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## TEACHING TURKISH TO FOREIGN CHILDREN IN PRESCHOOL PERIOD WITH HAREZMI EDUCATION MODEL

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### Abstract

The new needs brought by the 21st century have necessitated innovations and transformations in education. The information era has increased students' distractibilities and cognitive focus problems, and increasing migration has led to the need for new teaching models in education. Especially in teaching Turkish to foreign children in the preschool period, the necessity of a model aimed at problem solving and learning-by-doing has emerged. It is desirable to meet the psychological needs of the student related to learning, to improve the comprehensibility and applicability of education and to improve learning a new language with new approaches. The Harezmi Education Model, which proposes a different strategy for the new century, aims to offer a new understanding and a new perspective on the education system, unlike conventional teaching strategies and models. Unlike traditional teaching

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models, the Harezmi Education Model aims to turn the student into an individual who produces and shapes technology rather than consuming it. This model focuses on developing knowledge-based thinking, interdisciplinary communication and problem solving skills. This study was conducted to examine the effectiveness of the Harezmi Education Model in preschool Turkish language teaching and teachers' attitudes towards this model. For this purpose, case study design, one of the qualitative research methods, was used in the study. The study group of the research consists of preschool teachers working in public schools in a province in western Turkey. A semi-structured interview form was used as a data collection tool in the research. Content analysis method was used to analyze the data. In this study, it was concluded that the Harezmi Education Model encourages learning process by doing and experiencing on foreign students in preschool education, and that an education based on problem solving also contributes to Turkish learning.

**Keywords:** teaching Turkish as a foreign language, Harezmi education model, preschool, language teaching models.

### **Introduction**

The preschool period is a critical stage in which children's language skills develop rapidly. Turkish language teaching, especially for foreign children, should be carried out and supported with the right educational models and techniques during this sensitive period. There are various educational models for teaching Turkish to foreigners. These models help children develop their Turkish language skills and become linguistically equipped individuals. In order to increase the success of teaching Turkish to foreigners, it is of great importance to know the language proficiencies, to determine the teaching methods and to plan the teaching. In this context, the appropriate teaching models used increase the effectiveness of the teaching process by giving direction to measurement and evaluation (Geçgel & Şenol, 2021).

Foreign language learning has become very important for communicating, studying and finding a job in today's globalized world. In this context, different educational models are used to make the language learning process more effective and efficient. These models help students develop their language skills by combining different approaches. While traditional language teaching models aim to teach students basic grammar and vocabulary, communicative language teaching models aim to improve students' ability to communicate in real life (Krashen, 1982; Richards & Rodgers 2014; Savignon 2003). Learning-oriented education models, which have gained popularity in recent years, aim to create a learning environment in which students actively participate and experience. In order

to be successful in foreign language teaching, it is important to create a curriculum that suits the needs of the students by combining different educational models. In this way, we can increase students' motivation in the language learning process and support them to successfully reach their goals. It is important to make a conscious choice about educational models in order to provide a quality and effective experience in language teaching. In this way, students become more motivated and enthusiastic in the language learning process and can achieve their goals more easily.

It is thought that teaching foreign languages with different educational models and teaching methods at an early age will be beneficial in terms of developing language skills and achieving goals. This situation contributes not only to language development but also to the development of other basic skills. Cellat (2013) states that the education received by children learning a foreign language between the ages of 4-6 affects their physiological, cognitive and language development and that this development can be contributed to by creating appropriate learning-teaching contexts. In recent years, different approaches and practices have been used in language teaching.

Communicative Language Teaching Model (CLT) is a widely used method in foreign language education, especially in young age groups. This approach is a model that includes the ability to use language effectively in daily life and supports communicative development (Paker, 2015). The basic principles of CLT include providing meaningful reporting, providing authentic language input, and promoting learner communication and comprehension. CLT creates a communicative classroom environment where students learn to use the foreign language for communicative purposes. Students participate in a variety of communicative activities such as role-play, discussions and debates where they interact with each other in the target language. This approach also focuses on task-based learning, where learners work on tasks that require communication and collaboration. Despite its popularity, the CLT approach has been criticized for focusing too much on communication, ignoring grammar in language learning and not being suitable for all learners. In addition to criticisms, there are also challenges associated with the implementation of CLT. Teacher-related ones include conflicting ideas about CLT, low confidence in these methods, a preference for the traditional learning model, a focus on

test preparation, and insufficient training to implement CLT practices. Student-related challenges include students' lack of interest in communicative activities, students' reluctance to take risks and make mistakes, and students' lack of confidence in using the target language (Yousafzai, 2023).

Task-based language teaching (TBLT) is based on the principle that language learning is most effectively facilitated through the use of authentic, meaningful tasks that reflect the use of language in real-life situations. This approach emphasizes that the acquisition of a language is not just about memorizing grammar rules and vocabulary, but about being able to communicate effectively in the target language. The task-based teaching method has an important place due to its interactive and student-centered nature, which not only involves students in meaningful communication but also requires their active participation in the learning process. Adapting the task-based teaching method for young learners requires an understanding of its inherent flexibility and the unique learning styles of children. Elements such as gamification, visual aids and contextual learning can be integrated to adapt this method to the preschool age. These changes are in line with the interactive and student-centered qualities of the task-based teaching method, which are necessary to sustain children's attention and encourage their participation (Göçer and Karadağ 2020).

Adopting a Task-Based Language Teaching (TBLT) approach can be very beneficial for children learning a new language such as Turkish. The inherent interactive and student-centered nature of the method encourages an engaging learning environment (Karbuz, 2020). This method is in line with global education to improve foreign language education, supported by both private and public institutions, which recognizes the value of practical language application over memorization. By integrating tasks that require communication and real-world problem solving, TBLT encourages active student engagement and provides a more authentic context for language use. This is critical for children to build confidence in using language outside the classroom. Moreover, student opinions and observations collected in the study reinforce the effectiveness of this approach, as students tend to be more motivated when they perceive tasks as useful and relevant to their real-life language needs (Göçer and Karadağ 2020).

Although TBLT has been adopted as an effective method in teaching languages such as English, German and French, some difficulties are encountered in its application in teaching Turkish. TBLT emphasizes the communicative function of language, which is particularly relevant in teaching Turkish as a foreign language, as it requires learners to actively use language to accomplish certain tasks. However, the complexity of Turkish grammar and vocabulary can pose challenges for learners who are accustomed to the structures of Indo-European languages, the typical target languages of TBLT studies. Moreover, the cultural elements embedded in Turkish can be an obstacle for learners to perform communicative tasks without sufficient contextual knowledge (Yaylı and Yavuz 2008).

One of the language learning models that has been implemented in Europe since the 1990s is the Content and Language Integrated Learning Model (CLIL). This model has been evaluated as a second language learning tool (Cenoz, 2015, p. 8) and called a healthy learning model (Saifurahman, 2019, p. 1373). CLIL is based on the same foundations as content-based learning models and is not pedagogically different from them; it serves as a language-oriented educational approach. It is not correct to define CLIL as a language course. It is an approach that adopts the teaching of content and language together (Coyle, Hood, & Marsh, 2010, p. 6). The aim is to teach content and foreign language at the same time. Content and language courses are planned and coordinated to complement each other on the basis of content (Brinton et al. 1989). Teaching is based on an interdisciplinary approach. CLIL is a model that aims to teach foreign languages along with the content of courses such as mathematics, science and social sciences. The Ministry of National Education's 2023 vision for foreign language education in Turkey consists of several key elements. First of all, focusing on foreign language education, methods appropriate to the theoretical abilities of the information will be discussed comprehensively. Secondly, an interdisciplinary approach in which subjects such as Mathematics, Science, Social Studies and Visual Arts will be integrated into English education will be adopted. Through this integration, students will be able to use their foreign language skills in different fields and in various applications (Yalçın, 2013, p. 111). Finally, foreign language proficiency will be tailored to specific types of schools and programs, and the acquisition of the necessary language features appropriate to the educational pathways will

be ensured. The Ministry of National Education has adopted an approach linked to the CLIL model to coordinate its activities involving foreign languages and other disciplines (Günday, 2021).

One of the language teaching models is the Harezmî Education Model (HEM). In this model, courses such as science, mathematics, science are taught along with Turkish using various methods such as games, projects and peer learning. HEM is an innovative model that aims to develop students' active participation and problem solving skills by using technology in education. It is an education model in which teachers plan the process with an interdisciplinary approach, children identify problems in life based on data and produce ideas and designs for solutions. In the 2023-2024 academic year, HEM, which continues to be disseminated with 465 Harezmî teachers in 27 provinces across Turkey, has been re-evaluated and updated every year and implemented in different provinces and countries (<https://harezmi.meb.gov.tr>). This model aims to make learning more meaningful and enjoyable by focusing on developing computational thinking and cognitive thinking skills and using technology effectively. The model is based on algorithmic thinking, which identifies existing problems related to any situation or event and identifies solutions before solving the problem. An algorithm refers to a process or formula created to solve a problem. Simply put, it can be expressed as the path followed to solve a problem. The representative of the algorithm is the Turkish-Muslim mathematician Abu Abdullah Muhammad bin Musa al-Khwarezmî, who lived in the early ninth century and is the name of the educational model (Yazıcı, 2008).

While alternative education approaches are being implemented in schools around the world, alternative education practices have started to be seen in our country since 1997 (Korkmaz, 2005). This change, which started with Montessorri practices especially in preschool education, has continued to diversify and increase over time. Although it is known that there are Montessorri, Waldrof and Forest Schools in Turkey, it is known that these alternative education practices are carried out within formal education studies. Especially in pre-school and primary school levels, these practices have recently increased considerably. In our country, it is seen that more course and subject-oriented alternative education approaches are applied at secondary and high school levels. Some of these approaches are e-learning, context-based learning, project-based learning, game-based

learning, flipped education model, 5E learning model and STEM (Seçer, 2021). Within the scope of these applications, the "Harezmî Education Model", which has been initiated by the Istanbul Provincial Directorate of National Education since 2016 and has become increasingly widespread in our country, is a more comprehensive model that feeds the social aspect of the individual, although it has similarities with the STEM approach (Seçer, 2021). In addition to children discovering how they can produce using technology; it has a structure that evaluates and updates the process determined by scientific research methods with teachers by internalizing safe, ethical and moral values (Koçoğlu, 2018).

The application of the Harezmî education model in teaching Turkish as a foreign language can be considered as the beginning of a major change, especially for the preschool period. The Harezmî Education Model, which focuses on the holistic development of educators, offers a dynamic approach to teaching Turkish to foreign children in line with international standards and recommendations. The application of this model by incorporating the values of the country of the language has the effect of facilitating language acquisition for children from different cultural backgrounds. The model emphasizes the importance of an intercultural approach, recognizing that language learning is not only about the mechanics of grammar and vocabulary, but also about understanding and interacting with culture. This research will try to explain whether this approach is in line with the guidelines set out by the Common European Framework of Recommendations and the American Foreign Language Proficiency Guide, which emphasize the necessity of language use areas for effective teaching. In addition, the Turkish curriculum of the Ministry of National Education provides a basic structure upon which the HEM can be implemented, creating a specific educational framework that can be tailored to the specific needs of each learner. By integrating these established guidelines with HEM's innovative strategies, educators are empowered to contribute not only to their students' linguistic proficiency, but also to their personal and professional development.

There is a need for innovative pedagogical approaches in teaching Turkish as a foreign language to preschool children. Therefore, when evaluating the integration of HEM into preschool settings, educators need to take into account the diverse learning preferences and cultural backgrounds of

foreign children and adapt teaching methods to promote an inclusive and supportive learning environment.

The model's interdisciplinary approach makes children's language learning more engaging and effective. In addition, the model's use of teaching methods such as peer education and project-based learning helps children to reinforce their language learning.

### **Purpose of the Study**

This study was conducted to examine the effectiveness of HEM in preschool Turkish language teaching and teachers' attitudes towards this model. In order to realize this aim, answers to the following questions were sought:

1. How do you think HEM affects the Turkish language learning of foreign children in preschool period?
2. How does HEM affect the vocabulary of preschool foreign children?
3. How does HEM affect the communication between foreign children and other children in preschool period?
4. How does HEM affect foreign children's Turkish grammar learning in preschool period?
5. How does HEM contribute to foreign children's Turkish language learning through peer education in preschool period?
6. How does HEM improve foreign children's sense of belonging in preschool period?
7. How do you think there is a difference between foreign children's Turkish at the beginning and Turkish at the end of the HEM implementation process?

### **Method**

In this part of the study, information about the research design, study group, data collection tools, data analysis and validity and reliability is given.

### **Research Design**

Case study design, one of the qualitative research designs, was used in the study. A case study is an in-depth analysis and description of a system with



defined boundaries (Merriam, 2013). The basic building blocks of case study are current event, real world context and in-depth investigation (Akar, 2016). In this study, a case study design was used to determine the views of preschool teachers on the implementation of HEM in teaching Turkish as a foreign language. A qualitative approach was adopted in the study in order to get in-depth information about the opinions and suggestions about the HEM. In order to determine the positive and negative levels of these effects, semi-structured interview questions were prepared for preschool teachers and the answers were determined as data. The data related to the answer to the question of what the problems and suggestions are consist of the verbal expressions given by the preschool teachers to the semi-structured interview questions. Qualitative research is research in which qualitative processes are applied by using qualitative data collection methods such as observation, interview and document analysis in order to reveal perceptions and events in a realistic and holistic manner in a natural environment (Yıldırım & Şimşek, 2021).

### **Study Group**

The study group of this research consisted of 24 preschool teachers in public schools in a province in western Turkey. The teachers participating in the study were coded as T1, T2, T3... . Each participant was selected on a voluntary basis and written consent was obtained from each participant before the study. The study group of the research was formed by simple random sampling method. In this sampling method, all units in the population have equal and independent chances to be selected for the sample. In other words, all individuals have the same probability of being selected and the selection of one individual does not affect the selection of other individuals (Büyüköztürk et al., 2023). The demographic information of the teachers participating in the study is shown in the table below.

**Table 1.** Demographic Characteristics of the Study Group

Status of Participants	Gender	Seniority(Years)	Education Status
T1	Man	5-10	Master's Degree
T2	Man	10-15	Master's Degree
T3	Man	20 and above	Master's Degree
T4	Man	15-20	License
T5	Woman	5-10	Master's Degree
T6	Woman	5-10	Master's degree
T7	Woman	20 and above	Master's Degree
T8	Woman	10-15	Other
T9	Woman	5-10	License
T10	Woman	5-10	License
T11	Woman	10-15	License
T12	Woman	15-20	License
T13	Woman	15-20	License
T14	Woman	15-20	License
T15	Woman	15-20	License
T16	Woman	15-20	License
T17	Woman	15-20	License
T18	Woman	15-20	License
T19	Woman	15-20	License
T20	Woman	20 and above	License
T21	Woman	20 and above	License
T22	Woman	20 and above	License
T23	Woman	20 and above	License
T24	Woman	20 and above	License

When Table 1 is examined, it is seen that 4 of the teachers participating in the study were male and 20 were female; all of the study group were graduates of preschool teaching; five of the teachers had 5-10 years of seniority, three had 10-15 years of seniority, nine had 15-20 years of seniority, and seven had 20 or more years of seniority; six teachers had master degrees, 17 had license degrees, and one had other degree.

### Data Collection Tools

A semi-structured interview form created by the researchers was used in the study. The semi-structured interview form included questions about teachers' evaluations of teaching Turkish to foreign children with HEM. In order to prepare the interview form, a question pool was created by the

researchers through a literature review. In order to evaluate the suitability of the form for qualitative research, the opinions of expert faculty members were taken on whether the questions were suitable for the study. In line with these opinions, the form to be used in the research was finalized. A pilot study was conducted to determine the comprehensibility of the questions to be used in the form. After the pilot application, final corrections were made and the form was applied to the study group. The form was applied face-to-face to the study group and the interviews were recorded with the help of a voice recorder.

### **Data Analysis**

The data obtained from the semi-structured interview form prepared by the researchers were analyzed using the content analysis technique. In this technique, the data obtained are presented in a way that the reader can understand by bringing together similar data around certain concepts and themes (Yıldırım & Şimşek, 2021). Raw data texts were read line by line for content analysis and the themes that emerged as a result were listed. Overlapping themes were identified and frequency values were found. The data obtained were grouped and computerized in line with the purpose of the study, sub-problems and questions in the interview form.

### **Validity and Reliability**

The data obtained in the study were analyzed by different researchers to ensure that the findings and analyses were consistent with each other. In order to ensure the internal validity of the research, the data obtained through one-to-one quotations from the study group were included in the findings section. External validity was ensured by generalizing the findings of the research. In order to ensure the internal reliability of the research, other researchers examined and verified the data (Creswell, 2013).

### **Findings**

In this part of the study, teachers' views on the application of HEM in teaching Turkish to foreign students in preschool period were examined.

**Table 2.** Preschool Teachers' Opinions on the Implementation of HEM with Foreign National Students

Answers	f	%
Yes, I did	13	54,2
No, I did not	11	45,8

According to Table 2, 54.2% of the teachers who participated in the study stated that they implemented HEM, while 45.8% stated that they did not.

**Table 3.** Preschool Teachers' Opinions on the Impact of HEM on Turkish Language Learning of Foreign National Children

Answers	f	%
It had a positive impact	24	100

According to Table 3, all teachers participating in the study (100%) stated that HEM had a positive effect on foreign children's Turkish language learning.

*"Harezmi Education Model had a positive effect on children's Turkish learning."* (Teacher coded T1)

*"Since Harezmi Education Model provides learning with activities that increase motivation, this situation increased students' interest in Turkish and contributed positively to Turkish learning."* (Teacher Coded T2)

*"Since the Harezmi Education Model is implemented with fewer students, I observed its positive effect on Turkish language learning as in all kinds of learning."* (Teacher Coded T5)

*"Harezmi Education Model can be one of the effective language learning methods in my opinion. This method, which appeals to all senses of children, also facilitated Turkish learning."* (Teacher Coded T16)

*"Since the day we started to implement the model, I have observed positive increases in Turkish vocabulary learning in foreign children."* (Teacher Coded T19)

*"I have seen that the Harezmi Education Model facilitates Turkish learning and has positive effects on foreign students because it provides cultural integration effects on foreign students."* (Teacher Coded T20)

The teachers who participated in the study stated that HEM contributes positively to the Turkish language learning of foreign children in preschool period on the grounds that it is a model that responds to individual needs,

is implemented with a small number of students and provides cultural integration.

**Table 4.** Preschool Teachers' Opinions on the Effect of HEM on the Vocabulary of Foreign National Children

Answers	f	%
Developed vocabulary	23	95,8
Did not develop vocabulary.	1	4,2

According to Table 4, 95.8% of the teachers who participated in the study reported that HEM improved the Turkish vocabulary of foreign children.

*"Harezmî Education Model has improved children's vocabulary."* (Teacher coded T1)

*"Harezmî Education Model has improved children's vocabulary."* (Teacher coded T3)

*"Since the Harezmî Education model appeals to a small number of children, I can also use it as a customized language teaching method. Thanks to this model, I can develop and manage children's vocabulary."* (Teacher Coded T7)

*"Since the Harezmî Education Model is a comprehensive teaching method, I observed that children learned more and different words."* (Teacher coded T10)

*"I observed that the Harezmî Education Model improved the term-based vocabulary of foreign children."* (Teacher coded T13)

*"The Harezmi Educatin model is implemented with various activities and games to increase students' motivation in the language learning process. Therefore, students learn and use new words more willingly."* (Teacher coded T19)

*"In my opinion, the Harezmî Education Model did not contribute positively to the development of vocabulary. In some cases, concept confusion occurred in words."* (Teacher coded T14)

The teachers who participated in the study stated that HEM improves the vocabulary of foreign children in the preschool period because it offers a motivational, different and comprehensive teaching method, a vocabulary-based learning model and individualized education. On the other hand, there were also those who stated that since it is a math and science-based model, it may cause concept confusion in vocabulary.

**Table 5.** Preschool Teachers' Opinions on How HEM Affects the Communication of Foreign National Children with Other Children

<b>Answers</b>	<b>f</b>	<b>%</b>
It affected positively.	24	100

According to Table 5, all teachers participating in the study (100%) stated that HEM positively affected the communication of foreign children with their Turkish peers.

*"Harezmî Education Model has positively affected the communication of foreign children with their Turkish peers." (Teacher coded T4)*

*"I think that the Harezmî Education Model has a structure that encourages and supports language learning. Since foreign children develop their Turkish language skills with the language teaching methods provided by the model, they strengthen their language skills, and I witness that this increases their ability to communicate with other children." (Teacher coded T7)*

*"The Harezmî Education Model includes many activities that promote cultural and social integration among students. Such activities help foreign children to communicate more easily with other children and make friends." (Teacher coded T9)*

*"In addition to language skills, I think that communication skills are also supported with the Harezmi Education Model." (Teacher coded T16)*

*"The Harezmi Education Model includes activities to develop students' empathy and capacity to understand different cultures. This contributes to children understanding each other better and therefore their communication is healthier and more positive." (Teacher coded T21)*

*"One of the most important elements of the Harezmî Education Model in the development of language skills and, accordingly, in the positive communication of foreign children with their Turkish peers is the guidance provided by the teacher." (Teacher coded T14)*

*"Thanks to the teacher guidance and Harezmî Education model practices, the communication of foreign children with their Turkish peers has been positively affected." (Teacher coded T11)*

The teachers who participated in the study stated that HEM positively affects foreign children's communication with their Turkish peers because it includes activities that encourage language learning, cultural and social

integration, empathy and adoption of different cultures. They stated that this contribution is more visible especially under the conscious guidance of the teacher.

**Table 6.** Preschool Teachers' Opinions on the Effect of HEM on Turkish Language Learning of Foreign National Children

Answers	f	%
Yes, the grammatical structure of Turkish has been learned.	19	79,2
No, the grammatical structure of Turkish has not been learned.	5	20,8

According to Table 6, the majority of teachers (79.2%) stated that Turkish grammar was learned with this model, while a few teachers (20.8%) stated that it was not.

*"I think that the grammatical structure of Turkish is also learned with the Harezmi Education Model."* (Teacher coded T4)

*"I think that the Harezmi Education Model has a structure that structures language learning in a systematic way and helps children understand the rules of grammar."* (Teacher coded T1)

*"Establishing the foundation of grammar rules, especially in the preschool period, is an important step in the development of advanced language skills. I see that this has accelerated with the Harezmi Education Model".* (Teacher coded T2)

*"While implementing the model, I use visual and audio materials to support grammar teaching. I think that these materials help children to comprehend and learn grammar rules better."* (Teacher coded T3)

*"I think that Turkish is a language that is perceived in its entirety. Therefore, I see that children learn the grammatical structure of Turkish in its entirety along with the sentences formed in the lessons in the Harezmi Education Model."* (Teacher coded T5)

*"Since we create activities that involve one-to-one contact and communication with children in the Harezmi Education Model, I think that the grammatical structure is taken by the student more quickly and readily. After a certain period of time, students begin to construct sentences with the same structure."* (Teacher coded T7)

*"I do not think that the grammatical structure of Turkish is learned with Harezmi Education Model." (Teacher coded T9)*

*"The Harezmi Education Model alone is not sufficient to teach the grammatical structure of Turkish. Because this model does not focus on grammar, but rather includes applications for academic skills and communication techniques. However, it can be seen as a support in teaching grammar structure." (Teacher coded T17)*

Some of the teachers who participated in the study stated that HEM contributed positively to learning the grammatical structure of Turkish depending on the teaching style, quality of implementation and individual characteristics of the students; while others stated that the model did not focus directly on grammar teaching.

**Table 7.** Preschool Teachers' Opinions on the Contribution of HEM to Turkish Language Learning of Foreign National Children through Peer Education

Answers	f	%
Yes, it contributed to Turkish language learning through peer education.	24	100

As seen in Table 7, all teachers (100%) stated that peer education contributed positively to foreign children's Turkish language learning.

*"Since the Harezmi Education Model includes activities for continuous communication, peer education has developed and this has contributed positively to the Turkish learning of foreign children." (Teacher coded T2)*

*"Since the Harezmi Education Model includes activities that involve Peer Support and Cooperation, foreign children can improve their language skills by working with their Turkish-speaking peers. Interacting with peers makes language learning more natural and fluent." (Teacher coded T7)*

*"Thanks to this model, foreign children have the opportunity to practice with their Turkish peers, so they have a Turkish language that improves with peer education." (Teacher coded T19)*

*"Peer education increases the learning motivation and self-confidence of foreign children. With their success and the support they receive from their peers, foreign students improve the language learning process positively." (Teacher coded T20)*



*"The interaction-oriented learning environment offered by this model supports language learning and I witness that it improves children's social and academic skills."* (Teacher coded T5)

The teachers who participated in the study stated that peer education occurs naturally because the HEM includes activities aimed at developing communication and interaction-oriented skills, which facilitates the Turkish learning of foreign children.

**Table 8.** Preschool Teachers' Views on HEM's Improvement of Foreign National Children's Sense of Belonging

Answers	f	%
Yes, it has improved foreign children's sense of belonging.	24	100

As can be seen in the table, all teachers (100%) stated that the HEM developed foreign children's sense of belonging and contributed positively to their Turkish learning.

*"The Harezmi Education Model is not focused on a single culture as it includes portfolios from many different cultures. This makes foreign children feel good and develop a sense of belonging."* (Teacher Coded T1)

*"The Harezmi Education Model, which has a framework of cultural harmony and understanding, develops the understanding and perspective of children, and this improves the sense of belonging of foreign children."* (Teacher coded T3)

*"Harezmi Education Model provided the development of a sense of belonging with the supportive role of the teacher."* (Teacher coded T5)

*"I think the Harezmi Education Model improves foreign children's sense of belonging."* (Teacher coded T12)

The teachers who participated in the study stated that HEM develops foreign children's sense of belonging through cooperation, cultural understanding and supportive teaching approaches. This sense of belonging increases children's interest and success in Turkish language learning and makes the language learning process more effective and efficient.

**Table 9.** Preschool Teachers' Opinions on the Difference between the Turkish of Foreign National Students at the Beginning of the

Implementation and the Turkish of Foreign National Students at the End of the Implementation

<b>Answers</b>	<b>f</b>	<b>%</b>
Yes, there is a difference.	22	91,7
No, there is no difference.	1	4,2
Undecided.	1	4,2

As seen in the table, the vast majority of teachers (91.7%) stated that HEM provided a significant improvement in the Turkish language skills of foreign children. Some of the teachers stated that there was no significant difference (4.2%) or they were undecided (4.2%).

*"This model allowed foreign children to use and practice Turkish in a natural way. Therefore, I think there is a significant difference."* (Teacher Coded T3)

*"Thanks to this model, peer education and group work were emphasized, enabling children to learn from each other and practice their language. Therefore, there was a significant difference between the Turkish of the foreign children at the beginning and the Turkish of the foreign children at the end of the application."* (Teacher coded T4)

*"There was a significant difference between the Turkish of the foreign children at the beginning of the practice and the Turkish of the foreign children at the end of the practice."* (Teacher coded T5)

*"Thanks to this model, foreign children had more vocabulary and their sentence-making skills improved. This showed that there was a significant difference."* (Teacher coded T7)

*"The development of Turkish and the fluency of foreign children requires time and process. Harezmi Education Model affects this process positively, but I do not think that there is a significant difference between the Turkish of foreign children at the beginning of the application and the Turkish of foreign children at the end of the application."* (Teacher coded T15)

*"I am undecided about this."* (teacher coded T8)

The majority of the teachers who participated in the study stated that foreign children made significant progress in their Turkish language skills thanks to the cooperation, interaction, audio-visual support, teacher guidance and emotional-social support provided by the HEM. This shows

the effectiveness of the model in Turkish language learning. However, fluency and speaking practice should continue to be measured over time.

### **Conclusion**

In this study, the effectiveness of the Harezmi Education Model (HEM) in teaching Turkish to foreign children in preschool period and teachers' attitudes towards this model were examined. The findings of the study show that HEM positively affects foreign children's Turkish learning and is generally accepted by teachers. All of the participants think that HEM positively affects the communication between foreign children and other children in preschool period; contributes to foreign children's Turkish learning through peer education; and improves foreign children's sense of belonging. It was concluded that the majority of the participants were of the opinion that there was a positive difference between the Turkish language skills of foreign children at the beginning and the Turkish language skills of foreign children at the end of the implementation and that Turkish grammar was learned better with this model.

These findings show that HEM is a powerful tool that can be used in preschool Turkish language teaching. The teaching methods offered by the model such as interdisciplinary approach, peer education and project-based learning help foreign children develop their Turkish language skills and sense of belonging.

### **Recommendations**

In the light of these findings, the following suggestions can be made for a more widespread implementation and development of the model:

1. There is a need for more research examining the effects of HEM on different student groups. These studies will contribute to the further development of the model by revealing the different effects of the model on different student groups.
2. The development of materials and resources to assist in the implementation of HEM will enable the model to be implemented more easily and effectively. These materials will be useful for both teachers and students.
3. Organizing trainings for teachers who are interested in implementing HEM will ensure more effective implementation of

the model. These trainings will help teachers learn the basic principles and implementation techniques of the model.

4. HEM is an innovative approach with significant potential in teaching Turkish to foreign children in preschool. More widespread implementation and development of this model will help foreign children improve their language skills and better integrate into Turkish society.

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