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Mediation Skills in Teaching Turkish as a Foreign Language

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ABSTRACT

This study aims to determine the place of mediation skills in teaching Turkish as a foreign language in accordance with the opinions of the instructors. The research is a content analysis study made with the interview technique, one of the qualitative research methods. The study group for the research consists of 14 instructors who worked in Turkish Teaching Research and Application Centers. The data for the study were obtained from the Teaching Staff Interview Form on Mediation Skills in Teaching Turkish as a Foreign Language, which was created by the researchers and contains structured and semi-structured questions. At the end of the research, it was concluded that the instructors included mediation skills in the teaching of Turkish as a foreign language, but there was no standard and systematic teaching of mediation skills.

Keywords:

Mediation skill, teaching Turkish as a foreign language, opinion of the instructors.

1. Introduction

The Common European Framework of Reference for Languages (Framework Text), which is the main reference source for foreign language teaching in Europe, was updated in 2020. Undoubtedly, one of the most striking changes in the updated Framework Text is the "mediation" skill. The mediation skill has been defined and classified in detail in the Framework Text, and sample descriptors have been determined according to the levels and have been harmonized with reception, production, and interaction. The updating of the Framework Text has made it necessary to position this skill as a central point for effective language teaching in teaching Turkish as a foreign language. For this reason, in light of all these developments, it has become necessary to investigate the place of mediation in teaching Turkish as a foreign language. Determining the instructors' use of mediation skills in teaching Turkish as a foreign language can contribute to teaching Turkish as a successful and effective foreign language.

In the literature, mediation is defined as "the facilitating role of a person to consolidate and streamline the communication process" (Deniz, Öztürk, & Çekici, 2021, p. 349); "the involvement of a third factor (tool) in the interaction between two objects, events, or people" (Kozulin, 2018, p. 23); the use of a tool to perform an action in the most general sense, which is at the center of Vygotsky's theory of learning (Walqui, 2006); the process by which people use culturally constructed artifacts, concepts, and activities to organize the material world or their own and each other's social and mental activities (Lantolf & Thorne, 2006); "interaction of the learner with the learning environment through the language trainer who plays the role of a human agent" (Brown, 2002, p. 2); "what good teachers and parents do when they promote a high level of mental function in their children (and students)" (Haywood & Lidz, 2007, p. 42); and as all the objects offered by the teacher (Sundari, 2020) to help students bring their current abilities to the targeted performance. In mediation, the speaker acts as an intermediary and helps others understand information that is linguistically inaccessible. In this way, mediation bridges

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knowledge differences and requires the speaker to negotiate meanings between different communication styles, discourse norms, and cultural contexts, both within a single language and between different languages (Chovancova, 2018). North and Piccardo (2016) state that mediation is about facilitating the communication itself and/or (re)formulating a text or (re)creating the meaning of a message. In short, mediation can be defined as the act of facilitating agreement and communication and preventing possible incompleteness and misunderstandings.

The mediator is, on the other hand, defined as the person who makes a text, concept, or communicative situation, which is not understood or misunderstood by the researchers, understandable (Deniz, Öztürk, & Çekici, 2021); as another important person who plays a deliberate role, such as emphasizing, interpreting, or expanding the environment around the learners, for the “parent, facilitator, teacher, or student” to create a meaningful internal model of the context or the experienced world.” (Seng, Pou, & Tan, 2003); or as an adult, parent, or teacher (Sundari, 2020) who helps students control task elements, provides guidance to do tasks, and evaluates students' understanding. Dendrinos (2006) expresses that a mediator is a social actor who watches the interaction process of the agent and takes action when some kind of intervention is required to assist the communication process and sometimes to influence the outcome; a facilitator at social events where two or more interacting parties have a communication breakdown or a communication gap between them; and a meaning-maker who functions as a meaning-creating agent, especially when he intervenes in negativities related to consensus, reconciliation, or meaning. Therefore, it can be said that mediation is an act of facilitating communication, and a social actor that performs this act is its tool.

The relevance of mediation to the field of education is fed by Vygotsky's (1978) social learning theories, which are based on the interaction of adults, siblings, and peers with a child. Vygotsky's theory in language education conflicts with traditional understanding. The idea that a language is learned through memorization of linguistic elements that can later be used to perform an activity—in other words, focusing on learning grammar and vocabulary, which is the classical orientation of language teaching—is incompatible with learning theories based on the formation of concepts. Kramsch (2000, p. 134) puts forward the view that “*language is derived from social and cultural activity and only later becomes an object of reflection,*” and therefore language is used not only to convey information or communicate but also to create meanings. In short, language is often constructed, learned, and used through a mediating activity.

Mediation is a very useful and practical skill for “integrating the ability to communicate” (Deniz, Öztürk & Çekici, 2021, p. 349) and always making it easier to build bridges and understand between fields (North, 2016) for independent learners (Nurhasanah, 2014). In addition to these features, “*mediation theory is concerned with helping students become autonomous and take control of their own learning with the main aim of enabling them to become independent thinkers and problem solvers.*” (Williams & Burden, 2000, p. 68). Seng (1997) states that mediated learning is a vital approach that ensures effective learning, and mediation is the process by which the child manages and interprets the world. No matter where and how mediation is used and theorized, it emerges where the individual and the social interact between different elements and spaces, and it is important because it is “*the process that connects the social and the individual*” (Swain, Kinnear, & Steinman, 2015, p. 151).

The concept of mediation in language teaching emerged in connection with the Common European Framework of Reference for Languages (CEFR, 2001). Inspired by the views of Vygotsky (1934), CEFR is based on the concept of mediation. When we look at the first version of the CEFR, it is seen that the concept of mediation exists, but the explanatory descriptors of the concept were not determined in this first edition, and the concept was included as translation and language transfer only (CEFR, 2001). In this version, mediation is explained as “*written and/or verbal activities that enable communication between people who, for whatever reason, cannot communicate directly with each other, in both receptive and productive skills*” (CEFR, 2001, p. 14). In the 2018 Common European Framework of Reference for Languages (CEFR), a fourth form of communication was introduced as mediation, in addition to reception, production, and interaction, covering the basic language skills of listening, speaking, reading, and writing (CEFR, 2020).

While mediation is an important skill in foreign language teaching that has been largely overlooked, this situation has gradually changed with the latest update of the CEFR, and mediation is now seen as much more central to effective language teaching than before. Mediation activities fed by social language learning theories

are discussed in the Framework Text (2020) under the titles "mediating a text", "mediating concepts" and "mediating communication".

Mediating a text encompasses a wide range of activities in speaking and/or writing, such as conveying information, explaining data presented in graphic form, translating a text, taking notes in a lecture or meeting, and giving a personal response to creative texts (Leung & Jenkins, 2020). Mediating a text usually involves transferring the content of a text to another person who is inaccessible due to linguistic, cultural, semantic, or technical barriers (CEFR, 2020).

Kozulin (2018) states that mediation takes place not only between objects and people but also between concepts. Mediation of concepts includes two complementary dimensions: on the one hand, the construction and examination of meaning, and, on the other hand, the provision and encouragement of conditions that allow the exchange and development of related concepts. Mediating concepts includes facilitating and managing collaborative interaction to create meaning and encouraging conceptual conversation (CEFR, 2018).

Mediating communication means facilitating the multilingual space, acting as an intermediary in informal situations (with friends and colleagues), and facilitating communication in sensitive situations and disagreements. It aims to mediate communication, facilitate understanding, and shape successful communication among users and learners who may have sociocultural, sociolinguistic, or intellectual differences. The mediator tries to positively affect the dimensions of a dynamic relationship between all participants, including the relationship that the participants will establish with themselves (CEFR, 2018).

Mediation is one of the key concepts of communicative foreign language teaching. In order for students to communicate effectively in the target language, mediation skills should be included in foreign language teaching. In this context, the place of mediation skills in teaching Turkish as a foreign language is a subject worth researching. The aim of this study is to determine the place of mediation skills in teaching Turkish as a foreign language based on the views of the instructors. In the study, the views of the instructors working in Turkish Teaching Application and Research Centers affiliated with universities in Turkey on the teaching of mediation skills were determined. The research questions of the study can be listed as follows:

- What are the opinions of the instructors on their mediating role in mediating the text?
- What are the opinions of the instructors on their mediating role in mediating concepts?
- What are the opinions of the lecturers on their mediation role in mediating communication?
- What are the general views of the instructors on mediation skills?

The study is important in terms of determining the place and importance of mediation skills in teaching Turkish as a foreign language, thus taking Turkish as a foreign language to the targeted level of efficiency and success.

2. Methodology

2.1. Research Model

A qualitative research approach was adopted in this study. Qualitative research is a study in which qualitative data collection methods such as observation, interview, and document analysis are used and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic manner (Yıldırım & Şimşek, 2013, p. 45). *"Qualitative research is an umbrella term and is a set of processes that encompass techniques that attempt to define, decipher, interpret, and arrive at terms related to meaning."* (Van Maanen, 1979, p. 520).

In this study, a semi-structured interview method was used. The data collection method in which the participants actively explain their knowledge, feelings, and thoughts about the research topic is called interviewing (Baltacı, 2019). In a semi-structured interview, the interviewer presents the questions in a form-bound but flexible framework. In addition, this interview combines both fixed-choice answering and the opportunity to obtain in-depth information from the relevant field (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2008). In the study, this approach and method were preferred because the views of the instructors working in the Turkish Teaching Application and Research Centers on the teaching of mediation skills were investigated.

2.2. The Study Group

The study group for the research consists of 14 instructors who teach Turkish as a foreign language in Turkish Teaching Applications and Research Centers at 11 different universities. "In qualitative research, rather than the generalizability of the results to the population, there are purposes such as the reasons for the occurrence of a phenomenon in the units in the study population or the examination of the similarities and differences between the units for this phenomenon by going deeper. In this case, the possibility of biased selection of the sample in accordance with the purpose increases. This shows that non-random sampling methods are more suitable for qualitative research (Yıldırım, 2021, p. 65). In this context, maximum variation sampling, which is one of the purposive sampling methods, was preferred in the selection of the study group in this study. Purposive sampling is a sampling method that includes the researcher's judgments about who will provide the most accurate information (data) in order to achieve the purpose or objectives of the study (Atak, 2011). "Maximum variation sampling is a purposive sampling strategy in which the researcher includes individuals or situations that differ according to some characteristics and qualities (e.g., different age groups) into the sample group." (Creswell, 2020, p. 268).

While determining the study group, variables such as working in Turkish Teaching Application and Research Centers of different universities, title, undergraduate, graduate, graduated/continued PhD fields, and professional experience were taken as basis. Fourteen instructors working in 11 different universities in Turkey (Adana Alparslan Türkeş Science and Technology University, Ankara University, Ankara Yıldırım Beyazıt University, Gazi University, Istanbul Aydın University, Kırşehir Ahi Evran University, Kütahya Health Sciences University, Osmaniye Korkut Ata University, Ostim Technical University, Sakarya University, and Uşak University) participated in the research on a voluntary basis. Descriptive information about the study group is shown in Table 1.

Table 1. *Descriptive Information for Instructors*

| Code | Title | Gender | Bachelor's Degree | Master's Degree | Grad./Continuing PhD | Experience |
|------|--------------|--------|--|---|--|------------|
| I1 | Lecturer | Male | Turkish Teaching | Turkish Education | Turkish Education | 7 |
| I2 | Lecturer | Male | Turkish Language and Literature | Turkish Education | - | 5 |
| I3 | Lecturer | Female | Turkish Teaching | Turkish Education | - | 1 |
| I4 | Lecturer | Female | Turkish Teaching | Turkish Education | Turkish Teaching as a Foreign Language | 12 |
| I5 | Lecturer | Female | Linguistics | Turkish Education and Teaching | Turkish Teaching as a Foreign Language | 10 |
| I6 | Lecturer | Female | Turkish Teaching | Turkish Education | Turkish Teaching as a Foreign Language | 3 |
| I7 | Lecturer | Female | Turkish Teaching | Turkish Education | - | 4 |
| I8 | Lecturer Dr. | Female | Turkish Language and Literature Teaching | Turkish Language and Literature | Turkish Education | 9 |
| I9 | Lecturer Dr. | Female | Turkish Language and Literature | Turkish Language and Literature | Turkish Language and Literature | 13 |
| I10 | Lecturer | Female | Turkish Language and Literature | Turkish Language and Literature | Communication Studies | 5 |
| I11 | Lecturer | Male | Turkish Teaching | Turkish Education | Turkish Education | 7 |
| I12 | Lecturer Dr. | Male | Turkish Teaching | Turkish Education | Turkish Education | 2 |
| I13 | Lecturer | Female | Turkish Teaching | Turkish Language and Literature Education | Turkish Education | 3 |
| I14 | Lecturer | Male | Turkish Teaching | Turkish Teaching as a Foreign Language | Turkish Teaching as a Foreign Language | 2 |

2.3. Data Collection Tools

In the study, the Instructor Interview Form on Mediation Skills in Teaching Turkish as a Foreign Language, developed by the researchers, was used as a data collection tool.

The form is created in two parts. In the first part, the attainments related to mediation skills were included under the titles of mediating a text, mediating concepts, and mediating communication, and the participants

were asked to mark their teaching status with the options I definitely do not teach (0); I partially teach (1); and I definitely teach (2). The second part consists of three open-ended questions about whether there is a skill that needs to be acquired, how it can be gained, and the evaluation of teaching materials in the context of mediation skills. The steps followed in the preparation of the data collection tool are the literature review, the creation of an item pool related to the questions, generating the interview questions, the creation of the draft form, presenting the form to the expert opinion, and the final format of the form according to the feedback from the experts.

2.4. Data Analysis and Analysis

The data for the research was collected by using one-on-one and online interview techniques with optional and open-ended questions. Before data collection, the necessary legal permission was obtained from the Adana Alparslan Türkeş University Ethics Committee. The data were collected from the instructors who voluntarily participated in the research after the necessary verbal explanation was given about working in face-to-face and online environments. The researchers made statements to the participants regarding the confidentiality of personal information and opinions and ethical principles regarding the possibility of withdrawing from the interview if requested. The interviews lasted between 20 and 30 minutes, and the questions and answers were recorded during the interviews. In accordance with the nature of the interview method, more detailed information was obtained with the probe questions.

The content analysis technique was used to analyze the data of the study. In the content analysis technique, similar data are brought together within the framework of certain concepts and themes and organized and interpreted in a way that the reader can understand (Yıldırım & Şimşek, 2016, p. 224). In this context, the answers given to the questions of the study were subjected to content analysis by the researchers, and codes that were similar to each other and the concepts obtained from these codes were brought together and classified. The answers to the questions were presented in tables using frequency, and direct quotations were also included. The views and thoughts of the instructors who voluntarily participated in the research on mediation skills were not interfered with in any way; opinions and thoughts are described as they exist. The participants were coded as "I", which means teaching staff, and the number of the interview, for example, as "1", that is, "I1" in the first interview.

2.5. Ethical

Ethical approval was obtained from the Social and Human Sciences Scientific Research and Publication Ethics Board at Adana Alparslan Turkes Science and Technology University (Date and document number: 29/03/2023 and 02/8).

3. Findings

In this section, the views of the instructors about the mediation skill in teaching Turkish as a foreign language are presented in tables. The opinions of lecturers on mediating the text, mediating the concepts, mediating communication, and mediating skills were examined under the teaching themes.

In this context, findings related to the first research question, "What are the opinions of the instructors on mediating the text?" are presented in Table 2.

When Table 2 is examined, it is seen that there is no clear consensus among the instructors in terms of teaching students to mediate the text, which is one of the basic components of mediation skills. While 8 instructors stated that they definitely teach transferring certain information to the learners, which is one of the activities of mediating the text, 6 instructors stated that they teach partially. 9 instructors stated that they definitely taught data disclosure, and 5 instructors partially taught it. While 6 instructors teach text processing strictly, 8 instructors teach partially. 3 instructors stated that they definitely taught translating a written text, 7 instructors partially taught, and 4 instructors definitely did not. 10 lecturers who participated in the study stated that they definitely taught notetaking, 3 lecturers partially taught, and 1 lecturer definitely did not. 6 instructors definitely teach expressing personal views on creative texts (including literature), 7 instructors partially teach, and 1 instructor does not. On the other hand, 5 instructors express that they definitely teach, 8 instructors partially teach, and 1 instructor definitely does not teach to analyze and criticize creative texts (including literature).

Table 2. *Opinions of Instructors on Mediating the Text*

| Mediation Activity | Attainments | f | | |
|--|--|---------------------------|-------------------|--------------------|
| | | I definitely do not teach | I partially teach | I definitely teach |
| Transferring Certain Information | The student transfers information contained in a text to another person. | - | 6 | 8 |
| Data Description | The student transfers the information in figures such as graphs and diagrams into words. | - | 5 | 9 |
| Text Processing | The student summarizes the information in the source text and restates it in another text. | - | 8 | 6 |
| Translating a Written Text | The student translates a written text. | 4 | 7 | 3 |
| Note-Taking (lectures, seminars, meetings, etc.) | The student takes notes on the information needed for various activities. | 1 | 3 | 10 |
| Expressing Personal Views on Creative Texts (Including Literature) | The student expresses the effect it has on the work. | 1 | 7 | 6 |
| Analyzing and Criticizing Creative Texts (including literature) | The student analyzes and criticizes a work. | 1 | 8 | 5 |

According to Table 2, it is striking that the rate of instructors partially teaching and mediating the text to learners learning Turkish as a foreign language is high. The "I teach partially" option here covers unsystematic and unplanned teaching situations. Therefore, it is seen that the skill of "mediating the text" is included in the teaching of Turkish as a foreign language, but there is no certain standard in teaching. This may be related to the professional competence of the lecturers about "mediation".

Findings related to the second research question, "What are the opinions of the instructors on mediating concepts?" are presented in Table 3.

Table 3. *Opinions of Instructors on Mediating Concepts*

| Mediation Activity | Attainments | f | | |
|--|---|---------------------------|-------------------|--------------------|
| | | I definitely do not teach | I partially teach | I definitely teach |
| Facilitating Interaction based on Collaboration with Peers | The student makes deliberate interventions at appropriate moments for discussion to guide the discussion, balance contributions to the discussion, and help overcome communication difficulties within the group during the discussion. | 1 | 6 | 7 |
| Collaborating to Construct Meaning | The student encourages and enhances the sharing of ideas. | - | 6 | 8 |
| Managing Interaction | The student takes leadership to regulate communication between members of a group or several groups. | 1 | 10 | 3 |
| Encouraging Conceptual Talk | The student guides others to create a new concept. | 4 | 7 | 3 |

According to Table 3, it is seen that there is no clear consensus among the instructors on teaching to mediate concepts. When we look at the rate at which the instructors teach the activity of facilitating the interaction based on cooperation with peers, who are involved in mediating the concepts, to the learners, it is seen that 7 instructors definitely taught this skill, 6 instructors partially taught it, and 1 instructor did not teach it at all. Similarly, 8 instructors definitely teach the mediation activity of cooperating to construct meaning, while 6

instructors partially teach it. Regarding the mediation activity of managing the interaction, 3 lecturers stated that they definitely taught, 10 lecturers partially taught, and 1 lecturer definitely did not. According to the findings, 3 instructors definitely teach the mediation activity of promoting conceptual conversation, 7 instructors partially teach, and 4 instructors definitely do not.

It is noteworthy that the rate of teaching staff's "I definitely teach" and "I teach partially" about the activities of mediating concepts is high. The number of instructors who stated that they partially taught activities such as managing interaction and encouraging conceptual conversation is high. In line with the opinions of the instructors, it is clear that the skill of "mediating concepts" is included in the teaching of Turkish as a foreign language, but there is no standard in the teaching of this skill.

Findings related to the third research question, "What are the opinions of the instructors on mediating communication?" are presented in Table 4.

Table 4. Opinions of Faculty Members on Mediating Communication

| Mediation Activity | Attainments | f | | |
|--|--|---------------------------|-------------------|--------------------|
| | | I definitely do not teach | I partially teach | I definitely teach |
| Providing a Multicultural Environment | The student creates a common environment in order to ensure communication and cooperation between linguistically and culturally different interlocutors. | - | 5 | 9 |
| Acting as an Intermediary in Informal Situations (with friends and colleagues) | The student mediates between languages and cultures in informal situations. | - | 5 | 9 |
| Facilitating Communication in Sensitive Situations and Conflicts | The student tries to resolve the misunderstandings, sensitive situations, and disagreements that may be encountered between the interlocutors. | 1 | 8 | 5 |

Table 4 shows that there is no clear consensus among the instructors in the context of mediating communication. In this context, 9 instructors stated that they definitely taught the mediation activity of providing a multicultural environment to learners, and 5 instructors partially taught it. In informal situations (with friends and colleagues), 9 instructors definitely teach the mediation activity, while 5 instructors partially teach it. While 5 instructors definitely teach, 8 instructors partially teach, and 1 instructor does not teach the mediation effectiveness of facilitating communication in sensitive situations and conflicts.

The opinions of the instructors reveal that the activities of mediating communication are more adopted than the activities of mediating the text and concepts. However, the opinions of the instructors are in the direction of "I definitely teach" and "I teach partially" in mediating communication, so it is clear that there is no consensus on the point of gaining this skill. In particular, the instructors stated that they partially taught the effectiveness of facilitating communication in sensitive situations and conflicts. These data show that the skill of "mediating communication" is included in the teaching of Turkish as a foreign language, but there is no standard in teaching.

Findings related to the fourth research question, "What are the opinions of the instructors on the teaching of mediation skills?" are presented in Table 5.

Considering Table 5, all of the instructors participating in the research stated that mediation skills should be taught in Turkish as a foreign language lesson. The instructors stated that mediation should be taught because it would improve the learners' communication skills (5), intercultural communication skills (2), functional speaking skills (1), enable learning by socializing (1), facilitate language learning (5), increase motivation (3), increase the student's self-confidence in using language (1), prepare the learner for real/daily life (2), and improve learner autonomy (1). For example, I3 said that "as mediation skills increase communication between students, it will both positively support the use of the target language and increase social relations. Those who

mediate will not only improve their communicative skills but will also make new friends." I am of the opinion that the intermediary student will feel in a safer environment and participate more actively in the lessons.". I4 has a similar opinion, expressing, "If we consider that a language learner is a social actor in that language, the mediation skill regarding the situations he will encounter in daily life is very important. Therefore, when he uses the language he learned in real life, he will definitely need mediation skills. Therefore, I think it is necessary to create such a learning environment in the classroom.". I5, I6, I9, and I11 state that they do not systematically teach mediation skills in the lessons, but that mediation has various benefits for students. For example, I5 said, "I cannot say that we can include things such as mediation, leadership, coordinating, and organizing. It's very rare for things to happen naturally.". Ö6 said that, "When we look at the intermediation gains, we do this unconsciously. But when we make it more conscious, it will actually be possible to increase our awareness level as teachers."

Table 5. *Opinions of Faculty Members on the Teaching of Mediation Skills*

| Category | Code | Instructor | f |
|--|--|-----------------------------------|---|
| The Necessity of Teaching Mediation Skills | The student develops communication skills. | I1, I3, I8, I12, I13 | 5 |
| | The student develops intercultural communication skills. | I6, I7 | 2 |
| | The student develops functional speaking skills. | I12 | 1 |
| | The student enables learning by socializing. | I3 | 1 |
| | The student facilitates language learning. | I2, I9, I10, I11, I14 | 5 |
| | The student increases motivation. | I3, I7, I9 | 3 |
| | The student improves his or her self-confidence in using language. | I7 | 1 |
| | The student prepares the student for real/daily life. | I4, I5 | 2 |
| Including Mediation Skills in Textbooks | The student develops learner autonomy. | I11 | 1 |
| | Partially Sufficient | I2, I3, I4, I7, I12, I14 | 6 |
| Recommendations for Teaching Mediation Skill | Insufficient | I1, I5, I6, I8, I9, I10, I11, I13 | 8 |
| | Planning a theater play | I1 | 1 |
| | Planning a drama | I1 | 1 |
| | Planning creative drama | I1, I14 | 2 |
| | Using the case method | I3, I4, I12 | 3 |
| | Planning a debate | I7, I14 | 2 |
| | Making students express the same sentence differently | I13 | 1 |
| | Including activities that will improve mediation skills in textbooks | I5, I6, I12, I13 | 4 |
| | Include peer education/guidance | I5, I7 | 2 |
| | Performing speaking club activities | I8 | 1 |
| Making use of educational games | I5 | 1 | |

In terms of including mediation skills, six of the instructors found the textbooks partially sufficient, and eight stated that they found them insufficient. For example, I14 stated that "I can say that a mediating skill is generally included with a speaking skill in terms of intermediacy or mediating skills. When I think about the variables other than this, I cannot say that the books are approached or considered in terms of mediation skills.". I10, who thinks that the textbooks are insufficient, said, "I do not think that the textbooks are very sufficient. There are not many activities in the textbooks on this subject.". I7, on the other hand, stated that the mediation skill is not included in the textbooks in a planned way: "I do not think that mediation is arranged in a very planned way in the textbooks, and there are activities or texts for this purpose."

The suggestions of the instructors in the context of teaching mediation skills are as follows: theater plays can be planned (1), drama can be planned (1), creative drama can be done (2), case study methods can be used (3), debate can be made (2), students can be asked to express the same sentence differently (1), activities that will improve mediation skills in textbooks can be included (4), peer learning can be used (2), a speaking club (1) can be formed, and educational games can be played (1).

I3 suggested using the case study method in mediation teaching: "In order to develop this skill, students should be directed to the necessary environments or sample environments should be created. For example, the person who will act as a mediator in group activities to be created in the classroom can be chosen, his role

can be explained to him, and he can be expected to support his friends." I5 thinks that educational games can improve both mediation skills and intercultural communication. "I think we ignore games. One of the students can manage the games. Come on, you're the referee. These games can also neutralize differences between cultures." I13, on the other hand, made the following suggestions: "In text-based mediation, it can actually be used in text questions. Summarizing a text and finding its main idea can be considered mediation. But I think it can be used more in grammar teaching. Requesting the formation of higher-level sentences by combining the sentences given at a simple level or vice versa may support the development of mediation skills. In other words, expressing a text or sentence with different words and sentences without losing its meaning can improve mediation skills."

4. Conclusion and Discussion

It is possible to list the results obtained in this study, which aims to determine the views of the instructors working in Turkish Teaching Application and Research Centers affiliated with universities in Turkey on the practice of mediation skills and their views on the teaching of mediation skills:

There is no consensus among the instructors in terms of teaching learners to mediate the text, which is included in the mediation skill. On the other hand, the rate of instructors partially teaching students learning Turkish as a foreign language to mediate the text is high. Therefore, it is seen that the skill of "mediating the text" is included in the teaching of Turkish as a foreign language, but there is no certain standard in teaching.

There is no clear consensus among the instructors on how to mediate concepts. It is noteworthy that the rate of teaching staff's "I definitely teach" and "I teach partially" about the activities of mediating concepts is high. The number of instructors who stated that they partially taught the activities of managing interaction (10) and encouraging conceptual speech (7) is high.

The opinions of the instructors reveal that the activities of mediating communication are adopted more than the activities of mediating the text and concepts. However, the opinions of the instructors are in the direction of "I definitely teach" and "I teach partially" in mediating communication, so it has been concluded that there is no consensus on the point of attaining this skill.

The necessity of teaching mediation skills in Turkish as a foreign language is certain. The instructors stated that the said skill should be taught, that the mediation skill will improve the learners' communication skills (5), intercultural communication skills (2), functional speaking skills (1), enable learning by socializing (1), facilitate language learning (5), increase motivation (3), increase the student's self-confidence in using language (1), prepare the learner for real/daily life (2), and improve learner autonomy (1) as reasons.

Instructors find the textbooks partially sufficient (6) and insufficient (8) in terms of including mediation skills. According to the instructors, textbooks should be developed to include mediation skills.

Suggestions of the instructors in the context of teaching mediation skills are as follows: theater plays can be planned (1), drama can be planned (1), creative drama can be done (2), case study methods can be used (3), debate can be made (2), students can be asked to express the same sentence differently (1), activities that will improve mediation skills in textbooks can be included (4), peer learning can be used (2), a speaking club (1) can be formed, and educational games can be played (1).

In the study, it was determined that the instructors expressed opinions in the direction of "I definitely teach" and "I teach partially" on mediation skills (mediating the text, mediating concepts, and mediating communication). The intensity of the expression "I partially teach" shows that mediation is not included in Turkish as a foreign language lesson in a systematic and planned way.

Foreign language teaching, especially in teaching Turkish as a foreign language, is a new concept, and the role of the instructor is extremely important in terms of gaining this skill for students. Nurhasanah (2014, p. 104) underlines that the teacher affects the teaching and learning process and makes a great contribution to education, so that the teacher also plays an extensive role in the future lives of students. Tseng (1999) states that teachers determine what education is and will be. The teacher should not only give students information about the language but also interact with the students and help them use the language on their own (Fisher, 2005; Williams & Burden, 2000). Considering teacher-student and student-student interaction, Ceng and Kia (2011) state that it is expected for the teacher as an intermediary to emphasize issues such as creating

interactive learning environments between students and multimedia, creating perfect classroom contexts, and creating a harmonious emotional atmosphere. Davin, Herazo, and Sagro (2016) emphasize that teachers should carefully plan every aspect of their lessons while learning to teach, as well as carefully plan their verbal responses to student mistakes while learning to mediate. Ellis (2004) draws attention to the fact that in the teaching process, the teacher should be able to create concrete interactive tasks and facilitate the implementation of these learning activities on the basis of curriculum standards and curricula. Brown (2001) also emphasizes that teachers can often arouse students' interest in active participation by selecting, designing, organizing, and executing interactive tasks to develop students' linguistic competence and collaborative learning skills and strategies. Parallel to the results of the aforementioned studies, this study also shows that the instructors include mediation skills in Turkish as a foreign language lesson, but this is not systematically, but rather limited to the personal dimension.

5. Recommendations

Recommendations that can be made based on the results of the study are listed as follows: The boundaries of teaching mediation skills in Turkish as a foreign language can be clarified. Informative training can be given to instructors at the point of teaching mediation skills in Turkish as a foreign language. Textbooks of Turkish as a foreign language can be developed in terms of including mediation skills. Materials for the use of mediation skills in Turkish as a foreign language can be prepared. Different methods and techniques can be used for the use of mediation skills in Turkish as a foreign language.

Recommendations for future work: Students' views on mediation teaching in Turkish as a foreign language class can be examined. Textbooks can be examined in the context of mediation skills. Curriculums for teaching Turkish as a foreign language can also be examined in the context of mediation skills.

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