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THE QUALITY OF ARABIC LANGUAGE TEACHING CURRICULA IN TURKEY IN ACCORDANCE WITH THE TURKISH QUALIFICATIONS FRAMEWORK

Research Article

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Abstract

The European Qualifications Framework (EQF) was released in 2008 by the European Parliament and the Council of Europe for Lifelong Learning purposes. Thirty-six countries that are members of or in the process of the membership to the European Union (EU) have prepared their own national qualifications framework in accordance with the EQF. In Turkey, this framework was prepared by the Vocational Qualifications Authority (MYK acronym in Turkish). The aim of the study was to examine the reflections of the Turkish Qualifications Framework (TQF) on the Arabic language teaching curricula in Turkey. Therefore, the study investigated whether Arabic language teaching curricula released by the Ministry of Education Board of Education, Turkey in 2016 and in 2018 were developed in accordance with TQF. In this qualitative study, the Document Review Method was adopted. The data were analyzed via content analysis. As a result of the study, it was observed that TQF was not aligned explicitly or implicitly to Arabic language teaching curricula. Meanwhile, in some parts the objectives were incidentally similar to the competencies in TQF, but not the same at all. The study discussed some major deficiencies, and put forward some recommendations in order to overcome them in the forthcoming Arabic language teaching curriculum studies.

Keywords: European Qualifications Framework (EQF), Turkish Qualifications Framework (TQF), Arabic language teaching curricula, Turkish Ministry of National Education (MoNE)

1. Introduction

The goal in education is to lead to expected changes in the knowledge, thoughts, attitudes, feelings, movements of the students at the end of the educational activities (Ertürk, 1974). Today, curriculum developers carry out detailed studies on educational goals and behaviors. They publish about the concept of “qualification-based goal” related to objectives which are the main components of a curriculum, and the essentials of transforming the goals into measurable student behaviors (Sönmez, 1986). Curriculum (teaching curriculum) has a large place within the educational curriculum. It is a guide showing the subjects to be taught in various classes and language teaching curricula in a certain teaching level, the goals to be gained, how many hours in a week a lesson to be taught according to classes, teaching methods and techniques (Büyükkaragöz, 1997).

The new understanding, trends and developments in education systems to educate individuals with requirements of the 21st century have affected all countries globally (Erginer, 2006). The basic framework of the education curriculum of the 21st century was determined by the Union of National Education, unit of education curricula (CSCENPA, 2007) as raising awareness related to the factors improving economic, social and belief systems of the society, equipping the individual with the necessary personal qualities and skills and raising individuals -equipped, willing to take responsibility, having a holistic

perspective and a worldview- in a world that is becoming increasingly global and where differences emerge (Tutkun, 2010).

2. Literature Review

2.1. Turkish Qualifications Framework (TQF)

In our era, dizzying developments in science and technology are clearly seen in the field of education just like in every fields of science. The education system, having an important place in the development of societies in all aspects and in self-realization of the individuals, is built on three foundations. These are student, teacher, and the curriculum. Ministry of Education, Turkey organizes its teaching and learning activities in accordance with both her own goals and Council of Europe, of which it is a member. Turkey Qualifications Framework (TQF) getting its source from the European Qualifications Framework (EQF) is one of these steps. Arrangements in all the educational institutions and stages of Turkey were made and have been made according to this Framework. Determination of whether the specified regulations in the Arabic language teaching curricula at different levels are made or not, if any how it is reflected in the curricula will contribute to Arabic language education studies in Turkey.

Rapid changes in the world have caused some fundamental adjustments in the dimensions and definition of skills that people of the 21st century should have. Countries realizing this have made common decisions in many areas. One of these decisions is the implementation of the “European Qualifications Framework for Lifelong Learning”. This framework covers lifelong support of the activities of individuals in the field of education and training in the society and works to be done for the training of employees in need of business world. Each country has prepared its own national qualification framework in accordance with this Framework. Turkey Qualifications Framework - having a national framework that will strengthen the relationship between job and education, and will also improve the quality of education and training activities - was issued in 2015. Then Turkey updated its curriculum to reflect the Framework on education and training activities.

Qualification is “an official output obtained in case of recognition by the competent authority at the end of an assessment and validation (verification) process of the individual’s acquisition of learning outcomes according to certain criteria” (Recommendation 2008/C 111/01, 2008). “It is an official document obtained when the individual is recognized by the responsible institution at the end of an evaluation and validation process in which the individual acquires the learning outcomes according to certain criteria.” (URL1).

When looking at the definition of qualification in the European Qualifications Framework (EQF) and Turkey Qualifications Framework (TQF), it is an official document showing that learning outcomes are acquired at the end of the process according to specified criteria. Qualification document showing that the gains of a job have been acquired shows that the individual has the capacity to do that job.

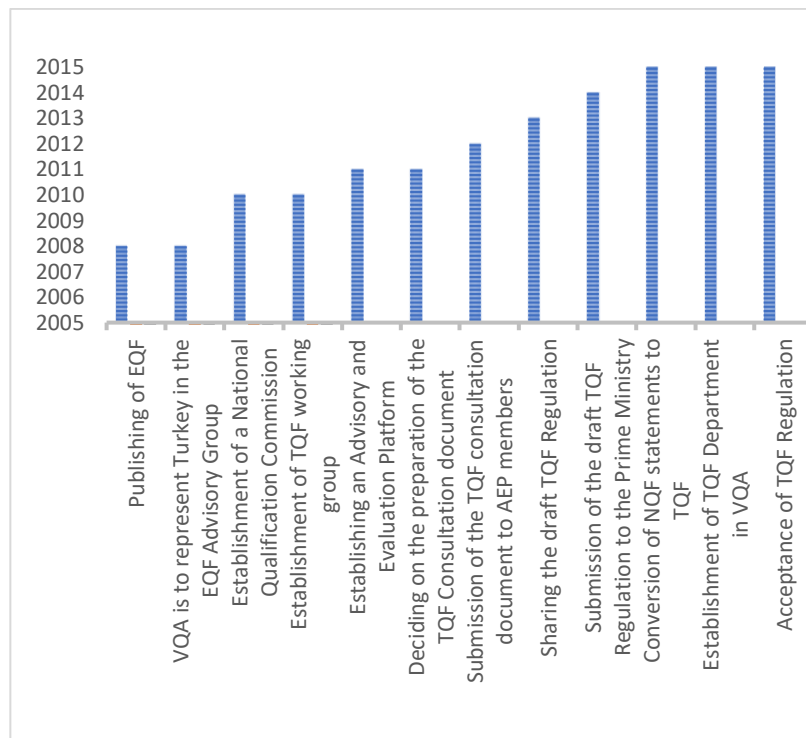
The main purpose of the “European Qualifications Framework for Lifelong Learning”, known as the European Qualifications Framework, is lifelong learning. The implementation of the idea of lifelong learning was, first time, initiated by the UNESCO in the 1970s. Lifelong learning, a better society and a better life expectancy have started to spread in many countries in a short time.

The official work of the European Union (EU) on this issue begins with the “Higher Education Memorandum in the European Community” prepared in 1973. This is followed by Open Distance Education Declaration, Green Bulletin and White Bulletin in the European Community. The studies conducted are ones directed to lifelong learning. These works are

followed by the declaration of the year 1996 as the “European Lifelong Learning Year”. Lifelong learning covers all kinds of learning activities undertaken throughout life in order to develop knowledge, skills and competencies (Aksoy, 2013). The EU published a declaration (statement) of lifelong learning in 2000. The 2004 Maastricht Declaration aims at making European education and training systems a quality reference in the world up to 2010 and transforming lifelong learning into a concrete reality for all. For this purpose, forming of the European Qualifications Framework (EQF) has been accepted.

The EQF was published by the European Parliament and the Council of Europe in 2008. The 36 countries accepting this decision have established national coordination points after they committed to make their national qualifications frameworks (NQF) compatible with the EQF. Vocational Qualifications Authority (VQA, MYK acronym in Turkish) is coordinating point of Turkey. This authority represented Turkey in the counseling group of EQF. For the preparation of TQF, the NQF Preparation Commission was established in 2010. The commission consists of representatives of the Ministry of Education (MEB acronym in Turkish), Council of Higher Education (YÖK acronym in Turkish) and Vocational Qualification Authority (VQA). In March 2011, name of the framework was decided as Turkish Qualification Framework (TQF). In April 2011, the Platform for Advisory and Assessment was established to get information, opinions and contribute to the TQF activities. In September 2011 was decided to prepare the TQF Counselling Document. Thus, contributions of local and national experts will be taken. Opinions and suggestions from institutions and organizations were taken into consideration during Regulation preparation process. The draft of TQF was prepared in cooperation and submitted to the Prime Ministry of Republic of Turkey in 2014. TQF was accepted in 2015 and the FMC has been established in Turkey Qualifications Framework Department. Head of Department of TQF was established within the VQA. The graphical version of this chronology is as follows:

Table 1. *Establishment of TQF stages*



Turkey's national qualifications framework, prepared in accordance with EQF, shows all the qualification principles gained through vocational, general and academic education and training curricula -including primary, secondary and higher education- and other learning ways. TQF covers all qualifications providing quality assurance gained in all learning environments, and the various levels of education and training system in Turkey (VQA, TQF Regulation). TQF is an integrated structure defining and classifying the qualifications in Turkey and determining transition and progress relations among qualifications (TQF Regulation, 2015).

TQF has an eight level structure as in EQF. The first of these levels corresponds to pre-school education, the second to primary school, the third to secondary school, the fourth to high school, the fifth to associate degree, the sixth to bachelor degree, the seventh to master degree, and the eighth to doctorate education. At each level, knowledge, skill and competence learning outcomes are determined differently. Here was given descriptors of knowledge, skills, and qualifications of the 2nd, 3rd and 4th levels equaling to primary, secondary and high schools that Arabic teaching curricula are included. It is possible to reach other level identifiers in the TQF as a table:

2nd level:

Knowledge: Having factual knowledge in the field of a business or learning at beginner-level.

Skill: Having basic skills to use the necessary information in order to fulfill missions and solve possible simple problems.

Qualification: Performing simple missions with limited autonomy under supervision, being aware of learning needs within the scope of lifelong learning approach.

3rd level:

Knowledge: Having theoretical knowledge at beginner-level and factual knowledge at medium-level in the field of a business or learning.

Skill: Having the ability to select and use the necessary data, methods and tools to fulfill the mission and solve problem.

Qualification: Taking responsibility in performing missions. Completing the mission by taking into account changing circumstances. Identifying and meeting learning needs with guidance in the context of the scope of lifelong learning approach.

4th level:

Knowledge: Having theoretical and operational knowledge at medium-level and factual knowledge at over medium-level in the field of a business or learning.

Skill: Having cognitive and practical skills to perform jobs and processes specific to a business or learning area and find solutions to problems.

Qualification: Taking full responsibility for completing missions in predictable, but open to change environments. Overseeing ordinary missions carried out by others, taking limited responsibility for evaluating and improving these missions. Meeting learning needs within the scope of lifelong learning approach and determining forward learning objectives with guidance. Having awareness about knowledge, skill, attitude and behavior of the relationship between knowledge, skills, attitudes and behaviors in a business or learning area as well as ethical issues and the relationship of social problems social problems.

Theoretical knowledge specified in the descriptor is the knowledge obtained by scientific methods. It cannot be said to be valid and correct at all times. It may lose its validity as a result of scientific researches. Factual knowledge, on the other hand, is the basic elements that students must know about a subject. At the skill stage, selection of data, methods and tools-equipment needed for fulfilling their duties (missions) and solving problems and the ability to use them are pointed out. At the stage of qualification, taking responsibility, the student is expected to learn to do or learn something by herself/himself or with a group.

2.2. Key Qualifications in TQF

Key qualifications are also included in the TQF. These are the eight defined competences that each individual is expected to achieve in the context of lifelong learning. “Key Competences for Lifelong Learning - European Reference Framework” is included in the annex to the Recommendation of European Parliament and the Council of Europe on “Key Competences for Lifelong Learning” dated 18/12/2006 and numbered 2006/962 / EC.

The stated competencies are: communication in mother tongue, communication in foreign languages, mathematical competence and basic competencies in science/technology, digital competence, learning to learn, competencies related to social and civic, sense of initiative and entrepreneurship, cultural awareness and expression (TYÇ, 2015). Descriptions of these competencies exist in the TQF. MoNE (MEB in Turkish) has benefited from key competencies while re-preparing existing curricula according to TQF. Competency statements in the TQF have been further clarified by Head Council of Education and Morality (TTKB in Turkish) and presented as items. Among these competencies, “mathematical competence and basic competencies in science/technology” were also evaluated under two separate titles. These competencies are stated at the beginning of the curricula and implicitly placed in the gains (MEB, 2017):

2.2.1. Communication in mother tongue

- a. Communicate effectively by using written, verbal and non-verbal communication tools.
- b. Communicate in line with the requirements of the environment.
- c. Expressing feelings, thoughts and opinions verbally and in writing in an appropriate and persuasive manner.
- d. Using language skills positively and socially responsible / discreet.

2.2.2. Communication in foreign languages

- a. To recognize and appreciate social traditions, cultural elements, and language diversity.
- b. Understanding verbal and written messages.
- c. In line with their needs, reading texts, understanding what they read and producing texts.
- d. Learning the informal language (daily spoken language) as part of lifelong learning.
- e. Respect cultural diversity.
- f. Curiosity and interest in language learning and international communication.

2.2.3. Qualification (proficiency) in mathematical competence and basic competences in science and technology

- a. Knowing mathematical theories, measurements, basic operations, formulas, and notations.

- b. Understanding and using math concepts and terms.
- c. Using mathematical thinking style (logical and spatial thinking) and presentation (formulas, models, structures, graphics, tables) in solving problems encountered in daily life situations.
- d. Applying basic mathematical principles and operations to daily situations (at home and / or at work).
- e. Developing a positive attitude towards mathematics.
- f. Asking questions and deduction conclusions based on evidence to understand natural life.
- g. Understanding the changes caused by human actions.
- h. Comprehending responsibilities individually towards natural life.
- i. Knowing the basic principles, basic scientific concepts, methods, technology, technological products and processes related to natural life.
- j. Understanding the effect of science and technology on natural life.
- k. Comprehending the properties of scientific inquiry.
- l. Establishing cause and effect relationship.
- m. Having knowledge about ethical and security issues.

2.2.4. Digital Qualification

- a. Understanding the structure of information age technologies, their role in daily life situations (individual, in social and business life) and the opportunities it provides.
- b. Apprehending basic computer applications (word processor, databases, knowledge storage and management, etc.).
- c. Comprehending the opportunities and potential risks of the Internet and electronic media (e-mail, Internet tools) for work, leisure, knowledge share, learning and research.
- d. Questioning the reliability of the available knowledge and information sources.
- e. Understanding the legal and ethical principles that should be considered in the use of interactive media and using them responsibly.
- f. Researching, collecting, processing, and using knowledge critically and systematically.
- g. Questioning the reliability of the knowledge provided.
- h. Using the tools need to produce, present and comprehend knowledge.
- i. Accessing, researching and using Internet-based services.
- j. Using knowledge age technologies for cultural, social and / or professional purposes.

2.2.5. Learning to learn

- a. Knowing the necessary qualifications competencies, knowledge, skills and qualities for business or career goals.
- b. Knowing their own learning strategies, strengths and weaknesses.
- c. Searching training, in-service training, guidance and consultancy opportunities.

d. Acquiring and developing literacy, mathematical skills and information communication technologies needed for further learning.

e. Managing learning and career.

f. Acquiring self-discipline and independent working skills.

g. As part of the learning process, cooperative work, benefiting from heterogeneous groups, sharing what they learn.

h. Assessing his/her own learning and work.

i. Getting advice and information when needed.

j. Motivating and trusting yourself.

k. Developing problem solving skills.

l. Coping with obstacles or changes.

m. Benefiting from previous learning and experience.

n. Applying what they have learned to various life situations.

o. Searching and evaluating learning opportunities.

2.2.6. Sense of initiative and entrepreneurship

a. Realizing opportunities in personal, professional and/or business life.

b. Adopting ethical values.

c. Making effective presentations.

d. Being compromising.

e. Working individually and as a group.

f. Recognizing your own strengths and weaknesses and questioning/evaluating.

g. Taking risks when necessary.

h. Making a situation assessment.

i. Taking initiative in personal, social and business life and innovative thinking.

j. Being intent on reaching the goals or personal goals.

2.2.7. Social and public qualifications

a. Knowing rules of conduct accepted in different societies and environments (eg work).

b. Knowing basic concepts about society and culture.

c. Being aware of and respecting cultural diversity.

d. Assimilation of national cultural identity and understanding how to interact with other cultures. Allowing for tolerance, empathizing with, solidarity, collaboration.

e. Avoiding stress and conflicts.

f. Respecting different perspectives, overcoming prejudices and taking a compromising attitude.

g. Having knowledge about democracy, justice, equality, citizenship, human rights, local/national/international organizations. Following-up current developments.

2.2.8. Cultural awareness and expression

- a. Being aware of local, national and international cultural heritage.
- b. Having knowledge about important cultural studies and popular culture.
- c. Being aware of cultural and linguistic diversity.
- d. Understanding the importance of aesthetic factors in life.
- e. Valuing and appreciating artworks and art studies.
- f. Participating in cultural life.

The reason for giving publicity to qualification descriptors here is intended to clearly show what is being searched in Arabic teaching curricula. All key qualifications are interrelated. Each focuses on critical thinking, creativity, initiative, problem solving, risk assessment, decision making, and constructive management of emotions (TYÇ, 2015). Acquisition of key competencies in Turkey's education policy has a priority. That's why it is essential that key competencies are included in the learning outcomes of education and training curricula. In the process of forming the curricula according to TQF, by taking into consideration the level language teaching curricula, curricula in accordance with those level descriptors have been prepared by the relevant general directorate.

In the subject of reflection of Turkey Qualifications Framework on teaching curricula concerning Arabic language teaching curricula, following key words "Qualification, Turkey Qualifications Framework, European Qualifications Framework, Arabic Language Teaching Curriculum" were scanned in TR Index, Council of Higher Education (abbreviation YÖK in Turkish) National Thesis Centre, Dergi Park, National Library and the Library of the Council of Higher Education on 20 May, 2020. It was observed that the studies focused on the qualifications in higher education, but there was no study examining the compatibility of curriculum with TQF. A research in this direction will contribute to the development of Arabic language curricula.

This study aims at determination of reflections of Turkish Qualifications Framework (TQF) on Arabic language teaching curricula developed and approved for different levels in the years of 2016 and 2018. Turkey -being in the harmonization process with the EU- plans its educational activities to be appropriate to the European Qualifications Framework released through the recommendation of the Council of Europe and the European Parliament. In this regard, Turkey has to prepare teaching curricula in accordance with the recommendations. The suitability of Arabic language teaching curricula to EQF, thus TQF, is important as an evidence of the status and progress of Turkey in the light of future EU harmonization.

The research question of the study is "Does the quality of the Arabic Language Teaching Curricula in Turkey coincide with the principles of the Turkish Qualifications Framework?"

3. Method of the Study

In this qualitative research, the Document Review Method was utilized. Qualitative research is expressed as a research in which data is collected through such data collection tools as observation sheets, interviews, questionnaires, related review of literature or document review. All the data collected are presented in a holistic way (Creswell, 2016; Yıldırım & Şimşek, 2013). The document review involves the gradual analysis of the facts or materials based on the facts that are aimed to be investigated (Yıldırım & Şimşek, 2013).

3.1. The Documents Reviewed

In the research, besides the Turkish Qualifications Framework, the current Arabic language teaching curricula approved by the Ministry of Education (MoNE) Board of Education (TTKB acronym in Turkish) were referred as the main study documents:

- a. Primary school Arabic Language Teaching Curriculum (Grades 2-8) (MoNE, 2016)
- b. Arabic Language Teaching Curriculum for 9th and 10th Grades of Anatolian Religious High Schools (MoNE, 2016)
- c. Business Arabic Language Teaching Curriculum for 11th and 12th Grades (MoNE, 2018)
- d. Arabic Language Text & Speaking Teaching Curriculum for 11th and 12th Grades (MoNE, 2014)

3.2. Analysis of the Data

Research investigation documents were analyzed via content analysis method based on the pre-determined criteria. The main purpose in content analysis is to reach concepts to be explained the collected data and the relationships (Yıldırım& Şimşek, 2013, p. 259). Criteria were 2nd, 3rd, and 4th level descriptors in Turkey Qualifications Framework and eight key competences as given above.

4. Findings and Discussion

The findings of the study can be stated as follows:

The Ministry of National Education (MoNE) has four general directorates of which the Board of Education approves and publishes the curricula. They are ; a) General Directorate for Special Education and Guidance, b) General Directorate for Primary Education, c) General Directorate for Secondary Education, and d) General Directorate for Vocational and Technical Education (<http://mufredat.meb.gov.tr>)

Curricula are not yet installed (uploaded) on the General Directorate for Special Education and Guidance Services. There are 50 teaching curricula on the website of General Directorate of Primary Education. 10 of these are curricula of elective language teaching curricula. The remaining teaching curricula belong to compulsory language teaching curricula. Of these 50 curricula, as a language curriculum, Chinese is elective, Turkish and English are compulsory language teaching curricula.

There are 44 language teaching curricula belonging to the General Directorate of Secondary Education. All of them are compulsory and include German, French and English language teaching curricula. A total of 101 language teaching curricula are included in the General Directorate of Vocational and Technical Education. All of them are compulsory and there are no language teaching curricula. General directorates and lesson curricula are given in the following table:

Table 2. *Distribution of education curricula by general directorates*

General Directorate	Number of Language teaching curricula	Number of Compulsory Language teaching curricula	Number of Elective Language teaching curricula	Number of Language and Literature Language teaching curricula
Special Education and Guidance	-----	----	----	----
Primary	50	40	10	3 (Chinese elective)
Secondary	44	44	----	3
Vocational and Technical Education	101	101	----	----

Curricula prepared by the relevant General Directorates are inspected by MoNE Head Council of Education and Morality (TTKB acronym in Turkish) and published at following link (<http://mufredat.meb.gov.tr/Curriculumlar.aspx>).

When General Directorates that Ministry of National Education HCEM inspects and publishes their curricula are checked, it is seen that the General Directorate of Religious Education -in which Arabic curricula are prepared- is not taken place. That teaching curricula of Arabic -which is taught as a lesson in institutions affiliated to MoNE- is not included here creates suspicion that HCEM is not active enough during the inspection and publishing stages.

The following Arabic language teaching curricula prepared by the General Directorate of Religious Education of Ministry of National Education are either elective or compulsory:

Table 3. *Situation of Arabic curriculum for primary education (2-8th Grades) (MEB, 2016):*

Level	Compulsory	Elective
Primary		x
Secondary		x
Imam Hatip (Islamic Divinity) Secondary School	x	

Arabic Education Curriculum for Anatolian Imam Hatip High Schools 9th and 10th Grades (MEB, 2016), Business (Professional) Arabic Curriculum for 11th and 12th Grades (MEB, 2018), Arabic Text-Dialogue (Dual Speaking) Teaching Curriculum for 11th and 12th Grades (MEB, 2014) curricula are also prepared.

Table 4. *Status of Arabic lesson in secondary education grades*

Level	Compulsory	Elective
Anatolian Imam Hatip High School		
Arabic language teaching curricula for 9 th and 10 th Grades	x	
Professional Arabic for 11 th and 12 th Grades	x	
Arabic Text Dialogue 11 th and 12 th Grades		x
Foreign Language Arabic Language teaching curricula (9, 10, 11 and 12 th Grades)		x

4.1. Language and Literature Teaching Curricula of MoNE

There are Chinese, English, Turkish language teaching curricula within the General Directorate of Primary Education. Teaching curricula of English, French, German and Turkish Language and Literature language teaching curricula exist in the curricula within the General Directorate of Secondary Education.

Curricula for language teaching curricula within the General Directorate of Vocational and Technical Education are included in web page of General Directorate, not on the HCEM page. Therefore, teaching curricula for language, literature and foreign language teaching curricula can be accessed to following link: (<http://www.megep.meb.gov.tr/>).

Within the General Directorate of Religious Education, there are curricula for Primary and Secondary Schools, Imam Hatip Secondary Schools and Anatolian Imam Hatip High Schools. In addition to the Arabic language teaching curricula mentioned above, Turkish, foreign language and Turkish Language and Literature teaching curricula are taught in the schools affiliated to this General Directorate. The curricula of these language teaching curricula are the same as the curricula in other general directorates.

4.2. TQF in Language and Literature Teaching Curricula

One of the effects of globalization is that the subject of foreign language teaching in our country is becoming more and more conscious. In this way, foreign language teaching programs are conducted like mother tongue programs, especially from the first years of the child's formal education life. In this context, like all foreign language teaching programs in our country, the Arabic education program has been arranged to start from the second grade of primary school. However, these programs have brought some problems with them besides their applicability (Polat, 2019a: 179). Throughout history, as in other branches of science in our country and in the world, first a book was written and the program was arranged according to the book. However, over time, the opposite started to be done, first the program was made, and then the textbooks suitable for the program began to be written (Polat, 2019b: 940).

In line with the strategy "Teaching curricula will be developed on the basis of knowledge, skills and competencies defined in the 2nd, 3rd and 4th levels of Turkey Qualifications Framework" be included in the 2014-2019 Strategic Plan of the Ministry of National Education, updating of the curricula have been carried out since 2017.

Generally, when looking at the curriculum, TQF is specified under the title of "Competencies" at the beginning of the curricula and implicitly placed on the achievements. For example; Looking at the Turkish teaching curriculum, the TQF is mentioned in the "competencies" section as follows:

“Our education system aims at raising individuals with the knowledge, skills and behaviors integrated in competencies. At both national and international levels, competencies with a range of skills that students will need in their personal, social, academic and business life were determined in Turkey Qualifications Framework (TQF). TQF determines eight key competencies and identifies them as follows.”

It is stated that the curriculum is prepared in accordance with Turkey Qualification Framework (TQF) with following expression among the objectives of the curriculum in the curriculum of Chinese language teaching curricula (for Secondary and Imam Hatip Secondary School 5th, 6th, 7th, 8th Grades-2018) prepared by the General Directorate of Primary Education:

“Students who have completed secondary school have adopted national and moral values by developing their competencies in primary school; To ensure that students are individuals who have acquired basic skills and competencies in TQF as well as in discipline-specific fields.” (<http://mufredat.meb.gov.tr/Curriculum>, page 3). Again, under the “Competences” heading of the curriculum, eight key competences mentioned in Turkey Qualifications Framework (TQF) have been addressed.

Under the heading “Basic Qualifications in the Curriculum” in the English language teaching curricula teaching curriculum (Grades 2-8), TQF is mentioned as follows (p.5);

3.2.1. Traditional Skills:

- Communication in mother tongue
- Communication in foreign language

3.2.2. Digital Skills

- Literacy, basic skills in mathematics and science

3.2.3. Horizontal Skills:

- Learning to learn
- Social and civic responsibility
- Initiative and entrepreneurship
- Cultural awareness and creativity

Under the title of “qualifications and skills” in the curriculum of French language teaching curricula, it is said that: “The French Language teaching curricula Curriculum includes the gains enabling students to use their high-level cognitive skills (make an inference, comment, analyze, evaluate, critical thinking, creative thinking, etc.) while acquiring and developing language skills. Development of qualifications of sociocultural awareness and media literacy competencies as well as language skills are among the objectives of the curriculum.” (<http://mufredat.meb.gov.tr/CurriculumDetay>).

Again, under the title of “Socio-cultural Awareness” of the curriculum: “Learning a foreign language and acquiring linguistic and cultural qualification in a foreign language do not mean that students forget or lose their own language and culture. While students are encouraged to adopt and use their language and cultural identity correctly, they should be motivated to raise awareness of cultural elements of different countries, respect the differences, thus, be active participants in a multicultural and multilingual world (p. 8).

In the “Introduction” section of the French Curriculum; “Common European Application Text (Framework of Reference) for Languages, which sets comparable standards for foreign

language learning and teaching was used in the preparation of the curriculum. This resource is a comprehensive, transparent and consistent guide prepared to lead French teachers and language learners in the field of language learning, teaching and assessment. In this guide, importance of lifelong learning, learner autonomy and intercultural interaction are emphasized; the target, knowledge and skills expected to be gained in the language learner are defined by their language proficiency levels.” (p. 4).

No information was found on the use of TQF in the German curriculum (teaching curriculum) within the language curricula. Although it was published in 2018, the fact that the German curriculum is not revised according to TQF is a major deficiency.

In the “Introduction” section of the Secondary Education Turkish Language and Literature Language teaching curricula (9, 10, 11 and 12th Grades - 2018) Curriculum, the key competencies of the TQF are mentioned under the title “Competencies” as follows: “Our education system aims at raising individuals with the knowledge, skills and behaviors integrated in competencies. At both national and international levels, competencies with a range of skills that students will need in their personal, social, academic and business life were determined in Turkey Qualifications Framework (TQF). TQF determines eight key competencies and identifies them as follows.”

4.3. TQF in Curricula Other Than Language and Literature

When curriculum of the Social Studies Language teaching curricula (Primary and Secondary education 4th, 5th, 6th, and 7th Grades) is examined, by mentioning TQF in the “Introduction” section under “Competences” title of the curriculum, it is emphasized that the curriculum is prepared according to eight key competencies of TQF.

“As a result of the analysis of the key competencies in TQF in terms of skills and values, key competences have been found to be a combination of skills and values as described in the European Commission’s document titled “Key Competences For Lifelong Learning, European Reference Framework” (EC, 2007, p. 3).

In the competences section of Science language teaching curricula, in Physical Education (Gym) Language teaching curricula and in many curricula, TQF is mentioned under the title of “competencies”.

4.4. TQF in Arabic Language Teaching Curricula

Examining the structure of Arabic teaching curricula; it is seen that there is a structure in the form of the purpose, scope, learning areas, gains, explanations, language structures of the curriculum. When this structure is analyzed, it is understood that TQF is not given indirect or direct place. Whereas, TQF is absolutely mentioned somewhere in the curriculum and it is emphasized that the curriculum is prepared according to this when looking at the curricula of other language curricula and language teaching curricula other than language.

When the Arabic language teaching curricula are examined, it is seen that they are not prepared in line with the level descriptors found in the Turkey Qualification Framework. Considering the data obtained from the examination of eight key competencies in Turkey Qualification Framework, it is seen that the listening/watching, speaking, reading and writing achievements of the Arabic curriculum do not comply with key competences such as “communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science/technology, digital competence, learning to learn, competences of social and citizenship, taking initiative and entrepreneurship, cultural awareness and expression”.

From the point of view of knowledge, skill and competence in TQF, the status of Arabic curricula by classes is as in the table below:

Table 5. *Primary education*

Grades	2	3	4	5	6	7	8
Knowledge	-	-	-	-	-	-	-
Skill	-	-	-	-	-	-	-
Competence	-	-	-	-	-	-	-

Table 6. *Secondary education (Anatolian Imam Hatip (Religious) High School)*

Grades	9	10	11	12
Knowledge	-	-	-	-
Skill	-	-	-	-
Competence	-	-	-	-

Although some of the gains in the curricula seemed coincidental to TQF, when listening/watching, speaking, reading and writing gains are examined, it is understood that the gains are not prepared in accordance with level descriptors in the Turkey Qualifications Framework “knowledge, skills, competences”. For example, gain in the form “Connects words with simple conjunctions.” in Grade 5 Theme 5 corresponds to skill competence in TQF. Again, gain in the form “Finds the main idea of a simple and short text / dialogue s/he read.” In Grade 7, Theme 4 corresponds to “competence” stage in TQF. While the gains related to speaking are given in the achievements of 10th Grade 1st Theme, “S/he makes sentences with relevant expressions about the subject.” is compatible with the key competence of communication in foreign languages. Again, in 10th Grade 6th Theme, gain “Writes e-mail.” seems to be compatible with “Digital Competence”, one of the key competences of TQF. Again, in 2nd Grade 1st Theme, gain “Makes a visual presentation about the expressions of the theme” seems to be compatible with the key competence of TQF “Mathematical Competence and Basic Competences in Science/Technology”.

Arabic curriculum in terms of key competencies in TQF is shown in Table 7 and 8.

Table 7. *Status of Arabic language teaching curricula in terms of key competencies at primary education level*

	2	3	4	5	6	7	8
Communication in Mother Tongue	2	3	4	5	6	7	8
Communication in Foreign Languages	-	-	-	-	-	-	-
Mathematical Competence and Basic Competences in Science/Technology	-	-	-	-	-	-	-
Digital Competence	-	-	-	-	-	-	-
Learning to learn	-	-	-	-	-	-	-
Competences concerning social and citizenship	-	-	-	-	-	-	-
Taking Initiative and Entrepreneurship	-	-	-	-	-	-	-
Cultural Awareness and Expression	-	-	-	-	-	-	-

Table 8. *Status of Arabic language teaching curricula in terms of key competencies at secondary education level (Anatolian Imam Hatip (Religious) High Schools)*

Communication in Mother Tongue	9	10	11	12
Communication in Foreign Language	-	-	-	-
Mathematical Competence and Basic Competences in Science/Technology	-	-	-	-
Digital Competence	-	-	-	-
Learning to learn	-	-	-	-
Competences concerning social and citizenship	-	-	-	-
Taking Initiative and Entrepreneurship	-	-	-	-
Cultural Awareness and Expression	-	-	-	-

5. Conclusion

Not including of the General Directorate of Religious Education, in which Arabic curricula are prepared among the general directorates supervised by the HCEM (TTKB acronym in Turkish) of Ministry of National Education-publishes its curricula, and not including of the curriculum of Arabic, which is taught as a lesson in institutions affiliated to MoNE creates suspicion that HCEM is not active enough during the auditing and publishing stages. When the curricula of other language teaching curricula are analyzed, In these curricula, it is seen that TQF is explicitly stated under the title of “Competencies” or implicitly in the content of the curriculum. The fact that TQF, which measures and registers the competence of individuals both nationally and internationally, is not included in Arabic curricula in any way is seen as a major deficiency in terms of the success of this language teaching curricula and the training and success of the students taking the language teaching curricula.

Preparation of Arabic language teaching curricula teaching curriculum (curriculum) by the General Directorate of Religious Education is also another problem because Arabic is a foreign language such as German, French and English. In this respect, Arabic language teaching curricula curriculum should be prepared by the MoNE and included in the General Directorate of Secondary Education and the curricula should be created in accordance with the TQF. The fact that Arabic is different from other religious language teaching curricula within the General Directorate of Religious Education is that it should be a foreign language. From this point of, it should include the same category and other applications and activities as other foreign languages.

It may be suggested to include Arabic language teaching curriculum in the education system of MoNE General Directorate of Secondary Education should be supervised by the Board of Education as a foreign language. On the other hand, Arabic language teaching curricula should be revised and prepared according to TQF principles, and necessary activities and competencies should be included. In this way, Arabic language will better be perceived as a foreign language like the other foreign languages in the education system of the MoNE.

5. Conflict of Interest

The author declares that there is no conflict of interest.

6. Ethics Committee Approval

The author confirms that the study does not need ethics committee approval according to the research integrity rules in their country.

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