A Systematic Analysis of Studies on Main Idea Teaching in Turkey

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Abstract

The main idea skill presents a structure that is the basis of all kinds of understanding and narration activities. In this respect, while it covers all language skills, it also lays the groundwork for all learning levels and lessons because people communicate through meaning transfer. Therefore, the importance of main idea teaching is not limited to academic skills, but has a potential that affects the whole life. Thus, the existence, number and quality of academic studies on the development and teaching of main idea skills from an early age is one of the issues that should be emphasized. The aim of this research is to examine the studies conducted in Turkey on main idea teaching from various perspectives. Document analysis method, one of the qualitative research approaches, was used in the research. In this context, 6 theses, 13 articles and 2 book chapters were analysed. Related studies were classified according to research types (thesis, article), thesis type (master, doctorate), language skills (listening, speaking, reading, writing, visual reading and visual presentation), research method, education level and data sources. According to the results of the research, it is seen that the studies on main idea teaching in Turkey are few in number, they focus on reading skills in the context of language skills, quantitative research methods are used predominantly, there is an orientation towards elementary school and university students in terms of education levels, and studies for students are dominant in terms of data source. According to the results, it can be said that the knowledge, skills and awareness of academic disciplines, policy makers and practitioners should increase in the framework of theory and practice.
Keywords: Main idea instruction, language skills, systematic analysis.

Introduction

The texts contain a purpose, message, idea or essence that the people who produced them explicitly or implicitly reveal and deal with in the text. These expressions, which reflect the essence of the text, may be in a structure that the reader can easily understand, or they may appear in a more difficult form to understand. What is expected from a good reader in terms of reading skills is to discover the purpose and basic idea of the text he reads. In this respect, readers should perform reading actions by focusing on understanding, reach the meaning in the text at the end of reading, and create new meanings based on the text (Kuşdemir & Katrancı, 2016: 252). It is known that similar processes are followed in listening as in reading skills. In the act of reading, the physiological elements of hearing are used instead of the activities carried out with the eyes. The process that starts with hearing turns into listening skill and forms the basis for understanding. In communicative activities, speaking and writing skills are also active in addition to comprehension skills, and at least two of the four basic language skills (such as reading-writing or listening-speaking) are used in an integrated manner.

It is seen that the concept of understanding is also at the basis of these activities. In the use of language skills, there are activities to understand the main idea at the centre of the process of understanding a written (read) or spoken (listened) text and conveying this meaning in different ways. The main idea, as a concept directly related to the meaning world of individuals, comes to the fore as a subject that should be emphasized because the audial, written and visual inputs, which are conveyed to the mind in the understanding process and made sense here at the end of various processes, turn into meaning transfer through the main idea produced by the blending of the individual's world of meaning and prior knowledge (Kaya, 2020). At this point, it seems possible to say that the concept of main idea is related to all basic language skills. However, the main idea finding, determining and production processes, which are mostly associated with reading skills in the relevant literature, will be discussed in terms of the reading comprehension process.

Reading comprehension involves complex cognitive processes that must be used in conjunction with reading to provide the reader with the opportunity to extract important meanings from the text. Tasks in the reading comprehension process include focusing on the main ideas, observing internal consistency, critical evaluation of the content with prior knowledge and common sense, synthesizing the main ideas in the paragraph and periodically reviewing the ongoing activities, self-questioning and monitoring to see if the meaning is formed (İlter, 2018) . However, researchers working on reading think that the basis of reading comprehension skill is the ability to determine the main idea. Harris and Sipay (1971) stated that without this skill, "the reader cannot see the forest while examining the trees and is lost in a pile of details" (cited in Dishner & Readence, 1977). According to many researchers, the ability to identify the main idea in the readers' interpretation of written materials should be the primary purpose of reading and reading comprehension teaching because the central idea is to identify or produce the main idea. The value of being able to successfully identify the main idea is seen as a prerequisite for many other reading/research skills. For example, a reader cannot grasp that author's purpose unless they understand the message the author is trying to convey. The reader cannot cope with higher level comprehension skills without understanding what the author is saying. In addition, identifying organizational patterns, summarizing, drawing outlines and other reading/research skills will not mean anything to the reader without prior knowledge of the main idea skills (Dishner & Readence, 1977).

The meaning of the main idea in Turkish Dictionary is "The main idea that is the basis of an article, the fundamental idea." (Turkish Language Institution, 2011). Reaching the essence of the text, which is expected from a skilful reader, is called the main idea in general terms. The main idea is the basic idea to be given in a text read, a speech listened to or a movie watched (Kuşdemir & Katrancı, 2016). It is accepted as a single summary statement containing a topic and a comment. Although the main idea statement is a summary statement, it is generally seen as only a part of the summary process, which may include a summary paragraph or a larger unit (Johnston & Afflerbach, 1985). In this respect, revealing the main idea can be explained as creating a generalized statement covering certain information and then obtaining a summary content by removing unnecessary information from this specific statement (Carriedo & Alonso-Tapia, 1996).

Most educators believe in the importance of main idea teaching. However, some education researchers have recently questioned whether training in understanding the main idea is beneficial. Confusion about how understanding the main idea is defined is often cited as the reason for this situation. At the same time, a problem arising from the inability to teach students to transfer main idea skills from familiar texts to different texts is mentioned because the contexts in which main idea skills are taught are often very different from the contexts in which students should apply these skills naturally (Hare, Rabinowitz & Schieble, 1989).

The concept of the main idea appears in most scope and sequence charts, reading texts and teaching materials. What is more important than finding the main idea is generally seen as a component of understanding is the age or grade level at which it is included in the teaching sequence (Isakson, Miller & O'Harra, 1979). The ability to find the main idea is

essential for making inferences from texts, working effectively and thinking critically. Not only younger children, but also older students have difficulty in identifying the main ideas (Jitendra & Gajria, 2011). Studies show that secondary school students also have difficulties in understanding the main idea and forming the macrostructural representation of the texts. It is noteworthy that understanding the main idea is a difficult process for some readers. The main purpose of reading education is to help children learn from texts. When this learning is accepted as important, it turns out that main idea teaching is appropriate and necessary for students at almost all levels (Carriedo& Alonso-Tapia, 1996; Kaya, 2020).

Identifying the Main Idea

Historically, teaching students how to identify, understand, discuss, and connect important ideas in texts has received considerable attention in the research literature on reading skills. Many studies conducted in the 1980s revealed successful teaching approaches in teaching the main ideas. Characterized as central to the contemporary reading comprehension wheel, main idea teaching focuses on readers' use of broader reading strategies to distinguish between important and less important ideas, while summarizing the meaning of texts during and after reading. Studies show that understanding the main idea is critical to being a skilled reader and that teacher-guided instruction can effectively support main idea understanding. However, this type of understanding strategy teaching is not offered in many classrooms. Most students are subject to a constant process of only uninterrupted, continuous, silent reading, consistent with the belief that the way to be a good reader is to read a lot (Jitendra, Chard, Hoppes, Renouf & Gardill, 2001).

Finding the main idea is an integral part of reading comprehension and is often seen as a challenge for readers with difficulties. Teaching readers to identify the main ideas in the texts is an important approach that has a positive effect on their comprehension skills (Jitendra & Gajria, 2011). Knowing the main idea of the text supports the reader in summarizing the text, explaining events and ideas, describing the general structure and combining information between texts. The process of determining the main

idea requires more than just reading or guessing the first sentence or the last sentence. Synthesizing common ideas from all the details presented by the author is a higher level skill than remembering details. This level of analysis and reading requires the reader to pay attention to how the main idea is formed. As a prerequisite for understanding the text, the reader must be competent in determining the main idea (Lord, 2015).

The ability to identify main ideas is the basis for making appropriate inferences from the text, working effectively and reading critically. It is generally accepted that direct strategy training to identify main ideas promotes reading comprehension for students with learning disabilities. Research on teaching students with learning disabilities to grasp main ideas and summarize informative texts shows that students' skills of forming main idea sentences for paragraphs and identifying details have improved significantly (Jitendra, Cole, Hoppes & Wilson, 1998).

Establishing the Main Idea

Reading comprehension problems can result from limited cognitive ability or working memory, problems with finding main ideas, making inferences, choosing and applying strategies flexibly, and monitoring and evaluating strategy use. Students with such problems can read fluently, but may have difficulty forming meaning. In addition, there is scientific evidence that insufficient prior knowledge, different language experiences or lack of strategic skills may be associated with comprehension difficulties (Jitendra & Gajria, 2011). Research suggests that the ability to establish main ideas (when not explicitly stated in the text) is a skill that develops relatively late in most readers and not found in everyone. Accordingly, few readers show "expertise" in establishing main ideas, and little is known about how advanced readers do this (Johnston and Afflerbach, 1985). It has been observed that many students lack the strategies of establishing main idea or develop them only in the upper grades. Although important in helping the reader understand the text, the cognitive strategies involved in establishing the main idea have only recently been explored in depth. In particular, researchers have extensively

investigated how prior knowledge facilitates reading comprehension. In addition, the effect of the reader's prior knowledge on establishing of the main idea of a text has been little studied (Afflerbach, 1990).

Complex comprehension activities, such as establishing main ideas, distinguishing these main ideas from less relevant details, and summarizing main ideas, are dynamic processes that require readers to monitor and organize their thinking as they read. Establishing main idea refers to a type of reading in which the reader explores the text based on the ideas in the text and gives constructive responses (Jitendra, Chard, Hoppes, Renouf & Gardill, 2001). Establishing a main idea from the text is an important and often difficult reading comprehension task. When the main idea of a text is not clearly stated, the reader cannot choose the main idea phrase from the statements in the text and instead creates a statement to represent the main idea.

Studies of readers' summarization strategies have provided valuable insight into the main idea forming task. According to the text comprehension model, a reader transforms the printed text into what is actually grasped through a series of micro and macro processes. When the text does not contain a main idea statement, the reader creates one through the macro construction process. Most readers have problems with this rule of establishing the main idea, and this problem increases or decreases according to the reader's skill level (Johnston & Afflerbach, 1985). In addition to the need for empirical studies to determine whether comprehension processes such as establishing the main idea are automatic, many researchers argue that the macro process in establishing a main idea statement is usually automatic. However, there are many researchers who suggest that establishing the main idea can be achieved not automatically, but through the use of one or more cognitive strategies. In his research to determine the strategies of expert readers for establishing the main idea, Afflerbach (1990) used specific texts to reduce the possibility of these readers to generate the main idea automatically. In these texts, which have been chosen from content that the readers are not familiar with and adopt a convoluted narrative style, no topic sentences or main idea expressions are used. Therefore, the readers had to form these expressions based on the texts they read. As a result of the study, it was determined that four strategies were used in the creation of the main idea statements: "draft and revision, subject/comment, first hypothesis, listing". Based on these results, it was revealed that expert readers, at least, use mediated, non-automatic comprehension strategies when reading difficult texts instead of automatically establishing main idea statements (Afflerbach, 1990).

According to the draft and revision strategy used in creating the main idea, if the reader decides that the main idea he has expressed is not satisfactory, he accepts it as a first draft and begins to revise it. In the topic/comment strategy, the reader can only identify the topic after reading the text and then continues to characterize it with a comment. First hypothesis strategy is when the reader can generate a reasonably accurate initial hypothesis of the main idea based on the title, first sentence, or a summary of the text. Using this strategy, the reader progresses through the text, following the truth of the hypothesis and modifying it as appropriate. The reader uses the listing strategy by searching for important or related words, concepts or ideas in the text or in his memory to construct a main idea (Johnston & Afflerbach, 1985).

Statement of the Problem

Starting from the primary school level, which is the first step of compulsory education, the process of giving students the ability to make sense of what they read, that is, to find the main idea begins because finding the main idea of the given text is the most important skill that students will use to obtain information that will form the basis of their further learning. Determining the main idea is necessary to better understand a text, to code information better and to remember it more easily, or to write thoughts and feelings more easily and effectively according to the desired message (Erdem & Kırnık, 2017). When graded reading books, skill assessment programs, instructional reinforcement materials and reading texts are examined, it is seen that children encounter the main idea component of understanding at a very early stage of education (Isakson, Miller & O'Harra, 1979). Considering the difficulty that children have in understanding the main ideas while reading real

texts in natural school environments, it is concluded that this skill should be taught to students effectively (Baumann, 1984).

When the Turkish Language Curriculum, which is currently being implemented in Turkey, is examined, it is seen that there are achievements for determining the main idea. These achievements are expressed in the field of listening skill as "*determines the main idea/main emotion of what they listen/ watch*". In the field of reading skill, it is expressed as *"determines the main idea / main feeling of the text"* and they are included in the curriculum from 3rd to 8th grade levels. Again, with regard to writing skills, achievements such as "Writing an informative text (Students are allowed to determine the subject and main idea…)", "*Applies writing strategies (Reconstructing a text with their own words)*" also point to the skills of determining and establishing the main idea (National Ministry of Education, 2019b). This shows that activities for teaching the main idea are an important component of Turkish lessons. It is seen that the skill of determining the main idea is tried to be developed through listening/watching and reading texts used in Turkish lessons. In addition, it is known that establishing main idea skills are of great importance in the process of text production in the fields of writing and speaking skills. When the international literature is reviewed, it is noteworthy that there are too many studies to be counted here on the importance of teaching the main idea in the development of reading comprehension skills of individuals, especially in relation to the education and teaching of English. In addition, in the literature on education and teaching of national English and Turkish, it is striking that main idea teaching does not receive the necessary attention. However, it is known that the concept of "main idea", which also finds its place in the Turkish Language Curriculum, has a great importance in the development of language skills. At this point, it is considered important to shed light on the studies to be carried out in Turkey by determining the studies on main idea teaching and examining it from various perspectives and making inferences about the needs of the field based on the data obtained.

Purpose of the Study

The purpose of this research is to examine the studies conducted in Turkey on main idea teaching. For this purpose, answers to the following sub-questions were sought:

How does the situation of studies conducted in Turkey on main idea teaching show a distribution according to

a. research type
b. research method
c. language skills
d. education level
e. data source ?

Method

In this part , the research model and method used in the research, data sources, data collection process, data analysis process and credibility, verifiability, transferability and reliability studies are included.

Research Model

In this study, document analysis method, one of the qualitative research approaches, was used. Qualitative research methods are used in research that aims to reveal a specific situation, to describe and analyse its natural environment in depth and to make a detailed evaluation by obtaining data (Merriam, 2013; Yıldırım & Şimşek, 2013). Parallel to this, document analysis also requires the examination and interpretation of data in order to make sense of it, to form an understanding about the relevant subject, and to develop empirical knowledge (Corbin & Strauss, 2008). Document analysis is a systematic method used to examine and evaluate all printed or digital/electronic documents (Kıral, 2020). In this study, studies from Turkey on main idea teaching have been identified and examined from various perspectives. In this context, the document analysis method was deemed appropriate in the examination and analysis of the relevant data.

Data Sources and Data Collection Procedure

Related studies were obtained and examined by document review. Accordingly, firstly, it was tried to reach studies in the form of thesis, article, paper and project. For the projects, the database (www.trdizin. gov.tr) containing the completed TUBITAK projects

was examined, but no scientific research project was found. Due to the lack of a specific or standard database to reach the papers, the studies presented as papers were not included in this study, only thesis, article and book chapters were focused on.

YÖK National Thesis Centre was used for graduate theses, and 'YÖK Academic', 'Dergipark', 'TRDizin', 'ERIC (Location: Turkey)' and 'Web of Science (Country/Region): Turkey' databases were used for articles. The search was conducted using the keywords 'main idea, basic idea (in Turkish), main idea (in English)' on the basis of title, keyword and country. Thus, studies originating from Turkey are limited to these search forms, sources and keywords. Accordingly, no studies originating from Turkey were found in the ERIC and Web of Science databases. Thus, in this study, 5 theses, 11 articles and 2 book chapters originating from Turkey were accessed and examined.

Data Analysis

The data were analysed by descriptive analysis method. In descriptive analysis, data are interpreted according to predetermined conceptual frameworks or themes (Yıldırım & Şimşek, 2013). Descriptive analysis was deemed appropriate, as the studies reached here were classified under the theoretical structure in the relevant field or under the headings found in scientific research (method, participant, etc.). Accordingly, the studies obtained were analysed by being classified according to research types (thesis, article), thesis type (master, doctorate), language skills (listening, speaking, reading, writing, visual reading and visual presentation), research method, education level and data source. The reviewed studies were classified under the relevant headings and the opinions of the field experts were consulted. Two different field experts independently analysed the data, provided the necessary feedback for the relevant codes and categories, and the data analysis process was finalized.

Credibility, Transferability, and Ethics

In this study, some precautions were taken by the researchers to ensure credibility, transferability and ethical control. These measures are summarized in Table 1.

Table 1 The Credibility and Transferability Studies of the Research

Credibility and Verifiability	• Getting expert opinion • Description of data collection tool and procedure • Description of data sources • Explaining the data analysis procedure • Presenting study limitations
Reliability and Transferability	• Preventing data loss using video recording • Presenting the findings in their natural form • Checking consistency between data • Control of data by experts

Findings and Comments

In this part of the study, the findings and related comments are given in the context of the collected data. Related studies have been examined under various headings.

Types of Research and Distribution by Years

Studies from Turkey on main idea teaching have been examined. Various types of studies have been reached on this subject, such as thesis, article and book chapters. The distribution of these according to species and years is given in Table 2.

Table 2 Distribution of Studies on Main Idea Teaching by Types and Years

Year	Thesis	Article	Book Chapter	Total
2001	1			1
2002-2005				-
2006		1		1
2007	1			1
2008-2010				-
2011		1		1
2012	1			1
2013		2		2
2014				-
2015		1		1
2016		2		2
2017	1	2		3

2018		2		2
2019				-
2020			2	2
2021	1			1
Total	5	11	2	18

In general, no study was found on main idea teaching before 2001. The first study appears as a thesis prepared in 2001. Then, in the 20-year period until 2021, a total of 18 studies, including thesis, article and book chapter were accessed from certain platforms. In this process, there were no studies between 2002-2005, 2008-2010, and 2014- 2019 (nine years in total). In this context, a total of 11 articles, 5 theses and 2 book chapters were examined in the study. In general, it can be said that the studies on main idea teaching do not show a regular increase or decrease over the years.

The distribution of theses prepared on main idea teaching by discipline/field and type is presented in Table 3.

Table 3 Distribution of Theses Prepared on Main Idea Teaching According to Fields and Types

		Thesis		Total
Field	**Education level**	**Master**	**PhD**	
Classroom Teaching	Elementary	1	2	3
English Language Teaching	University	1		1
Turkish Language Teaching	Secondary	1		1
Total		3	2	5

Looking at Table 3, it is seen that there have been five theses in the last 20 years in the distribution of theses by types. It was determined that the most theses were made in Classroom Teaching with three, one in English Language Teaching and one in Turkish Language Teaching. The thesis on English Language Teaching is about the common English courses given in the first year of all undergraduate departments. It is very thought-provoking that only one thesis has been prepared in the field of Turkish Language Teaching, which has a direct theoretical and practical connection to Turkish education. At the same time, three of the theses are master's and two of them are doctoral theses. Although the same number of master's theses are found in the three related fields, it is seen that only doctoral theses are prepared in the field of Classroom Teaching. In this context, it is important that the relevant academic disciplines focus on main idea teaching.

The chapters of the books written on the subject of teaching the main idea are presented in Table 4.

Table 4 Book Chapters on Main Idea Teaching

	Book Chapter Title	**Book Name**
Kaya, 2020	Main Idea and Main Idea Teaching Methods	Turkish Teaching From Theory to Practice
Gerçek, 2020	Main Thought as an Understanding Strategy	Turkish Education

According to Table 4, there are no books or book chapters directly related to main idea teaching until 2020. In 2020, it is seen that there are two book chapters in different books written in the context of Turkish Education. While both are written on a theoretical basis, Truth (2020) deals with the main idea as a strategy to be used in the understanding process; Kaya (2020), on the other hand, focused on the main idea and main idea teaching methods, including all language skills. In this sense, it can be said that for the first time in a study, main idea teaching was handled with theoretical and teaching foundations. Main idea teaching should be enriched with studies that deal with its various dimensions from a theoretical perspective.

Distribution by Language Skills

The distribution of studies on main idea teaching according to language skills is presented in Table 5.

Table 5 Distribution of Studies on Main Idea Teaching According to Language Skills

Language Skills	Thesis	Article	Total
Listening			-
Speaking			-
Reading	4	9	13
Writing		1	1
Comprehension (listening/watching and reading)	1		1
Reading and visual reading		1	1

Considering the distribution of studies on main idea teaching according to language skills, it is seen that most of the studies are related to reading skills. Since almost all of the theses focus on the reading skill, it is striking that they do not cover other skills sufficiently, while the articles focus on reading skills and little mention of other skills. In addition, all studies, except for one article, were conducted on comprehension (reading, listening and visual reading) skills. Based on this, it can be said that there is not a balanced distribution in terms of the distribution of studies on language skills. In addition, it is thought-provoking that only one study was conducted for teaching the main idea in narration skills, since all studies, except one study, were prepared for comprehension skills. In this context, it can be stated that there is not enough awareness of the importance of subjects such as determining and teaching the main idea in narration skills. Therefore, it is important that relevant academic disciplines reconsider the broad spectrum addressed by main idea teaching.

Distribution by Research Method

Studies on main idea teaching are analysed according to research methods and presented in Table 6.

Table 6 Distribution of Studies on Main Idea Teaching According to Research Method

		Thesis	Article	Total
Quantitative	Descriptive/review	1	2	3
	Relational review		1	1
	Experimental	1	1	2
	Quasi-experimental	1	1	2
Quantitative Total				8
Qualitative	Qualitative research design		1	1
	Case study		2	2
	Action research		1	1
	Document analysis		1	1
	Document analysis, interview	1		1
Qualitative Total				6
Mixed-research		1		1
Theoretical			1	1

Looking at Table 6, it is seen that quantitative research methods are used the most, followed by qualitative research methods. In addition to the study in which a mixed research method is used, there is also a theoretical study. It is seen that descriptive and experimental designs are mainly used in quantitative research methods. In qualitative studies, there is a more balanced distribution according to types. In general, it is seen that the studies are aimed at determining the level of determining / finding the main idea or revealing the descriptive structure. It is noteworthy that there are hardly any studies that involve the development of main idea identification skills and/or the use of teaching methods and techniques in this process. Therefore, it is considered important to deal with the theoretical and practical dimensions of the subject based on different research methods in the studies on main idea teaching. In

addition, it can be said that there is a need for studies on the development of main idea identification skills and the use of various teaching methods and techniques in this process, because it is known that the use of teaching methods and techniques makes the teaching process more systematic.

Distribution by Education Level

The studies on main idea teaching are examined according to the education levels they are related to and presented in Table 7.

Table 7 Distribution of Studies on Main Idea Teaching by Education Level

Education level	Thesis	Article	Total
Elementary	3	4	7
Secondary		1	1
Elementary and Secondary (1st-8thgrades)	1		1
High school			-
University/Undergraduate	1	4	5
Special Education (4th Grades of elementary school)		1	1

Looking at Table 7, it is seen that most of the studies are done at the elementary school level, then at the university/undergraduate level. It can be seen that one study deals with secondary school students, and one study deals with elementary and secondary school levels together. At the same time, while there is a study that deals with elementary school students in need of special education, there is no study that deals with high school education level. It can be said that the studies on main idea teaching do not have a balanced distribution according to education levels.

Distribution by Data Source

Studies on main idea teaching are analysed according to data sources and presented in Table 8.

Table 8 Distribution of Studies on Main Idea Teaching According to Data Sources

Data sources		Thesis	Article	Total
Students (elementary,secondary		3	6	9
University Students	Classroom Education		1	1
	Turkish Language Teaching		2	2
	English Language Teaching		1	1
	Freshman students (from many departments) and academicians	1		1
Documents and teachers		1		1

According to Table 8, there are studies in which primary and secondary school students are mostly used as data sources. Nine studies were conducted for elementary and secondary school students and five studies were conducted for university students. At the same time, there is a study that deals with university freshman students and academicians together, and a study in which the document and teachers are included as a data source has been found. It is striking that only teachers, academicians, textbooks or documents are not used as data sources. Accordingly, it is noteworthy that the studies focused on students at elementary and secondary school level, and then university students, but there are very few studies that consider other stakeholders as data sources. In this context, it can be said that there is no balanced distribution among data sources. Therefore, it is thought that studies to be carried out on main idea teaching should include various stakeholders of education as data sources, alone or together.

Conclusion and Discussion

The data obtained in the research reveal that very few studies have been conducted in Turkey on the "main idea" skills, which are the basis of language skills and meaning making, which provides the relationship with the outside world. Although there have been many studies on mother tongue and foreign language teaching, it is thought-provoking that so little work has been done on the main idea, which is the basis of comprehension and expression skills. For example, Gökçen and Arslan (2019), in their study,

determined that there were 128 studies on Turkish education only in the Web of Science database between 2007 and 2018. The data obtained in our study reveals that there is no research in the Web of Science database on main idea teaching between those years. Boyacı and Demirkol (2018) examined a total of 275 doctoral dissertations on Turkish education between 1995 and 2018 in their study. According to the data they obtained from the study, they determined that doctoral thesis was prepared on 24 different subjects in the field of Turkish education between those years. It is noteworthy that there is no independent research on "main idea skills" among these subjects. The study of Aydınlı and Oraçtepe (2018) regarding English teaching reveals a similar situation. In the aforementioned study, a total of 200 research articles from 31 journals published between 2010-2016 were examined from various perspectives and classified the articles under subject headings. It is seen that there are no articles on subjects such as "teaching the main idea, determining the main idea, creating the main idea". In our study, it was determined that there was only one master thesis related to main idea teaching in this field.

Therefore, it is considered important to increase the number of studies on this subject in general. It is thought that presenting all aspects of theoretical and empirical researches from various aspects in a concrete, applicable way for the application process and appealing to all levels and stakeholders will contribute to the field of main idea teaching. In this way, it can be said that it is possible to enrich the curricula, textbooks and teaching processes of the relevant courses. Two other important dimensions can be mentioned, such as the inclusion of the main idea teaching in the curricula and the performance of the students in the national and international exams that reveal this need.

Within the scope of the Turkish course, there are achievements for establishing the main idea at each grade and education level. It is seen that there are few achievements regarding the main idea in the 2019 Turkish Course Curriculum. On the other hand, it is seen that these are not reflected in the curriculum or application processes as a basis for other acquisitions and other courses. It is noteworthy that the word "establishment" is emphasized in the learning outcomes related to the main idea in the curriculum, because it is not considered a sufficient skill for students to only be able to perform operations at the level of "establishment" in order to use their main idea skills. At this point, the establishment of the main idea is the basis for creating a written or oral text. In addition, the ability to use main idea skills shows itself in the development of expressing skills as well as comprehension skills in addressing all courses except language-based courses. Therefore, the ability to identify main ideas potentially covers a very wide academic spectrum.

In the general framework, it has been concluded that disciplines such as Turkish Language Teaching, Classroom Education and English Language Teaching do not show the necessary importance and interest in teaching the main idea as an academic research area in the context of language teaching. This indicates an important point that needs to be taken into account. Especially in the context of theses, it is quite thought-provoking that there are not enough studies in the field of Turkish Language Teaching, where the main idea teaching is within the scope of the main study. While it is seen that the interest in the subject of main idea teaching is quite low in scientific circles, it can be said that this is reflected in students, teacher candidates and teachers who are practitioners.

The fact that the number of studies reached and examined during the research process is quite low and that the necessary importance is not given to the teaching of the main idea reveals the negative picture regarding the scores and rankings obtained in the national and international exams attended by the students in Turkey. Considering the average number of correct answers in the LGS Turkish test, it is concluded that it is "11.75" in 2019, "10" in 2020, and "9.41" in 2021 (Emin, 2021). This shows that the students are successful about 50% in the Turkish test. When the 2021 YKS results are taken into account, it is seen that the students have an average of "18,404" out of 40 Turkish questions (ÖSYM, 2021). At this point, it is striking that the students achieved success below 50% in terms of Turkish language skills. All these results emphasize the importance of main idea skills as an important component of comprehension and therefore reading comprehension in the

development of reading skills. Turkey ranks 40th in reading skills among 79 countries participating in PISA 2018, and 31st among 37 OECD countries. When PISA Reading Skills Proficiency Levels are taken into account, they can exhibit basic level skills such as 'They can understand the main idea of the texts written on the topics they are familiar with and the purpose of the author' at level 1a. The importance of main idea teaching in demonstrating higher level skills such as 'They can bring together information from different parts of the text to identify the main idea of not very long texts, understand relationships, and extract the meaning of a word or expression' (Ministry of National Education, 2019a) at the 3rd level becomes apparent once again.

Considering the studies examined, it is striking that the focus is on comprehension skills in general and reading skills in particular in teaching the main idea. There is only one study on the writing skill among the expression skills. This situation points to an important deficiency in the context of the concepts of meaning, constructing meaning, understanding and expressing. This result is evaluated as a situation that will lead to the formation of false beliefs and thoughts that the main idea should be included only in texts and contents for understanding, or that only studies for understanding need the main idea. It is thought that associating the main idea with comprehension skills is the reason why main idea teaching cannot find enough space in academic disciplines and application processes. However, it should be taken into account that language should be handled as a whole with its comprehension and expression skills, and that the main idea is needed in explaining as well as in understanding. As a result, it is important to deal with the main idea teaching in a theoretical and practical context, including all language skills.

In general, it is seen that the studies are aimed at determining the level of finding the main idea or revealing the descriptive structure. The concepts of finding the main idea of a text, establishing the main idea from the text and creating the main idea in the production of the text are main idea skills that express cognitive levels different from each other. It is striking that there are almost no studies on the development of main idea identification skills and/

or the use of teaching methods and techniques in this process because the use of teaching methods and techniques in the teaching-learning process makes the process more systematic. From this point of view, it is possible to say that there is a need for studies on the use of teaching methods and techniques in the process of developing main idea identification and main idea establishment skills.

Considering the studies examined, it has been revealed that the focus is on elementary school and university levels in terms of education levels. In addition, the fact that there is no study at the high school level and there is only one study at the secondary school level points to an important problem. The fact that there are national exams based on the transition to a higher education at the end of both education levels and that there are questions based on in-depth understanding and especially on determining the main idea in these exams reveals that main idea teaching is an important area of need. In addition, Turkey's participation in some international exams such as PISA also supports this need. In addition, the achievement scores obtained throughout the country in the mentioned exams and Turkey's position in the country rankings reveal that the subject of main idea teaching should be emphasized with the utmost importance at all education levels.

It was observed that the studies focused on students as a data source. The fact that there are not enough studies on teachers who have an important role in the main idea teaching process, teacher candidates who should be trained in main idea teaching and academicians who train them, textbooks and texts used in the teaching process reveals that important stakeholders are ignored in the development of these skills. In this context, it is possible to say that there is a need for qualified research in which all stakeholders are taken into account within the scope of main idea teaching.

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