

CURRENT TRENDS IN TEACHING TURKISH AS A FOREIGN LANGUAGE

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Publications of Limitless Education and Research Association

Ankara 2025

Current Trends in Teaching Turkish as a Foreign Language

E-ISBN 978-625-5670-03-8

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Publisher

Limitless Education and Research Association
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The cover image was created by utilizing Nano Banana Pro accessed from gemini.google.com.

First Edition: December 29, 2025, Ankara

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PREFACE

In the age of globalization and digitalization, education is undergoing a profound transformation not only in terms of content and teaching methods, but also in terms of diplomacy practices. Although the fundamental principles of diplomacy remain constant, the adaptations and revisions required by each new era are reflected in education policies and practices as well as international cooperation. In this context, it has become imperative to develop flexible, inclusive and digital-oriented approaches at the national level as well as the international level.

The concept of digital diplomacy in education is a phenomenon that arises at the intersection of digital technologies and international relations and signals a new paradigm in education. Digital resources and online platforms facilitate intercultural cooperation and international dialogue. Therefore, learning processes become independent of geographical boundaries, more accessible, and scalable. Online learning practices accelerated by the pandemic have revealed that digital technologies are not merely tools in education but also strategic diplomatic instruments.

This transformation has become a form of soft power exercised through digital diplomacy in education. While it strengthens practices on one hand, it also paves the way for new models of cooperation between countries and educational institutions on the other. Collaborative research projects, virtual exchange programs, and digital learning networks enable students and faculty to engage in cross-border interactions, producing positive externalities in non-educational sectors such as the economy, health, and tourism. In this process, foreign language teaching centers and programs are especially in an effort to

ensure the sustainable teaching of Turkish as a foreign language, being restructured in line with international standards and best practices.

This book has been prepared within the framework of the theme of "Current Studies in Teaching Turkish as a Foreign Language" and is organized in three parts. The studies in the book aim at making original contributions to the field by bringing together digital diplomacy in education, language teaching application and research center and foreign language policy recommendations. It is highly assumed that readers and practitioners in the field will benefit from these studies and contribute to the development of educational policies.

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CHAPTER 1

Digital Diplomacy in Education: A Pathway to Globalization

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- Introduction
- Digital and Cultural Diplomacy
- Digital Diplomacy in Education and Teachers
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Introduction

In the age of globalization and digitalization, education is undergoing a radical transformation not only in terms of content and method, but also of its diplomatic issues. While the fundamentals of diplomacy do not change, in many ways it requires revision to adapt to the age in each new era (Cornut & Dale, 2019, p. 831; Hocking & Melissen, 2015). For diplomats, this adaptation, especially from a technological point of view, can create a resource that enables global cooperation and communication on the one hand, and a restriction on the other. Diplomats and foreign ministries encounter adapting institutions towards transformation and practices to integrate these technologies. As a requirement of globalization, there is a need for adaptations and transformations in education not only internationally but also nationally. In today's rapidly changing and digitalizing world, the field of education has also been significantly affected by this transformation. "Digital Diplomacy in Education", which emerged especially at the intersection of digital technology and international relations, appears as a revolutionary phenomenon in education. Digital diplomacy in education refers to the use of digital resources and online platforms as a tool for intercultural cooperation and international dialogue in the field of education (Hayden, 2018). Thanks to the opportunities offered by digital technologies, this new approach paves the way for not only individuals, but also countries and educational institutions to collaborate across borders. The easy accessibility of digital resources and their availability in different areas has created a huge industry on a global scale. Education has also kept pace with this transformation. Learning processes, which used to be confined to geographical boundaries, have gained a universal dimension with digital tools. In particular, although it is not visible, the pandemic process has paved the way for the rapid spread of online learning platforms and the use of

digital technology as a basic diplomatic tool in education. According to Hayden (2018), these platforms offer learning possibilities that are both accessible and adaptive and can be utilized regardless of geographical boundaries. Through collaborative research projects, virtual exchange programs, and similar initiatives, students in different corners of the world are able to gain access to quality education and engage in interactions that transcend national boundaries (Göksu & Özkan, 2021; Rachman et al., 2024; Taner & Toktaş, 2021). These practices allow millions of individuals to benefit not only in the field of education, but also in different sectors such as economy, health, and tourism (Ateşgöz, 2023; Birinci, 2023; Eskici & Altun, 2023; Hocking & Melissen, 2015). In other words, this rapid digital spread has brought about a new understanding of diplomacy in different fields, including at the individual level in different fields in a country, also in terms of interstate relations. Governments recognize the critical role of education in the future and observe that international cooperation and education policies are evolving from "digital diplomacy" to "education diplomacy" (Maryam & Begum, 2024). Digital diplomacy is considered as an element of soft power and the use of education in this field makes students and teachers the most important actors of the process (Abdelrady & Akram, 2022). Thus, they want to use the diplomatic element, which is soft power, in the international arena quickly and effectively by moving it to different areas. The idea of soft power dates back to the sixth century B.C.; in other words, it dates back to the period when the Chinese philosopher Laotzu, the founder of Taoism, argued that there was no good idea for a ruler to be obeyed or this idea was concluded effective (Nye, 2008). This idea is also included in educational diplomacy. The main goal of this thinking or transformation is to eliminate geographical barriers and improve cross-cultural communication and understanding (Antwi-Boateng & Al Mazrouei,

2021; Bjola, 2018). Through virtual exchange programs, students from different countries take part in joint projects, share ideas, and establish international ties (Mazumdar, 2019). This situation both enriches the educational experience of individuals and contributes to the raising of a generation with cultural awareness and global citizenship awareness (Anderson, 2019). As a result, digital diplomacy triggers a new paradigm shift in education, whereas digital diplomacy enables peoples to be more involved in international politics by leaving the focus of that only diplomats strengthen international relations with technological developments (Cornut & Dale, 2019). In this context, digital diplomacy in education is not only a technical transformation but in the same vein, it means redefining the understanding of education, international cooperation and cultural interaction.

Digital and Cultural Diplomacy

Digital diplomacy is a new generation of public diplomacy shaped by the opportunities brought by the digital age. In this form of diplomacy, communication technologies and social media tools are used effectively to strengthen diplomatic relations. The main difference between digital diplomacy and traditional public diplomacy is to provide wider access to information and enable more intensive interaction between individuals and institutions (Rashica, 2018). Today, the rapidly developing digital environment leads to the redefinition of diplomacy not only as a means of communication between states but also between societies and even different groups. In particular, digital diplomacy makes significant contributions to the faster, more transparent and efficient conduct of relations between and among states. The objectives of Digital Diplomacy are multifaceted. These are classified by Rashica (2018) as information management, public diplomacy, knowledge

management, consular communication and response, disaster response, internet freedom, external resources, and policy planning. While information refers to information organized and processed by making it meaningful, knowledge is the ability to understand and apply information obtained through experience, education and thinking. In short, it is the processing of the information obtained through experience and gaining inner meaning. Digital diplomacy is a crucial tool in ensuring transparency and inclusivity in global communication. Transparency and inclusivity are essential principles in education, particularly for developed countries, but they are equally critical for developing nations in fostering equitable and effective educational systems. In brief, Rashica (2018, p. 77) emphasizes that digital diplomacy plays a crucial role in ensuring the following elements:

- Ensuring fast and transparent communication with global public opinion in states,
- Developing and implementing new approaches (online negotiations, etc.) in the resolution of international conflicts and taking action,
- Addressing cybersecurity challenges through global cooperation,
- Promoting transparency and inclusivity in global communication.

In this context, cultural diplomacy is another diplomacy that plays a crucial role in both rapid communication and conflict elimination. Cummings (2003, p. 1) defines this concept as the exchange of ideas, knowledge, art, and other aspects of culture between nations and their peoples so as to promote mutual understanding. This commonly referred to definition emphasizes the process of reciprocity (exchange) and the search for an ideal (mutual understanding). Cultural diplomacy encompasses a wide range of activities as to strengthen ties between states. Through cultural diplomacy, states can

create a positive image, arouse interest, promote mutual understanding, and build trust for long-term cooperation (Lee, 2015, p. 354). Such cultural interactions are not a phenomenon that emerges from today's conditions, but a phenomenon that has its origins in a historical past dating back to the Roman Empire (Liang, 2024).

Digital Diplomacy in Education and Teachers

With the importance and acceleration of digital diplomacy in education, the roles of teachers have started to change according to the age. The teacher has become an active stakeholder in shaping digitalized and globalized educational environments, rather than just being a transmitter of information. The integration of digital technologies with pedagogical approaches causes teachers to play critical roles in facilitating cross-cultural communication, promoting digital literacy, and developing a global attitude in students. In the Common European Framework of Reference for Languages, the concept of 'Mediation' has come to the fore as to facilitate communication in a global context. The concept of intermediary forms the basis of diplomacy with its dimensions of mediation of text, mediation of comprehension, and mediation of communication. The understanding of individuals with each other, the need for mediation in incomprehensible situations and the maintenance of communication are also within the scope of the teacher's duties when considered in terms of education. This area is not limited only within the classroom, but also extends outside the classroom. The impact of digital diplomacy in the field of education is transforming the professional development processes of instructors by moving them beyond the physical boundaries of the classroom (Duarte & Strekalova-Hughes, 2016). According to Abdurashidova and Balbaa (2023), this transformation makes it possible for

teachers to interact with their international colleagues, exchange knowledge, and adopt new pedagogical approaches through digital tools.

Digital diplomacy in education also manifests itself at the international level. Through online conferences, webinars and digital networks held at the international level, teachers are able to continue their professional development in both local and global contexts. This allows them to develop more inclusive and culturally sensitive methods in education. Bayat (2014), while drawing attention to the role of digital technologies in the development of inclusive education, emphasizes that the role of teachers in this process serves not only the use of technology, but also to create an equal and accessible learning environment. To Collins and Bekenova (2019), teachers are figures that convey knowledge in the globalized educational environment; moreover, strategic actors that shape the vision of international education. With these aspects, they attract the attention of governments by taking an active role in the international academic field. Considering the contribution of digital education to international academic mobility (Gillani et al., 2024) and its supportive structure for collaborations between cross-border educational institutions (Rumbley et al., 2019), it is clear that digital diplomacy practices will play a central role both in today's education systems and in the global education policies of the future. As noted by Abdelrady and Akram (2022), the teacher profile strengthened in this context has the potential to have an impact on their own students, also on international education communities. As a result, in the context of Digital Diplomacy in Education, teachers become multidimensional educational leaders who use technology in a meaningful way, take into account cultural diversity, and use the opportunities offered by digitalization in line with pedagogical goals. This transformation redefines the roles of teachers in the digitalized structure of education and makes them

effective actors on a global scale. Li and Akram (2023) emphasize the importance of continuous professional development for teachers in the field of digital education diplomacy.

Digital Diplomacy in Education and Students

In digital diplomacy in education, students take center stage, actively shaping the learning process alongside teachers. Thus, they become the key agents of communication at the global level. With the integration of digital technologies into educational processes, students are no longer defined not only as passive individuals who receive information, but also as active learners who participate in international collaborations, develop intercultural dialogue and interact in the digital environment (Khan et al., 2020). In particular, virtual exchange programs and online collaborative projects allow students from different countries to come together to work collaboratively, express their perspectives, and establish lasting connections across borders (Mazumdar, 2019). Such experiences not only support the acquisition of academic knowledge, but also increase individuals' awareness of their own culture and make them more sensitive to the global dynamics around them (Gillani et al., 2024; Grincheva, 2024). Student mobility also allows the student to start their studies in their home country and complete the rest of the program at the degree-granting institution abroad when they carry out a twinning program to include advanced forms of program mobility (Knight, 2008). This arrangement not only reduces costs but also supports students' self-realization in line with Maslow's hierarchy.

In addition to afore-mentioned issues, digital diplomacy is not only a process of technology use for students, but also an area of interaction shaped by cross-border relations with higher education institutions in different

countries. Virtual mobility applications, interdisciplinary research projects, and international digital networks contribute to the reconstruction of students' academic identities on a global level (Mazumdar, 2019). In this context, digital diplomacy transforms students' academic social interactions; moreover, the digital diplomacy aims to raise them as individuals who are more culturally sensitive, collaborative, and more aware of global problems.

According to Rumbley et al. (2019), these digital-based collaborations between educational institutions serve as practical reflections of digital diplomacy in action. Such applications contribute to both the academic development of students and their understanding of the dynamics of the digitalizing world in the context of international relations. Thus, digital diplomacy in education is a strategy, and also a transformative learning experience for students. Despite the positive aspects of digital diplomacy, Gillani et al. (2024, p. 1359) have identified challenges related to access and technological inequalities in their work. These challenges are defined as some students' lack of reliable internet connection, limited access to necessary software, and differences in the availability of digital resources. This situation reveals that infrastructure problems limit communication to ensure equal participation in international education programs, especially in regions with different levels of technological accessibility.

Inclusive Education and Global Citizenship

Digital diplomacy is considered not only as a strategy that supports international cooperation, but also as an important tool that increases inclusivity in education. Digital learning platforms enhance educational accessibility, particularly for individuals facing socioeconomic challenges and those residing in geographically remote or underserved regions. According to

Bayat (2014), digital technologies significantly reduce these barriers, fostering a more inclusive and equitable educational environment. These digital environments facilitate access; furthermore, they contribute to the development of mutual understanding by encouraging intercultural interaction. As Anderson (2019) emphasizes, through digital diplomacy practices, students are introduced to different cultural perspectives, and this process paves the way for the development of global citizenship awareness. In this respect, digital diplomacy equips individuals with technical knowledge, and also aims to make them culturally sensitive, empathetic and capable of assuming responsibility on a global scale. Therefore, digital diplomacy in education gains importance not only as an academic application area, but also as a multidimensional transformation tool that supports social equality, cultural pluralism and social justice (Mansouri & Elias, 2025). Within this framework, digitalization holds the potential to redefine education with a more inclusive, accessible and global understanding.

In practice, digital technologies have played a revolutionary role in creating equal opportunities, reducing illiteracy, and ensuring access to education for all globally (Yarashov et al., 2024, p. 300). Researchers state that the development of distance education through virtual platforms has helped to overcome various social and geographical barriers. They emphasize that digital tools, especially for children with special needs, are very important to make the education process more inclusive.

Place of Digital Diplomacy in Education

With the proliferation of digital education, many governments have begun to re-evaluate education as a diplomatic tool. In order to implement digital diplomacy effectively, structural transformations have been carried out

in education policies, and educational strategies have been integrated into the context of foreign policy and international cooperation (Maryam & Begum, 2024). After the pandemic, governments have begun to more openly recognize the future strategic role of education, which has led to a faster acceleration of digital diplomacy in education (Hayden, 2017). In particular, some governments have prioritized using cultural heritage and colonial heritage as a tool of soft power by emphasizing cultural identities and values (Lee, 2015). In addition, at the institutional level, it is not only the image of the country that matters, but also the image or prestige of the relevant higher education institution. Because having international students is seen as a sign or proof of the quality of a university (Mäkinen, 2022). For this reason, educational centers and institutions have tried to integrate quickly on the international stage by engaging in cultural diplomacy. However, assumptions about shared identities and values, as well as the prevailing political climate of the local community, pose serious challenges for policy implementation. Alternatively, an educational center or institution has also aimed to be able to engage with international actors based on an enduring belief in the initiative of science to advance the knowledge economy, another type of norm that underpins soft power. Governments are also aware of this fact and strive to rise to a more attractive position in the eyes of foreign public opinion by managing their countries' own images with cultural industry products and soft power elements (Anholt, 2011; cited by Göksu, 2023).

Conclusions and Recommendations

In conclusion, digital diplomacy in education represents more than the mere application of technological tools, it embodies a comprehensive transformation grounded in values such as cultural exchange, international

collaboration, and global citizenship. The increasing development of online learning platforms, the inclusive nature of digital technologies, and the growing governmental support place digital diplomacy at the forefront of future-oriented educational models. Teachers, students, and policymakers emerge as central actors in this transformative process.

As education serves as a powerful tool for transmitting cultural and political ideals, it also possesses significant potential to enhance a nation's soft power that intertwined culture, political values, and foreign policy. No doubt, these elements can foster intercultural attraction, universal engagement with political ideals, and broader acceptance of foreign policies. However, education diplomacy and inter-institutional relations may encounter unforeseen complexities because of challenges of diversity.

In brief, digital diplomacy and the soft power are recommended to be expanded across wider areas. Practical strategies should be implemented to mitigate emerging challenges. Institutions can participate more autonomously and effectively in cross-border educational initiatives. An approach related to policy configuration, institutional autonomy, and intercultural sensitivity should be realized as a tool for diplomatic engagement and inclusive global development.

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CHAPTER 2

An Investigation into Turkish Language Teaching Centers in Türkiye

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- Introduction
- Reasons for International Students to Learn Turkish
- Teachers at Turkish Language Teaching Centers
- Directors at Turkish Language Teaching Centers
- Methods Utilized in Teaching Turkish as a Foreign Language
- Instructional Materials
- Measurement and Evaluation in Teaching Turkish as a Foreign Language
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Introduction

The necessity of learning a foreign language has been a fundamental aspect since the earliest stages of civilization. There have been several reasons such as getting to know different cultures, meeting their needs, trading, establishing cultural communication and having empathy to the others, following developments and innovations, and capturing super diversity that have prompted individuals to learn a foreign language. For this reason, various tools and ways have been sought to learn a foreign language with individual and state facilities in the field. Throughout history, the rise of powerful states in economics, politics, and the military has influenced the spread of their languages. As these powers grew, their languages became more widespread, and people from other countries began learning them for practical and cultural reasons.

Divânü Lügati't-Türk, regarded as one of the earliest sources for teaching Turkish as a foreign language, is considered by many scholars to be a foundational work in the field. From the 11th century to the present, numerous studies have been conducted to support Turkish language instruction. However, within the borders of the modern Republic of Türkiye, institutional efforts to teach Turkish as a foreign language formally began in 1958 with the initiatives of Boğaziçi University (Köse & Özsoy, 2021; Özdemir, 2018). Teaching Turkish as a foreign language was launched in the Department of Foreign Languages at Istanbul University, starting in 1974 and continuing until today. In this process, Ankara University opened a private institution called TÖMER in 1984, which aimed at teaching Turkish as a foreign language, and becoming a source for the spread of studies in this field and the opening of branches in many parts of the country. In the literature, the centers,

established under the name of TÖMER, were elucidated to have been opened at Ege University in 1987 and Gazi University in 1992 after its being first launched in Ankara University. The rapid development in Turkish language education can largely be attributed to the influx of thousands of students from Turkic republics who sought education in Türkiye following their independence after the collapse of the Soviet Union. This movement was primarily facilitated through the “Great Student Project,” which played a crucial role in strengthening educational and cultural ties. However, Kurt (2010, p. 118) considers the reason for half of the incoming students to return to their country as the lack of infrastructure in Turkish teaching and the inability to fully establish the system. Over time, the necessity of teaching Turkish as a foreign language has been academically accepted, it has been included in the departmental courses, and studies have started to be carried out in the fields of master's and doctorate. Especially with the large number of asylum seekers coming to Türkiye, Turkish has started to be taught to foreigners through many institutions (state and private institutions), associations, municipalities and centers. According to updated 2023 data from Dilbilim.net, there are 131 official centers dedicated to teaching Turkish as a foreign language. Notably, Istanbul Aydın University operates five separate branches, Istanbul University maintains three, and Ankara University has established ten branches nationwide. Including these and other university-based programs, the number of centers providing Turkish language education within universities has reached a total of 149. In the system of the Turkish Statistical Institute, the number of students coming from abroad in the 2023-2024 academic year is 336,297. It is reported that 235 schools teach Turkish in Cyprus, Tbilisi, Azerbaijan, including Turkish schools, Gendarmerie and Military Academies (<https://istatistik.yok.gov.tr>).

Currently, numerous universities in Türkiye offer Turkish language instruction for foreign learners through a diverse range of specialized institutions and centers. These include the Turkish Teaching Center (TÖMER), Turkish Teaching Application and Research Center (TUAM), Continuing Education Centers (such as BÜNSEM), Language Centers (DİLMER), Language Education Application and Research Centers (DEDAM), and Language Teaching Application and Research Centers (e.g., PADAM). Additionally, some universities operate under their unique designations, such as Karamanoğlu Mehmetbey University Language Center (KARDİL), Language Teaching Center (DÖMER), Konya Necmettin Erbakan University Language Center (KONDİL), and Sakarya University Language Education Center (SADEM), Ordu University Turkish Application Research Center (TUYAM) etc. (http://www.dilbilimi.net/tomer_ve_dil_merkezleri.html).

Likewise, there are Yunus Emre Institute and Maarif Foundation schools that teach Turkish abroad. Yunus Emre Institute has more than eighty cultural centers in different countries (<https://www.yee.org.tr/tr/kurumsal/yunus-emre-enstitusu>). Apart from this, Turkish is taught in universities and secondary education in more than seventy countries (http://www.dilbilimi.net/turkluk_arastirmalari_merkezleri_bolumleri.html). TİKA Turkish Cooperation and Development Agency carries out various projects in 170 countries and provides support in the field of education (<https://tika.gov.tr/kurumumuz/hakkimizda/>).

The nationwide proliferation and institutionalization of Turkish teaching centers—commonly known as TÖMER—within universities is the result of a process that began with the arrival of international students from Turkic republics and has continued in recent years with the inclusion of refugee

populations. This evolving demand has played a central role in shaping structured Turkish language education across the country. Turkish language teaching, which was previously aimed at small groups such as embassy staff, military personnel, employees in commercial companies, foreign spouses; It has been ignored by the Departments of Turkish Language and Literature and Turkish Education because there is no need. Therefore, the initial demand in this field was largely met by foreign language teachers within the country. However, the growing need for Turkish language instruction—driven particularly by the increasing number of asylum seekers—has led to a broader involvement of educators across multiple domains. Today, alongside the Ministry of National Education (MEB), universities, public education centers, and private institutions employ not only foreign language instructors but also teachers from various disciplines, most notably Turkish language educators, in the teaching of Turkish as a foreign language. The production of books and teaching materials in this field has accelerated; Master's and doctorate quotas have been opened and scientific researches have increased. Turkish lessons for foreigners, which is a field that has not been given importance by the Departments of Turkish Language and Literature and Turkish Education, has gained the importance it deserves today and universities are leading the studies in this field.

Various differences are noteworthy in the Turkish teaching centers of universities. These are the reasons for students who come to Turkish teaching centers to learn Turkish, the qualifications and status of the instructors, the qualifications of the administrators, the compliance of the courses and programs with the Common European Framework of Reference for Languages (CEFR), the total hours of the courses, the measurement and evaluation rules,

the difficulty/ease levels in the achievement exams, the diversity in terms of the textbooks and tools used, and the use of technology.

Today, the Council of Higher Education (YÖK) has authorized universities in Türkiye to independently recruit international students and to administer their own Foreign Student Examinations (YÖS). This decentralization has granted institutions greater flexibility in international admissions, increasing foreign students in universities.

Reasons for International Students to Learn Turkish

As a social being, humans inherently feel the need to communicate. Language serves as the primary tool for this interaction, enabling individuals to express thoughts, emotions, and needs. In this context, fundamental communicative requirements are assessed through both objective and subjective lenses. While objective needs refer to learners' real-life language use situations—such as communicating in academic, professional, or everyday contexts—subjective needs encompass internal, cognitive, and affective factors. These include learners' personality traits, behaviors, self-confidence, learning preferences, cognitive styles, expectations, and strategies. Students attending Turkish language teaching centers often do so for a variety of reasons, including pursuing higher education at Turkish universities, obtaining a C1-level language proficiency certificate, enhancing employment prospects, integrating into Turkish society, engaging with Turkish culture, forming personal relationships (such as marriage), and managing daily life in Türkiye through effective communication. (Şimşek & Bozkırlı, 2024, p. 59) and traveling and migration (Demir & Er, 2023).

Teachers at Turkish Language Teaching Centers

Foreign language teachers are one of the important figures of language teaching. According to the Ministry of National Education (MEB), teachers should become aware of the fact that they reflect their behaviors, attitudes and abilities and that they constitute an important part of the environment for language learners/acquirers (MEB, 2017). There are knowledge, skills and attitudes that must be possessed as to perform the teaching profession effectively and efficiently. Teaching profession competencies are grouped under three main headings as professional knowledge (field knowledge, field education knowledge, legislation knowledge), professional skills (planning education and training, creating a learning environment, managing the learning and teaching process, measurement and evaluation) and attitudes and values (national, spiritual and universal values, approach to students, communication and cooperation, personal and professional development) (MEB, 2017, p. 8). In order for the Turkish teacher to teach Turkish well to foreigners, the competence of field (profession) knowledge, the competence to apply skills, the competence to cope with multilingual/cultural environments and professional development competence gain importance (MEB, 2010). Teachers in Turkish teaching centers are primarily graduates of Turkish Language Teaching, Turkish Language and Literature Teaching, Modern Turkish Dialects, Turkish Language and Literature Departments. In addition, there are graduates of English, French, Arabic, Persian, Theology, Theater Criticism and Dramaturgy, History, German Language and Literature, Physics, Anthropology, Public Administration, Mathematics, Science, Economics, Geological Engineering, Labor Economics and Industrial Relations (Çeşit & Kaya, 2025, p. 39). In the research by Çeşit and Kaya (2025, p. 39), the total number of teachers is 648. Of these teachers; 25.85% of Turkish Language

Teaching graduates have bachelor's degree, 23.05% have master's degree and 26.62% have doctorate degree. 2.11% of Turkish Language and Literature Teaching graduates have bachelor's degree, 51.23% have master's degree and 0.59% have doctorate degree. 1.27% of Modern Turkish Dialects graduates have bachelor's degree, 51.23% have master's degree, and 2.36% have doctorate degree. 55.94% of Turkish Language and Literature graduates have bachelor's degree, 65.43% have master's degree and 59.18% have doctorate degree. 14.83% of the graduates from other fields have bachelor's degree, 9.06% have master's degree, and 11.25% have doctorate.

As can be afore-mentioned, in addition to four different departments related to Turkish language and culture working in the field of Turkish teaching, there are lecturers from foreign languages and other fields. Although educators across these disciplines are generally expected to possess a shared set of qualifications, certain departments—such as economics, public administration, and industrial relations—often do not provide formal training in pedagogical competencies. As a result, essential instructional skills such as classroom management, student motivation, teaching methodology, and both verbal and non-verbal communication may be underemphasized or entirely absent from their academic preparation. Korkmaz (2018: cited in Gümüş, 2023) stated that the professors in the faculties of theology took part in the Turkish teaching process to the students from Syria, whose mother tongue is Arabic, because they only spoke Arabic, which caused the process to be inefficient. Individuals who will work in teaching Turkish as a foreign language are expected to have some competencies. As a result of a study conducted in the literature on these expectations (Gülbahar, 2015, p. 3128), it was determined that teachers working in Turkish teaching centers were inadequate in terms of classroom management, student motivation, student

needs, factors related to their interests and characteristics, setting in-class rules, and applying a reactive classroom management model. The Common European Framework of Reference for Languages, CEFR, which is considered as an international guide in teaching Turkish as a foreign language, is used. The CEFR is a frequently used resource in foreign language teaching and education and is used as a basis for designing, writing, publishing and implementing foreign books. The CEFR also contains important tips for the use of method books in the classroom, curriculum programming, and assessment and evaluation. To put it briefly, it is considered an important reference for teachers who will teach Turkish to foreigners in accordance with international standards (Fişekcioğlu, 2022, p. 147). However, Fişekcioğlu's study reveals that teachers working in Turkish teaching centers have heard about the CEFR source, but it is insufficient to reach data on how much they benefit from the results of the interviews. It also underlines that more work needs to be done in this field for the professional development of teachers working in this field.

Tüm (2022, p. 120), on the other hand, underlines that teachers who will work in this field and centers should have certain qualifications, even if they come from different fields. These qualities are listed as follows:

1. Beyond teaching language skills and rules, being proficient in cultural transfer,
2. Having a general cultural background,
3. Knowledge of linguistics and interlinguistic comparative studies,
4. Having the ability to select materials suitable for the target audience / to adapt the selected material,

5. Possess the competence of class dominance in multinational or mono-national classes,
6. Have the competence to adapt 21st century competencies to multinational or multilingual classrooms,
7. To be able to synthesize one's own culture with the cultures of foreign students.

Directors at Turkish Language Teaching Centers

Turkish teaching centers have a brand value. Administrators play an important role in ensuring that students who come from different countries of the world to learn Turkish receive adequate service in the Turkish teaching center. The duty of the manager is to ensure and increase the satisfaction of the employees and students of the institution within the legal framework. This task is both social and psychological. In order to meet the expectations of international students, administrators are also expected to be aware of difference and diversity. The Turkish Language Association defines the word 'manager/director (hereby manager)' as 'the person who has the power to manage, the person who manages; administrator, manager'. There are many definitions of manager. What are managers in the modern world? Tuzcu and Ulaş (2018, p. 59) answered the question as follows:

'Administrator; He is a person who observes justice, is open to communication, reassures his subordinates, takes into account the thoughts of his employees, informs them, attaches importance to job satisfaction, takes into account the problems of his employees, helps them solve their problems, provides feedback, meets with his employees at a certain frequency, values his employees, is innovative, appreciates, gives the opportunity to discuss the decisions taken or to be made, includes his employees in the decision process, etc.'

The manager must have the necessary knowledge, skills and attitudes to perform his duty effectively, as well as management theory and practices. Especially in foreign language teaching, it is expected to be able to understand and manage concepts such as multilingualism, multilingualism, multinational and mono-national class structures that emerge in the education system with the disappearance of borders, not only field knowledge. The findings of a study on the qualifications of the managers of Turkish teaching centers are that the managers come from different fields (Çeşit & Kaya, 2025, p. 36). In this study, those who work as managers are observed as of; Turkish Language Teaching (34.49% undergraduate, 16.10% master's, 21.84% doctorate), Turkish Language and Literature Teaching (2.30% undergraduate, 5.75% master's, 3.45% doctorate), Department of Modern Turkish Dialects (1.15% master's, 2.30% doctorate), Department of Turkish Language and Literature (40.23% undergraduate, 54.02% master's, 49.43% doctorate) and other fields (22.98% undergraduate, 22.98% master's, 22.98% doctorate). When the qualifications of the managers in the language centers are questioned, it is seen that educators who work as managers are generally from the field of Turkish language. According to the figures given by Çeşit and Kaya (2025, p. 36), the number of managers graduated from Turkish departments is 193 and the number of managers graduated from other departments is 60. The fact that administrators and lecturers come from these fields is of vital importance as it can provide effective results in the selection of the decisions taken and the methods to be applied. In this study, it is seen that the undergraduate, graduate and doctoral graduations of the managers are from the departments of Turkish language and literature. When the situation of those who completed their master's and doctorate education directly in the field of teaching Turkish as a foreign language was examined, it was determined that eight of them had

articles on teaching Turkish as a foreign language, five of them had book chapters, and twenty-one of them had both articles and book chapters (Çeşit & Kaya, 2025, p. 41, 44). Tuzcu and Ulaş (2018, p. 59) state that in their study on Turkish teaching center management and managers from the perspective of academic and administrative staff, it is the management level that least meets the expectations of the employees when other management levels are taken into account. These results reveal that more work needs to be done in terms of academic and social dimensions of management (Çeşit and Kaya, 2025, p. 31). In the evaluation of the language learning and preparatory centers prepared by DÖDAK, it states that documents showing the resumes and academic backgrounds of the managers in these centers are requested. Thus, it was tried to determine whether the academic experiences and resumes of the managers in the unit were suitable for the field they took responsibility for. This situation reveals that there are different dimensions of the problems experienced by managers today. According to Çeşit and Kaya (2025, p. 172), although they are not related to the manager's field, the problems experienced by the center managers are briefly as follows:

- Financial impossibilities and infrastructure problems (lack of financial means, lack of infrastructure, lack of educational materials)
- Planning and management problems (inadequacies of teaching staff, lack of awareness about language teaching, differences in language teaching processes)
- Classroom and lesson organization problems (crowded classrooms and inability to organize the classroom).

Onural (2005, p. 78, 81), on the other hand, stated in his study of senior managers that the manager should know the developments outside the

borders of Türkiye, but he had problems because he did not know a foreign language. In addition, he emphasized the acceptance of management as a profession and the need for management education. Therefore, the competencies of those who work as managers in centers where international students are taught Turkish as a foreign language should be considered from different perspectives. There should be awareness not only of the physical structure of the building or technical inadequacies, but also of the following elements, taking into account individual differences:

- Having a general cultural background,
- Knowledge or awareness of the languages in the world and their structures,
- To be sensitive to universal and sensitive issues in communication with the target audience,
- Proficiency in multinational or mono-national class concepts,
- To have the competence to adapt 21st century competencies to classrooms,
- To be able to allocate the areas they can use in the building for the promotion of original cultural products,
- To be able to synthesize one's own culture with the cultures of foreign students.

Methods Utilized in Teaching Turkish as a Foreign Language

Today, a considerable number of students receive Turkish language education at teaching centers within various universities. These centers employ contemporary methodologies and pedagogical techniques to enhance the effectiveness of language instruction. In order to maintain the teaching

process in the most efficient way, it is necessary to analyze the structure of the classroom and the individual learning styles of the students while determining the method to be used in the process. As a result of the literature review, the methods used in teaching Turkish as a foreign language; grammar-translation method, natural method, audio-visual method, auditory-linguistic method, silent method, suggestion method, consultative language teaching method, task-based method, whole physical response method, cooperative learning method, content-based method, communicative method, content-based method, task-based method. All these methods meet the contents used in teaching Turkish as a foreign language.

These centers, which strive to pass the education processes in a healthy way, try to find solutions to the problems encountered with their academic studies; In these aspects, it functions as an application and research unit. Therefore, they play an important role not only in language teaching, but also in the development and implementation of pedagogical approaches.

Various problems are encountered in practice, management, physical conditions and personnel employment in Turkish teaching centers. The personnel to be employed in institutions that teach Turkish as a foreign language must be trained in the field (Gümüő, 2023; Onural, 2005). According to Çeőit ve Kaya (2024, p. 172), the problems experienced by Turkish teachers are as follows

- Language and grammar problems (difficulties of Turkish for students, pronunciation and writing problems, problems in grammar rules)
- Material and assessment problems (lack of materials and measurement tools)

- Individual differences and academic achievements (differences in student readiness, individual differences)
- Motivation and discipline problems (lack of education of the student in the country of the target language, apathy and absenteeism)
- Prejudices and readiness of the trainee.

Among these problems, technical and infrastructure problems are among the most primarily observed ones (Baklashova & Kazakov, 2016). When the literature is examined within the framework of the theories of teaching Turkish as a foreign language, it is seen that technical and infrastructure problems are insufficient. In this case, the structure of Turkish could not be clarified to the required extent, and the necessary infrastructure could not be provided to teach it as a foreign language (Sadllah Al-Mashhadani, 2018). Problems such as the fact that the institution does not have enough classrooms, the lack of tools used in language teaching such as sound systems, computers, projections, televisions in the classrooms, the lack of internet, electricity, etc., and the inability to provide air conditioning in the classroom also negatively affect the efficiency of the course (Coşkun & Çiftçi, 2017; Fişekcioğlu, 2022; Kardaş & Koç, 2019; Tüm, 2022; Ün Açıkgöz, 2003).

It is necessary to do many activities for foreigners during Turkish lessons. It is important to integrate the students in the class, to take them on trips, to reward the students who take part in the activities and receive degrees in the competitions, to give them a taste of Turkish cuisine, to revive traditional practices on days such as folk dances, Hıdırellez and Nowruz, and to promote them in the context of culture with extracurricular activities. In brief, to create a language-rich classroom environment, using visuals and materials that reflect the target culture—such as decorating the walls with the country’s tourist

attractions, commonly used language expressions, cultural elements, and old and contemporary artworks by their artists—will motivate students to make comparison these artworks with theirs to raise awareness to global citizenship in this era. No doubt, for realizing this, it is necessary to have event budgets, yet, the problem of paying such expenses and searching for sponsors is quite troublesome.

Instructional Materials

In teaching Turkish as a foreign language, instructional materials are important resources that enable students to learn a target language. These resources should be easily accessible and widely available to all students in order to improve students' target language skills. While preparing these materials (books, workbooks, supplementary materials, and so on.), it is necessary to pay attention to some features such as morphological and syntactic language structures in the texts, the length or shortness of sentences and texts, and word choice or diversity. Although the number of books prepared in the field of teaching Turkish as a foreign language has included a wide range in recent years, their number is still extremely limited. Despite the dedicated efforts realized by Yunus Emre Institute in recent years, there are studies revealing that there is a major deficiency in the field of materials (Beyreli, 2017; Durukan & Maden, 2013; Er et al., 2012; Kardaş & Koç, 2019; Mavaşoğlu & Tüm, 2010; Moralı, 2018; Okur & Onuk, 2013; Özdemir, 2013; Tüm, 2022; Uzdu Yıldız & Ramanenkava, 2020)

It is clear that while digital tools and apps have made self-paced language learning more accessible than ever, there's still the personal connection considered uniquely powerful in a classroom. For many students, the physical presence of a teacher offers not just structure and motivation, but

also the spontaneity and nuance of real-time conversation, cultural cues, and immediate feedback. So as to increase the qualities that the classroom environment will bring to the student, it can be effective to keep the learning atmosphere in a peaceful balance, to use colors and desks that make you want to be in the classroom and work. Providing a good language environment in the classrooms, using visuals and tools of the target culture (filling the walls with the country's touristic places, widely used language samples, cultural elements, artists and works of art, and so on.) will motivate students positively and trigger their curiosity.

While the classroom wherein the teacher has the primary role and the textbook is a supporting resource, institutions, such as Gazi University, Ankara University, Istanbul University, and the Yunus Emre Institute, develop their own instructional materials. The others adopt textbooks produced by these institutions or sourced materials externally. Within these external materials, Web pages that teach languages, mobile phone applications that teach vocabulary, exercises, sample books and reading books according to level, dictionaries are likely to be presented to students as additional resources.

Teachers in institutions teaching Turkish are required to have textbooks written on this field, to distribute information that is not covered in one book by photocopying if it is processed in another book, and to produce course tools from additional exercises, different source books, catalogs, and texts. Today, interactive applications such as Wordwall, Kahoot, oyunlarlaturkce.com on internet pages attract the attention of students more. It would be appropriate for the course teacher to follow the new pages and applications on the internet, to add innovations to the course tools, to keep the interaction between the teachers alive, and to be aware of the innovations

Measurement and Evaluation in Teaching Turkish as a Foreign Language

Measurement and evaluation in language teaching is very important since it shows the efficiency of the process for students. Harlen (1999) defines assessment and evaluation as the process of compiling the result of the student and reaching a decision and applying new strategies according to this decision. In the same vein, Dincel and Ungan (2022, 564) state that assessment and evaluation is a building block that enables change in education and sheds light on development. According to Kilmen (2019), evaluations are diagnostic, formative and demonstrative. As a result of the diagnostic evaluation, the teacher recognizes the student by seeing the student's background and readiness level (Leighton & Gierl, 2007, p. 3) and makes the lesson plan accordingly. The teacher determines the status of the student before applying to him and obtains information about the student. Formative assessment, on the other hand, is valuable in terms of understanding how the student develops in the course process with the teacher. Garrison and Ehringhaus (2007) argue that formative assessment takes place with the teacher and the student. While the teacher determines which subjects are not learned, the students learn what they do not understand and what they need to repeat.

In institutions that teach Turkish, exams such as placement exam, level passing exam, Turkish proficiency exam are held. During the lesson, there is also the application of additional exams such as quizzes and mock exams that determine whether the teacher understands the subject applied to the students (Şengül & Demirel, 2020). According to the Common European Framework of Reference for Languages (MEB, 2017), the types of measurement and evaluation are determined as follows:

- Placement test - Testing language proficiency

- Norm-based evaluation - Criterion-based evaluation
- Criterion-based assessment of goal-achieving learning - Continuous criterion-based assessment
- Continuous measurement – Measuring from time to time
- Formative measurement – Societal evaluation
- Direct measurement - Indirect measurement
- Measuring success - Measuring information
- Subjective measurement - Objective measurement
- Determining a level by a digit - Determining a level using a checklist
- Impression-based measurement - Guided decision
- Holistic measurement - Analytical measurement
- Measure by one category - Measure by many categories
- Being measured by the other - Self-assessment

Today, the increase in the number of courses teaching Turkish causes the Turkish proficiency exam, which makes it possible to issue a C1 certificate, to be held in such a variety of ways. The differences between language courses that teach Turkish are a problem, especially in terms of measurement and evaluation. This situation potentially undermines the reliability, comparability, and credibility of C1-level documentation issued by various Turkish language teaching centers. Likewise, Çavuşoğlu and Işık (2021) stated that the highest score for five skills (listening, reading, speaking, writing, grammar) was 15 (it was determined that different base scores were given to skills in some institutions); also, they found that the base score was set at 10 (9 for some skills). It has been stated that different passing grades are applied by various

institutions among the skills in measurement and evaluation. Boylu (2019), on the other hand, emphasized that some institutions do not determine a base score for the passing grade in measurement and evaluation, and that the sum of all skills is found to be sufficient to have a grade of fifty. In this case, where the inter-institutional measurement and evaluation and certification process varies, it is necessary for a single institution to conduct the exam or to implement an examination process in which the same scales are adopted by all institutions. In addition, İkiel (2019) draws attention to the fact that placement exams other than the certification exam are determined by different grade scales between institutions.

Although the multiple-choice exams provide convenience to students and teachers in practice, the classical method of writing and speaking skills provides a balance in the evaluation of skills. Şengül and Durmuş Öz (2023, 764) found that among the measurement and evaluation tools used by instructors teaching Turkish as a foreign language, instructors mostly preferred written exams, matching questions, and performance assignments. The reason for this is that written exams give the opportunity to produce original and creative thoughts. It is emphasized that it gives students the opportunity to organize their written expressions and to use mental processes such as analysis, synthesis and evaluation. Şengül and Durmuş Öz (2023) stated that matching questions provide convenience in listening and reading comprehension, vocabulary and grammar. It is emphasized that multiple-choice exams are preferred because they allow instructors to ask more questions and can be easily applied in crowded classrooms.

It is aimed to spread the accreditation studies of Turkish-teaching centers to all institutions under the leadership of DÖDAK. The fact that the

accredited institutions have a certain standard will increase the quality. Obtaining accreditation will have benefits such as the preparation of exams with various names such as placement exams, proficiency exams held in language centers, organizing the questions according to the level, making the measurement and evaluation healthy and reducing the differences between institutions. Şengül & Demirel (2020), in their study on the quality of service in institutions teaching Turkish to foreigners, revealed that students find the services offered or provided to them below their expectations and experience dissatisfaction. It might be concluded that with accreditation studies, such dissatisfaction will be replaced by satisfaction.

Academic Turkish

In academic Turkish courses prepared for the international students enrolled at the university, it is aimed to prepare them for the major courses at the university. In other words, in academic Turkish courses, it is essential for learners to engage with expert lecturers from diverse disciplines as to comprehend, critically reflect on, and generate insightful questions about subject matter enriched with scientific terminology and specialized information. Chongolnee (1978) also proves this with the statement that foreign students adapt to the courses more easily in the field of science. In the literature, especially in the field of social sciences that requires verbal skills, interpretation and a much wider infrastructure in terms of vocabulary, students who study at the university are found to have difficulties in the verbal field. Whenever, for instance, YTB students are obliged to attend Academic Turkish courses, it is observed that their continuation has reduced exam anxiety and increased their success and efficiency. Therefore, the Presidency for Turks Abroad and Related Communities (YTB) has mandated participation

in Academic Turkish courses and the successful completion of an associated exam. However, after students obtain their C1 certificate, a noticeable decline in classroom engagement is observed. This disengagement can have several factors such as completion of language learning goals, fatigue from intensive study, and a strong desire to return to their home countries for rest or personal reasons.

Conclusions and Recommendations

It has become a necessity for institutions offering Turkish language instruction to foreigners, to have a standardized framework. The current differences among Turkish language courses including instructional staff, course duration, and assessment methods weaken the overall quality and consistency of language education. As emphasized by Boylu and Başar (2016), ensuring the effectiveness of language centers requires a coordinated effort: employing qualified professionals, establishing accreditation systems overseen by a central authority, standardizing course hours (e.g., 960 hours), enforcing minimum competency thresholds across all language skills, unifying textbook criteria, and implementing nationwide examinations. Without such standardized measures, the credibility and efficiency of Turkish language education remain at risk.

Teachers working in the field should be supported in terms of completing the deficiencies they need with in-service trainings, having a certificate in teaching Turkish for foreigners, reading about the field and following the developments. Regarding students, C1 level students with Turkish proficiency certificate should graduate with an average of a certain standard and competence, and efforts should be made to eliminate the differences between institutions.

Classroom environments with equipment such as internet, projection, television and sound system should be provided to the Turkish language teachers. Administrators need to be sensitive in order for teachers and students to work in a healthy, peaceful and peaceful classroom environment and to solve their problems easily.

Since language and culture are inseparable, it is essential to incorporate cultural activities and practices into language instruction, ensuring that learners not only develop linguistic proficiency but also gain insight into the values, customs, and social norms of the target culture. Hence, archaeological places to visit in the vicinity, important places, periodic practices (rituals performed on the equinoxes, etc.), local delicacies, concerts should be included in the curriculum. For this, a necessary budget should be allocated for social events.

Resources to be used in the course such as story books, dictionaries, textbooks of various institutions, maps, internet addresses, computers, which will be course tools, should be available in the classrooms.

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CHAPTER 3

Foreign Language Teaching Policy in Belgium and A1 Program for Turkish Language

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- Introduction
- Curriculum for Teaching Languages in the Flemish Region, Belgium
- Classification of Language Levels in Curriculum
- Realization of Levels in Accordance with Targets
- Classification According to Learning Outcomes
- Objectives
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Introduction

Member states of Council of Europe pursue a language policy to constitute foreign language curriculum by following Common European Framework of References for Languages (CEFR) as a source text. The curriculum is based on competencies necessary for communicative activities to speak target language. These curricula prepared in line with CEFR form the backbone of language teaching, learning and evaluation. In brief, curriculum for teaching languages is underlined as follows:

- Curriculum for teaching languages, institutionalized with standard criteria, assumes a primary role in the realization of successful language teaching, learning and evaluation,
- It assumes to move away from subjectivity and tends towards objectivity because it is a guide for all stakeholders of language teaching; thus, it can minimize problems they might face,
- It can provide a systematic configuration while designing instructional materials.

Curriculum for Teaching Languages in the Flemish Region, Belgium

All Flemish education institutions that provide education in Dutch are recognized by the Ministry of Education of the Flemish Community of Belgium and they have to follow the curriculum approved by the Ministry for adults (Geerligs & van der Veen, 2014). Turkish Curriculum is also included in these adult language teaching programs and Turkish language education is carried out according to the Turkish national curriculum. This is the publication of Modern Languages Education Program for the Adults, which was created with an instruction based on the decree of the Education Development Authority

(DVO). This instruction includes designing the language education for adults in the best way possible, explaining the specific goals and objectives to be achieved for each level, and expressing the learning process of a level (Hoogeveen & Winkels, 2014). The curricula fulfill the need of explanations and clarifications for definitions of distinction among levels of language proficiency. The structure of the instruction is based on the CEFR that is gradually becoming a reference point for teaching of languages in all surrounding European countries. This "Turkish Curriculum for Adults" is created by the joint work of five education institutions with the assignment by Ministry of Education of Flemish Community. This orientation also offers an advantage of transnational comparability of Dutch language courses. These educational institutions are as follows:

- Educational institutions of the Flemish State (Flemish Community Education «GO»),
- Educational institutions of cities and municipalities (OVGS),
- Educational institutions of the states (POV),
- Private schools, educational institutions (VDKVO), recognized by the Flemish State under the name of Flemish Catholic Educational Institutions, and
- The Flemish Support Center for Adult Education (VOCVO).

Classification of Language Levels in Curriculum

Language teaching education for adults is divided into four levels of language proficiency and it is called "richtgraad", which literally means "target degree". The Table below gives information in detail.

Table 3-1. CEFR Common Suggestion Levels, new and old codes of course levels

CEFR Common Suggestion Levels	New Codes of Course Levels in Language Teaching for Adults	Old Codes of Course Levels in Language Teaching for Adult
Breakthrough A1	Richtgraad 1.1	Elementaire kennis 1
Waystage A2	Richtgraad 1.2	Elementaire kennis 2
Threshold B1	Richtgraad 2	Praktische kennis
Vantage B2	Richtgraad 3	Gevorderde kennis 1
Effectiveness C1	Richtgraad 4	Gevorderde kennis 2
Mastery C2	--	--

Table 3-1 displays CEFR Common Suggestion Levels, new and old codes of course levels in language teaching for adults. Language levels are graded by the completion of certain levels. A1 and A2 Levels are called-Grade 1, B1 Level-Grade 2, B2 Level-Grade 3, C1 Level-Grade 4. C2 "Mastery" Level, which is comparable to the language proficiency level of a native speaker of an average education, does not seem feasible in adult education.

Realization of Levels in Allign with Targets

For each four levels, what learners could do while producing perceptive (listening and reading) or productive (speaking and writing) language activities is defined in detail. These definitions are determined for the goals to be achieved. These are goals, knowledge acquired and attitudes regarding four language skills. A number of cornerstones are included in determined goals as follows:

- language task (e.g., forming an opinion about theme),
- text (e.g., a news broadcast, a dialogue),
- interlocutors (e.g., known or unknown language user),
- the level of information usage (e.g., copying a sentence, evaluating an advertisement),

- the characteristics of the text (e.g., a clear, understandable text structure), and
- context (e.g., communication at work).

Components to support language skills are also clearly stated. This includes knowledge of functional vocabulary and language system (grammar), pronunciation, rhythm and intonation, sociocultural contextual knowledge, learning and communication strategies, and attitudes (Vedder & Kuiken, 1995; Kwakernaak, 1989). No matter how important these supporting components are, the focus is on the learner's practical language skills: what they can do with the language rather than what they know about the language.

Classification According to Learning Outcomes

Each course includes ultimate goals of language skills and marks certification for the next stage of language teaching. In the language teaching curriculum, languages are divided into three groups as Group 1 AT, Group 2 GPRT, and Group 3 ACJ as given below:

Group 1-AT (Andere Talen, European Languages): German, Danish, Dutch, English, French, Spanish, Italian, Swedish, and Portuguese.

Group 2-GPRT (Grieks, Pools, Russisch, Turks, other European Languages): Turkish, Bulgarian, Croatian-Serbian, Czech, Finnish, Hungarian, Polish, Russian, and Greek.

Group 3-ACJ (Arabisch, Chinees, Japans, European Languages): Arabic, Chinese and Japanese.

Table 3-2. Languages and Lesson hours

Languages	Lesson hours				Total
	Degree 1	Degree 2	Degree 3	Degree 4	
Arabic, Chinese, Japanese	480	480	--	--	960
Turkish, Polish, Russian	360	480	--	--	840
Other European Languages	240	480	240	240	1200

Table 3-2 displays course hours for these languages that also vary according to the curriculum. For example, A1 (Breakthrough) and A2 (Waystage) levels are 240 hours for Group 1, 360 hours for Group 2, and 480 hours for Group 3.

Group 2 - Levels of Turkish Language and Duration of Lessons

Basic Language Level

A1 (Breakthrough) A/B 60+60=120	A2 – 1 (Waystage 1) A/B 60+60=120	A2 – 2 (Waystage 2) A/B 60+60=120	
B1.1 (Threshold) 1 A/B 60+60=120	B1.2 (Threshold) 2 A/B 60+60=120	B1.3 (Threshold) 3 A/B 60+60=120	B1.4 (Threshold) 4 A/B 60+60=120

As given above, in the Curriculum, there are totally seven levels for A1, A2, B1 levels in Group 2, wherein Turkish is taught. The first three levels (A1, A2-1, A2-2) out of seven ones are "Basic Language Level" and 360 course hours in total. The other four levels (B1.1, B1.2; B1.3, B1.4) are "Independent Language Level" and 480 hours in total. Each class hour is 50 minutes for language instructors to follow (Lowyck & Verloop, 2009).

Turkish Curriculum for Independent Level (Vantage) B2, and Proficient Level C1-C2 (Mastery) In Turkish Curriculum, the Advanced Level Turkish courses are unscheduled because language teaching for adults is not considered to be feasible for the languages in Group 2. Upon request, Advanced Turkish lessons are given in line with the initiative of the institutions. However, the courses and certificates of these courses are unrecognized by the Flemish government.

Turkish Curriculum at A1 Level (Breakthrough)

Initially, an adult who will learn Turkish as a Foreign Language (TFL) at the A1 "Breakthrough" level first must have literacy in the Latin alphabet. In addition, in TFL some issues that exist in Turkish but are either partially or not found in other languages should be taken into account, as given below:

- its being an agglutinative language
- great vowel harmony
- haplology
- consonant affinity
- softening of hard consonants
- fusion letters (y, n, s, ş)
- possessive forms
- forms of markers
- word order in sentences
- the alterations of verb "to be" in noun sentences
- lack of auxiliary verbs

- mostly dropping of personal pronouns
- different forms of participants
- frequently used phrasal verbs or vocabulary
- high degree of regularity and logic in grammar
- words and formulaic expressions transferred from other than European languages into Turkish and their significant influence on Turkish.

Any Turkish curriculum must inevitably include the above-mentioned elements. Yet, we observe that similar curricula prepared for European languages are inappropriate for Turkish. Hence, at A1 level, especially on initial days of learning, for learners with limited knowledge of grammar items it is not possible to build a free speech, no matter how simple these items are. However, the wide-ranging regularity and logical structure of Turkish language allows to assimilate a number of other background elements in parallel with the gradual accumulation of grammatical knowledge. The advantage of this for learners is that many basic linguistic patterns do not appear as an insurmountable obstacle, especially in the beginning stage.

Objectives

1. General Objectives at A1 Level in Teaching Turkish as a Foreign Language

A1 (Breakthrough) level, the lowest one of language use, offers language users to communicate with interlocutors so as to meet their concrete needs with very limited language knowledge in a foreign language environment. They can use familiar, everyday expressions and very simple sentences to meet their concrete needs. They can introduce themselves or someone else, ask and answer questions about personal information such as

where they live, people they know, and things they have. They can communicate at a simple level with the condition of being provided with an interlocutor who speaks slowly and clearly, and is willing to help.

2. Objectives of Communicative Activities at A1 Level in Teaching Turkish as a Foreign Language

2.1. Speaking

Speaking skills are considered important because adult learners use them in communicative activities. These skills at a descriptive level are grouped in four: a) giving an instruction to a language user they know, b) verbalizing and responding to an invitation, proposal, or call, c) explaining their own experiences (wants, needs, and feelings) and asking the interlocutor about their experiences, and the last one d) taking an appointment, and accepting, refusing or canceling offers.

In speaking, some supporting information for an adult learner is needed so as to maintain the conversation. The reason for this is to utilize grammatical supportive knowledge necessary in performing their verbal or conversational task. This knowledge emboldens vocabulary and grammar / concepts and functions, pronunciation and intonation, use of language (limited formal and informal speech), and sociocultural aspects (social conventions and traditions).

To facilitate ongoing communication, some strategies are utilized in speaking. These strategies that appear in threefold: Firstly, an adult learner can apply learning strategies (cognitive and metacognitive) during the preparation and application of speaking tasks such as data collection, and referring to previous learning experience. Secondly, an adult learner can use the communication strategies such as non-verbal behavior (gestures, facial expression), and using mediation strategies (asking to repeat something,

requesting to speak more slowly and asking for explanation, etc.) during preparation, application and evaluation. And the last one is that an adult learner can reflect on language and language usage. While communicating, interlocutors reveal some attitudes. In speaking activity, an adult learner has the attitudes such as courage to speak, willingness to communicate, and willingness to approach standard language.

Properties of Texts: Texts produced in verbal expression or conversation have the numerous characteristics. Some are seen as being very short and simple in construction, and concrete, simple, predictable and reliable in content, containing formulaic and standard expressions. Some others can be produced with the cooperation of the people they deal with, or can be texts that may have pronunciation errors, or texts they produce may contain a certain amount of language mistakes. All these properties make an adult learner to be alert towards the text and become aware of the mistakes so as to asking retelling the statement from the interlocuter

2.2. Writing

Writing skills are regarded as essential as adult learners utilize them in diverse productive contexts. At a descriptive level, these skills fall into three distinct categories: a) filling out a form and document regarding personal information, writing a short informative text such as message, message, card, letter, note, and finally taking simple notes as reminder to utilize later.

As it happens in the other language skills, some supporting information for an adult learner is needed to be likely use the grammatically necessary supporting knowledge to perform the writing task. The information here could be stated as vocabulary and grammar / concepts and functions, spelling and

punctuation, use of language (limited formal and informal speech), and sociocultural aspects (social conventions and traditions).

Using strategies in writing makes the texts fluent and comprehensive. An adult learner can effectively apply both cognitive and metacognitive learning strategies during the preparation and application of writing tasks. This includes consulting and drawing upon relevant prior knowledge as well as referring to previous learning experiences to guide their writing. Additionally, when facing challenges, the learner may use compensatory strategies—such as simplifying language—to complete the writing task successfully. These approaches help adult learners navigate writing activities more confidently and resourcefully (Oxford, 1990).

An adult learner can express the following attitudes during a writing activity: a willingness to make an effort to form statements correctly during writing, showing a commitment to accuracy and improvement; and courage to write, even when unsure or facing difficulties. These attitudes reflect the learner's determination and openness to growth, both of which are essential for developing strong writing skills.

An adult learner can express the attitudes such as a willingness to make an effort to form statements correctly during writing, and courage to write during a writing activity. These attitudes reflect the learner's determination and openness to growth, both of which are essential for developing strong writing skills (Brown, 2007).

Properties of Texts: Writing texts typically have several distinctive characteristics. They often focus on topics that learners are familiar with or find personally interesting. The language used is usually very simple, featuring short, stereotyped sentences and common standard expressions. Additionally,

these texts may contain typos, and are generally produced at a relatively low writing speed.

2.3. Reading

Reading skills refer to the ability to understand, interpret, and use written texts effectively. At the descriptive level, an adult language learner can recognize key information on important forms, documents, and vouchers such as tickets, ID cards, and driver's licenses. Additionally, they can understand all information contained in very simple instructions, including telephone directions, safety notices, and traffic signs. These foundational skills enable learners to navigate everyday reading situations with confidence (Council of Europe, 2000).

To perform reading tasks effectively, an adult learner relies on grammatically necessary supporting knowledge. This includes understanding of vocabulary and grammar, as well as knowledge of spelling and punctuation in decoding texts accurately. The ability to distinguish between formal and informal language use and raise awareness of sociocultural aspects—such as social conventions and traditions. Together, these elements form the foundation for effective and meaningful reading (Council of Europe, 2000).

Adult learners use various strategies to support reading tasks effectively. During the preparation and application of a reading task, the TFL learner can apply various cognitive and metacognitive learning strategies. These include consulting and using relevant prior knowledge, recognizing different text types, and adapting their reading behavior based on the purpose of reading. In addition, during the preparation and application of the reading task, the learner may use communication strategies—particularly compensatory strategies—such as using supportive visual material, asking for

repetition or clarification, and inferring meaning from context. Together, these strategies enhance the learner's ability to understand and engage with texts effectively.

An adult learner can express the attitudes such as focusing on the text that is read, showing empathy toward the sociocultural world in the text, and maintaining concentration even when certain parts are difficult to understand during a reading activity. These attitudes reflect an approach to reading, which supports deeper comprehension with the material.

Properties of Texts: Reading texts have the various characteristics. These could be given in several ways. For instance, they should be authentic or semi-authentic wherever possible, the contents are often directly related to the student's life situation, they are usually concrete, simple, predictable and familiar texts, they are very short and simple structured, they can be visually supported, they contain stereotypes and standard expressions, and they are read at a slow speed.

2.4. Listening

In listening there are several listening skills to be taken into account as an adult language learner can do the listening skills at the descriptive level. These are explained as to be able to identify the general topic in informative texts such as an announcement, speech and advice; to determine the general idea a speaker is experiencing (i.e., desires, needs and feelings), and to understand all data in a simple instruction. No doubt, there could be some supporting information for any adult learner to utilize the grammatically necessary supporting knowledge to fulfill their listening task. These are vocabulary and grammar / concepts and functions, punctuation and

intonation, use of language (formal and informal speech), and sociocultural aspects (social conventions and traditions).

In listening, so as to maintain the conversation, some strategies are utilized. These strategies that an adult learner can apply are learning strategies (cognitive and metacognitive) during the preparation and application of listening tasks. These strategies range from determining the purpose of listening, consulting and using relevant prior knowledge, and adjusting the listening behavior according to the listening purpose (review and browsing). In addition, an adult learner can use the communication strategies (compensatory strategies) during the preparation and application of listening task via technological tools (Jonassen & Peck, 1999; Oxford, 1990). These communication strategies can be explained as using supportive visual materials and paying attention to non-verbal behaviors, asking for an explanation in a conversation situation, and requesting to repeat it and speak it out more slowly.

An adult learner can express the attitudes of listening thoroughly and without judgment to the interlocutor, and not allowing others to get distracted if they don't understand everything in a text (show patience / stamina to keep listening) during the listening activity.

Properties of Texts: Listening texts have the following characteristics such as texts are authentic or semi-authentic, usually very short and simple in language, often associated with concrete, predictable, and familiar texts, clear intonation and pronounced, and spoken in standard language at a slow pace.

Instructional Content of Turkish Curriculum

Contexts

The term "context" means the setting of words that learners fully understand. In the whole learning process, there are fifteen contexts, each of which provides a space for the meanings of words, and their relationships to each other. This enables vocabulary teaching in a foreign language. The same contexts take place at different language levels. Thus, they increase with levels and become more complex.

For A1 level, there are twelve contexts (Course 1.1.1. includes contexts 1, 3, 4, 6, and 10; Course 1.1.2 includes contexts 2, 5, 7, 8, 9, 11, and 12.) to be covered through the end of the course. Naturally, there appears an emphasis on the usage of simple language in relation to the world of language learners. The order of contexts is preferential (not obliged) for levels.

A1 Contexts:

1. Communication with public services
2. Living conditions
3. Appointments, contracts, arrangements, reservations
(accommodation, meals)
4. Shopping
5. Public or private vehicle-trip
6. Information services
7. Leisure, entertainment
8. Water, electricity and gas supply
9. Spatial orientation

10. Information about people

11. Health conditions

12. Weather

With regard to separating contexts into sub-contexts, it should be noted that per context sub-contexts are always assumed "like/as". In other words, the list below is neither exhaustive nor obligatory. The order of sub-contexts is not fixed; therefore, it has no enumeration.

Linguistic Actions

The core of this curriculum is communicative approach to teach language. Skills take priority over knowledge. The focus is primarily on what language users should do with the language. This is indicated in general or context-specific linguistic actions.

1. General Linguistic Actions

Exchange knowledge: An adult learner can exchange knowledge by giving positive or negative responses and by expressing whether or not they know certain information. He can also communicate what belongings they have.

Expressing feelings and attitudes: An adult learner can express basic emotions such as satisfaction, sadness, joy, regret, and surprise. Additionally, he can also indicate that they are willing, ready, or volunteering to do something.

Express modality: An adult learner can convey certainty in their statements and clearly express when they have an obligation to do something.

Encourage action: An adult learner can make requests to others and ask for repetition when they need clarification. Additionally, they are able to paraphrase questions to ensure understanding and confidently ask for help when necessary.

Social functions: An adult learner can greet and address someone, as well as introduce themselves and others. Moreover, they are able to say goodbye politely and express thanks appropriately.

2. Context-based Linguistic Actions

Adult learners can perform context-based speech actions on 12 contexts ranging from personal information desk, communication with government agencies to leisure and weather as follows:

Personal Information Desk / Reception / Reception (No.10)

- Giving their names, addresses and phone numbers.
- Specifying place of birth and dates.
- Report their age, nationality and countries of origin and ask about others
- Stating their marital status and asking about the marital status of others
- Provide information about their training.
- Expressing basic physical properties
- Expressing general character traits
- Report the family composition
- Asking how your interlocutor is doing

Communication with Government Agencies (No. 1)

- Briefly introduce themselves and someone else
 - Reporting their personal relationships and asking others about it.
 - Arranging appointment, making contract
 - Recognizing the structure of documents and forms
 - Contacting emergency services

Information Services (No. 6)

- Understanding simple phone and email messages
 - Understanding simple instructions and warnings, and creating their own sentences
 - Understanding and conveying the essence of brief news from the media
 - Filling the forms with personal information

Appointments, Contracts, Arrangements, Reservations (accommodation, meal) (No.3)

- Making a reservation
 - Understanding the most important information on a menu
 - Asking for explanations about the menu
 - Ordering something
 - Asking the bill
 - Describing what they usually eat and drink

Shopping (No. 4)

- Saying what they want to buy
 - Asking for quantity, quality, and price
 - Request information about discounts and promotions
 - Understanding and using currencies

Spatial Orientation (No. 9)

- Asking for directions
 - Letting others know where they are
 - Reporting time, distance, and speed
 - Understanding and communicating scales / measurements
 - Understanding and expressing movements
 - Notifying and asking about holidays, special days, and celebrations

Health Conditions (No. 11)

- Notifying the doctor
 - Raising a health complaint
 - Telling where it hurts
 - Asking for explanation about a disease
 - Ordering a medicine
 - Saying they are hungry or thirsty

Living Conditions (No. 2)

- Describing where and how they live and returning questions for others
- Reporting parts of a house

- Telling about their day
- Using basic colors
- Telling where and for whom they work for

Water, Electricity and Natural Gas Supply (No.8)

- Specifying basic needs in a home such as water, electricity, natural gas supply

- Reporting a car problem to a mechanic

Public or Private Vehicle/transportation (No.5)

- Asking basic information about price, departure and arrival
- Naming general means of transportation
- Asking where they will take a sit
- Understanding the structure of traffic

Leisure (No. 7)

- Naming relaxation options
- Telling when, where, and how they go on vacation
- Expressing their most important hobbies

Weather (No.12)

- Describing the basic things about the weather
- Mentioning different seasons
- Briefly expressing the basic information about the weather

Language system

The approach to grammar has undergone radical changes since the emergence of the communicative approach; grammar is no longer seen as a main goal in itself, but as a more efficient means of communication. Consequently, the information and usage of the deductive grammar will be kept as a minimum.

The list of grammatical items outlined below is minimal and by no means comprehensive, as a communicative approach is designed to respond primarily to the practical needs of learners.

- Word types, morphology and spelling
- Present continuous tense
- Making Questions
- Non-verbal sentences
- Possessive Pronouns and Their Affixes - Possessive Clauses
- Verbs: enter-get on-pass-travel-go out-get off-fall
- Imperative sentences
- Past Tense - I came
- Past Continuous Tense - I was coming
- Past Tense "was/were"
- Making Requests
- Nouns
- The plural suffix (-Ier)
- Case suffixes -(E), -(dE), -(dEn), -(I)

- Rules for consonants
- Noun phrases
- Inflectional suffixes of personal pronouns
- Nouns taking -(l)k suffix (and its other meanings)
- Buffer consonants: “y” and “n” and its usage
- Adverbs of place
- Adjectives
- Adjectives with suffixes, "-l (l) and --s (l) z
- -ki subordinator
- Markers
- Place and time markers
- Pronouns
- Personal pronouns
- Demonstrative pronouns
- Numbers
- Numbers and figures
- Suffixes
- Conjunctions
- Syntax
- Sentence
- Positive sentence
- Negative sentences

- Interrogative sentence
- Negative Interrogative Sentence
- Imperative sentences

3.3. Language records

The intended use of language at A1 level is regarded standard language. Occasionally, attention should be paid to formal and/or informal uses as needed. The learner must not only be aware of the existence of the recorded information, but must be able to use them accurately.

Parallel to productive skills (speaking, writing), perceptual skills (reading, listening) are also given. While targeting standard language at the initial stages, changes in style, accent and/or sounds can gradually make more room, provided they do not deviate too much.

Vocabulary is an obvious starting point, but it is important to include facts such as pronunciation and syntax. It is very important for adult learners to know that if they cannot deliver the message they would like to intend to their interlocutors in "correct" Turkish, they will experience a disruption in communication.

Students are informed of the existence of language expressions (e.g., Islam, politeness form).

Pronunciation and intonation

Sufficient attention should be paid to pronunciation teaching from the very beginning; otherwise, settled mistakes will inevitably emerge later. In other words, principle of good pronunciation is laid from the very beginning of the learning process.

An A1 level learner cannot be expected to have a very good command of Turkish (standard) pronunciation and intonation. But he must understand from the very beginning that mispronunciation inevitably leads to communication problems.

Attention should also be paid to the tone and rhythm of the sentence. It is important to teach the student to interpret and imitate various intonation patterns as this will improve their communication skills (Schouwenburg & Groenewoud, 1995).

Language is primarily sound. Therefore, learning a language is to listen (learn) carefully and try to imitate sounds as accurately as possible. Language use and the audio materials used must therefore be of good quality because the learner will imitate them. First of all, they try to use the most natural way of speaking as possible.

Socio-Cultural Aspects

The language learners from A1 level become aware of the differences between their own culture and the culture of their interlocutor and develop the ability to cope with these differences. By itself, prejudices begin to fade and learners begin to view the country or region in question and its inhabitants in a different light.

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Socio-cultural conventions: Going too deeply into some sociocultural aspects at the A1 level is not seen as helpful unless there are good reasons to do so. In order to raise awareness of learners, taking into account of daily tradition in addition to the most known sociocultural characteristics will be enough for the practical starting point.

At the end of A1 level, adult learners acquire sufficient knowledge of a number of basic issues related to the culture and traditions of the target language in a perceived, if not productive way.

Non-Verbal Communication: Non-verbal communication is something that should not be neglected. Misinterpretation of non-verbal behavior can lead to misunderstanding and friction among all interlocutors. Therefore, adult learners should be aware of the rules regarding the below:

- shaking hands
- whether or not to touch someone
- hugging or kissing someone
- making arm and leg movements
- respect the physical distance with the interlocutor
- whether or not to maintain eye contact

For example, the following topics should be given:

- Turkish in the world
- character of Türkiye
- special days
- current events

- prominent features

Methodological Tips

Communication skills is the ultimate goal of language education. Therefore, the main task of language teacher is to provide learners with productive (speaking, writing) and perceptive (listening, reading) skills and to guide them in their development towards linguistic autonomy and independent learning ability. In this skill acquisition process, the necessary building blocks for communication such as vocabulary, mastery of the language system, sociocultural competence and text competence should have a functional place.

The didactic effects of strategy development, metacognition acquisition (reflection on one's own learning process), task-oriented education and a holistic approach to language (language as a whole) as a condition of strategic action are student-oriented (Simons & Zuylen, 1995; Standaert & Troch, 1998). These inferences are translated as clues below. They have been proven as useful practice in education and reported in the literature. It can accomplish or improve your own teaching and provide variety in teaching methods.

Surely you will find that some tips and examples do not apply to every language or every degree of study. Teaching in languages that have little or no relation to languages in which students are actively competent or familiar will require appropriate learning. In these situations, the original starting point is again the development of communication skills (Standaert & Troch, 2012). The didactic tips below are not concrete recipes, but they are encouraging to investigate further suggestions.

- Guide the lesson activities to teaching of four language skills.

- Pay enough attention to obtain supporting information
- Gradually prepare learners for independent learning
- Work task-oriented in a powerful learning environment
- Be willing to learn from your colleagues

Evaluation

At the end of each level, an assessment is conducted to determine whether the general and curriculum-specific goals have been achieved. For levels 1 and 2, all four language skills are evaluated to ensure comprehensive language development. This evaluation process is grounded in the legal framework, which mandates that at least one examination takes place after each level and class. To provide a more accurate measure of learner progress, both ongoing (progressive) and summative (final) assessments may be implemented, with continuous evaluation results contributing to the final outcome (Schollaert & Van Thienen, 2000). The Center for Adults (CVO) establishes its own examination policies, detailing specific assessment methods in its regulations. To maintain fairness and effectiveness, evaluations should adhere to certain essential characteristics, ensuring that they accurately reflect learners' achievements and guide future learning (Fensham et al., 1994; Tomic & Span, 1995). These could be listed in two categories: Vision and Criteria as given in detail below.

1. Vision

- Function of evaluation
- Evaluation of communication skills
- Assessment Methods

- Collaboration with colleagues

2. Criteria

- Validity
- Reliability
- Transparency and predictability
- Authenticity or originality
- Being instructive
- Possibility

In A1 Turkish curriculum, the following items are expected to be:

- Textbooks
- Electronic tools used in teaching, learning and evaluations

Conclusion

In Belgium, Turkish curriculum for adults was designed according to the suggestions of teaching, learning and assessment calibrated in CEFR, a source text. Targets and hours per class were explained in detail. The twelve contexts and sub-contexts of A1 Level were investigated and clarified in the study. All the supporting information such as the language skills, grammar usage, and vocabulary that are targeted for adults in A1 Level is explained. In addition, strategies and attitudes of adult learners during their learning process and features of the texts produced by adult learners are clarified. While measuring and evaluating the learning process, details are given about how to measure and evaluate the outcomes of adults learning Turkish. Evaluations based on how much linguistic knowledge adult learners utilize rather than what they learned. The findings of the study reveal that learner-centered, context-based

approach, functional learning and assessment are prominent in each level of Turkish curriculum. This Turkish Curriculum, which was prepared by the instruction of the Flemish state, provide unity among Turkish teaching institutions. The institutionalization of TFL teaching is also an important guide for language teachers and minimizes the problems that teachers will face. Owing to institutionalization, a successful language teaching, learning, and evaluation, which corresponds exactly to the recommendations of CEFR, is realized automatically.

Suggestions

In ensure common, standard criteria in teaching Turkish as a foreign language, learning, evaluating and creating materials, institutionalization should be adopted by the state.

This duty should actually belong to Turkish Language Association (TDK), founded by Atatürk, and still a constitutional institution today. Its main goal is to teach Turkish scientifically at home and abroad. Lack of institutionalization and education profile related to TFL lead to several problems ranging from application and practice to catching standard measurement for all institutions teaching Turkish. To reach required targets, it is necessary to have a state policy of teaching Turkish as a foreign language.

In order to achieve the desired goals in the CEFR, it is necessary to have a state policy regarding CEFR by making needs analysis.

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CURRENT TRENDS IN TEACHING TURKISH AS A FOREIGN LANGUAGE

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In the age of globalization and digitalization, education is undergoing a profound transformation not only in terms of content and teaching methods, but also in terms of diplomacy practices. Although the fundamental principles of diplomacy remain constant, the adaptations and revisions required by each new era are reflected in education policies and practices as well as international cooperation. In this context, it has become imperative to develop flexible, inclusive and digital-oriented approaches at the national level as well as the international level.

The concept of digital diplomacy in education is a phenomenon that arises at the intersection of digital technologies and international relations and signals a new paradigm in education. Digital resources and online platforms facilitate intercultural cooperation and international dialogue. Therefore, learning processes become independent of geographical boundaries, more accessible, and scalable. Online learning practices accelerated by the pandemic have revealed that digital technologies are not merely tools in education but also strategic diplomatic instruments.

This transformation has become a form of soft power exercised through digital diplomacy in education. While it strengthens practices on one hand, it also paves the way for new models of cooperation between countries and educational institutions on the other. Collaborative research projects, virtual exchange programs, and digital learning networks enable students and faculty to engage in cross-border interactions, producing positive externalities in non-educational sectors such as the economy, health, and tourism. In this process, foreign language teaching centers and programs are especially in an effort to ensure the sustainable teaching of Turkish as a foreign language, being restructured in line with international standards and best practices.

This book has been prepared within the framework of the theme of "Current Studies in Teaching Turkish as a Foreign Language" and is organized in three parts. The studies in the book aim at making original contributions to the field by bringing together digital diplomacy in education, language teaching application and research center and foreign language policy recommendations. It is highly assumed that readers and practitioners in the field will benefit from these studies and contribute to the development of educational policies.