

OPINIONS OF TEACHERS OF TURKISH ABOUT IMPORTANT DAYS AND WEEKS: A QUALITATIVE RESEARCH

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Abstract

This study aims at revealing opinions of teachers of Turkish about the activities performed in important days and weeks celebrated or commemorated at junior high schools. The study was designed as a qualitative research. Typical case sampling was used, and 15 teachers of Turkish at three different schools in Cukurova, Yuregir and Seyhan districts of Adana were interviewed. The collected data were analyzed via content analysis. According to the results of the study, teachers reported that activities are organized for important days and weeks at their schools, and those activities socialize their students, help them to understand the meaning and importance of the day, and make them to experience the sense of taking responsibility. Some teachers stated they usually plan activities in relation to daily life to make them more attractive, and some others claimed they include activities addressing different senses. It is found out that the teachers integrate important days and weeks in Turkish classes in various ways, and the mostly celebrated days and weeks are National Sovereignty and Children's Day, Adoption of Turkish National Anthem, and Republic Day. It is also found out that one teacher recommends creativity week as an addition, and some teachers suggest suspension of World Philosophy Day and Global Entrepreneurship Week among the important days and weeks celebrated at schools.

Key Words: Turkish lesson, junior high school, important days and weeks, teachers' opinions.