TURKISH CYPRIOT LITERATURE COURSE IN EMERGING CULTURAL AND EDUCATIONAL POLICIES

AHMET PEHLIVAN

Cyprus International University, Nicosia, North Cyprus

Abstract: In recent years, certain political changes have occurred in the Turkish Cypriot community with the accession of Cyprus to the European Union. Policies and parties in favor of this accession accepted the idea of a united Cyprus; the majority of the Turkish Cypriots (65%) voted in favor of a Cypriot identity. Such political transformations affected education as well. As one of the results of these new policies, a course entitled "Turkish Cypriot Literature" was introduced in schools. In this article we report a study on the ideology, content and instruction of the TCL course. In this study a questionnaire was given to high school teachers and students in order to find out their views about the ideology, content and instruction of the course. In addition, the authors of the TCL literary history were interviewed to gather their views on the content and ideology of the course. This study shows that a new ideology has been accepted by teachers, students and the authors of literary history. According to them the TCL course helps to contribute to the Turkish Cypriot culture and its values. In regard to the content of the TCL course it can be noted that the content of TCL is accepted by both the teachers and the students. However, the authors of the TCL literary history point to the fact that there are deficiencies and irrelevant subjects in the content of the TCL courses. The other research question of the study is to determine the views of the teachers and the students on the way TCL is taught. The teachers and the students are hesitant about the effectiveness of such instruction.

Keywords: mother tongue education, education in Cyprus, educational policy, Cyprus secondary education, politics of language education, literature education.

Dutch. Samenvatting. [Translation Tanja Janssen]
In de afgelopen jaren hebben zich bepaalde politieke veranderingen voorgedaan in de Turk-Cypriotische gemeenschap met de toetreding van Cyprus tot de Europese Unie. Politieke stromingen en partijen die voor de toetreding waren, accepteerden het idee van een verenigd Cyprus; de meerderheid van Turks-Cyprioten (65%) stemde voor een Cypriotische identiteit. Zulke politieke veranderingen hebben een weerslag gehad op het onderwijs. Eén van de gevolgen van de nieuwe politiek was de introductie van een

Correspondence concerning this article should be directed to Assoc. Prof. Dr. Ahmet PEHLIVAN, Department of Turkish Language Teaching, Faculty of Education, Cyprus International University, Nicosia, North Cyprus. Tel: +90 392 671 11 11 ext:2700, Fax: +90 392 671 1122. Electronic mail may be sent to ahmetp@ciu.edu.tr.

cursus "Turks-Cypriotische literatuur" (TCL) op scholen. In dit artikel doen wij verslag van een onderzoek naar de ideologie, inhoud en vorm van de TCL cursus. In het onderzoek gaven wij docenten en leerlingen een vragenlijst om hun mening te achterhalen op de ideologie, inhoud en vorm van de cursus. Daarnaast werden de auteurs van de TCL literatuurgeschiedenis geïnterviewd over hun mening over de inhoud en ideologie van de cursus. Het onderzoek toont aan dat een nieuwe ideologie geaccepteerd is door docenten, leerlingen en de auteurs van de literatuurgeschiedenis. Volgens hen kan de TCL cursus een bijdrage leveren aan de Turks-Cypriotische cultuur en waarden. Met betrekking tot de inhoud van de TCL cursus kan opgemerkt worden dat die inhoud zowel door docenten als leerlingen geaccepteerd wordt. De auteurs van de TCL literatuurgeschiedenis wijzen echter op ontbrekende en irrelevante onderwerpen in de TCL cursussen. De andere onderzoeksvraag is te bepalen wat de mening is van de docenten en leerlingen is over de manier waarop TCL onderwezen wordt. De docenten en leerlingen twijfelen aan de effectiviteit van zulk onderwijs.

French. **Résumé** [Translation Laurence Pasa].

Ces dernières années, certains changements politiques se sont produits dans la communauté chypriote turque avec l'accession de la Chypre à l'union européenne. Les politiques et les partis en faveur de cette accession ont accepté l'idée d'une Chypre unie ; la majorité des Chypriotes turcs (65%) a voté en faveur d'une identité chypriote. De telles transformations politiques ont également affecté l'éducation. Le cours intitulé "Littérature Chypriote Turque" introduit dans les écoles est l'une des conséquences de ces nouvelles politiques. Cet article rend compte d'une étude sur l'idéologie, le contenu et l'enseignement du cours de LCT. Dans cette étude, un questionnaire a été donné aux professeurs et aux lycéens afin de mettre en évidence leurs conceptions de l'idéologie, du contenu et de l'enseignement de cette matière. De plus, les auteurs de l'histoire littéraire du programme de LCT ont été interrogés afin de recueillir leurs points de vue sur son contenu et son idéologie. Cette étude montre qu'une nouvelle idéologie a été acceptée par les professeurs, les lycéens et les auteurs de l'histoire littéraire. Selon eux, le cours de LCT aide à contribuer à la culture chypriote turque et à ses valeurs. En ce qui concerne son contenu, on constate qu'il est accepté tant par les professeurs que les lycéens. Néanmoins, les auteurs de l'histoire littéraire pointent les insuffisances et des sujets non pertinents dans les enseignements de LCT. Enfin, cette étude détermine les conceptions des professeurs et des lycéens sur la façon dont la LCT est enseignée. Les professeurs et les lycéens sont sceptiques quant à l'efficacité de cet enseignement.

Mots-clés: enseignement de la langue maternelle, éducation en Chypre, politique éducative, enseignement secondaire chypriote, politique de l'enseignement de la langue, enseignement de la littérature.

German. Zusammenfassung [translation Irene Pieper]
In den vergangenen Jahren hat es durch den Zugang Zyperns zur Europäischen Union einige politische Veränderungen für die türkisch-zypriotische Bevölkerungsgruppe gegeben. Politik und Parteien, die diesen Zugang befürworten, akzeptierten die Idee eines vereinigten Zyperns; die Mehrheit der türkischen Zyprier (65%) stimmten für eine zypriotische Identität. Diese politischen Transformationen beeinflussten auch den Bildungsbereich. Ein Ergebnis war die Einführung eines Kurses „türkisch-zypriotische Literatur" in den Schulen. In diesem Beitrag stellen wir die Ergebnisse einer Studie zu Ideologie, Inhalt und Lehrmethode in diesem Kurs vor. Die Studie bestand in einem Fragebogen, der an Lehrende und SchülerInnen von High Schools ausgegeben wurde, um ihre Ansichten zu Ideologie, Inhalt und Instruktionsweisen in diesem Kurs zu erheben. Außerdem wurden die Autoren der türkisch-zypriotischen Literaturgeschichte interviewt, um ihre Ansichten zu Inhalt und Ideologie des Kurses zu erheben. Die Untersuchung belegt, dass sich bei Lehrenden, SchülerInnen und diesen Autoren eine neue Ideologie durchgesetzt hat. Ihnen zufolge unterstützt der Kurs die türkisch-zypriotische Kultur und die mit ihr verbundenen Wertvorstellungen. In Bezug auf den Inhalt des Kurses kann festgehalten werden, dass er sowohl bei Lehrenden als auch bei SchülerInnen akzeptiert ist. Allerdings weisen die Autoren der Literaturgeschichte darauf hin, dass es auf der inhaltlichen Ebene Mängel und unwesentliche Elemente gibt.
Die zweite Forschungsfrage bezieht sich auf die Einschätzung von Lehrenden und SchülerInnen bezüglich der Art und Weise, wie der Kurs unterrichtet wird. Hier zeigen beide eine zurückhaltende Einstellung gegenüber der Effektivität der Lehrmethoden.

Portuguese. Resumo: [Translation Paulo Feytor Pinto]

Nos últimos anos, ocorreram algumas mudanças políticas na comunidade cipriota turca devido à adesão de Chipre à União Europeia. Políticas e partidos favoráveis a esta adesão aceitavam a ideia da unificação do país; a maioria dos cipriotas turcos (65%) votou a favor de uma identidade cipriota. Tais transformações políticas também afectaram a educação. Um dos resultados destas novas políticas foi a introdução de uma disciplina de "Literatura Cipriota Turca" (LCT) nas escolas. Neste artigo, apresenta-se um estudo sobre a ideologia, o conteúdo e as orientações desta disciplina baseado nas respostas de professores e alunos do ensino secundário a um questionário sobre a matéria. Além disso, foram entrevistados os autores do programa de LCT, oriundos dos Estudos de História Literária, tendo em vista recolher as suas opiniões acerca dos conteúdos e da ideologia do seu trabalho. Este estudo mostra que uma nova ideologia foi aceite pelos professores, pelos alunos e pelos próprios autores do programa. Segundo eles, a disciplina de LCT promove a cultura cipriota turca e os seus valores. Relativamente aos conteúdos de LCT regista-se uma aceitação por parte de professores e alunos. Os autores, porém, consideram haver deficiências e conteúdos irrelevantes. A outra questão abordada no estudo foi o diagnóstico dos pontos de vista dos professores e dos alunos relativamente ao modo como a disciplina de LCT é ensinada; ambas as partes mostram-se hesitantes.

Polish. Streszczenie [translation Elżbieta Awramiuk]
Wraz z przystąpieniem Cypru do Unii Europejskiej w ostatnich latach pojawiły się pewne polityczne zmiany w społeczności tureckiego Cypru. Świat polityki dla poparcia tej akcesji zaakceptował ideę zjednoczonego Cypru; większość cypryjskich Turków (65%) głosowała za cypryjską identyfikacją. Ta polityczna transformacja wpłynęła także na edukację. Jednym z rezultatów nowej polityki było wprowadzenie do szkół przedmiotu o nazwie "Literatura Cypryjczyków pochodzenia tureckiego" (TCL). W niniejszym artykule informujemy o badaniach nad celami, treściami i metodami nauczania tego przedmiotu. W badaniach tych nauczycielom szkół średnich i uczniom rozdano kwestionariusz, aby dowiedzieć się czegoś o ich poglądach na cele, treści i metody nauczania tego przedmiotu. Ponadto z autorami historii literatury TCL przeprowadzono rozmowy, aby poznać ich punkt widzenia na treści i cele przedmiotu. Omawiane badanie pokazują, że nowe cele zostały zaakceptowane przez nauczycieli, uczniów oraz autorów historii literatury. Według nich przedmiot TCL pomaga włączyć się w kulturę Cypryjczyków pochodzenia tureckiego i jej wartości. W związku z treściami TCL warto zauważyć, że są one akceptowane zarówno przez nauczycieli, jak i uczniów, jednakże autorzy historii literatury TCL wskazują na niedostatki programu i obecność w nim nieistotnych treści. Kolejne pytanie badawcze polega na ustaleniu poglądów nauczycieli i studentów na sposób nauczania TCL. Nauczyciele i uczniowie mają wątpliwości w sprawie efektywności stosowanych metod nauczania.

1. INTRODUCTION

In Cyprus, Turkish Cypriots were first exposed to the Greek community during the rule of the Ottoman Empire. When Ottomans conquered the Island, Turks started to live with the local Greek people in many areas. The Ottoman Domination ruled the island for more than three centuries. After this period, Cyprus was controlled by the British Regime. Consequently, a multicultural society was created in the island, formed by Greek, Turkish and British people. In 1960, the Republic of Cyprus, based on the association of Greeks and Turks, was founded. In this period, the conflict between Turks and Greeks led to the division of the island as the Northern and the Southern Cyprus. Thus, interaction between Turks living in the North and Greeks living in the South was cut off until 2003. During this period, nationalist ideology and ethnic discrimination caused the two communities to become enemies. The south part of the island was included in the European Union in 2004; North Cyprus has also been determined to have its place in the European Union since then. Therefore, there have been changes in North Cyprus's politics and ideology.

The political and cultural changes in Northern Cyprus in recent years have been reflected in many fields within its society. While compatibility with Turkey was the

official state and language policy in North Cyprus (Kızılyürek & Kızılyürek, 2004: 37-54), now procuring peace in Cyprus, bringing the Turkish Cypriot culture forward, and accession into the EU have become the official policy. Accordingly, new ways of developing the Turkish Cypriot concept in society have been sought. Previously, in education and language policy, harmony with Turkey was sought (Kızılyürek & Kızılyürek, 2004: 37-54) and curricula and textbooks were brought from Turkey. Nowadays textbooks are still brought from Turkey; however, endeavors to prepare local books have increased to realize ideals such as "the acquisition of Cypriot national identity and cultural values". In this ideological framework, Turkey is placed as a neighboring country (Milli Eğitim Bakanlığı [MEB], 2005-a: 18), whereas previously local values were neglected: the goal was "to bring up citizens … for their motherland Turkey, and the Turkish people and their very own country" (MEB, 1999: 1). The teachers' trade unions of North Cyprus criticized the old situation, indicating that unifying national and universal values was inconsistent (Kıbrıs Türk Öğretmenler Sendikası, 2000). The debate is still going on. The Government coalition party and some opposition parties do not support the new government policy changes in education, adhering to the old education politics. Such views can be seen in the 4th National Education Council, which was organized to restructure education (MEB, 2005-b; MEB, 2005-c). Some groups within the council do not support the EU or the new educational policies. They emphasize protecting Turkish national values, increasing teaching quality and criticizing the deficiencies in first language education such as students' problems in writing and speaking.

This new ideology in North Cyprus is being applied to education in several ways. First, to clear away enmity between the two nations and lessen national elements, the curriculum on Turkish Cypriot History was changed in 2004, and three modern textbooks were prepared for this purpose.[1] Secondly, the literature course was changed, as a result of the insight that new ideology has shown itself in language and literature. As Volosinov (1929/1986) makes clear, all languages are ideological. All sign systems, including language, have not only a simple denotative role; they are also at one and the same time, evaluative and thus ideological. State administrations can affect the approach taken towards language and language education (Sarland, 2002: 39-56; Walter, 2002) and governments will follow a particular literacy program according to the kind of people they want to bring up (Walter, 2002).

The literature education given to children and teenagers cannot be explained solely by political reasoning; literature instruction is in itself an important factor in developing the cultural and social awareness of youth. Therefore, the investigation to be carried out on Turkish Cypriot Literature (henceforth TCL) has to include pedagogical viewpoints. Contributing to the presence of different approaches towards literary education (Boscolo & Carotti, 2003: 197-224; Sullivan, 2002: 568-577), are the socio-linguistics studies of researchers such as Bernstein (1971), Labov (1970), and Halliday (1978). Critical linguistics studies are presenting various processes, concepts and techniques examining the social structure of text (Peim, 1999:

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[1] In the educational system in North Cyprus, all teachers are required to use one prescribed National textbook. The History textbooks and TCL course notes are published in North Cyprus.

189) resulting in new approaches towards literature and language education in many developed countries. Literature education is no longer based on teaching successful works in chronological order and on teacher-oriented education. It rather tends to focus on students' perceptions (Rogers, 1991: 391-423; Peim, 1999: 164-179; Landis, 2003: 281-307), and researchers (Kachru, 1986: 148; Talip, 1992: 51-55) defend the use of local language and literature in countries where different varieties of the same language are spoken as a more appropriate means of improving socio-cultural awareness.

In North Cyprus, before the 2004-2005 academic years, the literature course consisted of only Turkish Literature. The ideology of the course was to raise individuals possessing national and moral values of the mainland (Soysal, 1999: 35). The literature course which was composed of language, literature and composition was taught to grades 9-11 in high schools. The course content to be delivered to the grades 9 and 10 included the mainland Turkish literature while grade 11 covered one additional section which was modern Turkic literature. TCL was part of this modern Turkic literature section in the course content. In the Turkish Literature course, there was a thematic approach for grade 9, whereas for grades 10 and 11, the approach was chronological. The weekly time allowed to the course was changeable according to the type of school (i.e. vocational or public high school).

Because of the new policies mentioned above, in the 2004-2005 academic year, the TCL course was taught in Cyprus for the first time.[2] It can be said that the changing ideology was effective in the inclusion of the TCL course. The attempts for such a change are reported in a document showing the views of the big partner of the government (The Republican Turkish Party), and the document covers the changes in the curricula and the inclusion of local literature and artwork into education. In the document, it is also stated that "the preparation, printing and distribution of textbooks with new contents to our schools must be realized" (MEB, 2005-b: 32).

With the new practice, one of the previous periods of the language and literature courses in public and vocational schools was assigned to the TCL course. Even though there was not a particular course syllabus, in 2005, as a trial, three sets of course notes were prepared for grades 9, 10 and 11 by the committee assigned by the Ministry of Education. The preparation of these materials took less than a year. The courses are required to be taught to the high school students between the ages of 15, 16 and 17 which stand for grades 9, 10 and 11 respectively. The main of the objectives of the TCL course can be summarized as follows: The TCL course will introduce the students to the Cypriot Culture and Literature, the course will contribute to the recognition of Turkish Cypriot values, the course will show the similarities between TCL and Turkish Literature, and the course will contribute to the students' ability to perceive the differences between Cypriot Turkish and Turkish spoken in Turkey (MEB 2005-d).

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[2] *In fact, this was not the first attempt to teach this course with the decision of the Ministry of Education. The Republican Turkish Party also made this attempt in 1994 when it was in the government; however, it was not a successful attempt for various political reasons such as conflicts between the left and the right wings.*

The content of the TCL course notes were prescribed to be Literary History, Modern Turkish Cypriot Literature, Old Turkish Cypriot Literature and Turkish Cypriot Folk Literature. The course content is presented to the students in chronological order. Based on the assumption that the Turkish literature teachers follow the classical method (Göktürk, 1986: 33-41; Oral & Aşılıoğlu, 2000: 37; Acar, 2002: 16-17, Çapan, 2002: 118-119, Kılıç, 2005), it might be argued that the TCL course is also delivered by following the very same classical method since the course teachers are the same. Teachers might be assumed to be untrained to teach this TCL course because the programs from which they graduated have not given the adequate emphasis on the instructional time and content for TCL (Pehlivan, 2005).

In fact, when such changes in Turkish Cypriot society's educational system are considered, similarities with some colonial countries like Taiwan, Singapore and Hong Kong can be seen. Most likely, the authorities in these countries have changed their educational programs and the course books due to their location and policy of dedication towards their motherlands. Through different policies, there have been modifications in the content of the language and literature courses (Tan, 1997: 303-312; Adamson & Lai, 1997: 233-246; Williams, 2006: 103-115; Law, 2002: 61-81). Some adaptations which are not accepted by groups of different socio-economic status or with dissimilar points of view have led to problems (Tan, 1997: 303-312; Law, 2002: 61-81; Tsai, 2002: 229-243; Lai & Byram, 2003: 315-334). For that matter, especially teachers' and students' positive attitudes and prejudices towards the course will play an important role in TCL's becoming established in education. In this way, there will be contributions to the establishment of new policies in the educational system. An example can be given for this situation: One of the tools used for the approval of the past political views in Cyprus was the Turkish Cypriot History course. The rationale behind the inclusion of the course, its content and the methodology by which it is taught were not acknowledged by the students and the teachers. Although the course was included in the curriculum, either it has not been taught for years or it has just been parried. As a consequence, Turkish Cypriot nationalism could not be stressed as intended. Similar problems can be seen in the Turkish literature course.

2.   AIM

The goals of the study are to determine whether the intended policy and its result of TCL were perceived, and whether the content of TCL was accepted by the high school teachers and students and authors of literary history, and whether or not the instruction of the TCL course was accepted by the high school teachers and students. Within the frame of these main goals, the following research questions are determined:
1)   Do the high school teachers and students and the authors of literary history agree on the new ideology (i.e. intended policy and its results) for implementing the TCL course?

2) Do the high school teachers and students and the authors of literary history accept the content of the course regarding the choice of the texts and literary history topics in the course notes?
3) Do the high school teachers and students accept the way TCL is taught?

3.   METHOD

3.1 Participants

The aims of this study are to determine the perception of the ideology and the content of TCL course by the high school teachers and students, and authors of literary history and of the instruction of the TCL by the high school teachers and students. Therefore, the participants used in the research are: a. Students, b. Teachers, c. Authors

3.1.1 Students

There were 657 high school students who participated in the study. The age of the student participants ranged from 15 to 17. There are 32 high schools in North Cyprus. The participants were selected from 32 high schools from grades 9 to 11. For this purpose, one full class of students from each school was chosen randomly. In the selection process, the schools were visited and any one of the 9-11 grade classes was selected. The balance in the selection from different grades was kept equal in number. In other words, there were 10 classes from grade 11, 11 from grade 9 and 11 from grade 10. The population in each class per school was not a significant variable in this study. For that matter, this information was ignored.

3.1.2 Teachers

There are 65 high school Turkish Language and Literature teachers. All of them were contacted. 46 of these teachers replied. The others mentioned that they were not appointed to give this course. The participants used throughout the research were all the teachers of TCL, therefore the high school students involved in the study were automatically the students of these teachers.

3.1.3 Authors

There are five authors of literary TCL history in North Cyprus. All five authors of literary TCL history were interviewed.

3.2 The Instruments

3.2.1 The Interview

In the educational system in North Cyprus, all teachers are expected to teach the whole contents covered by the national textbook. Since the focal point is to teach the

course content, the authors, who have expertise in the field of literary TCL history, were given the TCL course notes via the Ministry of Education and asked to read them. Later, the authors were interviewed about their opinions on the ideology and the content of the TCL course. Each interview took approximately 30-40 minutes. The interviews were conducted by the researcher. Four basic questions were asked in the interview based on the research questions 1 and 2. These questions were: What do you think about the inclusion of the TCL course in schools? Do you think there is satisfactory emphasis on every field of TCL in the course notes? How do you evaluate the literature genres and their contents in the course notes? Would you explain your point of view on the selection of the Turkish Cypriot poets and authors included in the course content? Their views on the authors were gathered at different times and the responses were recorded by the researcher in a notebook. All of these interviews were held at the participant's home. The respondents were not given the opportunity to revise their reports after each interview.

3.2.2 The questionnaires

This study aimed to gather the opinions of teachers and students on the new ideology and its status in practice. For this purpose, a questionnaire was sent to teachers of literature in Northern Cyprus and to randomly selected high school students.

The teacher's questionnaire contained 35 questions about four topics (Subscale 1: intended policy, 6 questions), (Subscale 2: results, 12 questions), (Subscale 3: content "regarding choice of the text and literary history topics in the course notes", 10 questions) and (Subscale 4: instruction, 7 questions). The allocation of items of the questionnaire subscales was determined by the experts in order to establish the test content validity. As the number of high school teachers was not large enough for a factor analysis of the questionnaire, it could not be done. Cronbach's alpha reliability indices for the four subscales were highly sufficient (Intended policy subscale .80, Results subscale .91, Content subscale .92, and Instruction subscale .82). Pearson correlation was run in order to estimate intercorrelations of subscales of the teachers' questionnaire. A positive correlation was found between the subscales.

Table 1: Intercorrelation Between Subscales of The Teachers' Questionnaire

Subscales	Pearson correlation	p
Intended Policy-Results	.73	.000
Intended Policy-Content	.57	.000
Intended Policy-Instruction	.49	.001
Results-Content	.60	.000
Results-Instruction	.57	.000
Content-Instruction	.77	.000

The students' questionnaire consisted of 20 questions divided over three topics (Subscale 1: intended policy and its results, 10 questions), (Subscale 2: content "regarding choice of the text and literary history topics", 4 questions) and (Subscale 3: instruction, 6 questions). Three major preliminary analyses were run in order to describe the student questionnaire: Varimax rotated principal components analysis to explore its structure, Cronbach alpha reliability analysis to estimate its internal reliability and Pearson correlation to estimate intercorrelations of subscales. The reliability of the student's questionnaire is satisfactory (Intended policy and its results subscale .87, Content subscale .76, and Instruction subscale .59). Prior to the factor analysis, the allocation of items in the questionnaire subscales was determined by experts in order to establish test content validity. The factor analysis of the student's questionnaire resulted into three factors. For all the items in the scales, the total item loadings varies between .313 and .750 (percentage of variance explained by first factor= 24%, percentage of variance explained by second factor=16% and percentage of variance explained by third factor= 11%). Having been confirmed by expert judgment again, the clustered items in each of the three subscales were determined by the factor analysis. A positive correlation was found between the subscales.

Table 2: Intercorrelation Between Subscales of The Students' Questionnaire

Subscales	Pearson correlation	p
Intended Policy and Results-Content	.33	.000
Intended Policy and Results-Instruction	.50	.000
Content-Instruction	.44	.000

A 5 point Likert scale was used in both questionnaires. The responses to items in questionnaires ranged between 5 and 1 on a 5 point Likert scale as follows: strongly agree (5), agree (4), neutral (3) disagree (2), and strongly disagree (1).

3.3. Analysis

Means, standard deviation and percentages were used in the statistical processes in the study. In the study, for the purpose of easier interpretation, the strongly agree and agree responses, and the strongly disagree and disagree responses were combined together.

4. RESULTS

4.1. The Authors' Evaluations

In this study, the five authors of TCL literary history were interviewed about their views on the ideology and content of the course. The views of the authors may be

classified as follows: All five of the authors agreed that the ideology of the course was a constructive attempt. They believed that the course would help youth acknowledge the values of the Cypriot culture. The following constitutes an example of the viewpoint of the author who wrote the book entitled "History of Cypriot Literature": "I believe that the TCL course, which was prepared..., will fill in a large gap and help our youth acknowledge and promote their very own values".

According to the authors, the content of the course did not fully reflect the Turkish Cypriot culture. Inefficient emphasis was given to some writers and their work. They reported that the TCL course notes covered every field of TCL, with two of them stating that there was an overemphasis on the old literature. Two of the five authors pointed out that some contents in the course notes were not necessary, while some other elements were insufficient. On the other hand, there was no agreement on what unnecessary content was. One of the authors thought that acrostic poems and double-meaning riddles were not essential. The other author stated that Kemalism and the Turkish Cypriot survival struggle were not reflected onto the course notes adequately, which showed that the author had a different point of view in the evaluation of the aim of TCL. According to the author, the course should serve Turkish Cypriot nationalism more.

The most frequent issue the authors criticized was the poets and writers included in the course. They stated some authors were underrepresented, while others were included pointlessly. The following examples reflect some authors' views:
1) There are some undistinguished poets in the field of poetry. In the category of travel books, some writers should not be included (interview 1).
2) The names and works of some poets are not listed, e.g. Kamil Özay. Although Kamil Özay is covered in the course books in Turkey, he is not included in the list (interview 2).
3) Some of our novelists are absent. On the other hand, just because he wrote about Cyprus, a novelist from Turkey is included (interview 2).

4.3 The Students' Evaluations

While describing the mean score of the views of students on the TCL course, the intended policy, and its results, content and instruction were taken into consideration. It might be stated that the students agreed on the intended policy and its results (M=3.43, sd=.82). They accepted the content of the course (M=3.47, sd=.72). They were hesitant about the way TCL was taught (M=3.14, sd=.49). The following tables (*Tables 3, 4, and 5*) demonstrate more detailed information regarding the students' perceptions, the responses on individual items of the students' questionnaire:.

Table 3: The Intended Policy and Its Results Subscale for Students (Percentages, Mean and Standard deviation; 1=Strongly agree, 5 = Strongly disagree)

	1	2	3	4	5	*Sd*	*Mean*

The Turkish Cypriot Literature course is improving my knowledge.	36.2	40.2	7.2	16.4	.0	1.04	3.96
The Turkish Cypriot Literature course is introducing me to Cypriot Culture and Literature.	21.6	50.8	11.1	15.4	1.1	.99	3.77
The course is helping me acknowledge the Turkish Cypriot identity.	10.4	60	9.7	19.9	.2	.93	3.61
The Turkish Cypriot Literature course is improving my social skills.	.2	.9	9.4	42.5	47	.70	1.65
There is parallelism between the subjects of the Turkish Literature course and the subjects of the Turkish Cypriot Literature course.	.2	.9	17.5	45.4	36.1	.75	1.84
The inclusion of the Turkish Cypriot Literature course is helping us (our society) have self respect and behave more consciously in the EU accession process.	1.1	16.3	25.3	44	13.4	.95	2.47

The three points the students agreed on most were that the TCL course improved their knowledge, that it introduced them to the Turkish Cypriot culture and literature, and that it helped them acknowledge the Turkish Cypriot identity. According to majority of the students, the TCL course did not improve social skills and there was no parallelism between the subjects of the Turkish Literature course and the subjects of the TCL course. According to more than half of the students, the inclusion of the TCL course did not help our society to acquire self respect and behave more consciously in the EU accession process. For the statistical evaluation of this item, 51% were accepted as significant.

Table 4 shows the results of the views of high school students on the content of the TCL course. According to the students, most emphasis was given to literary history in the TCL lesson notes. The second place in the ranking by students was held by folk literature. This was followed by the emphasis on contemporary literature. More than half of the students believed that the textual studies were not emphasized in the TCL lesson notes.

Table 4: The Content Subscale for Students (Percentages, Mean and Standard deviations; 1=Strongly agree, 5 = Strongly disagree)

	1	2	3	4	5	*Sd*	*Mean*
In the Turkish Cypriot Literature lesson notes, emphasis is given to literary history	21.3	49.3	14.8	12.8	1.8	.99	3.76
In the prepared Turkish Cypriot Literature lesson notes, sufficient emphasis is given to folk literature	26.5	36.6	24.2	10	2.7	1.04	3.73
In the prepared Turkish Cypriot Literature	24.5	33	22.5	10	9.9	1.24	3.52

lesson notes, sufficient emphasis is given to
contemporary literature

In the Turkish Cypriot Literature lesson notes, emphasis is given to textual studies	4.4	28.3	15.5	51.3	.5	.98	2.84

Table 5: The Instruction Subscale for Students (Percentages, Mean and standard deviation;
1=Strongly agree, 5 = Strongly disagree)

	1	2	3	4	5	*Sd*	*Mean*
The course shows the differences and similarities between Turkish Cypriot Literature and Turkish Literature.	26.9	44.7	15.5	9.1	3.7	.94	3.76
The instruction method of the course helps me to learn the subject.	14.5	49.9	24.7	8.4	2.5	.91	3.65
The texts in lesson notes improve my literary appreciation.	1.1	12.3	13.7	45.5	27.4	.99	2.14
The instruction of the course is interesting.	1.1	12.3	13.7	66.7	6.2	.81	2.35

With regard to the instruction of the course, high school students mostly agreed that the course showed the differences and similarities between TCL and Turkish Litera-ture. The view that "the method of instruction helps learning" was second in rank. The views that the students disagreed on most were respectively as follows: The texts in lesson notes improved literary appreciation and the instruction of the course was interesting. These results indicate that the instruction of the course and texts were not interesting to the students.

4.4. The Teachers' Evaluations

Teachers scored relatively high on the intended policy subscale (*M*= 3.96, *sd*=.52), which indicates that the leading motives for the inclusion of the course were ac-cepted. Teachers also accepted results of the course (*M*= 3.82, *sd*=.54) and content of the course (*M*=3.60, *sd*=.67). They were hesitant about the way TCL was taught (*M*=3.31, *sd*=.62). The tables 6, 7, 8 and 9 presented below provide more detailed information in this regard:

Table 6: The Intended Policy Subscale for Teachers
(Percentages, Mean and Standard deviation; 1=Strongly agree, 5 = Strongly disagree)

	1	2	3	4	5	*Sd*	*Mean*

	1	2	3	4	5	Sd	Mean
5. The course will ensure the students' Acknowledging of the concept of Turkish Cypriot Literature.	43.5	52.2	4.3	0	0	.58	4.39
2. The Turkish Cypriot Literature course in practice helps emphasize the Turkish Cypriot culture and its values	30.4	65.2	4.3	0	0	.53	4.26
3. The inclusion of the Turkish Cypriot Literature course will contribute to our (our society) having self respect and behaving more consciously in the EU accession process	31.8	40.9	22.7	4.5	0	.86	4.00
4. The course will contribute to the recognition of the Turkish Cypriot identity.	18.2	68.2	4.5	9.1	0	.78	3.96
1. The Turkish Cypriot Literature course is a result of the political view emphasizing Turkish Cypriot culture and its values	34.8	39.1	13	8.7	4.3	1.11	3.91
10. The course will contribute to peace by helping the students perceive the Cypriot lifestyle.	4.3	39.1	39.1	17.4	0	.81	3.30

From Table 6, it can be seen that a majority of the teachers agreed that "The course will ensure the students' acknowledging of the concept of TCL (*M*=4.39, *sd*= .58). Most of the teachers agreed that the TCL course helped emphasize the Turkish Cypriot culture and its values (*M*=4.26, *sd*=.53). Another view teachers agreed upon was that "The inclusion of the TCL course will contribute to the Turkish Cypriot society's having self respect and behaving more consciously in the EU accession process" (*M*=4.00, *sd*= 86). In addition, while Turkish Language and Literature teachers who participated in the study agreed that "The course will contribute to the recognition of the Turkish Cypriot identity" (*M*=3.96, *sd*=.78), and "The TCL course is a result of the political view emphasizing the Turkish Cypriot culture and its values" (*M*=3.91, *sd*=1.11), they were hesitant to say that "The course will contribute to peace by helping the students perceive the Cypriot lifestyle" (*M*=3.30, *sd*=.81). According to the above-mentioned results, it can be pointed out that majority of the teachers accepted the intended policy of the course.

Table 7: The Results Subscale for Teachers
(Percentages, Mean and Standard deviation; 1=Strongly agree, 5 = Strongly disagree)

	1	2	3	4	5	Sd	Mean
20. The Turkish Cypriot Literature course contributes to the students' acknowledging of the Cypriot culture and literature.	36.4	50	9.1	4.5	0	.79	4.18
6. The course will contribute to the students' perceiving the differences between Cypriot Turkish and Turkish spoken in	17.4	69.6	8.7	4.3	0	.67	4.00

Turkey.

	1	2	3	4	5	Sd	Mean
7. The Turkish Cypriot Literature course will motivate our men of letters, as it will contribute to the permanence of our literature.	26.1	47.8	21.7	4.3	0	.81	3.95
9. The concepts and events in the Turkish Cypriot Literature course will help the instruction of other courses about Cyprus	13	60.9	17.4	8.7	0	.79	3.78
11. One of the significant functions of literature is to understand men. If comparison is made between Greek Cypriot Literature and Turkish Cypriot Literature, the students will perceive the Greek in a better light and this will contribute to future conflict resolution.	14.3	23.8	42.9	19	0	.95	3.33

From Table 7, it can be seen that the majority of the teachers agreed that the course would contribute to students' perceiving the differences between Cypriot Turkish and Standard Turkish, that it would motivate our men of letters, as it would contribute to the permanence of our literature, that the concepts and events in the TCL course would help the instruction of other courses about Cyprus. They were hesitant to say "if comparison is made between Greek Cypriot Literature and TCL, the students will perceive the Greek in a better light and this will contribute to future conflict resolution." The point teachers found most beneficial was that the course would ensure the students' acknowledging of the Cypriot culture and literature (M= 4.18, sd=.79). The results indicate that teachers believed the course was beneficial. That is, in their view, the course helped to improve the Turkish Cypriot identity and consciousness.

Table 8: The Content Subscale for Teachers (Percentages, Mean and standard deviation; 1=Strongly agree, 5 = Strongly disagree)

	1	2	3	4	5	Sd	Mean
14. There must be parallelism between the subjects of Turkish Literature and the subjects of Turkish Cypriot Literature.	39.1	52.2	4.3	4.3	0	.74	4.26
35. In the notes of the Turkish Cypriot Literature course, sufficient emphasis is given to literary history.	4.3	78.5	4.3	13	0	.74	3.74
27. In the notes of the Turkish Cypriot Literature course, sufficient emphasis is given to the authors and poets who have important contributions to the field of Turkish Cypriot Literature.	13	26.1	34.8	21.7	0	.98	3.31
25. The content of the course does fully reflect the Turkish Cypriot literature.	13	30.4	39.1	17.4	0	.93	3.39
36. Sufficient emphasis is given to text studies in the lesson notes of the Turkish Cypriot Literature course.	8.7	43.5	17.4	30.4	0	1.01	3.30

From Table 8, the point the majority of the teachers agreed upon most was that "There must be parallelism between the subjects of Turkish Literature and subjects

of TCL"; this was followed by the view that "In the lesson notes of the TCL course, sufficient emphasis was given to literary history". The teachers were hesitant about whether sufficient emphasis was given to the authors and poets who had important contributions to the field of TCL. In addition to this, the teachers remained undecided on "whether the content of the course fully reflects the TCL and whether sufficient emphasis is given to the text studies".

Table 9: The Instruction Subscale for Teachers (Percentages, Mean, and Standard deviation; 1=Strongly agree, 5 = Strongly disagree)

	1	2	3	4	5	*Sd*	*Mean*
24. Students are interested in the subjects dealt with in the Turkish Cypriot Literature course	8.7	65.2	17.4	8.7	0	.74	3.74
32. The texts in lesson notes improve the students' literary appreciation	8.7	30.4	47.8	13	0	.82	3.35
33. The instruction of the course is interesting	8.7	26.1	52.2	13	0	.81	3.30
15. There is parallelism between the subjects of Turkish Literature and the subjects of Turkish Cypriot Literature.	8.7	30.4	34.8	26.1	0	.94	3.22

Regarding the instruction of the course (table 9), high school teachers agreed that "the students are interested in the subject". They were hesitant to say that "The texts in lesson notes improve the students' literary appreciation", "the instruction of the course is interesting", and "there is parallelism between the subjects of Turkish Literature and the subjects of TCL."

5. CONCLUSION

In recent years, certain political improvements have occurred in the Turkish Cypriot community in connection with the accession of Cyprus to the European Union (EU). As a result, policies and parties in favor of accession to the EU accepted the idea of a united Cyprus, and the majority of the Turkish Cypriots voted in favor of a Cypriot identity. Such political transformations had their effect on education as well. As a result of these new policies, a course entitled "Turkish Cypriot Literature" was introduced for the first time in schools.

In this study the ideology, content and instruction of the TCL course are studied in the light of the political changes in Cyprus. One conclusion is that the new ideology is accepted by the teachers, the students and the authors of literary history. The TCL course helps to identify the Turkish Cypriot culture and literature according to the participants. In addition, the course helps students acknowledge Turkish Cypriot cultural and social values. This reveals that the new governmental policy has started

to be active in its aim because the new educational system endeavors to develop the Cypriot identity and promote the Turkish Cypriot culture (MEB, 2005-a; MEB, 2005-b). On the other hand, there is disagreement between the teachers and students regarding ideology. The students are hesitant about whether the inclusion of the TCL course contributed to their self-respect and to behaving more consciously in the EU accession process, but according to the teachers, the course is more related to behaving more consciously in the EU accession process.

In regard to the content subscale results, the content of the TCL is accepted by both the teachers and the students. On the other hand, according to literary authors, the content of the course does not fully reflect the Turkish Cypriot culture and inefficient emphasis is given to some writers and their works. The teachers are hesitant about whether sufficient emphasis is given to some writers and their works.

The third research question of the study is to determine the perception of the TCL instruction by the teachers and the students. It is reported that the teachers and the students are hesitant in accepting the way the TCL course is taught. Therefore, it could be concluded that the course should be taught in a more interesting way and that the TCL texts should improve their sense of literature.

This study shows that education in North Cyprus has started to be shaped according to the views of the new government. New policies have led to new practices. The establishment of the TCL course, which is one of these practices, has been welcomed by the students, authors and teachers. But there are deficiencies and problems in the content of the course and its instruction.

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