Types And Application Of Integrative Technologies In Teaching Second Foreign Language

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Abstract
This article explores the various types of integrative educational technologies and their application in the context of teaching a second foreign language, with a specific focus on Turkish. The study discusses prominent models such as CLIL (Content and Language Integrated Learning), Project-based Learning (PBL). It also examines how these methods contribute to the development of communicative competence, critical thinking, and intercultural awareness.
Keywords: Turkish language teaching, integrative approach, integrative technologies, Content and Language Integrated Learning, Project-based Learning, interdisciplinary approach, communicative competence.

In modern language teaching concepts, the integrative approach plays an important role. It involves not only the comprehensive development of language skills (listening, reading, speaking, writing), but also the acquisition of interdisciplinary knowledge through language.

To implement the integrative approach in teaching Turkish as a second foreign language, it is necessary to rely on a solid methodological and didactic base. From a methodological point of view, the integrative approach can be used in combination with approaches such as CLIL (Content and Language Integrated Learning), Project-based Learning, Task-based learning, Flipped classroom and Case Studies. For example, in Turkish lessons, students study historical topics, forming language skills on this basis. In this way, they develop critical thinking, interdisciplinary connections and cultural understanding [5].

From a didactic point of view, the content of lessons should be interdisciplinary, close to life and based on social activity. The practical effect of integration is achieved through methods that turn students into active participants (e.g., simulation games, role-playing games, project work). The teacher acts as a guide, leader of the

activity and shaper of the communicative environment.

In the integrative approach, it is also important to take into account the cultural and social context. Students studying the Turkish language, mastering information related to Turkish culture, social traditions and modern life, perceive the language not only as a grammatical system, but also as a means of communication.

The results of the study confirmed the high importance of the following innovative integrated methods for effective teaching of the Turkish language:

Interdisciplinary lessons based on the CLIL module - students simultaneously master language and subject content, for example: learning a language through the topics of ecology, history, culture [1].

Project-based learning (PBL) - students work in groups and prepare a project in Turkish on a specific topic (for example, "Historical places of Istanbul" or "Regional environmental problems of Turkey").

Task-based language teaching (TBLT) - teaching the Turkish language based on tasks: creating a communicative environment by drawing a map, making a menu, making a table, etc.

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Flipped classroom - the student studies video/text materials at home before the lesson, and during the lesson actively participates in problematic discussions and developmental exercises [5].

Case method - analysis and discussion of real situations in Turkish (for example, simulating work in a travel agency).

Turkish Lesson Based on the CLIL Method. This lesson based on the CLIL method served to develop the students' Turkish not only grammatically but also as a specialized language. During the lesson, language and content compatibility, an active learning environment and opportunities for reflective and critical thinking were created. Thus, these CLIL lesson modules are an effective tool for teaching a second foreign language for professional purposes.

For example, if we analyze the lesson *"Türk Basınında Habercilik ve Gazetecilik İlkeleri* (Principles of Reporting and Journalism in Turkish Media)" organized based on the CLIL method, it simultaneously serves to develop students' specialized knowledge and Turkish language skills. Tasks such as analyzing news texts, listening, expressing an opinion and writing short news articles strengthen their reading, listening, writing and speaking skills. In addition, students also enrich their cultural competence by comparing media systems in Turkey and their home countries. The lesson includes a wide range of interactive and critical approaches, which fully meets the basic requirements of the CLIL method.

Students will learn the process of news preparation in Turkish media (news gathering, editing, publishing), the basic principles of journalism: truthfulness (doğruluk), impartiality (narafsızlık), responsibility (sorulluluk), types of news: news, analysis, opinion, interview, etc.

Level of the lesson: B1 (or higher A2)
Stages of the lesson:

1. Introduction (Motivation – 5 minutes)

A short video of news from Turkish TV channels will be shown.
Questions:
"Bu haberi kim sunuyor?"
"Haberde hangi bilgiler veriliyor?"
"Muhabir tarafsız mı davranıyor sizce?"

2. Getting to know the content (Content input – 10 minutes)
Presentation: *"Gazetecilik nedir?", "Gazetecinin görevleri nelerdir?", "Etik ilkelere örnekler".*

Work with key terms: *haber, yazar, başlık, sansür, güvenilir kaynak, editör, doğru haber, kamuoyu.*

3. Language activities (Language activities – 15 minutes)
Vocabulary exercise.
Make a sentence from the following words:
Gazeteci tarafsız olmalıdır.
Yanlış bilgi halkı etkileyebilir.
Editör haberin doğruluğunu kontrol eder.
Writing a dialogue:
A: "Bugünkü haberi okudun mu?"
B: "Evet. Gazeteci çok objektif davranmış."

4. CLIL-interdisciplinary project assignment (15–20 minutes)
Group work: Students are given the task of "Preparing a news story".

Each group writes a short news story in Turkish on a topic (for example: *"İnternetin öğrencilerin yaşamına etkisi* (Internet impact on students' lives)".

They then present the news story to the class as a news story.
Format:
Headline
News text (3–4 sentences)
Comment on compliance with ethical principles

5. Reflection (5 minutes)
"Gazetecilik hakkında bugün ne öğrendiniz?"
"Haber yazarken nelere dikkat ettiniz?"
Students express their impressions and knowledge in Turkish.
Lesson outcomes:

• Students will acquire integrated content and Turkish vocabulary related to journalism.

• Intellectual and language skills such as analyzing information, drawing conclusions, writing, and speaking will be developed.

• A foundation for in-depth learning based on CLIL principles such as interactive activities and ethical tolerance will be created.

Interdisciplinary lessons based on Project-Based Learning. Interdisciplinary lessons based on Project-Based Learning are not just a process of imparting knowledge, but also serve to develop students as proactive, active, independent thinkers, and problem-solvers. It not only ensures integration between disciplines, but also develops students' 21st century skills: collaboration, creativity, critical thinking, and communication.

For example, if we analyze the lesson on the topic *"İstanbul'daki Tarihî Yerler (Historical Places in Istanbul)"*, within the framework of this interdisciplinary project, students develop their knowledge and skills by collecting and analyzing information about famous historical places in Istanbul and presenting this information in various formats (video, article, infographics). During the lesson, students are divided into groups and collect information about famous historical places in Istanbul - Hagia Sophia, Topkapi Palace, Sultan Ahmed Mosque, Dolmabahçe Palace, Maiden's Tower, and others. They search, read, and analyze information in Turkish about the history, cultural significance, and tourist value of each place.

Level of the lesson: B1 (or higher A2)

Stages of the lesson:

1. Introduction - brainstorming (10 minutes)

The teacher asks the students a question in Turkish:

"İstanbul'u hiç ziyaret ettiniz mi?"

"Hangi tarihî yerleri biliyorsunuz?"

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A map and pictures of historical sites are shown: Topkapı Palace, Hagia Sophia, Sultanahmet Mosque, Galata Tower, Grand Bazaar, etc.

2. Grouping and assignment (5 minutes)

Students are divided into groups of 3-4 people.

Each group is given one historical site:

Group 1: Hagia Sophia

Group 2: Topkapı Palace

Group 3: Galata Tower

Group 4: Sultanahmet Mosque

3. Project work (30-40 minutes)

Students' tasks:

Preparing an educational project - including:

• Studying the history, architecture, cultural significance of the object;

• Preparing a presentation based on pictures, maps, information (PowerPoint, poster, brochure, etc.)

Writing an information text in Turkish (5–6 sentences):

"Ayasofya, Bizans döneminde kilise olarak inşa edilmiştir. 1453'ten sonra cami olmuştur. Günümüzde ise müzedir..."

Interview samples and questions and answers:

"Bu yer nerededir?"

"Ne zaman yapılmıştır?"

"Tarihi önemi nedir?"

4. Presentation and presentation (15–20 minutes)

Each group presents its project in Turkish.

The rest of the students ask questions and fill out an evaluation sheet:

"Sunum açık mıydı?", "Görseller uygun muydu?", "Bilgi yeterli miydi?"

5. Reflection (5 minutes)

"Bugün neler öğrendiniz?"

"Projede çalışmak size ne kattı?"

"Türkçe becerileriniz gelişti mi?"

Lesson Outcomes:

• Turkish communication, writing, and speaking skills are strengthened in a real-life context.

• Learning is integrated with subject content (history, culture) through project-based activities.

• Students acquire skills such as engagement, research, presentation, and teamwork.

The introduction of modern pedagogical technologies in teaching Turkish as a second foreign language is characterized by its effectiveness and meaningful enrichment of the educational process. In particular, the interdisciplinary approach based on the CLIL module allows students to simultaneously master the language and subject content, which helps to deeply understand and apply knowledge in practice. Project-Based Learning (PBL) forms students' independent thinking, teamwork, and research skills.

In general, these approaches allow learning Turkish not only to be limited to grammatical rules or vocabulary acquisition, but also to be studied in a cultural, social, and practical context. Therefore, these methods are recommended as an important factor in increasing the effectiveness of integrative education.

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