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Evaluation of 2018 Turkish Language and Literature Curriculum According to Teachers' Opinions (Bursa Province Sample)

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Abstract. This study aims to evaluate the Turkish Language and Literature Lesson Curriculum which was put into use in 2018/2019 school year by the views of literature teachers. Teacher opinions about the components of the curriculum were collected, failing parts of the curriculum that were identified from the data and then teachers' recommendations to fix those failing were revealed. In this descriptive research, it was aimed to collect opinions of the branch teachers and to evaluate the curriculum according to the gathered data. This study employing both qualitative and quantitative data acquisition; the former method for specific data from small group and the latter for objective data from large group. The findings of quantitative part of the study have offered information on a wider scale, on the other hand, findings of the qualitative part of the research has provided more specific information for a detailed evaluation. Comparing the findings with the studies focused on the previous curriculums, the study has focused on determining the innovation and the problems not yet of the new curriculum brought in. In the conclusion of the research, bringing back the previous program's chronological, literary era-based subject arrangement, instead of newly presented genre - based subject arrangement would be the most crucial step to have integrity on content and to make sense of the subjects better for the students.

Keywords. High school, Turkish language and literature lesson, curriculum evaluation.

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Turkish literature and language lesson is one of the most crucial components of Turkish education system. Such that, literature and education share the same main focus: human beings. Because of that, literature can help education to understand human nature. Besides that, mother tongue education has a great impact on life time success of the people. Individuals who can fully and correctly understand what they read or hear are more capable in communication. If we speak specifically about education life, understanding and interpreting the contents of other lessons, depend on main tongue competence.

The Turkish language is an agglutinative language belonging to the Turkic languages family, spoken in a wide area from the Balkans to the Caspian area (Aksan, 2005, p. 68). The related languages of Turkish, which is from the Altaic branch of the Ural-Altaic language family, are Mongolian, Tungusic, and controversially Korean and Japanese (Tekin, 2003, p.73). Turkey Turkish, which comes from the Oghuz sub-branch of the Turkic languages we speak today, has historically passed through four periods:

1. Old Anatolian Turkish 13th century. – 15th century.
2. Classical Ottoman, 16th century. – 19th century
3. Neo-Ottoman, 19th century – 20th century.
4. Republic Period Turkey Turkish 20th century. - (Ercilasun, 2004, p. 343).

In Ferit Devellioğlu's Ottoman Turkish – Turkish Encyclopedic Dictionary, literature is defined as follows: “beautiful words in prose with poetry. The science that speaks of these words.” (Devellioğlu, 2006, p. 203). Turkish literature, on the other hand, is a literature with a deep-rooted tradition, the beginning of which is very old as oral literature, and the first written works are the Orkhon Inscriptions, which were erected in the 8th century. Turkish literature, which has been fed by different religious and cultural schools over the past centuries, can be followed uninterruptedly from the first written works to the present. Turkish literature has been divided into periods in different ways according to different criteria by researchers. The most accepted of these classifications belongs to Mehmet F. Köprülü.

According to the aforementioned classification, Turkish Literature is divided into three main periods:

1. Pre-Islamic Turkish Literature (...– 11th century).
2. Islamic Period Turkish Literature (11th century – 19th century).

3. Turkish Literature Developing under Western Influence (19th century – ...) (Polat, 2008, p. 10-11).

It would be wrong to identify literature as; “looking to papers or looking life through a piece of paper”. Firstly, literature is a field of art. All of the fine art branches use various materials to create their art. For example; a sculptor uses clay or marble in his work which depends on the project. Or a painter’s instruments are paint, canvas and brushes. The man of letters on the other hand, uses language as the main indigent of his art. Language is living thing so is literature. Because history of humankind and the history of literature have been following the very same path through the time.

Art of literature has a significant effect on human life. It connects past and the present like a bridge, also has a critical impact on character development of humans. There are certain literary works that move societies. Mustafa Kemal Atatürk, father of the Turkish Republic expresses this aspect of literature as:

“Even an highly idealistic profession such as military service, which is based on the positive science and the most attentive technical principles of humanity, and is destined to face life and death; needs literature to express itself to the society which it is in, and also as a tool to be inspiring, aiming, executing and finally self-sacrificing and heroic” (İnan, 1971).

Turkish essayist and critic Nurullah Ataç points out the didactic function of literature. He believes that ethical society can only be built by rising awareness towards to art and literature and supporting them (Ataç, 1968).

Considering the number of books he read and also the literary output he created, we can easily say that Mustafa Kemal Atatürk was very fond of literature. Atatürk’s thoughts about power of literature were mentioned above. He also shared his thoughts about the aim and function of literature lessons:

Literature is for; explaining the world and humanity to Turkish youth; giving it the ability of analysis and synthesis; letting Turkish youth to have their own style; and raising it with all these attributes and abilities to make it contribute to enhance society’s quality (Palazoğlu, 1996, p. 484).

Most of the knowledge about literature, which we try to explain its effect on both of our educational life and the life in general, is acquired by Turkish Language and Literature (TLL) lesson. Turkish Language and Literature education; which has critical effects that reach beyond

educational life; such as increasing students' efficiency in mother tongue, helping them to gain different perspectives and sense of aesthetics, boosting their self-confidence, deserves to be focus of detailed curriculum-wise research.

Education must keep up with the technology of the time which advances year by year even day by day. In this era that is called "Communication Era", Turkish youth's efficiency on language skills which are the most common and effective way of communication, is vital.

Literary education is an education and training activity that is accompanied by works within the art of literature so that individuals from different age groups and different levels can reach the desired skills, knowledge and characteristics (Çetişli, 2011).

The subject of both literature and education is human. That's why literature and education complement each other about human beings. The adventure of humanity on the earth, the relations of society and nature, the longing for a healthy life are the fields of interest of these two fields (Kavcar, 1999). Cemiloğlu (2003) emphasizes that the basic point of literature and education is humanitarianism and talks about two goals of literary education:

- a. The focus of literature, which is the branch of fine arts, is to add a positive sense to individuals and to contribute to the four language skills of individuals (reading, writing, listening, and speaking) in the context of literature, grammar and writing.
- b. Using literature as an instrument for the education of individuals, starting from literature, to help shape their thoughts and actions in their daily lives.

Regarding language teaching, Karakuş (2002) states that language is the most important tool in the development of the world of perception, thought and imagination, in accurate evaluations, in the development and perfection of physical perception, and in adapting to social life, starting from early ages; emphasizes that the transfer of knowledge and experience between generations can only be possible through language. For these reasons, he underlines that learning the language correctly and completely has a great place in the success of individuals' educational life; because language education is the basis of success throughout life. Language education is also vital for success in all other subjects. In societies where language education is of high quality, since people will understand each other better, the awareness of unity and solidarity increases and healthier community ties are established (Karakuş, 2002).

According to Uçan (2015), the primary tasks of teaching Turkish language and literature are students' gaining insight from literary work, developing the world of thought and feeling, acquiring a skill or revealing new attitudes towards situations that may occur, and transferring culture (Uçan, 2015, p. 68).

With ignoring the minor changes, TLL lesson has had 15 different curriculums since the modern Turkish Republic founded. Evaluation of the 2018 TLL lesson curriculum, which was updated by the National Education Ministry to keep up with “2023 Education Vision”, by the teachers is very important. 2023 Education Vision has a human centered approach to education. This was explained as “Humanity is the main component and prime subject of education.” in the 2023 Education Vision’s definition (Ministry of National Education [MoNE], 2021). This human centered approach is needed to be supported by literature which mainly focuses on human life.

Difficulties that Turkish students suffer on reading comprehension, which also can be seen in the results of PISA tests, can only be resolved by learning mother tongue efficiently (MoNE, 2020). And learning mother tongue efficiently and competently needs a healthy TLL teaching. Concordantly a healthy TLL teaching needs a curriculum which can satisfy the needs completely. Curriculum’s power to satisfy the needs depends on improvements based on proper evaluation. There are very few studies about TLL lesson curriculum on the literature. Considering that the last study was focused the 2005 curriculum, it can be said that a proper evaluation study is needed for TLL lesson curriculum. It is very crucial that the curriculum to be evaluated by the lesson teachers because the curriculum put on use without having pilot scheme and field testing. Evaluations of curriculums regularly and continuously are essential to detect problems and to do the modifications for solving those problems. With these touches curriculum can fulfill its expected potential (Demirel, 2007, p. 176).

Aim

This research aims to evaluate the Turkish Language and Literature Lesson Curriculum which had been announced in 18th July 2017 and put into use in 2018/2019 school year by the views of literature teachers. For this purpose, answers were sought to the following questions:

1. What are the opinions of the high school TLL teachers about; Objective, Content, Learning experiences, Evaluation components of 2018 TLL lesson curriculum?
2. What are the opinions of the TLL teachers about the general aspects of newly put in use curriculum?

Method

Research Model

This descriptive research aimed to receive literature teachers' opinions about TLL Lesson Curriculum which had been put into use in 2018/2019 school year and to evaluate the curriculum by the opinions gathered. This study employed both qualitative and quantitative data acquisition; former method for specific data from small group and the latter for objective data from large group. Convergent parallel design was used in the study.

Mixed research designs assume that using qualitative and quantitative techniques together helps to handle the problems which the research focuses. Designs help evaluating and interpreting better because it contains several viewpoints (Creswell, 2017). The reason of using mixed research design in this study is; to use qualitative and quantitative techniques' stronger aspects in order to minimize the limitations of each other (Creswell & Plano Clark, 2014).

In convergent parallel design researcher gathers both qualitative and quantitative simultaneously. Each data types are analyzed separately; then the gathered information is combined together and processed. Aim of using this design is to use various data types about the researches to support and complete each other (Morse, 1991).

On the quantitative part of the research, survey was used. Surveys are used to acquire data for defining groups' certain attributions (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2012). In this technique; individuals, incidents or situations are tried to be defined in their context without any intervention (Karasar, 2006).

On the qualitative part of the research, data was gathered using open-ended questions. Qualitative researches are process – based researches that aim to define the target cases factually in their natural environment via using data gathering techniques like observation, interview and document analysis (Yıldırım & Şimşek, 2008). Collected qualitative data was classified by using content analysis.

Study Group

TLL teachers who work in public high schools in Bursa in 2018/2019 school year are the population of the research. Sample teachers of the research are picked from the Osmangazi, Nilüfer and İnegöl counties of Bursa, using convenience sampling method. Convenience sampling method allows the researcher to gather data swiftly, economically and easily (Haşiloğlu, Baran & Aydın,

2015). Researcher picks enough samples randomly from the pool at present. Therefore, this method can be called incidental sampling or random sampling (Singleton & Straits, 2005, p. 4). A total 196 teachers (93 female, 103 male) working in public high schools in the aforementioned counties, participated in the research.

Data Collection Tools

In this research, the questionnaire used by Özbey (2011) in her master thesis titled "Evaluation of the Primary School Computer Lesson (1-8th Grades) Curriculum According to Teachers' Opinions: Kars Province Sample" was used as a data collection tool after obtaining permission. After examining the theses on the subject, Özbey (2011); prepared the questionnaire she used in her thesis in draft form first, using the steps and methods of preparing a questionnaire. Afterwards, she sought expert opinion in order to ensure the content and face validity of the draft. Scale was rearranged and finalized with the data which had been obtained with the results of pretesting and the interviews with the teachers who participated in pretesting (Özbey, 2011).

The questionnaire was edited in accordance with the TLL lesson and presented to the expert opinion again, and its content and face validity was increased. Besides, reliability of the questionnaire which constitutes the quantitative part, was calculated using the Cronbach Alpha coefficient. Reliability coefficient was found as $\alpha = 0.829$. If the Cronbach Alpha coefficient is in the range of $0.81 < \alpha < 1.00$, the reliability of the questionnaire is considered high (Özdamar, 2002).

The questionnaire used as a data collection tool consists of three parts. In the first of these, there are 6 questions in order to determine personal information (gender, seniority, place of duty). The second part consists of questions about the curriculum in question. This section is, in the form of a five-point likert type scale. It contains of questions regarding the objectives, content, learning experiences and evaluation components of the curriculum. In the third part of the questionnaire, there are 7 open-ended questions in order to obtain the qualitative data of the study.

Process

Before the data collection tools were put into use, necessary permissions were obtained and data collection tools were copied. In order to collect quantitative data, various high schools affiliated to the Ministry of National Education were visited within the borders of the mentioned counties and the questionnaires were distributed to TLL teachers. The questionnaires were collected by the researcher by going back to the schools a few days later in order not to hinder the teachers' lessons and to give the teachers enough time to fill out the questionnaire.

The qualitative data of the study were collected by distributing open-ended question forms to the volunteers among the teachers who answered the previous questionnaire.

Data Analysis

Since the research includes both quantitative and qualitative data; analysis techniques suitable for each data types were used.

SPSS 21.0 software was used for the analysis of the data obtained from the research. The quantitative data obtained were analyzed according to the main and sub-problems of the research. A general view was presented by calculating the frequency (f) and percentage (%) of the answers given to all questions. For each components of the curriculum (objectives, content, learning experiences and evaluation) the arithmetic means (\bar{X}) and standard deviations (ss) of the items were calculated in order to identify the most and the least items adopted by the teachers. The data obtained through the questionnaires were interpreted through tables.

In the research, qualitative data were analyzed using descriptive and content analysis techniques. The reason for using content analysis in research; it allows similar data to be brought together around certain facts and themes and to be systematically examined and interpreted (Berg & Lune, 2019, s. 344-345). The data obtained through content analysis were tabularized as frequency (f) and percentage (%) and supported by quotations from the interviews.

Results

First of all, the personal features of 196 TLL teachers participating in the research were determined. These features are; gender, period of service, educational attainment, place of duty, average class sizes and in-service training status about curriculum. Percentages and frequency distributions of this information are given in Table 1.

Table 1.

Personal Features of the Teachers

| Variable | Category | n | % |
|------------------------|-------------------|-----|------|
| Gender | Female | 93 | 47.4 |
| | Male | 103 | 52.6 |
| | Total | 196 | 100 |
| Period of Service | 1-5 Years | 13 | 6.6 |
| | 5-9 Years | 42 | 21.4 |
| | 9-15 Years | 61 | 31.1 |
| | 15+ Years | 80 | 40.8 |
| | Total | 196 | 100 |
| Educational Attainment | Bachelor's Degree | 161 | 82.1 |

| | | | |
|---|--------------|-----|------|
| | Postgraduate | 35 | 17.9 |
| | Total | 196 | 100 |
| Place of Duty | Nilufer | 65 | 33.2 |
| | Osmangazi | 75 | 38.3 |
| | Inegol | 56 | 28.6 |
| | Total | 196 | 100 |
| | | | |
| Average Class Size | 10-20 | 13 | 6.6 |
| | 21-30 | 109 | 55.6 |
| | 31-40 | 66 | 33.7 |
| | 41+ | 8 | 4.1 |
| | Total | 196 | 100 |
| In-service Training Status About Curriculum | Received | 112 | 57.1 |
| | Not Received | 84 | 42.9 |
| | Total | 196 | 100 |

TLL Teachers' Opinions on the Objectives Component of Curriculum

The opinions of the teachers participating in the research on the objectives component of the 2018 TLL lesson curriculum were examined under this title. Frequency, percentage and arithmetic mean values of the answers given to 20 questions asked in order to determine the views on the objectives were calculated. The three most and least adopted items about the objectives are given in Table 2. The arithmetic means and standard deviations of these items were calculated.

Table 2.

The Most and The Least Adopted Items on Objectives

| OBJECTIVES | | | |
|--------------------------------|--|------------------------------|----------------------------|
| No. | Statements | Arithmetic Mean \bar{X} | Standart Deviation (sd) |
| <i>The Most Adpoted Items</i> | | | |
| 7 | It is suitable for the moral development attributions (interpersonal harmony, order, etc.) of the students. | 2.6939 | .86420 |
| 13 | The curriculum includes objectives based on high-level thinking (logical thinking, critical thinking, etc.). | 2.8367 | .99942 |
| 19 | The objectives are mutually supportive rather than repetitive. | 2.9133 | .99621 |
| <i>The Least Adopted Items</i> | | | |
| 16 | The objectives are not consistent with each other. | 3.5051 | .99485 |
| 15 | The objectives are not suitable for the characteristics of the learning domains. | 3.3418 | .90610 |
| 17 | Objectives have not been expressed clearly and precisely. | 3.2704 | 1.07338 |

Supporting the moral development of the student, including objectives that support higher-level thinking and supporting each other instead of repeating are the most adopted items about the objectives.

Items that state “The objectives are not consistent with each other”, “They are not suitable for the characteristics of the learning domains.” and “They are not clearly stated.” are the least adopted items by the teachers about the objectives of the curriculum.

TLL Teachers' Opinions on the Contents Component of Curriculum

The opinions of the teachers participating in the research on the contents component of the 2018 TLL lesson curriculum were examined under this title. Frequency, percentage and arithmetic mean values of the answers given to 13 questions asked in order to determine opinions on the content were calculated. The three most and least adopted items about the objectives are given in Table 3. The arithmetic means and standard deviations of these items were calculated.

Table 3.

The Most and The Least Adopted Items on Content

| No. | Statements | CONTENT | |
|--------------------------------|--|------------------------------|----------------------------|
| | | Arithmetic Mean \bar{X} | Standart Deviation (sd) |
| <i>The Most Adpoted Items</i> | | | |
| 23 | Content was sorted according to learning principles. | 2.898 | 1.03269 |
| 30 | It can be transferred to students during the determined weekly course hours. | 2.7908 | 1.06800 |
| 32 | Subject repetitions in the steps increase the quality of learning. | 2.9388 | 1.07002 |
| <i>The Least Adopted Items</i> | | | |
| 33 | Student books are not prepared in accordance with the content. | 3.2806 | .98597 |
| 24 | Content is not prepared in accordance with the student's aim. | 3.2245 | .96642 |
| 29 | Content is not builded around core concepts. | 3.2041 | 1.00725 |

When the table is examined, the items that the teachers mostly adopted are; content's sorting according to learning principles; being transferable to students during the determined weekly course hours and increasing the quality of learning by subject repetitions in the steps.

“Student books are not prepared in accordance with the content.”, “Content is not prepared in accordance with the student's aim.” and “Content is not built around core concepts.” are the least adopted items by the teachers about the objectives of the curriculum.

TLL Teachers' Opinions on the Learning Experiences Component of Curriculum

The opinions of the teachers participating in the research on the learning experiences component of the 2018 TLL lesson curriculum were examined under this title. Frequency, percentage and arithmetic mean values of the answers given to 20 questions asked in order to determine opinions on the learning experiences were calculated. The three most and least adopted items about the objectives are given in Table 4. The arithmetic means and standard deviations of these items were calculated.

Table 4.

The Most and The Least Adopted Items on Learning Experiences

| LEARNING EXPERIENCES | | | |
|--------------------------------|---|------------------------------|----------------------------|
| No. | Statements | Arithmetic Mean \bar{X} | Standart Deviation (sd) |
| <i>The Most Adpoted Items</i> | | | |
| 52 | Determining the steps appropriate for the level of the students by the teacher has made the program flexible. | 2.6990 | .88068 |
| 48 | The prescribed tools and materials are sufficient for the learning outcomes of the course. | 2.7143 | .88868 |
| 53 | 5 lesson hours per week is enough to transfer the content to the student. | 2.8163 | 1.12178 |
| <i>The Least Adopted Items</i> | | | |
| 47 | Equipments are not easily available. | 3.1735 | .98215 |
| 37 | The activities are not suitable for the level of the students. | 3.2602 | 1.04692 |
| 38 | The activities do not provide the active participation of the student in the lesson. | 3.3112 | .94466 |

The statements in the items most adopted by the teachers are respectively; “Determining the steps appropriate for the level of the students by the teacher has made the curriculum flexible.”, “The prescribed tools and materials are sufficient for the learning outcomes of the course.”, and “5 lesson hours per week is enough to transfer the content to the student.”.

The least adopted items about the learning-teaching process by the participants are, again, respectively; “Equipments are not easily available.”, “The activities are not suitable for the level of the students.” and “The activities do not provide the active participation of the student in the lesson.”

TLL Teachers' Opinions on The Evaluation Component of Curriculum

The opinions of the teachers participating in the research on the evaluation component of the 2018 TLL lesson curriculum were examined under this title. Frequency, percentage and arithmetic mean values of the answers given to 20 questions asked in order to determine opinions on the evaluation were calculated. The three most and least adopted items about the objectives are given in Table 5. The arithmetic means and standard deviations of these items were calculated.

Table 5.

The Most and The Least Adopted Items on Evaluation

| No. | Statements | Evaluation Arithmetic Mean \bar{X} | Standart Deviation (sd) |
|--------------------------------|---|--|----------------------------|
| <i>The Most Adpoted Items</i> | | | |
| 54 | Evaluation is aimed at determining the realization levels of both the subjects in the learning domains and the objectives. | 2.4694 | .74012 |
| 55 | It is student centered. | 2.5867 | .89879 |
| 63 | The explanations made for evaluation activities in the curriculum are of a quality to guide teachers. | 2.8163 | .98550 |
| <i>The Least Adopted Items</i> | | | |
| 58 | The measurement methods and techniques projected in the curriculum were not prepared in accordance with the content. | 3.1939 | .92441 |
| 59 | The measurement methods and techniques projected in the curriculum do not take into account the developmental levels (cognitive, affective and psycho-motor) of the learners. | 3.2092 | .84860 |
| 69 | Measurement and evaluation practices do not help learners to feel successful in literature. | 3.1276 | .95491 |

Respectively; “Evaluation is aimed at determining the realization levels of both the subjects in the learning domains and the objectives.”, “It is student centered.” and “The explanations made for evaluation activities in the curriculum are of a quality to guide teachers.” statements are the most adopted measurement and evaluation items by teachers.

When we look at the least adopted three items, these are; item stating that the measurement and evaluation techniques envisaged in the curriculum are not suitable for the subjects; that they do not take into account the cognitive, affective and psycho-motor development levels of the learner; and the item stating that the measurement and evaluation practices applied do not help students feel successful.

Findings and Comments on Open-Ended Questions

Findings and comments on the need for a new curriculum for the TLL lesson.

Table 6.

Distribution of Answers to the “Do you think that there was a need for a new curriculum?”

Question

| Question: Do you think that there was a need for a new curriculum? | <i>f</i> | % |
|--|----------|------|
| Yes, I do. | 30 | 41.6 |
| Yes, I do. But the need still remains. | 17 | 23.6 |
| No, I do not. | 25 | 34.8 |
| Total | 72 | 100 |

When the table is examined, 41.6% of the TLL teachers participating in the research stated that a new curriculum was needed. 23.6% percent of the participants stated that there was a need for a new curriculum but the renewed curriculum does not meet this need and a new curriculum is still needed. The rate of those who stated that there is no need for a new curriculum was 34.8%.

Table 7.

Teachers’ Opinions with Example Sentences Related to the “Do you think that there was a need for a new curriculum?” Question

| Do you think that there was a need for a new curriculum? | Example Sentences |
|--|--|
| Yes, i do. | P43: “Of course it was needed. There was a very dense subject material that was spreaded throughout the literature lesson. It is a very valuable approach to make a partial simplification by distributing these topics according to the classes.” P70: “A new curriculum was needed. Because I think that the old curriculum was insufficient in teaching the beauties of Turkish language and Turkish Literature. The new curriculum is well thought out but more difficult to use in the field.” |
| Yes, i do. But the need still remains. | P57: “Certainly there was a need, and this need continues. Simplification of the program is the most important need.” P68: “There was a need. There is still a need. In the lessons, the academic knowledge load should be reduced and concise information should be given, and expectations should be changed in learning outcomes.” |
| No, i do not. | P50: “I don’t think so. It would be better for the established order to develop and implement the curriculum, which has been in use for about ten years, and to treat its deficiencies.” P9: “There was no need. The old curriculum, which followed chronological order, was more useful.” P42: “No. The current curriculum could have been further enriched.” |

When Table 7 is analyzed, it is seen that the participants answered the question around the three main idea groups mentioned above. These are “Yes, there was a need for a curriculum change.”, “Yes, a new curriculum was needed; but this curriculum did not meet this need, there is still a need for a new curriculum.” and “No, there was no need for a new curriculum.”

Findings and comments on the adequacy of the introduction of the new curriculum.

Table 8.

Distribution of Answers to the “In your opinion, was the introduction of the curriculum made to the teachers sufficiently?” Question

| Question: In your opinion, was the introduction of the curriculum made to the teachers sufficiently? | f | % |
|--|----|------|
| Yes, it was. | 8 | 11.1 |
| No, it was not. | 64 | 88.9 |
| Total | 72 | 100 |

A high percentage of participants, such as 88.9%, state that the introduction of the curriculum is not done enough. Within this ratio, there are those who do not encounter any introduction activities, and there are those who find it insufficient even though introduction is made. The rate of those who think that the introduction of the curriculum is done adequately is 11.1%.

Table 9.

Teachers' Opinions with Example Sentences Related to the “In your opinion, was the introduction of the curriculum made to the teachers sufficiently?” Question

| In your opinion, was the introduction of the curriculum made to the teachers sufficiently? | Example Sentences |
|--|--|
| Yes, it was. | K02: “I gained knowledge in the seminar I attended.” K20: “I am in the lucky few. A good planning was done at the beginning of the program.” |
| No, it was not. | K16: “No. The introduction was done only once. The curriculum can be introduced every year, at least during the seminar periods.” K22: “Definitely not.” K26: “No. Even if it is done, teachers' opinions are not taken into account. If it were taken into account, there would be no system, book or curriculum changes every year.” |

Findings and comments on the strengths of the curriculum.

Table 10.

Distribution of Answers to the “What do you think are the strengths of the program?” Question

| Question: What do you think are the strengths of the program? | <i>f</i> | % |
|---|----------|------|
| The curriculum has strengths. | 56 | 77.7 |
| The curriculum does not have any strengths. | 16 | 22.3 |
| Total | 72 | 100 |

The answers given were primarily classified in terms of the presence or lack of strengths. When Table 10 is examined, 77.7% of the participants stated that the curriculum had strengths, and 22.3% stated that there were no strengths.

The answers of those who gave positive answers regarding the existence of the curriculum's strengths were divided into general meaning phrases and themes, the frequencies of these meaning phrases and their percentage values were calculated. The frequencies and percentage values of the statements regarding the presence of strengths are given in Table 11.

Table 11.

Distribution Rates of Meaning Phrases Related to the Strengths of the Program

| Statements about the strengths of the curriculum | <i>f</i> | % |
|--|----------|------|
| Usefulness of textbooks and activities | 20 | 35.7 |
| Helping student to be more active in classroom | 21 | 37.5 |
| Having a holistic approach | 12 | 21.4 |
| Supporting verbal communication and writing skills | 3 | 5.4 |
| Total | 56 | 100 |

As it is seen from the data, the participants mentioned; usefulness of textbooks and activities, it's help to students for being more active in classroom, it's holistic approach and support for verbal communication and writing skills as the positive aspects of the curriculum.

Example sentences about the strengths of the curriculum were given in Table 12. The statements of the teachers who said that the curriculum did not have any strengths are also given below.

Table 12.

Teachers' Opinions with Example Sentences Related to the Strengths of Curriculum

| Statements about the strengths of the curriculum | Example Sentences |
|--|---|
| Usefulness of textbooks and activities | P70: "One of the strengths of the program is the preparation of books containing information suitable for the curriculum." P52: "... reading passages, activities, questions are very good." |
| Helping student to be more active in classroom | P63: "Making the student active. But this does not apply to vocational high schools." P66: "It is student centered. It draws the students' attention into the course with activities." |
| Having a holistic approach | P45: "The reunification of literature and grammar." P41: "It was good to combine literature and grammar lessons under one roof." P68: "It was good to include Language and Expression in literature." |
| Supporting verbal communication and writing skills | P25: "The strength of the program is that it also covers verbal communication and writing skills." P30: "Reading – writing – verbal communication – listening phases are progressing effectively." P13: "Providing students the opportunity of writing and verbal expression." |

Table 13.

Teachers' Opinions with Example Sentences Related to the Lack of Strengths

| | Örnek Cümleler |
|---|---|
| The curriculum does not have any strengths. | P50: "None! There are no strengths." P19: "It has no strengths." |

Those who thought that the curriculum did not have a positive aspect generally expressed their opinions with short answers without explanation.

Findings and comments on the weaknesses of the curriculum.

Table 14.

Distribution of answers to the "does the curriculum have any weaknesses?" question

| Question: Does the curriculum have any weaknesses? | f | % |
|--|----|------|
| Yes, it has | 64 | 88.9 |
| No answer | 8 | 11.1 |
| Total | 72 | 100 |

When Table 14 is examined, 88.9% of the participants stated that the curriculum has weaknesses. The participant with a rate of 11.1% did not make a positive or negative comment.

The answers of the participants who said that the curriculum had weaknesses were grouped according to meaning phrases and themes, and the percentage rate was calculated while determining the frequency of occurrence of each phrase. The meaning phrases and themes of these expressions and their numerical values are given in Table 15.

Table 15.

Distribution Rates of Meaning Phrases Related to the Weaknesses of the Curriculum

| Statements about the strengths of the curriculum | <i>f</i> | % |
|--|----------|------|
| Intensity/difficulty of the curriculum | 11 | 17.1 |
| Genre-based arrangement | 34 | 53.1 |
| Being inadequate to prepare students to university entrance exam | 4 | 6.2 |
| Problems about the content of the textbook and the texts | 8 | 12.5 |
| Inadequacy of grammar subjects | 7 | 11.1 |
| Total | 64 | 100 |

It can be seen that five main meaning phrases are formed. It can be concluded that the vast majority consider the genre-based arrangement of the curriculum as a weakness. Curriculum's intensity and difficulty, inadequacy to prepare students to university entrance exam, lacking of grammar subjects and problems about the textbooks and the texts were also stated as other negative aspects. Example sentences about the weaknesses of the curriculum were given in Table 16.

Table 16.

Teachers' Opinions with Example Sentences Related to the Weaknesses of Curriculum

| Statements about the weaknesses of the curriculum | Example Sentences |
|--|---|
| Intensity/difficulty of the curriculum | P57: "So detailed, containing too much information is one of the weaknesses of the curriculum." P60: "The curriculum in 9th and 10th grades is very intense. Especially in the 9th grade, some problems can be encountered by the students." P7: "There are too many objectives." |
| Genre-based arrangement | P45: "The splitting of subjects in literature courses according to genres, not periods." P39: "I think that the subjects of literature are messy. Information about the periods is insufficient and scattered. Unitization based on period rather than genre would be more successful." P19: "The fact that it is genre-oriented breaks the integrity." P73: "I see the formation of the curriculum in a spiral order as a weakness. Topics covered at each grade should be arranged according to the chronology of Turkish literature." |
| Being inadequate to prepare students to university entrance exam | P53: "Preparation based on genre rather than period." P51: "It shows inadequacy in preparing for ÖSYM (student selection and placement center) exams." |

| | |
|--|---|
| Problems about the content of the textbook and the texts | P31: "I think exams that applied and the program do not match up very much." P48: "Failure to pay due attention in the selection of sample texts suitable for the subjects." |
| Inadequacy of grammar subjects | P40: "The wording and length of the texts are at the academic level. It is boring and distracting for students." P52: "10th grade grammar topics are very few." P66: "The inadequacy of the grammar curriculum.." P30: "The scattering of grammar topics in the book." |

Findings and comments regarding the problems experienced during the implementation of the curriculum.

Table 17.

"Distribution of Answers to the "What kind of problems did you encounter in the implementation of the curriculum?" Question

| Question: "What kind of problems did you encounter in the implementation of the program?" | f | % |
|--|----|------|
| I did not encounter any problems | 17 | 23.6 |
| Time related issues | 13 | 18 |
| Problems with student interest in the lesson | 20 | 27.7 |
| Problems caused by the structure of the curriculum – not arranging the topics according to the periods | 12 | 16.6 |
| Other issues | 10 | 14.1 |
| Total | 72 | 100 |

When the table is examined, it is seen that the participants experienced problems that can be grouped under various topics while implementing the curriculum. The most common of the problems experienced is the problem of ensuring the students' interest in the lesson and maintaining the interest with a rate of 27.7%. The inadequacy of the time allocated to the subjects in the curriculum, the problems arising from the curriculum itself and other issues are the problems that the teachers stated in the implementation. Another remarkable point is that the genre-based arrangement, which was the general answer in the previous question, is also stated by the teachers as a problem in the implementation of the curriculum. 23.6% of the participants stated that they did not have any problems while implementing the program. Table 18 includes sample sentences in which teachers describe the difficulties they encountered while implementing the curriculum.

Table 18.

Teachers' Opinions with Example Sentences Related to the Problems Experienced During The Implementation of the Curriculum

| Problems experienced during the implementation of the curriculum | Example Sentences |
|---|---|
| Time related issues | P12: "We can't spare time for activities." P72: "Lack of class time." P30: "Five hours is not enough, especially in low-level classes." |
| Problems with student interest in the lesson | P53: "There have been difficulties in motivating students." P47: "The absence of a content that will attract the attention of the student makes it difficult to provide motivation for the lesson." |
| Problems caused by the structure of the curriculum– not arranging the topics according to the periods | P42: "New information did not produce the desired result because of the lack of core knowledge." P26: "The fact that the objectives are always repetitive of each other has made the curriculum even more boring." P29: "The interweaving of periods." P64: "The content in grades 9 and 10 is still dense, the genre-based unit approach is inefficient." P45: "As periods are tried to be given through genres, there are disconnections in the subject. There is no unity between the subjects." |
| Textbook and activity issues | P20: "It was difficult for me to teach grammar subjects over the text and not go into details." P57: "Activities and question practices cannot be done completely in the classroom." P41: "Subjects are left piecemeal because the students do not have preparedness and the textbooks are messy." |

Findings and comments on the opinions to be added regarding the components of the curriculum.

Table 19.

Distribution of Answers to the "Do you have any opinions that you would like to add regarding the components of the curriculum?" Question

| Question: "Do you have any opinions that you would like to add regarding the components (objectives, content, learning experiences and evaluation) of the curriculum?" | <i>f</i> | % |
|--|----------|------|
| Yes, i do. | 46 | 63.8 |
| No, i do not. | 26 | 36.2 |
| Total | 72 | 100 |

63.8% of the TLL teachers who participated in the research stated that they had opinions to add about the components of the curriculum. The rate of those who say that they do not want to add anything is 36.2%.

The opinions of the teachers who wanted to add about the components of the curriculum were grouped to form meaning phrases and themes. The frequency values and percentages of these expressions are given below.

Table 20.

Distribution Rates of Meaning Phrases Related to the Opinions That Wanted to be Added

| Statement | f | % |
|--|----|------|
| Objectives – The necessity of following the subjects in chronological order | 20 | 43.4 |
| Evaluation - Improving quality in evaluation | 6 | 13 |
| Content - Inclusion of the subjects in the university entrance exams in the curriculum | 8 | 17.4 |
| Various opinions on objectives and content | 12 | 26.2 |
| Total | 46 | 100 |

When Table 20 is examined, it is seen that TLL teachers mostly expressed their opinions about the content of the curriculum. The sum of the statements about the content is 60.8%. Teachers especially stated that the subjects should follow a chronological order as in the previous curriculum. The rate of this answer alone is 43.4%. Another issue that is mentioned about the content is that the content of the curriculum should cover the subjects in the university entrance exams. Thoughts on increasing the quality of measurement and evaluation were also expressed. The rate of other opinions about the objectives and content was 26.2%. The opinions of TLL teachers about the components of the curriculum are given in Table 21.

Table 21

Teachers' Opinions with Example Sentences Related to the Opinions That Wanted to be Added

| Opinions To Be Added Regarding the Components of the Curriculum | Example Sentences |
|---|--|
| Objectives – The necessity of following the subjects in chronological order | P39: “The distribution of grammar subjects according to classes needs to be re-planned. I believe that literature should start with the oral tradition in literature in the 9th grade and progress through until the end the 12th grade in chronological order. Thus, the student can establish the cause and effect relationship more easily.” P41: “The topics should be covered in chronological order, spread over four years. The subjects should be taught by establishing a cause-effect link between them.” P53: “Period-oriented teaching can be more permanent.” |

| | |
|--|---|
| Evaluation - Improving quality in evaluation | P64: "... Unnecessary repetition of topics caused by genre centered teaching should be avoided." P10: "Evaluation questions can be written in a simpler and clearer way. The number of questions reflecting the content of the subject can be increased. Questions can be given separately under two headings: literary texts and grammar." P62: "Measurement and evaluation should be the same at every school-grade level. Measurement and evaluation should be done transparently and in accordance with the rules. It should not be forgotten that there is a level difference between vocational high schools and qualified high schools." |
| Content - Inclusion of the subjects in the university entrance exams in the curriculum | P16: "... this program has shortcomings, especially for high school students who work aiming higher education exams in terms of academic success." P13: "Subject lectures that will cover the questions to be asked in the university exams should be included. It should be ensured that students do not need auxiliary resources." |
| Other opinions on objectives and content | P47: "The objectives are many, the time is limited." P57: "The content should be simplified and the curriculum should be freed from the burdens. It should be in harmony with life, suitable for life." P70: "Especially in 9th grades, the number of objectives needs to be reduced. A more suitable program is a must for vocational high schools!" |

Findings and comments on the suggestions for a more effective TLL lesson.

Table 22.

Distribution of Answers to the "Do you have any suggestions for a more effective TLL lesson?" Question

| Question: "Do you have any suggestions for a more effective TLL lesson?" | <i>f</i> | % |
|--|----------|------|
| Yes, i do. | 51 | 70.8 |
| No, i do not. | 21 | 29.2 |
| Total | 72 | 100 |

The rate of those who made suggestions for the development of the curriculum and making it more effective was 70.8%; The rate of those who did not answer the question is 29.22%. The suggestions of the participants were examined, certain themes and meaning phrases in the answers were identified and classification was made according to them. While making this classification, the frequencies of the themes and phrases were found. Percentages were also calculated.

Table 23.

Distribution Rates of Meaning Phrases Related to the Suggestions For a More Effective TLL Lesson

| Suggestions for a more effective TLL lesson | f | % |
|---|----|------|
| Education should be removed from the exam focus | 3 | 5.8 |
| Various curriculums should be created for different types of schools | 6 | 11.7 |
| It should not be forgotten that literature is an art and it should be intertwined with life | 10 | 19.6 |
| Topics should be restructured according to periods | 13 | 25.5 |
| The texts in the books should be re-selected and modernised | 15 | 29.4 |
| EBA (Educational Informatics Network) and activities should be enriched | 4 | 8 |
| Total | 51 | 100 |

It is seen that TLL teachers' suggestions for making the curriculum more effective constitute six themes and phrases. The recommendation, which has the highest rate of 29.4% in the answers, is to review the contents of the textbooks and to include more competent and good examples. The second recommendation, with 25.5%, is to arrange the subjects in periods as in the previous curriculum. Other suggestions of the teachers for the curriculum are; not forgetting that literature is an art branch, and in connection with this, aiming to create literary pleasure in students, enriching the EBA content and abandoning exam-oriented education.

Table 24.

Teachers' Opinions with Example Sentences Related to the suggestions for a more effective TLL Lesson

| Suggestions for a more effective TLL lesson | Example Sentences |
|---|--|
| Education should be removed from the exam focus | P67: "We do not want exam-oriented lessons to be taught. But the system forces us to do so." P57: "Schools and courses should be freed from the private teaching institution mentality." |
| Various curriculums should be created for different types of schools | P48: "Different curricula should be prepared according to the level and type of schools." P49: "... I also think that the curriculum of vocational and technical high schools should be different." P10: "This course should be programmed according to different schools. In other words, it should be separate for vocational high schools and separate for Anatolian high schools." |
| Topics should be restructured according to periods | P70: "I think it would be more appropriate to follow the chronological order when teaching the periods of Turkish literature." P34: "I suggest returning to chronological order." P9: "A chronological, meaningfully continuous curriculum may be healthier." |
| The texts in the books should be re-selected and modernised | P27: "Text selection should be done by taking into account the interests of students and young people." P13: "Texts that are of interest to students should be included." |
| EBA (Educational Informatics Network) and activities should be enriched | P52: "EBA contents can be enriched." P62: "Richer content should be added to EBA. (Videos, |

| | |
|---|---|
| It should not be forgotten that literature is an art and it should be intertwined with life | short films...)" P2: "There may be more content on EBA." P25: "With such a curriculum, only students who hate their own language and literature can be trained. Literature is art. Turkish language and literature course should also be an art course." P11: "It is necessary to concentrate on the literature in life, not in the books, and explain the beauties of this literature." |
|---|---|

Discussion and Conclusion

Işksalan (2011) stated in her study that the achievements of the literature curriculum implemented in 2005 included very high-level information content, and sometimes academic depth. She underlined that this content should be reconsidered and rearranged according to student level, perception and ability. This was also expressed for the 2018 curriculum as a weakness by the participating teachers. Related to the subject, Erdem (2017) also emphasized that the content was above the students' level and that they was not in a quality that would motivate the students towards the lesson and recommended reducing the number of objectives. At this point, it is seen that nearly no progress has been made in organizing the information according to the level of the students since the 2005 and 2011 curriculums. On the other hand, based on the findings of Tahaoğlu's (2014) study examining the achievements of the 2011 curriculum from a cognitive perspective; It can be said that the 2011 Turkish Language and Literature Curriculum contains a very high number of gains such as 660 and most of the acquisitions are for low-level cognitive skills. Reducing the number of objectives and including learning outcomes for higher cognitive levels in the curriculum renewed in 2018 is a positive development for the curriculum.

The content was found to be partially sufficient to meet learner needs. However, the inadequacy of grammar subjects is the points that are emphasized. As stated in our study before, the three-hour Turkish literature and two-hour grammar courses in the previous semesters are; it has been turned into a single lesson under the umbrella of Turkish language and literature. This situation is positive in terms of reducing the exam load of teachers, but it is negative in terms of not having a clear framework for grammar. Also basing language teaching on basic skills (reading, writing, listening, speaking) is a positive step for the curriculum. In this respect, it can be seen that steps have been taken towards the aims of grammar teaching, which Dolunay (2011) also stated. The fact that world literature and Turkish world literature, as stated by Erdem (2017), was not included in the curriculum has also disappeared. Since genre-based classification is put in use, examples from the world and Turkic world literature and information about them are given within

the genre. At this point, another important issue is that the content of the curriculum does not overlap with the exam subjects for transition to higher education. The fact that the lesson content did not overlap with the university entrance exams drove students away from the school lessons in the past and pushed them to private teaching institution (Erdem, 2017). Today, although private teaching institutions have been closed, the school content -university exam accordance has still not been achieved. This is one of the important problems that teachers have stated regarding the content. Especially senior students who have high goals aiming qualified universities completely lose their interest in the lesson.

Another remarkable problem is related to textbooks. Although some teachers who participated in the research expressed positive opinions about the texts in the textbooks; many teachers state that the texts in the books are heavy and boring to the students. It was stated that the texts to be selected should be interesting and reflective of the characteristics of the period. Işıksalan (2011) stated that textbooks on the subject should be written by experts in the field and they should be renewed in accordance with the requirements of the time. In addition, while selecting the texts, it was recommended to try on students from different socio-cultural environments, as in some developed countries. Erdem (2017) expressed the inadequacies of the glossary of terms and dictionaries in the textbooks and the lack of measurement and evaluation parts. He also emphasized the lack of guides and exercise books that continue today. As can be seen, the lacks of books in which competent texts are selected and designed in a way that will not bore the students is still an important problem for the Turkish language and literature lesson.

Teachers consider classroom activities sufficient. The variety of activities for reading, writing, speaking and listening makes it easier for the curriculum to appeal to students with different intelligence types. The necessity of diversifying visual, auditory and written sources in the realization of the activities emphasized by Işıksalan (2011) is achieved through interactive whiteboards and EBA contents. However, the number of interactive content for Turkish language and literature in EBA still is not at the desired level.

Most of the teachers participating in the research find five lesson hours per week sufficient. The fact that the intensity of the objectives has decreased has helped five lesson hours per week to be effective. As we mentioned above, Erdem (2017) concluded in his study that two hours were not enough for the language and expression course for the period when there were two separate courses

in the form of Turkish literature and language and expression. As can be seen, the problem of time has largely solved after the courses have been combined.

Variety in measurement and evaluation activities and process evaluation are seen as positive aspects of the curriculum. However, the continued use of the test technique orienting university exams is a chronic problem that has been going on since previous curriculums. Because, the test technique is against the nature of literature teaching.

The limited number of studies in the literature on the evaluation of the Turkish language and literature curriculum has made it difficult to find studies that can be compared. However, the presence of studies on the previous curriculums, the 2005 and 2011 curriculums, allowed us to see the path taken and to make comparisons in the process. When the data obtained are compared with other studies, it is seen that some chronic problems of Turkish language and literature lesson still continue, but progress has been made in some cases. In this study, the teachers emphasized the most, perhaps the most important issue, is to go for a genre-based arrangement instead of a periodical-chronological arrangement. In the qualitative part of the study, it is seen that the teachers declared that they want to return to the previous arrangement. The absence of any negative data on this subject in the studies on previous curriculums can be interpreted as the arrangement before 2018 was adopted by the teachers.

Recommendations

The Results of This Research Leads to the Following Suggestions

The problem that the participants mentioned the most in the qualitative part of the research is that abandoning the chronological order that separates the subjects into literary periods and bringing an approach based on genres that repeat cyclically every year. As the integrity of the subject has been broken, it becomes more difficult for the students to make sense of the subject. For this reason, the subjects should be given in periods in the chronological flow as in the previous curriculum.

Various Turkish Language and Literature Curriculums should be prepared according to high school types (at least one for vocational high schools), and the type of school, student expectations and students' knowledge level should be taken into consideration while creating the curriculums.

The problems in the process of introducing the curriculum to the teachers should be identified and eliminated, and all teachers should be reached.

Grammar topics should be included in the curriculum as stand-alone topics rather than practice on the text.

Thanks to the interactive whiteboards and EBA, the number and quality of the activities and content to be used in the lesson have been increased; however, improvements should be made so that they can be fully integrated into the course.

While selecting the texts for the textbooks, the most competent works of the genre and period they belong to should be preferred, and attention should be paid to choosing texts that attract the attention of the students.

By ensuring that the subjects in the university exams and the course contents completely overlap; especially high school senior students' interest in the course should be prevented from decreasing.

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