

Evolving Practices in EFL Writing Pedagogy in Türkiye

Editor: Dr. Didem Erdel



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ISBN 978-625-8516-33-3

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1st Edition: December 2025, Ankara

Publication-Project: Selcan Durmuş

Typesetter-Graphic Designer: Beyza Nur Erdoğan

Cover Design: Pegem Akademi

Printed by: Sonçağ Yayıncılık Matbaacılık Reklam San Tic. Ltd. Şti.
İstanbul Street İstanbul Bazaar 48/48 İskitler - Ankara

Publishing House Certificate Number: 51818

Printing House Certificate Number: 47865

Contact

Pegem Akademi: Shira Trade Center
Macun Neighbourhood 204th Street Number: 141/A-33 Yenimahalle/ANKARA

Publishing House: 0312 430 67 50

Distribution: 0312 434 54 24

Preparatory Courses: 0312 419 05 60

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PREFACE

Writing stands as perhaps the most profound paradox of intellectual creation: an intensely solitary endeavor which is simultaneously and fundamentally collective. Its nature is as deeply inward-looking as it is inherently social, an intricate skill where the cognitive meets the affective, the individual intersects with the social. Like any complex human capability, writing thrives upon continual development and flourishes within learning environments that prioritize high interaction and deep engagement. Throughout the evolution of language pedagogy, significant theoretical and practical advances have shaped how we teach this essential skill. This volume aims to critically examine and illuminate the current pedagogical landscape of writing within the Turkish educational context, offering contemporary perspectives on how it is being taught, learned, and reimagined in English language education today.

In Chapter 1, Dr. Erkan Külekçi offers a comparative content analysis of Türkiye's 2018 and 2025 English Language Curricula for primary education, examining the evolving conceptualization and pedagogical framing of writing. The analysis reveals a paradigmatic shift from the earlier curriculum's communicative and structural emphasis, in which writing supported oral proficiency, toward a process- and expression-oriented approach foregrounding creativity, reflection, and moral development.

Chapter 2, authored by Dr. Şeyma Kökcü, investigates the evolving role of corrective feedback (CF) in second language (L2) writing within the Turkish EFL context through a qualitative synthesis of studies published between 2007 and 2025. Framed by key theories of language learning, it traces how feedback practices contribute to linguistic accuracy, awareness, and learner autonomy. Highlighting emerging “feedback ecologies” that integrate teacher, peer, and automated input, the chapter underscores the need for institutional support and enhanced feedback literacy to sustain dialogic and formative writing instruction in EFL classrooms in Türkiye.

Dr. Züleyha Ünlü Carlık and I report how undergraduate students in Turkish English language and literature programs engage in peer feedback during online writing interactions in Chapter 3. Using peer feedback recordings and semi-structured interviews, the study identifies four distinct partnering styles, collaboration, neutrality, rebalancing, and informativity, reflecting students' efforts to balance critique and support.

In Chapter 4, Dr. Zafer Susoy examines how digital technologies and artificial intelligence are transforming the teaching and learning of EFL writing. Grounded in sociocultural, process-oriented, and multiliteracies frameworks, it explores how tools such as Grammarly, Google Docs, and ChatGPT are reshaping writing practices, learner agency, and classroom feedback. Synthesizing recent research, the chapter highlights both the pedagogical potential and ethical tensions of AI-assisted writing, including issues of authenticity, authorship, and equity.

In Chapter 5, I explore high school English teachers' beliefs and practices regarding L2 writing instruction. Based on interviews with nine teachers, it reveals that while writing is valued as essential to language learning, classroom practices largely adhere to national curricular norms. Constraints such as large class sizes, limited instructional time, and exam-oriented pressures hinder effective pedagogy. The chapter highlights the need for greater feedback literacy, technological integration, and expanded instructional support to enhance writing instruction in the Turkish EFL context.

Dr. Elham Zarfsaz investigates the use of translanguaging in improving Turkish EFL learners' writing in Chapter 6. Findings from her quasi-experimental study show that integrating L1 and L2 in writing tasks enhances coherence, accuracy, and cultural awareness, highlighting pedagogical value of translanguaging in multilingual classrooms.

Lastly, in Chapter 7, Dr. Züleyha Ünlü Carlık analyzes how Türkiye's 2018 and 2025 high school ELT curricula conceptualize writing through the lens of critical literacy. Findings show that both curricula emphasize functional and communicative skills over critical engagement, framing writing as accurate expression rather than ideological reflection. The study calls for integrating critical literacy outcomes, teacher training, and assessment reforms to promote reflective and socially aware writing pedagogy.

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CHAPTER 1.

EFL WRITING EDUCATION IN THE EARLY YEARS: A CONTENT ANALYSIS OF THE 2018 AND 2025 ENGLISH LANGUAGE CURRICULA FOR TURKISH PRIMARY SCHOOLS

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Abstract

This chapter presents a comparative content analysis of Türkiye's 2018 and 2025 English Language Curricula for primary education (Years 2-4), focusing on the conceptualization and pedagogical treatment of writing, which is redefined in the new curriculum as "writing-expression". Situated within the framework of the Century of Türkiye Education Model (Maarif Model), the 2025 curriculum introduces a holistic, action-oriented, and value-based vision for English language education. Drawing on the intended curriculum documents, the analysis examines differences in learning outcomes, skill integration, teaching approaches, assessment, and value orientation. Findings indicate a clear shift from the 2018 curriculum's communicative and structural orientation, where writing served as a support to oral skills, toward the 2025 curriculum's process- and expression-oriented approach, which emphasizes creativity, reflection, and moral development. Writing is now integrated with other language skills through thematic, multimodal tasks aligned with CEFR sublevels A1.1-A1.3. The chapter argues that this transformation represents a move from functional to expressive and values-driven literacy, consistent with global writing pedagogy trends while rooted in Türkiye's national educational philosophy. Implications are discussed for teacher education, classroom practice and policymakers, with recommendations for research on the curriculum's implementation and impact on young learners' writing development.

Keywords: Century of Türkiye Education Model, content analysis, EFL writing education, ELT curriculum, primary education