş, Alparşlan, & Özaydın, 2017; Sayın & Doğan, 2023), their readability level (Baki, 2019; Bora & Arslan, 2021; Bozlak, 2018; Çıplak & Balcı, 2022; Zorbaz, 2013), the appearance of social values (Temizkan, Yırtıcı, & Ergün, 2020), and approaches to gender roles (Karabulut, 2021); their effects on developing reading comprehension skills (Karacaoğlu & Karakuş, 2022), their functions of cultural transfer (Yıldırım, 2022), their consistency (Demirgüneş & Yalap, 2023), their suitability for reading achievements (Ateş, 2023), their relationship with grammar activities (Doğan & Süğümlü, 2023), and discursive elements (Yazıcı & Gündüğü, 2023).

As can be seen, there is no study that examines the subject distribution of texts in Turkish textbooks in a sequential manner.

Keywords: Turkish, Textbook, Text, Subject

GİRİŞ

Ana dili becerisi, yaşamın her alanında büyük öneme sahiptir çünkü etkili iletişimde, ikna sürecinde, kendini ifade etmede, eleştirel düşünmede, ifade edilenleri doğru anlayıp yorumlayabilmede; trafikte, okulda, alışverişte, hastanede, iş yerinde vb. hemen her ortam ve faaliyette ana dili becerilerine başvurulur. Doğal olarak bu becerinin eğitim öğretimi de büyük öneme sahiptir. Ana dili becerisinin zaten doğuştan edinildiği, geliştirilmesi için herhangi bir profesyonel çabaya gerek olmadığı düşüncesi çok eskilerde kalmış; ana dili becerisinin bir düşünme ve yaşama becerisi olduğu, dolayısıyla bu konuda yetkinleşmek için emek ve zaman harcanması gerektiği görüşü hâkimiyet kazanmıştır. Verilen ana dili eğitiminin, nasıl ve hangi

dil öğretimi yaklaşımıyla yapılacağı da büyük öneme sahip olmakla birlikte, odak noktası ve temel prensibi bu görüş olmalıdır.

Ana dili eğitimi, düzenli ve sistemli olarak örgün eğitim kurumlarında gerçekleştirilmektedir. Bu derslerde ders kitabı genellikle temel materyallerden biri olarak kabul edilir. Motivasyon, hazırlık, ölçme değerlendirme, tekrar çalışmaları ve dersteki hemen hemen bütün etkinlikler ders kitaplarından hareketle uygulanır. Ders kitabı “öğretim programına uygun olarak kazanımlar doğrultusunda hazırlanmış metinler, etkinlikler, değerlendirme süreçleri vb. içeren basılı veya bilgisayar tabanlı öğretim materyalleri” (Soyuçok, 2020: 70) şeklinde tanımlanabilir. Anlama (okuma, dinleme) ve anlatma (yazma, konuşma) faaliyetleri ders kitabından hareketle gerçekleştirildiği gibi dersin özel amaçlarıyla doğrudan ilgili olmayan değerler eğitimi de bu sayede sağlanabilir çünkü “ders kitapları sosyal kodları ya da şifreleri taşıyan birer göstergeler toplamıdır” (Batur, 2010: 180). Ayrıca ülke çapında standardizasyonu sağlaması, öğrenci ve öğretmenin istediği an başvurabileceği bir kaynak olması, bütüncül bir bakış açısı sağlaması ve süreç sonunda sürece yönelik toplu bir bakışı mümkün kılması da ders kitaplarını güçlü ve neredeyse vazgeçilmez kılan sebeplerdir. 20. yüzyılın sonlarında başlayıp 21. yüzyılda da devam etmekte olan teknolojik gelişmeler ders kitaplarının tek ve rakipsiz olma özelliğini yitirmesine yol açsa da ders kitapları hâlâ vazgeçilmez konumunu korumaktadır. Ancak eğitim öğretim sürecinde bu kadar büyük öneme sahip olan ders kitaplarının amaç değil dersin amaçlarına ulaşmayı sağlayıcı bir araç olduğu da unutulmaması gereken bir noktadır.

Ana dili becerilerinin kazandırılmasında derste ele alınan metinler genellikle birincil kaynak konumunda olduğu için bu metinler ve bu metinlerin konuları, ana fikir ve yardımcı fikirleri büyük önem taşır. Yer verilen metinlerden hareketle sözcük öğretimi, tür özellikleri, metin analizi, yazma, konuşma gibi etkinlikler yapılır. Ayrıca metinlerle, daha açıkçası metinde verilen mesajlar ve yer alan konularla gizil öğrenme de sağlanabilir. Ders kitabındaki metinlerin konuları, kitabın kullanıldığı dönemdeki eğitim anlayışını ortaya koyar. Eğitim anlayışı, yetiştirilmekte olan öğrencilerin hangi becerilerle donatılmasına ve hangi niteliklere sahip olmasına yönelik isteklerle doğrudan ilişkilidir. Diğer bir deyişle seçilen metinler, eğitim politikasını ve anlayışını belirleyen karar vericiler ve bu kararların uygulayıcısı olan öğretmenler tarafından öğrenciyi şekillendirmek için bir araç olarak kullanılır ve eğitim sistemin nasıl bir insan yetiştirmek istediğine yönelik ipuçları sunar. Bu bakımdan metin seçimi çok önemlidir. Türkçe ders kitabında yer verilen metinlerin aşağıdaki özelliklere sahip olması gerekir (Akdeniz, 2019, 1121; Aytaş, 2001, 38; Batur ve Gülerer, 2013, 214; Coşkun ve Taş,

2008, 61; Çarkıt ve Bahadır, 2022, 104; Çifci ve Kaplan, 2018, 185; Dilidüzgün, 2004, 51; Karabulut, 2021, 123; Kaygana, Yapıcı ve Aytan, 2013, 667; Ünveren Kapanadze, 2018, 1579):

- ✚ Dersin genel ve özel amaçlarına, öğretim programına, kanun ve yönetmeliklere uygun olmalıdır.
- ✚ Öğrencinin duygusal ve zihinsel seviyesine uygun olmalıdır.
- ✚ Eleştirel, yaratıcı, empatik vb. düşünme becerilerini geliştirici olmalıdır.
- ✚ Ne öğrenciyi sıkacak kadar kolay ne de anlayamayacağı kadar zor olmalıdır.
- ✚ Ana dilinin güzel örneklerinden olmalı, Türkçenin ifade zenginliklerini yansıtabilmelidir.
- ✚ Hiçbir şekilde anlatım bozukluğu ve yazım, noktalama yanlışları bulundurmamalıdır. Dönemsel kullanımlar varsa metin sonunda veya sayfa altında belirtilmelidir.
- ✚ Çocuğun günlük hayatıyla ilgili olmalı fakat çok sıradan olmamalıdır.
- ✚ Görsellerle desteklenmeli, renklerin başarı ve motivasyon üzerindeki etkileri göz önünde bulundurulmalıdır.
- ✚ Farklı tür ve konularda olmalı, türün özelliklerini başarılı biçimde yansıtmalıdır.
- ✚ Olabildiğince farklı görüşlere sahip yazar ve şairlerin eserlerinden seçilmelidir.
- ✚ Kısaltılması gerektiği zaman bu işlem dikkatle yapılmalı, anlam bütünlüğünün kaybolmamasına dikkat edilmelidir.
- ✚ Metin üzerinde sadeleştirme ve değişikliklerden kaçınılmalıdır. Gerekirse öğrencinin bilmeyeceği düşünülen kelimelerin açıklamalarına ayrıca yer verilmelidir.
- ✚ Farklı sınıflara yönelik ders kitaplarında tekrarlanmamalıdır.
- ✚ Kültür aktarımını sağlayıcı, evrensel değerleri benimsetici olmalıdır.

Görüldüğü gibi ders kitaplarına metin seçimi pek çok noktayı göz önünde tutmayı, dikkatli ve özenli çalışmayı gerektiren bir süreçtir. Metinlerin konusu, sahip olduğu önemle doğru orantılı olarak birçok araştırmacının ilgisini çekmiştir. Yapılan literatür taramasında Türkçe ders kitaplarındaki metinlerin Türkçe öğretim programlarıyla ilişkisi (Coşkun ve Taş, 2008), türleri (Kolaç, 2009; Tarakcı ve Kayadibi, 2023; Türkben, 2018), evrensel değerlerle ilişkileri (Somuncu, 2010), metinsellik ölçütlerine uygunlukları (Mert, 2011), Türkçe eğitimine etkileri (Özden, 2012), bulundurdıkları değerler (Doğan ve Gülüşen, 2014; Güven ve Yıldırım, 2019; Oltulu ve Alan, 2023; Padem ve Oktan, 2016), kullanılan görsellerle uyumları (Ercantürk,

2015), söz varlıkları (Bay ve Arslan, 2023; Karakuş, Alparslan ve Özaydın, 2017; Sayın ve Doğan, 2023), okunabilirlik düzeyleri (Baki, 2019; Bora ve Arslan, 2021; Bozlak, 2018; Çıplak ve Balcı, 2022; Zorbaz, 2013), yer verilen sosyal değerlerin görünümü (Temizkan, Yırtıcı ve Ergün, 2020), toplumsal cinsiyet rollerine yaklaşımları (Karabulut, 2021); okuduğunu anlama becerisini geliştirmedeki etkileri (Karacaoğlu ve Karakuş, 2022), kültür aktarımı fonksiyonları (Yıldırım, 2022), tutarlılık durumları (Demirgüneş ve Yalap, 2023), okuma kazanımlarına uygunlukları (Ateş, 2023), dil bilgisi etkinlikleriyle ilişkileri (Doğan ve Süğümlü, 2023), söylemsel unsurlar (Yazıcı ve Gündüğü, 2023) açılarından ele alındığı ve araştırma konusu edildiği belirlenmiştir.

Görüldüğü üzere Türkçe ders kitaplarındaki metinlerin konu dağılımını art zamanlı olarak inceleyen bir çalışma bulunmamaktadır. Halbuki Türkçe ders kitaplarındaki metinlerin konu dağılımı eğitimdeki anlayış ve yaklaşım değişimlerini gösterme bakımından önem taşımaktadır. Böylece ders kitaplarındaki metinler yoluyla yetiştirilmek istenen insan tipi de ortaya konabilir. Bu çalışmada literatürdeki eksikliği gidermek ve Türkçe ders kitaplarındaki konuların art zamanlı değişimini belirleyerek ilgililere bir bakış açısı kazandırmak amaçlanmıştır.

YÖNTEM

Çalışmanın Modeli

Bu araştırma nitel araştırma paradigmasına uygun olarak gerçekleştirilmiştir. Nitel araştırmalarda konuyla ilgili derinlemesine bilgi edinmek amaçlanır; röportaj, doküman incelemesi, gözlem gibi veri toplama yollarına başvurulur ve verileri raporlamanın standart bir yolu yoktur (Merriam, 2002, 12-14). Nitel araştırmada araştırmacı önemli bir role sahiptir ve nesnelliği sağlamak için yoğun çaba harcanması gerekir (Brinkmann, 2007, 142).

Verilerin Toplanması ve Analizi

Nitel araştırmalarda verilerin toplanması ve analizi aynı anda gerçekleşir (Merriam, 2002, 14). Bu araştırmada verilerin toplanmasında ve analizinde doküman analizi tekniğine başvurulmuştur. Doküman analizi, konuyla ilgili basılı ve elektronik dokümanların toplanmasına ve analiz edilmesine dayanır. Kitaplar, makaleler, günlükler, haritalar, gazete ve dergiler vb. hepsi veri kaynağı olarak kullanılabilir. Araştırmacı veri kaynağındaki bilgileri bulur, seçer, analiz eder ve sentezler (Bowen, 2009, 27-28). Bu çalışmada da doküman analizi tekniğine uygun hareket edilmiş, araştırma konusuyla ilgili veriler toplanmış ve yorumlanmıştır.

Çalışma Dokümanları

Bu araştırmada veri toplanırken aşağıdaki dokümanlara başvurulmuştur:

1. Türkçe 1. Sınıf Ders Kitabı. Bu ders kitabı, T.C. Kültür Bakanlığı tarafından İstanbul'da 1938 senesinde yayımlanmıştır. İncelenen nüsha kitabın 4. baskısıdır. Kitapta 66 metin olup bunlardan yirmi yedisi şiir, on üçü hikâye, dokuzu deneme, altısı gezi yazısı, üçü anı, ikişer tanesi roman, fabl, fıkra ve birer tanesi de masal ve biyografi türündedir.

2. Güzel Türkçemiz Sınıf: 1 Ders Kitabı. Bu ders kitabı, İnkılap Kitabevi tarafından İstanbul'da 1977 senesinde yayımlanmıştır. İncelenen nüsha kitabın 1. baskısıdır. Kitapta 40 metin olup bunlardan on biri hikâye, yedisi şiir, altısı deneme, beşer tanesi anı ve gezi yazısı, ikisi makale, birer tanesi de tiyatro, haber yazısı, fıkra ve masal türündedir.

3. Türkçe 6 Ders Kitabı. Bu ders kitabı, T.C. Milli Eğitim Bakanlığı tarafından Ankara'da 2019 senesinde yayımlanmıştır. İncelenen nüsha kitabın 2. baskısıdır. Kitapta 30 metin olup bunlardan altısı makale, beşi hikâye, dörder tanesi deneme ve şiir, ikişer tanesi anı ve biyografi, birer tanesi bildiri, broşür, tiyatro, masal, fabl, gezi yazısı ve haber yazısı türündedir. Ayrıca kitapta çalışması yapılan bir film ve bir dinleme metni (türkü) vardır.

Çalışma dokümanlarının seçiminde ders kitaplarının kullanıldığı tarihlerin dünya ve Türkiye için kritik öneme sahip dönemler olması etkili olmuştur. 1938 tarihli ders kitabı İkinci Dünya Savaşı'nın ayak seslerinin duyulduğu bir dönemde, 1977 tarihli ders kitabı da Kıbrıs Barış Harekatı sonrasında ve 12 Eylül Darbesi öncesinde kullanıldığı için tercih edilmiştir. 2019 tarihli ders kitabı ise güncel olduğu için seçilmiştir.

Geçerlik ve Güvenilirlik

Araştırma kapsamında sınırlılıkların belirlenmesinde, metinler ile konuların, bulgular ile yorumların uyumu konusunda uzmanlardan görüş alınmıştır. Grup, doktor ünvanına sahip üç Türkçe eğitimi uzmanından oluşmaktadır.

Sınırlılıklar

Bu çalışma, çalışma dokümanları kısmında belirtilen ders kitaplarındaki okuma ve dinleme metinleri ile sınırlandırılmıştır. Bu doğrultuda Türkçe 1. Sınıf (1938) ve Güzel Türkçemiz Sınıf: 1 (1977) ders kitaplarındaki atasözleri ve çok sayıdaki kısa fıkra ile Türkçe 6 Ders Kitabındaki (2019) serbest okuma metinleri, film ve türkü ile tema sonu değerlendirme çalışmalarındaki okuma parçaları araştırmaya dâhil edilmemiştir..

BULGU VE YORUMLAR

Bulgu ve yorumlar, her kitap için farklı başlıklar altında verilmiştir.

“Türkçe 1. Sınıf” (1938) Adlı Kitaptaki Metinlerin Konularına İlişkin Bulgu ve Yorumlar

“Ortaokul Kitapları Türkçe 1. Sınıf” (1938) adlı kitaptaki metinlerle ilgili bulgular Tablo 1’de sunulmuştur.

Tablo 1. *Türkçe 1. Sınıf (1938) adlı kitaptaki metinler ve konuları*

Adı	Konusu	Adı	Konusu
Atatürk	Atatürk sevgisi	Dağlar	Doğa sevgisi
Atatürk ve Millet	Atatürk’ün kişilik özellikleri	Yol Verin	Özlem
Okumak Zevki	Okuma Sevgisi	İş Başına	Çalışkanlık
Robenson	Hayatta kalma mücadelesi	Yoksul Çocuklar	Yardımlaşma
Süvariler	Kahramanlık	Kardeşime	Kardeş acısı
Kaşağı	Yalan ve iftiranın kötülüğü	Kuş Yemi	Yardımlaşma
Akdeniz	Kahramanlık	Kanarya	Hayvan sevgisi
Kıyılarında			
Memleket Sevgisi	Vatan Sevgisi	Bir Kurtuluş Hikâyesi	Kahramanlık
İzmir Yolunda	Kahramanlık	Mai ve Siyah’tan	Okul hayatı
Esir Aslan	Özgürlük	Falaka	Okul hayatı
Gemiciler	Kahramanlık	Yadelden Sılaya Giderken	Özlem
Forsa	Özgürlük	Su	Suyun önemi
Venedikli	Kahramanlık	Akın’dan	Kahramanlık
Korsanlarla			
Sakarya’nın Suyu	Vatan Sevgisi	Madam Küri	Bir bilim insanının hayatı
Tayyare	Kahramanlık	Vatan Destanı	Vatan sevgisi

Plevne'ye Gidiyorken	Vatan Sevgisi	Bir Köylü Destanı	Vatan sevgisi
Yürüyüş	Kahramanlık	Bahar	Doğa sevgisi
Mehmetçik	Kahramanlık	Aslan ile Tilki	Tembellik
Kış Gelmeden	Sonbahar	Akdeniz'den	Doğa sevgisi
		Geçerken	
And	Dostluk	Alparslan'ın Masalı	Kahramanlık
Körle Kötürüm	Yardımlaşma	Hasretten Hasrete	Bir Gazi'nin Hisleri
Hayvanlar	Hayvan sevgisi	Memleket	Vatan Sevgisi
Arasında		Türküsü	
Çulluk	Özgürlük	Gediz	Özlem
Ağustos Böceği ile Karınca	Çalışkanlık	Torosları Aşarken	Yolculuk
Kuşlar	Hayvan sevgisi	Küçük Irmak	Tevazu
Sincap	Hayvan sevgisi	Yalılar	Mekânın insana etkisi
Üç Atlı	Kahramanlık	Güzellik ve İyilik Karşısında	Güzellik ve iyilik
Gamsızın Ölümü	Hayvan sevgisi	Vezü Volkanı	Doğayı gözlem
Denize Hasret	Doğa sevgisi	Yazın	Yaz
Kayıkcı	Yoksulluk	Bozkır	Ülkedeki bayındırlık faaliyetleri
Kefil	Dostluk	Erzurum Zelzelesi	Erzurum depremi
Yurdumun	Doğa sevgisi	Akşam	Akşam
Dağlarında			
Aladağ	Doğa sevgisi	Laponya	Gezinin zorlukları

Tablo 1'de görüldüğü üzere kitapta en çok işlenen konular kahramanlık (f: 12), doğa (f: 7), vatan sevgisi (f: 6) ve hayvan sevgisidir (f:5). Diğer konular birer veya ikişer defa işlenmiştir. Kahramanlık ve vatan sevgisi konularının sıkça ele alınması kitabın kullanıldığı tarihteki gelişmelere bağlanabilir. Çünkü kitabın basıldığı tarihte (1938) Kurtuluş Savaşı (1919-1922) hatıralarının henüz çok canlı olması muhtemeldir. Kitabın hazırlandığı dönemdeki uygulayıcı veya karar verici durumdaki eğitimcilerin, kitap hazırlayıcıların Kurtuluş Savaşı'nın yaşayan tanıkları belki de gazisi oldukları da unutulmamalıdır. Ayrıca 1938'de ikinci bir dünya savaşının işaretleri de ortaya çıkmaya başlamıştır. Dolayısıyla öğrencileri mümkün olan en üst

seviyede vatanseverlik ve kahramanlık duygularıyla donatmak bir tercih değil zorunluluk hâlini almıştır. Bu yolla hem Kurtuluş Savaşı hatıralarını canlı tutmak hem de yaklaşmakta olan dünya savaşına karşı öğrencileri psikolojik olarak hazırlamak amaçlanmış olabilir. Konu seçimi metin türlerini de etkilemiştir. 66 metinden 27'sinin şiir olması kahramanlık ve vatan sevgisi konularına ağırlık verilmesiyle doğrudan ilgilidir. Çünkü şiir hamasi duyguların iletilmesinde çok etkili olabilecek bir türdür. Doğa ve hayvan sevgisi de yoğun olarak işlenen diğer konulardır. Bu da 21. yüzyılda sıkça üzerinde durulan çevre bilinci konusuna gerekli önemin Türkiye’de yıllar önceden verilmeye başlandığını göstermektedir. Bu konular, öğrencilerin çevre bilincine katkı sağlayabilecek, onlarda doğayla ve doğadaki canlılarla uyum için yaşama isteği uyandırabilecek konulardır. Ayrıca çevre okuryazarlığı gibi 21. yüzyıl becerilerinin öğrencilere kazandırılmasında da bu konulardan faydalanılabilir. Kitapta dostluk, yardımlaşma, okuma sevgisi, tevazu, bir bilim insanının hayatı gibi öğrencilerin duygusal gelişimine katkı sağlayabilecek konulara yer verilmiştir. Örneğin “Madam Kuri” adlı metinde bir bilim insanının yaptığı çalışmalar ele alınmıştır. Bu şekildeki biyografik metinler yoluyla öğrencilerin öğrenme, çalışma, araştırma motivasyonu arttırılabileceği gibi onlara rol model önerisi de sunulabilir. Bu bakımdan kitabı hazırlayanların güncel gelişmeler doğrultusunda hareket ettikleri, öğrencileri yeni şartlara uygun yetiştirmeyi amaçladıkları ve onlara doğa sevgisi, hayvan sevgisi, tevazu gibi değerleri kazandırmayı hedefledikleri söylenebilir. Kardeş acısı konulu “Kardeşime” adlı metne yer verilmesi ise konu altıncı sınıf seviyesindeki öğrencilerin duygusal özelliklerine uygun olmadığından olumsuz bir durumdur. Zorlu bir süreç olan kardeş kaybı (Cesur, 2017, 295) konusundaki bir metnin öğrencilerde korku, endişe gibi olumsuz duygular uyandırma ihtimali göz önünde bulundurulmalıdır. Ayrıca kitapta günlük hayata ilişkin kesitlere yer verilmemesi de olumsuz durumdur. Bu konuları işleyen metinlere yer verilmemesi edebî metinlerin sosyal öğrenmeyi sağlama işlevinin göz ardı edildiğini göstermektedir.

“Güzel Türkçemiz Sınıf: 1” (1977) Adlı Kitaptaki Metinlerin Konularına İlişkin Bulgu ve Yorumlar

“Güzel Türkçemiz Sınıf: 1” (1977) adlı kitaptaki metinlerin konularıyla ilgili bulgular Tablo 2’de sunulmuştur.

Tablo 2. *Güzel Türkçemiz Sınıf: 1 (1977) adlı kitaptaki metinler ve konuları*

Adı	Konusu	Adı	Konusu
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Atatürk'ün Okul Yılları	Atatürk'ün özellikleri	kişilik	Deniz Hasreti	Doğa sevgisi
Çalışma Zevki	Çalışkanlık		Çulluk	Hayvan sevgisi
Kaşığı	Yalan ve iftiranın kötülüğü		Sincap	Hayvan sevgisi
Destan	Sakarya Savaşı		Bitkiler Bahçesi	Gezideki gözlemler
Bu Vatan Kimin	Vatan sevgisi		İyi Kalpli Doktor	Nankörlük
Atatürk ile	Atatürk'ün özellikleri	kişilik	Yıldız Dağı	Doğayı gözlem
Kurtdereli				
Ziyaret Günü	Yalnızlık		Bursa'dan Balıkesir'e	Gezideki gözlemler
Kedi	Hayvan sevgisi		Su Baskını	Yardımlaşma
Kaplan Avı	Gezideki gözlemler		Fırtına	Fırtına anında yaşananlar
Tavuslar	Hayvan sevgisi		Gamsızın Ölümü	Hayvan sevgisi
Kendine Doğru	Milli değerler		Baharda Tabiat	Doğa sevgisi
Kara Taşın	Kömür		Balın Hikâyesi	Balın nitelikleri
İçindeki Mucize				
Tembel Harcı	Tembellik		Vapur Kalkarken	Her şeyden şikâyet etme
Vazife Aşk	Görev bilinci		Muharebeyi Kazananlar	Türk askeri
Yoğurt Gölü	Boşa ümitlenmek		Bir Hareketin Mükâfatı	İyiliğin karşılığı
Keloğlan	Anne sevgisi		Anadolu'da Bahar	Doğa sevgisi
Altın Nine	Büyüklerle saygı		Eyfel Kulesi	Gezideki gözlemler
Bir Bahçe	Doğayı gözlem		Filimcilik	Gezideki gözlemler
			Diyarında	
Şarbon Aşısı	Şarbon aşısının bulunması		Mustafa Kemal	Atatürk sevgisi
Nasıl Bulundu				
Denizler	Doğa sevgisi		Duatepe	Millî Mücadele

Tablo 2'de görüldüğü üzere ders kitabında en fazla doğa (f: 6), hayvan sevgisi (f: 5) ve gezi (f: 4) konulu metinlere yer verilmiştir. Diğer konular ise birer, ikişer defa işlenmiştir. Doğa ve hayvan sevgisi konuları öğrencilerin çevre bilincine ve duyarlılığına sahip, doğaya ve diğer

canlılara karşı sorumluluk duyan bireyler olarak yetişmelerini sağlayabilir. Gezi konusu ise gezme, merak ve keşfetme isteği uyandırabilecek, öğrencilerin ufkunu genişletebilecek, duygu ve düşünce dünyalarını zenginleştirebilecek bir konudur. Doğa ve hayvan sevgisinin “Türkçe 1. Sınıf” (1938) adlı ders kitabında olduğu gibi yoğun olarak işlenmesi çevre bilinci konusunun kitap hazırlayıcıların tercihi değil, millî eğitimin genel politikası olduğunu göstermektedir. Kahramanlık ve vatan sevgisi konuları ise incelenen önceki kitapla karşılaştırılamayacak ölçüde azalmıştır. Bu durum, iki kitap arasında bulunan 39 yıllık süreçte ciddi bir düşünce değişikliği yaşandığını göstermektedir ve olumsuz bir durum olarak değerlendirilebilir. Çünkü vatanseverlik, geçerliliğini ve önemini kaybetmeyecek bir değerdir ve eğitim öğretimde yeterince yer alması gerekir. Kahramanlık ve vatan sevgisi konularındaki azalışın dönemin siyasî ve toplumsal gelişmeleriyle birlikte incelenmesi gereken, başlı başına bir araştırma konusu olduğu düşünülmektedir çünkü kitabın basıldığı tarihte (1977) Kıbrıs Barış Harekâtı (1974) yeni gerçekleşmiştir, dolayısıyla kahramanlık konusuna Türkçe ders kitabında yoğun olarak yer verilmesi beklenirdi. Konu tercihindeki değişim metin türlerine de yansımıştır, örneğin “Türkçe 1. Sınıf” (1938) ders kitabında yirmi yedi şiir varken bu kitapta sadece yedi şiir bulunmaktadır. Tembellik, görev bilinci, büyüklere saygı konulu metinlere yer verilmesi metinler yoluyla öğrencilere değerler eğitimi verildiğinin bir kanıtı olarak görülebilir. Kömür ve bal konulu metinler öğrencilerde doğal kaynaklar konusunda farkındalık ve duyarlılık oluşturma açısından önemlidir. 21. yüzyılda çok sık dile getirilen ve korunmaları için ciddi emek sarf edilen doğal kaynaklar konusunun daha 1977’de ele alınması dikkat çekicidir. İncelenen kitapta “Türkçe 1. Sınıf” (1938) ders kitabındaki gibi bir biyografi bulunmamakla birlikte “Atatürk’ün Okul Yılları” adlı metin biyografinin rol model sunma işlevini yerine getirme özelliği taşımaktadır. Atatürk’ün de bir zamanlar kendisi gibi öğrenci olduğunu görmesi öğrencinin motivasyonunu yükseltebilir. Günlük hayattan kesitlere yer verilmesi sosyal öğrenme açısından olumlu bir durumdur. Keloğlan metnine yer verilmesinin kitabı zenginleştirdiği söylenebilir çünkü masallar ana dilinin zenginliğini yansıtmaları ve kültür aktarımı sağlamaları dolayısıyla önemli edebî türlerdir. Kitap hazırlayıcıların öğrencilerin olumlu tutum ve düşüncelere sahip olarak yetişmelerini ve metinler yoluyla sosyal öğrenmeler gerçekleştirmelerini sağlamayı amaçladıkları anlaşılmaktadır. “Güzel Türkçemiz Sınıf: 1” (1977) ders kitabının “Türkçe 1. Sınıf” (1938) ders kitabından günlük hayatı ele alan konulara yer verme bakımından güçlü, vatanseverlik gibi konulara yer verme bakımından ise zayıf olduğu söylenebilir.

“Türkçe 6 Ders Kitabı” (2019) Adlı Kitaptaki Metinlerin Konularına İlişkin Bulgu ve Yorumlar

“Türkçe 6 Ders Kitabı” (2019) adlı kitaptaki metinlerin konularıyla ilgili bulgular Tablo 3’te sunulmuştur.

Tablo 3. *Türkçe 6 (2019) Ders Kitabındaki metinler ve konuları*

Adı	Konusu	Adı	Konusu
Bu da Benim Öyküm	Okuma sevgisi	Merak Ettiklerimiz	Bilimsel Bilgiler
Arıyorum	Ana dili bilinci	Afyon	Gezideki gözlemler
Canım Kitaplığım	Okuma sevgisi	Su Kirliliği	Su kirliliği
Heykeli Dikilen Eşek	Görev bilinci	Kar Kristallerinin Peşinde Bir Yaşam	Bir bilim insanının hayatı
Türk Askerinin Cesareti	Türk askeri	Anadolu	Vatan sevgisi
Yaşlı Nine	Atatürk sevgisi	Tarhananın Öyküsü	Tarhana
15 Temmuz 120	Vatan sevgisi	Ana Dili	Ana dili sevgisi
Aziz Sancar	Vatan sevgisi	Kara Tren	Özlem
	Bir bilim insanının hayatı	Bisiklet Zamanı	Bisiklet
İnsanlar Zamanı Eskiden Nasıl Ölçerdi	Teknik bir aracın geçmişi	Yemek, İçmek ve Sindirmek	Beslenme sistemi
Teknoloji Bağımlılığı	Teknoloji bağımlılığı	Obezite Hakkında 10 Soru 10 Cevap	Obezite
Bak Postacı Geliyor Veriyor	İletişimdeki değişimler	Vazgeçmeyenlerin Hikâyesi	Azim ve kararlılık

Vermek	Paylaşma	Evet Efendim	Görgü kuralları
Çoğalmaktır			
Sevgi	Diyen	Sevginin gücü	Sen de Bir İyilik
Çağlar Aşar		Yap	Karşılıksız iyilik
Gümüş Kanat	Hayvan sevgisi	Dostluğa Dair	Dostluk
Balıkçıl	Açgözlülük	Hacettepe	Kanaatkârlık

Tablo 3’te görüldüğü üzere “Türkçe 6 Ders Kitabı”nda en sık yer verilen konu vatan sevgisidir (f: 3). Bu değerin düşük olması ders kitabındaki metin sayısının azlığıyla alakalıdır. Vatan sevgisi konulu metinlerin sayıca değilse de oranca fazla olması, “Güzel Türkçemiz Sınıf: 1” (1977) ders kitabındaki vatanseverlik değerini geri plana atan yanlış yaklaşımdan zaman içinde vazgeçildiğini göstermektedir. Önceki ders kitaplarında bulunmayan ana dili konusu bu ders kitabında iki metinde yer almaktadır. Düşünme, anlama ve üretme aracı olan ana dili yaşamın her alanında büyük öneme sahip olduğu için ders kitabında ana dili sevgisi ve bilinciyle ilgili metinlerin yer alması olumlu bir durumdur. Diğerlerinde yer almayıp da bu ders kitabında yer alan bir diğer konu da okuma sevgisidir. Bu da ana diliyle doğrudan ilgili bir konudur ve öğrencilerin hayat boyu devam edecek alışkanlıklar kazandıkları bir yaş grubunda olmaları dolayısıyla büyük öneme sahiptir. Metin sayısı diğer kitaplara göre az olmakla (f_{1938} : 66, f_{1977} : 40, f_{2019} : 30) birlikte konu çeşitliliği fazladır. Yaşları itibarıyla öğrencilerin ilgisini çekebilecek bisiklet, teknik araçlar, beslenme sistemi gibi konulara yer verilmiştir. Obezite, su kirliliği ve teknoloji bağımlılığı gibi güncel sorunlara yer verilmesi ve öğrencileri ilgili konularda bilinçli olmaya yönlendirmesi bu ders kitabını güçlü kılan özelliklerdir. Çünkü obezite ve teknoloji bağımlılığı hem fiziksel hem de ruhsal sağlığı tehdit etmeleri dolayısıyla mücadele edilmesi gereken sorunlardır. Bu durum, kitap hazırlayıcıların güncel gelişmeleri takip ettiklerini ve öğrencilerin bu gelişmelere ve mevcut şartlara hazırlıklı olarak yetiştirilmelerine önem verdiklerini göstermektedir. İletişimdeki değişimler ve teknik bir aracın geçmişi konuları, 21. yüzyılın belki de en dikkat çekici özelliği olan bilim ve teknikteki hızlı gelişme ve değişimleri yansıtmaları bakımından önemlidir. Bu yaklaşım, okulun hayata hazırlama işlevinin göz önünde bulundurulduğunu göstermektedir. “Aziz Sancar” ve “Kar Kristallerinin Peşinde Bir Ömür” metinleri biyografi özelliği taşımaktadır ve öğrencilere rol model sunulması bakımından önemlidir. Hayvan sevgisi konusunda tek metin olması, doğa sevgisi ile ilgili hiçbir metin bulunmaması bu ders kitabını öncekilerden farklı kılmaktadır ve olumsuz bir durum olarak değerlendirilebilir çünkü çevre bilinci ve hayvan sevgisi her zaman geçerli olan değerlerdir. “Tarhana” metni de işlevsel olması dolayısıyla bu ders kitabını incelenen diğer ders

kitaplarından farklı kılmaktadır. Bu metin günlük hayatın her evresinde kullanılmak zorunda olan işlevsel okuma becerisini kullanmayı gerektirmektedir. Ancak kitapta günlük hayata dair kesitlerin sınırlı şekilde yer alması olumsuz bir durum olarak değerlendirilebilir. “Türkçe 6 Ders Kitabı”nın (2019) hem “Türkçe 1. Sınıf” (1938) hem de “Güzel Türkçemiz Sınıf: 1” (1977) ders kitabına göre daha işlevsel olduğu, çağın gereklerine ve öğrencilerin ihtiyaçlarına uygun bir bakış açısıyla ve öğrencilerin olumlu kişilik özelliklere sahip, çağın gereklerine uygun olarak yetiştirilmelerini önceleyerek hazırlandığını söylemek mümkündür.

SONUÇ

Elde edilen bulgulardan hareketle Türkçe ders kitaplarındaki konu dağılımının tarihsel süreç içinde önemli değişiklikler gösterdiği söylenebilir. “Türkçe 1. Sınıf” (1938) ders kitabında kahramanlık ve vatanseverlik konuları yoğun şekilde işlenirken “Güzel Türkçemiz Sınıf: 1” (1977) ders kitabında bu yoğunluk ciddi şekilde düşmüş, “Türkçe 6 Ders Kitabı”nda (2019) ise oransal olarak tekrar yükselmiştir. Bu dağılımda güncel siyasî ve toplumsal gelişmelerin etkili olduğu düşünülmektedir fakat Kıbrıs Barış Harekatı’ndan (1974) hemen sonra yayımlanan “Güzel Türkçemiz Sınıf 1” (1977) ders kitabında bu konulara çok az yer verilmesinin sebebi anlaşılammıştır ve hakkında bir çalışma bulunmadığı tespit edilen bu durumun tek başına bir araştırma konusu olduğu düşünülmektedir. Çünkü ders kitapları kullandıkları dönemin siyasî, kültürel, ekonomik, teknik özelliklerini yansıtır (Tüfekçioğlu, 1995, 61). Çalışma kapsamında konu ve metin türü arasında ilişki olduğu da anlaşılmıştır. Örneğin “Türkçe 1. Sınıf” (1938) kitabında kahramanlık ve vatan sevgisi konuları yoğun olduğu için şiir türüne, “Türkçe 6 Ders Kitabı”nda (2019) güncel ve teknik konular yoğun olduğu için bilgilendirici türlere ağırlık verilmiştir. Doğa ve hayvan sevgisi “Türkçe 1. Sınıf” (1938) ve “Güzel Türkçemiz Sınıf:1” (1977) ders kitaplarında yoğun olarak ele alınmışken “Türkçe 6 Ders Kitabı”nda (2019) hemen hemen hiç yer verilmeyen konulardır. Çevre bilinci gibi 21. yüzyılda çok gündemde olan bir konunun 2019 yılında yayımlanmış bir kitapta yeterince işlenmemesi olumsuz bir durum olarak değerlendirilmektedir. Edebî eserlerin sosyal öğrenmeyi sağlama işlevinden “Türkçe 1. Sınıf” (1938) ve “Türkçe 6 Ders Kitabı”nda (2019) yeterince faydalanılmadığı görülmüştür. Okudukları ve dinledikleri/izledikleri metinler yoluyla sosyal deneyimler edinmenin öğrencilerin duygusal ve zihinsel katkı sağlayabileceği umulur. Bu açıdan en güçlü kitabın günlük hayata dair kesitlere sıkça yer veren “Güzel Türkçemiz Sınıf:1” (1977) ders kitabı olduğu söylenebilir. Her üç kitap da biyografi türü açısından zayıftır. Hâlbuki alanında önde gelen insanların hayatlarını ele alan biyografiler rol model edinmede, kendini keşfetmede, kültürel ve sosyal değerleri kazandırmada önemli işlevlere sahiptir (Başoğlu, 2022, 157).

Güncel gelişmelere yer verme ve öğrencileri hayata hazırlama bakımından en güçlü kitabın “Türkçe 6 Ders Kitabı” (2019) olduğu söylenebilir. Bu kitapta yer alan obezite, teknoloji bağımlılığı gibi konular, güncel gelişmeleri yansıtmakta ve öğrenciyi tehdit eden bazı durum ve kavramları ele almaktadır. Öğrencilerin zihinsel ve psikolojik durumlarının en iyi şekilde “Türkçe 6 Ders Kitabı”nda (2019) göz önünde bulundurulduğu söylenebilir. Teknik araçların geçmiş, beslenme sistemi gibi konular bu yaş dilimindeki (6. sınıf seviyesi, 11-12 yaş) öğrencilerin merakını uyandıracak, ilgisini çekecek konulardır. İncelenen bütün ders kitaplarında işlenen konular yardımıyla öğrencilere olumlu kişilik özellikleri kazandırılmaya çalışıldığı görülmüştür. Bu durum, ders kitaplarının toplumun aktarmak istediği özellikleri yansıttığı (Aslan, 2010, 16) yargısıyla da uyumludur. Çalışma kapsamında elde edilen verilerden ve yapılan yorumlardan hareketle Türkçe ders kitaplarındaki konularda tarihî süreç içinde bir süreklilik bulunmadığı, konuların genel olarak günün gereklerine ve gerçeklerine uygun olarak seçildiği, zaman içinde işlevsellik ve seviyeye uygunluk bakımından gelişme yaşandığı sonucuna ulaşılmıştır.

Öneriler

Çalışma konusu hakkında ilgililere aşağıdaki önerilerde bulunmaktadır:

- Benzer çalışmalar farklı zaman dilimlerindeki ders kitaplarıyla gerçekleştirilebilir.
- Benzer çalışmalar aynı zaman diliminde kullanılmış farklı ders kitaplarıyla gerçekleştirilebilir.
- Farklı seviyedeki ders kitaplarında metin tekrarını önlemek için ders kitabı hazırlayıcılarına yönelik metin listesi hazırlanabilir.
- “Türkçe 6 Ders Kitabı”nda (2019) görülen işlevsel yaklaşım devam ettirilebilir.

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The attitude of EFL learners toward the use of (A case study of senior high school context)

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Conflict of interest

The authors declare no possible conflict of interest in this study.

Similarity

This study was scanned in the iThenticate program. The final similarity rate is 5%.

The attitude of EFL learners toward the use of ICT (A case study of senior high school context)

Abstract

This research aims to analyze EFL learners' attitudes toward the use of Information and Communication Technology (ICT) in the English learning process and to describe the EFL learners' attitudes toward ICT in science, social, and language classes. This research was conducted using a descriptive qualitative method. This research data was taken from 95 students of SMA Negeri 2 Palu. The researcher used a questionnaire and semi-structured interview to collect the data for this research. To answer four research questions, the findings found that: (1) there is no doubt that the students are positive concerning ICT use; (2) The science learners show a positive attitude since they like the visual appeal ICTs offer in the classroom; (3) The social learners show the positive attitude because they know should acquire a wide range of skills during the use of ICT; (4) The language learners have the positive attitude since they understand that ICT will be used forever. The results of the data analysis from the interview and questionnaire show that the attitude of EFL learners toward the ICT is positive since they want to learn how to operate the ICT if they have the opportunity; the utilization of ICT has enabled learners to access information from the internet more effectively.

EXTENDED ABSTRACT

Introduction

Nowadays, the field of innovation and technology has developed at a rapid pace. Information and Communication Technology (ICT) is more natural than any point of view. ICT has become a fundamental part of many individuals' lives in this computerized time. Presently, teaching the English language is frequently linked with the use and integration of ICT. The problem of EFL learners' problem with implementing ICT in the English learning process might be traced back to their internal factors. The learner-level factor was the internal factor. The internal factor includes their attitudes and knowledge about technology. According to Fančovičová & Prokop (2008), in a study carried out in school, learners' attitudes towards computers found that school significantly affected behavior dimensions of attitude towards ICT. In line with de Sousa et al. (2012), using ICT promotes changes in attitudes, behavior, values, and cognitive and perceptive processes, especially in learners learning attitudes and behaviors. When ICT is involved in the learner's learning process, they show more self-directed and self-managed behaviors in their learning.

Literature Review

Technology advances have significantly impacted education these days, especially in the field of English as a foreign language study. ICT integration in language learning can help students become more proficient language users (Balbay & Kilis, 2017; Caldwell, 2020). In addition, using ICT can inspire and empower students to learn English (Tran, 2020). ICT can facilitate cooperation and engagement during the learning process, but the instruction must be scaffolded for students to take advantage of these opportunities (Al Arif, 2019).

The importance of ICT in education

In the 21st century, technology has experienced rapid advancement, with ICT becoming ubiquitous in various facets, including education. This aligns with the assertion made by Semerci and Aydın (2018) that the progress of ICT has transformed numerous aspects of daily life, notably education. Consequently, integrating ICT into classroom instructions is deemed essential.

ICT roles in the English language

The landscape of education undergoes continual transformation with the evolving impact of technology. Similarly, technological progress significantly influences language classrooms, offering novel and enhanced approaches to language learning (Parvin, 2015). Ammanni and Aparanjani (2016) additionally emphasized the role of ICT in

English teaching and learning, characterizing it as a tool that fosters innovation among learners and as a motivating source for English language acquisition.

Attitudes and ICT

Using the internet as an educational tool for facilitating language learning has garnered attention from scholars. Nevertheless, research on the attitudes of teachers and learners indicates a discernible gap in how these attitudes should converge for a more harmonious agreement on fostering positive views about incorporating the internet into the classroom setting, a perspective shared by both teachers and learners.

Method

This current study employed qualitative and descriptive qualitative research as the research design. There were 95 subjects for the questionnaire respondents and three students for the interviewees. These questionnaires were 21 closed-ended questions, and the closed-ended questionnaire used four levels of evaluation scale for the first section of the questionnaire: strongly disagree, disagree, agree, and strongly agree.

Conclusion and Recommendations

The students view the use of ICT in teaching and learning favorably. Teachers' involvement in the teaching and learning process encourages EFL students' good attitudes toward ICT. Students must understand the theory and apply it immediately before utilizing ICT.

The favorable outcomes of students' attitudes about ICT use imply that ICT may be useful for students' independent study during their educational process. Consequently, teachers need to design a classroom setting that can improve the relationship between students' use of mobile applications and the material covered in class.

Keywords: Attitude, information and communication technology (ICT), English learning process

INTRODUCTION

Nowadays, the field of innovation and technology has developed at a rapid pace. Information and Communication Technology (ICT) is more natural than any point of view. ICT has become a fundamental part of many individuals' lives in this computerized time. Presently, English language teaching is often associated with the use of ICT. Information and communication technology development has been changing not only the lifestyle of modern people but also the educational environment at a remarkable speed (Jeong, 2022). Through technology, such as hardware and software, learners can learn and communicate in English language teaching and learning.

Besides being able to use technology in their language instruction, EFL learners also face various barriers when accessing and using the internet. Advocates contend that the current generation has been raised in media-rich digital environments, making them more inclined and interested in utilizing information and communication technologies (Sweeney & Geer, 2010). When employed effectively, ICT can enhance the significance of education in an increasingly interconnected society, elevating the quality of education by transforming learning and teaching into an active process integrated with real-life contexts.

The problem of EFL learners' problem with implementing ICT in the English learning process might be traced back to their internal factors. The learner-level factor was the internal factor.

The internal factor includes their attitudes and knowledge about technology. According to Fančovičová & Prokop (2008), in a study carried out in school, learners' attitudes towards computers found that school significantly affected behavior dimensions of attitude towards ICT. In line with de Sousa et al. (2012), using ICT promotes changes in attitudes, behavior, values, and cognitive and perceptive processes, especially in learners learning attitudes and behaviors. When ICT is involved in the learner's learning process, they show more self-directed and self-managed behaviors in their learning.

Using the internet as an educational tool for facilitating language learning has garnered attention from scholars. However, research on the attitudes of teachers and learners indicates a discernible gap in how these attitudes should converge for a more harmonious agreement on fostering positive views about incorporating the internet into the classroom setting, a perspective shared by both teachers and learners.

METHOD

This current study employed qualitative and descriptive qualitative research as the research design. There were 95 subjects for the questionnaire respondents and three students for the interviewees. These questionnaires were 21 closed-ended questions, and the closed-ended questionnaire used four levels of evaluation scale for the first section of the questionnaire: strongly disagree, disagree, agree, and strongly agree.

Procedures

The researcher requested and gained permission from SMA Negeri 2 Palu to observe the XI classes that had been chosen. To better understand the EFL learners' attitudes toward ICT, the researcher also used interviews to explore more of the learners' thoughts on the items given.

FINDINGS AND DISCUSSION

a. The EFL learners' attitude in using ICT in the English learning process

The success or failure of teaching and learning processes should also be considered as learners' attitudes toward technology are likely to significantly influence their ability to use it as a teaching tool in English classes. In contrast to traditional learning confined to the classroom, electronic learning is more flexible and less structured. Consequently, it can occur anywhere and anytime, with sustainability as its focal point (Almajali et al., 2022). Hence, researchers should take learners' opinions toward ICT into account.

The following data is presentation variables based on positive indicator statements in the questionnaire from research, which is summarized in the frequency table as follows:

Table 1: *The Frequency of Positive Statements*

The Frequency of Positive Statements							
Statements	SD	D	Total of SD and D	A	SA	Total of A and SA	
Working on ICT exercises is fun	2	29	31	57	7	64	
ICT is interesting	3	28	31	54	10	64	
I like studying ICT	3	28	31	62	2	64	
I like ICT	2	25	27	60	8	68	
ICT is easy for me	7	31	38	52	5	57	
When I have difficulties using ICT (computer or laptop), I know I can handle them.	5	26	31	57	7	64	
I find many aspects of using ICT (computer or laptop) interesting and challenging	1	12	13	61	21	82	
I find using ICT (computer or laptop) Enjoyable	0	11	11	64	20	84	
I would want to study ICT (computer or laptop) in education even if it was not compulsory	5	16	21	59	15	74	
The use of ICT has helped me in collecting data for my project work	1	10	11	62	22	84	
The use of ICT has helped me in the analysis of data	1	8	9	70	16	86	
The use of ICT has helped me in the presentation of data	0	13	13	63	19	82	
The use of ICT has helped me to retrieve information from the Internet	0	2	2	44	49	93	

It can be seen that from the 13 positive items above, most SMA Negeri 2 Palu learners agree on all positive statements that are part of the questionnaire items. By analyzing the response to the question above, By leveraging the internet, word processors, presentation software, multimedia, hypermedia, and drill-and-practice programs, EFL learners can partake in personalized instruction tailored to their unique needs. Additionally, they can engage in collaborative projects that promote communication with peers within their classrooms. It shows their interest in using ICT. It is supported by the respondent from science and language class

who answered the question "Are you interested in learning using ICT? Why?" during the interview:

"Very interested. There are many things to learn in this development era."

"All about ICT, from increasingly sophisticated technology, information that is easy to get because we can know and learn about anything on the internet."

Most learners are more interested in using ICT to learn about their future. Using ICT makes them feel like they are capable of doing so. Moreover, if they take online training, they are also asserting and interested in it. They also want to integrate the internet with their learning and wield Internet materials and learning resources as much as possible. They tend to think positively about using the internet for learning purposes. It aligns with some studies, such as Otaibi's (2012) research, which shows that internet use involves educational and cultural purposes, leisure and entertainment, and purchasing. Balaramulu & Uma (2015) also support this finding; the internet is fast becoming an essential feature of global civilization, so what has traditionally been called "civil society" is now becoming identical to information technology society as defined by Internet use. Not only that, Rehman, K.U., Hunjra, A. I., Safwan, N., & Ahmad (2010) also concluded in their research that the internet is deemed more user-friendly compared to a collection of research tools, making it an essential resource. Students should harness the potential for significant and positive utilization of the internet. Additionally, it is recommended that students be educated on using essential Internet tools.

It shows that the respondents from the social class prefer to avoid learning using ICT. It is supported by the reason given by the respondent from social class who answered the question, "What do you enjoy the most in using ICT?" during the interview:

"in my opinion, learning about the theory is less exciting. Nevertheless, the learning process that is using ICT, I think it is fascinating. The part that learns about application and programming is difficult, and the one that requires much theory is also difficult." Many authors have argued for decades that ICT as an educational device facilitates teaching adaptation to each learner. Learners from the big city are more likely to use ICT than learners from rural areas. This finding was consistent with a previous study by Sarfo et al. (2011). It could be because learners from remote areas lack access to electronic materials due to a lack of infrastructure such as electricity and computers. Learners with excellent ICT expertise are likelier to use ICT than learners with weak ICT understanding. As Suriaman et al. (2023) stated, ICT inspires students to learn more about the course materials from other sources and how well they support students' learning processes. This finding is supported by research conducted in Ghana (Dery, Vroom, Gody, Afagbedzi, Dwomoh et al., 2016). The possible explanation is that

learners must gain ICT expertise to ensure that ICT tools are used and embraced to assist efficient learning and teaching.

Table 2. *The frequency of negative statements*

a. The frequency of negative statements

Statements	SD	D	Total of SD and D	A	SA	Total of A and SA
I would not say I like ICT	20	66	86	8	1	9
ICT is a complex subject.	7	53	60	31	4	35
I would not say I like studying ICT.	15	60	75	16	4	20
I hope I do not come into contact with ICT.	36	50	86	7	2	9
The technical language puts me off using ICT	17	51	68	19	8	27
I am not what I would call an ICT person	13	45	58	28	9	37
I have never felt able to learn how to use ICT (computer or laptop)	17	53	70	20	5	25
I find using ICT (computer or laptop) confusing	12	45	57	32	6	38

It can be concluded that from the eight negative items above, most SMA Negeri 2 Palu learners disagree with the negative statements above. Furthermore, table 2 shows that they like to use ICT and want to get in contact with ICT. It is supported by the respondent from language class who has answered the question "Are you interested in learning using ICT? Why?" during the interview:

"I think it is exciting to learn about ICT because it will be useful in the future for working life."

The response from the respondents above is also in line with Meerza & Beauchamp (2017); this positive factor is the first step in facing the technological changes of current work-related demands. It shows how ICT is essential. It is used for teaching, learning, and the learners' future, such as their working lives.

The table also presented that they like to learn ICT and felt they could learn about it. These statements are supported by the respondents from the social class, language class, and science

class by answering the question, "Do you think you need formal ICT courses/training to enable you to use ICT effectively in learning?" during the interview.

"it is essential because ICT is beneficial for other lessons, so from the Language class, it is essential to learn ICT. I want to learn how to operate a computer, such as programming."

"if the science class needs to learn data management, Microsoft Word is also necessary. Because it is often used."

"We from social class also need to learn to program, but the most important and basic use of basic applications such as Microsoft Word and Microsoft Excel."

The results show that the learners' majors did not significantly influence their use of ICT. These findings are consistent with the studies from (Bsharah, Gasaymeh, and Abdelrahman et al., 2014). According to Bsharah et al. (2014), offering learners an electronic platform for expressing themselves freely could enhance students' social competencies and intelligence.

From the positive statements and negative statements, the researcher has a similar result to the findings of another study Mohamed Ally; Shengquan Yu, (2020); Zhu & Doo, (2022). This positive attitude makes it simpler for students to incorporate diverse tools into their learning repertoire. When utilized effectively, these tools can facilitate self-directed, lifelong, and expansive learning, a quality highly desirable to avoid confining the learning process to formal institutions or specific stages of life. Kofi Ayebi-Arthur (2010) clarified that having positive attitudes toward ICT does not automatically translate to higher ICT scores for students. This suggests that fostering a favorable disposition alone is insufficient for students to achieve elevated scores in ICT. So even if the learners do not like or do not have high scores in ICT, it does not mean they do not have a positive attitude toward ICT because the one that they need is the teacher who guides them.

The conclusion from the description can be that learners at SMA Negeri 2 Palu have a positive attitude towards using ICT. The ability to use ICT is a form of learners' responses to their attitude of supporting learning using the internet as a learning media in schools. However, it is necessary to continue to improve in utilizing ICT for learners so that learners are more reliable in using ICT.

b. The attitude of EFL learners towards ICT in science class

Responses to each attitude indicator statement are scored and analyzed using the total score and mean score. Where the mean score range is more than equal to 2.5, it indicates a positive attitude towards ICT, and a mean score below 2.5 signifies a negative attitude toward ICT.

Table 3. *The attitude in science class*

Statements	Science Class		Information
	Total Score	Mean	
Working on ICT exercises is fun	83	2.52	Positive
I would not say I like ICT	102	3.10	Positive
ICT is a complex subject.	88	2.67	Positive
I would not say I like studying ICT	90	2.73	Positive
ICT is interesting to me	83	2.52	Positive
I like studying ICT	83	2.52	Positive
I like ICT	84	2.55	Positive
ICT is easy for me	86	2.61	Positive
I hope I do not come into contact with ICT	104	3.15	Positive
The technical language puts me off using ICT	90	2.73	Positive
I am not what I would call an ICT person	89	2.70	Positive
When I have difficulties using ICT (computer or laptop), I know I can handle them.	84	2.55	Positive
I have never felt able to learn how to use ICT (computer or laptop)	94	2.85	Positive
I find using ICT (computer or laptop) confusing	90	2.723	Positive
I find many aspects of using ICT (computer or laptop) interesting and challenging	100	3.03	Positive
I find using ICT (computer or laptop) Enjoyable	104	3.15	Positive
I would want to study ICT (computer or laptop) in education even if it was not compulsory	89	2.70	Positive
The use of ICT has helped me in collecting data for my project work	104	3.15	Positive
The use of ICT has helped me in the analysis of data	105	3.18	Positive
The use of ICT has helped me in the presentation of data	105	3.18	Positive
The use of ICT has helped me to retrieve information from the Internet	116	3.52	Positive
Total	1973	59.79	

The table presents the mean and total scores of EFL learners' attitudes toward using ICT for science classes at SMA Negeri 2 Palu. The total mean score of science class 59.79 shows that all items are optimistic because the mean score is more than 2.5. From the interpretation questionnaire about the highest and the lowest mean scores, the respondents responded that they found some obstacles in learning ICT. However, they still want to learn ICT and are willing to learn about it. It is supported when they respond to the question "What obstacles do you find in learning ICT?" during the interview:

"If it is about the most difficult, it is because we do not understand the theory; it becomes difficult during practice. Because in my personal opinion, learning about ICT theory is boring and easy to be forgotten if we do not directly practice it. However, after the theory is put into practice, I am sure that my friends also agree that learning ICT is not difficult."

Analyzing the table, in line with Afolayan, O. T., & Oyekunle (2014), the researcher can conclude that full integration of ICTs can help revitalize teachers and learners. These things go a long way in developing the quality of education by providing curricular support in Basic Science and Technology. Teachers can easily use the mobile web interface to browse eBooks and have access to mentors, experts, and researchers with help from ICTs. Raising learners' motivation and making acquiring basic skills, information, and communication technologies easier could enhance Education quality. There is a significant impact on what learners are learning and how they should learn. This is also in line with the response to the question "Does ICT help you in the learning process? 1%-100% in what scale does ICT help you?" during the interview:

"90% help, mam, because we use e-books to learn because it is lighter if we bring the bag to school. For English lessons, we usually have YouTube links for material or songs and movies to be reviewed to make it easier to understand. So, it is beneficial, and it is not dull either."

This result is similar to the findings from another study by Boateng & Boateng (2016), who showed in their research that most participants believe that watching videos improves their teaching outcomes and increases the way they learn. How videos are used during a whole academic process should impact learning outcomes for students and teachers. Courtney et al. (2022) state that the moderate use of educational technology could be related to higher achievement. However, low and intensive educational technology use in school has a negative association. ICT skills had a positive relationship with students' academic performance, and ICT availability at school also had a positive relationship with students' academic performance. ICT has great potential as a practical pedagogical tool with accessibility, manageable interface, and multifunctional components. However, using ICT for sustainable, self-directed learning outside the classroom has been relatively under-researched. In this study, EFL learners engaged in using ICT that could make their learning more sustainable and independent outside of the classroom.

In conclusion, the table with the previous studies above shows a clear positive response to ICT in science class, with a total mean score of 59.79. When ICT was implemented, learners reported that the lessons were more enjoyable and exciting. Indeed, many of these people have

shown that the infusion of ICT makes it easier to come to terms with lessons. In general, learners like the visual appeal ICTs offer in the classroom.

c. The attitude of EFL learners towards ICT in social class

Table 4. *The Attitude in Social Class*

Statements	Social Class		Information
	Total Score	Mean	
Working on ICT exercises is fun for me.	102	2.83	Positive
I would not say I like ICT	109	3.03	Positive
ICT is a complex subject.	91	2.53	Positive
I would not say I like studying ICT	106	2.94	Positive
ICT is interesting to me	103	2.86	Positive
I like studying ICT	97	2.69	Positive
I like ICT	105	2.92	Positive
ICT is easy for me	91	2.53	Positive
I hope I do not come into contact with ICT	122	3.39	Positive
The technical language puts me off using ICT	102	2.83	Positive
I am not what I would call an ICT person	93	2.58	Positive
When I have difficulties using ICT (computer or laptop), I know I can handle them.	98	2.72	Positive
I have never felt able to learn how to use ICT (computer or laptop)	106	2.94	Positive
I find using ICT (computer or laptop) confusing	92	2.56	Positive
I find many aspects of using ICT (computer or laptop) interesting and challenging	110	3.06	Positive
I find using ICT (computer or laptop) Enjoyable	110	3.06	Positive
I would want to study ICT (computer or laptop) in education even if it was not compulsory	107	2.97	Positive
The use of ICT has helped me in collecting data for my project work	112	3.11	Positive
The use of ICT has helped me in the analysis of data	105	2.92	Positive
The use of ICT has helped me in the presentation of data	107	2.97	Positive
The use of ICT has helped me to retrieve information from the Internet	129	3.58	Positive
Total	2197	61.03	

The table presents the total score and means of EFL learners' attitudes towards using ICT in Social classes at SMA Negeri 2 Palu. The total score from the mean score of social class is 61.03. The results of Table 4.6 showed that all the items indicate a positive attitude.

ICT has made a tremendous change in modern societies. How people demand things has been influenced by ICT. Educational institutions are also affected by the changes brought about by ICT. For example, I21 and I18 have high social class scores. Those statements say that ICT helps them get information and collect data. It is in line with (Afolayan, O. T., Oyekunle, 2014; Eickelmann et al. 2017; Natia, Al-Hassan Seidu & Adam, 2015), the importance of ICT in Education improves learner learning. Based on their major, Akpabio and Ogiriki (2017) stated that ICT can help improve social studies teaching by creating documents and current issues. Their study concluded that the use of ICT in social classes is very motivating for learners. The preceding information has given rise to theoretical and quantitative evidence for ICT use in education and teaching. The respondent supports this study in answering the question "Does ICT help you in the learning process? 1%-100% in what scale does ICT help you?" during the interview:

"85% help in the learning process. If it is in English, it is not very helpful. ICT is beneficial only if it is about history or geography lessons or when it is difficult to get information. In my opinion, using a projector during the learning process, which displays videos that make learning interesting and easy to understand so it is not monotonous just listening to the teacher."

Technology quickly grasps the attention of Gen 'Z' learners in higher education, and hence, teachers can draw learners' attention by using a technology that creates excellent mobility in learning (Raj & Tomy, 2023). The learners showed they wanted to get in contact with ICT and use the ICT in doing their tasks.

However, the item with the lowest total scores is I3 (ICT is a complicated subject) and I8 (ICT is easy for me), which have an exact total of 91 with a mean score of 2.59. It shows that half of the respondents from social class think that ICT is complex, and half of them feel it is an easy subject. It shows that they must find some difficulties while using the ICT. The respondent answers in answering the question, "What obstacles do you find in learning ICT?" during the interview:

The codes are sometimes forgotten. For a quick way, if you want to copy something, you should click the ctrl + c. Or while working on a task, a notification suddenly appears with a code that I rarely see. That is what I find challenging, mam."

In conclusion, analyzing the questionnaire and the interviewee's response from social class shows that critical thinking about social issues, which can lead to a learner's insight, is consequently needed in the context of an integrated study. It is supported by Valantinait (2020). ICTs are widely used in education, and they constitute one of the leading media tools for the

communication and education of millennials. In addition, the social class has a positive attitude toward ICT. Therefore, the learners should acquire a wide range of skills, including inquiries, investigations, and discoveries, during their integration by using ICT.

d. The attitude of EFL learners towards ICT in Language Class

Table 5. *The Attitude in Social Class*

Statements	Language Class		Information
	Total Score	Mean	
Working on ICT exercises is fun for me	74	2.85	Positive
I would not say I like ICT	84	3.23	Positive
ICT is a complex subject.	74	2.85	Positive
I would not say I like studying ICT	80	3.08	Positive
ICT is interesting to me	75	2.89	Positive
I like studying ICT	73	2.81	Positive
I like ICT	75	2.89	Positive
ICT is easy for me	68	2.62	Positive
I hope I do not come into contact with ICT	84	3.23	Positive
The technical language puts me off using ICT	75	2.89	Positive
I am not what I would call an ICT person	70	2.69	Positive
When I have difficulties using ICT (computer or laptop), I know I can handle them.	74	2.85	Positive
I have never felt able to learn how to use ICT (computer or laptop)	72	2.77	Positive
I find using ICT (computer or laptop) confusing	71	2.73	Positive
I find many aspects of using ICT (computer or laptop) interesting and challenging.	82	3.15	Positive
I find using ICT (computer or laptop) Enjoyable	80	3.08	Positive
I would want to study ICT (computer or laptop) in education even if it was not compulsory.	78	3.00	Positive
The use of ICT has helped me in collecting data for my project work	79	3.04	Positive
The use of ICT has helped me in the analysis of data	81	3.12	Positive
The use of ICT has helped me in the presentation of data	79	3.04	Positive
The use of ICT has helped me to retrieve information from the Internet	87	3.35	Positive
Total	1615	62.12	

The table presents the EFL learners' total and means scores towards using ICT in language class at SMAN 2 Palu. The total mean score from language class is 62.12. The results of Table 4.9 show that all of the items indicate a positive attitude.

After analyzing the items that have high scores, learners do not hate ICT and agree with ICT, which means the learners want to learn ICT and connect with ICT. It is supported by the

responses from the respondents in answering the question, "Do you think you need formal ICT courses/training to enable you to use ICT effectively in learning? What skills do you need to learn in ICT courses/training?" during the interview:

"ICT is beneficial for other lessons, so from the Language class, it is necessary to learn ICT. I want to learn how to operate a computer, such as programming. If I had the opportunity to learn ICT in grade 12, I would want to join because I think it is necessary as long as it is taught with practice, not just full of theory."

It shows that ICT encouraged them, diversified their teaching methods, radically changed their conceptions of teaching and learning, and increased their motivation. Raj and Tomy (2023) stated that mobile learning is an appropriate method to enhance language skills in a subtly flexible manner. Similarly, this research has shown that using ICT in teaching and education may improve literacy. Empirical evidence suggests that learners with difficulties with reading can be motivated and engaged through ICT (Hilty, Lorenz M ; Huber, 2018; Lynch et al., 2000). That is why teachers should participate in collaborative projects involving ICT and teaching partnerships as an instrument of learning. With the growth of ICT, technology-enhanced language learning has been increasingly regarded as a successful way to support learners with more interconnecting and collaborative language learning environments. It is in line with Jeong (2022) that digital devices can only make students' language learning experience truly mobile when language teachers can use creative learning tasks that allow their students' learning experience to extend beyond the classroom. It also showed they wanted to learn more about computers if given the opportunity. This reflects the importance of computer use in students' views, and there is no doubt that they were very positive about incorporating computers into their learning.

CONCLUSION

The students have a positive attitude toward using ICT in teaching and learning. The positive attitude of the EFL learners toward ICT in the teaching and learning process is supported by the role of teachers. It is essential that before using ICT, the learners know the theory and do the practice directly. The teachers must be available during the learning process in using ICT so that they can respond to learners' questions as soon as possible. Because when the learners already know how to operate the ICT, they often use it with or without the teachers. ICT was a practical, attractive, convenient, and creative format for teaching and learning. The positive results of learners' attitudes toward using ICT suggest that ICT may have potential as a tool for self-study in their learning process. Therefore, educators must create a learning environment

that can increase the correlation between the use of mobile phone applications and class coThehat the usage of ICT has made it easier for learners to access material from the internet, and language classes are the ones that have the most influence. This suggests that EFL students have a good attitude toward ICT.

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Evaluation of the Structure of the Ministry of National Education of the Republic of Türkiye

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Evaluation of the Structure of the Ministry of National Education of the Republic of Türkiye

Abstract

This study aims to reveal the concept of structure in the Ministry of National Education. For this purpose, first of all, organizing forms and Weber's rational bureaucracy model, which forms the basis of the organizational structure, were examined. Then, Burns and Stalker's classification of the mechanical and organic organization and Mintzberg's organizational configurations framework models are mentioned. When the organization of the Ministry of National Education is evaluated in terms of Mintzberg's organizational components, the strategic apex consists of the Minister of National Education and Deputy Ministers. In the technostructure, experts are working in various directorates and presidencies within the Ministry such as the General Directorate of Basic Education, the General Directorate of Secondary Education, and the Inspection Board. In the Turkish education system, middle-line managers are those working in the provincial organization (provincial national education directors, district national education directors, and school principals) and the foreign organization (education consultants and education attachés). Employees working under the Ministry such as janitors, health personnel, and cleaning staff constitute the support staff as in schools. Finally, the operating core in terms of the education system is the teachers who carry out education and training services in schools, which is also the most important element of the education system. Finally, the structure of the Turkish Education System was analyzed according to Mintzberg's structure models. It was concluded that the Ministry of National Education is a mixture of machine bureaucracy and professional bureaucracy.

EXTENDED ABSTRACT

Introduction

Although it is difficult to separate the concepts of organization and management with clear lines, organization can be considered as a structure and management as a process that animates and activates this structure (Memduhoğlu, 2010). Therefore, organization and structure are intertwined concepts. It is unthinkable to even define an entity that does not have an organizational structure or whose structure is not determined as an organization. The reasons why these concepts are so integrated can be stated as the fact that the most basic features of the management concept point to the concept of structure and that the concept that classical organization theory, which has significant contributions to the formation of management science, focuses most on is structure.

Structure is the perceived anatomy of an organization. Organizational structure is defined as an element that constitutes the logical organization of tasks within an organization, determining the system (Bursalıoğlu, 2010). The formal organizational structure reveals the visible characteristics of the organization based on the distribution of tasks, authority, and resources (Hunt, 1970). The structure of the organization aims to express the relationships between various actions and to provide a systematic sequence among tasks (Gürsel, 1997). Organizational structure can also be defined as an administrative tool for the formal distribution of job roles and the integration and control of activities related to work. Organizational structure is a vital tool for organizations, as improperly structured, it can lead to serious damage in organizational performance (Demir and Okan, 2009).

As is the case for all organizations, structure is a key element for educational institutions as well. For educational organizations to effectively achieve their educational, organizational, and managerial objectives, the structure of educational organizations must be appropriately designed. Başaran (2000) defines the purpose of organization in education as creating a structure that will facilitate the management process and ensure the realization of its functions, continuously improving this structure following changing technology and societal needs. However, it is frequently emphasized in the literature that many educational organizations struggle to go beyond the classical model.

Method

This study aims to analyze the structure of the Ministry of National Education of the Republic of Türkiye. For this purpose, firstly, organizational forms and Weber's rational bureaucracy model, which forms the basis of organizational structure, have been examined. Subsequently, Burns and Stalker's classification of mechanical

and organic organizations and Mintzberg's structural models have been addressed. Finally, the structure of the Turkish education system has been examined according to Mintzberg's structural models.

Conclusion

In Türkiye, educational organizations have a bureaucratic structure. This situation, as in other organizations, leads to problems in educational institutions as well. The most significant problem brought about by the bureaucratic structure in our country is the sluggishness and slowdown of the Turkish education system, which has a centralized system. This is because hierarchy is essential in a bureaucratic structure, and all procedures progress according to the hierarchy. Additionally, the obligation to report any situation in writing to higher authorities significantly increases paperwork. Weber's bureaucratic model depicts a career orientation based on seniority and success. However, in the Turkish education system based on the bureaucratic model, which is the main actor in the system, teachers do not have any career system. This lack of a clear career orientation based on seniority or success in the bureaucratic model-based Turkish education system can be attributed to the ambiguity and sometimes contradiction between these two criteria. Finally, the uncertainty in Weber's model about whether employees will act based on technical competence and expertise or authority tied to hierarchical position affects the implementation of the bureaucratic model in the education system. This uncertainty has evolved towards an authority perception based on hierarchical positions rather than competence and expertise in the Turkish education system. Therefore, in educational organizations, as a reflection of the bureaucratic model, the importance of employees is placed more on their positions than on their expertise. This situation creates a perception among employees that developing their expertise has little meaning unless they hold a position. In this context, both the lack of career advancement based on expertise and the lack of authority hinder teachers in developing themselves.

The first of Mintzberg's organizational components, from the perspective of schools, refers to school boards (in other countries), school principals, and assistant principals. The technical structure, which represents experts and technicians who standardize, measure, and control outputs and processes, consists of specialists such as assessment and evaluation, program development, psychological counseling, and guidance experts in schools. There is no middle management in schools in the true sense. However, teachers who are held responsible for the management of some boards and units by the school principal can be considered as middle management. Administrative staff in schools constitute support personnel who do not perform a direct function related to educational activities. The production unit of goods and services in schools is formed by teachers who are responsible for the realization of education and teaching.

Mintzberg's five components can be examined within a broader framework from the perspective of the national education system as well. The upper management of the Turkish national education system is composed of the Minister of National Education and Deputy Ministers. In the technical structure, experts are working in various directorates and presidencies within the Ministry, such as the Directorate General of Basic Education, Directorate General of Secondary Education, and Inspection Board Presidency. In the Turkish education system, middle-level managers include those in the field organization (provincial directors of national education, district directors of national education, and school principals) and the overseas organization (education counselors and education attachés). Personnel working in units affiliated with the Ministry, such as the Private Office Directorate, the Directorate General of Legal Services, and the Directorate General of Support Services, constitute the support personnel of the Ministry. Finally, in terms of the education system, teachers in schools, which serve as the fundamental system of the education system, provide educational services and operate as the production unit for goods and services.

Mintzberg (1983) proposed five different organizational structures based on these five fundamental components. These are simple bureaucracy, machine bureaucracy, professional bureaucracy, divisionalized structure, and adhocracy. Schools, which are the most functional element of the education system, generally conform to a simple structure, machine bureaucracy, or professional bureaucracy. However, most schools are typically a combination of these three ideal types as defined (Hoy and Miskel, 2010). Nevertheless, the ideal is for schools to adopt a professional bureaucratic structure.

Keywords: Educational organizations, Organizational structure, the Turkish Republic of Ministry of National Education, The organizational configurations framework model of Mintzberg.

INTRODUCTION

Although it is difficult to separate the concepts of organization and management from each other with certain lines, organization can be considered as a structure and management as a process that animates and activates this structure (Memduhoğlu, 2010). Therefore, organization and structure are intertwined concepts. It is unthinkable to even define a formation that does not have an organizational structure or whose structure has not been determined as an organization. The reasons why these concepts are so integrated can be shown both that the management emphasizes the concept of structure and that the classical organization theory, which has important contributions to the formation of management science, focuses on the structure. Classical organization theory is built on four main bases. These are division of labor, vertical and functional processes, structure, and control area (Gürsel, 1997). It can be said that the keyword of classical organization theory is structure (Memduhoğlu, 2010), and in the historical process, scientists have tried to understand organizations by examining them in terms of their structure and functioning (Katıtaş, 2019).

Structure is the perceived anatomy of an organization. Organizational structure is defined as an element that consists of a logical pattern of tasks in the organization and determines the system (Bursalıoğlu, 2010). Organizational structure is a framework that shows the relationships between people and groups that strive to achieve goals, systems, processes, and processes (Ahmady et al., 2016). Structure in the organization expresses the relationships between various actions and aims to provide an orderly sequence between tasks (Gürsel, 1997). Organizational structure can also be defined as a managerial tool for the formal distribution of job roles and the integration and control of work-related activities. It is a vital tool for organizations as it can cause serious damage to organizational performance when the organizational structure is misconfigured (Demir & Okan, 2009).

The organizational structure is the system that links the distribution of tasks, reporting of tasks, and authority and responsibilities into a hierarchy (Griffin & Moorhead, 2013). Organizational structure includes concepts such as hierarchy, role, status, and decision-making process. The hierarchy formed by the distribution of authority within the organizational structure shows the order of duties in an organization between subordinates and superiors (Balyer, 2017). Hierarchy is important in terms of acting as a bridge between the purpose and structure dimensions of the organization (Bursalıoğlu, 2010). The Turkish Language Association (2022) defines the hierarchy as the order of stages. Therefore, it is inevitable that hierarchy is closely related to the concept of structure, which emphasizes the

ordering between jobs and tasks in the organization. Having a hierarchical feature, which is one of the basic features of management, also emphasizes the importance of hierarchy for all organizations.

Organizational structure includes not only the determination of subordinate-superior relations in the organization but also the clarification of the status of individuals in the organization and the roles appropriate to that status. Status is defined as the position of an individual within social groups and the powers and responsibilities he/she has due to this position. Therefore, the status of an employee in an organization stems from the authority and responsibilities brought by his/her position. The employee is expected to exhibit several behaviors appropriate to his/her status in the organization and these behaviors determine his/her roles (Erdoğan, 1991). In this context, a role is defined as the behaviors expected of a person who fills a certain social position or status (Balyer, 2017; Bierstedt, 1970). The main characteristic of role behavior in a social group is that the individual learns what behaviors are expected of him/her in line with the behavior patterns accepted in the group, how to perform them, and how to apply them (Tekarslan et al., 1989). Role behaviors can be summarized as the behaviors and attitudes determined by the status of the individual in the social group to which he/she belongs. Role in an organization can be expressed as the behavior expected from an individual in a position (Bursalıoğlu, 2010). As a result, it can be stated that the organizational structure is a tool that emphasizes the subordinate-superior relations in the organization, the positions of the employees in the organization, the authorities and responsibilities of these positions, and the behaviors expected from the employees in these positions, and thus reveals the relationship scheme in the organization. Therefore, the organizational structure affects all other elements and processes in the organization and plays a key role.

As in all organizations, structure is one of the key elements for educational organizations. For educational organizations to realize their educational, organizational, and managerial goals effectively, the structure of educational organizations should be created accordingly. Başaran (2000) expresses the purpose of organization in education as creating a structure that will facilitate the management process and ensure the realization of its functions, and constantly renewing this structure following the changing technology and the needs of society. However, it is frequently stated in the literature that most educational organizations cannot go beyond the classical model. Such organizations are getting weaker as they spend most of their power to sustain themselves (Bursalıoğlu, 2010). For this reason, in recent years, it has been discussed what kind of structure educational organizations have and the discourses that the classical view should change should have been increasing (Çınkır, 2010).

This study aims to reveal the concept of structure in schools and new perspectives and trends in the literature. In line with this purpose, firstly, organizational forms in organizations and Weber's rational bureaucracy model, which forms the basis for organizational structure, were examined. Then, various classifications related to organizational structure were mentioned. Examples of these are Burns and Stalker's classification of mechanical and organic organizations and Mintzberg's structure model. Finally, the structure of the Turkish Education System is analyzed according to Mintzberg's structure model.

METHOD

The research is a theoretical review. Review articles aim to provide an overview of the research topic. Unlike original research articles, new empirical results are not reached in such articles. A review article is a type of academic publication and is prepared in a similar way to research articles. Both research articles and reviews have a specific purpose and research questions, use systematic methods to collect information, and generally have a structure consisting of an introduction, conclusion, and findings sections. These similarities may be among the features that distinguish reviews from course books (Özer ve Görgülü, 2020). Since the research is a theoretical study, it does not require ethics committee approval. In the study, first of all, organizing forms and Weber's rational bureaucracy model, which forms the basis of the organizational structure, were examined. Then, Burns and Stalker's classification of mechanical and organic organization and Mintzberg's structure models are mentioned. Finally, the structure of the Turkish Education System was examined according to Mintzberg's structure models.

Forms of Organizing

Organizing refers to the process of establishing, staffing, and equipping the structure for the realization of organizational goals in an organization. Organizing can also be defined as creating a structure and coordinating people's power and activities to achieve common goals (Taymaz, 2011). Different forms of organizing are encountered in organizations based on the organization's environment, resources, production style, and products or services produced. The most common forms of organizing, which are closely related to the internal dynamics of the organization, are functional, process-based, product-based, customer-oriented, and regional organizing. The characteristics of these organizing forms are as follows (Kondakçı & Zayim, 2013):

Functional organizing: This is the type of organizing in which units and departments are divided according to the function they undertake. This type of organization model is generally

used in business organizations. Organizations that include units such as R&D, human resources, administrative and financial affairs, and production reflect this organizational model (Kondakçı & Zayim, 2013). Özalp (2012) lists the reasons why functional organizing is preferred by organizations as follows:

- Close-knit people and tasks can be easily accomplished.
- Specialization is easily achieved in some jobs.
- Planning, strategizing, and coordinating work can be achieved in a short time through face-to-face relationships.
- Information can flow much faster and without causing communication errors.

The advantages that this type of organizing will provide to the school are that the work will be perfected by bringing together employees who are specialized in their fields, decision-making and coordination will be easier, faster, and more effective, it will be easier to control whether the work is done according to a certain standard, and it will provide savings in resource use. The most important disadvantage of functional organizing is the narrow perspective it creates in the perceptions of employees towards the organization. This type of organizing causes the employees to assume that the purpose of the organization consists of their work and they cannot see the main purpose of the organization (Lunnenberg & Ornstein, 2012). The structure of the Ministry of National Education (MoNE) in Türkiye can be given as an example of this type of organizing.

Process-based organizing: It is a type of organizing in which jobs are grouped or divided according to the activity performed. In the production sector, the division of departments into sections such as production, assembly, and packaging can be given as an example of this type of organizing. In this type of organization, employees involved in the same process focus on a certain part of the whole process (Kondakçı & Zayim, 2013).

Product-based organizing (Purposive organizing): It is a type of organizing in which units are formed based on the product produced. Regardless of their duties in the organization and the processes they are involved in, employees work in a department for the development of a certain product. The main problem in product-based organizing is to be able to separate product types or product groups well. Since the structure of each organization is different and the work or service they perform is specific, it is necessary to respond to the needs of the organization while going to the product basis (Özalp, 2012). The division of a large white goods factory into departments such as refrigerators, TVs, and washing machines is an example of this type of organizing.

Although there is no such organization in formal educational institutions in terms of educational administration, there are private educational institutions that are divided according to the type of education they provide. In addition to this, the supportive-purposive form of organizing, which refers to the presence of support units next to product and service production units, is seen especially in higher education. The creation of units to provide student affairs, housing, food, sports, and cultural services in addition to academic programs at a university is an example of this type of organizing (Kondakçı & Zayim, 2013).

Customer-oriented organizing: It is the type of organizing in which the organization establishes departments according to the customer group it serves. The existence of corporate and retail banking departments in the banking sector is an example of a customer-oriented organization (Kondakçı & Zayim, 2013).

Regional organizing: A type of organizing in which departments are structured according to geographical regions. Regional organizing refers to the organization's autonomy of more than one sub-structure that is not connected to a center. An example of this is the so-called chain schools in education, which have more than one branch in Türkiye. Some schools can make schools bearing their name and functioning in other cities autonomous within themselves, except for certain subjects determined at the center.

These forms of organizing should not be considered independent of each other. It is seen that more than one of these organizing approaches is applied in many organizations, including educational organizations. In addition to all these forms of organizing, new forms of organizing such as project-based organizing, virtual organizing, and work process restructuring have also been mentioned in recent years. These organizing types, which are called contemporary organizing types, are briefly mentioned below (Kondakçı & Zayim, 2013).

Project-based organizing: This is a type of organizing in which functional units are preserved, but each employee is also a member of another group and therefore has two superiors. This kind of organization, which is more typical in dynamic, competitive industries where sharing resources is required (Griffin & Moorhead, 2013), is also thought to be a good fit for managing schools (Başaran & Çınkır, 2011).

Virtual organizing: It is a type of organizing in which an organization comes together with another organization to carry out an activity that it cannot do alone, usually through remote communication, and integrates its knowledge to achieve a project or a job. It is especially encountered in organizations that require fast action, where there is an intense competitive

environment, and where there are jobs that require intensive information that cannot be done by an organization as a whole. Virtual organizations are generally characterized as independent and geographically dispersed networks of organizations. In this network, all employees work in line with their core competencies and cooperation is in the form of semi-stable relationships. In such organizations, innovative and customer-oriented products and services are usually produced (Larsen & McInerney, 2002).

Work process restructuring: This is a type of organizing in which the organization first establishes a basic strategy to determine what its customers expect and how it can meet those expectations, then the leadership of the organization creates teams to implement that strategy, and the roles of the employees are not limited to a unit of the organization and a homogeneous activity. The purpose of this model is to help workers radically change their roles and ways of doing business. This organizing model is not suitable for every type of organization because it requires a philosophical transformation in the whole organization and a radical change in the mental models of the employees. Therefore, in terms of educational management, the applicability of this model in schools does not seem possible (Kondakçı & Zayim, 2013).

Weber's Rational Bureaucracy Model

When the bureaucracy is mentioned in everyday language, excessive prolongation of work and red tape come to mind. However, Weber considered bureaucracy in terms of organization and saw it as a rational basis for the management of large organizations (Özalp, 1992). According to Weber, bureaucracy is the ideal organizational form and the bureaucracy model shows how an organization should be. In his ideal type of bureaucracy approach, Weber identified rational management principles that are compatible with each other and put forward management principles such as a clear division of labor, rules and regulations, gradation of authority, objectivity, competence, and merit (Kondakçı & Zayim, 2013). Therefore, to benefit the most from the bureaucracy model, which Weber argues is superior to any other structure, organizations must have several characteristics. These characteristics are as follows (Aydın, 2010; Özalp, 1992):

Formal, clear, and explicit division of labor based on a high degree of specialization: The tasks necessary for the achievement of objectives are based on a high degree of specialization. The activities necessary for the achievement of the bureaucratic organization's objectives are appropriately distributed in a certain way as formal tasks. This strategy is similar to the principle of division of labor. Weber argued that this is important because employees will

specialize in their work by doing the same jobs and will be held accountable for doing their jobs best.

A well-structured hierarchical authority structure: Authorities are clearly defined within a hierarchical structure. It may be possible to achieve uniformity and coordination of work. The basis of this practice is to minimize job-related uncertainties arising from differences in individuals. In this system, each level can be supervised by a higher level.

A system of formally established rules and regulations that ensure continuity in functioning: Business decisions and activities will be carried out under formally established principles and procedures. Management decisions and rules should be written down.

An objective attitude for the rational execution of tasks: The personnel working in the organization must perform their duties formally and impersonally. The aim is to increase the success of the organization by acting impersonally.

Recruitment based on technical competence and guarantee of lifetime employment in the organization: Employees should be employed according to their technical abilities.

Career orientation with a promotion system based on seniority and achievement: Promotions should be based on performance. Personnel should be selected and promoted according to the results of exams that measure the technical knowledge and skills required by the job.

According to Weber, an organization with these characteristics is the ideal management organization. The fact that the division of labor is based on specialization, that subordinate-superior relations are clearly defined, and that there are organizational employees who are governed by certain rules and perform their duties rationally with an objective attitude makes both the realization of organizational goals and effective management possible. Weber argues that the existence of a clear division of labor in the organization and people doing the same job all the time will lead to specialization, specialization will lead to making technically correct and rational decisions with an objective approach, and rational decisions will enable the organization to have a uniform and stable functioning within the framework of the hierarchy of authority, compliance with orders, rules, and regulations (as cited in Aydın, 2010).

This model put forward by Weber reflects the ideal bureaucracy model. However, it should be noted that it is not possible to apply this model in organizations exactly (Özkalp & Kirel, 2011). In this sense, the fact that Weber's ideal bureaucracy model cannot be applied one-to-

one has brought many criticisms. The criticisms against Weber's ideal bureaucracy model can be summarized as follows (Hoy & Miskel, 2010):

- Excessive emphasis on specialization leads to monotony and decreases productivity
- Excessive orientation towards objectivity leads to the exclusion of emotionality and an insecure atmosphere in the organization
- Hierarchical authority structure leads to obstruction and distortion of communication
- Excessive adherence to rules leads to rigidity, turning rules from a means to an end and creating red tape
- Career orientation based on seniority and achievement creates a conflict between achievement and seniority

Apart from these, some ideas arising from criticisms of Weber's model can also be mentioned. Parkinson's Law, which states that the number of bureaucratic personnel is inversely proportional to the number of work to be done and that the number of personnel increases as the work to be done decreases, and Peter's principle, which means that in bureaucratic structures, people can rise to levels where they do not have the necessary skills, can be given as examples (Efil, 2010).

Weber's bureaucratic model is also criticized for ignoring the informal structure that develops naturally within the organization. However, informal organizations are a system of interpersonal relationships that occur spontaneously in all formal organizations and emerge as a result of the interaction of individuals in the organization with each other in line with their needs (Hoy & Miskel, 2010). Research shows that informal organizations have significant effects on employees. Barnard (1938) states that the informal organization has many important functions such as being an effective communication tool, ensuring cohesion, integrating individuals, and being a protective tool. In addition, informal organization can be used as an effective change mechanism and a constructive force for effective management (Hoy & Miskel, 2010). Therefore, it can be said that the informal organization, which is a very important element in terms of organizational effectiveness and efficiency, is a structure that should not be considered separately from the formal organization and this structure is neglected in Weber's model.

When Weber's model is examined in terms of educational organizations, it can be stated that schools, which are social systems, have at least two basic organizational characteristics, the first of which is bureaucratic characteristics. In the bureaucratic feature dimension, schools are structures that carry out institutional and managerial work between the school and the

society, enforce the laws, perform necessary work within the institution, create resources, and play an intermediary role between students and teachers. The second characteristic is the professional or expertise-based dimension of schools. This characteristic is a technical issue related to the learning and teaching process (Hoy & Miskel, 2010). Teaching is a profession that requires expertise. The social status and prestige of the profession are also related to teachers' knowledge, skills, competencies, and expertise. In a teaching profession where specialization is given more importance, encouraged, and rewarded, teachers' level of commitment to the school organization and the profession may increase. Because the implementation of a purely bureaucratic structure brings along many problems, the bureaucratic and authoritarian structure of schools should be reduced and the expertise of teachers and administrators should be increased (Sezgin, 2013).

Educational organizations in Türkiye have a bureaucratic structure (Bursalioğlu, 2010; Demir-Tümen, 2014; Doğan, 2004; Özden, 2010). This situation causes problems in educational organizations as in other organizations. The biggest problem brought about by the bureaucratic structure in our country is that it causes the Turkish Education System, which has a centralized system, to become cumbersome and slow down the work. As Bozkuş (2016) points out, while the hierarchy in schools is short, the hierarchy in the Ministry of National Education is long. This is because the bureaucratic structure is based on hierarchy and all procedures proceed according to the hierarchical sequence. In addition, the obligation to report any situation to the higher authorities in writing increases stationery (Arslan & Atasayar, 2008). In Weber's model, the uncertainty of whether the employees will act according to the authority based on technical competence and expertise or according to the authority based on the task in the hierarchical position affects the implementation of the bureaucracy model in the education system. This uncertainty has evolved into a perception of authority based on hierarchical duty rather than competence and expertise in the Turkish Education System. Therefore, as a reflection of the bureaucratic model in educational organizations, the position of the employees rather than their expertise has gained importance and this situation has created the perception that there is no point in developing their expertise unless they have a position. In this context, the fact that authority is not based on expertise and competencies is seen as an obstacle for teachers to develop themselves.

Ayrıca herhangi bir durumun üst makamlara yazılı olarak bildirilmesi zorunluluğu kırtasiyeciliği artırmaktadır (Arslan & Atasayar, 2008). Weber'in modelinde çalışanların teknik yeterlilik ve uzmanlığa dayalı yetkiye göre mi yoksa hiyerarşik konumdaki göreve

dayalı yetkiye göre mi hareket edeceğinin belirsizliği bürokrasi modelinin eğitim sisteminde uygulanmasını etkilemektedir (Hoy & Miskel, 2010). Bu belirsizlik, Türk Eğitim Sisteminde yetkinlik ve uzmanlıktan ziyade hiyerarşik göreve dayalı bir yetki algısına dönüşmüştür. Dolayısıyla bürokratik modelin eğitim örgütlerindeki yansıması olarak çalışanların uzmanlıklarından ziyade pozisyonları önem kazanmış ve bu durum pozisyon sahibi olmadıkça uzmanlıklarını geliştirmelerinin bir anlamı olmadığı algısını yaratmıştır. Bu bağlamda yetkinin uzmanlık ve yeterliliklere dayanmaması öğretmenlerin kendilerini geliştirmelerinin önünde bir engel olarak görülmektedir.

Organizational Structure Classifications

Organizational structure is classified in different ways according to the division of labor (horizontal differentiation) or the distribution of decision-making authority (vertical differentiation). The most widely known of these classifications is Burns and Stalker's (1961) classification of mechanical and organic organizational structure. Mintzberg (1979) named the mechanical-organic structure as a bureaucratic and adhocratic structure. Some researchers have considered organizational structure as a function of the environment (Lawrence & Lorsch, 1969) and technology (Parthasarthy and Sethi, 1992; Woodward, 1965).

Mechanical and organic organizational structure

Burns and Stalker (1961) investigated how external environmental conditions affect organizational structure and classified organizational structure as mechanical and organic (Ghani et al., 2002; Özalp, 1992). The level of standardization of behaviors within the organizational structure, which is known as the main determinant of the behaviors and activities of individuals within the organization (Dalton et al., 1980), reveals the mechanical and organic characteristics of organizational structures. If the level of standardization of behaviors is high in an organization, there is a mechanistic organizational structure, and if it is low, there is an organic organizational structure (Ghani et al., 2002).

Organic organizational structures are characterized by less obvious aspects of work, by features that emphasize flexibility and adaptability, and by communication that is more consultative than commanding. In contrast to organic structures, mechanical organizations are much more rigidly structured (Hunt, 1970). They are typically highly formal, non-participative, hierarchical, tightly controlled, and inflexible. According to Burns and Stalker, who reveal the main differences between mechanical and organic organizational forms and management approaches, the characteristics of a mechanical organizational structure are as follows (Lam, 2010; Önday, 2016):

- The work to be done in the organization is divided into specialized, functionally differentiated tasks.
- Roles have precise and clear definitions of rights, obligations, and technical methods. These roles are translated into the responsibilities of a functional position. There is also a hierarchical structure of control, authority, and communication in the organization.
- Information about the organization as a whole is located at the top of the hierarchy. Internal and local knowledge, experience, and skills that are not related to the organization as a whole are located at lower levels.
- Interactions between members of the organization are vertical in the form of subordinate-superior relationships.

The main features of the organic organizational structure are as follows (Lam, 2010; Önday, 2016):

- Through interaction with others, organizational members constantly alter and redefine their specific roles to advance the organization's overall goal.
- The organization's commitment transcends all technical definitions, control authority structures, and communication networks. Instead of moving vertically, communication is moving laterally.
- Data can be found anywhere in the network, and this transitory place ends up serving as the hub of communication and authority.
- Connections and knowledge that are relevant in industrial, technological, and commercial areas outside the organization are accorded importance and reputation.

Ahmady et al. (2016) point to vertical differentiation of units, rigid and inflexible relationships, formal communication channels, and centralized decision-making mechanisms as prominent features of the mechanistic structure. In the organic structure, they state that there is less horizontal differentiation, both horizontal and vertical cooperation and participation are high, tasks are flexible, tasks are not formal communication is informal, and decision-making mechanisms are decentralized. The mechanical organizational structure is seen as the most appropriate structure when the environmental conditions are stable and balanced and the rate of change is low. In other words, it is suitable for environmental conditions where the environment is stable and predictable. Organic structure, on the other hand, is considered to be the most appropriate organizational structure when environmental conditions are constantly and rapidly changing. Organic organizations with flexible

arrangements are suitable for changing environmental conditions that require immediate and innovative responses. Mechanical and organic organizational structures can be shown as representing two extremes in a direction of change. Between these two extremes, different types of structures can exist (Erkut, 2009; Lam, 2011). The result of Burns and Stalker's study is that there is no organizational structure that does not change in environmental conditions and can be applied in every environment (Özalp, 1992). According to the characteristics of environmental conditions, the appropriate organizational structure will also change.

Organizational structure by technology (Woodward)

Burns and Stalker's study showed that organizational forms can range from mechanical to organic and that more flexible forms are needed to overcome changing environmental conditions (Erkut, 2009). As the situational approach began to be emphasized in organizational theories, it became important to develop a structure depending on the functioning of the organization, the needs of the organization's work, the market environment, the technological environment, and the needs of its members. As the technology used changes, it is thought that there should be significant differences in the organization in parallel with the technology. In this context, the most important study on organizational structure and technology is Joan Woodward's research (Özalp, 1992).

In her study, Woodward investigated the relationship between the structural elements that characterize an organization and technology. In 1950, she examined organizations engaged in manufacturing in England (Özalp, 1992). However, the initial aim of the research was to test the claim that there is the best organizational structure and management system valid in all places and conditions (universality of management). The data collected for this purpose showed that there were significant differences in the structures of organizations. Therefore, the reasons for these differences between organizations have started to be investigated. To find answers to these differences, organizational structure and organizational success and manufacturing type and organizational size were compared, but no significant relationship was found.

Woodward et al. (1973) then focused on the technology used by organizations. They identified three technological levels: single production, mass production, and process production technology. When they classified organizations according to the technologies they use, they revealed that a different organizational structure is appropriate for each type of technology. It has been seen that the elements that determine the structure of the organization such as management level, managerial control area, direct/indirect labor force ratio, and the

ratio of manufacturing workers to staff employees vary according to the type of technology used in the organization (as cited in Erkut, 2009).

As a result of the research, it was determined that in organizations using single production technology, there are small groups with developed human relations, high participation, no rigidity in business relations, and a business environment open to initiative. On the other hand, in organizations using mass production technology, tasks are clearly defined, there is command and staff conflict and industrial relations are generally not good. In organizations using process production technology, the situation was similar to that in single-production enterprises. In addition, it was determined that verbal communication was used more in single-production and process production, while written communication was used more in mass production (Erkut, 2009; Özalp, 1992). Woodward's study concluded that there should be harmony between the applied technology and the organizational structure. Therefore, it has been an important study of the contingency approach that shows that it is not possible to find the best organizational structure that is valid everywhere and in every situation (Özalp, 1992).

Organizational structure by the environment (Lawrence and Lorsch)

Lawrence and Lorsch investigated which organization is more effective in environmental conditions. While investigating this, they started from the assumption that the successful organization in each environment will show a degree of differentiation and integration appropriate to that environment (Erkut, 2009). Lawrence and Lorsch's studies are based on a case study of ten organizations in the plastics, packaging, and food industries (Özalp, 1992). The plastics industry was chosen as an example of turbulent environmental conditions, the packaging industry as an example of stable environmental conditions, and the food industry as an example of environmental conditions with characteristics in between (Erkut, 2009).

Differentiation refers to structural and situational differences between the main parts of organizations. Integration, on the other hand, covers the need to bring together and keep together the differentiated elements of the organization, the status and quality of the cooperation between the organizational units, and how this is achieved. Integration is a movement in the opposite direction to differentiation and can be achieved through the cooperation of specialists working for the realization of the general purpose (Özalp, 1992).

The results of the study revealed that the organizational structure is shaped depending on the state of the relevant environmental conditions. In a dynamic, changing, and uncertain environment, it is appropriate for the organization to be differentiated and integrated, while a static and certain environment does not require much differentiation in organizational units.

This research has shown that the best organizational structure does not exist and that the best one varies according to environmental conditions. The most successful organizational structure is the one that is in harmony with the characteristics of environmental conditions (Erkut, 2009). In addition, different structures can be established between organizational units according to the effect of the environmental factor. For example, the production department and research and development department have very different structures in an organization. One department may be structured in a bureaucratic manner, while another department may be structured according to low differentiation and integration (Özalp, 1992).

The Organizational Configurations Framework Model of Mintzberg

Beyond the traditional schemes of organizational structure, Mintzberg's new structure model draws attention. Mintzberg's structure model is a model that brings together various functions of the organization in groupings, shows their relative size, and shows the effects of different tasks and external challenges (Bolman & Deal, 2013). According to Mintzberg (1983), an organization consists of five different components.

Strategic apex: Strategic apex, which includes the board of directors, the owner of the organization, and/or managers, constitutes the highest level of the organization (Bolman & Deal, 2013). Strategic apex is primarily tasked with ensuring that the organization serves its mission most effectively. They are also tasked with serving the needs of those who control the organization or pressure groups. In this context, the duties of strategic apex can be grouped under three main headings: direct supervision, regulating the organization's management relations with the environment, and developing the organizational strategy. In general, the strategic apex is the broadest, most abstract view of the organization. Jobs at this level usually involve decision cycles that are the least repetitive, involve a lot of discretion, and take a relatively long time. The most preferred coordination mechanism among strategic apex members is mutual alignment (Mintzberg, 2014). Strategic apex, which refers to managers who supervise, coordinate, control, and provide resources to those who produce, includes provincial directors of national education and school boards in school systems (Bolman & Deal, 2013).

Technostructure: The technostructure includes experts, technicians, and analysts who standardize, measure, and control outputs and processes (Bolman & Deal, 2013). Tasks such as strategic planning, staff training, system analysis, and design are performed in the technostructure. The attention of these experts is focused directly on the design and function of the structure. This type of standardization reduces the need for direct supervision by

allowing civil servants to perform tasks that were previously done by managers. Therefore, in a fully developed organization, the technostructure can function at all levels of the hierarchy (Mintzberg, 2014). Accounting and quality control departments in industry and audit departments in public organizations perform such technical functions (Bolman & Deal, 2013).

Middle line: Depending on the size of the organization and if there is direct supervision for coordination in the organization, middle managers are necessary in the organization. Institutionally, a top manager in top management can supervise all workers. In practice, however, direct supervision requires a close relationship between manager and worker. This is because there is a limit to the number of workers each manager can supervise (control area). Therefore, while small organizations can be managed by a single manager, in large organizations more managers are needed and thus a hierarchical structure is formed in the organization. Middle-line managers have tasks such as directing the personnel within their units, developing communication networks, processing the environment and the activities of their units, transferring the information they receive to their units and senior managers, negotiating with outsiders, and resolving conflicts (Mintzberg, 2014).

Support staff: When organizational charts are examined, it is seen that there are many specialized units in every organization. These units are established to provide support to the organization and to fulfill unique functions other than the functioning of the workflow. These units are usually shown together with the structure and provide consultancy services to the management, but they are quite different from the technostructure. These units use the resources of the larger organization but function independently of the goods and services production unit (Mintzberg, 2014). In short, support staff are those who perform tasks that help or facilitate the work of others throughout the organization. For example, in schools, nurses, secretaries, janitors, cafeteria/canteen staff and drivers constitute support staff (Bolman & Deal, 2013). These support units can be found at different levels of the hierarchy depending on the service recipients (Mintzberg, 2014).

Operating core: This unit consists of individuals who produce goods and services in the organization. These individuals perform the basic function of the organization by working on tasks directly related to the production of a good or service. The operating core is the heart of every organization because this part keeps the organization alive by producing basic outputs (Mintzberg, 2014). Teachers in schools, production line workers in factories, doctors and nurses in hospitals, and flight crew in airlines constitute the operating core (Bolman & Deal, 2013).

Mintzberg's structure model provides a rough map of the organizational structure rather than its details and guides managers in determining its location (Bolman & Deal, 2013). It is important to examine Mintzberg's five components in the context of educational organizations and the structure of the education system to understand the structure models that will be mentioned later. The first of Mintzberg's five components, strategic apex, refers to school boards, school principals, and vice principals. The technostructure, which refers to the experts and technicians who standardize, measure, and monitor outputs and processes, consists of experts such as measurement and evaluation, curriculum development, psychological counseling, and guidance experts in schools. There is not a full middle line in schools. However, teachers who are held responsible for the management of some boards and units by the school principal can be considered as middle line. In schools, support staff includes nurses, secretaries, janitors, guards, cleaning staff, cafeteria/canteen staff, and drivers who do not directly carry out any function related to education activities. The operating core of schools is teachers who are responsible for the realization of education and training.

Mintzberg (1983) proposed five different organizational structures based on these five basic components.

Simple structure: These are structures in which the technostructure is very small and has few employees, there is low division of labor, there is no differentiation between units and the level of hierarchy is low (Mintzberg, 1983). In such structures, coordination is provided by the strategic apex. Most organizations start as a simple two-level structure, with a strategic apex and operating core. Coordination in such an organization is achieved primarily through direct control and supervision. Strategic apex constantly monitors what is going on and exercises complete authority over day-to-day affairs. The strength of the simple structure is flexibility and adaptability. One or two people control an entire operation but these strengths can become weaknesses. A management too close to the day-to-day routine can easily be distracted by urgent problems, leading to the neglect of long-term strategic issues. Also, when an organization grows rapidly in size, a simple structure may be inadequate to manage the complexity of that growth. In this case, the simple structure may tend towards machine or professional bureaucracy or evolve towards a divisionalised structure (Bolman & Deal, 2013). When the simple structure is examined in the school context, it can be said that some small primary schools have a simple structure. In such a school, the principal provides strong direction, often autocratic, in an informal environment unconstrained by rules and regulations. In short, although the school is centralized, it has an informal structure (Hoy & Miskel, 2010).

Machine Bureaucracy: In this structure, specialization is at high levels and tasks are routine and formalized. There are many large-scale sub-units within the operating core (Mintzberg, 1983). The environment of these organizations has a simple and stable structure. Therefore, their level of standardization is high. According to Muijen & Koopman (1994), machine bureaucracy is expressed by repetitive and specialized tasks. Rules and regulations are very important and the organizational structure is hierarchical. Important decisions are made by the strategic apex. Daily routine work is controlled by managers through standardized procedures. Machine bureaucracies have a large support staff, a sizable technostructure, and many levels between the strategic apex and operating core (Bolman & Deal, 2013).

The main problem in machine bureaucracy is how to motivate and satisfy the staff in the operating core. People quickly get bored with routine work and standardized procedures. On the other hand, too much creativity and personal challenge can undermine the coherence and uniformity of such a structure. Moreover, in machine bureaucracies, there can be a constant state of tension between the middle line and strategic apex. While middle-line managers are heavily influenced by the local environment, decisions made by strategic apex may not match the needs of the environment (Bolman & Deal, 2013).

In terms of educational organizations, the period when teachers were seen as production workers and schools as machines in line with the scientific management approach can be cited as an example of machine bureaucracy. This period included a teacher-free program, incentive-based payment plans, and annual performance indicators to determine whether test scores or schools were succeeding (Bolman & Deal, 2013). In such schools, behavior is often formalized with detailed rules, procedures, and job descriptions. Power also tends to be highly centralized at the top of the structure and authority is diffused from the top down (Hoy & Miskel, 2010).

Professional Bureaucracy: This structure is based on coordination in the standardization of skills (Yeloğlu, 2011). The operating core is relatively large compared to other structural parts, especially the technostructure. Units can work independently of each other or coexist. Individuals are the key element in this type of organization and control is largely based on vocational training and professional teachings (Mintzberg, 1983). Professionals are not subject to formal interventions and this frees them to use their expertise. Freeing highly trained professionals to do what they do best brings many benefits, but also difficulties with coordination and quality control. A professional bureaucracy reacts very slowly to external change because professionals often see change in their environment as a waste of time.

Therefore, such organizations as a whole change very slowly (Bolman & Deal, 2013). In short, professional bureaucracies do not have a very flexible structure, and there are difficulties in the process of adaptation to managerial innovations (Mintzberg, 1983).

When the professional bureaucracy is considered in terms of educational organizations, it can be said that teachers see themselves as professionals who need enough autonomy to use their experience and judgments to find the best way for students to learn, and they consider schools as organizations that are called professional bureaucracies (Bolman & Deal, 2013). However, for a school to be defined as a professional bureaucracy, it should have teachers who observe their work, participate in teamwork, collaborate with colleagues, share instructional leadership, and the structure should be based on democratic relations among professionals rather than centralization (Hoy & Miskel, 2010).

Divisionalised structure: The units in the organization are separated from each other in terms of their technical and managerial characteristics. Each separated unit has its structure. Therefore, the level of centralization is low. Specialization levels differ from unit to unit (Yeloğlu, 2011). Therefore, in such organizations, a large part of the work is completed in semi-autonomous units. The disadvantages of this structure can be listed as the strategic apex may lose contact with the work and the organization may become cumbersome in the absence of a measurable and reliable information system (Bolman & Deal, 2013).

Adhocracy: The adhocratic structure is a loose, flexible, mostly horizontally interconnected self-renewing organic form. The first striking feature is the high level of organicization. The level of centralization and formalism is quite low. This type of organizational structure focuses on innovation. The level of expertise in the organization is highly valued and employees are continuously trained. Such organizations exist in dynamic and complex environments (Mintzberg, 1983). In such environments, the flexible structure functions as an organizational tent. Inconsistency and instability in the environment can foster a sense of discovery, self-evaluation, and learning (Hedberg, Bystrom & Starbuck, 1976). The organization is dominated by horizontal communication channels and informal communication channels. There are teams of experts to solve problems. Employees are flexible enough to adapt to situations in the environment (Muijen & Kopman, 1994).

Even though schools, which are the most functional element of the education system, usually fit into one of simple structure, machine bureaucracy, or professional bureaucracy, most schools are usually a hybrid of these three ideal types (Hoy & Miskel, 2010). However, the

ideal is for schools to have a professional bureaucratic structure because teaching is a profession and a professional job.

CONCLUSION

According to Mintzberg's (1983) structure model, an organization consists of five different components: strategic apex, technostructure, middle line, support staff, and operating core. The strategic apex, which includes the board of directors, the owner of the organization, and/or the managers, constitutes the highest level of the organization. The technostructure includes experts, technicians, and analysts who standardize, measure, and control outputs and processes. The middle line is managers who are not part of the senior management team but who have the task of directing and managing staff within their units. Support staff are individuals who work in units established to provide support to the organization and perform specific functions outside the operation of the workflow. The operating core consists of individuals who fulfill the basic function of the organization by working on tasks directly related to the goods or services produced. Mintzberg stated that different organizational structures emerge in line with the characteristics of the dominant component of these components. These organizational structures are simple structure, machine bureaucracy, professional bureaucracy, divided structure, and adhocracy (Mintzberg, 1983).

When the organizational structure of MoNE is examined in the context of Mintzberg's components, the strategic apex of MoNE consists of the Minister of National Education and Deputy Ministers. The technostructure includes experts working within the Ministry. Middle-line managers are those in charge of directorates and presidencies such as the General Directorate of Basic Education, the General Directorate of Secondary Education, and the Inspection Board. Employees working under the Ministry such as Press and Public Relations Consultancy, Private Secretary Directorate, and General Directorate of Legal Services constitute the support staff. Finally, in terms of the education system, the operating core is composed of education workers working in institutions affiliated with provincial and foreign organizations. However, considering the size and hierarchical order of MoNE's organizational structure, it should not be ignored that each component also has hierarchical characteristics within itself. For example, it is possible to examine the provincial and foreign organizations, which are operating core of the Ministry, in terms of Mintzberg's components. Therefore, it can be stated that the analysis made here at the MoNE level provides a general framework.

Mintzberg (2014) emphasizes that technostructure is very important in terms of ensuring standardization in the work of the organization, reducing the need for direct supervision, and states that in a fully developed organization technostructure should function at all levels of the hierarchy. In this sense, the MoNE first attempted to meet the need for specialists with Decree-Law No. 652 (Resmi Gazete, 2011). The current structure of the MoNE was regulated by the 1st Presidential Decree. Article 332 of this decree continued to include the statement "In the central organization of the Ministry; National Education Experts and Deputy National Education Experts are employed according to the additional Article 41 of the Law No. 657." (Resmi Gazete, 2018). Although the employment of experts within the MoNE is a positive development, it should be noted that this initiative has not spread to all levels of the hierarchy. Therefore, to achieve an organizational structure in line with Mintzberg's structure model, it is thought that experts should be employed in provincial and district national education directorates and schools, which constitute the operating core of educational services. When the organizational structure of MoNE is evaluated according to Mintzberg's classification of organizational structure, it can be said that the current structure is a mix of machine bureaucracy and professional bureaucracy. The features of the MoNE structure that resemble machine bureaucracy are that the structure is hierarchical, rules and regulations are very important in the organization, important decisions are made by the strategic apex, control through standardized procedures is at the forefront in the supervision of work, in other words, compliance control is at the forefront, there are many levels between the strategic apex and operating core, authority is based on duty or position. However, the main characteristic of machine bureaucracies is that they have a very large technostructure and a high level of standardization of work processes. In the case of education, it is not possible to talk about a high degree of standardization of work because education is a multivariate and complex process that is shaped according to the interests, needs, and expectations of individuals. Moreover, the environment of machine bureaucracies is simple and stable. However, in a period of rapid change and transformation, the environment of educational organizations cannot be expected to be simple and stable because many interest groups affect the education system, which is one of the social subsystems.

MoNE's organizational structure has the characteristics of a professional bureaucracy in that the operating core is large, especially compared to the technostructure, the organizational structure is not very flexible, and there are difficulties in the process of adaptation to administrative innovations. However, the fact that standardization of skills is a key element in this type of organization, that the control of professional organizational employees is largely

based on professional training and professional teachings, that authority is based on knowledge and expertise, and that the management structure is quite horizontal is incompatible with the organizational structure of MoNE.

However, considering that education is a professional job and profession, it is thought that every employee in the education system should be a professional and the structure should evolve from machine bureaucracy to a professional structure due to the nature of education. To achieve this, in addition to the job and role definitions of each position in the education system, competency definitions should also be made and the individuals to be brought to these positions should be selected in line with these competencies.

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Exploring culturally conceptualized meaning in the Indonesian spatial prepositions “di dalam” and “di atas” and the English “in” and “on”¹

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“di dalam” and “di atas” and the English “in” and “on”

Abstract

If meaning of words conceptually evolves in relation to how the speakers of a particular language view the world and preposition is no exception; hence, preposition hypothetically also carries culturally motivated meaning. This paper explores how Indonesia speakers' worldview culturally conceptualized in spatial preposition. The spatial prepositions being explored are the Indonesian prepositions “di dalam” and “di atas” and respectively the English preposition “in” and “on” in the framework of Cognitive Linguistics theory. The research was an explorative study which applied comparative method to explore and unveil the image schema and the cultural conceptualization embedded in the spatial preposition. The result of the study descriptively shows that the Indonesian spatial prepositions “di dalam” and “di atas” cannot always be translated into the English “in” and “on” respectively and vice versa. This reveals that (i) the spatial preposition “di dalam” and “di atas” evolves in different cultural conceptualization from the spatial preposition “in” and “on”, (ii) the culturally conceptualized meaning of the spatial prepositions is much richer than what appears to be their superficial meaning, and (iii) that the so-called lexical meaning of preposition is absurd. In conclusion, the study strongly indicates that spatial preposition carries a significant cultural conceptualization of spatial relations more than just merely a grammatical function.

EXTENDED ABSTRACT

Introduction

In general, preposition research in Indonesia has predominantly focused on three key areas. These areas involve inquiries aimed at (i) describing various types of prepositions, (ii) elucidating the syntactic functions of both prepositions and prepositional phrases (PPs), and (iii) revealing the semantic nuances associated with prepositions. The examination of preposition types entails an exploration of diverse forms, encompassing both single and compound prepositions. Investigating the syntactic functions of prepositions is closely tied to understanding how prepositions contribute to constructing PPs and the role of PPs in shaping sentence structure. On the other hand, the exploration of preposition meanings delves into their broader implications within sentences.

Recent researches on Indonesian prepositions still align with these primary research areas mentioned above. Some studies are even repetitive in nature. Meanwhile, other studies can be categorized into four main types. The first category involves examining how prepositions are used within specific types of texts. The second category entails contrasting Indonesian prepositions with those in other languages. The third category focuses on the syntactic analysis of prepositions. Lastly, the fourth category involves prescriptive studies of prepositions.

Given the concise overview presented in previous preposition studies, there is a significant opportunity to examine prepositions through the lens of cognitive semantic theory. A notable distinction between cognitive semantics and other theories lies in the emphasis placed on prepositions within language. Cognitive semantics highlights the importance of prepositions due to their direct association with spatial concepts and the relationships among entities in space. Consequently, this paper diverges from previously discussed frameworks and embarks on an exploration of prepositions focusing on "spatial relations" within the "cognitive semantics" theory. This particular approach to preposition study has not been extensively pursued in Indonesia. Essentially, the paper delves into how speakers' conceptual perceptions, which unequivocally represent their cultural perspectives, are expressed through spatial prepositions – a topic that has been infrequently explored in Indonesia.

Conceptual and Theoretical Framework

Concepts

Prepositions, aside from postpositions, are words traditionally recognized as function words and fall under the category of 'adposition' (Payne, 2011). The term 'preposition', derived from the morphemes 'pre-' and 'position', indicates that it precedes the noun phrase it governs in the Prepositional Phrase (PP) structure. A PP is composed of a preposition, which serves as the governing head of the phrase, along with its accompanying prepositional complement (Weber, 2011). In contrast, 'postposition', derived from the morphemes 'post-' and 'position', indicates that it follows the noun phrase it governs in PP structure. Indonesian and English are examples of languages that employ prepositions, while Japanese employs

postposition. Hence, 'adposition' serves as a neutral term encompassing both types. As this paper compares Indonesian and English, the term 'preposition' will be specifically used. The prepositions to be explored are limited to those that function as indicators of static locative spatial relations.

Literature Review

In general, preposition research in Indonesia has predominantly focused on three key areas. These areas involve inquiries aimed at (i) describing various types of prepositions, (ii) elucidating the syntactic functions of both prepositions and prepositional phrases (PPs), and (iii) revealing the semantic nuances associated with prepositions. These investigative areas are succinctly outlined in the study conducted by Effendi & Aritonang (1991). The examination of preposition types entails an exploration of diverse forms, encompassing both single and compound prepositions. Investigating the syntactic functions of prepositions is closely tied to understanding how prepositions contribute to constructing PPs and the role of PPs in shaping sentence structure. On the other hand, the exploration of preposition meanings delves into their broader implications within sentences.

Recent researches on Indonesian prepositions still align with these primary research areas mentioned above. Some studies are even repetitive in nature (Kurniasih, 2017). Meanwhile, other studies can be categorized into four main types. The first category involves examining how prepositions are used within specific types of texts, as demonstrated by Hanif et al.'s (2020) study. The second category entails contrasting Indonesian prepositions with those in other languages, which is evident in the research by Mas Kusumaningrat (2015) and Rini (2009). The third category focuses on the syntactic analysis of prepositions, as exemplified in the studies conducted by Mulyadi (2012) and Yusof (1996). Lastly, the fourth category involves prescriptive studies of prepositions, as seen in the work by Sugiarti & Ngaisah (2018).

Given the concise overview presented in previous preposition studies, there is a significant opportunity to examine prepositions through the lens of cognitive semantic theory. A notable distinction between cognitive semantics and other theories lies in the emphasis placed on prepositions within language. Cognitive semantics highlights the importance of prepositions due to their direct association with spatial concepts and the relationships among entities in space. Consequently, this paper diverges from previously discussed frameworks and embarks on an exploration of prepositions focusing on "spatial relations" within the "cognitive semantics" theory. This particular approach to preposition study has not been extensively pursued in Indonesia (Kusmanto, 2017). Essentially, the paper delves into how speakers' conceptual perceptions, which unequivocally represent their cultural perspectives, are expressed through spatial prepositions – a topic that has been infrequently explored in Indonesia.

Cognitive Semantics theory considers space an essential element of human existence (Brenda, 2014; Svorou, 1994). In Kant's philosophy, space is seen as a "universal cognitive primitive" (Hickmann & Robert, 2006, p.1). Kant also pointed out that "space... serves as a significant backdrop for all processes of thought and significance" (Zlatev, 2007, p. 320). Levinson & Wilkins (2006) strongly emphasized that spatial cognition is a fundamental necessity for any mobile species with a fixed territory or home base. It undeniably plays a pivotal role in human thinking and reasoning. This underscores why the study of spatial language holds great importance.

Method

This study employs a qualitative descriptive research design, selectively gathering data from online sources to examine the varied usage of the Indonesian prepositions "di dalam" and "di atas," as well as the English prepositions "in" and "on." The application of these prepositions in Indonesian is then comparatively analyzed with their English counterparts, and vice versa. The main objectives of this comparative analysis are twofold. Firstly, it aims to discern diverse usage patterns of these prepositions in both Indonesian and English. Secondly, it seeks to reveal distinctions in how speakers of Indonesian and English conceptualize spatial relationships based on these usage differences. Ultimately, the comparative analysis investigates variations in the use of prepositions, shedding light on cultural disparities among speakers in their understanding of spatial stative relations.

Results and Discussion (Optional)

Equal perceptions

In certain situations, the Indonesia prepositions "di dalam" and "di atas" can be directly translated to their English equivalents, "in" and "on". Likewise, the English prepositions "in" and "on" can be straightforwardly rendered as "di dalam" and "di atas" in Indonesia. The use of these prepositions appears to be equivalent, representing the same conceptual configuration of spatial relations.

Culturally formed perceptions

The analysis compellingly suggests that human perceptual cognition lacks objectivity in perceiving a Ground within a spatial relation with a Figure. This implies that perception is subjective and collectively contributes to shaping cultural perspectives. This shared perception forms a conceptual framework that influences speakers in understanding spatial relations. If human perceptual cognition were objective, speakers across languages would depict similar spatial layouts. However, reality, as reflected in sentences (4), indicates that English and Indonesian speakers perceive the spatial arrangement related to the sky differently. English speakers regard the sky as a "CONTAINER," while Indonesian speakers perceive it as a "LAYER." In Indonesian culture, a widely recognized saying is "di atas langit ada langit," translating to "above the sky, there exist skies." Essentially, this phrase conveys the idea that there is always someone superior or something beyond our current understanding or achievements.

Indonesian all-encompassing preposition ‘di’

The Indonesian preposition 'di,' as seen in (6.d) and (6.e), holds a broad meaning, acting as an encompassing term to signify an unspecified spatial relationship that lacks an equivalent in English. It functions as a versatile preposition, conveying any arrangement between the Figure and Ground. The precise interpretation of the spatial connection between Figure and Ground indicated by the Indonesian preposition ‘di’ depends on its pragmatic meaning. In essence, we acknowledge the presence of the Figure, but the exact spatial alignment with the Ground remains unspecified. Nevertheless, the contextual background offers insights into their spatial relationship.

Conclusion and Recommendations

Even though the discussion within this paper is still exploratory, the analysis of the data demonstrates that prepositions hold abundant and captivating meanings when representing spatial arrangements. To put it differently, despite being considered closed-class words, their meanings are far from being closed or restricted. The data analysis also indicates that image schemas aren't universally objective cognitive defaults. Various language speakers can conceptualize a spatial arrangement differently within distinct spatial setups. If a language speaker's worldview is influenced by their cultural background, it implies that prepositional meanings also encompass cultural concepts. This presumption is well-founded based on the outcomes of data analysis, though further research is needed to delve into the cultural depth embedded in prepositional usage.

Keywords: Cognitive semantics, spatial relation, Indonesian prepositions, cultural meaning

INTRODUCTION

Prepositions, aside from postpositions, are words traditionally recognized as function words and fall under the category of 'adposition' (Payne, 2011). The term 'preposition', derived from the morphemes 'pre-' and 'position', indicates that it precedes the noun phrase it governs in the Prepositional Phrase (PP) structure. A PP is composed of a preposition, which serves as the governing head of the phrase, along with its accompanying prepositional complement (Weber, 2011). In contrast, 'postposition', derived from the morphemes 'post-' and 'position', indicates that it follows the noun phrase it governs in PP structure. Indonesian and English are examples of languages that employ prepositions, while Japanese employs postposition. Hence, 'adposition' serves as a neutral term encompassing both types. As this paper compares Indonesian and English, the term 'preposition' will be specifically used. The prepositions to be explored are limited to those that function as indicators of static locative spatial relations.

Since prepositions can function as the central element (Head) in a phrase structure, in this context a prepositional phrase (PP), they may be semantically categorized alongside the content words such as nouns, verbs, adjectives, and adverbs in the lexical classification (van Gelderen, 2010). This suggests that prepositions possess significant lexical meanings. Despite

having lexical meanings, prepositions are still frequently classified to belong to a closed set of words with a finite quantity and limitedly constant meaning (Chaer, 2008). It's not surprising, then, that prepositions receive limited attention in linguistic investigations, particularly when linked to the perspective that PPs do not play a pivotal role in the syntactic construction of Indonesian (Mulyadi, 2012).

The assertion that PPs do not play a central role in the syntax of Indonesian sentences requires further clarification. PPs become pivotal elements in sentence structure when they fulfill essential syntactic functions, such as those of the Subject, Predicate, or Object. For instance, sentence (1.a) illustrates that the PP '*di atas meja*' (literally translated into 'on the table') serves as the Predicate. In this context, '*di atas meja*' ('on the table') undeniably emerges as an indispensable component in sentence structure, complementing the phrase '*buku saya*' (literally translated into 'my book') as the Subject.

- (1). a. Buku saya di atas meja itu.
book my on table that

'My book is on the table'

- b. Buku saya ~~di atas~~ meja itu.
Book my ~~on~~ table that

'My book is the table'

Sentence (1.b) illustrates that the preposition '*di atas*' (on) cannot be omitted, as it completely changes the meaning of the sentence. This example suggests that not only does the PP hold an essential syntactic function as the Predicate in the sentence, but it also serves as the essential constituent in the PP structure '*di atas meja*' (on the table). Example (1) demonstrates that the PP is not always a constituent lacking important syntactic function in the syntactic structure of the Indonesian language.

In general, preposition research in Indonesia has predominantly focused on three key areas. These areas involve inquiries aimed at (i) describing various types of prepositions, (ii) elucidating the syntactic functions of both prepositions and prepositional phrases (PPs), and (iii) revealing the semantic nuances associated with prepositions. These investigative areas are succinctly outlined in the study conducted by Effendi & Aritonang (1991). The examination of preposition types entails an exploration of diverse forms, encompassing both single and compound prepositions. Investigating the syntactic functions of prepositions is closely tied to understanding how prepositions contribute to constructing PPs and the role of PPs in shaping

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Given the concise overview presented in previous preposition studies, there is a significant opportunity to examine prepositions through the lens of cognitive semantic theory within the theoretical framework of Cognitive Linguistics. A notable distinction between cognitive semantics and other theories lies in the emphasis placed on prepositions within language. Cognitive semantics highlights the importance of prepositions due to their direct association with spatial concepts and the relationships among entities in space (Talmy, 2018; Mori, 2019). Consequently, this paper diverges from previously discussed frameworks and embarks on an exploration of prepositions focusing on "spatial relations" within the "cognitive semantics" theory. This particular approach to preposition study has not been extensively pursued in Indonesia (Kusmanto, 2017). Essentially, the paper delves into how speakers' conceptual perceptions, which unequivocally represent their cultural perspectives, are expressed through spatial prepositions – a topic that has been infrequently explored in Indonesia.

Cognitive Semantics theory considers space an essential element of human existence (Brenda, 2014; Svorou, 1994). In Kant's philosophy, space is seen as a “universal cognitive primitive” (Hickmann & Robert, 2006, p.1). Kant also pointed out that “space... serves as a significant backdrop for all processes of thought and significance” (Zlatev, 2007, p. 320). Levinson & Wilkins (2006) strongly emphasized that spatial cognition is a fundamental necessity for any mobile species with a fixed territory or home base. It undeniably plays a pivotal role in human thinking and reasoning. This underscores why the study of spatial language holds great importance.

Because space exists, a variety of relationships between different entities can occur in various configurations within our world. The presence of humans is itself a part of these relationships between entities and seems to be an outcome of this kind of interaction. Horiuchi (2017) suggests that human cognition allows individuals to become aware of (i) their own existence, (ii) the concept of space, and (iii) their existence within a specific space. This awareness of existence goes beyond just physical being and also includes individual postures and arrangements. These distinct postures and arrangements signify the idea that humans possess a specific stance on earth, have different body parts with varying functions, and can move from one place to another using a particular mode of movement, and experience physical changes over time, among other things. As a result, spatial cognition can be considered as "a collection of fundamental and central cognitive abilities that facilitate various conceptual processes, both non-verbal and verbal" (Glanzberg & Skilters, 2015, p.1).

The semantic notion of a linguistic element, like a preposition in this context, encompasses a conceptual framework. The most fundamental conceptual structure within conceptualization is constructed through "schematization", a cognitive process that systematically selects specific facets from "a referent scene to present the whole, disregarding the remaining aspects" (Talmy, 1983). This process of schema formation is facilitated by "categorization". Croft & Cruse (2004, p.54) assert that categorization represents "the most fundamental assessment of comparison." Categorization is employed to condense an array of stimuli, which might possess infinite nuances, into comparable and delimited categories (Goldberg, 2011; Ramscar & Port, 2015). Furthermore, Goldberg (2011) and Ramscar & Port (2015) posit that humans possess the capacity to create concepts, and categorization is not always bound by adherence to worldly realities; instead, it can involve the fabrication of ideas rather than exclusive encounters with pre-existing structures. Examples include mental portrayals of a unicorn, ninja turtles, or mermaids. Both schematization and categorization entail interpretation, resulting in disparities in how they're applied to the same phenomenon among language users.

Hence, categorization reduces the resemblances and discrepancies inherent in various spatial relation configurations into distinct experiences, ultimately generating a series of classifications, in this context a series of prepositions. This process suggests that the preposition "*di atas*" (on, above) encompasses a comprehensive conceptual category. The conceptual category conveyed by the linguistic unit "*di atas*" fundamentally stems from simplifying an array of dissimilar spatial relation configurations. However, the variations within this array of spatial relation configurations are overlooked and generally compressed

into the identical category denoted by the linguistic unit recognized as the preposition "di atas".

Simultaneously, the process of categorization involves a cognitive phenomenon called schematization (Croft & Cruse, 2004). Schematization gives rise to a schema, a mental depiction encompassing a collection of knowledge structures associated with various objects or events, along with ingrained assumptions about their features, relationships, and implications when dealing with incomplete information (DiMaggio, 1997). According to Cienki (2013) and Johnson (2008), the incorporation of these attributes and their subsequent implications is feasible due to the fact that schema embodies "a recurring, dynamic pattern of our perceptual interactions and motor programs that gives coherence and structure to our experience." Consequently, schema serves as a cognitive framework that assists individuals in (i) organizing their comprehension of people, locations, objects, situations, and events, and (ii) interpreting novel data. Moreover, schema generates mental imagery that corresponds with their relationships. This is why the term "image schema" is employed in cognitive semantics theory.

An exemplar is the VERTICALITY schema. This mental illustration stems from the conceptualization of numerous perceptual encounters, ranging from observing trees to recognizing one's ability to stand upright, partaking in activities like ascending stairs or utility poles, measuring height, and more. The VERTICALITY schema encapsulates an abstract knowledge formation that emerges from the synthesis of diverse everyday experiences (Johnson, 1987, 2008; Cienki, 2013; Górska, 2014).

The mental illustration in the form of an image schema is equally applicable to different situations. This implies that while the VERTICALITY schema possesses a universal nature, the spatial relationships among entities encapsulated within the VERTICALITY schema can be interpreted divergently across distinct languages. With respect to the matters investigated within this paper, inquiries may arise, such as whether the conceptual structure of the Indonesian preposition aligns with the conceptual framework of the English preposition "on". Thus, this paper will also address this issue to exemplify the adaptable nature of conceptual frameworks.

Based on the provided background, it is evident that the prepositions '*di dalam*' and '*di atas*' in Indonesian, as well as 'on' and 'in' in English, stem from distinct conceptualizations of spatial relations within the shared image schemas of VERTICALITY and CONTAINMENT. The varied scopes of usage indicate divergent conceptual structures. Two inquiries arise and

will be explored regarding the utilization of these prepositions in this paper. Firstly, how is the image schema of VERTICALITY conceptualized into distinct structures within the Indonesian preposition 'di atas' and the English preposition 'on.' Secondly, how is the image schema of CONTAINMENT conceptualized into different structures within the Indonesian preposition 'di dalam' and the English preposition 'in.' Additionally, these conceptual structure disparities will be explored in connection with their cultural significance.

METHOD

This exploratory study adopts a qualitative descriptive research design to delve into the conceptual structure of the Indonesian prepositions "di dalam" and "di atas," along with their English counterparts "in" and "on." The qualitative approach proves suitable for this investigation as it allows for an in-depth exploration of language nuances and cultural influences (Denzin & Lincoln, 2018). The data for this study is selectively sourced from a variety of online platforms, including literature, articles, and linguistic databases. These sources offer a diverse set of examples, providing insights into contemporary usage patterns in both languages. The deliberate choice of online sources ensures a comprehensive representation of linguistic contexts and usage scenarios.

The collected data undergoes a comparative analysis, where the usage of Indonesian prepositions is systematically examined alongside their English equivalents. This bidirectional analysis aims to uncover patterns of divergence and convergence in the application of these prepositions (Bryman, 2016). By systematically comparing examples from both languages, the study aims to identify instances where the use of prepositions differs or aligns. The primary objectives of this comparative analysis are two-fold. Firstly, it seeks to discern diverse usage patterns of the prepositions "*di dalam*" and "*di atas*" in Indonesian, as well as "in" and "on" in English. This involves identifying specific contexts and scenarios where these prepositions are employed, elucidating the semantic nuances associated with each (Flick, 2018). Secondly, the study aims to reveal distinctions in how speakers of Indonesian and English conceptualize spatial relationships based on these usage differences.

The comparative analysis goes beyond a mere linguistic examination and extends into the realms of culture and cognition. Drawing on cognitive linguistic theories, such as image schemas, the study explores how speakers of Indonesian and English mentally represent spatial relationships through the use of these prepositions (Johnson, 2008). By investigating the cognitive underpinnings of prepositional usage, the research aims to uncover cultural disparities in the conceptualization of spatial stative relations.

The examination is exclusively focused on the Indonesian prepositions “*di dalam*” and “*di atas*” and their English equivalents “in” and “on” in the context of an exploratory investigation. Consequently, the analysis will not address the inclusion of related prepositions in the discourse, including English prepositions such as “above”, “under”, and “over”. This study, once more, is exploratory in its essence, with the objective of illustrating that prepositions, conventionally perceived as a closed word class with restricted lexical significance, fundamentally contribute to human cognition by shaping spatial relationships among entities in the world.

RESULTS AND DISCUSSION

The Indonesian preposition “di dalam” and the English preposition “in” exhibit a shared conceptualization grounded in the image schema of “CONTAINMENT.” Likewise, the Indonesian preposition “di atas” and the English preposition “on” are positioned within the image schema of “VERTICALITY.” This suggests a common origin for these prepositions, stemming from a shared perception of spatial relations. To further investigate these linguistic parallels, it is imperative to scrutinize the contextual applications of each preposition and assess the extent of their equivalence. Direct translatability can be employed as the first method to scrutinize both their similarities and distinctions.

The Indonesian preposition “*di dalam*” and the English preposition “in”

The conceptual alignment of “*di dalam*” and “in” under the image schema of “CONTAINMENT” suggests a fundamental similarity in expressing containment or enclosure. The preposition “*di dalam*” in Indonesian is used to denote being enclosed or surrounded by something, just as “in” is employed in English as exemplified in data (2).

(2). a. Mereka menyimpan pakaian *di dalam* rumah. (liputan6.com)

‘They store clothes in the house’

b. There are a few books in the bag. (tatoeba.org)

‘Ada beberapa buku *di dalam* tas itu’.

The data reveals that the use of Indonesian prepositions “*di dalam*”, along with their English counterparts “in” in sentences (2), can be seamlessly interchanged in translation. In sentence (2.a), the Indonesian preposition “*di dalam*” expresses an identical spatial relationship as the English preposition “in” does in sentence (2.b). The direct and reciprocal translatability observed in these expressions suggests that the utilization of prepositions in sentences (2)

denotes a consistent spatial relationship between entities. This shared representation also reflects a conceptual similarity in understanding the spatial relations conveyed by these prepositions.

The phrase "*di dalam rumah*" (literally and directly translated into "in the house") in Indonesian and "in the house" in English both convey the idea of being within the confines of a house. This shared semantic territory reflects the universality of the human cognitive process in understanding containment. This conceptual parallelism is reinforced by the translatability of these prepositions between languages. The direct translation capabilities between "*di dalam*" and "in" underscore their semantic equivalence and the interchangeability of their usage. Such translational ease is a strong indicator of the shared conceptual framework underlying these prepositions.

The preceding analysis has demonstrated that both the Indonesian preposition "*di dalam*" and its English equivalent "in" are grounded in the CONTAINMENT image schema. When employed to depict a spatial relationship within this schema, "*di dalam*" and "in" can be directly translated interchangeably. The conceptual framework of "*di dalam*" in Indonesian and "in" in English relies on the perception of the Ground. If the Ground is perceived as a container, the Figure will be spatially configured within that Ground using the preposition "*di dalam*" in Indonesian and "in" in English.

Subsequent examples reveal a distinct finding compared to the earlier analysis, where the English preposition "in" in sentence (3.a) does not have a direct equivalence with its Indonesian counterpart '*di dalam*' (3.b).

(3). a. A jet is flying in the sky. (freepik.com)

b. *³ 'Sebuah jet terbang di dalam langit'

a jet fly in sky

c. 'Sebuah jet terbang di langit' or

d. 'Sebuah jet terbang di atas langit'

In sentence (3.a), the English preposition "in" cannot be directly translated to its Indonesian equivalent "*di dalam*" in sentence (3.b). Within this specific context, the English preposition "in" and its Indonesian counterpart "*di dalam*" reveal distinct conceptual perspectives. The usage of the English preposition "in" in (3.a) implies that English speakers conceptualize the sky as a container where other entities are positioned inside, indicating its association with the

³ The use of the asterisk symbol in the data signifies the inappropriateness of the expression.

CONTAINMENT image schema. In other words, the primary use of the preposition “*di dalam*” and “in” is highly dependent on how the Ground is culturally perceived. This strongly suggests that a particular spatial configuration is interpreted uniquely and is expressed through a varied selection of preposition usage.

The analysis compellingly suggests that human perceptual cognition lacks objectivity in perceiving a Ground within a spatial relation with a Figure. This implies that perception is subjective and collectively contributes to shaping cultural perspectives. This shared perception forms a conceptual framework that influences speakers in understanding spatial relations. If human perceptual cognition were objective, English and Indonesian speakers would depict similar spatial layouts in perceiving the sky. However, reality, as reflected in sentences (3), indicates that English and Indonesian speakers perceive the spatial arrangement related to the sky differently. English speakers regard the sky as an image schema of “CONTAINER,” while Indonesian speakers perceive it as a an image schema of “LAYERS.”

In Indonesian culture, a widely recognized saying is “*di atas langit ada langit*”, literally translating to “above the sky, there exist skies”. Essentially, this phrase conveys the idea that there is always someone superior or something beyond our current understanding or achievements. In simpler terms, Johnson's (2008) insight about the coherence and structure of our experiences emphasizes that it is not solely determined by randomly recurring dynamic patterns of perceptual interactions. Instead, the coherence and structure arise from our process of categorization and classification.

The above examination suggests that the Indonesian preposition “*di dalam*” and its English counterpart “in” exhibit a comparable conceptual structure linked to the CONTAINMENT schema. The divergence in the application of these prepositions is not rooted in an inherent dissimilarity in their internal conceptual structures but rather arises from variations in how the Ground is perceived. Despite referencing the same object, English and Indonesian speakers may interpret the object in divergent ways. As exemplified in the provided data (3), English speakers view the “sky” as a container, while Indonesian speakers perceive it as a layer.

The utilization of the English preposition “in” in another context, which cannot be directly translated to the Indonesian preposition “*di dalam*”, is exemplified in data (4).

- (4). a. By swimming **in** the sea I cross normal boundaries (www.theguardian.com)
- b. *‘Dengan berenang **di dalam** laut saya melampau batas normal’
by swimming **in** sea I cross boundaries normal

- c. ‘Dengan berenang di laut saya melampau batas normal’

In this instance, Indonesian speakers deviate from the usual use of the preposition "*di dalam*", directly associated with the CONTAINMENT image schema (4.b), to express the sentence in (4.a). The employment of "*di dalam*" in sentence (5.b) implies a three-dimensional CONTAINMENT image schema, signifying the actor's presence contained inside the sea. Here, the sea is perceived as a three-dimensional container, with the actor positioned within it rather than on its surface.

To convey this scenario, Indonesian speakers opt for the preposition "*di*" over "*di dalam*" as in (4.c). The broad applicability of "*di*" in Indonesian enables it to convey a wide range of spatial relations. The use of the Indonesian preposition "*di*" relies on shared knowledge among the speakers, contributing to a nuanced and accurate interpretation of the spatial configuration. This analysis suggests that English speakers have a broader and more flexible perception of the CONTAINMENT image schema compared to Indonesian speakers. In the case of Indonesian speakers, the CONTAINMENT image schema pertains to a three-dimensional container, spatially configuring the Figure inside it, excluding placement on its surface.

The Indonesian preposition “*di atas*” and the English preposition “on”

Moving on to the prepositions associated with the image schema of VERTICALITY, “*di atas*” in Indonesian and “on” in English signify a spatial relationship involving vertical positioning. Both prepositions convey the idea of being situated above or on top of something as exemplified in data (5).

- (5). a. Saya meletakkan piring di atas meja. (grid.id)

‘I placed the plate on the table’

- b. The apple on the table is rotten. (hinative.com)

‘Apel di atas meja itu busuk.’

The data reveals that the use of Indonesian prepositions “*di atas*”, along with their English counterparts “on” in sentences (5.a) and (5.b), can also be seamlessly interchanged in translation. In sentence (5.a), the Indonesian preposition “*di atas*” expresses an identical spatial relationship as the English preposition “on” does in sentence (5.b). The direct and reciprocal translatability observed in these expressions also suggests that the prepositions in

sentences (5.a) and (5.b) denote a consistent spatial relationship between entities. This shared representation also reflects a conceptual similarity in understanding the spatial relations conveyed by these prepositions.

In the above analysis, the exploration of the Indonesian preposition “*di atas*” and its English equivalent “on” revealed a compelling aspect of linguistic interchangeability. The initial assessment of interchangeability was based on the seamless substitution of “*di atas*” with “on” and vice versa in various contexts as in (5), suggesting a common understanding of spatial relations framed by the image schema of VERTICALITY. However, upon a more profound exploration, it becomes evident that the mere interchangeability of these prepositions may not fully encapsulate the complexity of their mental representations. Additional illustrations (6) and (7) (Kusmanto, 2017; Kusmanto et al., 2021) unveil a layer of complexity beyond mere linguistic equivalence. These instances suggest that the application of prepositions is not solely a linguistic choice but is intricately intertwined with the subjective worldviews of language speakers. The mental schema associated with the Indonesian preposition “*di atas*” might extend beyond the simplistic representation provided by the image schema of VERTICALITY.

- (6). a. The lamp is on the ceiling.
 b. The lamp is on the wall.
 c. The lamp is on the table.
- (7). a. *Lampu itu berada di atas langit-langit.
 Lamp that is on celing
 “the lamp in on the ceiling”
 b. *Lampu itu berada di atas dinding.
 Lamp that is on wall
 “The lamp is on the wall.”
 c. Lampu itu berada di atas meja.
 Lamp that is on table
 “The lamp is on the table”
 d. Lampu itu berada di langit-langit.
 Lamp that is (all-encompassing preposition) ceiling
 “The lamp is on the wall”
 e. Lampu itu berada di dinding.
 Lamp that is (all-encompassing preposition) wall
 “The lamp is on the wall”

Data (6) concerning the usage of the English preposition “in” reveals that the spatial arrangement between the entity ‘the lamp’ and other entities (6.a) ‘the ceiling’, (6.b) ‘the table’, and (6.c) ‘the wall’ is not structured based on the VERTICALITY image schema. Data (6.a) and (6.b) indicate that the spatial relationship between entities lacks any discernible connection with the VERTICALITY image schema. Consequently, the conceptual framework of the English preposition “on” does not incorporate orientation (whether vertical or horizontal) as a factor in perceiving the spatial relationship between entities in data (6).

The conceptual arrangement evident in data (6) pertaining to the use of the English preposition “on” is characterized by a ‘direct attachment’ between entities. In this context, if the entity ‘the lamp’ is considered the Figure and ‘the ceiling’, ‘the wall’, and ‘the table’ represent the Ground, the configuration between the Figure and the Ground completely overlooks the orientation aspect of the spatial relationship. Consequently, the spatial relations in (6) can manifest in various arrangements, provided that the Figure attaches to the Ground in a way that the Ground serves as the support for the Figure. In other words, the spatial arrangements of the data (6) stem from the image schema of SUPPROTIVE ATTACHMENT.

On the contrary, data (7) illustrate that Indonesian speakers employ the preposition “*di atas*” to indicate a vertical orientation relationship. Furthermore, the Figure must be oriented vertically relative to the Ground, regardless of whether the Figure is physically and directly attached to the Ground or not. This is why the spatial relationships in (6.a) and (6.b) cannot be directly translated using the Indonesian preposition “*di atas*” as in (7.a) and (7.b). Instead, Indonesian speakers would use the all encompassing preposition “*di*” to express the spatial relationship in (6.a) and (6.b) as in (7.d) and (7.e).

In this context, the distinction in the use of the Indonesian preposition “*di atas*” and the English preposition “on” is evident in their associated image schemas. The Indonesian preposition “*di atas*” employs the VERTICAL RELATION image schema, depicting the Figure positioned vertically above the Ground, whether in direct contact as illustrated in (8.a) or without direct contact as shown in (8.b).

- (8). a. buku itu berada *di atas* meja.
 book that is *on* table
 ‘the book is *on* the table’
- b. Pesawat itu melintas *di atas* bukit itu.
 plane that fly *on* hill that

‘the plane is flying over the hill’

At the same time, the application of the English preposition “on” is grounded in the SUPPORTIVE ATTACHMENT image schema, irrespective of the orientation of the relationship. Consequently, as exemplified in data (6), the English preposition “on” can establish a spatial connection between a Figure and a Ground in diverse orientations.

The above analysis demonstrates that relying solely on the use of the Indonesian preposition “*di atas*” and the English preposition “on”, as seen in data (5), can lead to misleading conclusions regarding the underlying image schema used for the usage of these two prepositions. This finding is crucial because it turns out that the Indonesian preposition “*di atas*” and the English preposition “on” exhibit significantly different patterns of usage. The Indonesian preposition “*di atas*” represents a configuration resulting from the conceptualization of spatial relations between entities based on the vertical orientation relationship between the Figure and the Ground. On the other hand, the English preposition “on” represents a configuration resulting from the conceptualization of spatial relations between entities based on the relationship between an attached Figure and a supporting Ground.

This distinction highlights the importance of delving deeper into the cognitive and linguistic nuances associated with the use of these prepositions. The initial assumption of interchangeability based on a shared image schema of VERTICALITY needs to be revisited, given the divergence in the fundamental conceptualizations of spatial relations embedded in these prepositions. The Indonesian preposition “*di atas*” involves a vertical orientation that emphasizes the positional relationship between the Figure and the Ground, whereas the English preposition “on” emphasizes attachment and support in spatial relationships.

This insight urges a reconsideration of the implications for cross-linguistic and cross-cultural communication. It underscores the need to recognize that linguistic choices, especially those involving prepositions, are not merely interchangeable across languages. Instead, they reflect deep-seated cultural and cognitive perspectives that shape the way spatial relations are conceptualized and expressed.

What is notably intriguing is the utilization of the Indonesian preposition “di”, exemplified in instances (4.c), (7.d), and (7.e), which demonstrates a remarkable breadth of meaning. This preposition serves as an all-encompassing term, signifying an unspecified spatial relationship that lacks an equivalent counterpart in English. It operates as a versatile preposition, encompassing various arrangements between the Figure and the Ground. The specific

interpretation of the spatial connection between the Figure and the Ground, indicated by the Indonesian preposition “di”, is contingent upon its pragmatic meaning. Essentially, we acknowledge the presence of the Figure, but the precise spatial alignment with the Ground remains unspecified. However, the contextual background provides valuable insights into their spatial relationship.

Alternative interpretations can be proposed regarding the utilization of the Indonesian preposition “di”, which is versatile enough to represent various configurations of spatial relations. Firstly, Indonesian speakers might not intricately focus on spatial relations unless such details become necessary. When a detailed spatial relation is indeed needed, Indonesian speakers will explore it more extensively within the given context. Secondly, the flexibility of 'di' allows for a broad application in expressing spatial relationships, emphasizing the pragmatic and contextual aspects in communication. This adaptability implies that Indonesian speakers prioritize a functional and contextual understanding over specifying spatial details in everyday language use. Moreover, the use of the Indonesian preposition 'di' also aids learners of Indonesian as a foreign language when they are uncertain about which spatial preposition to use in a particular situation.

CONCLUSION

This comprehensive exploration into the cognitive and cultural dimensions influencing prepositional usage highlights the need for a more nuanced and interdisciplinary approach in future studies. While the focus has primarily been on linguistic aspects, recognizing the interconnectedness of language, cognition, and culture is imperative for a holistic understanding of how prepositions shape our perceptions of spatial relations. This interdisciplinary perspective has the potential to uncover richer layers of meaning and shed light on the intricate dynamics that govern the usage patterns of prepositions in different languages.

Future research endeavors should extend beyond traditional linguistic analyses and delve into the cognitive processes that underlie the choice and interpretation of prepositions. Cognitive linguistic theories, such as image schemas, provide a valuable framework for understanding the mental representations that inform prepositional usage. By exploring how individuals mentally conceptualize spatial relations, researchers can gain insights into the cognitive mechanisms that influence prepositional choices. The interdisciplinary approach advocated here aligns with the growing recognition of the intricate interplay between language and culture in the field of linguistics. By extending this understanding to prepositional usage,

researchers can uncover deeper layers of cultural meaning that may remain obscured within the confines of traditional linguistic analyses.

Despite the exploratory nature of the discussion within this paper, the analysis of the data underscores the richness and complexity inherent in prepositional meanings when representing spatial arrangements. Contrary to the notion that prepositions are closed-class words with restricted meanings, the data suggests that they are dynamic linguistic elements capable of encapsulating nuanced and captivating meanings. This challenges the traditional view of prepositions as mere functional connectors and emphasizes the need to consider them as carriers of cultural and cognitive significance.

The findings also raise intriguing questions about the universality of image schemas as objective cognitive defaults. The data analysis reveals that various language speakers can conceptualize spatial arrangements differently within distinct spatial setups. This challenges the assumption that image schemas are universally shared cognitive structures and emphasizes the role of cultural and individual differences in shaping mental representations. Therefore, an in-depth exploration into the cultural dimensions of prepositional usage is crucial for a comprehensive understanding of how linguistic choices reflect and contribute to cultural worldviews.

While this study has provided valuable insights, it is essential to acknowledge its limitations and recognize the need for further research to delve into the cultural depth embedded in prepositional usage. Future investigations could employ a more extensive and diverse dataset, encompassing various cultural and linguistic contexts to capture a broader spectrum of prepositional meanings. Additionally, incorporating experimental methods, such as cognitive linguistic experiments, could offer a more detailed understanding of how individuals from different cultural backgrounds mentally represent spatial relations.

Finally, the exploration of prepositional usage goes beyond the boundaries of linguistics and calls for an interdisciplinary approach that considers the intricate interplay between language, cognition, and culture. By recognizing the dynamic and multifaceted nature of prepositional meanings, researchers can gain a more profound understanding of how language shapes our perception of spatial relations. The insights garnered from this interdisciplinary exploration contribute not only to linguistic theory but also to the broader field of intercultural communication, providing a foundation for navigating the complexities of language and cultural diversity.

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Ortaokul öğrencilerinin eleştirel düşünme ve problem çözme becerilerinin ölçümü: bir analitik rubrik geliştirme çalışması

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Ortaokul öğrencilerinin eleştirel düşünme ve problem çözme becerilerinin ölçümü: Bir analitik rubrik geliştirme çalışması

Öz

Bireylerin çağdaş yaşamın gerekliliklerine cevap verebilmesi ve demokratik hayata katılım sağlayabilmesi için bilimsel rapor ve tartışmaları eleştirel biçimde takip edilebilmesi, bilim insanlarının bilgi üretme ve problem çözme biçimlerini kavrayabilmesi ve tek taraflı açıklamalardan kaçınması gerekmektedir. Tüm bu yeterlikler bütünü eleştirel düşünme ve problem çözme becerilerini gündeme getirmektedir. Bu iki becerinin öğretim ortamlarında uygulamalı olarak ele alınması ve geliştirilebilmesi içinse anlamlı bağlamlara ve sağlıklı ölçüm araçlarına ihtiyaç vardır. Bu çalışmada bu doğrultuda bir planlama yapılmış ve ortaokul öğrencilerinin eleştirel düşünme ve problem çözme becerilerinin bütüncül ve performansa dayalı ölçümünde kullanılabilecek analitik bir rubriğin geliştirilmesi amaçlanmıştır. Söz konusu analitik rubriğin geliştirilmesi sürecinde önce ilgili alan yazın taranmış, ölçütler ve performans düzeyleri belirlenmiş, uzman görüşü alınmış ve bir pilot uygulama gerçekleştirilmiştir. Gerçekleştirilen pilot uygulama için dinazorların yok oluş teorileri üzerinden ilgi çekici ve alternatif iddiaların değerlendirilmesine açık bir bağlam tanımlanmış ve öğrencilerin bu bağlamda eleştirel düşünme ve problem çözme becerilerini işe koşacakları bir performans sergilemeleri sağlanmıştır. Geliştirilen analitik rubriğin içerik geçerliği alan yazın incelemesi ve uzman görüşleri, yapı geçerliği ve güvenirliği ise pilot uygulamada elde edilen veriler doğrultusunda değerlendirilmiştir. Ulaşılan sonuçlar geliştirilen analitik rubrik ile ortaokul öğrencilerinin eleştirel düşünme ve problem çözme becerilerinin bütüncül ve performansa dayalı olarak geçerli ve güvenilir biçimde ölçülebileceğini göstermiştir.

Anahtar Kelimeler: Eleştirel düşünme, problem çözme, analitik rubrik.

Assessing middle school students critical thinking and problem solving skills: An analytical rubric development study

Abstract

Developing the ability of individuals to respond to the requirements of contemporary life and to participate in democratic life are among the priority agenda of modern science education. This agenda makes the competencies of critically following up scientific reports and discussions, participating in decision-making processes, understanding the way of scientists in producing information and problem solving, avoiding one-sided explanations and accessing reliable sources as important goals to be achieved. The critical thinking and problem solving skills constitute an important infrastructure for these competencies and meaningful contexts and measurement tools are needed in order to deal with and develop these critical thinking and problem solving skills practically in teaching environments. In this study, a planning was made in line with this need and it was aimed to develop an analytical rubric that can be used in the holistic and performance-based measurement of secondary school students' critical thinking and problem-solving skills. During the development process of the aforementioned analytical rubric, firstly, the relevant literature was examined, criteria and performance levels were determined, expert opinion was taken and a pilot study was carried out. For the pilot study, a relevant context for the evaluation of interesting and alternative theories on the extinction of dinosaurs was defined, and students were asked to answer related questions with performing their critical thinking and problem solving skills. The content validity of the developed analytical rubric was evaluated in line with the literature review and expert opinions, and the construct validity and reliability were evaluated in line with the data obtained in the pilot application. The results showed that with the developed analytical rubric, the critical thinking and problem solving skills of secondary school students can be measured holistically in a valid and reliable way that based on their performance.

EXTENDED ABSTRACT

Introduction

Ensuring the individual's emancipation, responding to the requirements of contemporary life, and participation in democratic life has been on the agenda of modern science education for a long time and directs the search for improvement of teaching environments. In this context, developing competencies such as following scientific reports and discussions in the media critically and participating in decision-making processes, understanding the scientists' way of producing knowledge and problem solving, avoiding one-sided explanations and accessing reliable sources are presented as important goals. Among all these competencies, critical thinking and problem

solving skills constitute an important starting point and find an important response in the science curriculum of our country. Because, creative and critical thinking has an undeniable role in the production of scientific knowledge, and on the way to knowledge, critical thinking and problem-solving skills, along with scientific process skills must be employed at certain points.

It is argued that individuals who can think critically should be able to focus on a problem, analyze arguments, ask and answer questions, examine the reliability of sources, make observations and evaluate data, make deductive and inductive inferences, form value judgments, define concepts, set assumptions, make decisions and interact with others. An individual with advanced problem-solving skills, on the other hand, can define the problem, collect data about the problem, analyze the collected data, develop and evaluate possible solutions, realize the solution of the problem and perform self-regulation. For example, at the stage of defining the problem, he can express the problem in his own words, identify the limitations of the problem and make the problem as concrete as possible. While creating possible solutions, he first creates a conceptual infrastructure by choosing the appropriate theory, principles and approaches to the problem.

In order for critical thinking and problem solving skills to be a part and target of instructional environments, they must first be measured and monitored in a healthy way. For this, measurement and evaluation processes should be planned, in which individuals can demonstrate their skills holistically and receive feedback on their performance. With this perspective, in this study, it was aimed to develop an analytical rubric that would enable the holistic and performance-based measurement of critical thinking and problem solving skills.

Method

In the development process of the analytical rubric, first a theoretical framework was created for the skills to be measured. For this, a number of studies on critical thinking and problem solving skills in the literature were reviewed and an evaluation was made on the criteria and performance levels that should be included in the rubric. After the evaluations, it was seen that the criteria could be structured on problem solving steps and the performance levels on the said criteria could be structured on critical thinking skills, so that it would be possible to deal with these two skill areas holistically. In this context, the criteria of the rubric are constructed as (i) defining the problem, (ii) collecting data about the problem, (iii) analyzing the data related to the problem, (iv) creating possible solutions to the problem, (v) evaluating possible solutions to the problem, (vi) realizing the solution of the problem and (vii) self-regulation. Then, performance levels were determined for each of these criteria and for the first two criteria interpretation, the third criterion analysis, the fourth criterion inference, the fifth criterion evaluation, the sixth criterion explanation, and the last criterion self-regulation critical thinking skills were employed.

While determining the performance levels of the criteria, the values “Excellent (2 points)”, “Good (1 point)” and “To be improved (0 points)” were preferred and each performance level was tried to be explained in as much detail as possible. For example, the excellent performance level created for the criterion of defining the problem was explained as “expresses the purpose and importance of the problem in his own words, by interpreting it in a clear and precise language”, and the good performance level was explained as “although he seems to understand the purpose and importance of the problem, he finds it difficult to interpret the problem in his own words”. After defining the criteria and the performance levels to be taken as basis for each criterion, the first draft rubric was presented to the opinion of two assessment and evaluation experts. In line with the feedback received from the experts, the definitions of some performance levels were made more clear and discrete, and the context that should be designed was focused on in order to measure problem-solving and critical thinking skills holistically.

At this point, it has been decided on the theories of the extinction of dinosaurs, which do not have definite and ready answers in open sources and will allow evaluation among alternative theories. After that, a short text referring to the theories of the extinction of dinosaurs and in this context, an open ended questions form focused on problem-solving skills ranging from problem definition to self-assessment, and pilot implementation was initiated for pilot study. The pilot study was carried out with 26 seventh grade students, completed in 2 lesson hours with the use of open sources, and the student product files obtained were evaluated independently by two researchers with the help of the rubric developed.

The content validity of the developed rubric was evaluated in the light of theoretical discussions in the literature and opinions received from two assessment and evaluation experts, one of whom works directly in the field of problem solving and critical thinking skills. In the evaluation, it was seen that the skills targeted in the criteria in the rubric were not exceeded, all important aspects of problem solving and critical thinking skills were covered, and content validity was ensured by creating application content for each criterion. For the construct validity of the rubric, the focus was on the criteria constructed through problem solving and critical thinking skills, and it was checked whether these criteria were capable of evaluating all important aspects of the target structure. When the products obtained in the pilot study were evaluated with the help of the developed rubric, it was seen that the answers of the students and the processes they operated while arriving answers could be evaluated in a healthy way together with the scoring criteria and performance levels, and there were no criteria that did not have a

significant relationship with the targeted structure. After the validity evaluation of the rubric was completed, the reliability analysis was started and the fit index value, which indicates the consistency between the raters, was calculated. For this, the student products obtained in the pilot study were evaluated independently by two researchers, the scores they gave for each item in the rubric were tabulated, and a value of approximately 82% was reached in the calculation made on these tables $[(149/182) * 100]$.

Results

It has been evaluated that the analytical "Critical Thinking and Problem Solving Skills Evaluation Rubric" developed in this research can measure the relevant skills of individuals in a performance-based, holistic and healthy way. Considering that most of the scales in the literature focus on the measurement of expressions and perceptions about these skills, it can be argued that the developed rubric will fill an important gap in the field with its structure that allows the measurement of the target skills of individuals in the context of their performance.

Keywords: Critical thinking, Problem solving, Analytical rubric.

GİRİŞ

Bireyin özgürleşmesinin, çağdaş yaşamın gerekliliklerine cevap verebilmesinin ve demokratik hayata katılımının sağlanabilmesi uzun süredir çağdaş fen eğitiminin gündemini oluşturmakta ve öğretim ortamlarının iyileştirilmesi arayışlarına yön vermektedir. Bu bağlamda medyada yer bulan bilimsel rapor ve tartışmaları eleştirel biçimde takip etme ve karar alma süreçlerine katılım (DeBoer, 2000), bilim insanların bilgi üretme ve problem çözme biçimlerini kavrama, tek taraflı açıklamalardan kaçınma ve güvenilir kaynaklara erişim gibi yeterliklerin geliştirilmesi önemli hedefler olarak sunulmaktadır (Bybee ve ark., 2008; Chiappetta ve Koballa, 2006; Zimmerman, 2007). Tüm bu yeterlikler bütünü içinde eleştirel düşünme ve problem çözme becerileri önemli bir çıkış noktası oluşturmakta ve ülkemiz fen bilimleri dersi öğretim programında da önemli bir karşılık bulmaktadır (Milli Eğitim Bakanlığı [MEB], 2018). Zira bilimsel bilginin üretilme sürecinde yaratıcı ve eleştirel düşünme yadsınamaz bir role sahiptir (Hu ve Adey, 2002) ve bilgiye giden yolda bilimsel süreç becerileri ile birlikte eleştirel düşünmenin ve problem çözme becerilerinin de belirli noktalarda mutlaka işe koşulması gerekmektedir (Hadzigeorgiou ve ark., 2012; Irwanto ve ark., 2019).

Eleştirel Düşünme

İlgili alan yazın, bazı farklılıklar gündeme gelse de, eleştirel düşünme becerisinin bir dizi temel bileşen ve bireylere sağlayacağı katkı bağlamında ele alınabileceğini göstermektedir. Eleştirel düşünebilen bireylerin bir probleme odaklanabilmesi, argümanları analiz edebilmesi, sorular sorup cevaplandırabilmesi, kaynakların güvenilirliğini sorgulayabilmesi, gözlem yapıp verileri değerlendirebilmesi, tümdengelimsel ve tümevarımsal çıkarımlar yapabilmesi, değer yargıları oluşturabilmesi, kavramları tanımlayabilmesi, varsayımlar belirleyebilmesi, karar verip başkalarıyla etkileşime girebilmesi gerektiği ileri sürülmektedir (Demircioğlu, 2018; Ennis, 1987). Bu yeterliklere sahip bireylerin iddiaların anlamını ve yapılandırılma biçimini

sorgulayabileceği, farklı bakış açılarını ve yorumları kavrayabileceği, belirli bir konuya ilişkin duruş sergileyebileceği, bireysel değerler ile tutumları gözden geçirerek düşüncelerini eyleme dönüştürebileceği öngörülmektedir. Dolayısıyla gerçeklik ile iddiayı ayırt edilebileceği, tutarsız yargıların farkına varılabileceği, hem sözel hem de yazılı dili etkili biçimde kullanabileceği (Kürüm, 2002), belli bir konuyu farklı açılardan ele alabileceği, iddialara dair kanıtları irdeleyebileceği, iddiaları kanıtlarla güçlendirebileceği ve bir sonuca ulaşarak bunu yorumlayabileceği (Willingham, 2007) varsayılmaktadır. Tüm bu yeterlikler genel anlamda analiz etme, yorumlama, çıkarım yapma, açıklama, değerlendirme, öz-düzenleme kategorileri altında ve gruplandırma, anlam oluşturma, fikirleri irdeleme, kanıtları analiz etme, iddiaları değerlendirme, sonuç çıkarma, sağlama yapma, tezleri sunma ve öz-değerlendirme alt becerileri ile birlikte ele alınmaktadır (Facione, 1990; Snyder ve Snyder, 2008).

Diğer yandan eleştirel düşünme becerilerine sahip olma ve bunları sergileme eğilimi arasında önemli bir fark olduğu ve doğrudan sorulmadıkça bireylerin kendi bakış açılarına karşıt yaklaşımların gerekçelerini açıkça sunmadıkları ileri sürülmektedir (Perkins ve ark., 1993). Bu tez eleştirel düşünmenin bazı beceriler yanında kişilere, olaylara ve durumlara karşı alışılmış ancak şekillendirilebilir biçimlerde pozisyon almayı veya cevap vermeyi (Facione, 2000), açık fikirli, tarafsız, meraklı ve farklı bakış açılarına açık olmayı (Bailin ve ark., 1999; Ennis, 1985) gerektirdiğine dikkat çekmektedir. Bu nedenle eleştirel düşünme, sergilenmesi gereken becerilerle birlikte bu becerilerin sergilenmesini teşvik edecek, bireyleri arka planda işleyen süreçleri açık etmeye istekli hale getirecek bağlamlarda değerlendirilmelidir. Bununla birlikte eleştirel düşünme salt akademik bir ihtiyaç olarak görülmemeli, yaşamın farklı alanlarındaki sorunların çözümünde oynayabileceği rol (Braman, 1999; Türnüklü ve Yeşildere, 2005) ve mesela sosyal ilişkilerdeki güç, eşitlik ve adalet kavramlarının daha iyi anlaşılmasında sağlayabileceği katkı da dikkate alınmalıdır (Coffey, 2008).

Eleştirel düşünmeye dair beceriler, eğilimler ve hayatın bütününe sağlayacağı katkı bağlamında yürütülen bu tartışmalar böyle bir yetkinliğin neden 21. yüzyılın gerektirdiği diğer bilgi ve beceriler ile birlikte ele alınması gerektiğini de anlaşılır kılmaktadır. Mesela gittikçe daha karmaşık hale gelen günümüz dünyasında yüz yüze geline siyasi, sosyal ve ekonomik sorunlar eleştirel düşünmeye problem çözme becerilerinin eşlik etmesi gerektiğini göstermektedir (Şahin, 2004; Şanlı, 2005). Ancak ilgili problem çözme becerileri salt mekanik bir sürece işaret etmemeli, gündelik yaşantıda karşılaşılan beslenme, barınma, ulaşım, iş yaşamı ve eğitim-öğretim ile ilgili engellerin bireysel algılanma biçimlerinin problem çözme süreçlerini farklılaştırabildiğinin farkında olunmalıdır (Güçlü, 2003; Temel ve Ayan, 2015). Diğer yandan söz konusu farklılıklar problem çözme sürecinde bazı temel

adımların söz konusu olmayacağı anlamına gelmemektedir. Mesela bir problemle yüzleşildiğinde önce muhtemel çözüm yolları için nasıl akıl yürütülebileceğinin belirlenmesi, sürecin bütününde bilimsel yaklaşımların esas alınması, ilgili problem çözme becerilerinin harekete geçirilmesi ve zihin basit bir depolama aracı değil de bir üretim merkezi haline getirilmesi gerektiği bilinmelidir (Özsoy, 2005).

Problem Çözme

Problem çözme hem bilişsel hem de sosyal bir aktivitedir (Koray ve Azar, 2008) ve problemin çözümü için ilk planlama yapıp harekete geçildikten sonra çeşitli çözüm araçları geliştirilirken karşılaşılan zorlukları aşabilme iradesinin sergilenmesini de gerektirir (Özyürek, 2018). Aslında her bireyin belirli ölçüde problem çözme becerisi vardır ve eğitim-öğretim ortamları bu becerinin geliştirilebilmesi için büyük fırsatlar sunar (Koray ve Azar, 2008). Zira günlük yaşamlarının büyük bölümünü oluşturan okul ortamlarında öğrencilerin ve öğretmenlerin karşısına çözülmesi gereken birçok problem çıkar (Çınar ve ark., 2009). Yapılması gereken öğretim programlarını becerilerin bu problemler bağlamında geliştirilmesine zemin hazırlayacak ve bireylere gerçekçi bağlamlarda uygulama şansı verecek şekilde tasarlayarak söz konusu fırsatların etkili biçimde kullanılabilmesini sağlamaktır. Ancak uygun süreçlerin planlanmış olması problem çözme becerilerinin gelişimi için tek başına yeterli değildir zira bireylerin hangi stratejinin ne zaman ve nasıl kullanabileceğine dair farkındalıklarının da artırılması gerekir (Schoenfeld, 1980). Problem çözme sürecinin çözüm iradesi sergileyerek, işe koşulabilecek çeşitli problem çözme stratejilerini gözden geçirerek ve doğru stratejileri izleyerek ilerletebileceği bilinmelidir.

Simon'un (1975), bireylerin problem çözme becerilerini ve stratejilerini analiz edebilmek için geliştirdiği "Hanoi Kulesi Bulmacası" bu anlamda bir örnek olarak ele alınabilir. Üç dikey çubuk ve disklerle oynanan bu oyunda önce tüm diskler en büyüğü altta olacak şekilde bir çubuğun üzerine piramit şeklinde yerleştirilir ve sonra tüm diskler aynı şekilde başka bir çubuğa taşınmaya çalışılır. Bunu yaparken aynı anda yalnızca bir disk hareket ettirilebilir ve bir disk asla kendisinden daha küçük bir diskin üzerine yerleştirilemez. İstenilen sayıda diskin kullanılabildiği oyun matematiksel olarak en çabuk $2n-1$ hamlede (n kullanılan disk sayısıdır.) bitirilebilir. Bu oyunu oynayan bireylerin genellikle ezberci (rote), hedef yinelemeli (goal recursion), algısal (perceptual) ve hareket modeli olarak adlandırılan dört tür strateji üzerinde yoğunlaştığı, her bir stratejinin avantajları ve dezavantajları bulunduğu, bireylerin oyunu en kısa sürede bitirebilmek için yeni stratejiler ararken problem çözme becerilerini geliştirdikleri görülmüştür.

Problem çözme süreçleri yukarıda kaydedilen stratejiler ve benzerleri ile birlikte yedi adımda yürütülebilir. Bu adımlar problemi tanımlama, problem ile ilgili veri toplama, toplanan verileri analiz etme, olası çözüm yolları oluşturma, olası çözümleri değerlendirme, problemin çözümünü gerçekleştirme ve öz-düzenleme şeklinde sıralanabilir (Bingham, 2004). Mesela problemin tanımlanması, öğrencinin problemi kendi cümleleriyle ifade ettiği, problemin sınırlılıklarını belirlediği, problemi olabildiğince somutlaştırdığı bir süreçtir (Muir ve ark., 2008). Olası çözüm yollarının geliştirilebilmesi için probleme uygun teori, ilke ve yaklaşımlar seçilerek kavramsal alt yapı oluşturulur (Unterrainer ve Owen, 2006). Alternatif çözümler değerlendirilirken her birinin sosyal ve etik açıdan kabul edilebilirliği ile varsayımlara uygunluğu irdelenir (Charles, 1987; Korkut, 2002). Tüm bu adımların kararlı biçimde atılabilmesi ve problem çözme sürecinin sağlıklı biçimde tamamlanabilmesi için bireylerin yüz yüze geldiği problemlerle mücadele edebilmesi, gerektiğinde varsayımlarını güncelleyebilmesi ve alternatif çözüm arayışlarını güçlendirebilmesi gerekmektedir. Bireyler bu yolla yeni çözümler ürettikçe özgüvenleri ve mantıklı kararlar alma yeterlikleri de gelişecektir (Güçray, 2001; Pena, 2010).

Beceri Ölçümü

Yukarıda dile getirilen bileşenler, stratejiler ve adımlarla birlikte eleştirel düşünme ve problem çözme becerilerinin öğretim ortamlarının bir parçası ve hedefi haline getirilebilmesi için söz konusu becerilerin tasarlanan uygulamalar bağlamındaki gelişimlerinin sağlıklı biçimde izlenebilmesi gerekmektedir. Bunun içinse bireylerin becerilerini bütüncül olarak sergileyebilecekleri ve performanslarıyla ilgili dönütler alabileceği ölçme ve değerlendirme süreçleri planlanmalıdır. Ancak ilgili alan yazında yer alan ölçme araçlarına bakıldığında (Bircan, 2022; Gülen, 2019; Hohmann ve Grillo, 2014; İncirkuş ve Beyreli, 2019; Panadero ve Jonsson, 2020; Polat ve Tümkaya, 2010; Reynders ve ark., 2020; Sarıbaş ve ark., 2019; Sezgin, 2011; Tüknüklü ve Yeşildere, 2005; Özgenel ve Çetin, 2018; Yiğit, 2018) çoğunlukla tek beceri türüne (eleştirel düşünme veya problem çözme) ve becerilerden ziyade algılara odaklanıldığı görülmektedir. Genellikle likert tipinde olan bu tür ölçeklerle beceri geliştirmek için planlanmış süreçlerin etkililiğinin anlamlı biçimde ölçülebilmesi çok mümkün görünmemektedir. Bu nedenle klasik testlerin ve likert tipi ölçme araçlarının ötesine geçilmeli ve bireylerin becerilerini sergilemelerine ve süreç sonunda ürün sunmalarına izin veren performans değerlendirmelerine odaklanılmalıdır (Airasian ve Jones 1993). Zira genel anlamda bireylerin öğrenmelerinin tek yönlü bir ölçme aracıyla tam olarak değerlendirilemeyeceği, özellikle eleştirel düşünme gibi kompleks yeterliklerin mutlaka çok boyutlu ölçme anlayışlarını gerektirdiği (Benner ve ark., 2010) ve eğitimcilerin bu tür

yeterliklerin sağlıklı biçimde değerlendirilmesi noktasında önemli sorumluluklarının olduğu bilinmektedir (McDonald, 2007). Bu çalışmada, bu bakış açısıyla hareket edilmiş ve eleştirel düşünme ile problem çözme becerilerinin bütüncül ve performansa dayalı ölçümünü mümkün kılacak analitik bir rubriğin geliştirilmesi amaçlanmıştır. Rubriğin geliştirilme sürecinde esas alınan anlayış, atılan adımlar, gerçekleştirilen pilot uygulama, geçerlik ve güvenirlik değerlendirmeleri aşağıda araştırmanın yöntem bölümünde ayrıntılı olarak sunulmuştur.

YÖNTEM

Analitik rubrikler, iyi tanımlanmış ölçütler yardımıyla performansların geçerli ve güvenilir bir şekilde değerlendirilmesinde etkili biçimde kullanılabilir (Jonsson ve Svingby, 2007; Moskal, 2000). Ancak bunun için ölçülecek performansın boyutları sağlıklı biçimde derecelendirilebilmeli, ölçütleri gözlemlenebilir olmalı ve ölçüm için yeterli zamana sahip olunmalıdır (Sezer, 2005). Bu çalışmada tüm bu hususlar dikkate alınarak eleştirel düşünme ile problem çözme becerilerinin bütüncül ve performansa dayalı ölçümünde kullanılabilecek analitik bir rubrik geliştirilmiştir. Söz konusu rubrik geliştirme süreci, araştırmacıların beraber yürüttükleri daha kapsamlı bir çalışmanın parçası olarak, Süleyman Demirel Üniversitesi Etik Kurulu tarafından 25.10.2023 tarihli ve 127/19 sayılı karar ile etik ilkeler ve insan hakları bağlamında uygun bulunmuş ve aşağıda sunulan adımlar (Andrade, 2001; Gamel ve ark., 2018) izlenerek yürütülmüştür.

Alan Yazın Taraması

Analitik rubrik geliştirme sürecindeki bu ilk adımda ölçülmek istenen becerilere dair teorik bir çerçeve oluşturulmuştur. Bunun için alan yazında yer alan eleştirel düşünme ve problem çözme becerilerine dair bir dizi çalışma (Bircan, 2022; Gülen, 2019; Hohmann ve Grillo, 2014; İncirkuş ve Beyreli, 2019; Panadero ve Jonsson, 2020; Reynders ve ark., 2020; Sarıbaş ve ark., 2019; Sezgin, 2011; Türnüklü ve Yeşildere, 2005; Özgenel ve Çetin, 2018; Öztürk, 2022; Yiğit, 2018) gözden geçirilmiş ve rubrikte yer alması gereken ölçütler ile performans düzeylerine dair değerlendirme yapılmıştır.

Ölçütlerin ve Performans Düzeylerinin Belirlenmesi

İlgili alan yazın gözden geçirildikten sonra rubrikte yer alması gereken ölçütlere ve bu ölçütlerin değerlendirilmesinde esas alınacak performans düzeylerine odaklanılmıştır. Yapılan değerlendirmeler sonrasında ölçütlerin problem çözme basamakları, söz konusu ölçütlere dair performans düzeylerinin ise eleştirel düşünme becerileri üzerinden yapılandırılacağı,

böylece bu iki beceri alanının bütüncül olarak ele alınmasının mümkün olabileceği görülmüştür. Rubriğin ölçütlerini oluşturan problem çözme becerilerinde Bingham'ın (2004), performans düzeylerini tanımlayan eleştirel düşünme becerilerinde ise Snyder ve Snyder (2008) ile Facione'nin (1990) çalışmaları esas alınmıştır.

Bu kapsamda rubriğin ölçütleri sırasıyla (i) problemi tanımlama, (ii) problem ile ilgili veri toplama, (iii) problem ile ilgili verileri analiz etme, (iv) probleme yönelik olası çözüm yolları oluşturma, (v) probleme yönelik olası çözümleri değerlendirme, (vi) problemin çözümünü gerçekleştirme ve (vii) öz-düzenleme şeklinde yapılandırılmıştır. Daha sonra bu ölçütlerden her biri için performans düzeyleri belirlenmiş ve ilk iki ölçüt yorumlama, üçüncü ölçüt analiz etme, dördüncü ölçüt çıkarım yapma, beşinci ölçüt değerlendirme, altıncı ölçüt açıklama ve son ölçüt de öz-düzenleme eleştirel düşünme becerisi üzerinden ele alınmıştır.

Ölçütlere dair performans düzeyleri belirlenirken Moskal (2000)'ın önerdiği "Mükemmel (2 puan)", "İyi (1 puan)" ve "Geliştirilmeli (0 puan)" değerleri tercih edilmiştir. Bununla birlikte bu performans düzeylerinin tarafsız değerlendirmeye açık olacak şekilde yapılandırılmalarına dikkat edilmiş, bunun için gerekli tanımlamalara olabildiğince detaylı biçimde yer verilmiştir. Mesela problemi tanımlar ölçütü için oluşturulan mükemmel performans düzeyi "problemin amaç ve önemini kendi cümleleriyle, açık ve kesin bir dille yorumlayarak ifade eder" şeklinde, iyi performans düzeyi ise "problemin amaç ve önemini anlamış görünmekle birlikte problemi kendi cümleleriyle yorumlamakta zorlanır" biçiminde açıklanmıştır. Bu doğrultuda mesela problemi tanımlama ölçütünden 2 puan (mükemmel) alan bir bireyin herhangi bir problemi yeterli düzeyde yorumlayarak tanımlayabildiğinin, 1 puan (iyi) alanın ise problemi tanımlayabilmek için sergilemesi gereken yorumlama becerisinin geliştirilmesi gerektiğinin değerlendirilebileceği öngörülmüştür.

Uzman Görüşünün Alınması ve Pilot Uygulama

Ölçütler problem çözme becerileri ve her bir ölçüt için esas alınacak performans düzeyleri eleştirel düşünme becerileri üzerinden tanımlandıktan sonra oluşturulan ilk taslak rubrik iki ölçme ve değerlendirme uzmanının görüşüne sunulmuştur. Uzmanlardan alınan dönütler doğrultusunda bazı performans düzeylerinin tanımları daha açık ve ayırık hale getirilmiş ve problem çözme becerileri ile eleştirel düşünme becerilerini bütüncül olacak ölçebilmek için tasarlanması gereken bağlama odaklanılmıştır. Bu noktada özellikle alternatif teoriler arasında değerlendirme yapılmasına izin verecek, açık kaynaklarda kesin ve hazır cevapları bulunmayan açık uçlu vakıalar gündeme alınmıştır. Yapılan değerlendirmeler sonrasında rubrikte yer alan ölçütlerin ve ilgili performans düzeylerinin her birini işler hale getirecek

uygun bağlamın dinazorların neslinin tükenmesine dair teoriler (Brusatte ve ark., 2015) üzerine kurgulanabileceği görülmüştür. Bu aşamada dinazorların yok oluşlarıyla ilgili teorilere atıfta bulunan kısa bir metin ve bu bağlamda problemin tanımlanmasından öz-değerlendirmeye kadar uzanan problem çözme becerilerine odaklanmış 7 soruluk bir form oluşturularak pilot uygulamaya geçilmiştir. Pilot uygulama Konya'nın Akşehir ilçesinde bulunan bir devlet ortaokulunun 26 yedinci sınıf öğrencisi ile gerçekleştirilmiştir. Öğrenciler dinazorların yok oluşuna dair problem durumu ve kendilerine yöneltilen açık uçlu sorular üzerinde (bkz. Ek 1) açık kaynakları da kullanarak 2 ders saati boyunca çalışmış ve tüm süreç araştırmacılarından birisi tarafından izlenmiştir. Gerçekleştirilen bu pilot uygulama ile birlikte değerlendirmede kullanılabilecek 26 öğrenci ürün dosyası elde edilmiştir. Söz konusu ürün dosyaları geliştirilen rubrik yardımıyla (bkz. Ek 2) ve iki araştırmacı tarafından bağımsız olarak değerlendirilmiştir.

Geçerlik ve Güvenirlik Analizi

Geçerlilik, ölçülmek istenen değişkenin amaç dışında herhangi bir özellik ile karıştırılmadan, gözlenebilir nitelikteki değişkenlerle, doğru ve net olarak ölçülebilmelidir (Demirel ve Kaya, 2006). Dolayısıyla ölçülmek istenen değişkenler ile ölçek maddeleri arasındaki ilişkiye işaret eder ve rubriklerde geçerliliğe dair değerlendirmelerde daha çok içerik ve yapı geçerliğine odaklanılır (Moskal, 2000).

İçerik geçerliliğinde esas olan ölçme aracının ölçülmek istenen değişkeni teorik olarak iyi düzeyde temsil etmesi yani değişkene dair tüm önemli kavramsal bileşenleri içermesidir (Yaghmaie, 2003). Rubrikler söz konusu olduğunda içerik geçerliliği bağlamında aşağıda belirtilen üç sorunun yanıtlanması gerekir (Moskal, 2000):

- Rubrikteki değerlendirme ölçütlerinin amaç dışı herhangi içeriği var mı?
- Rubrikteki değerlendirme ölçütleri hedef içeriğin tüm önemli yönlerini ele alıyor mu?
- Rubrikte değerlendirilebilecek ancak gündem edilmemiş herhangi bir içerik var mı?

Rubriğin geliştirilmesi sürecinin ilk adımında ilgili alan yazın gözden geçirilmiş ve ölçütler ile performans düzeyleri hem problem çözme becerileri hem de eleştirel düşünme becerilerinin tüm önemli bileşenleri tespit edildikten sonra oluşturulmuştur. Ayrıca hazırlanan rubrik için birisi doğrudan problem çözme ve eleştirel düşünme becerileri alanında çalışan iki ölçme değerlendirme uzmanından görüş alınmıştır. Dolayısıyla alan yazında ortaya konulan teorik tartışmalar ve uzman görüşleri doğrultusunda rubrikte yer alan ölçütlerde hedeflenen becerilerin dışına çıkılmadığı, problem çözme ile eleştirel düşünme becerilerinin tüm önemli

yönlerinin kapsandığı ve her bir ölçüt için uygulama içeriği oluşturularak yukarıdaki üç sorunun da olumlu cevaplandığı değerlendirilmiştir.

İçerik geçerliğine dair bu olumlu değerlendirmeden sonra rubriğin yapı geçerliğine odaklanılmıştır. Yapı geçerliği ölçme aracıyla ölçülmek istenen ve bireylerin iç dünyasının bir parçası olan yapılarla ilgilidir ve ortaya konulan ürünler, açıklamalar yoluyla açığa vurulur (Kelecioğlu ve Şahin, 2014). Yani ölçme aracında yer alan herhangi bir soruya verilen cevaptan ziyade o cevaba ulaşılmasını sağlayan süreç ve kavramların görünürlüğü ile ilgilidir. Verilen cevabın sağlıklı bir değerlendirmesi ancak bu görünürlük sağlandığında yapılabilir zira doğru cevaba yanlış bir mantıkla ulaşılmış olunabilir. Bu nedenle rubriklerin yapı geçerliğinin değerlendirilebilmesi için hem ürünlere ve süreçlere dikkat çeken ölçütler içerip içermediği hem de ölçme amacının dışına çıkan ölçütlere sahip olup olmadığı sorgulanmalı ve şu iki soruya cevap aranmalıdır (Moskal, 2000):

- Hedeflenen yapının tüm önemli yönleri puanlama ölçütleriyle değerlendiriliyor mu?
- Hedeflenen yapıya uygun olmayan herhangi bir değerlendirme ölçütü var mı?

Bu sorular da içerik geçerliğinde olduğu gibi rubriğin geliştirilmesi süreci dikkate alınarak değerlendirilmiştir. Bu anlamda öncelikle problem çözme ve eleştirel düşünme becerileri üzerinden yapılandırılan ölçütlerin hedef yapının tüm önemli yönlerini değerlendirmeye uygun olup olmadığı sorgulanmıştır. Pilot uygulamada elde edilen ürünler geliştirilen rubrik yardımıyla değerlendirildiğinde, öğrencilerin cevaplarının ve söz konusu cevaba giderken işlettikleri sürecin oluşturulan puanlama ölçütleri ve performans düzeyleriyle birlikte sağlıklı biçimde değerlendirilebildiği ve hedeflenen yapı ile anlamlı ilişkisi olmayan herhangi bir ölçütün de olmadığı görülmüştür. Dolayısıyla rubrikte yer alan ölçütlerle hedeflenen yapının tüm önemli yönlerinin değerlendirilebildiği, hedeflenen yapıyla uyumsuz herhangi bir ölçütün olmadığı ve yukarıdaki iki sorunun da olumlu cevaplandığı değerlendirilmiştir.

Geliştirilen analitik rubriğin geçerlik değerlendirmesi tamamlandıktan sonra güvenirlik analizine geçilmiştir. Güvenirlik, ölçme aracının her ölçüm sonucunda benzer sonuçlar vermesi, ölçümlerde belirli standartlar üzerinde uzlaşa sağlanması (Drost, 2011), ölçüt verilerin birbirleriyle bağlantılı ve benzer olması anlamına gelir (Moskal ve Leydens, 2000) ve bu anlamda ölçme aracının geçerliğiyle de yakından ilişkilidir (Arslan, 2022). Ölçme araçlarının güvenirlik analizi, gerçekleştirilen ölçümlerin biçimine göre farklılaşabilir. Eğer tekrarlanan ölçümler söz konusu değilse farklı değerlendiricilerin aynı uygulamada elde ettikleri ölçüm sonuçlarının karşılaştırılması yoluna gidilebilir (Creswell, 2013).

Değerlendiriciler arası tutarlılık olarak adlandırılabilen bu uygulamada ölçüm sonuçları Mulaik'in (1989) uyum indeksi formülüyle değerlendirilir.

Bu çalışmada geliştirilen rubriğin güvenilirlik analizi pilot uygulamada elde edilen öğrenci ürünlerinin iki araştırmacı tarafından bağımsız şekilde değerlendirilmesi ve değerlendiriciler arası uyum indeksinin hesaplanması yoluyla gerçekleştirilmiştir. Değerlendiricilerin rubrikte yer alan her bir madde için verdikleri puanlar tablolastırılmış ve bu tablolar üzerinden yapılan hesaplamada $[(149/182) * 100]$ yaklaşık %82 gibi bir değere ulaşılmıştır. Mulaik'in (1989) güvenilirlik için esas alınacak uyum indeksi değerinin %75'ten fazla olması gerektiğine dair ifadesi dikkate alındığında ulaşılan değerin kabul edilebilir seviyede olduğu görülmüştür.

SONUÇ

Çağdaş dünyanın gereksinimleri 21. Yüzyıl becerilerini bireyler için bir zorunluluk ve bu yüzden de eğitim sistemimiz için vazgeçilmez bir hedef haline getirmiştir (MEB, 2018). Söz konusu beceriler öğrenme ve yenilenme; yaşam ve kariyer; bilgi, medya ve teknoloji ana başlıklarını kapsamakta (Erten, 2020) ve bu ana başlıklar kendi içerisinde alt başlıklara ayrılmaktadır. Bu araştırmanın odağında yer alan eleştirel düşünme ve problem çözme becerileri öğrenme ve yenilenme ana başlığı altında yer almaktadır. Eleştirel düşünme ve problem çözme becerileri akıl yürütebilme, durumları analiz edebilme, yorum yapabilme, eleştirel ve yansıtıcı olarak düşünebilme, günlük yaşam problemlerine çözüm üretebilme, bilgiye ulaşma yollarını bilme ve çözüm yollarını değerlendirebilme gibi kazanımları gerektirmektedir (Gelen, 2017; Seferoğlu ve Akbıyık, 2006). Bu yüzden eleştirel düşünme ve problem çözme becerilerinin tüm bu kazanımlarla uyumlu şekilde ölçülebilmesi büyük önem arz etmektedir. Bu çalışmada geliştirilen analitik “Eleştirel Düşünme ve Problem Çözme Becerileri Değerlendirme Rubriği” ile bu ihtiyaca yönelik bir adım atılmıştır.

Rubrik geliştirilirken Gamel ve ark., (2018) ve Andrade (2001)'nin önerdiği basamaklar izlenmiş ve bir pilot uygulama gerçekleştirilmiştir. Bu kapsamda, oluşturulan ilk taslak uzmanlardan alınan dönütler doğrultusunda düzenlenmiş ve problem çözme becerileri ile eleştirel düşünme becerilerinin bütüncül ölçümüne izin verecek, alternatif teorilerin değerlendirilmesini gerektiren bir bağlam (dinazorların yok oluş teorileri) belirlenerek rubriğe son hali verilmiştir. Daha sonra rubriğin bu son halinin içerik geçerliği sorgulanmış ve bunun için hem ilgili alan yazında ortaya konulan teorik tartışmalar hem de uzman görüşleri dikkate alınmıştır. Yapılan değerlendirmeler ölçütlerin problem çözme ile eleştirel düşünme becerilerinin tüm önemli yönlerini kapsadığını, her bir ölçüt için uygulama içeriği oluşturulduğunu ve bu anlamda geliştirilen rubriğin içerik geçerliğine sahip olduğunu

göstermiştir. Daha sonra bir devlet ortaokulunun yedinci sınıf öğrencileri ile pilot uygulama gerçekleştirilmiş ve rubriğin yapı geçerliği ile güvenilirliği bu pilot uygulamada elde edilen öğrenci ürünleri üzerinden gözden geçirilmiştir. Elde edilen veriler öğrencilerin pilot uygulamada verdikleri cevapların ve söz konusu cevaplara giderken işlettikleri sürecin oluşturulan puanlama ölçütleri ve performans düzeyleriyle sağlıklı biçimde değerlendirilebildiğini, hedeflenen yapıyla uyumsuz herhangi bir ölçütün olmadığını, dolayısıyla geliştirilen rubriğin yapı geçerliğine sahip olduğunu ortaya koymuştur. Yine pilot uygulamada elde edilen veriler iki araştırmacı tarafından bağımsız olarak değerlendirildiğinde değerlendiriciler arası uyum indeksi % 82 olarak hesaplanmış ve bu değerden hareketle geliştirilen rubriğin güvenilir olduğu sonucuna varılmıştır.

Bu sonuçlar ışığında bireylerin eleştirel düşünme ve problem çözme becerilerinin performansa dayalı ve sağlıklı biçimde ölçümüne izin veren geçerli ve güvenilir bir rubriğin geliştirildiği değerlendirilmiştir. Alan yazında yer alan ölçeklerin büyük bir bölümünün performansa dayalı becerilerden ziyade bu becerilere dair ifadelerin ve algıların ölçümüne yöneldiği dikkate alındığında, geliştirilen rubriğin bireylerin hedef becerilerinin sergiledikleri performanslar bağlamında ölçümüne imkân veren yapısıyla alandaki önemli bir boşluğu dolduracağı ileri sürülebilir.

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EK 1. PİLOT UYGULAMA

Sevgili Öğrenciler,

Aşağıda verilen metinde dinazorların yok oluşlarından ve bilim insanlarının bu vakıayı açıklayabilmek için geliştirdikleri bazı teorilerin varlığından kısaca bahsedilmiş ve akabinde size bazı sorular yöneltilmiştir. Lütfen metni ve soruları dikkatli biçimde okuyarak sizden istenilenleri adım adım yerine getiriniz. Teşekkür ederiz.

Problem Durumu: Bir zamanlar bazı türleri dünyanın en güçlü hayvanları olan ve yeryüzünde milyonlarca yıllık yaşam serüvenleri olan dinazorlar bundan yaklaşık 65 milyon yıl önce gezegenimizden aniden yok olmuşlar ve nesilleri tükenmiştir. Onlarla ilgili bilim kurgu filmlerini ve fosil kalıntılarından yola çıkılarak yapılan bazı canlandırmaları televizyonlarda, basılı-görsel kaynaklarda görmüşsünüzdür. Bilim insanları da dinazorların bu yok oluş vakasıyla ilgilenmiş ve nesillerinin neden tükenmiş olabileceğiyle ilgili tartışmalı teoriler ortaya atmışlardır.

- 1)Yukarıdaki olay ile anlatılmak istenen problem nedir? Açıklayınız.
- 2)Metinde anlatılan olaya sebebiyet veren etkenler neler olabilir?
- 3)2. sorunun cevabında yazdığınız etkenleri araştırarak açıklayınız.
- 4)Metinde anlatılan olaya dair tartışmalar için çözüm yolları/açıklamalar oluşturunuz.
- 5)Oluşturduğunuz çözüm yollarından/açıklamalardan hangisinin en iyisi olabileceğini gerekçeleriniz ile birlikte açıklayınız.
- 6)Seçtiğiniz çözümü/açıklamayı nasıl uygulayabileceğinizi anlatınız.
- 7)Yaptığınız bu çalışma ve ürettiğiniz çözüm/açıklama açısından kendinizi değerlendiriniz ve çalışmanızda iyi olduğunu düşündüğünüz ve/veya eksik bulduğunuz kısımlar varsa belirtiniz.

EK 2. ELEŞTİREL DÜŞÜNME ve PROBLEM ÇÖZME BECERİLERİ RUBRİĞİ

Ölçüt / Performans	Mükemmel (2)	İyi (1)	Geliştirilmeli (0)
Problemi tanımlama	Problemin amaç ve önemini kendi cümleleriyle, açık ve kesin bir dille yorumlayarak ifade eder.	Problemin amaç ve önemini anlamış görünmekle birlikte kendi cümleleriyle yorumlamakta zorlanır.	Problemin amaç ve önemini tanımlayamaz.
Problemle ilgili veri toplama	Probleme yönelik verileri toplar, elde ettiği verilere ilişkin iddiaları sınıflandırır.	Probleme yönelik verileri toplar, elde ettiği verilere ilişkin iddiaları sınıflandıramaz.	Probleme yönelik veri toplayamaz.
Problemle ilgili verileri analiz etme	Kavramlar veya olgular arasındaki ilişkiyi gerekçelendirirken alternatif bakış açılarını analiz eder.	Kavramlar veya olgular arasındaki ilişkiyi gerekçelendirirken tek bakış açısına göre analiz eder.	Kavramlar veya olgular arasındaki ilişkiyi gerekçelendirirken bakış açılarını analiz edemez.
Probleme yönelik olası çözüm yolları oluşturma	Problemin çözümüne yönelik sebep-sonuç ilişkisi kurar ve alternatif çözüm yolları oluşturur.	Problemin çözümüne yönelik sebep-sonuç ilişkisi kurar ve tek çözüm üretir.	Problemin çözümüne yönelik sebep-sonuç ilişkisi kuramaz ve çözüm üretemez.
Probleme yönelik olası çözümleri değerlendirme	Probleme yönelik çözüm yollarından amacına en uygun olanını iddia ve gerekçeler ile değerlendirir.	Probleme yönelik çözüm yollarından amacına en uygun olanını iddia ve gerekçeler olmadan değerlendirir.	Probleme yönelik olası çözüm yollarını değerlendiremez.
Probleme yönelik çözümü uygulama	Probleme yönelik çözüm yolunu sinayarak sonuçlar çıkartır ve ulaştığı sonuçları raporlaştırır.	Probleme yönelik çözüm yolunu sinayarak sonuçlar çıkartır.	Probleme yönelik çözüm yolunu sinayamaz.
Öz-düzenleme	Elde ettiği çözümün sonuçlarına yönelik eksiklikleri gözden geçirir ve düzeltir.	Elde ettiği çözümün sonuçlarına yönelik eksiklikleri gözden geçirir ama düzeltmez.	Elde ettiği çözümün sonuçlarına yönelik öz-düzenleme yapmaz.

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Using Google trends to predict birth methods and place:**A retrospective analysis of data for Türkiye¹**

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Ethical approval was not received for the article. The author(s) declares that his work is not subject to ethics committee approval.

Contribution of researchers to the study

1. Author's contribution: Wrote the article, collected data and analyzed/reported results (% 35).
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Conflict of interest

The authors declare that there is no possible conflict of interest in this study.

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Similarity

This study was scanned in the iThenticate program. The final similarity rate is 11%.

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Using google trends to predict birth methods and place: A retrospective analysis of data for Türkiye

Abstract

The aim of this research was to make a retrospective analysis of the Google Trends data related to birth methods and place according to the geographical regions of Türkiye. The Google Trends data were collected according to six different time series between 01 Jan 2004 - 31 Dec 2021. The data were collected on 26 Jul 2022 from the seven geographical regions of Türkiye and across Türkiye using the keywords “normal birth”, “cesarean section”, “vaginal birth”, “home birth”, and “water birth”, which are among the methods of delivery. Considering Türkiye, geographical regions, and time series, the data analysis was performed using percentages, Ethical permission was not required due to the nature of the study and due to the openness of the data. In all-time series, it was seen that the search for “normal birth” was popular in the sample cities selected from Türkiye and the seven geographical regions, and that the popularity, however, decreased over time. The Google searches of individuals for their birth preferences and place may vary depending on the cultural structure of the region they live in, cultural interaction, health policies during the COVID-19 pandemic, socioeconomic status, COVID-19 restrictions, fear of COVID-19, access to health services.

Keywords: “Internet searches, Google Trends, Birth, Birth methods “

EXTENDED ABSTRACT

Introduction

Birth is a unique experience for each individual, which is interpreted differently according to the individual’s own existential characteristics, cultural elements, and the structure of the society in which s/he lives. Birth is one of the most important services provided by the health system in any society. Monitoring global and regional changes in birth pattern preferences is important to improve the Millennium Development Goals projections. The aim of this research was to make retrospective analyzes of internet searches related to birth methods and place according to the geographical regions of Türkiye. In addition, the results of this study provided a perspective on the reflection of the data obtained from the use of technological tools in the field of health care.

Conceptual and Theoretical Framework

Concepts

Information epidemiology is one of the current public health approaches that analyzes the data collected from the Internet. Internet search data offers a unique and real-world perspective on how the perspective of individuals and communities changes and evolves as major health-related events unfold. Google is the most popular search engine among internet users globally.

Literature Review

Worldwide, 21.1% of women give birth by cesarean section. While the five countries with the lowest cesarean rate in the world are in Africa, the first five countries with the highest cesarean section rates are: Dominican Republic (58.1%), Brazil (55.7%), Cyprus (55.3%), Egypt (51.8%) and Türkiye. (50.8%) (Betran et al., 2021). Considering the inequalities between countries in the global context, evidence-based studies suitable for pregnancy and birth process gain importance (Betran et al., 2021). In Türkiye, the rate of birth at home has decreased from 40% to 1% in the last 25 years (Türkiye Demographic and Health Survey, 2021). It is seen that 53.5% of the births in the last five years were cesarean section and 46.5% were normal births, and that it differs according to the regions (Türkiye Demographic and Health Survey, 2021).

Methods

The Google Trends data were collected according to six different time series between 01 Jan 2004 - 31 Dec 2021. The data were collected on 26 Jul 2022 from the seven geographical regions of Türkiye and across Türkiye using

the keywords “normal birth”, “cesarean section”, “vaginal birth”, “home birth”, and “water birth”, which are among the methods of delivery. Considering Türkiye, geographical regions, and time series, the data analysis was performed using percentages, Ethical permission was not required due to the nature of the study and due to the openness of the data.

Results

In all time series, it was seen that the search for “normal birth” was popular in the sample cities selected from Türkiye and the seven geographical regions, and that the popularity, however, decreased over time. When the TS were examined, it was observed that the popularity of the “cesarean section” search increased. It was also observed that the search for “home birth” and “water birth” gained some popularity over time.

Conclusion and Recommendations

According to the results of the research, it was seen that the most popular search for birth type in the seven geographical regions of Türkiye between January 1, 2004, and December 31, 2021 was “normal birth”, despite the decrease in the time series. It was determined that the search for “cesarean section” increased over time. Using the results of this research, it can be suggested to conduct qualitative and quantitative research on the birth preferences of individuals from different cultures living in the seven geographical regions of Türkiye. Using GT results, data can be obtained on the interests of Google users in different subjects related to the birth process. Within the scope of community advocacy, health professionals can take an active role in directing individuals to reliable websites by having more data for the vulnerable group of women and children.

Popular Google searches can sometimes cause infodemic. However, since popular women’s magazines and websites often do not provide comprehensive and accurate information, there are concerns that they may adversely affect policies to reduce cesarean rates. In this context, it is important to create quality content about perinatal care and to support women’s decision processes through e-campaigns and e-interventions. With the increase in the use of the Internet, the use of social media is also increasing in direct proportion. Individuals follow influencers who provide information on health, birth, etc. The information given by influencers sometimes has an academic basis, whereas they may sometimes share information to receive advertisements and to earn income.

It is debatable how much people investigate the accuracy of the information given by those accounts they follow on social media. Therefore, a massive infodemic will also cause some misdirection in the future. In this study, it is estimated that access to sources becomes easier with the widespread use of the Internet over time, and that people may also be convinced of unnecessary cesarean section delivery due to infodemic.

Keywords: “Internet searches, Google Trends, Birth, Birth methods “

INTRODUCTION

Birth is a unique experience for each individual, which is interpreted differently according to the individual’s own existential characteristics, cultural elements, and the structure of the society in which s/he lives. Birth is one of the most important services provided by the health system in any society (Tunçalp et al., 2015). Vaginal birth is a natural and physiological process. Cesarean delivery is necessary when normal delivery is not safe for mother and baby, and has increased significantly over the past decade (O'Donovan & O'Donovan, 2018). Monitoring cesarean section data reveals important indicators of “improving newborn and maternal health”, which is one of the Millennium Development Goals (Zarifsanaiey et al., 2020).

Women's preferences and concerns should be at the center of the decision-making process in planning the mode of delivery (NICE, 2021). Today, in parallel with many developments in the pregnancy and birth process, women would like a birth that they can share with their spouses, cope with the stress of the process with their own skills and birth support, and be at the center of the process (Yılmaz Esencan, et al., 2018). Monitoring global and regional changes in birth pattern preferences is important to improve the Millennium Development Goals projections.

Since 1985, the international health community has considered the ideal rate for cesarean delivery to be between 10-15%. Since then, cesarean section has become increasingly common in both developed and developing countries. When medically necessary, cesarean section can effectively prevent maternal and neonatal deaths. It is stated that the number of maternal and neonatal deaths decreases when cesarean section rates increase to 10% in a population. When the rate rises above 10%, there is no evidence that death rates improve (WHO, 2015).

Worldwide, 21.1% of women give birth by cesarean section. While the five countries with the lowest cesarean rate in the world are in Africa, the first five countries with the highest cesarean section rates are: Dominican Republic (58.1%), Brazil (55.7%), Cyprus (55.3%), Egypt (51.8%) and Türkiye. (50.8%) (Betran et al., 2021). Considering the inequalities between countries in the global context, evidence-based studies suitable for pregnancy and birth process gain importance (Betran et al., 2021).

Although cesarean delivery provides better outcomes for both maternal and neonatal safety under certain circumstances, there is no evidence that cesarean deliveries provide better outcomes overall (Kim et al., 2016). However, cesarean delivery carries an overall increased risk of short-term and long-term complications for both mother and baby compared to vaginal delivery (Eide & Bærøe, 2021). It has adverse effects on patients, including increased maternal mortality, postpartum complications, and infant death (Kim et al., 2016). Therefore, all options should be carefully considered when deciding on the mode of delivery. In addition to all these, the lack of access to cesarean delivery in some parts of the world or the fact that this access is due to some restrictive factors has devastating consequences (Boerma et al., 2018).

In Türkiye, the rate of birth at home has decreased from 40% to 1% in the last 25 years (Türkiye Demographic and Health Survey, 2021). It is seen that 53.5% of the births in the last five years were cesarean section and 46.5% were normal births, and that it differs according to the regions (Türkiye Demographic and Health Survey, 2021). Caesarean section is more common among women living in cities (52%) than rural areas (36%) (Türkiye Demographic and Health Survey, 2013). In the Health Statistics Yearbook prepared by the Ministry of Health of the Republic of

Türkiye (2021) with the data for the year 2020, it is stated that the rate of cesarean section surgeries in live births is 57.3% and that the rate of primary cesarean section among live births is 28.8%. In the same report, when the regional distribution of cesarean deliveries is examined, the highest rate is in the Mediterranean Region (67%), followed by the Western Black Sea Region (65.7%), the Aegean Region (65.3%), the Eastern Black Sea (63.8%), and the West Marmara (62.8%), respectively. The regions where the cesarean rate is relatively low are Northeast Anatolia (40.1%), Middle East Anatolia (43.5%), and Southeastern Anatolia (46.4%).

Fertility in Türkiye by region is affected by many cultural, socio-economic and demographic dynamics. This interaction is a collection of variables such as: women's education, social status, income level, customs and beliefs, age at marriage, accessibility to family planning services, level of technology use, perspective on birth, expectation from the child, family system changes, migration, ethno-cultural differences, traditional-cultural norms, religion, social status of the household, the preference of the household over the gender of the child to be born, and the economic cost of the child (Aydın et al., 2018). Factors affecting the choice of cesarean section in Türkiye can be listed as follows: fear of labor pain, guidance of the doctor, nurse and midwife around the expectant mother, the thought that it will be healthier for the baby, the psychological state of the mother-to-be, the desire to have the birth done by the doctor, knowing the date of birth in advance, the circle of friends, and social media (Aydın et al., 2018; Sönmez & Sivaslioglu, 2019). Many dynamics have been determined for women to prefer normal birth. Mother-baby health is the primary reason for preferring normal birth in Türkiye (Sönmez & Sivaslioglu, 2019). Faster recovery in normal birth and the mother's ability to pay more attention to her baby are also effective in this regard (Aktaş & Yılar, 2018). In a study, the reasons for preferring normal birth in England consisted of factors such as low anxiety level, past positive normal birth experience, mother and baby safety, fear of anesthesia, and rapid recovery after birth (Black et al., 2005). In a qualitative study conducted in Brazil, it was revealed that rapid recovery after delivery was effective on the preference for normal birth, and that the absence of pain in the choice of cesarean section was also effective (Kasai et al., 2010).

Internet search data offers a unique and real-world perspective on how the perspective of individuals and communities changes and evolves as major health-related events unfold (Cheng, Fisher, & Nicholson, 2022). The Internet is among many factors that affect birth-related decisions (Betran, et al., 2018). Most pregnant women search for information about the birth process on the Internet, trying to find help in the process. At this point, there are doubts that the quality of internet content and the lack of up-to-date information may prevent the user

from making the right decisions about the birth process (Fioretti et al., 2015). Information epidemiology is one of the current public health approaches that analyzes the data collected from the Internet (Eysenbach, 2011). Google is the most popular search engine among internet users globally (Kamiński et al., 2020).

The aim of this research was to make retrospective analyzes of internet searches related to birth methods and place according to the geographical regions of Türkiye. In addition, the results of this study provided a perspective on the reflection of the data obtained from the use of technological tools in the field of health care.

METHODS

The research is a retrospective study. The Google Trends (GT) data were obtained according to 6 different time series (TS) with equal intervals (3 years) between 01 Jan 2004- 31 Dec 2021. Trend extrapolation is frequently used in TS analysis (Akgül, 1994). Six equally spaced time series and date ranges are as in Table 1:

Table 1. Time series and date ranges

Time series	Data ranges
1	01 Jan 2004 – 31 Dec 2006
2	01 Jan 2007 – 31 Dec 2009
3	01 Jan 2010 – 31 Dec 2012
4	01 Jan 2013 – 31 Dec 2015
5	01 Jan 2016 – 31 Dec 2018
6	01 Jan 2019 – 31 Dec 2021

The data were collected on 26 Jul 2022 from the seven geographical regions of Türkiye and across Türkiye using the keywords “normal birth”, “cesarean section”, “vaginal birth”, “home birth”, and “water birth”, which are among the methods of delivery. The sample cities used in the geographical regions consist of metropolitan cities (The Marmara Region: Istanbul; The Aegean Region: Izmir; The Mediterranean Region: Antalya; The Central Anatolia Region: Ankara; The Black Sea Region: Samsun; The Eastern Anatolia Region: Erzurum; and The Southeastern Anatolia Region: Diyarbakir), and were chosen based on their representation of

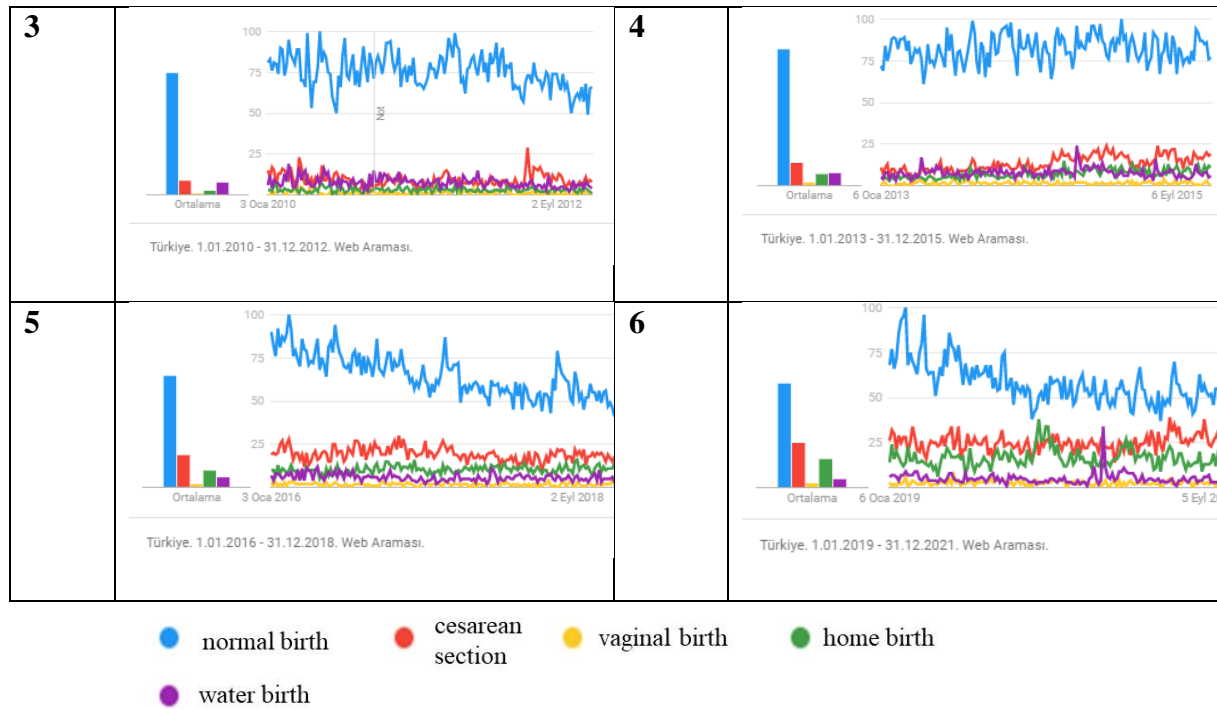
the region and on the data from Google Trends. GT is a tool used in the Google search engine (<https://trends.google.com/trends/>) to generate the search term's relative search volume (RSV). RSV is a search volume index adjusted for the number of Google users in a given geographic area. RSV ranges from 0 to 100. A value of 100 corresponds to the peak of popularity at a particular time and place, and a value of 0 to complete indifference. GT allows a selected word/term to be compared for a selected region since January 1, 2004 – the date when the first trend data was published. GT allows up to five terms to be compared simultaneously. In such a case, $RSV = 100$ represents the highest popularity of one of the selected phrases. The data analysis was performed by using percentages through the consideration of the geographical regions of Türkiye and TS. Due to the type of research and the openness of the data, it did not require ethical permission. The strengths of this study include the rapid and real-time assessment of the birth patterns people are interested in, the ability to compare geographic regions, and the anonymity of the data.

FINDINGS

It was seen that the most popular search in the sample cities selected from the seven geographical regions of Türkiye in all TS was “normal birth”. When the TS were examined, it was observed that the popularity of the “normal birth” search decreased and that the popularity of the “cesarean section” search increased. It was also observed that the search for “home birth” and “water birth” gained some popularity over time (Table 2).

Table 2. Relative search volumes by time series

Time series	Graphics	Time series	Graphics
1	<p>Türkiye. 1.01.2004 - 31.12.2006. Web Araması.</p>	2	<p>Türkiye. 1.01.2007 - 31.12.2009. Web Araması.</p>



The RSV changes of the birth type searches over time according to the seven geographical regions of Türkiye were examined. When the cities represented in the regions were examined one by one in the first and sixth TS range, it was seen that the search for “normal birth” decreased and that the search for “cesarean section” and “home birth” increased in the Marmara Region. Similarly, it was determined that the search for “normal birth” decreased and that the search for “cesarean section” and “home birth” increased in the Aegean, Mediterranean, Central Anatolia, Black Sea, and Southeastern Anatolia Regions. In the Eastern Anatolia Region, it was observed that the search for “normal birth” decreased, that the search for “cesarean section” increased, and that the search for “home birth” was not made at all. It was observed that the Eastern Anatolia Region was the region with the highest number of searches for “normal birth” (Table 3).

When the RSV graphs were analyzed by geographical regions, it was observed that the search for “normal birth” was popular in all regions and that its popularity, however, decreased over time, while the popularity of the “cesarean section” search increased (Table 4).

Table 3. Relative search volume change according to time series of birth type searches by geographical regions (%)

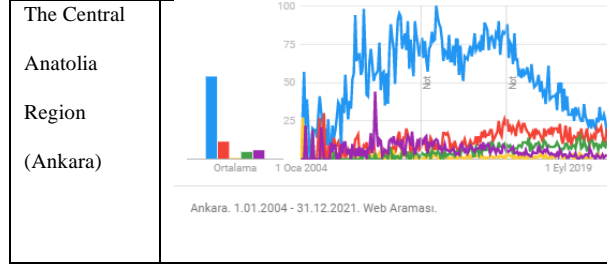
Regions	Time series (%)																													
	1					2					3					4					5					6				
	(01 Jan 2004 – 31 Dec 2006)					(01 Jan 2007 – 31 Dec 2009)					(01 Jan 2010 – 31 Dec 2012)					(01 Jan 2013 – 31 Dec 2015)					(01 Jan 2016 – 31 Dec 2018)					(01 Jan 2019 – 31 Dec 2021)				
	N	C	V	H	W	N	C	V	H	W	N	C	V	H	W	N	C	V	H	W	N	C	V	H	W	N	C	V	H	W
B	S	B	B	B	B	S	B	B	B	B	S	B	B	B	B	S	B	B	B	B	B	S	B	B	B	B	S	B	B	B
The Marmara Region (İstanbul)	71	12	2	1	4	78	9	<1	2	1	82	8	1	3	6	77	10	1	6	6	69	15	1	9	6	59	19	2	15	5
The Aegean Region (İzmir)	75	18	-	1	6	81	8	-	1	10	76	12	-	4	8	73	13	-	7	7	60	21	-	12	7	52	24	-	19	5
The Mediterranean Region (Antalya)	75	12	-	-	13	80	7	-	<1	13	78	9	-	3	10	73	12	-	7	8	62	21	-	11	6	56	24	-	16	4
The Central Anatolia Region (Ankara)	72	13	1	1	13	78	8	1	1	12	77	10	1	3	9	75	13	1	5	6	66	19	1	9	5	48	28	3	17	4
The Black Sea Region	91	9	-	-	-	87	5	-	2	6	82	8	-	3	7	78	7	-	6	9	64	18	-	12	6	57	24	-	16	3

[illegible]

NB: normal birth, CS: cesarean section, VB: vaginal birth, HB: home birth, WB: water birth

Table 4. Relative search volume graphs by geographic region

Regions	Graphics	Regions	Graphics
The Marmara Region (İstanbul)	<p>İstanbul. 1.01.2004 - 31.12.2021. Web Araması.</p>	The Black Sea Region (Samsun)	<p>Samsun. 1.01.2004 - 31.12.2021. Web Araması.</p>
The Aegean Region (İzmir)	<p>İzmir. 1.01.2004 - 31.12.2021. Web Araması.</p>	The Eastern Anatolia Region (Erzurum)	<p>Erzurum. 1.01.2004 - 31.12.2021. Web Araması.</p>
The Mediterranea n Region (Antalya)	<p>Antalya. 1.01.2004 - 31.12.2021. Web Araması.</p>	The Southeastern Anatolia Region (Diyarbakir)	<p>Diyarbakir. 1.01.2004 - 31.12.2021. Web Araması.</p>



DISCUSSION

It was seen that the search for “normal birth” was popular in the sample cities selected from Türkiye and seven geographical regions in all TS; however, the popularity decreased over time. This result is different from the results of a study examining the search volumes of birth patterns (Kamiński et al., 2020). In this study, it was observed that the popularity of the search for “cesarean section” in TS increased. It is similar to the results of the study of Kamiński et al. (2020). Popular Google searches can sometimes cause infodemic (Fioretti et al., 2015). However, since popular women’s magazines and websites often do not provide comprehensive and accurate information, there are concerns that they may adversely affect policies to reduce cesarean rates (Boerma et al., 2018). In this context, it is important to create quality content about perinatal care and to support women’s decision processes through e-campaigns and e-interventions (Shorten et al., 2015). Cesarean section rates in Türkiye are increasing over the years (Türkiye Demographic and Health Survey, 2013; Türkiye Demographic and Health Survey, 2018). With the increase in the use of the Internet, the use of social media is also increasing in direct proportion. Individuals follow influencers who provide information on health, birth, etc. The information given by influencers sometimes has an academic basis, whereas they may sometimes share information to receive advertisements and to earn income.

It is debatable how much people investigate the accuracy of the information given by those accounts they follow on social media. Therefore, a massive infodemic will also cause some misdirection in the future. In this study, it is estimated that access to sources becomes easier with the widespread use of the Internet over time, and that people may also be convinced of unnecessary cesarean section delivery due to infodemic.

It is also thought that one of the reasons for the parallel increase in the rate of the “cesarean section” search in RSV, which is increasing in popularity, may be health policies. With the Health Transformation Program (HTP) implemented within the scope of the Ministry of Health in Türkiye, the economic benefit of cesarean section for health service providers has become preferred over normal delivery and recommended for those who will give birth, as it is advantageous in terms of both physicians and hospitals (Erol & Özdemir, 2019). While the rate of cesarean deliveries in all deliveries before the HTP (2003) was 21%, this rate increased to 57.3% in 2020 after the HTP. While the rate of cesarean section is 38.7% in inpatient treatment institutions affiliated to the Ministry of Health in 2017, it is 69.7% in private health institutions (Republic of Türkiye Ministry of Health, 2021). Recently, due to the increase in malpractice

cases and performance practice, health professionals have started to prefer cesarean delivery. In addition, cesarean section is preferred because it is covered by insurance (Filiz, 2020).

In the study, which conducted a GT search on birth and delivery patterns from 2004 to 2019, the topics with the highest popularity globally were identified as: birth, cesarean section, vaginal birth, preterm birth, home birth, and water birth. In the study, the Relative Search Volume of cesarean section was found to be associated with regional cesarean section rates (Kamiński et al., 2020). In Türkiye, cesarean section is more common among women living in cities (52%) than in rural areas (36%) (Türkiye Demographic and Health Survey, 2013). The highest cesarean rate is in the Mediterranean region with 67%, while the lowest cesarean rate is in Northeast Anatolia with 40.1% (Republic of Türkiye Ministry of Health, 2021). In the findings of this study, among the regions, the popularity of the search for “cesarean section” was the lowest in the Eastern Anatolia Region in the first and second time series, while it was similar to the other regions in the third and fourth time series and outstripped other regions in the fifth and sixth time series. In the same study, it was seen that the search volume for “normal birth” in developing countries was higher than in developed countries (Kamiński et al., 2020). In this study, the search volume for “normal birth” was found to be higher in the Eastern Anatolia, Southeastern Anatolia, and Black Sea Regions compared to the Aegean, Marmara, and Mediterranean Regions throughout the time series. It is thought that this result may be related to the cultural diversity and economic situation among the regions of Türkiye. Health in all cultures is affected by religions that are a part of culture (Tanriverdi, 2021). The north and east of Türkiye are the regions where the patriarchal family structure is seen the most. Therefore, in these cultures, women can access health services only if their family elders and men allow it (Taşçı Duran, 2020). In a phenomenological study of women’s home birth experiences in eastern Türkiye, it was emphasized that pregnant women could not access health services due to their spouses, were affected by those who gave birth in their family and surroundings, and were influenced by religious and cultural phenomena. This is one of the reasons for preferring normal and home birth (Çalış and Özsoy, 2021).

In the findings of our study, when the first and sixth TS range were examined one by one, it was determined that the search for “home birth” increased in all regions except the Eastern Anatolia Region, and that the search for “home birth” was never made in the Eastern Anatolia Region. In a study, it was seen that the interest for “home birth” and “water birth” decreased (Kamiński et al., 2020). In the literature, it was determined that women used social media tools to get information about their birth patterns (Küçükali et al., 2019). Women’s search for information through social networks is a process where women can hide their true identities

and express their curiosity in a free and natural environment and are affected by their decisions (Ay et al., 2019). According to the findings of a research, the most views in messages asking for information and help are on “fear of childbirth” (Ay et al., 2019). Pain control becomes important when it comes to fear of childbirth. The birth, which is called “Princess birth” because it provides a comfortable birth process with pain control with epidural analgesia, is popular in social media (Ulas et al., 2016). On the other hand, the social media sharing of home birth or water birth by social media accounts with a large number of followers and their sharing of home birth or water birth on social media are effective on women (Serbest, 2020). Especially in the social media posts of western women, water birth and home birth draw attention (Kızılkaya, 2021). As seen in these research findings, it is thought that this is related to the fact that searches for “home birth” and “water birth” gained popularity over time.

Another study with the time series generated from the beginning of the COVID-19 pandemic was conducted regionally for the term home birth in a GT search between March 11, 2019, and February 21, 2021 (Cheng et al., 2022). After the World Health Organization declared the COVID-19 pandemic, it was observed that the search for home birth reached a maximum with a sharp increase until the week of March 29, 2020, and then gradually decreased (Cheng et al., 2022). The results of this study, which showed that interest in home birth increased significantly following the declaration of the COVID-19 pandemic, is consistent with an online survey conducted in April 2020. The results of the survey showed that American women preferred home and birth center births more (Gildner & Thayer, 2020). The Google searches of individuals for their birth preferences and place may vary depending on the cultural structure of the region they live in, cultural interaction, health policies in the COVID-19 pandemic, socioeconomic status, COVID-19 restrictions, fear of COVID-19, and access to health services.

CONCLUSION

According to the results of the research, it was seen that the most popular search for birth type in the seven geographical regions of Türkiye between January 1, 2004, and December 31, 2021 was “normal birth”, despite the decrease in the time series. It was determined that the search for “cesarean section” increased over time. Using the results of this research, it can be suggested to conduct qualitative and quantitative research on the birth preferences of individuals from different cultures living in the seven geographical regions of Türkiye. Using GT results, data can be obtained on the interests of Google users in different subjects related to the birth process. Within the scope of community advocacy, health professionals can take an active role in

directing individuals to reliable websites by having more data for the vulnerable group of women and children.

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Pazarlamada yeni bir sayfa:**Duygusal pazarlama faydaları, zorlukları ve stratejileri üzerine kavramsal bir çerçeve**

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Makale için etik onay alınmamıştır. Yazar, çalışmanın etik kurul onayına tabi olmadığını beyan eder.

Ethical approval was not obtained for this study. The author declares that the study is not subject to ethics committee approval.

Araştırmacıların çalışmaya katkısı

Yazarın katkısı: Makaleyi yazdı, verileri topladı ve sonuçları analiz etti/raporladı (%100).

Çıkar çatışması

Yazar bu çalışmada olası bir çıkar çatışması olmadığını beyan ederler.

Benzerlik

Bu çalışma iThenticate programında taranmıştır. Nihai benzerlik oranı % 13'tür.

Pazarlamada yeni bir sayfa:

Duygusal pazarlama faydaları, zorlukları ve stratejileri üzerine kavramsal bir çerçeve

Öz

Post modern toplumlarda pazarlama, toplumun yaşam tarzını ve tüketim kalıplarını dönüştüren, tüketicilerin satın alma kararlarından yönetim şekillerine kadar yaşamın her alanını etkileyen faaliyetlerdir. Günümüzde tüketici istek ve ihtiyaçları sürekli değişmektedir. Bu durum, işletmeleri, piyasada artan benzer ürün/hizmetler arasında, kendi markalarını farklılaştırmak ve tüketicilerin dikkatini çekebilmek için yeni yollar arayışına itmektedir. Duygular, karar vermeyi ve satın alma davranışlarını yönlendiren temel unsurlardır. Çağdaş pazarlama yöntemlerinden biri olan duygusal pazarlama, hedef kitle ile derin bir bağ oluşturmak için insan duygularına dokunmayı temel alan pazarlama çabalarıdır. Nihayetinde amaç, tüketicileri harekete veya markayla etkileşime geçmeye (hatırlayarak, satın alarak ya da paylaşarak) teşvik etmektir. Duygusal pazarlama; işletmelere, satışları, müşteri sadakatini, müşteri memnuniyetini ve marka bilinirliğini artırma gibi birçok avantaj sağlamaktadır. Bu çalışma, duygusal pazarlama kavramı hakkında teorik bir çerçeve oluşturmaya odaklanmaktadır. Ayrıca, çalışma, güncel istatistiklerle birlikte duygusal pazarlama stratejilerinden de bahsederek, pazarlama yöneticilerine ilgili kararları alırken yardımcı olmayı amaçlamaktadır.

Anahtar Kelimeler: Duygu, Duygusal Zekâ, Duygusal Pazarlama, Duygusal Pazarlama Stratejileri

A new page in marketing:

Emotional marketing a conceptual framework on its benefits, challenges and strategies

Abstract

In postmodern societies, marketing is an activity that transforms the lifestyle and consumption patterns of the society, and affects every aspect of life, from consumers' purchasing decisions to management styles. Today, consumer demands and needs are constantly changing. This situation pushes businesses to seek new ways to differentiate their brands and to attract the attention of consumers among the increasing number of similar products/services in the market. Emotions are the basic elements that guide decision making and purchasing behavior. Emotional marketing, one of the contemporary marketing methods, is marketing efforts based on touching human emotions to create a deep bond with the target audience. Ultimately, the goal is to encourage consumers to take action or engage with the brand (by remembering, buying, or sharing). Emotional marketing provides many advantages to businesses such as increasing sales, fostering customer loyalty, enhancing customer satisfaction and boosting brand awareness. This study focuses on creating a theoretical framework about the concept of emotional marketing. In addition, the study aims to help marketing managers in making relevant decisions by talking about emotional marketing strategies along with up-to-date statistics

EXTENDED ABSTRACT

In postmodern societies, marketing is an activity that transforms the lifestyle and consumption patterns of the society and affects every aspect of life, from consumers' purchasing decisions to their management styles. Today, consumer wants and needs are constantly and rapidly changing. This situation pushes businesses to search for new ways to differentiate their brands and attract the attention of consumers among the increasing number of similar products/services in the market. Studies make it clear that emotions are one of the most reliable and valuable predictors of human behavior. In other words, people are driven by their emotions. This has important implications for marketing, sales and branding. For example, marketing only the features of the product will lead to unsuccessful results. For consumers to remember the product or brand, they need to be interested and excited about the business.

Emotion is a complex response pattern involving experiential, behavioral, and physiological elements in which an individual attempts to cope with a personally significant issue or event. Today, emotional factors are as important

as rational factors in consumer buying behavior. Emotions add more meaning and depth to a brand or product experience. Emotional conditions directly influence every stage of decision-making in purchasing processes. Emotional marketing, one of the contemporary marketing methodologies, can be defined as primarily using emotional appeals to get customers to notice and buy products or services. Emotional marketing focuses on how to evoke emotions in people to encourage them to purchase a particular product/service.

Emotional marketing refers to marketing and advertising efforts that use emotions to get the target audience to notice, remember, share and buy. Emotional marketing provides many benefits to businesses. These benefits include increasing sales, market share and customer retention rates, creating closer relationships with customers, helping customers identify with a brand, encouraging rapid growth, building a sense of community and brand recall. In the strong competitive environment of our age, it is vital for businesses to use emotional marketing in order to survive. When the studies on emotional marketing in the literature are examined, it is revealed that emotional marketing increases brand loyalty, brand awareness, sales and customer satisfaction. Positive emotions have a positive impact on consumers' instant purchase decisions.

Customers with high emotional attachment are also likely to become brand advocates, and it is therefore critical for businesses to find ways to create an emotional connection with their customers. The first step that businesses should take when determining their emotional marketing strategy is a detailed target audience analysis. Efforts should be made to understand customers' emotional motivations and what they care about. On the other hand, colors are one of the most important sensory stimuli and directly influence purchase decisions. The sounds, effects, colors and storytelling of the products or content used in the brand's ads should be carefully selected. However, it is important that emotional marketing campaigns are authentic, honest, creative, inspiring, free from manipulation and focus on a single emotion. In particular, content that evokes a positive and strong emotion is much more likely to be shared than content that evokes a negative and weak emotional response.

Keywords: Emotion, Emotional Intelligence, Emotional Marketing, Emotional Marketing Strategies

"İnsanlar ne söylediğini unutur, ne yaptığını unutur ama onlara nasıl hissettirdiğini asla unutmaz"

Maya Angelou

GİRİŞ

Modern dönemden post modern döneme geçiş ve post modern çağın gereksinimleri, pazarlamada duygusal faktörlerin önemini vurgulamaktadır ve çağdaş tüketicilerin ihtiyaçlarını tatmin etme, pazar görüşlerini şekillendirme özellikleriyle de satın alma/tüketim kararlarına yeni yaklaşımlar getirmektedir (Rytel, 2010:31). Günümüzde duygusal faktörler, tüketici satın alma davranışında rasyonel faktörler kadar önemlidir. Tüketicilerin markayla kurduğu ilişki ve ürün/hizmetlerin ilettiği duygular, satışların arttırılmasında en kritik unsur halini almıştır ve pazarlama alanında yeni bir kavram olarak duygusal pazarlamanın ortaya çıkmasına neden olmuştur (Consoli, 2010:1). Duygusal pazarlama, tüketicilerin bir ürünle özdeşleşmesine ve satın almasına yardımcı olmak için tekil bir duygunun kullanıldığı pazarlama yöntemidir. Duygular, bir marka ya da ürün deneyimine daha fazla anlam ve derinlik katmaktadır. Ayrıca, müşterilerle işletme arasında uzun vadeli iletişimi sağlayan duygusal bir bağ oluşturmakta (Odekerken, 2018) ve satın alma davranışında hayati bir rol üstlenmektedir (Soodan ve Pandey, 2016:164).

İnsanların büyük bir bölümü, yaptıkları seçimlerin mevcut alternatiflerin rasyonel bir analizinden kaynaklandığına inanmaktadır. Ancak gerçekte, duygular kararlarını büyük ölçüde etkiler ve hatta çoğu durumda belirler. Güney Kaliforniya Üniversitesi'nde nörobilim profesörü olan Antonio Damasio, Descartes Error kitabında duygunun neredeyse tüm kararların gerekli bir bileşeni olduğunu savunmaktadır (Murray, 2013). Benzer şekilde, Harvard Business School profesörü Gerald Zaltman, How Customers Think: Essential Insights into the Mind of the Market kitabında, müşterilerin %95'inin satın alma kararlarını bilinçaltı tarafından verildiğini açıklamaktadır. Zaltman'a göre fiyatları, markaları ve ürünleri karşılaştıran müşteriler bile onları gerçekten satın almaya iten faktörlerin ne olduğunu bilmemektedir (<https://www.ionos.com/>, 2020). Bununla birlikte, işlevsel manyetik rezonans görüntüleme (fMRI), tüketicilerin markaları değerlendirirken bilgidен (marka nitelikleri, özellikler ve gerçekler) ziyade, öncelikle duyguları (kişisel hisler ve deneyimler) kullandığını göstermektedir (Saitarli, 2019). Serra-Cantallops vd. (2018), olumlu duygusal deneyimlerin memnuniyet, çevrimiçi ağızdan ağıza pazarlama ve işletme itibarı üzerinde pozitif bir etkiye sahip olduğunu ortaya çıkarmıştır.

Duygular, karar vermeyi ve satın alma davranışlarını yönlendiren temel unsurlardır. Bir başka ifadeyle, insanlar, duyguları tarafından yönlendirilmektedir. Bu durum, pazarlama, satış ve markalaşma için önemli sonuçlar oluşturmaktadır. Örneğin, yalnızca ürünün özelliklerini pazarlamak, başarısız sonuçlara yol açacaktır. Tüketicilerin ürünü veya markayı hatırlaması için, işletmeye ilgi duymaları ve heyecanlanmaları gerekmektedir (Chierotti, 2018). Hallberg (2003:240), duygusal sadakatin, davranışsal sadakati tetiklediğini vurgulamaktadır. Duyguların satışlar üzerindeki etkisi o kadar güçlüdür ki, pazar payında lider marka, genellikle en fazla sayıda duygusal olarak sadık müşteriye sahip markadır. Benzer şekilde, Riaz vd. (2017), duygusal markalaşma ile satın alma davranışı arasında pozitif bir ilişki olduğu ve duygusal markalaşmanın müşterileri çekme ve elde tutmada önemli bir rol oynadığını bulmuştur. Motista'nın, 2016-2018 yılları arasında, 100 perakendeciden topladığı verilere göre, yüksek duygusal bağlılığa sahip tüketiciler, memnun müşterilere kıyasla %306 daha yüksek yaşam boyu değere sahiptir; yıllık harcamaları yaklaşık iki kat daha fazladır ve çok daha yüksek oranda (%71'e karşı %45) markaları tavsiye ederler. Ayrıca çalışma, duygusal pazarlamanın satışları arttırmak, daha yüksek yaşam boyu değer elde etmek, daha güçlü sadakat oluşturmak ve marka savunuculuğunu etkilemek için kullanılabileceğini göstermektedir (<https://www.prnewswire.com/>, 2018). Bigne vd. (2008), memnuniyet etkisinin sadakatle sınırlı olmadığını, tüketicilerin daha fazla ödemeye istekli olması gibi diğer davranışsal etkilere yol açtığını ortaya çıkarmıştır.

Duygusal pazarlama, müşterileri belirli bir ürünü ya da hizmeti satın almaya teşvik etmek için duyguların nasıl uyandırılacağına odaklanmaktadır (Consoli, 2010:1). Günümüzde tüketici ihtiyaçları sürekli değişmekte ve bu da yaşam tarzı kalıplarındaki değişiklikleri etkilemektedir (Maulana vd., 2019:17). Duyguların incelenmesi, psikoloji alanında uzun süredir gelişen bir araştırma konusu olmuştur. Araştırmalar, duyguların, insanların davranışlarını ve eylemlerini belirlemede hayati bir role sahip olduğunu bulmuştur. Daha yakın yıllarda bu konu, pazarlama da dâhil olmak üzere birçok uygulamalı disiplin tarafından ele alınmıştır. Ancak, pazarlama alanında insan duyguları üzerine yapılan araştırmalar yeterince olgunlaşmamıştır. Duygusal pazarlama alanında çok daha fazla araştırmaya ve yeni bir duygusal pazarlama kavramı tanımlanmasına ihtiyaç duyulmaktadır (Gaur vd., 2014:917-922; Rytel, 2010:31).

Bu çalışma, duygusal pazarlama kavramı hakkında teorik bir çerçeve oluşturmaya odaklanmaktadır. Ayrıca, çalışma, güncel istatistiklerle birlikte duygusal pazarlama stratejilerinden de bahsederek, pazarlama yöneticilerine ilgili kararları alırken yardımcı olmayı hedeflemektedir. Bu amaçla, öncelikle duygusal pazarlama literatürü incelenmiş, ardından duygusal zekâ, duygu ve duygusal pazarlama kavramları açıklandıktan sonra çalışma, duygusal pazarlamanın faydaları, duygusal pazarlamada karşılaşılan zorluklar ve duygusal pazarlama stratejileri anlatılarak sonlandırılmıştır.

LİTERATÜR ANALİZİ

Khuong ve Tram (2015), duygusal pazarlamanın; tüketicilerin marka hatırlamasını, marka bilinirliğini, ürün algısını, algılanan ürün kalitesini ve satın alma kararlarını olumlu yönde etkilediğini bulmuştur. Hindarsah vd. (2021), duygusal pazarlamanın müşteri memnuniyeti üzerinde önemli bir pozitif etkiye sahip olduğunu göstermiştir. Durkin vd. (2012), duygusal pazarlamayı benimseyen bir marka konseptinin kullanılmasının, iş gelişimini ve marka sevillebilirliğini olumlu yönde etkilediğini belirtmektedir. Morrison ve Crane (2007), duygusal marka deneyimlerinin, marka bağlılığına ve kârlılığının artmasına yol açacağını savunmaktadır. Dewanti vd. (2011), çalışması, duygusal pazarlamanın marka sadakati üzerinde önemli bir etkiye sahip olduğunu ortaya çıkarmıştır. Benzer şekilde, Hashem vd. (2020), çalışmasının sonuçları, duygusal pazarlamanın işletmeyi geliştirmede, duyguların rolüne, doğrudan müşterinin durumuna, izlenimlerine ve özlemlerine odaklandığını ve bunun da, markadan hem duygusal hem de rasyonel olarak tatmin olmalarına ve markaya uzun süreli sadakati anlamına geldiğini göstermektedir.

Penz ve Hogg (2011), bir mağaza ortamının hem çevrimdışı hem de çevrimiçi perakendeciler için müşteri duygularını etkilediğini bulmuştur. Fatmawati vd. (2021) bulguları, mağaza

atmosferinin duygusal tepkiyi ve anlık satın almayı olumlu yönde etkilediğini göstermiştir. Benzer şekilde, Setiawan ve Ardani (2022), mağaza atmosferinin, fiyat indiriminin ve olumlu duyguların anlık satın alma kararlarını pozitif olarak etkilediğini işaret etmektedir. Eroglu vd. (2003), çalışması, çevrimiçi mağaza atmosferinin alışveriş yapanlardan olumlu tepkiler almada oynadığı rolün altını çizmektedir. Pappas vd. (2014), çevrimiçi mağazalarda kişiselleştirme özelliklerinin sağlanmasının, alışveriş yapanlarda olumlu duygular uyandırabileceğini belirtmektedir. Rose vd. (2012:316), karmaşık ve aşırı bilgi yüklü çevrimiçi sitelerin, satın almayı olumsuz yönde etkileyebileceğini ve ürün/ hizmet bilgilerini tüketicilerin arama sürecine uygun, kolayca ileten sitelerin güven duygusunu arttıracaklarını savunmaktadır.

Maulana vd. (2019) çalışması, pozitif duyguların tüketicilerin anlık satın alma kararları üzerinde önemli bir etkisi olduğunu ortaya çıkarmıştır. Benzer şekilde, Pramestya ve Widagda (2020), olumlu duygunun anlık satın alma üzerinde pozitif bir etkiye sahip olduğunu işaret etmektedir. Duong ve Khuong (2019), mağaza ambiyansı ve ambalaj tasarımına daha fazla odaklanmanın, tüketicilerinin daha fazla ilgisini çekeceğini, duygularını etkileyeceğini ve bunun da satışların büyümesini olumlu yönde etkileyebileceğini göstermiştir. Soodan ve Pandey (2016) çalışması, tüketicileri satın almaya yönlendirmede duyguların rolünü doğrulamaktadır. Öte yandan, Cheng vd. (2009) bulguları, çevrimiçi mağazalarda hem müziğin hem de rengin tüketicilerin duygusal tepkileri üzerinde önemli etkiler ortaya koyduğunu göstermektedir. Tüketiciler, hızlı müzik ve sıcak renk koşullarında, yavaş müzik ve soğuk renk ortamına maruz kalanlara göre daha fazla uyarılmış ve keyifli hissetmiştir. Benzer şekilde, Wanniachchi ve Kumara (2016) çalışması, görsel mağazacılık öğelerinin (renk, müzik, aydınlatma, vitrin) tüketici satın alma davranışı üzerinde olumlu bir etkiye sahip olduğunu işaret etmektedir.

DUYGU VE DUYGUSAL ZEKÂ KAVRAMI

1884 yılında Amerikalı psikolog William James'in sorduğu duygu nedir sorusunun üzerinden bir asırdan zaman geçmesine rağmen, duygu hala tartışmalı bir kavram olmaya devam etmektedir. Bilim insanları, duyguların nasıl tanımlanması gerektiği, neyin duygu olarak kabul edilip neyin edilmeyeceği konusunda sınırların nerede çizileceği, bilinçli deneyimlerin merkezi mi yoksa epifenomenal mi olduğu konularında fikir ayrılığına düşmektedir (Adolphs vd., 2019:1). California Üniversitesi'nde psikoloji ve beyin bilimleri doçenti Alan Fridlund'a göre, duygu alanında kesin olan tek şey, hiç kimsenin duyguyu nasıl tanımlayacağı konusunda hemfikir olmamasıdır (Beck, 2015). Duygu, akut bir korku, şaşkınlık, neşe vb. deneyimlerin neden olduğu ani bir sıkıntı, geçici bir heyecan; bilişten veya iradeden ayrı olarak zihinsel bir

etki (acı, arzu, umut vb.) olarak tanımlanabilir (Cabanac, 2022:2-3). Amerikan Psikoloji Derneği'ne (APA) göre duygu, bireyin kişisel olarak önemli bir konu veya olayla başa çıkmaya çalıştığı, deneyimsel, davranışsal ve fizyolojik unsurları içeren karmaşık bir tepki modelidir (<https://dictionary.apa.org/>, 2023).

Duygu, nöral-hormonal sistemlerin aracılık ettiği; (i) uyarılma, zevk/hoşnutsuzluk gibi duygusal deneyimlere yol açabilen; (ii) algısal etkiler, değerlendirmeler, etiketleme süreçleri gibi bilişsel süreçler oluşturan, (iii) harekete geçiren koşullara yönelik fizyolojik tepkileri etkinleştiren (iv) genellikle anlamlı, amaca yönelik ve uyarlanabilir davranışlara yol açan öznel ve nesnel faktörler arasındaki karmaşık bir etkileşimler dizisidir (Kleinginna Jr ve Kleinginna, 1981:355).

Aristoteles, duyguları, insanların yargılarını etkileyecek şekilde değiştiren ve aynı zamanda acı ya da zevkin eşlik ettiği tüm hisler olarak tanımlamıştır (<https://www.britannica.com/>, 2023). Descartes için duygular, bilişsel süreçlerden farklı bir dizi insan davranışıdır. 800'lü yıllarda Charles Darwin duygular için güçlü bir temel sağlayan ilk kişidir (Consoli, 2010:1). Öte yandan, pazarlama bağlamında duygular, bir tüketicinin bir ürün veya hizmet hakkında satın alıp almama kararını etkileyebilecek hisleridir (<https://dictionary.cambridge.org/>, 2023). Duygular, yaşamın ve esenliğin çok önemli bir parçasıdır (Davis, 2023). Zihinsel yaşamın hiçbir yönü, varoluşun kalitesi ve anlamı açısından duygulardan daha önemli değildir. Hayatı yaşanmaya değer kılan duygulardır (<https://plato.stanford.edu/>, 2018). Pek çok psikoloji bilimcisi ve davranışsal sinirbilimci, duyguların, düşünmeyi, karar vermeyi, eylemleri, sosyal ilişkileri, fiziksel ve zihinsel sağlığı etkilediğini onaylamaktadır (Izard, 2010:1).

Duygusal psikolojide yapılan çalışmaların çoğu, temel duygular, psikolojik ve davranışsal tepkiler ve duygusal zekânın insan hayatındaki rolü hakkındadır (<https://online.uwa.edu/>, 2019). Duygusal zekâ (EI), kişilerarası davranışı kolaylaştıran bilişsel yetenek alanıdır. Duygusal zekâ terimi, 1995 yılında psikolog ve davranış bilimi muhabiri Dr. Daniel Goleman'ın Emotional Intelligence adlı kitabıyla popüler hale gelmiştir. Goleman'a göre duygusal zekâ, işyerindeki başarının en büyük belirleyicisidir (Cole, 2023). Duygusal zekâ, stresi azaltmak, etkili iletişim ve başkalarıyla empati kurmak, zorlukların üstesinden gelmek ve çatışmayı yatıştırmak için kişinin kendi duyguların olumlu şekillerde anlama, kullanma ve yönetme yeteneğidir. Duygusal zekâ, kişinin duygularıyla bağlantı kurmasına, niyeti eyleme dönüştürmesine ve kendisi için önemli olan konular hakkında bilinçli kararlar almasına yardımcı olabilir (Segal vd., 2023).

DUYGUSAL PAZARLAMA KAVRAMI

Günümüzde tüketici ihtiyaçları, satın alma/tüketim sürecinde duygusal niteliklerin önemini ortaya koyarak, mübadeleye ilişkin yerleşik görüşlerde değişikliklere yol açmaktadır (Rytel, 2010:31). Duygusal pazarlama, hedef kitlenin fark etmesini, hatırlamasını, paylaşmasını ve satın almasını sağlamak için duyguları kullanan pazarlama ve reklam çabalarını ifade etmektedir. Duygusal pazarlama, tüketici tepkisi oluşturmak için, mutluluk, üzüntü, öfke veya korku gibi tekil bir duygudan yararlanmaktadır (Decker, 2023). Benzer şekilde Genete (2020), duygusal pazarlamayı, hedef kitle ile derin bir bağ oluşturmak için insan duygularına dokunan ikna edici mesajların kasıtlı olarak kullanılması olarak tanımlamaktadır. Bu mesajlar, genellikle, karar vermeyi etkileyecek veya bir eylemi teşvik edecek kadar güçlü olan korku, öfke, neşe vb. gibi insani duygular olabilir. Yeni bir pazarlama kavramı olan, duygusal pazarlama, işletme ile tüketici arasındaki duygusal bağın önemine odaklanmaktadır ve bu da yeni bir tüketim kültürü sembolü oluşturmaktadır (Khuong ve Tram, 2015:524).

Son yıllarda markalaşma literatürü, marka ile tüketici arasında duygusal bir bağ kurarak güçlü markalar oluşturma öneminin vurgulanmaktadır. Ayrıca araştırmalar, modern tüketicilerin artık yalnızca ürün/ hizmet satın almadıklarını, bunun yerine satılan ürünlerle ilgili harika ve duygusal deneyimleri satın aldıklarını da doğrulamaktadır (Morrison ve Crane, 2007:410). Pei vd. (2020), personel hizmeti, alışveriş ortamı ve müşteri deneyiminin müşteri memnuniyeti üzerinde olumlu bir etkisi olduğunu bulmuştur. Rahmawati ve Arifin (2022) bulguları, müşteri deneyiminin duygusal ve bilişsel bileşenlerinin satın alma niyetini etkileyebileceğini göstermektedir. Rodrigues ve Pinto Borges (2021), markaya yönelik olumsuz duyguların marka bağlılığı üzerinde doğrudan bir etkiye sahip olduğunu belirtmektedir. Mostafa ve Kasamani (2021) çalışmasının sonuçları, duygusal markaların, marka tutkusu oluşturarak uzun süreli marka bağlılığını desteklediğini ortaya koymuştur.

Capgemini tarafından 2017 yılında, 548 yöneticiyle ve 9213 müşteriyle gerçekleştiren ankete göre, duygusal bağlılığı yüksek tüketicilerin %70'i, sadık oldukları markalara iki kat veya daha fazla harcama yapmakta ve %82'si bir şeye ihtiyaç duyduklarında her zaman sadık oldukları markaları satın almaktadır. Bu, düşük duygusal bağlılığa sahip tüketicilerin %38'i ile karşılaştırılabilir. Ayrıca, duygusal bağlılığı yüksek tüketicilerin %80'i (düşük olanların %50'sine kıyasla), aileleri ve arkadaşlarına sadık oldukları markaları tanıtmaktadır (<https://www.capgemini.com/>, 2017). Öte yandan, IPA (Reklam Uygulayıcıları Enstitüsü), son 30 yılda IPA Etkinlik Ödülü yarışmasına sunulan başarılı reklam kampanyalarına ilişkin 1400 örneği incelemiştir. Analiz, önceliği duygusal çekiciliğe dayanan kampanyalar ile rasyonel ikna ve bilgiyi kullanan kampanyaların kârlılık artışını karşılaştırmıştır. Sonuçlara göre, tamamen

duygusal içeriğe sahip kampanyalar (%31), yalnızca rasyonel içerikli kampanyalara göre (%16) yaklaşık iki kat daha iyi performans göstermiştir (Dooley, 2023).

Duygusal Pazarlamanın Faydaları

Duygusal pazarlama, temelinde insan duygularına dokunmayı bulunduran pazarlama çabalarını ifade eder. Nihayetinde amaç, tüketicileri harekete veya markayla etkileşime geçmeye (fark ederek, hatırlayarak, satın alarak ya da paylaşarak) teşvik etmektir. Tipik olarak, bu pazarlama biçimi, neşe, öfke, üzüntü veya korku gibi belirli bir duyguya odaklanarak bir tüketici tepkisi ortaya çıkarmaya çalışır (Johnson, 2021). İşletmeler için, yeni müşteriler bulmanın maliyeti, mevcut müşterileri elde tutma maliyetinden çok daha fazladır. Duygusal bağlılığı yüksek olan müşterilerin, marka savunucuları olma olasılığı yüksektir ve bu nedenle işletmelerin müşterileriyle duygusal bir bağ kurmanın yollarını bulmaları çok önemlidir (Magids vd., 2015). Araştırmaların çoğu, yeni bir müşteri edinmenin maliyetinin, sahip olunan müşterileri elde tutmaya kıyasla 6-7 kat fazla olduğunu göstermektedir (Silver, 2019). Müşteri elde tutma oranlarını %5 artırmak, kârı %25 ila %95 oranında arttırmaktadır (Reichheld ve Schefter, 2000).

Günümüzün pazarlama ortamında, işletmelerin rakiplerine karşı pazar payını kaybetmemesi için duygusal pazarlama bir seçenek değil, zorunluluktur (Mandina vd., 2014:69). Unruly ShareRank verilerine göre, bir reklama yoğun bir duygusal tepki veren izleyicilerin yaklaşık %70'inin ürünü satın alma olasılığı çok yüksektir. Ehrenberg-Bass Marketing Science Enstitüsü'nden Dr. Karen Nelson-Field, 2013 yılında, 355 milyar videodan oluşan bir veri setini analiz etmiş ve güçlü duygular uyandıran videoların paylaşılma olasılığının, zayıf bir duygusal tepki uyandıran videolardan iki kat daha fazla olduğunu bulmuştur (<https://unruly.co/>, 2015; Kuchinskas, 2023). Benzer şekilde, Chohan (2013) çalışması, çevrimiçi içerik paylaşmanın en önemli nedenlerini; duygusal çekicilik ve alakalı olma durumu olarak sıralamaktadır. Özellikle, olumlu duygu uyandıran içeriğin paylaşılma olasılığının, olumsuz duygu uyandıran içerikten daha fazla olduğu ortaya çıkmıştır (Chohan, 2013). Manohar vd. (2023), kampanyaların tüketicinin duygusal durumunu hedef almasının, tüketici davranışlarında olumlu bir etkiye neden olduğunu savunmaktadır.

Duygusal pazarlama, müşterilerle daha derin iletişim kurmak, tüketicilerin bir markayla kendini özdeşleştirmesine yardımcı olmak, daha kapsayıcı deneyimler yaratmak, hızlı büyümeyi teşvik etmek, bir topluluk duygusu oluşturmak, hikâye anlatımı yoluyla markalaşmak, bir markayı insanlaştırmak, hatırlanmasını sağlamak ve yüksek etkileşim gibi işletmelere birçok fayda sağlamaktadır (<https://www.forbes.com/>, 2022). Hwang ve Kandampully (2012), duygusal

bağlanmanın, marka sadakati üzerinde en güçlü etkiye sahip olduğunu bulmuştur. Bununla birlikte, Han vd. (2019), imaj, duygular ve tatminin satın alma niyet oluşturmada önemli bir rol oynadığını teyit etmektedir. Bauer vd. (2007), sonuçları, yüksek duygusal ilişkilerin tüketici davranışını yönlendirmede büyük önem taşıdığını doğrulamaktadır. Öte yandan, Lo vd. (2015), hizmet kalitesinin, müşterilerin olumlu duygulara ulaşmasını artırmadaki önemini vurgulamaktadır.

1970'lerde insanlar günde yaklaşık 500 reklama maruz kalmakta iken, bugün bu sayı yaklaşık 5.000'dir. Her yıl çevrimiçi olarak gösterilen 5,3 trilyon görüntülü reklam mevcuttur (<https://appliedpsychologydegree.usc.edu/>, 2023). Günümüzde tüketicilerin nörolojik ve biyolojik reaksiyonları (kalp atış hızı, ter, duruş, yüz reaksiyonları, beynin belirli bölgelerindeki elektriksel uyarılar vb.) büyük bir hassasiyetle ölçülebilmekte ve bu reaksiyonlar, bir reklam kampanyasının nihai başarısına bağlanabilmektedir. Nielsen'in 2015'te, 25 markanın 100 yeni reklamını incelediği Consumer Neurasience Internal Study'e göre, ortalamanın üzerinde duygusal tepkilere sahip reklamlar, satışlarda %23 artış sağlamaktadır (<https://www.nielsen.com/>, 2016). Reklam Uygulayıcıları Enstitüsü'ne göre duygusal reklamcılık (%45), rasyonel reklamcılığa göre (%20) özellikle uzun vadede çok daha etkilidir (IPA, 2020). Duygusal reklamcılık, izleyiciler üzerinde yalnızca daha fazla etki yaratmakla kalmaz, aynı zamanda içeriği de daha paylaşılabılır hale getirir. Bu, marka bilinirliğini arttırmayı kolaylaştıracaktır (Gartlan, 2022). 2014 yılında Statista'nın ABD'de 300 pazarlama yöneticisiyle gerçekleştirdiği ankete göre, yöneticilerin %61'i müşterilerin satın alma kararlarını yönlendirmek ve %71'i marka bilinirliği oluşturmak için duygusal pazarlamayı kullanmaktadır (Statista, 2014).

Duygusal Pazarlamada Karşılaşılan Zorluklar

Tutarlılık, bireylerin kim olduklarına dair istikrarlı, sürekli ve tutarlı bir duyguyu korumalarına yardımcı olan bir marka kimliği özelliğidir. Marka tutarlılığı, bireyin marka kimliğini oluşturan özelliklerin bir diğeriyle nasıl ilişkili olduğuna dair algısı olarak tanımlanır. Tutarlılık, marka çekiciliğini artırır çünkü bireylerin (i) farklı durumlarda marka bilgilerini daha kolay yorumlamasına ve hatırlamasına (ii) karakterlerine, özelliklerine ve değerlerine ilişkin duygularını daha eksiksiz ve içten ifade etmelerine olanak tanır (Curras-Perez vd., 2009:550-551). Duygusal pazarlamanın temel zorluklarından biri, marka tutarlılığının korunmasıdır. Örneğin, markanın rutin iletişimi genellikle çok bilgilendirici, teknik ve yüksek kaliteliyse, aniden eğlenceyi arttırması müşterilerin ve potansiyel müşterilerin kafasını karıştırabilir

(<https://www.b2bmarketing.net/>, 2022). Nguyen vd. (2018), algılanan marka portföyü tutarlılığının, tüketicilerin yeniden satın alma kararlarını iyileştirdiğini göstermektedir.

Markanın oluşturmak istediği duygusal etki, doğru uygulanmadığı takdirde tüketiciyi çekmek yerine uzaklaştırabilir. Bu nedenle işletmeler, reklamın her bir ögesinin tüketiciyi nasıl hissettireceği konusunda çok titiz olmalıdır. Reklam, öfke veya suçluluk duygularına neden oluyorsa, izleyicinin ürünü satın alma olasılığı daha düşüktür. Ayrıca, tüketiciler, kendilerini kötü hissettiren bir marka veya ürünle bağlantı kurmakta da zorlanacaktır (Bangen, 2018). İşletmeler, tüketicilerle iletişim kurduklarında, doğru duygusal dengeyi sağlamaları gerekir. Duygusal çekiciliği abartmanın en büyük tehlikesi, reklamın tüketiciler tarafından duygu sömürüsü olarak görülmeye başlayabilmesidir. Bu durum, markanın güvenilirliğini de zedeleyecektir (Grauer, 2014). Öte yandan, tüketicilerin talepleri ve arzuları, çeşitli yaşam evrelerinde ilerledikçe önemli ölçüde değişmektedir. Bu nedenle duygusal pazarlamayı etkili kılmak için işletmelerin hedef kitlenin istek ve duygularını detaylı olarak anlamaları gerekir. Duygusal bir kampanya oluştururken, pazarlamacılar sosyal, kültürel ve politik faktörler gibi tüm yönleri incelemelidir. Dolayısıyla, kampanya hazırlık süreci ciddi bir zamana ihtiyaç duymaktadır (<https://www.marketing360.in/>, 2023).

Pazarlama manipülasyonu, tüketici davranışını kendi lehlerine etkileyen, insanın bilişsel, sosyal ve hafızaya dayalı önyargılarını besleyen pazarlamacılar tarafından kullanılan stratejilere odaklanır (Kamins, 2018). Duygusal manipülasyonlar, pazarlamacıların dikkat etmesi gereken etik konular arasındadır. Bunu önlemek için, işletmeler, sadece kurumsal kârları hedeflememeli ve tüketicilerin hileleri ya da sahteliği çözebileceğini bilmelidir. Ayrıca, işletmeler, reklamın orijinal olması gerektiğinin farkında olmalıdır. Bu, tüketicilerle tüm iletişimin %100 dürüst ve şeffaf olmasına işaret etmektedir (Danciu, 2014:32). Capgemini 2017 Raporu'na göre, yöneticilerinin %80'i markalarının tüketicilerin duygusal ihtiyaçlarını ve isteklerini anladığını belirtmektedir ancak tüketicilerin yalnızca %15'i, markaların kendileriyle işlevsel ve rasyonel bir ilişkinin ötesinde duygusal bir bağ kurma konusunda başarılı olduklarını iletmektedir (<https://www.capgemini.com/>, 2017). Öte yandan, PWC'nin 15.000 kişiyle gerçekleştirdiği 2018 anketi, yeni teknoloji araçlarının heyecan verici gelişimine rağmen, insan dokunuşunun önemli olmaya devam ettiğini göstermektedir. Amerikalıların %71'i bir sohbet robotu yerine bir insanla etkileşime girmeyi tercih etmekte ve yalnızca %3'ü deneyimlerinin olabildiğince otomatik olmasını istemektedir (<https://www.pwc.com/>, 2018).

Duygusal Pazarlama Stratejileri

Renkler en önemli duyusal uyaranlardan biridir. Tüm müşterilerin %93'ü, satın alma kararlarını görsel izlenimlere dayandırmaktadır. Bu müşterilerin %85'i için renk, tetikleyici faktördür. Renklerin algılanması vücutta biyokimyasal reaksiyonlara yol açar. Başka bir deyişle, beyin renkleri duygularla ilişkilendirir. Renkler, pazarlamada duyguları yoğunlaştırabilir. Hangi renklerin bilinçaltında duyguları tetiklediğini ve yoğunlaştırdığını bilmek, başarılı duygusal pazarlama ve markalaşmanın kritik adımıdır (<https://www.ionos.com/>, 2020). Sliburyte ve Skeryte (2014) çalışması, renk algısının satın alma kararını etkilediği göstermektedir. Ürün tanımlayıcılarında renk kullanımı, marka benzersizliği oluşturur, ürünü farklılaştırır, mağazada geçirilen süreyi uzatır, sadakati güçlendirir, rekabet avantajını, satışları ve tekrar ziyaret etme niyetini artırır.

Olumlu duyguların marka ismiyle özdeşleşmesi, ürünler için iyi niyet yaratabilir. Örneğin, reklamlarda sürekli olarak mutlu aile fotoğrafları eklenmesi, tüketicilerin markayı aile dostu olarak görmesini sağlayacaktır (Mack, 2023). Bununla birlikte, hikâyeler anlatmak, tüketicilerin duygularına dokunarak markayla ilişki kurmasını kolaylaştıracaktır. Başarılı marka reklamları, insan duygularına odaklanmaktadır. Örneğin, piyasadaki en lezzetli ekmeği satıyoruz mesajı yerine, ekmeğimizle aile kahvaltılarını bir ritüel haline getiriyoruz mesajını vermek, kahvaltıda anne, baba ve çocuklar arasındaki bağı göstermek çok daha etkili olacaktır (<https://www.forbes.com/>, 2022).

Mohr ve Jonauskaite (2022), 30 ülkeden ve 4.500'den fazla katılımcıyla gerçekleştirdikleri çalışmada, katılımcıların renkleri ve duyguları birbirine bağlamayı oldukça kolay bulduğunu ve bir renk için tek bir duygu değil genellikle birkaç duygu seçtiklerini bulmuştur. Buna göre, kırmızı en çok aşk, kızgınlık, nefret; turuncu ve sarı, neşe, eğlence, memnuniyet; yeşil ve mavi, hoşnutluk, rahatlama, ilgililik, neşe; pembe, aşk, eğlence, keyif; mor, gurur, hayranlık, zevk; beyaz, rahatlama, hoşnutluk; gri, hayal kırıklığı, üzüntü, pişmanlık; kahverengi, iğrenme; siyah, üzüntü, korku, nefret, suçluluk, kızgınlık duygularını çağrıştırmıştır. Kumar (2017), evrensel bir renk şeması bulunmadığını, renklerin, kültürel bağlama göre farklı anlamlara sahip olduklarını savunmaktadır. Örneğin, mor, Avrupa'da asalet ile ilişkilendirilirken, Çin'de aşırı harcama anlamına gelmektedir. Beyaz, ABD ve Orta Doğu'da saflığı ifade ederken, Japonya ve Çin'de ölüm ve yas ile ilişkilendirilir. Mavi, ABD'de güven ve otorite ile bağlantılı olduğu için ülke genelinde iş reklamlarında kullanılan en yaygın renktir. Öte yandan Japonya'da mavi, ihaneti temsil etmektedir. Ranjbarian vd. (2010), ambalaj renginin, boyutunun, şeklinin, görsellerinin ve kullanım kolaylığının tüketicinin satın alma kararını etkilediğini bulmuştur. Ayad vd. (2016), renklerin müşterinin dürtüsel satın alma niyetini doğrudan etkilediğini ortaya

çıkarmıştır. Benzer şekilde, Seher vd. (2012), satın alma davranışının bir ürünün ve reklamının renk şemasından büyük ölçüde etkilendiğini göstermiştir.

Duygusal pazarlama, insanlara harekete geçmeleri için ilham vermektedir. Dolayısıyla, başarılı bir duygusal pazarlamanın ilk adımı, hedef kitleyi derinlemesine analiz etmek ve anahtar motivasyonlarını belirlemektir. Etkili pazarlama, belirli bir ürün veya hizmetin acil bir sorunu nasıl çözebileceğini açıklar. Etkili duygusal pazarlama, tüketicileri ürününün yalnızca doğru çözüm olmadığına, aynı zamanda onu kullanırken harika hissedebileceklerine ikna etmek için duyguları kullanır (Decker, 2023). Cohen (2017), duygusal pazarlama kampanyalarında özgün, dürüst ve ilham verici olmanın altını çizmektedir. Örneğin, Nike, yalnızca fizikleri ve şöhretleriyle değil, başarıları, yetenekleri ve azimleriyle de ilham veren Serena Williams ve Michael Jordan'ı marka elçisi olarak seçmiş ve kampanya satışlarını arttırmıştır (Cohen, 2017). Bununla birlikte, siyasi seçim kampanyaları duygusal pazarlamanın sıklıkla kullanıldığı alanlardan biridir. Seçim afişleri genellikle basit sloganlar, dikkat çekici mesajlar ve tetikleyici kelimelerden oluşur. 2016 yılında Donald Trump'ın "Make America Great Again" ve 2009'da Barack Obama'nın "Yes, We Can" kampanyası, etkili duygusal pazarlama örnekleri arasındadır (<https://www.ionos.com/>, 2020). Öte yandan, markaların ürünlerini, tüketicilerin olumlu veya arzu edilir bulunduğu değerlerle uyumlu hale getirerek duygusal bağlılığı arttırması mümkündür. 5W Halkla İlişkiler ajansı, 1001 Amerikalı ile gerçekleştirdiği 2020 Consumer Culture Raporu'nda, 18-34 yaşlarındaki tüketicilerin %83'ünün bir markanın değerlerinin kendi değerleri ile uyumlu olmasının önemli olduğunu düşündüğünü iletmektedir (<https://apnews.com/>, 2020).

Olumlu duygular (örn. aşk, neşe, memnuniyet, eğlence, sakinlik) tipik olarak deneyimlemekten zevk alınan duygulardır. Olumsuz duygular ise (örn. korku, üzüntü, tiksinti, kızgınlık, öfke) bir olaya veya kişiye karşı olumsuz bir tepkiyi ifade eden hoş olmayan duygulardır (Ackerman, 2019). Olumlu duyguları içeren kampanyalar, bir ürün/hizmet satın almanın ya da kullanımının nihai sonucunu göstermeyi amaçlamaktadır. Buna karşın, olumsuz duyguları içeren kampanyalar, müşterilerin karşılaştığı sorunları belirlemeye ve bunlarla ilişkili duygularla empati kurmaya odaklanmaktadır. Olumsuz duyguları kullanırken hassas davranmak önemlidir. Çünkü olumsuz duyguların çok yoğun tetiklenmesi itici ve hatta etik dışı olma riskini taşır (McArthur, 2023). Clutch'ın 2018 yılında 1.030 ABD'li ile gerçekleştirdiği ankete göre, tüketicilerin %53'ü mizahi reklamları beğenmektedir ve %51'i bildikleri ve güvendikleri bir markanın reklamını hatırladıklarını ve keyif aldıklarını söylemektedir (Herhold, 2018). Benzer şekilde, Hubspot'un 281 ABD'li tüketiciyle 2021 yılında yaptığı ankette, komik unsur barındırması (%35), reklamların hatırlanmasının bir numaralı nedeni olarak işaretlenmiştir

(Bretous, 2021). Öte yandan, WWF'nin, iklim değişikliğini durdurmanın önemini vurgulamak ve insanları harekete geçirmek için oluşturduğu Stop Climate Change Before It Changes You kampanyası, korkuyu kullanan başarılı duygusal pazarlama örneklerinden biridir (Gartlan, 2022).

Duygusal pazarlama, videolar, podcastler, reklam panoları, sosyal medya, ambalajlama gibi sürükleyici ve etkileyici ortamların kullanılmasını gerektirir; açılış sayfası için seçilen resimlerden sohbet robotunun konuştuğu dile kadar her noktada uygulanabilir. Bununla birlikte, duygusal pazarlama kampanyalarında tek bir duyguya odaklanmak da dikkat edilmesi gereken bir konudur (Timofeeva, 2021). Diğer taraftan, Gobe, Emotional Branding (2001) kitabında, duygusal markalaşmayı dört temel unsurdan oluşan stratejik bir süreç olarak açıklamaktadır: (i) tüketiciye takdir göstermek ve umdukları duygusal deneyimleri yaşatmak, (ii) tüketicilere duygusal deneyimler yaşatmak, (iii) ürün tasarımı, paketlenme, reklam ve internet sitesi için hayal gücünden faydalanmak, yaratıcılık (iv) uzun dönemli başarı için vizyon oluşturmak (akt. Dewanti vd., 2011:1111). Capgemini'nin 2017'de, 9.213 tüketici ve 528 yöneticiyle gerçekleştirdiği ankete göre, duygusal bağlılığı yüksek tüketicilerin %75'i, çevrimiçi olduklarında farklı bir alışveriş deneyimi beklemektedir (<https://www.capgemini.com/>, 2017). Stackla'nın ABD, İngiltere ve Avustralya'da 2.000 kişiyle görüşerek oluşturduğu 2017 Consumer Content Report: Influence in the Digital Age, tüketicilerin %86'sının hangi markaları desteklediklerine karar verirken özgünlüğün önemli olduğunu bulmuştur (<https://www.cmo.com.au/>, 2017).

SONUÇ

Postmodern toplumlarda pazarlama, toplumun yaşam tarzını ve tüketim kalıplarını dönüştüren, tüketicilerin satın alma kararlarından yönetim şekillerine kadar yaşamın her alanını etkileyen faaliyetlerdir. Günümüzde tüketici istek ve ihtiyaçları sürekli ve çok hızlı değişmektedir. Bu durum, işletmeleri, piyasada artan benzer ürün/hizmetler arasında, kendi markalarını farklılaştırmak ve tüketicilerin dikkatini çekebilmek için yeni yollar arayışına itmektedir. Çalışmalar, duyguların insan davranışının en güvenilir ve değerli yordayıcılarından biri olduğunu açıkça ortaya koymaktadır. Ayrıca, duygusal koşullar, satın alma süreçlerinde karar vermenin her aşamasını doğrudan etkilemektedir. Çağdaş pazarlama metodolojilerinden biri olan duygusal pazarlama, müşterilerin ürün veya hizmetleri fark etmelerini ve satın almalarını sağlamak için öncelikle duygusal çekicilikleri kullanması olarak tanımlanabilir. Duygusal pazarlama, insanlarda belirli bir ürünü/hizmeti satın almaya teşvik etmek için duyguların nasıl uyandırılacağına odaklanmaktadır.

Duygusal pazarlama işletmelere birçok fayda saylamaktadır. Bu faydalar arasında, satışları, pazar payını ve müşteri elde tutma oranlarını arttırma, müşterilerle daha yakın ilişkiler oluşturma, müşterilerin bir markayla kendini özdeşleştirmesine yardımcı olma, hızlı büyümeyi teşvik etme, topluluk duygusu oluşturma ve markanın hatırlanmasını sağlama bulunmaktadır. Çağımızın güçlü rekabet ortamında, işletmelerin ayakta kalabilmesi için duygusal pazarlamayı kullanmaları hayati önem taşımaktadır. Literatürde duygusal pazarlamayla ilgili yapılan çalışmalar incelendiğinde, duygusal pazarlamanın, marka sadakatini, markanın bilinirliğini, satışları ve müşteri memnuniyetini arttırdığı ortaya çıkmaktadır. Olumlu duyguların tüketicilerin anlık satın alma kararları üzerinde pozitif etkisi bulunmaktadır.

Duygusal bağlılığı yüksek olan müşterilerin, marka savunucuları olma olasılığı da yüksektir ve bu nedenle işletmelerin müşterileriyle duygusal bir bağ kurmanın yollarını bulmaları çok kritik bir konudur. Duygusal pazarlama stratejilerini belirlerken, işletmelerin atması gereken ilk adım, detaylı bir hedef kitle analizidir. Müşterilerin duygusal motivasyonları ve neleri önemsediklerini anlamak için çaba gösterilmelidir. Öte yandan, renkler en önemli duygusal uyaranlardan biridir ve satın alma kararlarını doğrudan etkilemektedir. Markanın reklamlarında kullanılan ürün ya da içeriklerin sesleri, efektleri, renkleri ve hikâye anlatımı titizlikle seçilmelidir. Bununla birlikte, duygusal pazarlama kampanyalarının özgün, dürüst, yaratıcı, ilham verici, manipülasyondan uzak olması ve tek bir duyguya odaklanması önemlidir. Özellikle, olumlu ve güçlü bir duygu uyandıran içeriklerin, olumsuz ve zayıf duygusal tepki uyandıran içeriklere göre paylaşıma olasılıklarının çok daha fazla olduğu unutulmamalıdır.

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University students' metacognitive knowledge on reading technique and academic success

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University students' metacognitive knowledge of reading techniques and academic success

Abstract

Since reading creates memories and is essential for future success, this study examines the awareness and application of metacognitive knowledge on reading methods among students at Muhammadiyah University of Makassar. Successful readers are those who exhibit self-determination and motivation. A questionnaire designed to ascertain students' comprehension of reading methods when they are reading literary works is called Metacognitive Knowledge on Reading Techniques (MARSIR). The most crucial question is what students think about the importance of problem-solving, global reading, and support reading strategies for academic performance. In this study, 141 participants from two universities were included. The MARSIR one's reflection described the data collection tool. A reading strategies survey assessed the students' metacognitive comprehension of the global, problem-solving, and support reading strategies utilized in academic reading. The results demonstrated that the participants were acquainted with academic reading techniques because they regularly used them. Academic reading students used and understood reading techniques the least, even though they were aware of and employed problem-solving techniques most of the time. They were conscious of and regularly employed problem-solving strategies.

EXTENDED ABSTRACT

This research explores the awareness and use of metacognitive knowledge on the reading techniques of students of the Muhammadiyah University of Makassar; since reading is a way of building memories, and it is necessary for future success, readers who possess self-determination and motivation are successful. Metacognitive knowledge of reading techniques (MARSIR) is the knowledge to have; thus, a questionnaire is intended to determine students' knowledge of reading techniques when reading literary works.

The most important question is what students believe about the role problem-solving, global reading, and support reading strategies play in academic success. One hundred forty-one individuals representing two universities took part in this study. The MARSIR one's reflection described the tool used to gather the data. A survey of reading strategies was used to examine the students' metacognitive understanding of the global, problem-solving, and support reading strategies used in academic reading. The findings showed that the participants routinely employed academic reading techniques and were conversant with them. While they used and were aware of problem-solving techniques the majority of the time, academic reading students used and understood reading techniques the least. They used problem-solving techniques frequently and were aware of them, but they used the fewest supporting techniques when reading academically.

Keywords: Marsi, Reading Comprehension, Metacognitive Awareness, Problem-Solving Techniques, Reading Strategies.

INTRODUCTION

Regardless of their level of English ability, students must take the initiative to employ their understanding abilities when completing academic reading assignments in English. Metacognition, or the reader's consciousness to regulate and monitor the cognitive process, is the primary factor in boosting reading comprehension. Metacognition can be defined as the act of thinking.

Students can self-regulate since they are aware of their learning style and process and can judge how quickly and effectively strategy. Metacognition, or the reader's individual consciousness to regulate and monitor the cognition process, is critical to increasing reading comprehension.

Students also think about ways to optimize these processes so students can read and study. Students who are self-aware of their metacognition exhibit self-knowledge, which is defined as understanding their best working methods and strategies and the conditions under which they can learn more efficiently. They then apply this information to put these methods into action, monitor their effectiveness, and evaluate the entire process known as self-regulation. The security of the educational setting is the primary goal of learning, supervision, and instruction. It has been discovered that most educational issues, such as low achievement, absenteeism, stagnation, and academic dropouts, are brought on by the adoption of ineffective study schedules in terms of study time. Academic success and scholastic achievement have recently caused some anxiety among educators. What are some of the crucial elements that support kids' academic success? It should be highlighted that modern society can only achieve its goals of financial development, mechanical expansion, and cultural advancement if its members' capacity is improved. As a result, the primary goal of educational struggle is to improve pupils' academic results. Pupil academic activities are directly related to learning styles and reading techniques for developing study habits (Khan & Rasheed, 2019). A study habit is the presence of a suitable study routine in a suitable study environment. Khan & Rasheed, 2019).

Metacognitive understanding of reading methods assists students in determining which strategies they can and should use. According to the research on reading English in L1 and L2, reading comprehension is significantly impacted by metacognitive awareness. Less experienced readers, on the other hand, must work very hard to improve their reading skills using a variety of tactics. To support students in a classroom setting, teachers must be aware of the strategies utilized by both successful and failed students. Various. Creating study strategies that have been shown effective for learning is the most fundamental phase in a student's educational progress. Learning strategies are actions and ideas students use to process new knowledge while referencing existing understanding. Learning strategies can be cognitive (Khan & Rasheed, 2019).

Cognitive processes that are involved in the process of storing new information include elaboration and rehearsal. This research examines metacognitive awareness, a critical component of compelling strategic reading, especially academic reading. However, the goal of the current study was to ascertain how well aware Muhamamdiyah University students and the English Department were of the academic reading practices of Samarkand State Institute of Foreign Languages. It can still be argued that metacognition has not yet been entirely accepted as an

essential component of language learning and teaching by as many researchers and scholars as desired, even though it is now recognized as a necessary tool for lifelong learning and adaptability in multilingual and multicultural societies that are constantly changing (Haukås et al., 2018). People argue that people's ability to reflect on their thoughts, or metacognition, is essential (Haukås et al., 2018). In this study, the terms students and learners are used interchangeably. As a result, metacognitive guidance is anticipated to influence learners' elaboration and learning processes while working in groups (F. Teng & Reynolds, 2019).

According to (Siyaya, 2022), Along with specific skills, awareness -such as students' metacognitive awareness- is an essential part of learning; according to cognitive with specialized skills, awareness, such as students' metacognitive awareness, is a vital part of learning. Metacognitive techniques are high-order executive abilities that use understanding cognitive processes and represent an effort to control one's own learning through planning, monitoring, and assessing. For metacognitive awareness, Maftoon and Fakhri Alamdari (2020) define it as a phenomenon. The various ways a person perceives the circumstances and events in their life. (Muhid et al., 2020. Students are more likely to succeed if they are conscious of their own metacognition than those who are not, and this will help them better handle problems in daily life. According to Widiyasari et al. (2002), metacognitive awareness is the ability to organize, sequence, and keep track of learning in making progress evident right away. Reading plays a big part in information-gathering, especially in an academic setting. Reading takes on a crucial. It is essential to study various academic books well and independently.

Nonetheless, a significant number of students exhibit a passive. Too many children develop a dislike for reading and begin to perceive it as a challenging task as a result of their reading habits, which hinders their capacity to comprehend the essential reading materials accurately. In addition, these people need help using reading strategies that meet their needs and show little learning autonomy.

Furthermore, a significant proportion of them need to be made aware of the existence of potential reading strategies that they could employ. The pupils must dedicate enough time to creating more active reading methods to avoid having negative feelings about reading. Since reading is a cognitive activity involving readers engaging with text, the lecturer must teach the students to employ reading methods intentionally, especially metacognitive strategies. Readers continually form hypotheses, test predictions, and produce meaning while reading using their vocabulary and

linguistic skills. Reading comprehension is a linguistic skill taught in primary school and is constantly developed in later years. (Aşkan & Saban, 2018). Reading strategies primarily center on three metacognitive skills: support reading, global reading, and problem-solving. These metacognitive techniques support language instructors in understanding the diverse reading preferences of their students and deciding which reading strategies to introduce in the language classroom would be the most successful.

Reading at a slower pace, reviewing the text, reading the passage aloud, and making educated guesses about the meaning of challenging words are all problem-solving techniques. Utilizing some reference materials and support reading strategies gives readers additional reading abilities to employ when reading (Deliany & Cahyono, 2020). Such tactics are thought to offer information that describes the control readers exercise over their interactions with printed material to increase reading efficiency and comprehension. Metacognitive awareness is the term for the reader's awareness, monitoring, and adjustment of various methods during reading. Because learners with metacognitive awareness can actively control the ability to effectively use logic and tactics when reading and quickly access and use these tools for future reading, it is considered a crucial component of excellent strategic reading. The ability to plan for reading comprehension is beneficial for reading achievement (Bria & Mbato, 2019). This study aimed to evaluate college students' meta-cognitive reading comprehension. In order to assess students' meta-cognitive understanding of the general, problem-solving, and supportive reading techniques used in academic reading, the Survey of Reading Methods was created.

The findings showed that the participants were conversant with and consistently used academic reading strategies. They generally used and mastered problem-solving techniques, but they used supporting techniques the least while reading academically. Conversely, less proficient readers need to put in a lot of effort to improve their reading abilities. Teachers must, therefore, be aware of this in the classroom. One of the strategies used by successful and failed students to help them is claims (Mustajab Ahmed, 2020b). They understand the meaning of the visual symbols that provide the language's shape and engage in some semantic processing. It is anticipated that it will inform a student. Understanding the essential requirements for proficient reading comprehension is crucial, and taking measures toward accomplishing the reading objectives with proficiency is feasible. It also entails using sophisticated reading techniques and having an understanding of these abilities and how to control them, which is a form of meta-cognition.

Skilled readers frequently have specific goals in mind while choosing to read. Proficient readers possess knowledge beyond simply decoding words. They are aware of multiple strategies for decoding and engage in activities such as monitoring, altering, and predicting their decoding processes to ensure their efficacy. During reading, they usually use these strategies unconsciously. However, when they confront difficulty or misunderstanding, they intentionally draw on their knowledge, picking from various integrated ways to support and improve their comprehension. In other words, proficient readers know how to combine cognitive and meta-cognitive processes to comprehend texts on a deeper level. The effective use of these processes is necessary for reading comprehension, as is the creation of strategies for understanding words, sentences, and full texts. As a result, it is critical to provide explicit instruction in reading skills to struggling readers in order for them to improve. However, it is critical to assess strategies to find clues about what learners must do to provide efficient instruction.

Conceptual and Theoretical Framework

Concepts

More precisely, by evaluating how well students apply their reading strategies, teachers can assist students in realizing that improving their awareness of the reading process is an essential first step toward becoming more thoughtful, strategic, and constructive readers. Numerous pupils have mentioned running into various issues when trying to read.

These knowledge difficulties relate to the target language's topic, a lack of motivation to read, a general lack of reading culture, and a lack of appropriate reading strategies or the independence of only a few (such as relying heavily on prediction/guessing strategies). This study sought to assess students' awareness of their reading techniques as it is one key to effective instruction, allowing teachers to discover clues about what students are not doing or are doing incorrectly, allowing them to introduce strategies that are on the "leading edge" of each learner's reading proficiency. The abilities and tactics we teach are not based on students' inherent "smarts," but on their opportunity to learn and practice these talents in a positive learning environment. This study's objective was to identify the tactics used by EFL university students at Muhammadiyah University to complete their reading assignments and activities by examining their awareness of and perceptions of their use of reading strategies. A particular focus was placed on the sixth and eighth-semester students. What reading methods are employed by EFL students in their academic

setting, According to this study's research question? In order to use their knowledge and reasoning abilities in practical situations, students must learn to be conscious of their meta-cognition. Remembering that meta-cognition involves being aware of and controlling one's cognitive processes is crucial. Metacognition has been characterized as cognition about cognition. (Zohar, 2004). Reading strategies are problem-solving techniques used by readers to cope with reading texts. The reading research literature is divided on what constitutes reading strategies. Individuals with meta-cognitive awareness, on the other hand, are aware of their own cognitive processes. Metacognitive knowledge and behaviors, such as goal formulation, planning, and strategy selection and adaptation, are required to meet the standards of scientific literacy. The metacognitive approach can be applied differently by low performers to produce high performers, which students must apply to enhance their reading competence (Aziz & Nasir, 2019).

Literature Review

Numerous studies in the literature demonstrate that meta-cognitive awareness is an essential element of learning science because it helps people to regulate their cognitive skills and assess task performance scientifically appropriately (Wu et al., 2019). The Participants' scores on the Reading Visual Understanding, Reading Self-Regulation, and Reading The Metacognitive Awareness of Reading Strategies, Problem Solving Strategies, and Supporting Reading Strategies self- confidence subscales are all positively affected. In other words, eighth-grade students' evaluations of their reading comprehension skills are influenced by their meta-cognitive grasp of reading strategies. Meta-cognitive techniques are "high-order executive skills that use knowledge of cognitive processes and constitute an attempt to regulate one's learning through planning, monitoring, and evaluating," according to Tavakoli (2014) (Bria & Mbato, 2019). People might be aware of particular reading techniques but have yet to be able to apply them when reading for academic purposes. Perhaps they were more concerned with finishing the work than comprehending or appreciating the importance of these reading tactics (Sheikh et al., 2019).

Method

The case study focuses on an investigation of a specific phenomenon in its natural environment. They were related to academic reading techniques. The findings of this study indicate that emphasizing three essential components of reading instruction—global reading, problem-solving, and support reading strategies—will be beneficial. —can improve academic

accomplishment. In the fourth and sixth semesters of the two universities, 141 students were chosen at random, both students at Muhammadiyah University and students from Samarkand State Institute of Foreign Language, who participated actively and purposively selected the third-level students to be participants. The data collection process involved global problem-solving and supported reading strategies used in academic reading. We also examine the Marsi reading strategies as the primary purpose of this study. Student-level variables were the two most likely predictors of reading comprehension, among the essential components being gender, autonomous reading motivation, controlled reading motivation, and metacognitive awareness of reading strategies (MARS) and autonomous reading motivation.

The implications for future research, policymaking, and reading instruction improvement are highlighted (Wu et al., 2019). During the spring semester, from April 3 to 12, 2023, students from Makassar State University, Muhammadiyah University, and Samarkand State Institute of Foreign Languages, all in Uzbekistan, employed metacognitive techniques to improve their reading comprehension. This study examined how different student groups, undergraduate and graduate, used differently. Students' metacognitive understanding of reading techniques is measured on a five-point scale by the words global strategies (GLOB), support strategies (SUP), and problem-solving strategies (PROB). With corresponding Cronbach's alphas of .52 for GLOB, .60 for PROB, and .66 for SUP, the three subscales (GLOB, SUP, and PROB) in the current study all exhibited adequate to good internal consistency coefficients. Internal consistency was .28 overall. Data analysis and descriptive statistics were computed to confirm the credibility of each MARS description. This section explains the research approach, study subjects, procedures, materials and tools, and data gathering and analysis processes. These are not hypotheses. Formulas that are widely known should not be put down for statistical purposes. Any specific criteria the researcher utilizes in collecting and analyzing study data should be fully documented, including the quality of the instruments, research material, and data collection technique. This part should account for 10% (for qualitative research) or 15% (for quantitative research) of the total body length.

Results and Discussion

Despite the significant interest in the relationship between metacognition and reading, several problems and concerns need to be solved before we can fully comprehend the nature of metacognitive processing techniques and methods as they relate to text comprehension and

reading. This data should be used in designing and implementing an efficient metacognitive reading strategy to raise students' awareness of and application of reading techniques during reading (Mokhtari et al., 2018). The findings of this study corroborate students' perceptions of reading techniques by demonstrating three distinct MARSİ criteria: global reading techniques (GRS), problem-solving strategies (PSS), and support reading strategies (SRS). The sum of the scale scores for the three reading strategy categories is used to grade the 15 strategies in the MARSİ-R on a scale of 1 to 5. Consider your composite score—which can be created by adding the scores of all strategy components—and apply it to all reading strategies to ascertain your level of awareness. The significant discovery is shown in the following table, which is intable format:

Global Reading Strategies (GRS)

Figure 1.

1. Having a purpose in mind when I reading.
96 jawaban

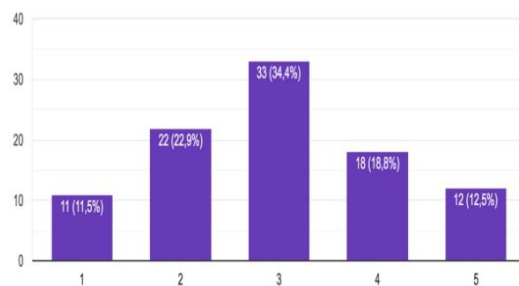
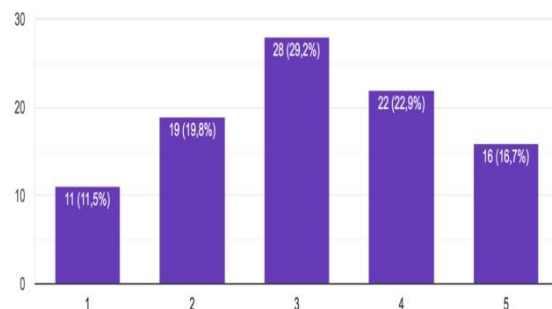


Figure 2.

2. Previewing the text to see what is about before reading.
96 jawaban



As observed, pupils favor strategy scale 3 (34,4%), reading with a goal in mind. Because metacognition is essential in learning situations, students may be better able to regulate their cognitive and learning processes, recognize their areas of strength, and concentrate on those that

call for developing new cognitive talents. Every learner is capable of metacognition, meaning every student can think about learning purpose, even if they have heard the strategies and do not know what it means out of 22 (22,9%). In comparison, 18 (18,8%) have known the strategy can explain how and when to use it, out of 12 (12,5%) frequently use it when reading, and 11 (11,5%) have never heard of the strategy before. Students who are metacognitively aware can outperform their peers because they can organize, control, monitor, and regulate their reading and learning processes, directly affecting their achievement.

In another way, metacognition is a strong predictor and indicator of success (Bagci & Unveren, 2020). One explanation for this phenomenon is that metacognitive knowledge, which underpins reading, represents learners' capacity to adapt to various reading and demand contexts (M. F. Teng & Zhang, 2021). Out of 28 (29,2%) stated that reading a preview of the book to understand its content, some students knew the strategy and how to use it in the actual reading text. I realized how confusing that is for students. Those require two different brain areas in the next session and upon reflection. Out of 29 (30,2%), 29 students have heard and believe they know the reading method checking to determine if the substance of the text suits their reading objective.

Figure 3.

4. Using typographical aids like bold face and italics to pick out key information.
96 jawaban

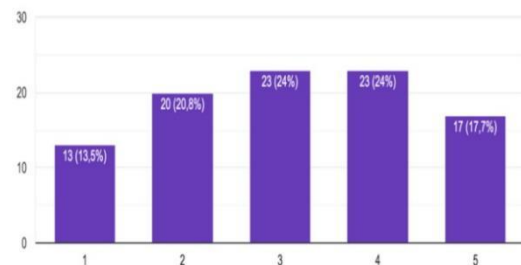
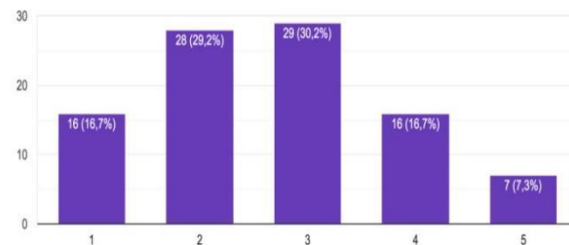


Figure 4.

1. Getting back on track when getting sidetracked or distracted.
96 jawaban

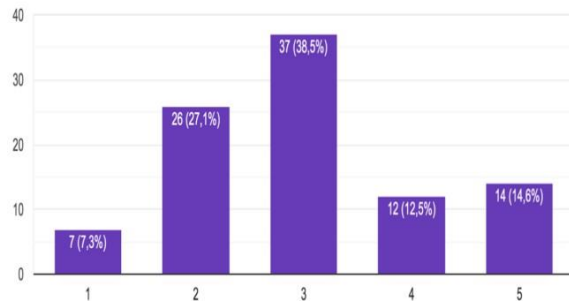


The results demonstrate that metacognition is essential in learning techniques, such as bold and italics, to highlight crucial information, which is the standard approach for explaining the meaning and how to utilize it.

Figure 5.

5. Critically analyzing and evaluating the information read.

96 jawaban



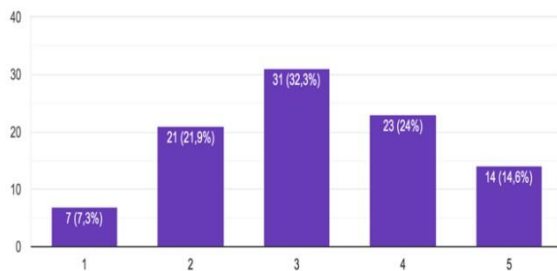
Problem-Solving Strategy

Issue solving is articulating to figure out where it came from, choosing a solution from a list of options, ranking them in order of importance, and putting it into action. In light of this, modifying students' reading speed or pace based on what they have read out of 38 (39,6) explore these concepts further. After doing so, describing and discussing metacognition, why it is essential, and where these strategies are already used in the classroom can help determine how to make metacognition a more intentional component of the reading strategies.

Figure 6.

3. Stopping from time to time to think about what I'm reading.

96 jawaban

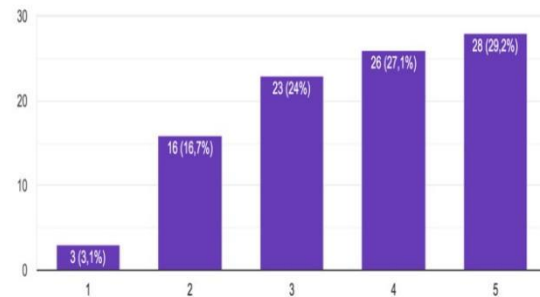


The objective would be to incorporate the development of metacognitive skills into their course objectives, such as taking occasional breaks to reflect on the text's content. Out of 31(32,3%) students who responded that techniques are needed to be better readers, they must pause to think about what might come.

Figure 7.

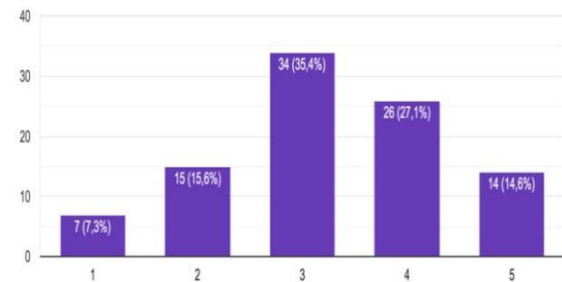
4. Re-reading to make help ensure I understand what I'm reading.

96 jawaban

**Figure 8.**

1. Taking notes while reading.

96 jawaban

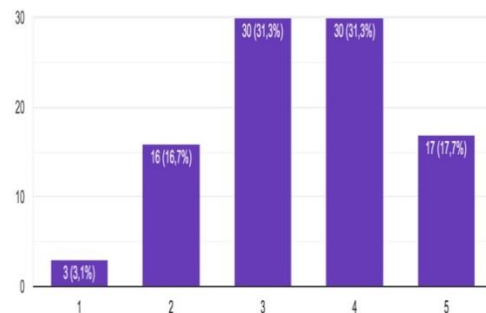


The table above indicates that re-reading helps ensure that what the students have read is a high use of various reading strategies, which earn very high. This means that the issue of reading strategy support receives the highest 28 (29,2%).

Figure 9.

5. Guessing the meaning of unknown words or phrases.

96 jawaban



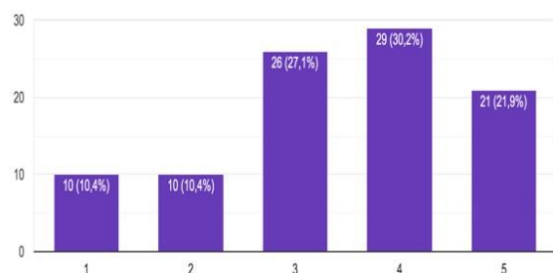
Support Reading Strategies (SRS)

Learning through reading aids in vocabulary and language development. The process of simultaneously extracting and constructing meaning through interaction and involvement with written language according to the concept of reading comprehension out of 30 (931%). In support of the reading technique, out of 34 (35%) people who enjoy taking notes while reading, 26 (27%) do it frequently. Instead of copying material from the text, students would benefit by taking notes in their own words. Keep the emphasis the same. To help kids concentrate more, wait to take notes until the conclusion, and students try to summarize rather than copy.

Figure 10.

2. Reading aloud to help me understand what I'm reading.

96 jawaban

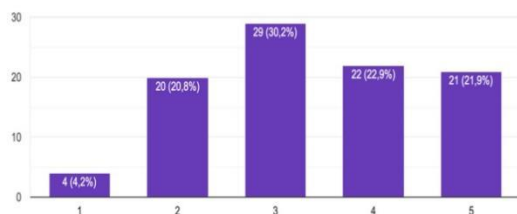


Teachers should encourage reading aloud in their classrooms because 29 students (30,2%) like it to help students understand their reading. Reading aloud to pupils can boost interest, inspire reading, and encourage creativity. Children who are taught the value of oral language early will succeed in reading more quickly.

Figure 11.

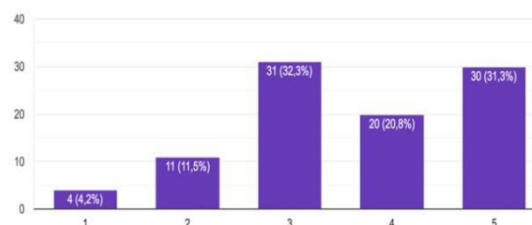
3. Discussing what I read with others to check my understanding.

96 jawaban

**Figure 12.**

4. Underlining or circling important information in the text.

96 jawaban

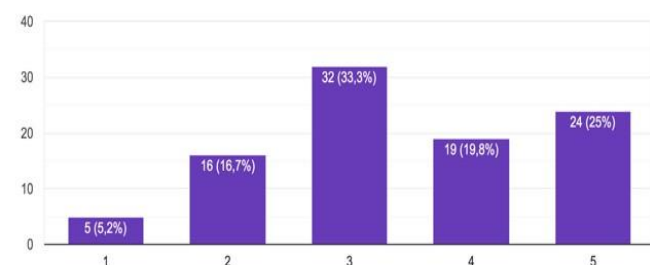


As shown in the figure above, 31(32,3%) of the 96 participants said that they typically highlight or circle to get information from the text, 30(31,3%), 20 (20,8%) of the participants said they always employ the strategies that deal with reading techniques. They were largely aware of these strategies, as seen by the low percentages of Never 11(11,5%) and Rarely 4(4,2%), and most participants chose to use them when reading academic literature.

Figure 13.

5. Using reference materials such as dictionaries to support my reading.

96 jawaban



Conclusion and Recommendations

Chart Title

1. Having a purpose in mind when I reading
2. Previewing the text to see what is about before reading
3. Checking to see if the content of the text fits my purpose for reading
4. Using typographical aids like bold face and italics to pick out key information
5. Critically analyzing and evaluating the information read
6. Getting back on track when getting sidetracked or distracted
7. Adjusting my reading pace or speed based on what I'm reading
8. Stopping from time to time to think about what I'm reading
9. Re-reading to make help ensure I understand what I'm reading
10. Guessing the meaning of unknown words or phrases
11. Taking notes while reading
12. Reading aloud to help me understand what I'm reading
13. Discussing what I read with others to check my understanding
14. Underlining or circling important information in the text
15. Using reference materials such as dictionaries to support my reading

Furthermore, metacognitive awareness is believed to be a key component of compelling strategic reading, especially academic reading. The current study aimed to ascertain how college students viewed metacognitive exercises connected to academic reading. Thus, using the Survey of

Reading Strategies, it was determined if students employing academic reading, global, problem-solving, and support reading techniques were aware of their metacognition. The findings showed that the participants routinely employed academic reading strategies and were conversant with them.

They generally employed and learned problem-solving methods, but they used supporting strategies the least in academic reading. Most responders generally presented their personal experiences, which could be subjective. However, such points of view are worth considering in order to comprehend broader trends. Data indicate that students have a more favorable experience in regular mode programs and institutions than in distant mode programs and institutions. Regarding learning materials, most respondents preferred regular mode to distance mode, while others welcomed the introduction of dynamic e-learning platforms as a possible chance. There are issues with this that need to be resolved. Future study recommendations linked to pupils' most dominant reading techniques should also be mentioned. The researcher has a vital role in explaining, reading approach, and providing an atmosphere that enables reflective knowledge of what has been explored for all components. Anderson suggests the following components: (1) acquiring preparation and planning knowledge. Students take into account both what they can do and what they need to do to reach their learning objectives. (2) Deciding on and putting into practice learning methodologies. Anderson (2002, p. 3) claims that learners may deliberate and make conscious judgments about the learning process when they have the metacognitive ability to choose and employ specific methods in a given environment for a specified purpose."(3) Tracking the application of a plan. It is essential to teach students how to record the tactics they use. Six categories classify memory, cognitive, metacognitive, social, compensatory, and emotional strategies. From "Never or rarely true of me" to "Always or almost always true of me," the Likert scale has five possible responses. Moreover, it asks students to rate how frequently they employ each approach. A metacognitive understanding of reading strategy significantly impacts the educational process, especially when learning a second language. It is concerned with prospective applications of the techniques still effective for enhancing reading comprehension, in addition to the suggestions they give for how students should structure their interactions with the context.

English language instructors must become more aware of the potential obstacles students may face in achieving their learning objectives, particularly when understanding academic texts. One

exciting aspect of metacognitive strategies is that they can be learned. A reading-intensive curriculum incorporating strategy instruction gives students a more comprehensive learning experience, positions them for academic success, enables the development of critical thinking abilities, and further positions them for competence and success in their future careers. However, because they are ignorant of how to apply reading strategies, when to use them, and which ones to employ, EFL learners still experience metacognitive difficulties—awareness of reading techniques. In addition, by modeling these methods and offering plenty of opportunities for guided and independent practice, teachers can utilize teaching metacognitive reading strategies to supplement their instruction in reading comprehension. Students will become independent readers if prepared to take on any printed content (Kung & Aziz, 2020). As a result, the current study attempts to pinpoint the link between EFL learners' metacognitive awareness of reading techniques and reading comprehension.

Despite the significant interest in the relationship between metacognition and reading, several problems and concerns need to be solved before we can fully comprehend the nature of metacognitive processing techniques and methods as they relate to text comprehension and reading. This data should be used in designing and implementing an efficient metacognitive reading strategy to raise students' awareness of and application of reading techniques during reading (Mokhtari et al., 2018). The findings of this study corroborate students' perceptions of reading techniques by demonstrating three distinct MARS criteria: global reading techniques (GRS), problem-solving strategies (PSS), and support reading strategies (SRS). The sum of the scale scores for the three reading strategy categories is used to grade the 15 strategies in the MARS-R on a scale of 1 to 5. Consider your composite score—which can be created by adding the scores of all strategy components—and apply it to all reading strategies to ascertain your level of awareness. The significant discovery is shown in the following table:

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An outlook on postmodernist elements in Jules Verne's *Doctor Ox's Experiment*

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Abstract

As a countermovement to modernism, postmodernism embraces multiple perspectives and presents a theory in which there is no singular truth. The postmodern novel also challenges the fundamental concepts of reality and truth, demonstrating how the human construction of reality allows for the creation of an unlimited number of alternate realities. The tradition of closed-ended narration buried between lines in texts has been broken, paving the space for numerous linguistic uses in literary writings. The reader is entangled in a sequence of events that generate profound meaning through the use of a variety of linguistic tricks and strategies. Thus, a postmodern novel aims to analyze literary texts through the use of techniques like irony, pastiche, intertextuality, and pluralistic viewpoints. Within this framework, *Doctor Ox's Experiment* by Jules Verne is an important work that challenges and redefines conventional literary texts. In the book, Verne's use of irony in portraying the stereotypes of the Quiquendonians, his incorporation of fictional elements to enhance the plausibility of the events in that town, and his establishment of intertextual connections, all demonstrate characteristics commonly associated with postmodernism. The objective of this study is to analyze Jules Verne's literary piece titled *Doctor Ox's Experiment* via a postmodern lens, employing the key components of postmodernism. By examining these aspects, this analysis will offer a fresh perspective on Jules Verne's work.

EXTENDED ABSTRACT

Postmodernism has exerted a far-reaching influence within the realm of literature in the 20th century. To put it another way, the texts generated using conventional methods during the 19th century underwent a significant transformation in the 20th century. This method challenges conventional narrative strategies and substitutes them with other approaches. In this period, writers have lost the ability to convey a specific message to their readers and skillfully guide them in the desired direction. These postmodern texts are presented through deliberate juxtapositions of contrasting elements such as the dichotomies of reality-fiction, wealth-poverty, and morality-immortality. These contradictions undermine any discourse that adheres to commonly accepted norms and conventions and challenge the notion of a fixed truth. Postmodern literature challenges conventional narrative structures and interrogates the reader's understanding of reality. Given its subject and narrative approach, this story by Verne could be seen as an example of postmodern literature. In this research, it is conducted a comprehensive analysis of Jules Verne's literary masterpiece, *Doctor Ox's Experiment*, critically examining its postmodern elements. Using a postmodern lens to analyze the text, this research illuminated several aspects of Verne's masterwork, such as the juxtaposition of several perspectives, the subversion of conventional narrative, the blurring of reality and fiction, and the use of language games. The intertextuality technique emerges as the most prominent narrative technique within this work, exemplifying its postmodern characteristics. Verne incorporates intertextuality by alluding to narratives relevant to various other literary works within the discourse. Not only do references make it easier for the reader to recall past works, but they also establish a connection between several different texts. These allusions also provide the reader with the opportunity to draw on their vast literary expertise and unearth hidden meanings. Furthermore, by incorporating historical facts into his fiction, Verne displaces the actualities of the past. By altering the facts in light of past events, it provides the reader with a fresh viewpoint. This exemplifies Verne's skill and innovative style in fiction. Verne also uses sarcasm to criticize society's folly and illusions. Readers are shown how foolish judgments are made by people in the name of scientific advancement through the use of irony. Thus, Verne highlights society's shortcomings and challenges his readers' preconceptions by employing sarcasm. It is also worth noting the author's remarkable employment of language games. Conversational dialogues and interactive language games create an immersive experience for the reader. Through the incorporation of dialogues between the reader and the narrator, Verne effectively challenges the conventional role of authorial dominance, thus granting agency to the reader in shaping the narrative.

The narrator's frequent appeals to the reader create a sense of playfulness, blurring the lines between reality and fiction. This emphasizes the author's power over the plot and guides the reader. At the same time, the narrator's interruptions serve to heighten the suspense, keeping the readers on the edge of their seats as the story unfolds. This keeps the reader engaged with the book and allows her to mentally piece together the tale. He gets drawn into the narrative in this way. The narrator's intervention creates a tense environment for readers, who eagerly anticipate the outcome of Doctor Ox's trials. There is an increase in the readers' curiosity as a result of the narrator's thorough and fascinating narration, and they develop a stronger attachment to the book to find out what happens in the conclusion. The narrative of Jules Verne's *Doctor Ox's Experiment* is replete with extraordinary occurrences that defy explanation through cause-and-effect mechanisms. The oddity that manifests itself in the actions of the individuals living in a town is where the story starts. People's behavior changes abruptly at the outset of the novel

when Doctor Ox begins delivering gas to the city. After this intriguing experiment, people exhibit increased aggression and uncontrollable events. Tensions and disputes emerge as a result of the upheaval to the town's social order. Jules Verne's intricately designed plot keeps the reader glued to the book's pages and compels her to eagerly turn to the next page. The reader is prompted to reflect and pose questions about the world in which he lives as a result of these series of events. Verne's lush language and captivating storytelling make this novel remarkable and unique. This article examines how postmodernism is employed in Jules Verne's *Doctor Ox's Experiment*. Furthermore, it will be demonstrated how Verne's use of language and storytelling can create an outstanding experience when mixed with postmodernism. Consequently, this study will contribute to our comprehension of the influence of postmodernism on literature and demonstrate how Jules Verne's writing is enhanced by a postmodern perspective.

Keywords: Conventional, Fictional, Postmodernism, Reader.

INTRODUCTION

According to Anderson, Federico de Onis coined the term postmodernism to refer to a conservative response to modernism in 1930. It signifies a tendency to seek refuge from the overwhelming demands of modernism. Instead, it embraces a more subdued approach characterized by intricate details and ironic touches (Anderson, 1998, p. 4). Multiple views also exist on postmodernism as a modernist extension. One such example is Hutcheon's assertion that modernism and postmodernism are inextricably linked. She suggests that their connection is intricate and characterized by a web of outcomes, distinctions, and independence. (Hutcheon, 1995, p. 38). However, as time passed this term underwent a conceptual shift, encompassing social, cultural, and historical transformation. Anderson suggests that it took about twenty years for the term to be used "as an epochal rather than aesthetic category" (1998, p. 5). In the 1950s the term postmodernism was influenced by the significant changes occurring in Western society. Toynbee considered the Franco-Prussian War as a significant event marking the beginning of the postmodern age. In their work, *The Postmodern Turn*, Steven Best and Douglas Kellner argue that the 1960s marked a significant turning point in postmodernism. A new emphasis on difference and multiplicity emerged, advocated by postmodern theorists (1997, p. 4-5). Fiedler sees postmodernism as a refreshing and welcome change. In the 1960s, he celebrates the emergence of postmodernism as a positive development among the younger generation in America. These "cultural mutants" as described by Fiedler deviated from traditional historical narratives and embraced values of nonchalance and disconnection which were found in postmodern literature (Anderson, 1998, p. 13). During the mid-1980s, postmodernism made a significant impact on a variety of disciplines including literature, politics, and architecture. It was at this time when long-held beliefs started to fade away and new ways of thinking gained traction.

One of the defining characteristics of postmodernism lies in its rejection of the absolute truth. Postmodernists argue that reality is constantly shifting and there is no single and definite truth

that applies to all situations. This philosophical stance contradicts the modernist view of universal truths and objectivity. For Sim, skepticism undermines and casts upon the claims made by the other philosophical perspectives (p. 3). This perspective challenges the dichotomous categorization approach that establishes rigid divisions by associating individuals with specific labels such as good-bad, white-black, and ugly-beautiful. Postmodernism encourages an open and equal world where there is no room for exclusion and privileging one over another. In this regard, postmodernism aims to question, reevaluate, and bring attention to all ideas and perspectives that were previously marginalized, and disregarded. It is aptly described by Rosenau in his book called *Post Modernism and Social Sciences*. According to him, postmodern social scientists call for an examination of the boundaries and shed light on overlooked aspects of society such as marginalized communities, traditional beliefs, and the eccentric and sublimated elements of human nature (Rosenau, 1992, p. 8).

The fundamental stance of postmodernism towards reality is highlighted by its rejection of sustained realism. Rather than conforming to any existing system or suggesting a new one, postmodernism takes on a lighthearted approach to keep its core beliefs. In other words, by deconstructing the established system and refusing to propose an alternative framework, postmodernism embraces the intricacies and contradictory nature of things (Butler, 2002, p. 37). In this sense, the literary texts are not a mere reflection of reality but rather a deliberate distortion and restriction perception of it. In these postmodern texts, the representation of reality is individual perspectives and interpretations, thereby instilling a sense of skepticism about the nature of reality itself. The divergent nature of these literary works amplifies the elusive nature of reality, ultimately muddling the reader's comprehension of reality. According to Barthes, literature lost its status as a socially privileged form of communication, but rather as a language that encompasses hidden complexities, resembling both a dream and a potential threat (Barthes, 1968, p. 3). The reader is no longer able to grasp the truth. What he encounters are fragmented and fictional statements lacking profound meaning. The traditional role of the author and the intended meaning of a text are discarded. The text takes on a life of its own, free of any preconceived notions or symbolic interpretations. The act of writing, according to Barthes has undergone a series of transformations, shifting from being observed to being actively engaged in and even destroyed. Writing has now reached a final transformation in our present time (Barthes, 1968, p. 5). He implies that this transformation leaves room for more investigation and interpretation.

One of the distinguishing characteristics observed in postmodern texts is that the author takes a back seat while the reader takes the central stage. The focal point of the narrative is no longer confined to either the author or the text itself; instead, it places the reader at its core. “No longer is the reader a passive subject to be entertained, instructed, or amused. S/he is given the freedom to attribute meaning to the text without consequence or responsibility” (Rosenau, 1992, p. 25). The texts are not solely the product of one author, instead, they become subject to numerous possible meanings, allowing readers to derive their own unique meanings from them. As Allen implies: “ideas are not presented as finished, consumable products, but are presented in such a way as to encourage readers themselves to step into the production of meaning” (2000, p. 34). Creating an impression of incompleteness in novels is a prevalent motif observed in postmodern texts. Through the intricate language games, the author invites the reader to develop meanings, drawing on their own experiences, and imagination. This approach allows for a departure from traditional linear narratives and embraces a more open-ended and ambiguous style. Thus, postmodern texts resist the traditional notions of a text that has a definite conclusion, instead emphasizing the active participation of the reader in constructing the textual meaning. This is confirmed by David Lodge’s words. “We can’t see the closed ending of the traditional novel that the truth is revealed and the fate has been determined, nor the open ending of the modernist novel that is satisfying but not ending” (Lodge, 1987, p. 45). The idea of “flattening time into a space” is a way to disrupt the linear progression of time and create a sense of timelessness. (Connor, 1997, p. 172). As the fragmented nature of time allows for subjective experiences, the readers bring their experiences into the completion of the story (Connor, 1997, p. 172). Thus, the reader is encouraged to use their imagination to complete the missing pieces and unfinished endings. The reader’s subjective interpretation of a text results in a multitude of interpretations. In this sense, Deeds emphasizes the profound role of language in shaping our perception of time and consciousness. She suggests that time is no longer merely a passive element, but rather an active force intertwined with the functioning of the language (1992, p. 140). Put another way, language acts as a lens through which we view the passage of time and the world around us.

Postmodernism does not emerge as a direct reaction against the established art forms and beliefs. It embraces diverse elements from various styles, cultures, and periods, fostering a more unique and eclectic aesthetic. This approach reevaluates and reinterprets previous works, lifestyles, and perspectives through the lens of a new narrative. The incorporation of earlier works into new ones is a prevalent technique in postmodern literature. This intertextual technique with its objective of challenging preexisting thoughts and perceptions serves to enhance interconnectedness among diverse literary works. In this regard, intertextuality

assumes a pivotal role within every postmodern text. The employment of this technique in postmodern texts can stem from the notion that all possible ideas have already been expressed, which leaves little room for originality. All written materials are essentially repetitions of previously constructed texts in the most profound sense (Rosenau, 1992, p. 36). Harvey emphasizes the Interconnectedness of texts and words in both the creation and interpretation process. According to him, writers draw inspiration and are influenced by the texts they come across, which subsequently mold their own works. In a similar vein, readers interact with the texts based on their prior experiences with other texts, so contributing to the ongoing process of text creation (Harvey, 1990, p. 49). Texts can draw inspiration from a wide range of sources, including novels, mythological narratives, and historical events. However, it should be noted that the author deliberately makes connections to other texts, whether through allusions or direct references. Instead of simply mimicking them, the author places reference texts in different contexts, resulting in unique and fresh texts.

Pastiche is a literary technique that involves the imitation of an author's writing style, themes, and techniques. Fletcher emphasizes the unique nature of pastiche as a creative practice. By striking a balance between originality and replication, it allows artists to produce something new and unique (2017, p. 43). Thus, the authors take inspiration from previous works and reinterpret them using their own language and expression style. As a result, they create a fresh work that makes reference to the original text while still bearing the hallmarks of the author's unique style and creative vision.

For Jameson, pastiche, as a form of imitation, does not intend to evoke laughter but rather focuses on imitation without any profound meaning behind it. It involves the blending of different historical styles without any specific reference. He further argues that this trend reflects the importance of "neo" in post-modern society (Jameson, 1997, p. 23). The art of mimicry is free from any limitations imposed by rules. Thus, it has the freedom to combine different styles and periods. This results in a revival of historical novels where the past is artificially constructed and blended with realistic and fantastical elements (Anderson, 1998, p. 61).

Irony is also essential to postmodern writing. It is a form of expression that goes beyond literal meaning. It occurs when the intended meaning is contradicted by the context in which it is used either deliberately or unknowingly. Acknowledging that meanings are not absolute but rather subject to several interpretations, we become conscious of the remnants of previous and possible applications that words possess. Thus, irony is more than just cynicism and mockery;

rather, it is a sign that you understand how ideologies shape reality (Nicol, 2009, p. 13). It is used in postmodern texts and serves as a counterpoint to criticize the beliefs of modernism. Ironical discourse has been extensively used in postmodern texts to subvert the solemn tone of modern texts. It has the power to disrupt the established norms and groups by challenging the norms of society and the language used in everyday life (Colebrook, 2005, p. 150). The loss of trust in general validity and tradition compelled the readers to critically examine their own beliefs and assumptions. According to Wayne C. Booth in his book *A Rhetoric of Irony* irony functions as an invitation for individuals to nurture a sense of skepticism and challenge prevailing beliefs. “Irony is usually seen as something that undermines clarities, opens up vistas of chaos, and either liberates by destroying all dogma or destroys by revealing the inescapable canker of negation at the heart of every affirmation” (1975, p. ix). Thus, irony has the capacity to bring about emancipation due to its subversive nature, it also bears the risk of disastrous effects.

One more essential characteristic of postmodernism is that it offers to reevaluate the past. To put it another way, historical facts, sources, and explanations cannot be confined to the subjective discourse and are susceptible to many interpretations. Accordingly, Ankersmit discusses traditional and postmodern historical views. For him, the postmodernist regards evidence as a tool for examining many historical interpretations, whereas the modernists views evidence as a way to find out what really happened in the past. As an example to further illustrate his points, Ankersmit uses the metaphor of tiles. The tile is seen by the modernist as an opportunity to reveal hidden truths and depths. For postmodernists, the tile is a stepping stone to explore other possibilities. This symbolizes a new approach to knowledge and comprehension. (1994, p. 172). According to Iggers, historical accounts are constructed through language, highlighting the importance of the subjective nature of historical narratives (2009, p. 123). Postmodern novels therefore seek to investigate numerous previously discussed subjects from a fresh angle. The authors in postmodern novels reinterpret and reassess another author’s work in relation to its narrative, content, and protagonist. Therefore, authors distort and misrepresent historical facts, which enables readers to draw parallels between stories told in the past and those told in the present.

DISCUSSION

One prominent theme in postmodernism is the reevaluation of historical events and the blurring of boundaries between reality and fiction. Throughout the story, Verne elevates the narrative to a metafictional realm, immersing the reader within the confines of a fictional world. He

strategically employs historical elements as a means to construct his fictional narrative. Verne's approach to history diverges from the conventional perspective. He presents an interpretation of the historical events through a lens of skepticism. He incorporates fictional historical events into his storytelling, presenting them as if they were actual occurrences. From the first lines, the writer provides the reader with an imaginary description of the town of Quiquendone and its inhabitants. The writer expresses his curiosity about the absence of a town called Quiquendone on modern maps. He suggests that this fascinating town is not recognized in any atlases, guides, historical records, and chronicles. With the sentences starting with "If you try to find, on any map of Flanders, ancient or modern, the small town of Quiquendone, probably you will not succeed. Is Quiquendone, then, one of those towns which have disappeared ? No." (Verne, 1875, p. 1). He witnesses a moment where the boundaries of reality is shattered. This moment of reality breaking disrupts the reader's perception of reality and invites them to question the reliability of sources of knowledge such as maps. By providing specific dates and locations such as the laying of the first stone in 1197 by Count Baldwin and the town's position between Oudcnarde and Bruges, Verne adds a sense of historical authenticity to the story. The principal industry of this town is whipped cream and barley sugar, which suggests that the town is prosperous. He also tries to make the story feel more realistic by describing the characteristics of the people of Quiquendone. By emphasizing their wisdom, prudence, and hospitality, the writer gives the reader a sense of what the people in this town are like. (1875, p. 2). This helps to create a more believable setting for the story.

Verne employs the intertextual technique of postmodernism in the novel, which enables the reader to comprehend the text more fully. Intertextuality manifests through allusion to other literary works, thereby expecting the reader's familiarity with those works to fully grasp the significance of the text. Without prior knowledge regarding the referenced situation, the identification of such references becomes considerably challenging for readers. Verne employs insinuations rather than explicit references to certain events in the story, compelling the reader to possess a certain level of literary understanding. For example, Doctor Faustus, written by Christopher Marlowe is an exceedingly ambitious scholar. His quest for unfathomable knowledge and power drives him to make a deal with the devil, exchanging his soul for twenty years of unlimited power. He uses his knowledge for selfish and sinister purposes. Similarly, Doctor Ox conducts an experiment to manipulate the emotions of the Quiquendone town through the use of gas, which leads to disastrous and unforeseen outcomes. Both characters go to extremes in pursuit of their own desires. Both of them challenge the established system and push boundaries either through experimentation or the pursuit of forbidden knowledge.

Another aspect of postmodernism is its ability to break down traditional narratives and make the reader doubt and wonder. This challenges the notion of a single authoritative voice. For the most part of the book, narrator directly addresses readers and invites them to be more active in the story. In the book, the narrator raises several intriguing questions about Dr Ox's proposition to conduct an experiment and questions why he specifically chooses the peaceful town of Quiquendone to introduce his unheard-of lighting system. He also acknowledges that the exact nature of his plans remains unknown as he only confides in his devoted assistant Yygene (1875, p. 21). In this regard, it is possible to say that the omniscient position of the author was shattered by the diminishing of his power, which allowed both the reader and himself to explore imagination. Rather than adopting an all-knowing attitude, he develops into a writer who approaches observations and accounts with skepticism. Phrases like "I know not" (p. 30), "I cannot say why" (p. 89), "that I cannot tell" (p. 2), "or is it" (p. 2) let the reader feel he is in the story while simultaneously keeping him in the same line as the narrator which allows both to perceive the story from a similar perspective. These phrases in the text obscure reality while demonstrating that the narrator is not more knowledgeable than the reader. For example, in chapter four, the narrator assumes a non-traditional narrative approach by directly addressing the reader, thereby indicating a departure from the conventional omniscient narrator who possesses superior knowledge.

Who, then, was this personage, known by the singular name of Doctor Ox... Was Doctor Ox rich, then, that he should undertake to light a whole town at his expense? Probably, as he permitted himself to indulge in such extravagance,—and this is the only answer we can give to this indiscreet question... Why had he, of all the Flemings, selected the peaceable Quiquendonians, to endow their town with the benefits of an unheard-of system of lighting? (Verne, 1875, p. 19-20)

In the quotation, the narrator explicitly admits that he has no idea why Doctor Ox decided to invest in lighting up Quiquendone, holding the reader in suspense and highlighting the postmodernist idea of challenging established conventions. Thus, the narrator encourages the reader to question the underlying motives behind Doctor Ox's act of generosity. His intentions leave for interpretation and discussion. Thus, Dr. Ox's experiment will either bring about innovation or cause harm to the townspeople, which leaves the reader to anticipate for what is about to unfold.

The narrator also attempts to engage the reader's cognitive faculties by encouraging him to recollect the information previously shared. He refers to the previous events such as "The reader will not have forgotten the strange custom by which M. Van Tricasse would become a widower and..." (p. 71), and "If the reader has not forgotten, it was said, during the long

conversation of..."(p. 21) . In this way, he challenges traditional storytelling and invites the reader to become an active participant in piecing together the fragmented narrative. The sincere tone used by the narrator also adds credibility to the story and helps to foster a genuine connection between the narrator and the reader. In an attempt to persuade the reader, the narrator offers substantiating evidence such as "so much so", "such is", and "such was".

In addition to engaging in a conversation with the reader, the narrator also provides them with pertinent information that can be beneficial for the subsequent development of the narrative. By constantly justifying his narrative choices like "Let us explain"(p. 55), "This demands explanation"(p. 9), and "This is why"(p. 9) the narrator playfully manipulates reality and creates a sense of skepticism for the reader to question the reliability of the narrator's voice.

The use of irony which is a technique of postmodernism is prevalent throughout the text. The author presents a seemingly straightforward elucidation of ironies within the text while concealing a significant amount of criticism behind the text. The author's words are imbued with veiled sarcasm and an overarching sense of disregard, which is perceptible through careful examination. Verne's ironist attitude is evident in his portrayal of individuals who are eccentric and absurd characters. He uses the townsfolk in Quiquendone to provide a sarcastic portrayal of society. They are depicted as mere pawns, perpetually entrapped within the confines of their own absurdity. For example, whether they are out in public or at home, they show no sign of excitement and maintain a steady pace of life. They engaged in daily activities coldly and mechanically. Their hearts' pulsation, which average fifty to fifty-two beats per minute, represents the unchanging aspect of their existence. They are stuck in an unending cycle of dull repetition where time seems to be stand still (Verne, 1875, p. 56). The postmodernist technique of intertextuality is also used in this example. Like the characters waiting for something to give their lives meaning, in *Waiting for Godot* by Samuel Beckett's play, these people cannot free themselves from the cycle of monotony. In this way, the writer draws parallels between the two works by incorporating the technique of intertextuality.

Another ironic aspect of the novel is the peculiar tradition in this town that courtships lasted for ten years. During this prolonged courtship period, the young couples immersed themselves in getting to know one another's personalities and values. The narrator compares the length of courtship and the time spent studying for professional careers. Even though ten years is a long time to spend courting, the narrator says it is not too long when compared to the lifetime commitment of marriage. The narrator sarcastically suggests that becoming an engineer, or

physician requires less effort than acquiring the knowledge to be a good spouse (Verne, 1875, p. 36). Thus, the narrator mocks the exaggerated nature of their extended courtship period.

Furthermore, even the actors intentionally slow down their performance style to match the Quiquendonian's slow nature. The author takes this scene ironically, as shown: "But what applause greeted these artists, who enchanted without ever wearying the audiences of Quiquendone! All hands clapped one after another at tolerably long intervals, which the papers characterized as 'frantic applause' (Verne, 1875, 43). The phrase "frantic applaud" highlights the irony between the audience's genuine response and the overblown description used by the papers. While the phrase sounds like a strong reaction, it is clear that the applause was not truly frantic. The repetitive clapping at long intervals highlights a sense of sarcasm, which suggests a robotic reaction instead of a sincere display of admiration.

The character's obliviousness to their predicament adds irony to the narrative, emphasizing the absurdity of their situation. Despite living in darkness for centuries, they did not protest against their situation. The town has already been unlighted for centuries. Instead, they express urgency at the thought of having to wait eight more years for the town to be lit up. Characters' acceptance of their unusual situation can serve as a commentary on the human tendency to normalize even the most bizarre situations. It suggests a detachment from reality and a blurring of traditional expectations. Thus, readers are encouraged to critically assess the absurdities in their lives through the lens of ironies used in the story.

In a postmodern narrative, conventional beliefs are challenged and questioned. Verne through Doctor Ox's experiment presents a narrative where the reader gains insight into the human capacity for change and misleading aspects of scientific experiments. He challenges the notion that the Quiquendone people, known for their quiet nature, will remain unchanged as well as the belief that technological advancements, as represented by Doctor Ox's experiment, will consistently yield favorable outcomes. The inhabitants of Quiquendone experienced no changes in their lives such as quarrels and excitement yet they underwent noticeable changes in their social lives. The townspeople who were once resigned to their monotonous life transformed into lively and energetic inhabitants. Doctor Ox's high concentration of oxygen leads to uncontrollable behavior among the townspeople. The level of tension and conflict among the citizens whether it be at the town hall meetings, academy sessions, or council reunions leads to heated arguments rapidly. Within two hours, the tension escalated into an angry dispute. Even during church sermons, the citizen's emotional states disrupt their ability to listen attentively (Verne, 1875, p. 56). This portrayal of a deteriorated relationship exemplifies the criticism of established norms. This unexpected reversal challenges the belief that the inhabitants of

Quiquendone are passive by nature. This can be reflected as a postmodern aspect, where reality is subjective and constructed. The narrator invites the reader to question the truthfulness of the events. Verne also questions the established truth that scientific progress always leads to positive outcomes. The writer highlights how society embraces technological advancement without critically examining its consequences. Doctor Ox bears the entire expense of the experiment, which relieves Quiquendone people from any financial burden. They do not express any concerns about the experiment itself, but rather focus on the financial aspect and the potential benefits it will bring to their town. They are excited about being the first town in Flanders to have such advanced technology.

The author's deliberate engagement with the reader by delving into the intricacies of the fiction and providing elucidations is another notable characteristic of the postmodern technique. Through this communication, the narrator endeavours to convince the reader regarding the forthcoming narrative. The writer assures the reader that he will provide a thorough account of these extraordinary events that have recently taken place in the town of Quiquendone. In this way, the writer asserts his agency and exerts his influence upon the text, by employing a conversational style. The author skillfully employs nuanced clues and suggestions to encourage the reader to participate in textual analysis while also offering guidance regarding the progression of the events in the story. For example, in the story, Burgomaster Van Tricasse and Counsellor Nikl usse let go of their anger after reaching the belfry tower. As previously discussed, the entire town became engulfed in a state of chaos characterized by fights, and aggressive behaviour. The writer alludes to the sudden metamorphosis of these two individuals into tranquil beings through the chapter titled "In which it is once more proved that by taking high ground all human littleness may be overlooked". By using the chapter title as a subtle clue, the writer wants the reader to pay attention to the events unfolding in this chapter. The narrator encourages the reader to contemplate the underlying reasons behind the serenity exhibited by the two individuals upon ascending to the summit of the tower.

Then—was it because of their being out of breath?... Their brains became cooler and simmered down like a coffee pot when taken away from the fire. Why? We cannot answer this "why;" but the truth is that having reached a certain landing stage, two hundred and sixty-six feet above ground, the two adversaries sat down and, really calm, looked at each other without any anger in their faces. (Verne, 1875, p. 84)

Through these sentences, the narrator invites the reader to reflect on the possible reasons for the sudden change in their attitude. By leaving the question unanswered, the narrator wants the reader to take an active role in the construction of meaning. The delay in answering the above questions makes the reader doubt the narrator's credibility and the fixed meaning. The response

to the above questions raised in chapter fourteen is intentionally delayed until the narrative progresses to chapter seventeen. Thus, this deliberate technique not only disrupted plot progression but also elongated the process of receiving the answers.

Instead of a disastrous outcome, this story takes an unexpected turn. It reveals a surprising twist challenging the reader's assumptions about the fate of the townspeople. Quiquendone people narrowly avoided a worse outcome due to the exploitation triggered by the combination of oxygen and hydrogen reservoirs. The reader was not only taken aback by the sudden explosion, but it also broke with the usual narrative structure by going in a different direction than the predicted tragic ending. Rather than being the destructive devastation of the inhabitants of the town, the reader takes comfort in the fact that the danger was avoided. This unpredictable solution leaves the reader startled and challenges their previous notions about the townspeople's inevitable tragedy. This ironic twist also illustrates how the author criticizes blind faith in scientific progress and how people should be careful about embracing technological breakthroughs without contemplating their ramifications.

CONCLUSION

Throughout the narrative, Jules Verne prioritizes the creation of fiction over the pursuit of literary depth and plot. In addition to improving the text through the use of postmodern techniques, Verne employs several language games to draw the reader further into the story. Verne skillfully engages the reader in the fictional narrative through clever wordplay, while also strategically incorporating elements such as pastiche, allusion, and fictional historical information to enhance the plausibility of certain events within the novel. The author frequently breaks off the story to pose questions to the reader, engage in conversation, and let her participate in the writing process. At some points in the narrative, the author subtly hints at details that will come in handy later on. These apparently unrelated details come together in a surprising and consequential manner, revealing the true nature of Doctor Ox's experiment and its profound consequences for the town.

All the way throughout the book, the author consistently employs sarcasm as a narrative tool. Stereotypes and established truths are skillfully handled with irony. He satirizes preconceived notions about the supposedly peaceful town of Quiquendone and invites the readers to question these notions. Verne also masterfully employs irony to give a sense of authenticity to his unreal events.

As evidenced by a thorough analysis, postmodern texts have undergone significant changes in various aspects, including narrative structure, linguistic expression, and methods. Traditional

and contemporary literary texts that are intended to convey a specific message and provide guidance to the reader are disrupted as the reader is confronted with a complex narrative incorporating diverse language games and postmodern techniques. These changes encourage the reader to interact with the text in a meaningful way and to consider their own notions of reality.

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Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaşılan problemler ¹

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Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaşılan problemler

Öz

Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde yaşanan problemleri ve bu problemlere yönelik çözüm önerilerini ortaya koymayı amaçlayan bu araştırma nitel desende tasarlanmıştır. Çalışma grubunu 2022-2023 eğitim-öğretim yılında Kilis ilinde bulunan devlet okullarında çalışan 9 okul müdürü ve 20 öğretmen oluşturmaktadır. Örneklem ölçütü, okulunda ya da sınıfında göçmen öğrenci bulunmasıdır. Araştırmada veriler yarı yapılandırılmış görüşme formlarıyla yüz yüze yapılan görüşmelerle toplanmış ve içerik analiziyle çözümlenmiştir. Okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dâhil edilmesi sürecinde yaşadığı sorunlar, iletişim sorunları, kültürel sorunlar, davranış ve sosyal uyum sorunları, ekonomik sorunlar ve uygulamaya yönelik sorunlar temalarında toplanmıştır. Bu temalar altında en çok karşılaşılan sorun dil problemi olurken gruplaşma, şiddet gibi davranış problemleri de sıklıkla ifade edilmiştir. Katılımcılar karşılaştıkları sorunlar karşısında empati gibi olumlu duygular hissederken üzülmeye, öfke gibi olumsuz duygular da hissetmiştir. Okullarında/sınıflarında göçmen öğrenci bulunma durumuna ise olumlu, olumsuz ve tarafsız bakış açıları geliştirmişlerdir. Okul müdürleri ve öğretmenler karşılaştıkları sorunlara iletişim, kültürel, davranış ve sosyal uyum, ekonomik ve uygulama açılarından çözümler getirmekle birlikte sürecin iyileştirilmesine yönelik önerilerde de bulunmuştur. Araştırmanın sonunda göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaşılan sorunlara yönelik çözüm önerileri sunulmuştur.

Anahtar Kelimeler: Göç, Eğitim, Öğrenci, Göçmen eğitimi

Problems encountered in the process of inclusion of immigrant students in formal education

Abstract

This research, which aims to reveal the problems encountered in the process of including immigrant students in formal education and suggestions for solutions to these problems, was designed with a qualitative pattern. The study group consists of 9 school principals and 20 teachers working in public schools in Kilis province in the 2022-2023 academic year. The sampling criterion is the presence of immigrant students in their school or class. In the research, data were collected through face-to-face interviews using semi-structured interview forms and analyzed by content analysis. The problems experienced by school principals and teachers in the process of including immigrant students in formal education are grouped under the themes of communication problems, cultural problems, behavioral and social adaptation problems, economic problems and practical problems. While the most common problem under these themes was language problems, behavioral problems such as grouping and violence were also frequently mentioned. While participants felt positive emotions such as empathy in the face of the problems they encountered, they also felt negative emotions such as sadness and anger. They developed positive, negative and neutral perspectives on the situation of having immigrant students in their schools/classes. School principals and teachers provided solutions to the problems they encountered in terms of communication, cultural, behavioral and social adaptation, economic and practical aspects, and also made suggestions for improving the process. At the end of the research, solution suggestions were presented for the problems encountered in the process of including immigrant students in formal education.

EXTENDED ABSTRACT

Introduction

The most fundamental point in the education process is to achieve high-level learning goals for all students. Therefore, it is very important to take individual differences into consideration. In Turkey, the effective inclusion of students with cultural differences that arise due to migration, apart from general individual differences, in formal education requires firstly the high awareness of teachers and then administrators. In this awareness-raising process, it is of great importance to first identify the problems experienced by administrators and teachers in the inclusion of immigrant students in organizational education, their perspectives on these problems and the solutions they developed. Therefore, this research aims to examine the problems encountered in the inclusion of immigrant

students in formal education and the solutions developed. To achieve this aim, answers were sought to the following questions:

- 1) What are the problems experienced by administrators and teachers in including immigrant students in formal education?
- 2) What are the perspectives of administrators and teachers on the problems they experience in including immigrant students in formal education?
- 3) What are the solution suggestions for the problems faced by administrators and teachers in including immigrant students in formal education?
- 4) Do the opinions of administrators and teachers differ in terms of the problems experienced, their perspectives on the problems and their solution suggestions?

Conceptual Framework

Migration is expressed as people creating a new life order in different environments, willingly or unwillingly, from the lands, economic opportunities, social structures and other elements they adopted (Toros, 2009, p.9) or as phenomena that cause or accelerate social changes in their social, cultural and economic aspects (Yalçın, 2004, p.13). Education is heavily affected by the processes triggered by migration. The 'Inclusive Education' model aims to provide "a process of responding to the different needs of learners by increasing their participation in education, culture and society and reducing discrimination within the education system" (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2005, p.13). It is aimed to provide educational services to immigrant children with an inclusive education approach.

Research Conducted

A lot of research has been done on the education of immigrant children. The following problems were encountered in these studies: There is no clear education policy for immigrant children (Göksoy, 2020, p.462-463), there are communication problems despite the studies carried out for language learning (Çöplü, 2019, p.101-102, Kolay, 202, p.88), due to the increasing number of students due to immigrant students, the physical infrastructure of schools is inadequate and there are deficiencies in education and training materials in schools with immigrant students (Emin, 2016, p.22; Eren, 2019, p. 227-229; Özer, Komşuoğlu and Ateşok, 2016, p. 85-86; Uğurlu, 2018, p. 198), It is not known exactly how many immigrant children are included in education due to lack of data (Emin, 2016, p.21; Uğurlu, 2018, p. 198).

Methodology

This research was conducted using the qualitative research method. The study group consists of 9 school principals and 20 teachers working in public schools in Kilis province in the 2022-2023 academic year. In the research, data were collected through face-to-face interviews with semi-structured interview forms and analyzed by content analysis. .

Conclusion and Recommendations

In line with the data obtained in this research, similar problems faced by school principals and teachers in the process of including immigrant students in formal education can be listed as follows:

- All school principals and teachers encountered problems in this process. School principals and teachers feel intense sadness in the face of these problems.
- The perspectives of school principals and teachers regarding the presence of immigrant students in their schools/classes are similar in terms of impartiality.
- School principals and teachers solved the communication problems they encountered by using translators and behavioral and social adaptation problems through guidance activities.

In line with the data obtained in this research, the different problems that school principals and teachers encounter in the process of including immigrant students in formal education can be listed as follows:

- While school principals encounter more economic problems, teachers encounter more behavioral and social adaptation problems.

- Regarding practical problems, school principals cited the different examination system applied to immigrant students as a problem, while teachers cited the lack of support staff as a problem.
- While school principals developed feelings of empathy and compassion in the face of problems encountered, teachers did not express positive emotions.
- In the positive perspective of school principals and teachers towards the presence of immigrant students in their schools/classes, school principals see the support that comes with immigrant students as an advantage for their schools, while teachers see the presence of immigrant students in their classes as richness in terms of increasing student diversity.

Based on these results obtained in the research, the following suggestions can be made to practitioners:

- Alternative communication methods such as translation programs can be used by educators. Considering that communication is a two-way process, educators can learn the language of immigrant students in their schools to a level that allows them to communicate at a basic level.
- Translation services can be provided to any school with immigrant students. Interpreting services may be offered online or over the phone. Attention may be paid to the qualifications of the translator.
- Turkish language support can be provided for immigrant students before they start their education..
- In-service training that teachers need to increase their professional competence can be provided.

Based on these results obtained in the study, the following suggestions can be made to researchers:

- More comprehensive results can be obtained by including immigrant students and their parents in similar studies.

Keywords: Migration, Education, Student, Immigrant education

GİRİŞ

Eğitim-öğretim süreçlerinde en çok önem verilen ve tartışılan konulardan biri bireysel farklılıklardır. Eğitimciler, artık tek bir yaklaşım ya da yöntemle tüm öğrencilerin etkili bir şekilde öğrenemeyeceğinin farkındadır. Bu nedenle öğrencilerin sahip olduğu farklı yetenekler, zekâ ve ön bilgi düzeyleri, öğrenme biçimleri ya da motivasyonları öncelikle öğretmenlerin daha sonra yöneticilerin, eğitim hedeflerini üst düzeyde gerçekleştirmek için dikkate alması gereken önemli özelliklerdendir. Ayrıca, son yıllarda Türkiye’de artan uluslararası göç ile birlikte öğrencilerin kültürel farklılıkları da bu önemli özelliklerin içinde üst sıralarda yer almaktadır. Bugün Türkiye’nin belli bölgelerindeki sınıflarda yoğun bir biçimde göçmen öğrenci bulunmaktadır. Bu öğrenciler kendi yaşadıkları topraklardan gönüllü ya da mecburi bir şekilde ayrılarak Türkiye’ye yerleşmiş ve Türkiye’deki okullarda eğitim almaya başlamıştır. Bu nedenle göç, Türkiye’deki eğitim ortamlarının çeşitlenmesindeki önemi unsurlardan biridir.

Göç, Türk Dil Kurumuna göre ekonomik, toplumsal, siyasi sebeplerle bireylerin veya toplulukların bir ülkeden başka bir ülkeye, bir yerleşim yerinden başka bir yerleşim yerine gitme işi olarak ifade edilmektedir (Türk Dil Kurumu [TDK], 2023). Uluslararası Göç Örgütü (IOM)’un hazırlamış olduğu Göç Terimleri Sözlüğünde göç “Uluslararası bir sınırı geçerek veya bir Devlet içinde yer değiştirmek. Süresi, yapısı ve nedeni ne olursa olsun insanların yer değiştirdiği nüfus hareketleridir.” şeklinde tanımlanmıştır (IOM, 2009, s. 22). Göç, insanların

benimsedikleri topraklardan, ekonomik imkanlardan, sosyal yapılardan ve diğer unsurlardan isteyerek ya da istemeyerek farklı ortamlarda yeni bir yaşam düzeni oluşturmaları (Toros, 2009, s. 9) ya da toplumsal, kültürel ve ekonomik yönleriyle sosyal değişimlere neden olan veya bu değişimleri hızlandıran olgular olarak da ifade edilebilir (Yalçın, 2004, s. 13). Tüm bu tanımlardan yola çıkarak göçün bir değişim hareketi olduğunu söyleyebiliriz. Bu değişim hareketini tetikleyen birçok faktör bulunmaktadır. Doğal afetler, ekonomik sorunlar, sosyopolitik yapısal değişimler, savaşlar, can güvenliği gibi toplumu ilgilendiren faktörler ve daha iyi yaşam koşullarına erişebilme gibi bireysel faktörler buna örnek gösterilebilir (Alaca ve Albak, 2020; s. 130; Karakuş, 2006, s. 5; World Economic Forum, 2017, s. 14-16; Yalçın, 2004, s. 3). Göçe sebep olan bu faktörler nereye göç edileceğini de etkilemektedir. Türkiye Afrika, Asya ve Avrupa kıtalarının birbirine en yakın bulunduğu konumdadır. Türkiye'nin bu jeopolitik özelliği 1980 sonrası zorunlu göçlerde sığınılan bir durak olmasına neden olmuştur. 1979 yılında İran'da yaşanan yönetim değişikliği sebebiyle batıya kaçmak isteyen İranlılar, 1980 sonrasında Bulgaristan'dan göç eden Türk göçmenler, Irak'ta ortaya çıkan iç karışıklıklar sebebiyle Kuzey Iraklılar, Yugoslavya iç savaşı ve Kosova krizi sonrası zorunlu olarak göç eden göçmenler Türkiye'ye sığınmışlardır (Çiçekşöğüt, 2017, s. 9-10; Kaya, 2015, s. 9). Son yıllarda Türkiye'nin sınır komşusu olan Suriye'de yaşanan olaylar toplumsal hareketliliği zirveye taşımıştır. 2011 Mart ayı içerisinde Suriye'de demokrasi hareketi adıyla başlayan olaylar hızla büyümüş ve iç savaşa dönüşmüştür. Olayların başladığı tarihten itibaren Suriye'den Türkiye'ye sığınma hareketi artarak devam etmiştir (Çelik, 2018, s. 66; Kaya ve Eren, 2015, s. 9; Seydi, 2014, s. 268). Önceleri 'misafir' olarak kabul edilen ve bir süre sonra ülkelerine dönecekleri düşünülen Suriyelilerin beklenilenden daha uzun süre ülkemizde kalacağı hatta birçoğunun geri dönmeyeceği anlaşılmıştır (Dillioğlu, 2015, s. 4; Kaya ve Eren, 2015, s. 28; Özcan, 2018, s. 18). Bu durum Suriye'den gelen sığınmacıların hukuki statülerini de etkilemiştir. Türkiye'nin de imzalamış olduğu 1951 Cenevre Sözleşmesi'ne göre Avrupa dışından gelen kişiler 'mülteci' olarak kabul edilememektedir (Dillioğlu, 2015, s. 3; Gökmen, 2020, s. 23). Üçüncü bir ülkeye gönderilemeyecek kadar çok sayıda oldukları için de 'şartlı mülteci' olarak kabul edilememektedir (Özcan, 2018, s. 23). Bu durumda yeni bir düzenleme gerekmiş ve Yabancılar ve Uluslararası Koruma Kanunu ile Suriyelilere 'geçici koruma' statüsü verilmiş ve kısa vadeli politikalar yerine uzun vadeli politikalar üretilmeye başlanmıştır (Gökmen, 2020, s. 28; Kızılkaya, 2021, s. 24; Seydi, 2014, s. 268).

Gönüllü veya zorunlu olsun göçlerin göç edenler üzerlerindeki etkilerinden başka, ayrıldıkları, yeni karşılaştıkları ve etkileşimi bulunan diğer toplumlar üzerinde de ekonomik ve sosyokültürel etkilerinin olduğu görülmektedir (Alaca ve Albak, 2020, s. 130; Gün ve Yüksel, 2021,

s. 1034; Toros, 2009, s. 11). Ekonomik etkilerine bakıldığında; göçmenler iş alanında eşit çalışma koşulları ve eşit ücret konularında çoğunlukla haksızlığa uğratıldığı gibi sosyal güvenceleri olmadan düşük ücret karşılığında ağır işlerde de çalıştırılmaktadır (Tellal, 1994, s. 419). Bu durum yerli halkın ucuz insan gücüyle rekabet edememesi sonucunda işsizlik tehlikesiyle karşılaşmasına sebep olmaktadır (Oytun ve Gündoğar, 2015, s. 17). Öte yandan göç edilen ülkenin bireyleri ve göçmen bireylerin etkileşimi kültürel uyum sorunları ortaya çıkarabilmektedir (Akıncı vd., 2015, s. 68). Ekonomik ve kültürel alanda olduğu gibi eğitim sistemi de göçle tetiklenen süreçlerden oldukça etkilenmektedir.

Eğitimin kişisel ve toplumsal faydaları göz önüne alındığında bireyin sosyal hayata entegre edilmesinde önemi daha da artmaktadır (Seçgin, 2019, s. 34). Her şeyden önce diğer insani temel haklar gibi eğitim de her bireyin hakkıdır. Ayrıca uluslararası anlaşmalarla güvence altına alındığı üzere her çocuğun koşullar ne olursa olsun eğitime erişmeye hakkı vardır. Bu nedenlerden dolayı devletler bu hakka erişimi sağlamak için üzerlerine düşen görevleri yerine getirmekle mükelleftir (Birleşmiş Milletler Çocuklara Yardım Fonu [UNICEF], 2007, s. 13). Bu bağlamda ülkesine sığınan kişilere karşı Türkiye üzerine düşeni yapmaktadır. Önceleri yalnızca kamp içerisinde bulunan çocuklara yönelik verilen eğitimler daha sonra Suriyeli sığınmacıların kısa vadede ülkelerine dönemeyecekleri anlaşıncaya genişletilmiştir (Emin, 2018, s. 52). Millî Eğitim Bakanlığı (MEB), 26 Eylül 2013'te yayınladığı “Ülkemizde Geçici Koruma Altında Bulunan Suriye Vatandaşlarına Yönelik Eğitim Öğretim Hizmetleri” genelgesiyle Türkçe öğrenmek isteyen Suriyelilere eğitim imkânı sağlamıştır. 2014 yılına gelindiğinde ise Yabancılar Yönelik Eğitim-Öğretim Hizmetleri Genelgesi yürürlüğe konmuştur (MEB, 2014). Bu genelgeyle ülkelerinde gördükleri eğitimleri belgeleyen öğrencilere denklik verilmiş, belgesi olmayan öğrenciler ise yapılan sözlü ve yazılı sınavlarla uygun kademe ve sınıflara yerleştirilmiştir. Suriyeli öğrenciler Arapça eğitim veren Geçici Eğitim Merkezleri (GEM) ya da devlet okullarına gitme hakkına sahip olmuşlardır. 2016 yılı itibarıyla Suriyeli öğrencilerin tamamen Türk eğitim sistemine entegrasyonu amaçlanmış ve GEM’ler kapatılma sürecine girmiştir (MEB, 2016). Göçmen öğrenciler Millî Eğitim Bakanlığı’na bağlı okullara yerleştirilmeye başlanmıştır. Entegrasyon süreci okullaşma oranını önemli ölçüde arttırmıştır (Çelik, 2018, s. 83).

Elbette bu okullaşma sürecinde hem göçmen öğrencilerin hem Türk öğrencilerin hem de okul yönetimlerinin uyum problemi yaşaması doğaldır. Millî Eğitim Bakanlığı tarafından bu problemleri en aza indirmek amacıyla “Kapsayıcı Eğitim” kapsamında göçmen çocukların okullaşması ve ailelerinin eğitimi için Türkçe Öğrenim Araştırma ve Uygulama Merkezi’nin

(TÖMER) açılması ve Avrupa Birliğiyle işbirliği içerisinde Suriyeli Çocukların Türk Eğitim Sistemine Entegrasyonunun Desteklenmesi Projesi (PİCTES) gibi çalışmalar düzenlenmiştir (Alaca ve Albak, 2020, s. 142). Tüm bu çalışmalar, Suriyeli göçmen öğrencilerin Türkiye’deki eğitim-öğretim faaliyetlerine aktif bir şekilde katılmaları için yasal düzenlemelerin yoğun bir şekilde gerçekleştiğinin kanıtıdır. Ancak mevzuat sürecinde her şey etkili bir şekilde gerçekleşirken, bu mevzuatların uygulamaya geçirilme sürecinin de etkili bir şekilde yapılandırılması gerekmektedir. Aksi takdirde bu mevzuatların kağıt üzerinde yapılması gerekenlerin yapıldığı ama uygulamaya geçirilemeyen bir süreç olma özelliği göstermesi muhtemeldir. Nitekim yapılan araştırmalar uygulamada karşılaşılan birçok soruna işaret etmektedir. Göçmen çocuklara yönelik belirgin bir eğitim politikasının bulunmaması (Göksoy, 2020, s. 462-463), dil öğrenimi için yürütülen çalışmalara rağmen iletişim problemleri yaşanması (Çöplü, 2019, s. 101-102; Kolay, 2021, s. 88), eğitim sistemine dahil edilen göçmen öğrencilerle birlikte artan öğrenci sayısına bağlı olarak okulların fiziki alt yapılarının yetersiz kalması ve göçmen öğrencilerin bulunduğu okullarda eğitim ve öğretim materyallerinde eksiklikler bulunması (Emin, 2016, s. 22; Eren, 2019, s. 227-229; Özer, Komşuoğlu ve Ateşok, 2016, s. 85-86; Uğurlu, 2018, s. 198), veri eksikliği sebebiyle göçmen çocukların ne kadarının eğitime dahil edildiğinin tam olarak bilinmemesi (Emin, 2016, s. 21; Uğurlu, 2018, s. 198) bunlardan bazılarıdır.

Eğitim-öğretim sürecinde en önemli konulardan biri, öğrencilerin farklılıklarının dikkate alınmasıdır. Türkiye’de bireysel farklılıklar dışında göç nedeniyle ortaya çıkan kültürel farklılıklara sahip öğrencilerin örgün eğitime etkili bir şekilde dâhil edilmesi, öncelikle öğretmenlerin, daha sonra yöneticilerin farkındalıklarının yüksek olmasını gerektirmektedir. Bu farkındalık geliştirme sürecinde öncelikle göçmen öğrencilerin örgün eğitime dâhil edilmesinde yönetici ve öğretmenlerin yaşadığı sorunların, bu sorunlara bakış açılarının ve geliştirdiği çözüm yollarının tespit edilmesi büyük önem taşımaktadır. Bu nedenle bu araştırma göçmen öğrencilerin örgün eğitime dâhil edilmesinde yaşanan sorunları ve geliştirilen çözüm önerilerini incelemeyi amaçlamaktadır. Bu amacı gerçekleştirmek için şu sorulara cevap aranmıştır:

- 1) Yönetici ve öğretmenlerin göçmen öğrencilerin örgün eğitime dâhil edilmesinde yaşadıkları sorunlar nelerdir?
- 2) Yönetici ve öğretmenlerin göçmen öğrencilerin örgün eğitime dâhil edilmesinde yaşadıkları sorunlara bakış açıları nelerdir?

- 3) Yönetici ve öğretmenlerin göçmen öğrencilerin örgün eğitime dâhil edilmesinde yaşadıkları sorunlara yönelik çözüm önerileri nelerdir?
- 4) Yaşanan sorunlar, sorunlara bakış açıları ve çözüm önerileri bağlamında yönetici ve öğretmen görüşleri farklılaşmakta mıdır?

YÖNTEM

Araştırmanın Modeli

Bu araştırma nitel araştırma yöntemi kullanılarak yapılmıştır. Nitel araştırmalar, yorumlayıcı ve doğal bir yaklaşımla konuya odaklanan çok yönlü araştırmalardır ve nitel araştırma yöntemleri kullanan araştırmacılar, olayları insanların kendi bakış açılarından anlamlandırmaya ve yorumlamaya ve olayları doğal ortamlarında incelemeye çalışmaktadırlar (Denzin ve Lincoln, 2005, s. 3).

Çalışma Grubu

Bu çalışmada amaçlı örneklem yöntemlerinden ölçüt örnekleme tercih edilmiştir. Göç İdaresi Başkanlığı'nın (2023) verilerine göre geçici koruma altında bulunan göçmenlerin yerel nüfusa oranı en fazla olan il %33,86 ile Kilis'tir. Olgubilimsel çalışmalarda 1 kişi ile yapılan araştırmalar bulunmakta ancak 3 ila 10 kişi ile çalışılması önerilmektedir (Dukes, 1984, s. 200). Bu sebeple araştırmanın amacına uygun olarak çalışma grubunu 2022-2023 eğitim-öğretim yılında Kilis ilinde bulunan devlet okullarında görev yapan okulunda ve sınıfında göçmen öğrenci olan 9 okul müdürü ve 20 öğretmen oluşturmaktadır.

Tablo 1. Araştırmaya katılan okul müdürü ve öğretmenlerin demografik özellikleri

	Değişkenler	Okul Müdürleri	Öğretmenler
Cinsiyet	Kadın	1	10
	Erkek	8	10
Yaş	21-30	1	14
	31-40	1	4
	41-50	3	1
	50+	4	1
Mesleki Kıdem	1-5	1	9
	6-10	0	6

11-15	1	3
16-20	1	1
21+	6	1

Veri Toplama Araçları

Araştırmada veriler yarı yapılandırılmış görüşme formları kullanılarak toplanmıştır. Görüşme soruları hazırlanırken, görüşülecek kişilerin soruları kolaylıkla anlamasına, soruların açık uçlu olmasına, yönlendirici bir özellik göstermemesine ve mantıksal bir şekilde sıralanmasına (Yıldırım ve Şimşek, 2008, s. 128) özen gösterilmiştir. Yapılan diğer araştırmalar ve sorun alanları incelenerek araştırmacı tarafından hazırlanan formda şu sorular yer almaktadır:

- 1) Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaştığınız problemler nelerdir?
- 2) Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde problemler ile karşılaştığınızda duygusal olarak ne hissediyorsunuz?
 - a) Olumsuz duygular hissediyor iseniz bu duyguları aşmak için baş etme yöntemleriniz nelerdir?
- 3) Göçmen öğrencilerin sınıfınızda / okulunuzda olması size ne hissettirir?
- 4) Göçmen öğrencilerin örgün eğitime dahil emesi sürecinde karşılaştığınız problemleri nasıl çözdünüz?
- 5) Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecini iyileştirmek için önerileriniz nelerdir?

Verilerin Toplanması

Bu araştırmada veriler, “araştırmaya katılan bireylerin belli bir konuda duygu ve düşüncelerini anlatma etkinliği” olarak ifade edilen görüşme yöntemi kullanılarak toplanmıştır (Karataş, 2015, s. 71). Bu yöntemle katılımcıların bakış açısıyla araştırmanın temelini oluşturan konu hakkında bilgilere ulaşmak amaçlanmıştır.

Araştırmada Kırıkkale Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulundan 19/12/2022 tarih ve 11 sayılı Etik Kurul Onayı alınarak yapılan görüşmeler yüz yüze gerçekleştirilmiştir. Tüm görüşmelerde görüşme gerçekleştirilmeden önce katılımcılardan gönüllü onam formu alınmıştır. Görüşmeler ortalama 10-15 dakika sürmüştür.

Verilerin Analizi

Bu araştırmada veriler, içerik analizi ile incelenmiştir. İçerik analizi, sözel veya yazılı biçimde elde edilen verilerin sayısal verilere dönüştürülerek düşünce, kavram ve değişkenlerle ilgili önemli bilgileri ortaya çıkmasına olanak sağlar (Tavşancıl ve Aslan, 2001, s. 22). İçerik analizi dört aşamalı bir süreç içermektedir. Bu aşamalar: araştırma sürecinde elde edilen verilerin kodlanması, temaların bulunması, bulguların tanımlanması ve bulguların yorumlanmasıdır (Yıldırım ve Şimşek, 2008, s. 228). Bu doğrultuda okul müdürleri ve öğretmenlerden elde edilen veriler, araştırmanın amaçlarına göre temalaştırılmış, temaların altında kodlara ayrılmıştır. Ayrıca her temaya uygun doğrudan alıntılarla temalar desteklenmiştir. Bulguların sunumunda okul müdürleri OM1-OM9, öğretmenler Ö1-Ö20 şeklinde kodlanarak kısaltılmıştır.

BULGULAR

Araştırmanın bu bölümünde elde edilen bulgular sunulmaktadır. Araştırmanın kapsamına uygun olarak sorulan sorular ile ilgili tablolar; temaları, kodları ve katılımcıların vermiş olduğu cevaplardan doğrudan alıntıları içermektedir. Tabloların altında ilgili tablonun açıklamaları bulunmaktadır. Tablo 2’de okul müdürleri ve öğretmenlere yöneltilen “Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaştığınız problemler nelerdir?” sorusuna verilen cevaplar kapsamında elde edilen temalar, kodlar ve örnek cümleler yer almaktadır.

Tablo 2. Okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaştıkları sorunlar

Temalar	Okul Müdürleri	Öğretmenler	Örnek Cümleler
İletişim Sorunları	Dil problemi	Dil problemi	Velilerin iletişim bilgileri sürekli değiştiği için onlara ulaşamıyoruz (OM9).
	Velilere ulaşamamak	Velilere ulaşamamak Hiçbir şey öğretememek	Dil problemi zaten başlı başına uyumu zorlaştıran bir sorun (Ö1).
Kültürel Sorunlar	Kültürel farklılıklar	Kültürel farklılıklar	Bize göre kültürleri daha farklı. Bize göre uygun olmayan hareketler onlara göre normal (OM6).
Davranış ve Sosyal Uyum Sorunları	Gruplaşma	Gruplaşma	Genelde gruplaşmalar oluyor benim gördüğüm kadarıyla (OM2).
	Okula karşı olumsuz tutum	Dışlanma Şiddet Asimile olma korkusu	

Uygulamaya Yönelik Sorunlar	Ekonomik Sorunlar	Ahlaki yetersizlik Derse ilgisizlik	Çocuklarda şiddet davranışı çok fazla (Ö15).
		Göçmen ailelerin maddi sıkıntıları	Birçok aile ekonomik bakımından sıkıntılı. Sosyal bakımdan da çünkü annesiz daha çok babası yok. Yetim çocuklar (OM5).
		Kız çocuklarını okula göndermeme	
		Çocukları çalıştırma	
		Farklı sınav sistemi	Okullarımızda aşırı bir kalabalıklaşma oldu (OM8).
		Kalabalık sınıflar	Yaş grupları ile ilgili bir düzensizlik hali vardı (Ö6).
		Destek personel eksikliği	Materyal eksikliğimiz çok fazla (Ö14).
		Sınıf bütünlüğünün bozulması	
		Yaş grubu düzensizliği	
		Materyal eksikliği	

Tablo 2’de görüldüğü gibi okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde yaşadığı sorunlar *iletişim sorunları, kültürel sorunlar, davranış ve sosyal uyum sorunları, ekonomik sorunlar ve uygulamaya yönelik sorunlar* temaları altında incelenmiştir. İletişim sorunlarında dil problemi, kültürel sorunlarda kültürel farklılıklar, davranış ve sosyal uyum sorunlarında gruplaşma, ekonomik sorunlarda ailelerin yaşadığı maddi sıkıntılar, uygulamaya yönelik sorunlarda farklı sınav sistemi, destek personel eksikliği en yoğun kodları oluşturmaktadır. İletişim sorunları temasında hem okul müdürleri hem de öğretmenler dil problemi ve velilere ulaşamama sorununu belirtmişlerdir. Kültürel sorunlar temasında ise hem okul müdürleri hem de öğretmenler kültürel farklılıkların sorun teşkil ettiği konusunda hemfikirlerdir. Davranış ve sosyal uyum sorunları temasında hem okul müdürleri hem de öğretmenler gruplaşma sorunundan bahsetmişlerdir. Ekonomik sorunlar teması altında hem okul müdürleri hem de öğretmenler göçmen ailelerin maddi sıkıntılar yaşadıklarını belirtmiştir. Uygulamaya yönelik sorunlar temasında ise okul müdürleri ve öğretmenlerin görüşleri farklılaşmaktadır. Okul müdürleri göçmen öğrencilerin farklı sınav sistemiyle değerlendirilmesini ve kalabalık sınıfları sorun olarak görürken öğretmenler destek personel eksikliği, sınıf bütünlüğünün bozulması, yaş gruplarının düzensizliği ve materyal eksikliğini sorun olarak belirtmişlerdir.

Tablo 3’de okul müdürleri ve öğretmenlere yöneltilen “Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde problemler ile karşılaştığınızda duygusal olarak ne hissediyorsunuz? Olumsuz duygular hissediyor iseniz bu duyguları aşmak için baş etme yöntemleriniz nelerdir?”

sorusuna verilen cevaplar kapsamında elde edilen temalar, kodlar ve örnek cümleler yer almaktadır.

Tablo 3. Okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaştıkları sorunlara bakış açıları

Temalar	Okul Müdürleri	Öğretmenler	Örnek Cümleler
Olumlu Duygular	Empati		Ben çocuklarımın, evimizin önüne parka bomba düştüğünde o savaş psikolojisini yakından hissettim. Empati kuruyorum (OM4).
	Merhamet		
	Üzülme	Üzülme	Üzülüyorum yani Suriyeli öğrencilere
	Öfke	Öfke	tanınan hakların kendi öğrencilerimize
	Endişe	Endişe	tanınmıyor olmasına üzülüyorum (OM3).
Olumsuz Duygular	Acı çekme	Acı çekme	
	Haksızlık	Yetersizlik	Gelecekte bizim ülkemizin göçmenler tarafından istila edileceğini düşünüyorum (OM2).
		Mutsuzluk	
		Çaresizlik	
		Şok	Mutlu değilim çünkü verdiğim hiçbir şeyin dönütü yok (Ö3).
Başa Çıkma Yöntemleri		Stres	Tabi ki duygusal olarak kendimi çaresiz bazen de kendimi yeteri kadar ifade edemediğim zamanlarda gergin hissediyorum (Ö20)
	Görmezden gelmek	Kendini motive etmek	Maalesef aşamıyorum yani bunun bir çözümü yok çünkü (OM2).
		Olumlu yönlerini görmek	Aslında bize zorluk yaşatan şeylerin, motivasyonumuzu düşüren şeylerin
		Benzer durumda olan meslektaşlarıyla konuşmak	tam bir aynanın karşı tarafı gibi motivasyonumuzu yükselten şeyler olduğu da oluyor (Ö14).
		Problemleri çözmeye çalışmak	En nihayetinde uyum sağlamak zorundayız her türlü probleme çözüm üretmek zorundayız (Ö5).

Tablo 3’de okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde yaşadığı sorunlara bakış açıları *olumlu duygular*, *olumsuz duygular* ve *başa çıkma yöntemleri* temaları altında incelenmiştir. Olumlu duygular teması altında empati, olumsuz

duygular teması altında üzülme ve başa çıkma yöntemleri teması altında görmezden gelme, kendini motive etme en yoğun kodları oluşturmaktadır. Olumlu duygular temasında okul müdürleri empati ve merhamet duygularını ifade ederken öğretmenler olumlu duygu belirtmemişlerdir. Olumsuz duygular temasında hem okul müdürleri hem de öğretmenler üzülme, öfke, endişe ve acı çekme duygularını ifade etmişlerdir. Başa çıkma yöntemleri temasında ise okul müdürleri ve öğretmenlerin görüşleri farklıdır. Okul müdürleri olumsuz duygularıyla görmezden gelerek başa çıkarken öğretmenler ise kendini motive ederek başa çıkmaktadır.

Tablo 4'te okul müdürleri ve öğretmenlere yöneltilen “Göçmen öğrencilerin sınıfınızda / okulunuzda olması size ne hissettirir?” sorusuna verilen cevaplar kapsamında elde edilen temalar, kodlar ve örnek cümleler yer almaktadır.

Tablo 4. Okul müdürleri ve öğretmenlerin göçmen öğrencilerin okullarında/sınıflarında bulunmalarına yönelik bakış açıları

Temalar	Okul Müdürleri	Öğretmenler	Örnek Cümleler
Olumlu	Avantaj	Zengin hissettiriyor	Göçmen öğrencilerin okulumuz
	Sorun oluşturmuyor	Seviyorum	içerisinde olması fiziksel olarak
		Değer katıyor	bir kere bize avantaj kattı (OM7). Çeşitlilik olması güzel hissettiriyor. Zengin hissettiriyor (Ö5).
Olumsuz	Üzülüyoruz	Yetersizlik	Mecburen katlanıyoruz (OM2).
	Mecburen katlanıyoruz	Zorlanıyorum	Bazen şöyle bir şey hissettiriyor:
	Ciddi bir problem	Öğretmenliğimi sorguluyorum	yetersizlik. Mesleki yetersizlik (Ö18).
		Karışık	
		Yoruyor	
Tarafsız		Mutsuzum	
	Hiçbir şey hissettirmiyor	Hiçbir şey hissettirmiyor	Hiçbir şey hissettirmiyor. Bize
		Nötrüm	bir artışı eksisi yok (OM6).
		Bir farklılık olmuyor	Onlarda bu okulda eğitim gören öğrenciler. Bir farklılık olmuyor açıkçası (Ö17).
		Ayrımcılık olmaz	

Tablo 4'te okul müdürleri ve öğretmenlerin göçmen öğrencilerin okullarında/sınıflarında bulunmalarına yönelik bakış açıları *olumlu*, *olumsuz* ve *tarafsız* temaları altında incelenmiştir. Tablo 4'te de görüldüğü üzere hem okul müdürlerinde hem de öğretmenlerde olumsuz temasına

ait kodlar daha yoğundur. Olumlu teması altında okul müdürleri göçmen öğrencilerin okullarında bulunmalarının avantaj kattığını ve sorun oluşturmadığını belirtirken öğretmenler zengin hissettiklerini ve değer kattığını belirtmiştir. Olumsuz temasında ise okul müdürleri üzüldüklerini, öğretmenler yetersiz hissettiklerini ifade etmişlerdir. Tarafsız temasında hem okul müdürleri hem de öğretmenler hiçbir şey hissetmediklerini belirtmişlerdir.

Tablo 5’te okul müdürleri ve öğretmenlere yöneltilen “Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaştığınız problemleri nasıl çözdünüz?” sorusuna verilen cevaplar kapsamında elde edilen temalar, kodlar ve örnek cümleler yer almaktadır.

Tablo 5. Okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaştıkları sorunlara getirdikleri çözümler

Temalar	Okul Müdürleri	Öğretmenler	Örnek Cümleler
İletişim Sorunlarına Yönelik Çözümler	Tercüman kullanarak	Tercüman kullanarak	Dil problemini tercüman ile
	Veliler ile görüşme	Veli ile görüşme	halletmeye çalışıyorum (Ö17).
	yaparak	yaparak	Sınıflarda öğretmenlerimize
	Ev ziyaretleri yaparak	Ev ziyaretleri yaparak	diyoruz çocukla mümkün
	Tercüman	Kurs vererek	olduğu kadar Türkçe konuşun.
	kullanımını azaltarak	Jest ve mimiklerle	Sınıflarda Arapça
Kültürel Sorunlara Yönelik Çözümler	Türkçe konuşmaya teşvik ederek	Türkçe dil çalışmaları yaparak	konuşmasınlar (OM5).
		Uyum sınıfları açarak	
		Türk kültürünü anlatan eğitimler vererek	Bununla ilgili biz zaten okulda
		Göçmenlere yönelik projeleri uygulayarak	Türk kültürünü anlatan eğitimler verdik göçmen velilerimize (Ö14).
Davranış ve Sosyal Uyum Sorunlarına Yönelik Çözümler	Rehberlik faaliyetleriyle	Rehberlik faaliyetleriyle	Öncelikle şiddet davranışlarını
	Veli ile görüşerek	Veli ile görüşerek	azaltmaya çalıştık. Rehber
	Disipline göndererek	Orta yolu bularak	öğretmenlerimizden de yardım
	Ceza vererek	Sevgi aşılayarak	aldık (Ö15).
	Uyararak	Öğrencilerle konuşarak	Disiplin olursa disiplin.
		Sınıfta tekli oturarak	Uyarıyoruz. Velisini
		Sınıfı kaynaştırarak	çağırıyoruz. Disiplin işi olursa
		Davranışa odaklanarak	da gereken cezayı veriyoruz (OM6).

Ekonomik Sorunlara Yönelik Çözümler	Maddi yardımda bulunarak		Maddi açıdan sıkıntı çeken çocuklara biz birtakım yardımlarda bulunduk aramızda organizasyon yaparak (OM4).
	Sınıf sayısı artırılarak	Türk öğrencileri ve göçmen öğrencileri farklı sınıflara ayırarak EBA destek sınıfından yardım alarak	Sınıfların sayısının artırılması da öğrenci sayılarının düşürülmesi de eğitim öğretim ortamının daha iyi bir hale gelmesine sebep oldu (OM4). Okul içerisinde kendi aldığımız önlemler var. Türk öğrenciler ile Suriyeli öğrencileri ayırmak zorunda kaldık (Ö18).

Tablo 5’te okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaştıkları sorunlara getirdikleri çözümler *iletişim sorunlarına yönelik çözümler, kültürel sorunlara yönelik çözümler, davranış ve sosyal uyum sorunlarına yönelik çözümler, ekonomik sorunlara yönelik çözümler ve uygulamaya yönelik sorunlara yönelik çözümler* temaları altında incelenmiştir. Tablo 5’te de görüldüğü üzere hem okul müdürlerinde hem de öğretmenlerde iletişim sorunlarına yönelik çözümler temasında kodlar en yoğundur. İletişim sorunlarına yönelik çözümler teması altında en yoğun kodu tercüman kullanmak oluşturmaktadır. Kültürel sorunlara yönelik çözümler teması altında yalnızca öğretmenler sorunlarına çözüm getirmişlerdir. Bu tema altında en yoğun kod Türk kültürünü anlatan eğitimler vermektir. Davranış ve sosyal uyum sorunlarına yönelik çözümler temasında en yoğun kod rehberlik faaliyetleri oluşturmaktadır. Ekonomik sorunlara yönelik çözümler teması altında ise yalnızca okul müdürleri sorunlara çözüm getirmiştir. Bu tema altında en yoğun kod göçmen ailelere maddi yardımda bulunmaktır. Uygulamaya yönelik sorunlara yönelik çözümler temasında ise okul müdürleri sınıf sayısını artırarak sorunlarına çözüm getirirken öğretmenler idare işbirliğiyle Türk öğrenciler ile göçmen öğrencileri farklı sınıflara ayırarak sorunlarına çözüm getirmişlerdir.

Tablo 6’da okul müdürleri ve öğretmenlere yöneltilen “Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecini iyileştirmek için önerileriniz nelerdir?” sorusuna verilen cevaplar kapsamında elde edilen temalar, kodlar ve örnek cümleler yer almaktadır.

Tablo 6. Okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dahil edilmesi sürecini iyileştirmek için önerileri

Temalar	Okul Müdürleri	Öğretmenler	Örnek Cümleler
İletişime Yönelik Öneriler	Okula başlamadan önce Türkçe eğitimi vermek	Okula başlamadan önce Türkçe eğitimi vermek	Bir hazırlık dil sınıfı her kademede öncelikle bir yıl yoğunlaştırılmış bir dil eğitimden sonra sisteme entegre edelim diye önerilerde bulunduk (OM7).
	Veli iletişimini güçlendirmek	Dil sınavı getirmek	Öncelikle dil eğitimi verilmeli daha sonra Türkiye'deki sınıflara dahil edilmeli (Ö7).
	Hazırlık dil sınıfları açmak	Ailelere dil eğitimi vermek	Veli organizasyonları yapmalıyız okulumuz içerisinde (OM4).
	İdare- öğretmen iş birliğini sağlamak	Dil programları geliştirmek	
	Velilere yönelik organizasyonlar yapmak		
Kültüre Yönelik Öneriler	Ülkelerine dönmelerini sağlamak	Ülkelerine dönmelerini sağlamak	Tabi ki ülkelerine dönmeleri yani başka bir çözüm önerisi bulamıyorum (OM3).
	Eşit dağılımı sağlamak	Eşit dağılımı sağlamak	Ondan dolayı farklı bir kurumda ya da farklı bir ortamda sadece kendi vatandaşlarının bulunduğu bir kurumda eğitim alırsa biraz daha onlar için ruh sağlığı açısından daha iyi olacakmış gibi düşünüyorum (Ö13).
	Devlet politikaları geliştirmek	Okullara materyal desteği sağlamak	
	Tüm öğrencileri aynı sınav sistemi ile değerlendirmek	Öğretmen eğitimlerini artırmak	
	Bölgesel çözümler getirmek	Öğretmen davranışlarını değiştirmek	
Uygulamaya Yönelik Öneriler	Farklı okullarda eğitim vermek		
	Sınıf mevcutlarını azaltmak		

Tablo 6'da okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dahil edilmesi sürecini iyileştirmek için önerileri *iletişime yönelik öneriler*, *kültüre yönelik öneriler* ve

uygulamaya yönelik öneriler temaları altında incelenmiştir. Tablo 6’da da görüldüğü üzere hem okul müdürlerinde hem de öğretmenlerde kodların en yoğun olduğu tema uygulamaya yönelik öneriler temasıdır. İletişime yönelik öneriler temasında en yoğun kodu okula başlamadan önce Türkçe eğitimi vermek oluşturmaktadır. Kültüre yönelik öneriler temasında velilere yönelik organizasyonlar yapmak en yoğun kodu oluşturmaktadır. Uygulamaya yönelik öneriler temasında göçmenlerin ülkelerine dönmelerini sağlamak en yoğun kodu oluşturmaktadır.

TARTIŞMA

Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde okul müdürleri ve öğretmenlerin karşılaştığı sorunlar iletişim sorunları, kültürel sorunlar, davranış ve sosyal uyum sorunları, ekonomik sorunlar ve uygulamaya yönelik sorunlar teması altında incelenmiştir. İletişim sorunları teması altında en çok karşılaşılan sorun, dil sorunudur. İletişim aracı olarak dil göçmen entegrasyonu sürecinde merkezi bir durumdadır. Tam entegrasyon için göç eden bireylerin göç ettikleri ülkenin ana diline tam olarak hakim olmaları gerekmektedir (European Union [EU], 2012, s. 9). Araştırmaya katılan katılımcıların görüşleri de bu yöndedir. Hem okul müdürleri hem de öğretmenler göçmen öğrencilerin Türkçe bilmedikleri için sorunlarla karşılaştıklarını ifade etmişlerdir. Ancak göçmen eğitiminde başarı ev sahibi ülkenin çok dillilik ve kültürlerarası eğitime açıklığına da bağlıdır. Bir ülkenin eğitim dili üzerine yürüttüğü politikalarının etkinliği onları uygulayabilecek pedagojik beceriye sahip öğretmenlerle ilişkilidir. Bu beceriye sahip olmayan öğretmenler tarafından bu politikaların olumsuz yorumlandığı görülmektedir (Birleşmiş Milletler Eğitim, Bilim ve Kültür Kurumu [UNESCO], 2019, s. 11). Eğitimin kilit taşı olan öğretmenlerin kültürlerarası iletişim sorunlarını fark etmesi, anlaması ve öğrenme sürecine destek olması beklenmektedir (Ereş, 2015, s. 21). Kültürel sorunlar teması altında kültürel farklılıklar hem okul müdürleri hem de öğretmenler tarafından sorun olarak belirtilmiştir. Göçmen öğrencilerin yoğun olarak bulunduğu okullarda yaşam tarzı, düşünce yapıları, alışkanlıklar ve bunun gibi değişkenler sorun oluşturabilmektedir (Akkaya, 2021, s. 141). Farklı kültürler farklı öğrenme/bilme şekilleri ortaya çıkarabilmektedir. Farklı davranış ve inançları olan öğrencileri tek tip bir pedagojiye maruz bırakmak onları dezavantajlı bir duruma düşürebilir (Aktekin, 2017, s. 39). Bir toplumun kendisine yabancı unsurları bir tehdit olarak değil, zenginlik olarak algılaması ve buna yönelik eğitim programlarında kültürlerarası öğrenmeye yer vermesi gereklidir (Küçük, 2006, s. 237). Uzun ve zorlu olan bu süreçte okul müdürleri ve öğretmenlerin, çok kültürlü ve farklı öğrenme ihtiyacı olan göçmen çocukların eğitiminde desteklenmesi gerekmektedir (Ereş, 2015, s. 26). Davranış ve sosyal uyum sorunları teması altında en çok karşılaşılan sorun gruplaşmadır. Hem okul müdürleri hem

de öğretmenler göçmen öğrenciler ve Türk öğrenciler arasında gruplaşmaların yaşandığını, öğretmenler derslere karşı, okul müdürleri ise okula karşı göçmen öğrencilerin ilgisiz olduklarını belirtmişlerdir. Öğretmenler ayrıca dışlanma ve şiddet olaylarından bahsetmişlerdir. Alanda yapılan diğer araştırmalarda da benzer bulgulara rastlanmıştır. Göçmen öğrencilerle ilgili yapılan çalışmalarda gruplaşma, dışlanma, derse ilgisizlik, şiddet eğilimi gibi davranış sorunlarıyla karşılaşmıştır (Akkaya, 2021, s. 141; Başarır, Sarı ve Çetin, 2014, s. 103; Sarıtaş, Şahin ve Çatalbaş, 2016, s. 216; Şimşir ve Dilmaç, 2018, s. 1130; Uyanık, 2019, s. 93-94). Okullarda eğitim ve öğretim faaliyetlerinin verimli olarak devam etmesi için güvenli bir ortam sağlamak gereklidir. Sağlıklı bir okul iklimi oluşturabilmek için öğrencilerin okul ile uyumlu olması ön koşul olarak kabul edilmektedir (Şimşek ve Kula, 2018, s. 17). Travmatik bir yaşam deneyimi olabilen göç, göçmen çocuklarda davranış sorunlarına yol açmakta ve göçmen çocukların yoğun olarak bulunduğu okullarda disiplin sorunlarının daha fazla yaşanmasına sebep olabilmektedir (Kızılkaya, 2021, s. 49). Ekonomik sorunlar teması altında en çok karşılaşılan sorun ise göçmen ailelerin maddi sıkıntılar yaşamasıdır. Son yıllarda Türkiye'ye göç eden göçmenler çoğunlukla savaş sebebiyle zorunlu olarak göç etmişlerdir. Çocukların göç ettikleri ülkede yeni bir hayata başlarken karşılaştıkları en büyük sorun tek ebeveynlik ve ekonomik sıkıntılardır. Savaşta babasını kaybeden ailenin en büyük erkek çocuğu aile reisliğini üstlenip küçük yaşta çalışmak zorunda kalmaktadır (Siyaset, Ekonomi ve Toplum Araştırmaları Vakfı [SETA], 2017, s. 30). Göçmen çocukların okula devam oranının düşük olma sebebi geçimini sağlamak için çalışmak zorunda olmaları olarak açıklanabilir (Aras ve Yasun, 2016, s. 5). Uygulamaya yönelik sorunlar teması altında okul müdürleri ve öğretmenlerin görüşleri farklıdır. Okul müdürleri göçmen öğrencilere uygulanan sınav sistemi üzerine yoğunlaşırken öğretmenler destek personel eksikliğine yoğunlaşmaktadır. Yabancı uyruklu öğrenciler Türkiye'de bulunan yükseköğretim kurumlarında öğrenim görebilmek için Türkiye Yurt Dışından Öğrenci Kabul Sınavı'na (TR-YÖS) girmek zorundadır (Ölçme, Seçme ve Yerleştirme Merkezi [ÖSYM], 2023, s. 1). Bu sınavda Sayısal Yetenek ve Temel Matematik testleri yer almaktadır (ÖSYM, 2023, s. 17). Üst öğrenim kurumlarına özellikle yükseköğrenim kurumlarına geçişlerde uygulanan sınavlar Türk öğrencilerin aleyhinde görünmektedir (Göksoy, 2020, s. 454). Araştırmaya katılan okul müdürleri de yükseköğrenim kurumlarına geçiş sırasında uygulanan bu sınavların Türk öğrenciler aleyhine adaletsizlik oluşturduğunu ve yabancı uyruklu öğrencilerin sınavda sorumlu olduğu Matematik ve Geometri dersi dışında kalan derslere ilgisiz olduklarını ve bu derslerin öğretmenlerine karşı olumsuz tutum sergilediklerini ifade etmişlerdir. Okul müdürleri ayrıca göçmen öğrencilerin katılımıyla birlikte kalabalıklaşan sınıfları da sorun olarak belirtmişlerdir. Artan öğrenci sayısı ile birlikte

okulların fiziki kapasiteleri, mevcut araç gereçler, okulda çalışan destek personel yetersiz kalmaktadır (Karakuş, 2006, s. 12-13). Araştırmaya katılan öğretmenlerin görüşleri de diğer araştırma sonuçlarını doğrular niteliktedir.

Okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaştıkları sorunlara bakış açıları olumlu duygular, olumsuz duygular ve baş etme yöntemleri temaları altında incelenmiştir. Olumlu duygular teması altında yalnızca okul müdürleri görüş bildirmişler ve empati duyduklarını belirtmişlerdir. Empatik bir yaklaşım öğrencilerle daha olumlu etkileşime zemin hazırlar (McAllister ve Irvine, 2002, s. 442). Kültüre duyarlı bir okul iklimi oluşturabilmek için eğitimcilerin ilgili ve destekleyici olmaları, empati kurmaları önemlidir (Gay, 2000, s. 54). Buna karşılık öğretmenlerin tamamı karşılaştıkları sorunlar karşısında olumsuz duygular teması altında görüş bildirmişlerdir. Karşılaşmış oldukları kültürel sorunlar, davranışsal ve iletişimsel sorunlar öğretmenlerin bakış açılarını olumsuz yönde etkilemektedir (Şayak, 2023, s. 58). Olumsuz duygular teması altında en yoğun kod üzülmektir. Hem okul müdürleri hem de öğretmenler karşılaştıkları sorunlar karşısında üzüldüklerini ifade etmişlerdir. Yapılan bir araştırma sonucu göçmen öğrencilerle çalışan öğretmenlerin duygusal olarak olumsuz etkilendiklerini ve eğitim sürecindeki sorunlar karşısında üzüldüklerini ortaya koymuştur (Şensin, 2016, s. 101). İnsanlar günlük hayatlarının önemli bir kısmını iş ortamında geçirirler. İş hayatında kişilerin sorunlarla karşılaşmaları olağandır. Ancak yüksek düzeydeki stres hem bireysel hem de örgütsel anlamda önemli sorunlara yol açmaktadır (Girgin, 2010, s. 603). Millî Eğitim Bakanlığı'nın hedef kazanımlarının üst düzeyde gerçekleşmesi diğer faktörlerle birlikte ancak öğretmenlerin huzur içinde görevini yapmasıyla mümkün olacaktır (Akpınar, 2008, s. 360).

Göçmen öğrencilerin örgün eğitime dâhil edilmesi sürecinde karşılaşılan sorunlarla okul müdürleri görmezden gelerek; öğretmenler ise kendilerini motive ederek baş etmeye çalışmaktadır. İnsanın temel öge olduğu eğitim kurumlarında sorunlar yaşanması olağandır. Sorunlarla karşılaşıldığında yapılması gereken sorunlara sebep olan kaynağı bulmak ve benzer sorunların yaşanmasının önlemeye çalışmaktır (Sarıtaş, Şahin ve Çatalbaş, 2016, s. 211). Bir örgütün hedefine ulaşabilmesi için yöneticilerin karşılaşılan sorunların çözümüne etkin çaba göstermesi beklenmektedir (Karakütük ve Özdoğan Özbal, 2019, s. 35). Bu nedenle okul müdürlerinin göçmen öğrencilerin örgün eğitime dâhil edilmesi sürecindeki sorunlar karşısında sadece görmezden gelme yaklaşımını kullanmasının, sorunların etkili bir biçimde çözümüne katkı sağlamayacağı öngörülmektedir. Öğretmenler karşılaştıkları sorunlarla kendilerini motive ederek baş ettiklerini belirtmişlerdir. Davranışa yön ve enerji veren güçleri ifade eden motivasyon (Bursalıoğlu, 2021, s. 140), bir örgütte bulunan insan davranışlarını etkilediği,

yönlendirdiği için önem arz etmektedir (Örücü ve Kambur, 2008, s. 85). Öğretmenler, verilen eğitimin niteliği ve kalitesini etkileyen faktörler arasında en önemli faktördür. Bu sebeple öğretmenlerin motivasyon düzeyi verilen eğitim hizmetinin kalitesini etkileyecektir (Yavuz ve Karadeniz, 2009, s. 508).

Okul müdürleri ve öğretmenlerin göçmen öğrencilerin okullarında / sınıflarında bulunmalarına yönelik bakış açıları olumlu, olumsuz ve tarafsız temaları altında incelenmiştir. Olumlu teması altında avantaj ve zengin hissettiriyor kodları ön plana çıkmaktadır. Göçmen öğrencilerin beraberinde getirmiş oldukları farklılıklar eğitim ortamının zenginleşmesini, çeşitliliklere karşı saygı, hoşgörü ve empati geliştirmeyi sağlamaktadır (İlbars-Hanta, 2019, s. 93). Eğitimciler farklılıkları zenginlik olarak görüp bu yönde davranırlarsa olumlu değişimin mimarı olarak kendi motivasyonlarını da artıracakları düşünülmektedir (Şayak, 2023, s. 58). Olumsuz teması altında okul müdürleri üzülmeye öğretmenler ise mesleki yetersizlik kodu etrafında yoğunlaşmaktadır. Öğretmenler göçmen eğitimi hakkında herhangi bir eğitim almadan sınıflarına göçmen öğrenci alınmasını mecbur bırakılmak olarak değerlendirebilmekte ve bu durumdan olumsuz etkilenebilmektedir (Şayak, 2023, s. 58). Tek kültürlü ve tek dilli eğitim ortamlarına yönelik yetiştirilen öğretmenler (Erdem, 2017, s. 39) göçmen öğrencilerin ihtiyaçlarını anlamakta ve karşılamakta kendilerini yetersiz hissedebilirler (Wagner, 2007, s. 55). Bu konuda öğretmenlerin başvurabileceği bir danışmanlık hizmeti veya kılavuz bulunmamaktadır (Avcı, 2019, s. 72). Hem yetiştirilme süreçlerindeki çok kültürlülüğe yönelik eğitim eksikliği hem de dışardan destek alamamaları öğretmenleri yetersizlik sarmalına sürüklemektedir. Tarafsız teması altında hem okul müdürleri hem de öğretmenler hiçbir şey hissetmediklerini ifade etmişlerdir. Eğitimciler bu noktada öğrencilerinin arasında fark bulunmadığını hepsini çocuk olarak değerlendirdiklerini ifade etmişlerdir. Tüm ulusal ve uluslararası metinlerde “din, dil, sınıf farklılıkları, etnik ya da dinsel köken” gözetilmeksizin çocuk tartışmasız olarak çocuk olarak düşünülmektedir (Aktekin, 2017, s. 27). Bu anlayıştan hareketle bu okul müdürlerinin ve öğretmenlerin, göçmen öğrencilerle kendi öğrencileri arasında eşitlik durumu oluşturduğu söylenebilir.

Okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dâhil edilmesi sürecinde karşılaştıkları sorunlara getirdikleri çözümler; iletişim sorunlarına yönelik çözümler, kültürel sorunlara yönelik çözümler, davranış ve sosyal uyum sorunlarına yönelik çözümler, ekonomik sorunlara yönelik çözümler ve uygulamaya yönelik sorunlara yönelik çözümler teması altında incelenmiştir. İletişim sorunlarına yönelik çözümler teması altında tercüman kullanmak en yoğun kodu oluşturmaktadır. Göçmen eğitiminde temel sorunun dil engeli olduğu göz önüne

alındığında okullarda tercümanlık hizmeti sunulması önerilmektedir (İstanbul Bilgi Üniversitesi Çocuk Çalışmaları Birimi [ÇOÇA], 2015, s. 8). Ayrıca tercümanlık hizmetlerinin göçmen öğrenci velilerinin okulla iletişimini güçlendirdiği ve öğrencilerin eğitim sürecine olumlu katkıda bulunduğunu da değerlendirmek gerekmektedir (Block vd., 2014, s. 14). Ancak tercüman niteliği dikkat edilmesi gereken bir husustur. Bu araştırmaya katılan katılımcılar tercümanların yeterlilik düzeyi ve güvenilirliği hakkında endişelerini dile getirmişlerdir. Kültürel sorunlara yönelik çözümler teması altında okul müdürleri çözüm önermezken; öğretmenler Türk kültürünü tanıtan eğitimler vererek sorunlarının çözümlenebileceğini düşünmektedir. Kültürel saygı ve kültür aktarımı göçmen ailelerin eğitimcilere güven duyması ve iş birliği içinde bulunması için önem arz etmektedir. Kültür temelli eğitime ailelerin de dahil edilmesi entegrasyon sürecinde eğitimcilere yardımcı olmaktadır (Wagner, 2013, s. 147). Davranış ve sosyal uyum sorunlarına yönelik çözümler teması altında rehberlik faaliyetleri en yoğun kodu oluşturmaktadır. Belçika’da yapılan bir araştırmada göçmen öğrencilerin yoğun olduğu okullarda öğrencinin okula uyumunu güçlendirmek amacıyla rehberlik ve öğretmen desteği sağlandığı belirtilmiştir (Sarıkaya, 2014, s. 251). Bu araştırma verileri de rehberlik faaliyetlerinin önemini ortaya koymaktadır. Okul rehberlik servisi tarafından risk altında bulunan göçmen öğrencilerin gelişimleri takip edilmelidir (Nar, 2008, s. 80). Ekonomik sorunlara yönelik çözümler teması altında öğretmenler çözüm önermezken; okul müdürleri ekonomik yardımlarla sorunlara çözüm getirilebileceğini düşünmektedir. Yapılan diğer araştırma sonuçları da okul yöneticilerinin ekonomik zorluk yaşayan göçmen öğrencileri desteklediğini ortaya koymaktadır (Börü ve Boyacı, 2016, s. 150-151, Çopur, 2019, s. 79). Ancak ekonomik destek, sorunlara kalıcı bir çözüm oluşturmamaktadır. Göçmen aileler sivil toplum kuruluşları, belediyeler ve vakıflardan çeşitli yardım alsalar bile hane halkının kalabalık olması sebebiyle bu yardımlar yetersiz kalmaktadır (Çopur, 2019, s. 73). Uygulamaya yönelik sorunlara yönelik çözümler teması altında okul müdürleri sınıf sayısını artırma; öğretmenler ise Türk öğrencileri ve göçmen öğrencileri farklı sınıflara ayırma çözümü getirmişlerdir. Göç sebebiyle sınıflar kalabalıklaşmakta (Topsakal vd., 2013, s. 542), derslikler yetersiz kalmaktadır (Kolay, 2021, s. 18). Türkiye’de normal şartlar altında eğitim faaliyetleri tam gün boyunca gerçekleştirilirken dersliklerin yetersiz olması ve öğrenci yoğunluğu yaşanması gibi sebepler ikili öğretim yapmayı gerekli kılmaktadır (Aktay, Işık ve Gençsoy, 2015, s. 745). Ancak tam gün eğitimle etkili bir öğretim süreci geçirilebileceği düşünüldüğünde (Özdoğru, 2021, s. 63) göçmen öğrencilerden dolayı ikili öğretime geçilen okullarda sınıf sayısı artırılarak, eğitimin kalitesine yönelik olumsuz faktörlerin önüne geçilebilir. Diğer taraftan öğretmenler Türk öğrencilerle göçmen öğrencileri farklı sınıflara ayırma çözümünü dile getirmişlerdir.

Burada dikkat edilmesi gereken husus bu uygulamanın sınıf ve şubeler arası ayrımcılığa yol açabilme potansiyelidir. Bir kişi ya da gruba diğerlerinden farklı ve eşit olmayan muamele olarak tanımlayabileceğimiz ayrımcılıktan eğitimin kilit taşı olan öğretmenlerin kaçınmaları gerekmektedir (Aktekin, 2017, s. 17-19).

Okul müdürleri ve öğretmenlerin göçmen öğrencilerin örgün eğitime dahil edilmesi sürecini iyileştirmek için önerileri iletişime yönelik öneriler, kültüre yönelik öneriler ve uygulamaya yönelik öneriler teması altında incelenmiştir. İletişime yönelik öneriler teması altında okula başlamadan önce Türkçe eğitimi vermek en yoğun kodu oluşturmaktadır. Hem okul müdürleri hem de öğretmenler bu öneride hemfikirdir. Göçmen öğrencilerin örgün eğitime başlamadan önce dil eğitimi almalarının gerekliliği yapılan benzer çalışmalarda da vurgulanmıştır (Erdem, 2017, s. 39; İmamoğlu ve Çalışkan, 2017, s. 542). Yeni bir dilde eğitim almak çocuklar için stres kaynağı oluşturabilmektedir (Kirmayer vd., 2011, s. 961). Dil engeli aşıldığı takdirde göçmen öğrencilerin eğitim sürecinin daha sorunsuz ve nitelikli olacağı söylenebilir (Şensin, 2016, s. 93). Kültüre yönelik öneriler teması altında velilere yönelik organizasyonlar yapmak tek öneridir. Bu organizasyonların Türk öğrencilerin velileri ile göçmen öğrencilerin velileri arasında kaynaşma sağlayacağı düşünülmektedir (Sarıtaş, Şahin ve Çatalbaş, 2016, s. 227). Uygulamaya yönelik öneriler teması altında göçmenlerin ülkelerine dönmelerini sağlamak en yoğun kodu oluşturmaktadır. Özellikle son yıllarda Suriye'den ülkemize gerçekleşen kitlesel göçlerin ilk başlarda geçici olacağı düşünülmüş ancak şiddet olaylarının bitmemesi üzerine göçmenlerin kalıcı olmasalar bile yakın zamanda ülkelerine dönemeyeceği anlaşılmıştır (İmamoğlu ve Çalışkan, 2017, s. 543-544). Bu yüzden entegrasyon sürecinin en az sorunla aşılması için neler yapılması gerektiği incelenmelidir.

SONUÇ VE ÖNERİLER

Bu araştırmada elde edilen veriler doğrultusunda okul müdürlerinin ve öğretmenlerin göçmen öğrencilerin örgün eğitime dâhil edilmesi sürecinde karşılaştıkları benzer sorunlar şu şekilde sıralanabilir:

- Okul müdürleri ve öğretmenlerin tamamı bu süreçte sorunlarla karşılaşmışlardır. İletişim konusunda dil problemiyle, kültür konusunda kültürel farklılık sorunlarıyla davranış ve sosyal uyum konusunda gruplaşma sorunuyla, ekonomi konusunda göçmen ailelerin maddi sıkıntılarıyla karşılaşmışlardır.
- Karşılaşılan bu sorunlar karşısında okul müdürleri ve öğretmenler yoğun olarak üzülme duygusu hissetmektedir.

- Okul müdürleri ve öğretmenlerin göçmen öğrencilerin okullarında/sınıflarında bulunmalarına yönelik bakış açıları tarafsızlık açısından benzerlik göstermektedir.
- Okul müdürleri ve öğretmenler karşılaştıkları iletişim sorunlarını tercüman kullanarak, davranış ve sosyal uyum sorunlarını rehberlik faaliyetleriyle çözmüşlerdir.
- Göçmen öğrencilerin örgün eğitime dahil edilmesi sürecini iyileştirmek için hem okul müdürleri hem de öğretmenler göçmen öğrencilere okula başlamadan önce Türkçe eğitimi vermek ve göçmenlerin kendi ülkelerine dönmelerini sağlamak önerilerinde bulunmaktadır.

Bu araştırmada elde edilen veriler doğrultusunda okul müdürlerinin ve öğretmenlerin göçmen öğrencilerin örgün eğitime dahil edilmesi sürecinde karşılaştıkları farklı sorunlar şu şekilde sıralanabilir:

- Okul müdürleri daha çok ekonomik sorunlarla karşılaşırken öğretmenler daha çok davranış ve sosyal uyum sorunlarıyla karşılaşmaktadır.
- Uygulamaya yönelik sorunlarda okul müdürleri göçmen öğrencilere uygulanan farklı sınav sistemini sorun olarak gösterirken öğretmenler destek personel eksikliğini sorun olarak göstermiştir.
- Karşılaşılan sorunlar karşısında okul müdürleri empati ve merhamet duyguları geliştirirken öğretmenler olumlu duygu ifade etmemişlerdir. Okul müdürleri sorunlarıyla görmezden gelme yaklaşımıyla baş ederken öğretmenler kendilerini motive ederek sorunlarıyla baş etmektedirler.
- Okul müdürleri ve öğretmenlerin göçmen öğrencilerin okullarında/sınıflarında bulunmalarına yönelik olumlu bakış açısında okul müdürleri göçmen öğrencilerle birlikte gelen destekleri okulları için avantaj olarak görürken öğretmenler göçmen öğrencilerin sınıfında bulunmalarını öğrenci çeşitliliğini arttırması açısından zenginlik olarak görmektedir.
- Okul müdürleri tercüman kullanımı hakkında kendi içlerinde görüş farklılığı yaşamaktadır. Bazı okul müdürleri iletişim sorununu tercüman kullanarak çözdüklerini ifade ederken bazı okul müdürleri ise tercüman kullanımı azaltarak sorunlarını çözdüklerini ifade etmişlerdir.

- Davranış ve sosyal uyum sorunlarının çözümlerinde öğretmenler kendi içlerinde görüş farklılığı yaşamaktadır. Bazı öğretmenler sorunu sınıfı kaynaştırarak çözerken bazı öğretmenler öğrenciyi sınıfta tekli oturarak çözmüştür.
- Uygulamaya yönelik sorunlara okul müdürleri sınıf sayısını artırarak çözüm getirirken öğretmenler Türk öğrencilerle göçmen öğrencileri farklı sınıflara ayırarak çözüm getirmiştir.

Araştırmada elde edilen bu sonuçlardan hareketle uygulayıcılara şu önerilerde bulunulabilir:

- Eğitimciler tarafından çeviri programları gibi alternatif iletişim yöntemleri kullanılabilir. İletişimin çift yönlü bir süreç olduğu göze alınarak eğitimciler okulunda bulunan göçmen öğrencilerin dilini temel düzeyde iletişim kurabilecek kadar öğrenebilir.
- Tercümanlık hizmeti göçmen öğrenci bulunan her okula verilebilir. Çevrimiçi ya da telefonda tercümanlık hizmetleri sunulabilir. Tercüman niteliğine dikkat edilebilir.
- Göçmen öğrenciler için eğitime başlamadan önce Türkçe dil desteği verilebilir. Hem göçmen öğrenciler hem de aileleri için Türkçe dil kurslarına katılım teşvik edilebilir.
- Göçmen öğrencilere aidiyet duygusu kazandırmak için kendi kültürlerine ait sınıf içi etkinlikler yapılabilir.
- Velilerin katılabileceği okul dışı etkinlikler düzenlenebilir.
- Göçmen öğrencilerin yoğun olduğu bölgelerde çalışan eğitimcilerin motivasyonlarını arttırmak için sosyal destek sağlanabilir. Eğitimcilere rehberlik ve danışmanlık hizmeti sunulabilir.
- Eğitimciler karşılaştıkları sorunlar karşısında yalnız bırakılmamalı, İl Millî Eğitim Müdürlükleri, Sivil Toplum Kuruluşları, Rehberlik ve Araştırma Merkezleri tarafından desteklenebilir.
- Davranış ve sosyal uyum sorunları gösteren çocukların bu davranışları gösterme sebepleri araştırılarak psikolojik destek almaları sağlanabilir. Davranış ve sosyal uyum sorunlarını önlemek amacıyla öğrenciler ders dışı faaliyetlere yönlendirilebilir.
- Maddi sıkıntı içinde bulunan ailelerde çalışmayan yetişkinler için gelir oluşturabilecek mesleki faaliyetler bulunabilir.

- Öğretmenlerin mesleki yeterliliklerini arttırmak için ihtiyaç duydukları hizmet içi eğitimler verilebilir. Hizmet içi eğitimlerin içeriğini öğretmenlerin belirlemesi için ihtiyaç analizleri yapılabilir.
- Derslik sayısını arttırmak için yapılan çalışmalar arttırılabilir.
- Göçmen öğrencilerin yoğun olarak bulunduğu bölgelere özel eğitim politikaları geliştirilebilir.

Araştırmada elde edilen bu sonuçlardan hareketle araştırmacılara şu önerilerde bulunulabilir:

- Benzer araştırmalara göçmen öğrenciler ve velileri dâhil edilerek daha kapsamlı sonuçlar elde edilebilir
- Bu araştırmada nitel desenle çalışılmıştır. Nicel ve karma desenle yapılacak araştırmalarla daha ayrıntılı veriler elde edilebilir.

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Transformation of women’s labor in the public area in republican era: A case of *Çalıkuşu* novel¹

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Transformation of women's labor in the public area in the republican era: A case of Çalığışu novel

Abstract

For centuries, women have been subordinated in the economic sphere. Women, whose labor has always been the subject of exploitation, have only been able to earn the rewards of their labor through severe struggles for rights. It is a historical fact that unlike women's labor, which has been engaged in a much more difficult struggle for rights, especially in the Western world, women's labor struggle during the establishment of the Republic of Türkiye was constructed far beyond the conditions of the 20th century. In this study, how women's labor was constructed after the establishment of the Republic of Türkiye will be examined with the novel "Çalığışu," one of the most prominent works of literature that can shed light on this. Thus, an analysis based on "patriarchy" and "gender," which are critical concepts in the difficulties experienced by women's labor, will be made from the economics-literature framework.

EXTENDED ABSTRACT

As a sub-discipline of economics, 'Economic Thought' has benefited significantly from other disciplines such as history, sociology, psychology, etc. In addition, the possibility of including newly developing fields in its content is the dynamic sub-structure of economic thought. Therefore, as an emerging field, the relationship between economics and literature adds a new field to the dynamic sub-structure of economic thought. Literary works not only focus on an event, environment, reflection of characters, etc. but also depict an economic environment through storytelling through character and fiction. In other words, works of literature reflect the economic and sociological structure. The positioning of women in the labor force has not only been the subject of many academic studies with cause-and-effect relationships. However, it has also inspired many works of literature. In this sense, the presentation of the female labor force in the public sphere contains details that need to be examined. How is women's labor made visible in the public sphere? While labor-capital contradictions within the capitalist system generally produce results to the detriment of labor, this situation can produce even more negative results regarding women's participation in the labor force in the public sphere. In this context, issues such as how women's participation in the labor force can be made visible, under which conditions the right to work between men and women can be made more egalitarian, etc., should be discussed. 'Gender,' on the other hand, unlike the concept of 'sex,' is the socially constructed characteristics assigned to women and men in society. In other words, while sex is innate, gender is socially determined. Literary works are essential keys to understanding the conditions of their period from an economic perspective. The main plot of the work and especially the personality structure of the main character may be compatible with the economic plot.

For this reason, this study aims to examine Reşat Nuri Güntekin's famous novel 'Çalığışu' from the perspective of women's labor force participation in the public sphere, women and economics, based on questions such as how women's participation in the labor force has been constructed from the beginning to the present day, where it has evolved, what difficulties it faces, etc. in the 100th anniversary of the Republic. In this discourse analysis, the concepts of 'patriarchy' and then 'gender' will be used to discuss the position of women in society and, secondly, the place of women in the public sphere and, thus, the female labor force will be examined. Thus, in addition to the relationship between literature and economics, the transformation of the female labor force in the public sphere will be examined through the novel 'Çalığışu,' one of the most prominent works of Turkish literature, which is essential both in terms of bringing a new dimension to the view of the female labor force from an economic perspective and in terms of revealing the mentality construction of a period.

Keywords: Women labor force, Public area, Private area, Economics, Literature, Patriarchy, Gender

INTRODUCTION

The discipline of economics was influenced by the revolutions experienced by the sciences, especially in the 19th century, and emulated the discipline of physics, primarily through the concept of rationality. The pattern of explaining and understanding the economic relations of social phenomena, which has been present in the content of economics since the 18th century, when economics began to become a discipline systematically and has not been rejected, has brought about a shift towards mathematization in the 19th century. However, the connection of economics with disciplines such as sociology, psychology, and history, which are already inherent in economics, will clarify the understanding of many economic phenomena. In this context, can literature be a tool for understanding economic events and revealing economically problematic situations? More precisely, rethinking the areas that have been disconnected from economics (Güler-Aydın & Akdere, 2018: 9) and giving them new content will be able to seek new doors to produce different solutions to economic disruptions.

Economics is a tool to understand the economic actions of people and societies since the last quarter of the 19th. Century economics broke ties with other social disciplines such as history, philosophy, sociology, etc. This disengagement has caused several economic issues. Economics forgot that accepting human behaviors and economic actions as living creatures is a discipline. So, as a new brand studying the field, economics, and literature have common points to explain economic actions and people's behaviors. The reason lies in 'the ideal' world behind two disciplines. Either discipline tries to build an 'ideal world' regarding their aspects.

Here, we interpret the first aim of our study. The first aim of this study is to explain whether any contribution of any literature piece has the power to perceive economic thought. We claim that as two different social disciplines, there is a unique link between economics and literature to determine economic actions. On the other hand, economic actions and discrimination between sexes are unique roles to understand how an economic institution can be built as a political economy action of a country. This discrimination must not be underestimated because, for thousands of years, discrimination between sexes has been a way of economic exploitation. Although it is generally called economic exploitation, there are deeper reasons behind it. This point is our second argument. If there is any sex discrimination in public areas, what circumstances affect it? Thirdly, this study aims to get a link between a literature piece and sex discrimination in public areas.

Pioneering view of women's labour

It is a new field to examine whether the artistic fiction of the literary artist in terms of different literary periods and genres can shed light on the history of economic thought (Güler-Aydın & Akdere, 2018, p. 11) and the most prominent type of economic discrimination. The relationship between economics and literature as a new field in expanding knowledge production is a new area of interest in Turkish and English literature. In the Turkish literature, for example, book chapters such as Sarfati & Atamtürk (2015), Ruben (2017), etc. can be found, while books such as Güler-Aydın & Akdere (2018), Özel (2018) and Özel (2019) are available (Kılıç, 2021, p. 183).

The ideas created in the fictional world of literature also carry contexts that shed light on economic problems. For example, gender discrimination, which is the most visible of economic discrimination but is hidden in a way, can also be read through the fiction of novels. However, it is necessary to understand some basic concepts that will enable us to understand the appearance of women's labor in literature. Through these concepts, it will be more apparent to understand why women's labor was subordinated and how the problems created by these concepts could be overcome with the vision the Republic drew for women.

In any case, sex discrimination is one of the critical discrimination types of economic exploitation. Because it not only separates the two sexes but also causes broad economic exploitation between them. So, one crucial question must be asked: What is the real reason for sex discrimination? In other words, why are women and men treated differently economically? The reason why women and men are dealt with differently is all about gender roles.

Gender roles can be defined as, aside from biological sex differences, women and men have different kinds of roles in society because of their sexes'. Gender role differences cause essential stratification. When society is a traditional type, primarily, men are seen as superior to women. These stratifications generate that different roles and duties are attributed to women, such as being a mother or domestic workers; unlike women, men are seen to be responsible for earning money or having a high-status job responsibility, etc. (Ataklı Yavuz, 2016, p. 79; Akansel, 2022, p. 15).

Thus, one question appears: How are minds being shaped by which sex is responsible for exterior works? This is a socio-cultural dimension. All gender roles are encoded by the society which we belong to. For Butler, sexes are inevitable. However, gender is constructed by society (Butler, 2014).

One can claim two different aspects regarding why roles are differentiated between women and men. The first opinion is the 'naturalist view,' claiming that social differences are rooted in biological differences. The second view is called the 'progressive view,' and it alleges that gender differences are caused by cultural disparities and are constructed socially. The central diversity between the two approaches is based on how they see the inequalities between sexes. According to the 'progressive view,' there are physical and biological differences between women and men. So, it is possible to discuss the division of labor. Men are more robust than women physically. Women have the capability of giving birth. This is why men are seen as responsible for exterior works in terms of 'natural view.'

On the other hand, the 'progressive view' obtains that all gender roles are constructed sociologically. It means that we do not need muscular force in the technological era. Men can sweep either (Ecevit, 2011, p. 5-6; Akansel, 2022, p. 16).

All these debates bring up another point regarding transforming the women's labor force: public area. Although the public area is much more related to political sciences, it profoundly connects with gender debates. Public area is a term to describe an accessible area in order to make critics and opposition where people have a chance to have rights to say about society describing a liberal ideology instead of feudal ideology (Çiçekli, 2019, p. 4). For feminism, public area is a place having rationality where the power is instituted (Çiçekli, 2019, p. 4).

The dichotomy between private area/public area is based on Ancient Greek. Since Ancient Greek biology tried to give an excuse between women and men, the distinction between public area/private area is derived from 'polis' (public area) and 'oikos' (house) notions. Men rule the polis. On the other hand, women belong to the Oikos. The distinction between public/private areas is less particular than ages as in Ancient Greek. Because women in noble families can share the power to some extent., Also, the Christian belief blesses the women in the abbey, which gives them more vital prestige in private areas. In the 17th century, the distinction between 'polis' and 'oikos' was regulated by laws (Günindi Ersöz, 2015, p. 84-85). It is possible to say that historically, women are permanently excluded from public areas. Men have real power in public areas.

For feminists' public area is a way of oppression of men over women. For feminists' the public area is related to masculinity, while the private area is related to femininity. Public area determines politics, and men make it, and economic power occurs here (Çaha, 2006; Koparan, 2020, p. 57). The crucial way to explain why women are excluded by public area can be to clarify economic change in the Industrial Revolution because the home-made production style

has changed. Giant firms and monopolies have occurred. Women have greater responsibilities at home; they are excluded by the production (Sancar, 2009; Koparan, 2020, p. 57).

Nevertheless, women were excluded from production for some time, especially after World War I; the production needed women's labor. Whereas women could have worked any production, the capitalist system pushed women to work specific jobs. This has concluded as men work and women work. Being a teacher, nurse, nursemaid, etc., has been accepted as women's work because almost all of these are directly identified with domestic work.

“Çalığışu” (Wren): Modern working model

When analyzing discrimination based on gender and patriarchy, literature is an essential tool in understanding how social change and transformation take place. Literary works and the periods in which they were written shed light on society's economic, social, cultural, and psychological conditions. For this reason, this study, a vital work of Turkish Literature, sheds light on the period shortly before the Republic was proclaimed and enables us to read about the participation of women in working life and the economic and social consequences of this situation through the concepts of gender and patriarchy, has been selected.

After the Industrial Revolution, women were allowed to be in public areas, but they were only permitted to work in jobs related to domestic work. Could it be possible to evaluate being a teacher as a domestic worker or savior of a country? Our argument is both yes and no. A novel called 'Çalığışu' written by Reşat Nuri Güntekin, gives us a key answer as to why it must be accepted both ways.

After the Turkish Republic announced, there is no doubt that women participate in the labor force as a part of the citizens. On the other hand, women are allowed to work as a continuing part of domestic work. At that point, two relevant essential questions come to mind: Is it possible to understand how gender roles play an essential role in instituting a country and how they affect having a job? Also, is it possible to perceive what kind of circumstances would have been done with a novel piece regarding gender roles?

We argue that gender roles determine what kind of job roles a woman or a man has in a public area. Novels are not only tools to create a world, but they also can have the power to show us what happens in reality. So, in this paper, we choose a novel that has the potential to display how gender roles separate in public areas and how a new country uses this separation mostly in favor of women; however, it has an adverse effect after a while.

In our argument, '*Çalıkuşu*,' which was written by Reşat Nuri Güntekin, has a significant impact on revealing our assumptions. Firstly, *Çalıkuşu* was published before the Turkish Republic was first instituted. Nevertheless, the fiction of the novel has a great power to recognize how gender roles have been separated in the public area and how women are affected by all public area conditions both in their private life and public.

The novel is based on a love story between two cousins. The main characters are Feride (female) and Kâmrân (male). Feride is an orphan, and her cousin's family raised her. She went to a privileged school and learned French as a native. At the novel's beginning, she does not want to admit that she fell in love with her cousin 'Kâmrân.' After a while, Feride and Kâmrân realized that they mutually fell in love and engaged. After a while, Kâmrân went to Europe for an occupation in foreign affairs; Feride returned to her education. When she graduated and returned to Kâmrân from Europe, her family decided to have a wedding for them. Just a day before their wedding, Feride learned he had cheated on her in Europe.

From this part, we will see how she entered the public area as a teacher. First, teaching was considered a proper job for women at the end of the Ottoman Empire and the Republic of Türkiye. We see that the teaching profession is sanctified within the novel's plot. Therefore, at first, teaching was already the most appropriate profession for women in Türkiye's founding history.

The Constitutional Monarchy Period was the first period women were made visible in the public sphere. Women could work in professions such as teaching, nursing, and tailoring, albeit limited. With the establishment of the Republic, the role assigned to women merges with the roles of mother and sister serving for liberation (Karaca, 2012, p. 1-2).

Since the novel is set in the last period of the Ottoman Empire, we often see that women's presence in the public sphere is highly frowned upon by society. On the other hand, concepts such as 'raising the children of the country, motherly affection,' etc., frequently mentioned in the novel, are also often sanctified by the profession of 'teaching,' which allows women to be in the public sphere.

However, even in the teaching profession, which is considered appropriate for women in the public sphere, we see that women can only be in the public sphere or even work with the permission and approval of men. In particular, we observe that the emphasis on 'raising students like children' is associated with the process of building a homeland, which is again in harmony with the role of motherhood. Notably, this emphasis was especially made during the establishment of the Republic of Türkiye.

From Feride's first application to start working as a teacher until the time she is forced to resign, the emphasis on her beauty in the public sphere instead of the importance of her work emphasizes that women should not bring their physical characteristics to the forefront when evaluated from a feminist point of view.

From a critical feminist perspective, the character of Feride represents a free female identity in social and economic contexts (Demir, 2021, p. 335).

In other words, if a woman is to be in the public sphere, she should not carry any characteristics from the private sphere to the public sphere. Otherwise, this is seen as a contrary behavior that disrupts the balance and order of the public sphere. It is even unacceptable for a woman to work as a 'beautiful woman' in a blessed profession such as teaching. This emphasis is repeated quite often in the novel. Almost all events in the novel's fiction are based on Feride's beauty and her clinging to life as a strong woman alone.

Therefore, it can be said here that while trying to maintain the teaching profession, one of the professions deemed appropriate for women due to gender roles, in the public sphere, one can only work by adhering to the boundaries drawn by the public sphere. In other words, the positioning of male and female teachers in the teaching profession in terms of gendered roles is different. This situation has remained the same in the teaching profession, deemed most appropriate for women and considered a highly blessed profession at the foundation of the Republic of Türkiye. These explanations constitute the negative aspect of the reflection of gendered roles in the public sphere, which we emphasized at the beginning of the study.

Then, the second question to be asked is whether there are no positive aspects.

During the establishment of the Republic of Türkiye, many positive economic steps were taken with confidence in reason and science. One of these economic steps was to ensure equality between men and women, albeit relatively. For this reason, although a limited number of professions, such as the training of women scientists, women fighter pilots, etc., were emphasized, the teaching profession was deemed appropriate for large masses of women. The positive aspect of this concerning the position of women in the public sphere is that a gender considered unfavorable even to work in the public sphere during the Ottoman Empire has now found the opportunity to work in the public sphere. Although teaching is called a profession that is considered appropriate for women, primarily if it is remembered that it is a dream for a woman to attend a secretarial course at most, for example, to go to a university in the period mentioned above, this right that the Republic of Türkiye has granted

to women in the public sphere is a reflection of the gendered roles in the public sphere. It is the most favorable state of its reflection in the field.

CONCLUSION

In light of all these explanations, it can be said that women were allowed to participate in the public sphere within the framework of gender roles during the establishment of the Republic of Türkiye. In the public sphere, forms of work that have gendered roles that ensure the continuation of women's roles in the private sphere have been deemed appropriate for women. However, the fact that the Republic of Türkiye, which created a modern state from a closed society such as the Ottoman society, did not create a direct obstacle to women's right to work has led to women becoming more visible in the public sphere as time progressed. Thus, different forms of women's presence in the public sphere have paved the way.

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Kamala Harris's first speech as vice president of the United States: A reflection of feminism on language

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Kamala Harris's first speech as vice president of the United States: A reflection of feminism

Abstract

This study aimed to investigate the manifestation of the Spirit of Feminism in Kamala Harris's inaugural speech as Vice President of the United States. The research aimed to categorize the many manifestations of the spirit of feminism in Kamala Harris's First Speech and examine the statements made in the speech. This study employed a qualitative research design and utilized the Descriptive method. The data was sourced from a transcript video of Kamala Harris, broadcast on November 8, 2020, on YouTube under the channel CNBC Television. The utterances from that video were gathered by selecting and emphasizing the spoken words. The dataset for this investigation consisted of 13 utterances. The analysis revealed 13 utterances, comprising three instances of education equality, three instances of gender equality, one instance of equal liberty, three instances of rights for women as a social class, and three instances of prejudice and discrimination.

EXTENDED ABSTRACT

Introduction

Kamala Harris delivered her inaugural speech on Saturday, November 7, 2020, in Wilmington, Delaware. She wore a white dress and was observed during the live feed of Joe Biden and Kamala Harris' victory speech on the ABC News YouTube channel. The study aimed to examine the delivery of feminism in a speech. The study assesses how Kamala Harris's speech has influenced women in the United States.

Conceptual and Theoretical Framework

Concepts

Prioritizing the emancipation of women, the term "feminism" encompasses political and social ideologies and ethical principles. The perception that women are irrational and emotive prevents them from attaining political leadership positions, thereby diminishing their prestige. Feminism originated from women's aspiration for gender equality with men (Hannam, 2007). The women who produced these works demonstrate their pursuit of equal rights, particularly in education. Subsequently, in the wake of the French Revolution, women began to exhibit a keen interest in innovative ideas. They assert that the bond between genders has been successfully eradicated and has transformed into multiple factions that have rejected conventional ideas about femininity throughout that era and strived to dismantle masculine dominance. In her book on Feminism, Hannam (2007, p.22) defines feminism as the recognition of the unequal distribution of power between genders, where women are placed in a subordinate position to men. The belief is that the societal position of women can be changed due to its constructed nature and emphasis on women's independence and self-governance.

Literature Review

"Language and gender" pertain to the interplay between linguistic expressions associated with masculinity and femininity. Gender disparities manifest in the statements, lifestyles, and perspectives of both men and women (Gu, 2013). The majority of the research's findings support the notion that women are incompetent language users and that their language is inferior. Many feminist academics from many disciplines take the initiative to rethink and reinterpret gender and language in reaction to such "sexist" discoveries. They use a variety of strategies, but two prominent ones are the "dominance" and "difference" viewpoints.

Method

This study examined the inaugural address delivered by Kamala Harris. This study utilized a qualitative research methodology, indicating the need for a thorough examination and the absence of any quantitative conclusions. Creswell (2009, p.33) defines qualitative research as a method for analyzing the responses of individuals or groups to social or human issues.

Results and Discussion

The researcher disseminated the research findings and analysis through a YouTube channel called "CNBC Television" on November 8, 2020, to conduct this investigation. After thoroughly examining Kamala Harris's inaugural speech video, which involved watching her speech on "CNBC Television," published on November 8, 2020, and carefully reviewing the transcripts, I identified and marked the sections of the speech that embodied feminist ideals. Subsequently, the researcher annotated certain words spoken by Harris and assigned numerical

values to the selected sections for the study. Thirteen statements were to be examined within six categories of spiritual feminism, which encompass education equality, gender equality, equal liberty, consciousness against misogyny, women's rights as a social class, and prejudice and discrimination.

Conclusion and Recommendations

Kamala Harris' inaugural address as Vice President of the United States dismantled gender and racial obstacles, acknowledged the hardships endured by previous generations, advocated for harmony, and underscored the significance of female perspectives and inclusivity. The emphasis on leadership in the film exemplified the essence of feminism. Her groundbreaking election serves as a source of motivation for women and girls globally, emphasizing the significance of inclusivity and gender parity in both governance and society.

Keywords: Kamala Harris first speech, Spirit of feminism, Feminist statement, Feminism on language

INTRODUCTION

Although women constitute 50% of the population in the United States, they continue to be inadequately represented in politics (Joseph et al., 2022). During the 117th United States Congress, women occupied 26.54% of the seats, indicating this disparity (Cassidy & Liebenow, 2021). For example, the most prominent governmental positions in the United States are the Vice-Presidency and the Presidency. Traditionally, these fields have been predominantly male-dominated, and women who wish to enter them encounter obstacles (Smith et al., 2007). Based on these assertions, it can be inferred that men have a higher social standing than women. This issue has endured for an extended period. Women had no power whatsoever in this existence. This situation is a result of the inherent dominance of men over women. While this situation continues, women cannot act with the same level of freedom as men due to the limitations imposed on them.

The essence of feminism is the belief that women should possess self-reliance, the ability to assert themselves, and the capacity to safeguard themselves and their own. Feminist women will actively oppose and confront oppression, exploitation, marginalization, and violence. Feminism encompasses social philosophies, political ideologies, and moral theories centered around women's liberation. Women are often excluded from leadership positions in politics due to the perception that they are irrational and driven by emotions, leading to their diminished social standing. Women in society are commonly perceived as responsible for their families' care and well-being, particularly their spouses (Rowlett, 2021). Hence, women must contemplate strategies to attain equitable positions and rights inside their community, which is one of the challenges they encounter. Women should exhibit their ability to showcase their identity and their role in society.

Many groups are fighting for women's rights and interests, and feminism is a global phenomenon (Dewi et al., 2022). As a field of study, feminism is concerned with the fight for gender equality and the empowerment of women (Sam et al., 2019). As an example, women

face social restrictions on their rights owing to factors such as family responsibilities and an unjust lack of opportunities to pursue higher education. The goal of the feminist movement is to improve women's position in society. According to Arif et al. (2022), the movement has become practically ubiquitous in modern culture. Activists began to take action when they realized women's rights were on par with men's (Hannam, 2007). As a subfield of literary studies, it is highly pertinent. Women's literary canon, including their works, readers, language traits, and leadership roles, are all part of this (Ariska & Yanti, 2022). Consequently, a woman can liberate herself from subjugation and dominance.

The term "first speech" refers to the inaugural speech given by a newly elected member of the House of Representatives. Even if a member possesses previous legislative experience in a State Parliament or the Senate, following their recent election, a newly appointed member frequently delivers their inaugural speech in a newly convened Parliament as part of the Reply debate. On several occasions, members selected in by-elections have given their first speeches while discussing appropriations measures, where the typical requirement of relevance does not apply (Handayani, 2021). The suspension of the relevance rule permits members to initiate discussions on measures otherwise subject to the rule.

Kamala D. Harris is Joe Biden's U.S. Vice President. On January 20, 2021, she made history by being inaugurated as the Vice President of the United States, being the first woman, first African American, and first South Asian to hold this office (Cassidy & Liebenow, 2021; Joseph et al., 2022). Throughout her public service career, encompassing positions such as San Francisco District Attorney, California Attorney General, and United States Senator, she was ultimately selected as the Vice President. Kamala obtained a juris doctorate from the University of California. She was born in Oakland, California, on October 20, 1964, to parents of Indian and Jamaican descent. Shyamala Gopalan, the mother of Kamala and Maya Harris, substantially influenced her daughters. Kamala is driven by her mother's counsel to avoid being the final individual, even if she may be the first person to accomplish numerous feats (Immelman, 2020). Nevertheless, according to a survey conducted by USA Today, Kamala Harris currently holds one of the most unfavorable public approval ratings among vice presidents in recent times, standing at a mere 28%. Kamala Harris faced significant challenges on her path to becoming the Vice President of the United States. One contributing element to the current increase in anti-Asian attitudes is the exacerbation caused by the pandemic, with many individuals attributing blame to China for the virus.

Kamala Harris delivered her inaugural speech on Saturday, November 7, 2020, in Wilmington, Delaware. She wore a white dress and was observed during the live feed of Joe Biden and Kamala Harris' victory speech on the ABC News YouTube channel. Harris appeared to be the initial individual to ascend the podium. In her November victory address, the ex-California Senator confidently addressed a throng in Wilmington, Delaware, stating, "Although I may be the inaugural female occupant of this position, I will certainly not be the final one" (Amaireh, 2022).

Thus, the researcher is interested in researching the spirit of feminism portrayed in Kamala Harris's first speech as Vice President of the United States. The study aimed to examine the delivery of feminism in a speech. The study assesses how Kamala Harris's speech has influenced women in the United States.

More than just conveying ideas, language has many applications. This cultural relic exemplifies the disparities in communication among individuals from several linguistic backgrounds. Social factors and cultural norms inherently influence the selection of languages within a civilization. Through its utilization, language has often functioned to expose and assert authority and power. Linguistic abilities possess influence, and societal norms dictating the appropriate speech and behavior for each gender illustrate this phenomenon.

"Language and gender" pertains to the interplay between linguistic expressions associated with masculinity and femininity. Gender disparities manifest in the statements, lifestyles, and perspectives of both men and women (Gu, 2013). The study of language and gender is an interdisciplinary field that explores various speech patterns about gender, gender dynamics, gendered behaviors, and sexuality. Unlike women, who are OK with their subservient positions, men are more preoccupied with power and aspire to be leaders. Men stress clear and straightforward communication, while women use subtlety, implicitness, and indirectness in their speech. They need to articulate their emotions.

The majority of the research's findings support the notion that women are incompetent language users and that their language is inferior. Many feminist academics from many disciplines take the initiative to rethink and reinterpret gender and language in reaction to such "sexist" discoveries. They use a variety of strategies, but two prominent ones are the "dominance" and "difference" viewpoints. One sees the power dynamics between men and women—the dominant and the subordinate—reflected in the linguistic variations between men and women (Mulyani, 2014).

Based on the overarching philosophy of feminism, women ought to possess the autonomy to advocate for themselves, defend themselves and their species, and exhibit independence. Feminist women will actively oppose oppression, violence, exploitation, and marginalization. Prioritizing the emancipation of women, the term "feminism" encompasses political and social ideologies and ethical principles. The perception that women are irrational and emotive prevents them from attaining political leadership positions, thereby diminishing their prestige. As per societal conventions, women must support their families, with particular emphasis on their spouses (Rowlett, 2021).

In the early twentieth century, Virginia Woolf established feminism by publishing *A Room of One's Own* (1929). Feminist femme (woman), derived from the word feminist, denotes a social class of women who advocate for women's rights. The objective is to achieve an equilibrium between feminism and gender relations. In a broader sense, the feminist movement urges women to repudiate all efforts by the dominant culture to marginalize, degrade, and subjugate them, including in the realms of politics, the economy, and routine social interactions.

Feminism originated from women's aspiration for gender equality with men (Hannam, 2007). The women who produced these works demonstrate their pursuit of equal rights, particularly in education. Subsequently, in the wake of the French Revolution, women began to exhibit a keen interest in innovative ideas. They assert that the bond between genders has been successfully eradicated and has transformed into multiple factions that have rejected conventional ideas about femininity throughout that era and strived to dismantle masculine dominance. In her book on *Feminism*, Hannam (2007:22) defines feminism as the recognition of the unequal distribution of power between genders, where women are placed in a subordinate position to men. The belief is that the societal position of women can be changed due to its constructed nature and emphasis on women's independence and self-governance.

Equality in Education

Multiple iterations of educational equity exist. This could pertain to interpersonal connections and protocols inside educational institutions, scholastic achievements, or the availability of educational opportunities. Ensuring educational parity is crucial to enable women to enjoy equal opportunities and outcomes as men in terms of economic self-sufficiency and autonomy. Spouses are more suitable companions for their spouses compared to domestic servants. Women can engage in employment outside of their household in this particular situation. According to Rosemarie Tong (1988), women must acquire an education to support themselves and have opportunities for personal growth. All people have the right to equal opportunities to

obtain an education, which enhances their cognitive and ethical abilities and enables them to realize their human potential fully.

Gender equality

Gender equality refers to the state where individuals of all genders possess equal rights, responsibilities, and opportunities. The repercussions of gender inequity extend to all persons, encompassing men, women, transgender, and gender-nonconforming individuals, children, and families. Individuals from many age groups and ethnic backgrounds are impacted (Piscopo, 2015).

Gender equality eradicates rigid gender roles and stereotypes, violence directed at women and girls, male dominance in decision-making and constraints on women's autonomy, and male relationships that promote aggression and disrespect for women. Gender equality is crucial in population and development programs since it enables individuals, regardless of their gender, to make informed decisions that positively impact their sexual and reproductive health, as well as the well-being of their partners and families. Gender equality is a fundamental human right and a prerequisite for a stable, prosperous, and sustainable planet.

Equal liberty

One of the goals of liberal feminists is to attain unrestricted autonomy in expressing their thoughts and actions. Liberal feminism advocates for women's pursuit of freedom due to their occasional lack of rights compared to males and their frequent adherence to societal norms. Many women are deprived of autonomy in their actions and decision-making. Liberal feminism promotes women's autonomy to engage in the same activities as men daily, at a minimum. To achieve sexual equality or gender justice, society must confer women identical political, economic, and educational rights as males. Education is essential for vocations or positions, even without opportunities for political rights (Mukrimaa et al., 2016).

Consciousness opposing misogynistic

Misogyny is the precise term used to describe the intense dislike or hostility towards women. The term is etymologically derived from the Greek terms *misein*, meaning "to hate," and *gyn*, meaning "woman." A misogynist believes that women are inherently inferior to men and hence does not believe they should receive equal wages. Throughout history, misogyny has been widespread, extensively discussed in Western intellectual discourse, and continues to persist in the form of objectification and violence directed toward women (Piñeiro-otero et al., 2021). The following modifications are necessary to prevent the occurrence of excessive proselytists,

even towards women who challenge their societal roles and disrupt the patriarchal hierarchy. They often display arrogant, boisterous, unruly, or defiant behaviors. The social consequences of misogyny on defiant women, who may be derogatorily labeled as witches, sluts, or prostitutes, account for this phenomenon.

Women's rights as a social class

Feminist activists have advocated for women's legal entitlements, encompassing contractual and property rights and suffrage. They have also championed women's bodily autonomy and integrity, including the right to abortion and access to comprehensive prenatal care. Furthermore, they have campaigned for the safeguarding of women and girls against domestic violence, sexual harassment, and rape. Additionally, feminist activists have fought for workplace rights, such as maternity leave and equitable remuneration, while opposing misogyny and all other manifestations of gender-based discrimination.

The rights of women are considered to be fundamental human rights that are safeguarded by international human rights treaties and other legal instruments. These rights encompass several entitlements, such as freedom from discrimination, the right to life, the prohibition of torture, the right to privacy, access to healthcare, the right to a decent existence, and the right to safety, among numerous others. Nevertheless, human rights legislations consider the impact of women's distinct societal situations on their capacity to obtain and exercise their rights (Salaam, 1979).

Prejudice and discrimination

Prejudice is an unjust and baseless judgment of an individual based on affiliation with a particular social group. Discrimination refers to individuals' unjust or unfavorable treatment based on their membership in a specific class, group, or category. Discrimination pertains to observable actions, while prejudice pertains to thoughts and emotions.

Prejudice encompasses intense negative emotions towards another person or group and the experience of these emotions. An individual's employability and potential for success in the workplace might be hindered by unfavorable views and preconceived notions, leading to mistreatment and bias. Individuals' opportunities, well-being, and feelings of agency are all impacted by discrimination. Individuals who are subjected to discrimination regularly may internalize the stigma or prejudice that is held against them, which can lead to ill health, humiliation, low self-esteem, fear, and stress.

METHOD

This study examined the inaugural address delivered by Kamala Harris. This study utilized a qualitative research methodology, indicating the need for a thorough examination and the absence of any quantitative conclusions. Creswell (2009:33) defines qualitative research as a method for analyzing the responses of individuals or groups to social or human issues. In addition, as stated by Cohen (2007:168), qualitative research serves several purposes, such as providing descriptions and reports, generating significant concepts, producing theories, and testing theories.

The researcher extracted the data from the social media platform YouTube. The primary data source for this study was the transcription of Kamala Harris' victory speech. The film was uploaded on November 8, 2020, to the YouTube channel CNBC Television. The video can be seen via the following YouTube link: <https://www.youtube.com/watch?v=2VdwMNexBHc>. Kamala Harris' victory speech resonated with the aspiration of a generation of women to have equal opportunities for success.

The researcher employed the non-interactive documentation strategy to collect the necessary data from the chosen source for this study. This data was used to assess the video and text of Kamala Harris' inaugural speech. The researcher undertook the following steps to gather data: specifically, they watched the video of Kamala Harris' inaugural speech, transcribed the speech, and carefully studied the transcript. Subsequently, identify and mark the potential expressions of feminism, then assign numbers to the marked expressions. The data identified above exemplify the essence of feminism.

Data analysis was conducted in this study after the collection of data. The data analysis technique utilized in this study employed Miles, Huberman, and Saldana's (2014) framework, which involves several stages categorized explicitly into three parts: data condensing, data presenting, and conclusion drawing or verification. The researcher engages in the process of reading, interpreting, learning, and analyzing a single sentence made by Kamala Harris in her inaugural speech in order to acquire the script. Next, the researcher attempts to determine whether the subject matter exhibits characteristics of feminism. Next, the data selected will be scrutinized to ensure its suitability for the analysis of feminism. Subsequently, the researcher condenses them into a table that categorizes and illustrates the essence of feminism.

The researcher collated the data into a table for analysis in this study. Subsequently, the data was presented and scrutinized comprehensively, drawing upon the principles of feminism

theory. The analysis must be concluded and rigorously verified utilizing field-collected data as the final stage of the next several steps.

Spirit Of Feminism in Kamala Harris' Speech

The researcher disseminated the research findings and analysis through a YouTube channel called "CNBC Television" on November 8, 2020, to conduct this investigation. After thoroughly examining Kamala Harris's inaugural speech video, which involved watching her speech on "CNBC Television," published on November 8, 2020, and carefully reviewing the transcripts, I identified and marked the sections of the speech that embodied feminist ideals. Subsequently, the researcher annotated certain words spoken by Harris and assigned numerical values to the selected sections for the study.

Thirteen statements were to be examined within six categories of spiritual feminism, which encompass education equality, gender equality, equal liberty, consciousness against misogyny, women's rights as a social class, and prejudice and discrimination.

Table 1. *Spirit feminism in Kamala Harris's first speech*

No.	Spirit Feminism	Kamala Harris's First Speech	Minutes
1.	Rights for women as a social class	"We have also witnessed your courage, your resilience, and the generosity of your spirit."	0:03:55
		"It is his love for Jill, who will be an incredible first lady."	0:05:23
		"With a new generation of women in our country who cast their ballots and continued the fight for their fundamental right to vote and be heard."	00:08:01
2.	Prejudice and discrimination	"Black women, Asian, White, Latina, Native American women who throughout our nation's history have paved the way for this moment tonight."	0:06:58
		"Women who fought and sacrificed so much for equality, liberty, and justice for all, including the Black women, who are often, too often overlooked."	0:07:20
		"To root out systemic racism in our justice system and society."	0:10:25
3.	Education equality	"Tonight, I reflect on their struggle, determination, and the strength of their vision to see what can be."	0:08:17
		"But while I may be the first woman in this office, I will not be the last because every little girl watching tonight sees that this is a country of possibilities."	0:08:56
		"Dream with ambition, lead with conviction, and see yourselves in a way that others may not, simply because they have never seen it before, but know that we will applaud you every step."	0:09:27
4..	Gender equality	"Joe's character that he dared to break one of the most substantial barriers that exist in our country and select a woman as his vice president."	0:08:33
		"And to the children of our country, regardless of your gender, our country has sent you a clear message."	0:09:17

		"I will strive to be a vice president like Joe was to President Obama."	0:09:55
5.	Consciousness opposing misogynistic	-	-
6.	Equal liberty	"thank you for turning out in record numbers to make your voices heard."	0:03:31

From the numerous statements made by Kamala Harris throughout the speech, it can be deduced that she expressed admiration for the courage and determination of women in their fight for equal rights. This encapsulates the ideology of recognizing and appreciating the contributions made by women to society, as well as granting them the authority and ability to make decisions and take action. In addition, Kamala Harris acknowledged the significant contributions made by women of all ethnic backgrounds throughout the history of the United States, paving the way for the progress we see today. Furthermore, she underscored the utmost importance of addressing and countering structural racism across both society and the judicial system. Furthermore, Kamala Harris' speech showcased her determination to achieve educational parity and her cognizance of the obstacles encountered by women. Kamala Harris served as a source of inspiration for young women, encouraging them to pursue their aspirations and embrace daring endeavors.

In addition, Kamala Harris highlighted Vice President-elect Joe Biden's exceptional endeavors in overcoming a substantial barrier woman in the United States encountered to gender equality. This message highlights the need to achieve gender equality in leadership positions. Subsequently, Kamala Harris acknowledged the numerous individuals participating in elections to ensure their opinions were recognized. This exemplifies the principles of democracy and the active participation of the community in the decision-making process.

Kamala Harris's message of gender equality and respect for women's roles discreetly emphasized the significance of raising awareness about discrimination and prejudice, although she did not say so explicitly. Kamala Harris's speech exhibited a steadfast dedication to feminist ideals, gender parity, and egalitarianism. Admire the courage and struggle of women to surmount the obstacles in society. Further, this discourse imparts a motivational admonition to the younger cohort, particularly women, encouraging them to pursue their aspirations confidently.

1. Education Equality

Three statements point in that direction according to the obtained data regarding the nature of education equality. At 8:56 minutes into her first address, Kamala Harris stated, "However,

although I may be the first woman to enter this office, I will not be the last because each young girl in attendance tonight will see that this nation is replete with opportunities."

This is consistent with Rosemarie Tong's (1988) theory that everyone is entitled to an equal opportunity to pursue an education to develop their rational and moral capacities and realize their complete human potential. Therefore, all individuals must be afforded equal educational opportunities to become leaders.

Nevertheless, there are instances of educational inequality in the U.S., particularly at Harvard University, where race is considered a criterion for admitting new students in order to promote the inclusion of historically marginalized groups, such as black Americans, in the student body. According to Quintana et al. (2012), the Supreme Court ruled that a person's racial or ethnic background could be considered when admitting new students to achieve a diverse student body.

Therefore, an organization known as Students for Fair Admissions, chaired by Edward Blum and boasting a membership of 20,000 individuals, initiated legal action against Harvard and UNC. The case alleges that the universities' admissions practices, which take race into account, unfairly disadvantage Asian students who are equally qualified. The complaint (Garg et al., 2022) asserts that Asian American students are underrepresented in both universities despite their exceptional academic accomplishments.

2. Gender Equality

The following data were obtained for the type of gender equality, and three utterances lead to the direction of gender equality. One of Kamala Harris's words in her first speech at 09.17 minutes is, "And to the children of our country, regardless of your gender, our country has sent you a clear message."

Kamala Harris reaffirmed this in her inaugural speech, emphasizing that the United States is committed to accepting and attentively considering all individuals, irrespective of their gender, along with their ideas and perspectives. According to Piscopo's (2015) theoretical framework, gender equality refers to a situation in which individuals of all genders, including men, women, transgender individuals, children, and families, possess equal rights, responsibilities, and opportunities.

Throughout its history, gender inequality in the United States has decreased, and since the early 1900s, substantial strides have been taken toward achieving equality. Notwithstanding these progressions, gender inequality continues to endure in various manifestations within the United States. These include the unequal distribution of domestic laborers, occupational segregation,

and women's political representation and participation. Since the 1920s, the reduction of gender inequality has been the subject of numerous significant laws and remains an ongoing objective. The United States was positioned 30th out of 149 countries in the World Economic Forum's 2021 gender equality ranking (England et al., 2020). Furthermore, the United States is rife with transgender men and women, in addition to the inequalities, prejudice, and violence observed against men.

3. Rights for Women in a Social Class

The third data obtained for rights for women as a social class shows that four utterances lead to the direction of rights for women as a social class. One of the words Kamala Harris used in her first speech at 08.01 minutes was, *"With a new generation of women in our country who cast their ballots and continued the fight for their fundamental right to vote and be heard."*

According to Dewi et al. (2022), women's legal rights encompass the entitlement to engage in contracts, own property, and exercise the right to vote. They are, furthermore, advocating for women's entitlement to bodily autonomy, including abortion rights and reproductive rights, while opposing any other kind of gender-based discrimination. Kamala Harris is hopeful that the emerging cohort of American women will empower her to persist in advocating for their fundamental rights to vote and have their voices heard.

The 19th Amendment to the United States Constitution granted women suffrage, enabling them to participate in elections. The American Secretary of State, Bainbridge Colby, officially approved the Amendment on August 26, 1920. The Amendment was ratified during a 70-year period when women were deprived of the right to express their opinions. The text consists of two sections that state the following: "The United States or any State cannot deny or reduce the voting rights of U.S. citizens based on their sex," and "Congress has the authority to enforce this article through suitable legislation." In July 1848, because numerous women were disenfranchised, the topic of discussion revolved around women's suffrage. Elizabeth Cady Stanton and Lucretia Mott conducted this presentation at Seneca Falls, New York. Subsequently, following their consent to provisions upholding women's entitlement to education and access to employment, they adopted a resolution asserting, "It is incumbent upon women in this nation to safeguard their esteemed entitlement to suffrage." The Seneca Falls Convention, which advocated for women's suffrage, faced public mockery and witnessed the withdrawal of support from various women's rights activists. Nevertheless, the resolution initiated the onset of the women's suffrage movement in America (Arif et al., 2022)

4. Prejudice and Discrimination

In the following data obtained for the type of prejudice and discrimination, three utterances lead to the direction of prejudice and discrimination. One of the words of Kamala Harris in her first speech at 07.20 minutes, namely, *"Women who fought and sacrificed so much for equality, liberty and justice for all, including the Black women, who are often, too often overlooked."*

This line (Hannam, 2007) defines discrimination as an individual's unjust or unfavorable treatment based on their membership in a particular class, group, or category. Distinction pertains to conduct, while prejudice concerns one's thoughts and emotions. Prejudice encompasses the negative sentiments directed at another individual or group and denotes the sentiments themselves.

Over three centuries, the United States (U.S.) has seen a prolonged history of racial conflict. The incident involving George Floyd, an African American man, in the United States, has generated significant attention from both the American populace and individuals worldwide. This is due to the pervasive nature of racial discrimination perpetrated by white individuals against black individuals. Black individuals face significant challenges in blending into white American culture due to their historical enslavement and forced migration to the country. Consequently, the concept emerged that black individuals are seen as inferior citizens, which has become a fundamental aspect of the social framework in the United States (Roberts et al., 2022).

Despite being recognized as the global leader in innovation and championing human rights, the U.S. Government persists in implementing discriminatory legislation. It has yet to ratify specific laws to eradicate discrimination (Tsani & Ratnadewi, 2022). Racism, racial prejudice, and intolerance present significant dangers to the global community's capacity to progress socially.

5. Equal Liberty to Vote

In the following data obtained for the type of equal liberty, one utterance leads to the direction of equal liberty. The word is in Kamala Harris's first speech at 03.31 minutes: *"Thank you for turning out in record numbers to make your voices heard."*

According to this line of reasoning (Mukrimaa et al., 2016), one of the objectives of liberal feminism is the liberty to speak and act as one pleases. Women often find themselves subject to greater societal expectations and restrictions that restrict their autonomy compared to men. As a result, Kamala Harris is highly appreciative of the ballots that were cast in her favor; in particular, she is pleased that the opinions of the women who spoke were heard broadly, demonstrating that women are unrestrictedly permitted to express themselves.

Currently, in the United States, it is evident that 46 percent of participants expressed a diminished sense of freedom to discuss political matters compared to ten years before. 30% had similar sentiments. Merely 21 percent of individuals acknowledge experiencing a heightened sense of freedom despite the substantial surge in expressing opinions in public domains through social media over the past decade (Cassidy & Liebenow, 2021).

The researchers discovered that Kamala Harris's first speech encompassed various themes: education equality, gender equality, women's rights, the social right to vote, equal liberty, and combating prejudice and discrimination. These aspects collectively demonstrate Kamala Harris's embodiment of the principles of feminism. She presents her address as a contemporary, accomplished, self-reliant woman who achieves leadership in the United States. Her endeavors to protect her community from male subjugation and strive for parity in jobs, opportunities, and rights between genders exemplify her feminist ethos. Nevertheless, Kamala Harris did not address the issue of misogyny in her speech. This demonstrates a lack of feminist ideology in Kamala Harris's initial statement, as she does not exhibit a conscious opposition to misogyny. Kamala Harris' inaugural speech as Vice President of the United States aligns closely with the principles outlined in June Hannam's theory from 2007. According to Hannam, feminism advocates for women's independence, self-defense, and protection of themselves and their community. This philosophy reflects the overall ideology of feminism, which is a continuously evolving concept when women want gender equality with men. Women who advocate for feminism actively oppose violence, exploitation, and injustice.

This has also addressed the identification of the issues presented in chapter one, including Kamala's encounters with racism and discrimination due to her Asian and black immigrant background. Consequently, Kamala encountered skepticism, suspicion, and gender-based discrimination as vice president. Nevertheless, Kamala demonstrated that her gender does not hinder her ability to be an effective leader and has garnered significant admiration from the American populace. In her speech, she expressed her optimism for the emergence of more female leaders in the United States, emphasizing the importance of gender equality in both political and social spheres. This is further reinforced by Joe Biden's decision to select women as U.S. delegates, demonstrating his recognition of women's potential as leaders and their equal opportunity to males in U.S. leadership roles.

CONCLUSION

Ultimately, Kamala Harris' inaugural address as Vice President of the United States dismantled gender and racial obstacles, acknowledged the hardships endured by previous generations,

advocated for harmony, and underscored the significance of female perspectives and inclusivity. The emphasis on leadership in the film exemplified the essence of feminism. Her groundbreaking election serves as a source of motivation for women and girls globally, emphasizing the significance of inclusivity and gender parity in both governance and society. Kamala Harris is set to assume the position of the 49th Vice President of the United States in January 2021. Kamala Harris, a politician, has long been advocating for women's rights in the United States. She has held multiple public roles throughout her career, enabling her to shape policies on specific matters. She prioritizes ensuring access to reproductive health care, achieving wage parity, safeguarding against violence targeting women, and promoting women's empowerment. Kamala Harris' views and activities have undergone a process of development and change since she assumed her formal position.

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Beşinci sınıf Türkçe ve İngilizce ders kitaplarında 21. yüzyıl becerilerine yer verilmesinin incelenmesi

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Araştırmacıların çalışmaya katkısı

1. Yazarın katkısı: Makaleyi yazdı, verileri topladı ve sonuçları analiz etti/raporladı (%40).
2. Yazarın katkısı: Makaleyi yazdı, verileri topladı ve sonuçları analiz etti/raporladı (%35).
3. Yazarın katkısı: Makaleyi yazdı, verileri topladı ve sonuçları analiz etti/raporladı (%25).

Çıkar çatışması

Yazar(lar) bu çalışmada olası bir çıkar çatışması olmadığını beyan ederler.

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Türkiye’deki beşinci sınıf Türkçe ve İngilizce ders kitaplarında 21. yüzyıl becerilerine yer verilmesinin incelenmesi

Öz

Bu araştırma ile Türkiye’deki beşinci sınıf Türkçe ve beşinci sınıf İngilizce ders kitaplarında bulunan 21. yüzyıl becerilerine hangi boyutlarda yer verildiğini tespit etmek amaçlanmıştır. Ders kitapları, dil öğretiminin gerçekleşmesinde en çok kullanılan kaynaklardan birisidir ve çağın ihtiyaçlarına cevap verebilecek şekilde tasarlanmalıdır. Öğrencilerin 21. yüzyılın ihtiyaçlarına cevap verecek nitelikte yetişebilmeleri, 21. yüzyılın becerileriyle donatılmaları ise önemli görülmektedir. Türkiye’deki ders kitaplarından sorumlu olan Talim Terbiye Kurulu Başkanlığı tarafından 21. yüzyıl becerileri; dil ve iletişim, okuryazarlık, öğrenme, benlik, çalışma, üst düzey düşünme, sosyal ve duygusal ve temel beceriler başlıkları ve bu başlıklara bağlı alt başlıklar şeklinde ele alınmaktadır. Bu kapsamda, araştırmanın amacına uygun şekilde nitel araştırma yöntemlerinden doküman incelemesi tercih edilmiştir. Verilerin analizi alanlarında uzman araştırmacılar tarafından kodlama yapılarak doküman analizi ile sağlanmıştır. Elde edilen bulgulara göre her iki ders kitabının 21. yüzyıl becerilerini tam olarak kapsamadığı tespit edilmiştir. Araştırma sonucunda, 21. yüzyıl becerilerinin müfredatta ve ders kitaplarında daha fazla yer alması gerektiği vurgulanmaktadır. Araştırmada elde edilen bu sonuçlara göre, çalışma becerilerinin ayrı bir tema ve ünite, benlik ve temel değerlerin ise kitap genelindeki konularla ele alınması önerilmektedir. Ayrıca, gelecekteki araştırmalarda kullanılan veya tasarlanan ders kitaplarının ise 21. yüzyıl becerileri bakımından incelenmesi önerilmektedir.

Anahtar Kelimeler: 21. yüzyıl becerileri, Türkçe ders kitabı, İngilizce ders kitabı, Ortaokul

Examining the inclusion of 21st century skills in fifth grade Turkish and English coursebooks in Türkiye

Abstract

This research aims to determine the extent to which 21st-century skills are covered in the fifth-grade Turkish and fifth-grade English coursebooks in Türkiye. Coursebooks are one of the most used resources in language teaching and should be designed to meet the needs of the era. We consider important for students to be equipped with skills that respond to the demands of the 21st century. In Türkiye, the Board of Education, responsible for coursebooks, addresses 21st century skills under the headings of language and communication, literacy, learning, self, work, critical thinking, social and emotional, and basic skills, along with related subheadings. In this context, in line with the research objective we preferred a qualitative research method, document analysis. We conducted data analysis through document analysis. The findings indicate that neither of the coursebooks fully covers 21st century skills. As a result of the research, we emphasized that 21st century skills should be more prominently featured in the curriculum and coursebooks. Based on the results obtained in the research, we recommended to address work skills in a separate theme and unit, while integrating self and basic values throughout the book's topics. Additionally, for future research, it is suggested to examine the extent to which used or designed coursebooks incorporate 21st century skills.

EXTENDED ABSTRACT

Introduction

The educational philosophy after the Industrial Revolution emphasized change and progressivism. Progressivism aims to centralize the student, abandon rote methods, and develop critical thinking skills. Education holds a significant position for individuals, societies, and economies. With Industry 4.0, the business world has transformed, and there is a need to adapt to modern technologies. Another goal of education is to align its programs with these changes and to prepare the workforce that the business world needs. Technology, the driving force behind innovation, is expected to bring about more innovations in our world. Therefore, education should focus on the skills that will be needed in the future. Based on the contemporary world, the skills that will be needed in the future are defined as 21st century skills. Studies on 21st century skills in Türkiye are included in the reports of the Ministry of National Education, the Department of Educational Research and Development and

the Board of Education. It is stated that the most used material by teachers in language teaching is coursebooks in the transfer of skills determined by the Board of Education to students. It is widely accepted that native language and foreign language skills are crucial for understanding and explaining 21st century skills.

Conceptual Framework

This study will examine the inclusion of 21st-century skills in the fifth-grade Turkish and English coursebooks prepared by the Board of Education. In this context, when we look at the titles and subheadings determined by the Board of Education, the 21st-century skills and core values are as follows:

- Language and communication (active listening, negotiation, interaction in native and foreign languages),
- Literacy (financial, media, health, environmental, numerical, citizenship, visual, science, information, and communication literacy),
- Learning (learning to learn, active learning, and academic skills),
- Self (resilience, leadership, curiosity, motivation, self-control, self-regulation, self-awareness, self-confidence, self-esteem, self-efficacy, perseverance, taking responsibility, and making responsible decisions),
- Work (entrepreneurship, productivity, resource management, accountability),
- Higher-order thinking (critical thinking, problem-solving and decision-making, reflective thinking, analytical thinking, metacognition, creative and innovative thinking),
- Social and emotional (psychological well-being, emotion regulation, planning and organization, empathy, collaborative work, social and cultural awareness, flexibility and adaptability, relationship management, conflict resolution),
- Basic skills (savings, respect, love, honesty, justice, friendship, helpfulness, patriotism, morality, conscience, etiquette).

Research Significance

This research is deemed significant due to its potential to enhance the effectiveness of Turkish and English coursebooks, aligning them more closely with 21st-century skills. Additionally, the examination of coursebook alignment with these skills is expected to yield recommendations for future editions.

Research Purpose

This study aims to examine the fifth-grade Turkish and English coursebooks used in Republic of Türkiye Ministry of National Education (MoNE)-affiliated schools regarding their incorporation of 21st-century skills. The research seeks answers to the following questions:

- Do the fifth-grade Turkish and English coursebooks, designated as MoNE coursebooks for the 2023-2024 academic year, encompass the 21st-century skills as determined by the Board of Education?
- To what extent do the fifth-grade Turkish and English coursebooks include the subheadings of 21st-century skills (language and communication, literacy, learning, self, work, critical thinking, social and emotional, and basic skills)?

Method

For this study, document analysis, a qualitative research method, was chosen. The fifth-grade Turkish and English coursebooks were selected using purposive sampling. The data obtained from the research was analyzed using content analysis within the framework of 21st-century skills. To mitigate researcher bias, analyses were conducted by multiple researchers.

Findings

The fifth-grade Turkish coursebook and fifth-grade English coursebook include 21st-century skills at varying frequencies. Both books heavily cover language and communication skills. However, information and communication, financial, and scientific literacy are inadequately addressed in literacy skills. Learning skills are

marginally included in the fifth-grade Turkish coursebook, whereas academic skills are entirely omitted in the fifth-grade English coursebook. Self-management skills are insufficiently addressed in both books. Among work skills, entrepreneurship, productivity, and resource management are featured in the fifth-grade Turkish coursebook, while only productivity is included in the fifth-grade English coursebook. Critical thinking skills are frequently integrated into the fifth-grade Turkish coursebook but less in the fifth-grade English coursebook. Social and emotional skills are encompassed in every theme of the fifth-grade Turkish coursebook and in few themes of the fifth-grade English coursebook. While savings skills are absent in both books, it is noted that the Turkish coursebook lacks conscience skills, whereas the English coursebook does not include honesty, justice, and ethics skills.

Discussion

In a century where technology is rapidly advancing, communication networks are constantly expanding, and education is becoming digitalized, there is a need for an increase in information and media literacy skills (Dilekçi & Karatay, 2021). It is observed that language and communication skills are included in the Turkish and English curriculum, and students have sufficient proficiency in these skills as well as in the learning skills under the 21st-century subheadings (Belet-Boyacı & Güner-Özer, 2019; Bozkurt & Çakır, 2016; Önür & Kozikoğlu, 2019; Yücel, Dimici, Yıldız, & Bümen, 2017). The 2019 Turkish curriculum includes creative and critical thinking skills among the high-level learning skills, suggesting that the Turkish coursebook is in line with the Turkish curriculum (Dilekçi & Karatay, 2021). In terms of 21st-century skills, the eighth-grade English coursebook and the ninth-grade English curriculum include high-level thinking skills, but it is noted that social skills are not adequately covered in the ninth-grade English curriculum (Çelebi & Altuncu, 2019; Özkan-Elgün, 2021). Especially, love, respect, kindness, and friendship basic skills are heavily emphasized in the fifth-grade Turkish and English coursebooks, supported by studies conducted on different textbooks in the literature (Şakiroğlu, 2020; Aslan et al., 2019). However, the uneven distribution of 21st-century skills in a material is considered inconsistent (Bal, 2018).

Conclusion

The fifth-grade Turkish coursebook and fifth-grade English coursebook exhibit weak alignment with 21st century skills. Both books require greater emphasis on literacy, learning, and self-management skills. All work-related skills should be incorporated into both books. Fifth-grade English coursebook particularly needs to enhance its coverage of critical thinking skills. Additionally, the missing social and emotional skills should be included in the fifth-grade English coursebook.

Recommendations

The Ministry of National Education should update the fifth-grade Turkish coursebook and fifth-grade English coursebook in terms of 21st century skills. The update should consider the research in the field and the current curriculum.

Keywords: 21st century skills, Turkish coursebook, English coursebook, Secondary school

GİRİŞ

Büyük değişimler yaşanan sanayi devriminin ardından daha çok kabul görerek değişimi merkeze alan felsefî yaklaşım olan faydacılık ve eğitime yansımaları olan ilerlemecilik günümüz eğitime büyük oranda yön vermektedir (MEB, 2012). İlerlemecilik felsefesiyle öğrencilerin, kendi yaşantıları ile öğrenmeyi öğrenmeleri ve problemleri çözmeleri amaçlanmaktadır (Erden, 2011). Eğitimin gücüne inanan toplumlar 21. yüzyılda bireylerin, toplumların ve ekonomilerin kurtuluşunun anahtarının da eğitimde olduğu bilincine sahiptirler (Trilling & Fadel, 2009). İş dünyası ve eğitim arasında ise bir alışveriş söz konusudur. Eğitim; bireylerin akademik, sosyal ve ekonomik hayatlarında başarılı olabilmesinde ve toplumların

gelecek beklentilerine cevap vermesine yardımcı iken iş dünyasında yaşanan büyük değişimler de eğitime yön verebilmektedir (Gürültü vd., 2020; Partnership 21, 2009). İş dünyasındaki yeniliklerden olan Endüstri 4.0 da ise bireyler, yeni teknolojilerin nesnesi değil öznesi konumunda olması gerekmektedir ve iş dünyası yalnızca teknolojiyi kullanabilen değil yeni teknolojiler üretebilen bireylere ihtiyaç duymaktadır. İşte bu noktada, eğitim iş dünyasının bu ihtiyacına cevap vermesi gerekmektedir (Çiğilli & Eryaman, 2023).

Günümüzdeki en önemli icatlara bakıldığında teknolojinin icatların arkasındaki itici kuvvet olduğu görülmektedir (Gieras, 2019). Bu sebeple, yakalamaya çalıştığımız gücün farkında olmalı ve yanılgıya kapılmamalıyız. Değişimin ne kadar olağan ve olası bir şey olduğunu kabul etmekle birlikte, gelecekle ilgili eğitimciler olarak bizler tecrübe etmediğimiz ve tahminde bulunmakta zorlandığımız bir yaşam için gerekebilecek donanımları öğrencilerimize sunmamız gerektiğinin bilincinde olmalıyız. Gelişen ve değişen sosyal hayat, iş, ekonomi ve eğitim dünyasında birey ve toplumun bu değişime uyum sağlamada ve karşılaşabilecekleri sorunları çözmede başarılı olabilmesi ve topluma katkı sağlayabilmeleri önemli kabul edilmektedir (National Research Council, 2011). Dolayısıyla, geleneksel eğitim programlarının, yöntemlerinin ve ders materyallerinin bu değişim ve gelişimlere cevap verebilecek ve katkı sağlayabilecek becerilere sahip öğrenciler yetiştirmek için sürekli olarak güncel tutulmasına ihtiyaç vardır (Smith, 2015).

Yirmi birinci yüzyılın ihtiyaç duyduğu bu reforma cevap verebilmek ve öğrencilere aktarılması gereken becerileri tespit edebilmek için kurumlar tarafından birçok rapor düzenlenmektedir. Bu raporlarda yer alan beceriler 21. yüzyıl becerileri olarak bilinmektedir (Dede, 2009). İçerisinde birçok teknolojik şirketin iş birliği yaptığı Partnership 21 [P21] (2006) kurumu; okullarda üzerinde fazla durulmayan küresel farkındalık, finansal, ekonomi, iş ve girişimcilik okuryazarlığı, yurttaşlık okuryazarlığı, sağlık ve sağlıklı yaşam farkındalığına raporunda kazanılması gereken becerilere dikkat çekmiştir. Öğrencilerin yaşam boyu öğrenmelerini sağlamak ve bilgi ve iletişim teknolojilerini kullanabilmeleri için; “eleştirel düşünme ve problem çözme, iletişim, yaratıcılık ve yenilikçilik, işbirliği, bağlamsal öğrenme, bilgi ve medya okuryazarlığı öğrenme ve düşünme becerilerini” ön plana çıkarmıştır (P21, 2006). Aynı zamanda; öğretmenlerin öğrencilerine aktarması gereken yaşam becerilerini de kapsayan P21 (2006) “liderlik, etik, hesap verebilirlik, uyumluluk, kişisel üretkenlik, kişisel sorumluluk, insan becerileri, kendini yönlendirme, sosyal sorumluluk” becerilerine raporunda ayrıca yer vermiştir. İlk olması açısından önemli kabul edilen P21 (2006) kendisinden sonra bu alanda yapılan çalışmalara da yön vermekle beraber, sürekli olarak kendisini de güncellemektedir. Son olarak Battelle for Kids (2019) ile birleşen kurum

raporunda güncellemelere de gitmiştir. Eski ve yeni iki raporda yer alan beceri ve nitelikleri karşılaştırıldığında;

- Bağlamsal öğrenme becerileri ve kişisel sorumluluk P21 (2006)’da yer alıp Battelle for Kids (2019)’da yer almazken
- Sağlık okuryazarlığı, çevre okuryazarlığı, bilgi okuryazarlığı, medya okuryazarlığı, esneklik ve uyum kabiliyeti, inisiyatif ve kendi yolunu belirleme, sosyal ve kültürlerarası beceriler, üretkenlik ve sorumluluk P21 (2006)’da yer almayıp Battelle for Kids (2019)’da yer almaktadır.

Amerika’da düzenlenen akademi, iş, çalışma dünyası ve farklı katılımcıların katkıda bulunduğu çalıştayda, National Research Council (2011) tarafından raporlanan 21. yüzyıl becerileri ise;

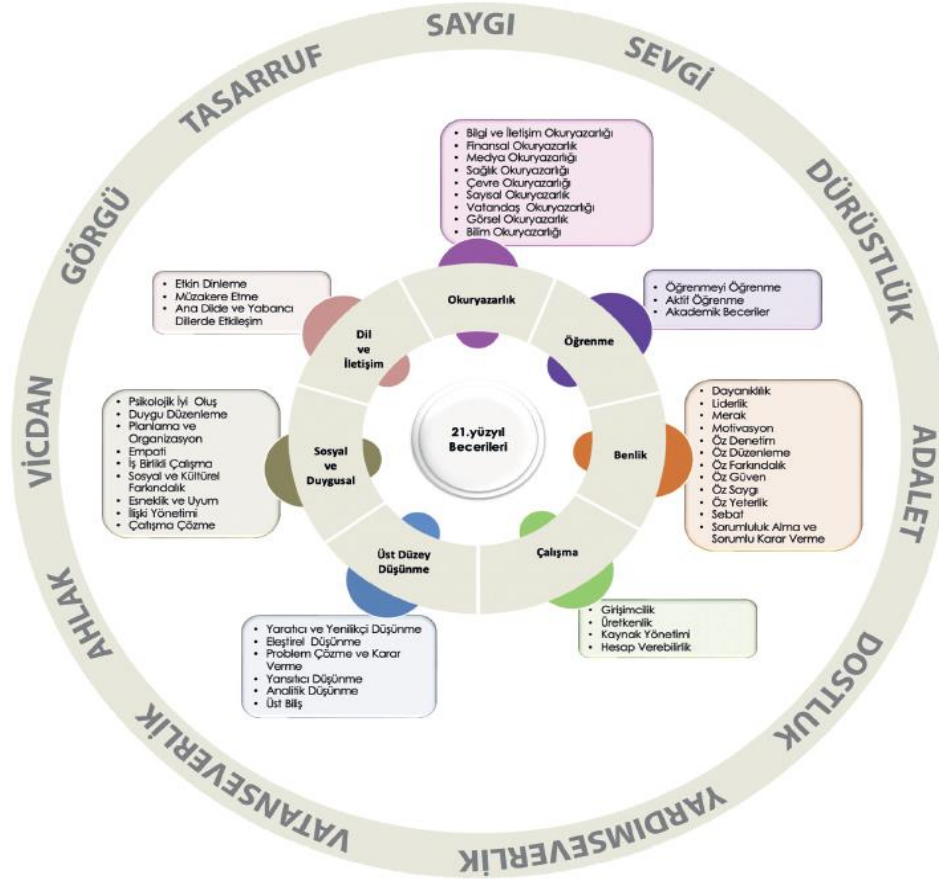
- Bilişsel beceriler: Rutin olmayan problem çözme, eleştirel düşünme, sistem düşüncesi.
- İnsan ilişkileri becerileri: Karmaşık iletişim, sosyal beceriler, takım çalışması, kültürel duyarlılık, çeşitlilikle baş etme.
- Kişisel beceriler: Öz yönetim, zaman yönetimi, kişisel gelişim, öz düzenleme, uyum sağlama, yürütme işlevi olmak üzere üç geniş başlık şeklindedir.

Yirmi birinci yüzyıl becerileri hakkında ayrıca EnGauge, OECD, Amerikan Kolej ve Üniversite Birliği (AACU), Eğitimde Teknoloji için Uluslararası Toplum (ISTE), Eğitimsel Test Hizmeti (ETS), Jenkins’in Yeni Medyaya Dayalı Okuryazarlıkları, Dede’nin Yeni Y Kuşağı Öğrenme Stilleri çerçeveleri bulunmaktadır (Ananiadou & Claro, 2009; Dede, 2009; Lemke, 2003). Hazırlanan raporlar incelendiğinde 21. yüzyılda bireylerin eleştirel düşünebilmesi, problem çözebilmesi, yaratıcılık ve okuryazarlık becerisine sahip olması, sosyal olarak başkaları ile çalışabilmesi, iletişim kurabilmesi, yeniliklere açık olması oldukça önemli görülen özellikler olarak ön plana çıkmaktadır.

Türkiye’de ise 21. yüzyıl becerileri ile ilgili yapılan ilk çalışma, Türkiye Cumhuriyeti Millî Eğitim Bakanlığı (MEB) bünyesindeki Eğitim Araştırma ve Geliştirme Daire Başkanlığı (EARGED) tarafından yürütülmüş ve 21. yüzyılda öğrencilerde olması gereken özelliklerle ilgili bir rapor sunulmuştur. EARGED (2011) tarafından hazırlanan rapora göre 21. yüzyıl öğrencisi; etkin ve yapılandırıcı, sabırlı, kendi öğrenmesinden sorumlu, kendi çabasıyla bilgi edinebilen, mücadeleci, meraklı, içsel motivasyona sahip, girişimci, etkili iletişim kurabilen, farklı görüşlere saygılı ve uzlaşî kültürüne sahip, çevresine duyarlı, teknolojiyi etkin kullanabilen, küresel bir vatandaş, önceki öğrenimlerini kullanabilen ve hızlı öğrenebilme

özelliklerine ve yeteneklerine sahip olarak tanımlanmaktadır. Daha sonra MEB'e bağlı Talim ve Terbiye Kurulu Başkanlığı (TTKB) 21. yüzyıl becerileri ve değerlere yönelik araştırma raporu (2023) yayımlanmış ve raporda 21. yüzyıl modeline yer vermiştir (Şekil 1.).

Şekil 1 21. Yüzyıl Becerileri Modeli



(TTKB, 2023, s. 15)

TTKB (2023) tarafından hazırlanan raporda yer alan modele göre, 21. yüzyıl becerileri ve temel değerler şu şekildedir;

- dil ve iletişim (etkin dinleme, müzakere etme, ana dilde ve yabancı dillerde etkileşim)
- okuryazarlık (finansal, medya, sağlık, çevre, sayısal, vatandaş, görsel, bilim, bilgi ve iletişim okuryazarlıkları)
- öğrenme (öğrenmeyi öğrenme, aktif öğrenme ve akademik beceriler)
- benlik (dayanıklılık, liderlik, merak, motivasyon, özdenetim, öz düzenleme, öz farkındalık, öz güven, öz saygı, öz yeterlilik, sebat, sorumluluk alma ve sorumlu karar verme)
- çalışma (girişimcilik, üretkenlik, kaynak yönetimi, hesap verebilirlik)

- üst düzey düşünme (eleştirel düşünme, problem çözme ve karar verme, yansıtıcı düşünme, analitik düşünme, üst biliş, yaratıcı ve yenilikçi düşünme)
- sosyal ve duygusal (psikolojik iyi oluş, duygu düzenleme, planlama ve organizasyon, empati, iş birlikli çalışma, sosyal ve kültürel farkındalık, esneklik ve uyum, ilişki yönetimi, çatışma çözme)
- temel beceriler (tasarruf, saygı, sevgi, dürüstlük, adalet, dostluk, yardımseverlik, vatanseverlik, ahlak, vicdan, görgü) (TTKB, 2023).

Dünyada ve Türkiye’de hazırlanan raporlara bakıldığında iletişim, küresellik, farklı kültürlerden bireylerle uyum içerisinde çalışabilmek, kısacası dünya vatandaşlığı olabilmeyi içeren kavramlara yeterince yer verildiği görülmektedir. Bu anlamda bireylerin ana dillerinde yetkinliğe sahip olmalarının yanında, farklı ülkelerdeki insanlarla iletişime geçebilmesi için ortak bir iletişim dilini de kullanabilmeleri gerekmektedir. Dolayısıyla, ana dil ve yabancı dil dersleri 21. yüzyıl becerileri açısından önemli kabul edilmektedir (TTKB, 2023). 21. yy. becerilerinin öğrencilere aktarılmasındaki en önemli araç olarak okullarda okutulan dersler kabul edilmektedir (P21, 2006). 21. yüzyılda ilkökul ve ortaokul öğrencilerinde bulunması gereken beceri ve niteliklere yer veren temel derslerde ise anadil, İngilizce (okuma veya dil sanatları) ve yabancı diller bulunmaktadır (Ananiadou & Claro, 2009; Battelle for Kids, 2019; Dede, 2009; Lemke, 2003).

Bilim ve teknolojinin yayılmasının da katkısıyla dünya ülkelerinin birçoğu tarafından ikinci dil olarak öğrencilerine İngilizce öğretilmektedir. Yabancı dil olarak İngilizceyi tercih eden ülkelerin Avrupa’daki oranı ise %97,3’tür, Türkiye de bu ülkeler içerisinde yer almaktadır (EACEA, 2017). Türkçe ve İngilizcenin öğretimi için hazırlanan öğretim programlarında ise dil eğitimi alanında dünya ile paralel olarak yeniliklere programlarda yer verilmektedir (Yücel vd., 2017). Uzmanlar tarafından sürekli olarak dinamik ve güncel tutulan eğitim programları ile eğitimde 21. yüzyıl becerilerine yer vermektedir (Belet-Boyacı & Güner-Özer, 2019; Gu & Belland, 2015).

Hazırlanan eğitim programlarının öğrencilere aktarılması ve öğretmenlere rehberlik etmesi açısından ders kitapları tasarlanmaktadır. Ders kitapları, Kiroğlu ve Demirel (2021) tarafından “bir eğitim programında yer alan hedef, içerik, öğretme-öğrenme süreci ile ölçme-değerlendirme boyutlarına uygun olarak hazırlanmış ve öğrenme amaçlı kullanılan basılı bir öğretim materyali” olarak tanımlanmaktadır. Ders kitapları işlenen ders ve yapılan etkinliklerin tasarımı konusunda ve sınıflarda bir program dahilinde ilerlenmesinde öğretmenlere rehberlik etmektedir (Mohammadi & Abdi, 2014). Eğitim programlarına göre

tasarlanan ders kitapları, özellikle öğretmen ve öğrencilerin bir dili öğrenirken en çok takip ettiği ve kullandığı kaynak olarak ön plana çıkmaktadır ve dil öğrenimi için temel materyal olarak öne çıkmaktadır (Cabrera, 2014; Crawford, 2011). Dil öğreniminde kullanılan ders kitapları hakkında Crawford (2011), bir program için yapı ve müfredat sağlayabilen, öğretimin standartlaştırılmasına yardımcı, kaliteyi koruyan, çeşitli öğrenme kaynakları sağlayan, verimli ve etkili dil modeli ile girdi sağlayabilen, öğretmenlere yardımcı ve görsel olarak çekici olan ders kitaplarının anadil ve yabancı dil öğreniminde büyük avantaj sağladığını ifade etmektedir. Bu açıdan bakıldığında orijinallik içermeyen, içeriği kötü tasarlanmış, öğrencilerin ve çağın ihtiyaçlarını karşılamayan, öğretmenlere destek olmayan ve onların dersi işlemesini zorlaştıran ders kitapları ise dil öğrenimini zorlaştırmaktadır.

Yeni bir eğitim anlayışının benimsenmesi, 21. yüzyıl becerilerine duyulan ihtiyaç, dijital teknolojinin yaygınlaşması, iş ve ekonomi dünyasının ve toplumun ihtiyaçlarını karşılamak için öğretim programlarının ve materyallerinin sürekli bir değişim ve güncelleme çalışmaları içerisinde olmasını kaçınılmaz kılmaktadır. Öğretim programlarının değişimi; ihtiyaç ve durum analizi, amaç ve hedeflerin, müfredatın, dersin yapısının ve öğretim yöntem, teknik ve materyallerinin belirlenmesi aşamalarından oluşmaktadır (Richards, 2011). Bu aşamalardan en önemlisi, Ostovar-Namaghi (2017) tarafından içeriklerin belirlenerek materyalin dolayısıyla ders kitabının belirlenmesi olarak ifade edilmektedir. Eğitim sisteminin ve gerekli becerilerin değişmesine rağmen ders kitaplarının bu değişikliklere uyum sağlayamaması ise bir dilin öğrenciler tarafından istenilen düzeyde öğrenilememesi sebepleri arasında gösterilmektedir (Rahman vd., 2018). Bu nedenle ders kitaplarının değişimlerde göz ardı edilmemesi ve güncel tutulmaları önemli görülmektedir.

Araştırmanın Önemi

Değişen ders öğretim programları ve yapılandırmacılık ilkelerine uyum sağlamak adına atılan adımlara ek olarak 21. yüzyıl becerileri de eğitimde önemli bir dönüşümü simgelemektedir. Türkçe ve İngilizce dersleri, bu dönüşümde kilit bir rol oynamaktadır. Türkçe ve yabancı dil, küresel iş birliği, kültürlerarası etkileşim ve iletişim becerilerini geliştirmeye odaklanarak 21. yüzyıl becerilerinin kazanılmasına katkıda bulunmaktadır. Aynı zamanda, dil becerilerinin ötesine geçerek genel yaşam becerilerine de odaklanmaktadır. Türkçe ve İngilizce öğretimi, öğrencilere sadece dil öğretmekle kalmayarak aynı zamanda onları küresel vatandaşlar olarak yetiştirmenin bir aracı olarak da görülmektedir. Bu araştırma, mevcut olan Türkçe ve İngilizce ders kitaplarını inceleyerek bundan sonraki Türkçe ve İngilizce ders kitaplarının tasarımında ve hazırlanmasında dikkate alınacak önemli bilgiler sunma potansiyeline sahiptir. Elde

edilecek bulgular, gelecekteki Türkçe ve İngilizce ders kitaplarının 21. yüzyıl becerilerine daha iyi uyum sağlamasına katkıda bulunarak, öğrencilerin daha etkili bir şekilde öğrenmeleri ve gelişmelerine katkıda bulunabileceği açısından önemli görülmektedir.

Araştırmanın Amacı

Bu araştırmada, ana dil ve yabancı dilin istenilen düzeyde öğrencilere aktarılmasını sağlaması için işe koşulan materyal olarak seçilen Türkçe ve İngilizce ders kitaplarının 21. yüzyıl becerileri açısından incelenmesi amaçlanmaktadır. Bu kapsamda şu sorulara cevap aranmaktadır:

- 2023-2024 eğitim öğretim yılında MEB’e bağlı ders kitabı olarak okutulan beşinci sınıf Türkçe ders kitabı ve beşinci sınıf İngilizce ders kitabında TTKB (2023) tarafından belirlenen 21. yüzyıl becerilerine yer verilmekte midir?
- TTKB tarafından belirlenen 21. yüzyıl becerileri alt başlıkları olan *dil ve iletişim, okuryazarlık, öğrenme, benlik, çalışma, üst düzey düşünme, sosyal ve duygusal, temel beceriler* beşinci sınıf Türkçe ders kitabı ve beşinci sınıf İngilizce ders kitabında ne oranda yer almaktadır?

YÖNTEM

Bu bölümde araştırmanın yöntemi, deseni, örnekleme, araştırmanın sınırlılıkları, verilerin toplanması ve analizine yer verilmektedir.

Araştırmanın Yöntemi

Yirmi birinci yüzyıl becerileri açısından MEB’e bağlı okullarda kullanılan beşinci sınıf Türkçe ve İngilizce ders kitaplarının inceleneceği bu araştırmada nitel araştırma yöntemlerinden doküman incelemesi tercih edilmiştir. Nitel araştırma yöntemi, en büyük avantajı olan bir konunun derinlemesine araştırılması ve detaylı bilgiler elde edilebilmesi açısından tercih edilmiştir (Büyüköztürk vd., 2013). Tan (2017), nitel araştırmalarda birincil kaynak olan gözlem veya görüşmeye ek olarak ikincil kaynak olan kitaplar, günlükler, gazete, film ve benzeri kaynaklarla da yapılabileceğini ifade etmektedir. Bu araştırmanın doğasına uygun olarak ikincil kaynaklar arasında yer alan Beşinci Sınıf Türkçe Ders Kitabı (BSTDK) ve Beşinci Sınıf İngilizce ders Kitabı (BSİDK) tercih edilmiştir. Nitel araştırmaların en büyük dezavantajlarından birisi olan yanlılığın ortadan kaldırılması için bu araştırma; Türkçe dersi, İngilizce dersi ve öğretim programları alanlarında uzun yıllardır çalışan araştırmacılar tarafından yürütülmüştür.

Araştırmanın Sınırlılıkları

Bu araştırmada bazı sınırlılıklar bulunmaktadır. Araştırmanın örnekleminin sadece BSTDK ve BSİDK olması ve araştırma kapsamında ders kitaplarının sadece 21. yüzyıl becerilerini incelemesi bu araştırmanın sınırlılıkları arasında bulunmaktadır.

Verilerin Toplanması

Nitel araştırma yönteminin tercih edildiği bu araştırmada, araştırmacılar tarafından amaçsal örnekleme yöntemi tercih edilmiştir. Amaçsal örnekleme, araştırmanın amacına uygun olan bilgi açısından zengin kaynakların seçilmesi ve derinlemesine araştırma yapılmasına imkan tanımaktadır (Büyüköztürk vd., 2013). Araştırmanın amacı kapsamında, MEB tarafından 2023-2024 eğitim öğretim yılı içerisinde beşinci sınıf Türkçe ve İngilizce ders kitabı olarak kullanılması uygun bulunan ders kitapları araştırmanın örneklemi olarak belirlenmiştir.

Verilerin Analizi

Araştırmanın amacına uygun olarak belirlenen nitel araştırmaların doğasında yer alan ve 21. yüzyıl becerileri açısından Türkçe ve İngilizce ders kitaplarının incelenmesinin birden fazla araştırmacı tarafından yapılması ile elde edilen sonuçların karşılaştırılmasına ve ortak bir karara varılmasına karar verilmiştir (Erden, 2011). Bu süreç araştırmacılar tarafından derslere uygun şekilde kodlama yapılarak yürütülmüştür (Creswell, 2013). Kodlama süreci Google Dokümanlar üzerinde araştırmacıların değişiklik yapabilecekleri şekilde paylaşılarak araştırmacıların birbirlerini kontrol etmelerine de imkân sağlanmıştır.

BULGULAR

Bu bölümde, TTKB (2023) tarafından belirlenmiş olan “dil ve iletişim, okuryazarlık, öğrenme, benlik, çalışma, üst düzey düşünme, sosyal ve duygusal, temel beceriler” 21. yüzyıl becerilerinin BSTDK ve BSİDK bulunma durumları incelenerek elde edilen veriler sırasıyla tablolar hâlinde sunulmaktadır.

Araştırma kapsamında 21. yüzyıl becerilerinin alt başlığı olan dil ve iletişim becerilerinin BSTDK temalarında ve BSİDK ünitelerinde yer alma durumları incelenerek elde edilen bulgulara Tablo 1’de yer verilmektedir.

Tablo 1 Dil ve İletişim Becerilerinin Yer Aldığı BSTDK Temaları ve BSİDK Üniteleri

	Etkin Dinleme	Müzakere Etme	Anadilde ve Yabancı Dillerde İletişim
BSTDK	1-2-3-4-5-6-7-8	1-2-4-5-6-7-8	1-2-3-4-5-6-7-8
BSİDK	1-2-3-4-5-6-7-9-10	2-4-5-6-7-9	1-2-3-4-5-6-7-8-9-10

Tablo 1’e göre dil ve iletişim alt başlığına ait becerilere hem BSTDK hem de BSİDK ünitelerinde yer verilmektedir. BSİDK’de etkin dinleme sadece 8. üniteye yer almazken, müzakere etme ile ilgili becerinin birinci, üçüncü, sekizinci ve onuncu ünitelerde yer almadığı tespit edilmiştir. BSTDK’ de ise müzakere etme ile ilgili beceriye üçüncü temada yer verilmezken etkin dinleme becerilerine tüm temalarda yer verildiği görülmektedir. Anadilde ve yabancı dillerde iletişim ile ilgili beceriye hem BSTDK hem de BSİDK’de yer alan tüm temalar ve ünitelerde yer verilmektedir.

Araştırmada incelediğimiz 21. yüzyıl becerilerine ait bir başka alt başlık olan okuryazarlık becerilerinin BSTDK temalarında ve BSİDK ünitelerinde yer alma durumları incelenerek elde edilen bulgulara Tablo 2’de yer verilmektedir.

Tablo 2 Okuryazarlık Becerilerinin Yer Aldığı BSTDK Temaları ve BSİDK Üniteleri

	Bilgi ve İletişim	Finansal	Medya	Sağlık	Çevre	Sayısal	Vatandaş	Görsel	Bilim
BSTDK	7	1-3	1-2-3-4-5-6-8	6	5	1	1-2	1-2-3-4-5-6-7-8	1-7
BSİDK	1-2-3-4-6-8-10	-	1-2-3-4-5-6-7-8-10	5	2-3-9	7-10	1-9	1-2-3-4-5-6-7-8-9-10	-

Tablo 2’ye göre okuryazarlık becerilerine bakıldığında, bilim ve finans okuryazarlık becerisine BSİDK’de yer verilmediği görülmektedir. Bununla birlikte BSİDK’de sağlık okuryazarlığına bir üniteye, sayısal ve vatandaş okuryazarlık becerilerine ise ikişer üniteye yer verilmektedir. Buna ek olarak BSİDK’de, bilgi ve iletişim ve medya okuryazarlık becerilerine bir ünite hariç bütün ünitelerde, görsel okuryazarlık becerisine ise tüm ünitelerde yer verildiği görülmektedir. BSTDK’de bilgi ve iletişim, sağlık, çevre ve sayısal okuryazarlıklarına ait becerilere birer temada yer verilmektedir. Medya okuryazarlık becerisine bir tema hariç tümünde, görsel okuryazarlık becerisine ise tüm temalarda değinilmektedir.

Araştırma kapsamında incelediğimiz 21. yüzyıl becerilerine ait diğer bir alt başlık olan öğrenme becerilerinin BSTDK temalarında ve BSİDK ünitelerinde yer alma durumları incelenerek elde edilen bulgulara Tablo 3’te yer verilmektedir.

Tablo 3 *Öğrenme Becerilerinin Yer Aldığı BSTDK Temaları ve BSİDK Üniteleri*

	Öğrenmeyi Öğrenme	Aktif Öğrenme	Akademik Beceriler
BSTDK	3-5-7	4-5	7
BSİDK	1-2-3-4-5-6-7-8-9-10	1-2-3-4-5-6-7-8-9-10	-

Tablo 3’e göre BSİDK’de öğrenme becerilerinden akademik becerilere yer verilmezken öğrenmeyi öğrenme ve aktif öğrenmeye yönelik becerilere BSİDK’nin tüm ünitelerinde yer verilmektedir. BSTDK’ de ise öğrenmeyi öğrenme üç temada, aktif öğrenme iki tema ve akademik becerilere bir temada yer almaktadır.

Araştırmada incelediğimiz 21. yüzyıl becerilerine ait bir diğer alt başlık olan benlik becerilerinin BSTDK temalarında ve BSİDK ünitelerinde yer alma durumları incelenerek elde edilen bulgulara Tablo 4’te yer verilmektedir.

Tablo 4 *Benlik Becerilerinin Yer Aldığı Temalar ve Üniteler BSTDK Temaları ve BSİDK Üniteleri*

Tema/ Üniteler	Dayanıklılık	Liderlik	Merak	Motivasyon	Öz Denetim	Öz Düzenleme	Öz Farkındalık	Öz Güven	Öz Saygı	Öz Yeterlilik	Sebat	Sorumluluk Alma ve Sorumlu Karar Verme
BSTDK	2	2-4	-	-	1	4-6	3-6	2	-	-	2	1-2-3
BSİDK	-	-	2-4-5-7-8-9-10	1-2-9-10	2-3-4-5-6	2-3-4-6	2-3-4-6-7-8	1-4	-	1-4	-	1-2-4-5-6

Tablo 4’e göre BSTDK’de benlik becerilerinden en çok sorumluluk alma ve sorumlu karar verme becerisine yer verilmektedir. BSTDK’de ayrıca liderlik, öz düzenleme ve öz farkındalık becerilerine ikişer temada, dayanıklılık, öz denetim, öz güven ve sebat becerilerine birer temada yer verilirken ikinci temanın benlik becerilerine en çok yer veren tema olduğu görülmektedir. BSİDK’de yer alan ünitelere bakıldığında benlik becerilerine daha fazla yer verildiği görülmektedir. Özellikle; merak, öz farkındalık, motivasyon, öz denetim, öz düzenleme ve sorumluluk alma ve sorumlu karar verme becerilerine ünitelerinde daha fazla yer verildiği tespit edilmiştir. Bunlara rağmen BSTDK’de merak, motivasyon ve öz yeterlilik,

BSİDK'de ise dayanıklılık, liderlik ve sebata yer verilmezken, öz saygı benlik becerisine iki kitapta da yer verilmediği görülmektedir.

Araştırma kapsamında incelediğimiz 21. yüzyıl becerilerinin bir başka alt başlığı olan çalışma becerilerinin BSTDK temalarında ve BSİDK ünitelerinde yer alma durumları incelenerek elde edilen bulgulara Tablo 5'te yer verilmektedir.

Tablo 5 Çalışma Becerilerinin Yer Aldığı BSTDK Temaları ve BSİDK Üniteleri

Tema/Üniteler	Girişimcilik	Üretkenlik	Kaynak Yönetimi	Hesap Verebilirlik
BSTDK	6	3-6-7-8	1-3	-
BSİDK	-	1-2-3-4-5-6-7-8-9	-	-

Tablo 5'e göre hem BSTDK hem de BSİDK'de en çok yer verilen çalışma becerisinin üretkenlik olduğu görülmektedir. BSTDK'de ayrıca girişimcilik ve kaynak yönetimi ile ilgili becerilere de yer verildiği görülürken bu becerilerin BSİDK'deki ünitelerde geçmediği, hesap verebilirlik becerisine ise iki kitapta da yer verilmediği görülmektedir.

Araştırmada incelediğimiz 21. yüzyıl becerilerine ait bir başka alt başlık olan üst düzey düşünme becerilerinin BSTDK temalarında ve BSİDK ünitelerinde yer alma durumları incelenerek elde edilen bulgulara Tablo 6'da yer verilmektedir.

Tablo 6 Üst Düzey Düşünme Becerilerinin Yer Aldığı BSTDK Temaları ve BSİDK Üniteleri

Tema/Üniteler	Yaratıcı ve Yenilikçi Düşünme	Eleştirel Düşünme	Problem Çözme ve Karar Verme	Yansıtıcı Düşünme	Analitik Düşünme	Üst Biliş
BSTDK	3-5-7-8	1-2-5-8	2-3-7	3	6	-
BSİDK	2-3-4-5-6-7-8-9	5	1-2-3-4-5-6-8	2-5-6-8	1-4-6	2-4-5

Tablo 6'ya göre üst düzey düşünme becerilerine BSİDK'de BSTDK'ye göre daha fazla yer verildiği görülmektedir. Yaratıcı ve yenilikçi düşünme ile problem çözme ve karar verme becerilerinin BSTDK ve BSİDK'de en fazla yer verilen beceriler olduğu görülürken BSTDK'de en fazla yer verilen becerilerden biri olan eleştirel düşünme becerisinin BSİDK'de en az yer verilen beceri olduğu görülmektedir. Ayrıca BSTDK'de üst biliş becerisine hiç yer verilmezken analitik düşünme ve yansıtıcı düşünme becerilerine birer temada yer verilmektedir.

Araştırma kapsamında incelediğimiz 21. yüzyıl becerilerinden bir diğer alt başlığı olan sosyal ve duygusal becerilerinin BSTDK temalarında ve BSİDK ünitelerinde yer alma durumları incelenerek elde edilen bulgulara Tablo 7’de yer verilmektedir.

Tablo 7 Sosyal ve Duygusal Becerilerinin Yer Aldığı BSTDK Temaları ve BSİDK Üniteleri

Tema/Üniteler	Psikolojik İyi Oluş	Duygu Düzenleme	Planlama ve Organizasyon	Empati	İş Birlikli Çalışma	Sosyal ve Kültürel Farkındalık	Esneklik ve Uyum	İlişki Yönetimi	Çatışma Çözme
BSTDK	1-3-7	1-3-4- 7-8	3-6-7-8	5-7-9	1-3-5	1-6	3	1	1-2-3-8
BSİDK	5	-	1-2-4- 6-7	5-6-9	1-2-3-4-6- 7-9	1-2-3-4-6-7- 8-10	1-2-3- 6-7	-	7

Tablo 7’ye göre sosyal ve duygusal becerilere BSTDK’de her temada yer verilirken BSİDK’de duygu düzenleme, esneklik ve uyum becerilerine herhangi bir üniteye yer verilmediği görülmektedir. Bununla birlikte BSTDK’de en fazla duygu düzenleme, planlama ve organizasyon, çatışma çözme becerileri yer alırken BSİDK’de iş birlikli çalışma, sosyal ve kültürel farkındalık, esneklik, uyum ve becerilerinin en fazla yer verilen beceriler olduğu görülmektedir.

Araştırmada incelediğimiz 21. yüzyıl becerilerinden bir diğer alt başlığı olan temel becerilerin BSTDK temalarında ve BSİDK ünitelerinde yer alma durumları incelenerek elde edilen bulgulara Tablo 8’de yer verilmektedir.

Tablo 8 Temel Becerilerin Yer Aldığı BSTDK Temaları ve BSİDK Üniteleri

Tema/ Ünitele r	Saygı	Sevgi	Dürüstlük	Adalet	Dostluk	Yardımseverlik	Vatanseverlik	Ahlak	Vicdan	Görgü	Tasarruf
BSTDK	1-2-3-4- 6	1-2-3- 4-5-6- 8	1-4	1-3	1-2-3	1-2-3	2-4-5	3	-	1-3-4	-
BSİDK	1-6-7-9- 10	2-6-7- 9-10	-	-	1-4-5- 6-7	2-4-5- 6-7-9	10	-	5-9	2-7-9	-

Tablo 8’e göre sevgi, saygı, dostluk ve yardımseverlik becerilerinin hem BSTDK’de hem de BSİDK’de en fazla yer alan beceriler olduğu görülmektedir. Ayrıca, tasarruf becerisine her iki kitapta da yer verilmezken BSTDK’de vicdan becerisine; BSİDK’de ise dürüstlük, adalet, ahlak becerilerine yer verilmediği görülmektedir.

SONUÇ ve TARTIŞMA

Sürekli bir gelişim içerisinde olması gereken eğitim sisteminde yapılandırmacılık yaklaşımı merkeze alınarak öğrenciyi merkeze alan programlar ön plana çıkmıştır. Yapılandırmacı yaklaşım ile öğrencinin aktif olarak katılım sağladığı ve deneyimleyerek öğrendiği eğitim bileşenleri vurgulamaktadır. Problem çözme becerilerinin geliştirilmesine odaklanan bu anlayış eğitim sisteminin de temelini oluşturmaktadır. Eğitim sistemlerinde yaşanan bu ve benzer değişiklikler, eğitim programları ve ders materyallerinin de değişimini gerektirmektedir. Türkiye’deki ve birçok ülkedeki öğretmenler ders materyali olarak en çok ders kitabını takip etmektedirler.

Yabancı bir dil veya ana dilin öğrenilmesinde ders kitaplarının önemli bir yeri vardır (Short & Echevarria, 2004). Sınıflarda materyali öğrencilere sunacak ve kullanacak en önemli kaynak ise öğretmendir. Öğretmenler, öğrencilerinin ihtiyaçlarını görmezden gelir veya farklı materyallerle dersini desteklemeden bir dili öğretmeye çalışması durumunda öğrencilerinin öğrenmeleri eksik kalacaktır (Mohammadi & Abdi, 2014). Bu nedenle, ders kitapları öğretmenler ve kullanıcılar için iyi bir başlangıç noktası ve kaynaktır (Crawford, 2011). Ders kitapları; eğitim sistemine paralel, öğretmenlere yardımcı ve öğretime katkı sağlayan kaynaklardır. Öğrencilerin derse karşı tutumunu geliştirmekte ve akademik başarılar elde etmelerine yardımcı olmaktadır. Bu özellikleri sağlayamayan, dil edinimine yardımcı olamayan ders kitapları kullanan öğretmenler; sınıflarında ders kitabı kullanımlarını azaltmaktadırlar (Cheah, 2004). Ders kitaplarının kullanımı ise ulusal anlamda ortak ders takibi için önemlidir. Bu nedenle, çağın ihtiyaçlarına uygun bir eğitim anlayışı oluşturmak ve bireylerin hayatları boyunca kullanacakları becerileri erken yaştan itibaren kazandırmak için ders kitaplarının amaca hizmet edecek şekilde oluşturulması gerekmektedir. Bu amaç kapsamında 21. yüzyıl becerilerini içermesi bakımından incelenen BSTDK ve BSİDK ile ilgili veriler şu şekildedir.

Dil ve iletişim alt başlığına ait etkin dinleme, müzakere etme, ana dilde ve yabancı dillerde iletişimi becerilerinin BSTDK temaları ve BSİDK ünitelerinde yoğun bir şekilde işlendiği tespit edilmiştir, buna göre dil ve iletişim becerilerinin her iki ders kitabında 21. yüzyıl becerilerine uygun olarak sunulduğunu göstermektedir. Alanyazına bakıldığında dil ve

iletişim becerilerine Türkçe ve İngilizce dersi öğretim programlarında da yer verildiği ve öğrencilerin de bu beceriye yeterli derecede sahip oldukları görülmektedir (Belet-Boyacı & Güner-Özer, 2019; Bozkurt & Çakır, 2016; Yücel vd., 2017).

Okuryazarlık becerileri bağlamından BSTDK incelendiğinde, bilgi ve iletişim okuryazarlığına yeterince yer vermediği tespit edilmiştir. Teknolojinin hızla ilerlediği, iletişim ağının sürekli genişlediği ve eğitimin dijitalleştiği bir yüzyılda, bilgi ve medya okuryazarlık becerilerinin de artması gerekmektedir (Dilekçi & Karatay, 2021). MEB'in 2010 yılında başlattığı FATİH projesinin de amaçlarından birisi olan medya, bilgi ve iletişim okuryazarlığına ders kitaplarında da daha çok vurgu yapılması beklenmektedir (Önür & Kozikoğlu, 2019). Bunun dışında, her ne kadar BSTDK'de medya okuryazarlığı ile ilgili becerilere bir tema hariç yer verilirken sağlık, çevre, sayısal, bilgi ve iletişim okuryazarlığı becerilerinin eksik olduğu, BSİDK'de ise finansal ve bilim okuryazarlığına yer verilmediği tespit edilmiştir. Finans okuryazarlığı, bireylerin mali durumlarını yönetmek için gerekli olan bilgi ve becerilere sahip olması anlamına gelmektedir ve finans okuryazarı bireyler, bütçe planlama, yatırım yapma ve borçlanma gibi konularda bilinçli kararlar verebilirler. Bilim okuryazarlığı ise günümüzün bilgi toplumunda bireylerin sahip olması gereken önemli bir beceridir. Bilim okuryazarı bireyler; bilimsel bilgileri anlayabilir, yorumlayabilir ve değerlendirebilirler. Bu da onların daha bilinçli ve sorumlu kararlar vermelerine yardımcı olur. BSİDK'de finans okuryazarlığı ve bilim okuryazarlığı becerisine yer verilmemesi, öğrencilerin bu önemli beceriyi geliştirmelerini engellemektedir. 21. yüzyıl becerilerinin bir materyalde eşit şekilde dağıtılmaması durumu tutarsızlık olarak ifade edilmektedir (Bal, 2018). Bu veriler ışığında BSTDK ve BSİDK 21. yüzyıl alt becerilerinden okuryazarlık becerisi açısından tutarlılık göstermemektedir.

Önür ve Kozikoğlu (2019) tarafından yapılan araştırmaya göre öğrencilerin 21. yüzyıl alt başlıklarından öğrenme becerileri düzeyleri yüksektir. Öğrenme becerilerine Türkçe Dersi Öğretim Programı (TDÖP) ve İngilizce Dersi Öğretim Programında (İDÖP) yeterince yer verilmektedir fakat BSTDK'de az sayıda yer verildiği BSİDK'de ise yer verilmediği görülmektedir (Belet-Boyacı & Güner-Özer, 2019; Erdamar & Barası, 2021; Özkan-Elgün, 2021). BSİDK'de ise öğrenmeyi öğrenme ve aktif öğrenmeye her üniteye yer verilirken akademik becerilere yer verilmediği görülmektedir. Günümüzde okulda verilen bilgilerin bireyleri hayata hazırlamakta yeterli olmadığı, bilginin ise bir beceri için ön koşul olduğu ifade edilmektedir (Kayhan vd., 2019). Bu sebeple, bireylerin hayatta karşılaşacakları problemlere yeni çözümler sunabilmeleri ve öğrenmeyi öğrenme becerisini kazanmaları

gerekmektedir. Bu bağlamda BSTDK’de öğrenme becerilerine daha fazla yer verilmesi gerektiği düşünülmektedir.

Benlik becerileri, bireylerin kendine yönelik algısını oluşturmakta ve kişilik gelişimi için büyük önem arz etmektedir (Ahat, 2023). Buna rağmen benlik becerilerine TDÖP ve İDÖP’te yer verilmediği görülmektedir (MEB, 2018, 2019). BSTDK’de benlik becerilerinden merak, motivasyon, öz saygı ve öz yeterlilik alt becerilerine temalarda hiç yer verilmediği; dayanıklılık, öz denetim, öz güven ve sebat becerilerine ise sadece birer temada yer verildiği görülmektedir. BSİDK’de yer alan ünitelere bakıldığında dayanıklılık, liderlik, öz saygı ve sebat hariç benlik becerilerine yer verildiği görülmektedir (MEB, 2018). Bu doğrultuda benlik becerilerinin BSTDK’de daha fazla yer alması gerekirken BSİDK’de ise yer almayan becerilerin dâhil edilmesi gerektiği sonucuna ulaşılmıştır.

Çalışma becerileri bakımından BSTDK’de girişimcilik, üretkenlik ve kaynak yönetimi alt becerilerinin var olduğu; hesap verilebilirlik becerisinin ise bulunmadığı görülmektedir. BSİDK’de ise çalışma becerilerinden sadece üretkenlik becerisine yer verildiği görülmektedir. Günümüzde üretimin hızının teknolojik gelişmelere bağlı olarak artması bireylerin de bu değişime uyumunu gerektirmektedir (Gültekin, 2019). Üretkenlik becerisinin BSTDK’de ve BSİDK’deki temalarda işlenmesi bu anlamda olumlu iken diğer becerilere de yer verilmesi gerekmektedir.

BSTDK’nin üst düzey düşünme becerilerini geliştirme anlamında temalarda özellikle yaratıcı ve yenilikçi düşünme, eleştirel düşünme, problem çözme ve karar verme alt becerilerine sıkça yer verdiği görülmektedir. 2019 TDÖP kazanım tablosunda da üst düzey öğrenme becerilerinden yaratıcı ve yenilikçi düşünme ile eleştirel düşünme becerilerine yeterince yer vermektedir, bu anlamda BSTDK’nin TDÖP ile uyum içerisinde olduğu düşünülmektedir (Dilekçi & Karatay, 2021). Diğer taraftan, alanyazında 2018 yılındaki TDÖP’de yaratıcı düşünme ve problem çözme becerilerine az yer verildiğinin belirtildiği çalışmalar da mevcuttur (Söylemez, 2018). Bu durumda bize yapılan güncellemelerle TDÖP’ün iyileştirildiğini göstermektedir, buna rağmen bu araştırma sonucunda BSTDK’de üst bilişin dâhil edilmediği de tespit edilmiştir. BSİDK’de ise en az eleştirel düşünmeye yer verildiği görülmektedir. 21. yüzyıl becerileri açısından sekizinci sınıf ders kitabını inceledikleri araştırmada Özkan-Elgün (2021) ve dokuzuncu sınıf İDÖP’ü araştıran Çelebi ve Altuncu (2019) yaptıkları araştırmalarda üst düzey düşünme becerilerine yer verildiğini ifade etmektedir. Bu araştırmanın sonucunun alanyazındaki çalışmalardan farklı olmasının

nedeninin araştırma kapsamında ele aldığımız Türkçe ve İngilizce ders kitaplarının beşinci sınıfa ait olmasından kaynaklandığı düşünülmektedir.

BSTDK’de sosyal duygusal becerilere her temada yer verildiği görülmektedir. Özellikle; duygu düzenleme, planlama ve organizasyon, çatışma çözme becerileri, sosyal ve duygusal becerilere göre daha fazla işlendiği görülmektedir. Günümüz dünyasının rekabetçi ortamlarında bireylerin topluma uyum sağlayabilmesi, yoğun bilgi akışını yönetebilmesi ve toplumda daha etkin bir rol alması sosyal duygusal becerilerin kazanılmasına bağlıdır (Kurudayıoğlu & Soysal, 2019). Diğer taraftan, Çelebi ve Altuncu (2019) tarafından dokuzuncu sınıf İDÖP’te sosyal becerilere fazla yer ayrıldığı belirtilmiştir. BSİDK’de iş birlikli çalışma ve sosyal ve kültürel farkındalıklara değinilmesinin önemli olduğu düşünülürken BSTDK’de çatışma çözme planlama ve organizasyon, duygu düzenleme becerilerinin sıklıkla işlenmesi, bireyin topluma uyumunun sağlanması açısından da olumlu olduğu düşünülmektedir. İlişki yönetimi, esneklik ve uyum becerilerinin BSTDK’de daha fazla bulunması gerekirken duygu düzenleme ve ilişki yönetimine ise BSİDK’de yer verilmesi gerekmektedir.

BSTDK’de temel becerilerden vicdan ve tasarruf değeri hariç her temada yer verilirken BSİDK’de dürüstlük, adalet, ahlak ve tasarruf değerleri hariç her üniteye temel becerilere yer verildiği tespit edilmiştir. Özellikle; sevgi, saygı, yardımseverlik ve dostluk temel becerilerine BSTDK ve BSİDK’de yoğun bir şekilde yer verildiği sonucuna varılmıştır. Altıncı sınıf Türkçe ders kitabıyla yaptığı çalışmada Şakiroğlu (2020), altıncı sınıf İngilizce ders kitabıyla yaptıkları çalışmada Aslan ve diğerleri (2019) benzer sonuçlar elde etmişlerdir. Değer öğretimi bireyin iç dünyasını ve toplumun durumunu doğrudan etkilemektedir. Temel değerlere sahip bireylerin hem kendileri mutlu olmakta hem de toplumu mutlu etmektedirler (Kaygana vd., 2013). Eğitim süreciyle bu değerleri içselleştiren bireyler, hayatlarının geri kalanında da bu değerleri davranışa dönüştürerek toplumun huzur içerisinde yaşamasına katkı sunmaktadırlar. Öğrencilerin bulundukları gelişim süreci açısından da değer eğitiminin verileceği uygun yaşlar olduğu düşünülmektedir.

Sonuç olarak, yapılan araştırma kapsamında 21. yüzyıl becerilerine beşinci sınıf Türkçe ve İngilizce ders kitaplarında ne oranda yer verildiği incelenmiş ve ilgili ders kitaplarının bu becerileri çoğunlukla kapsadığı fakat bazı becerilerin yer alması noktasında da eksikliklerinin olduğu sonucuna ulaşılmıştır.

Araştırma kapsamında elde edilen sonuçlara göre, TTKB tarafından belirlenen 21. yüzyıl becerilerini daha kapsamlı şekilde içermesi ve Türkçe ve İngilizce ders kitaplarının daha iyi hâle getirilmesi için şu öneriler sunulmaktadır:

- BSTDK’de sağlık, çevre, bilgi ve iletişim ve sayısal okuryazarlığa, öğrenme becerilerine, merak, motivasyon, öz saygı ve öz yeterlik benlik, girişimcilik kaynak yönetimi ve hesap verilebilirlik çalışma becerilerine ve üst düzey düşünme becerilerinden üst bilişe daha fazla yer verilmesi,
- BSİDK’de ise finansal ve bilim okuryazarlığına, akademik öğrenme becerilerine, dayanıklılık, liderlik, öz saygı ve sebat benlik becerilerine, girişimcilik kaynak yönetimi ve hesap verilebilirlik çalışma becerilerine ve üst düzey düşünme becerilerinden eleştirel düşünme becerilerine yer verilmesi,
- Çalışma becerisi için BSTDK’de ayrı bir tema, BSİDK’de ise ayrı bir ünitenin kitaplara eklenmesi,
- Benlik becerileri ve temel becerilerin olabilecek bütün ünitelerde eşit şekilde yer almasına dikkat edilmesi,
- MEB’in 21. yüzyıl becerileri ile ilgili bir çerçeve program hazırlaması ve mevcut ders kitapları bu çerçeve programa göre güncellenmesi önerilmektedir.

Gelecekte yapılacak çalışmalar için araştırmacılara kullanılan veya tasarlanan ders kitaplarının 21. yüzyıl becerilerini içermesi bakımından incelemeleri ve konu ile ilgili öğretmen ve öğrenci görüşlerine başvurmaları, bu şekilde daha kapsamlı araştırma yapmaları önerilmektedir.

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