

An Examination of the Learning Outcomes and Field-Specific Skills in the 2018 Turkish Language and Literature Curriculum According to 12th Grade Students' Views¹

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Abstract

This study aims to examine the outcomes and field-specific skills included in the 2018 Turkish Language and Literature Course (12th Grade) Curriculum based on student opinions. Quantitative research methods and a survey model were used in the research. The sample of consisted of 529 students enrolled in nine secondary schools in the provincial center of Kocaeli in the 2022-2023 academic year. Data were collected using a questionnaire administered by teachers and revised to assess students' achievement levels. Quantitative data were analyzed using SPSS 22.0. The obtained data revealed that reading and oral communication (speaking and listening) skills were achieved at a high level, while writing skills were achieved at a moderate level. The study concluded that the curriculum did not fully achieve the targeted achievement levels in terms of the four basic language skills and field-specific competencies. The reasons for this were the lack of differentiation in the program according to school types, insufficient consideration of individual differences, and the inadequacy of skill-based courses.

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1. Introduction

Education is a process that aims to systematically develop and improve individuals' thoughts, attitudes, behaviors, and lives in line with predetermined objectives. The knowledge, skills, and values acquired during this process contribute to both the individual's personality development and the strengthening of their sense of belonging and individuality, elevating them to a more equipped and valued position (Barutçugil, 2002: 18). Education is a process that aims to instill in individuals desired behaviors. In this process, the Ministry of National Education (MEB) is working to develop three-dimensional studies, individual activities, and skill-focused practices for both teachers and students through the information networks it has implemented (Akyüz, 2008). Education is constantly innovating and changing to serve the current era. Curriculum is one of the most important areas in need of updating within this cycle of change. A curriculum is a guide that lists the goals to be achieved in schools, the courses and topics that will achieve these goals, and the ideas that will guide teachers in this endeavor (Arslan et al., 2001: 30). A country's educational programs or curriculum encompass not only its perspective on education but also the mentality of its time and the priorities and values of individuals living within society. Curriculum, updated within the framework of the Basic Law of National Education to take into account scientific, social, technological, etc. needs, has sometimes undergone short-term changes within its timeframe and has sometimes been used in the educational process over the long term (Ayyıldız, 2016). Curriculum can be defined as planned structures encompassing all teaching and learning activities in educational institutions and incorporating both internal and external activities (Varış, 1994). Curriculum aims to cultivate individuals who can produce solutions to the changing needs of the individual and society, are ready for social and cultural development, and possess a perspective based on values, skills, and competencies (MEB, 2018: 4-5).

While the terms curriculum and instructional program are often used interchangeably, the curriculum constitutes a crucial component of the curriculum. A curriculum is a guide based on school experiences that plans the knowledge, skills, attitudes, and behaviors students are expected to acquire within the framework of lessons and activities (Demirel, 2012: 12). Curriculums developed to date, and the curriculum that supports them, have placed particular emphasis on language and language skills. An individual who uses language effectively will be able to express themselves and achieve a position of individuality within society. According to Demirel (2012), curriculum development experts emphasize that when preparing

curriculums, mistakes from previous programs should be avoided and deficiencies addressed. From the proclamation of the Republic until 2018, a total of 17 curricula were prepared and implemented in the field of Turkish language and literature teaching, including those in 1924, 1927, 1929, 1934, 1949, 1954, 1956, 1957, 1976, 1991-1992, 1995, 2005, 2011, 2015, 2017, and 2018 (Demir, 2023: 11). When examined from a chronological perspective, whether the changes and innovations implemented in these programs achieved their objectives has been a constant subject of debate; feedback has revealed the unavoidable necessity of updating the curricula.

The general aims of education are to enrich an individual's worldview by developing their mental and emotional aspects, while specific aims are to instill social norms and cultural values in individuals. Curriculum has also been shaped by adhering to the general and specific objectives established throughout this long process. The need to foster aesthetic enjoyment, concretely convey cultural values, and effectively utilize language skills has been consistently emphasized in teaching Turkish language and literature. In this context, the fundamental aims of the curriculum have largely been preserved; however, the textbooks and objectives that serve to achieve these aims have been continually updated to adapt to changing needs (Tanrıöğen & Sarpkaya, 2015).

Considering the content of Turkish Language and Literature courses over time, they aim to cultivate individuals who can comprehend what they read, generate ideas about the tastes and understanding of the period, and possess an awareness of literary taste. To convey the objectives that will contribute to these goals, the curriculum aims to ensure that the texts included in the textbooks develop knowledge, skills, language, and aesthetic appreciation levels (MEB, 2018: 16). Literature education aims to develop students as individuals who can communicate accurately and effectively, possess reading comprehension and critical thinking skills, relate knowledge to life, have a developed aesthetic taste, and embrace national identity and values. (Karakuş, 2003: 11).

Literature and education are inextricably linked by a strong and organic bond. As a branch of art that directly appeals to the human spirit, literature contributes to the individual's human, intellectual, and social development; it also enables the acquisition of professional skills and mastery (Uçan, 2008: 63). Kavcar (1999), on the other hand, emphasizes that the common ground between education and literature is humanity, stating that both fields are inseparable parts of humanity's adventure in the world; in this context, literature and education are complementary.

The specific objectives set by the Ministry of National Education (2018) in the 2018 Turkish Language and Literature Curriculum reflect the mission of literature education. In line with these objectives, it is aimed to convey material and spiritual values and national and universal concepts through literary works; to develop effective communication skills and to ensure the correct use of the subtleties of the Turkish language with language skills.

The goal of literature education is not to turn students into poets or writers, but to develop their existing talents by revealing them and instilling sensitivity and a healthy perspective. While grammar rules and linguistic concepts can be taught, acquiring a unique style and individual style in written and oral expression requires both institutional and individual effort (Uçan, 2008: 103). Literature courses should liberate students from one-sided and stereotyped judgments and encourage them to read extensively, research, and think independently; otherwise, students will not develop the courage to judge and think critically throughout their lives. Therefore, teachers should guide students to develop an unbiased perspective, think critically, and interpret (Günaysu, 1970: 2). According to Kavcar (1987), mother tongue education should consist of two headings: the four basic language skills and language and literature knowledge. While the Turkish Language and Literature Curriculum has changed and evolved over the years, its core structure within the scope of language skills has remained the same. Reading skills were included in the curriculum in 1924, writing in 1927, and speaking and listening skills in 1957. The goal of these language skills-focused curricula is to encourage students to engage in active learning by utilizing their reading, writing, listening, and speaking skills more intensively, while also taking an effective role in social communication in daily life. This effort was to create an active, rather than passive, educational process. Over time, changes began to occur in the number of language skills objectives, and their place within the curriculum became more clearly defined.

The 2018 Turkish Language and Literature Curriculum, currently in effect, emphasizes the same strategy by shaping the four basic language skills and 21st-century competencies and skills around these outcomes. Considering the secondary education Turkish Language and Literature Curriculum, prepared by the Ministry of National Education (MEB) (2018), it is seen that the four basic language skills guide the program within the framework of general headings to reveal the outcomes. The program aims to ensure that students use the four language skills that form the core structure of the Turkish Language and Literature Curriculum correctly and effectively, enabling them to communicate effectively and develop critical reading skills

by understanding the texts they read. In this regard, making reading skills a permanent achievement is among the specific objectives of the program. Furthermore, the Turkish Language and Literature Curriculum, aims to equip students with competencies and skills such as information literacy, critical thinking, visual literacy, communication and collaboration, media literacy, and creative thinking within the scope of field-specific skills (MEB, 2018: 12).

An overview of the 2018 Turkish Language and Literature Curriculum, prepared in accordance with the Turkish Qualifications Framework (TYÇ), which entered into force upon publication in the Official Gazette dated January 2, 2016, and numbered 29581, reveals that the program aims to develop field-specific skills in terms of purpose, content, methods, and techniques. In addition to the four basic language skills, other competencies and skills are taught to students through the objectives of the program and the activities in the textbooks. Updating the curriculum aims to enable students to perceive the mindset of the society in which they live and to develop them as individuals who will contribute to society. In this context, the changing learning environments and the need for continuous education, the emphasis on early education, values education, environmental awareness, and approaches that focus on learning without teaching stand out among the new trends in 21st-century education (Oktay et al., 2007: 77). In essence, innovative teaching is the process of eliminating the elements that prevent students from achieving the compulsory competencies required by the 21st century by utilizing the opportunities offered by information and communication technologies (ICT) for educators to develop teaching and learning strategies. Therefore, it is of great importance for the education system to be open to constant change and transformation in order to fulfill its social mission and prepare students for the world of the future (Kırkıcı & Bora et al., 2022: 25). Teaching is defined as a profession that requires expert knowledge and skills in its field and professional competence. In the changes made to the curriculum, two fundamental elements of the educational process, teachers and students, are taken into consideration. Teachers, who are the implementers of the programs, and students, who are the target audience, are directly affected by these changes. Teachers have contributed to the development of the curriculum over the years through the feedback they receive from students during the implementation process. In this way, the aim is to achieve the ultimate goal in education and to ensure the expected efficiency (Şişman & Acat, 2003). The purpose of education is not limited to only conveying and ensuring the understanding of the topics in the textbooks to students; It also aims to help students

develop innovative and creative thinking skills and become self-sufficient. In this context, presenting information in an innovative way, using appropriate communication methods, and implementing effective teaching strategies are of great importance (Kırkıç & Bora et al., 2022: 26).

This study, conducted to evaluate the level of achievement of the objectives of the 2018 Secondary Education Turkish Language and Literature Curriculum, attempted to determine the level of achievement of the program's objectives in terms of achievements and field-specific skills and competencies, in line with the opinions of 12th-grade students. However, it is observed in the literature that studies on field-specific skills are generally limited to a single grade level, that achievements are mostly examined according to cognitive, affective, and psychomotor domains, and that they focus on only one of the four basic language skills (Ataseven, 2011; Bozkırlı & Er, 2018; Çelik, 2018; Demir, 2010; Demir, 2020; Duyar, 2019; Kuduban & Aktekin, 2013; Sarıtaş, 2019; Tahaoğlu, 2014). This situation makes it difficult to determine the extent to which students have achieved achievements and field-specific skills throughout the four-year learning process of the 2018 Turkish Language and Literature Curriculum, and is important for evaluating the effectiveness of the program.

2. Purpose of the Study

The purpose of this research is to examine the level of achievement of the objectives and field-specific skills in the Turkish Language and Literature Curriculum, which came into effect in 2018, as perceived by 12th-grade students. In the study, student opinions were analyzed comparatively, and the obtained data were correlated and reported.

3. Problem Statement

The main problem statement of the research was determined as follows: "According to the opinions of 12th-grade students, what are the achievement levels regarding the 2018 Turkish Language and Literature Curriculum and field-specific skills, and what recommendations can be made in this regard?"

1. What are the opinions of 12th-grade students regarding their achievement levels in the four basic language skills?
2. Do student opinions differ by gender?
3. Do student opinions differ by school type?"

4. Limitations of the Study

1. The research is limited to the opinions of 12th-grade students enrolled in nine secondary schools in the central province of Kocaeli during the 2022-2023 academic year.
2. The research is limited to the data from the 5-point Likert-type assessment questionnaire administered to the participants.

5. Research Method

In the study examining the level of achievement of the achievements and field-specific skills of the 2018 Turkish language and literature curriculum, which has been implemented since the 2017-2018 academic year and entered into force with the decision numbered 67 dated 17/07/2017 of the TTKB (Ministry of National Education Board of Education and Discipline), according to the opinions of Turkish language and literature teachers and 12th-grade students, a mixed method was used. Quantitative data were collected using the achievement evaluation form applied to 12th-grade students. The research questions were answered within the framework of the obtained quantitative data.

5.1. Quantitative Research Model

The quantitative part of this study utilized the survey method. According to Karasar (2020), the survey method states, “Scanning is a research model that aims to identify a past or present situation as it exists. The event, individual, or object under investigation is defined within its own circumstances and as it is. No attempt is made to change or influence them in any way. What is desired to be known exists and is there. The important thing is to be able to ‘observe’ and document it appropriately” (p. 109). A 5-point Likert-type survey was developed to examine the achievement levels of the 2018 Turkish Language and Literature Curriculum and field-specific skills of students who began secondary education with the 2018 Turkish Language and Literature Curriculum during their four-year education period. Twelfth-grade students, graduating in the final semester of secondary education, indicated the extent to which they believed they had achieved the attainment of the attainment and field-specific skills at the end of the four-year secondary education period by marking them. Survey research cannot be defined simply by collecting data, recording existing characteristics, or taking photographs of events. Although such research is primarily characterizing, it also attempts to explain the interactions between situations by considering their relationships to previous events

and circumstances. Through data analysis and explanation, higher-level processes such as interpretation, evaluation, and generalizations applicable to new situations are included (Arslantürk, 2001: 101).

5.2. Universe and Sample

This study used probability sampling. According to Patton (1987), probability-based sampling provides significant benefits in making valid generalizations across the population by ensuring representativeness, while purposive sampling allows for in-depth study of situations thought to contain rich information (as cited in Yıldırım & Şimşek, 2021: 116).

The study sample consisted of 12th-grade students, the target population most affected by the curriculum, who were believed to yield the most accurate results.

Secondary schools in the Kocaeli city center were selected using a simple random sample, listed according to their type. The primary reason for this is that simple random sampling allows each element in the population to be selected equally. Therefore, simple random sampling allows the researcher to freely select from a wider population and can also support the generalizability of the research results to the population (external validity) (Korucuk, 2023:54). Thus, it was thought that the target audience selected to determine the level of achievement and field-specific skills of the 2018 Turkish Language and Literature Curriculum would serve the purpose.

5.3. Quantitative Design: Universe and Sample

The population of the study consisted of 31 secondary schools located in the Kocaeli city center during the 2022-2023 academic year. The study group consisted of 529 students enrolled in 9 secondary schools. Because 81 of these 529 students were excluded from the survey, data analysis was conducted for 448 students. The personal information of the 12th-grade students participating in the study is shown in Table 1.

Table 1. Frequency and Percentage Distributions of 12th Grade Students Regarding Variables

Variables		f	%
Gender	Female	204	45,5
	Male	244	54,5
School type	İHL	61	13,6
	AL	213	47,5
	MTAL	158	35,3
	FL	16	3,6

When Table 1 is examined, 45.5% (N=204) of the 12th grade students are female and 54.5% (N=244) are male. It is seen that the percentage of male students is higher. Of the four school types, the highest participation in the study was in AL (Anatolian High School) with N=213 students, while the lowest participation was in FL (Science High School) with N=16 students. The highest to lowest participation rates are AL (Anatolian High School) (N=213, 47.5%), MTAL (Vocational and Technical Anatolian High School) (N=158, 35.3%), Imam Hatip High School (İHL) (N=61, 13.6%), and FL (Science High School) (N=16, 3.6%).

5.4. Data Collection Techniques

5.4.1. Quantitative Data Collection

A 5-point Likert-type learning outcomes assessment survey, designed to obtain 12th-grade students' opinions about the achievement levels of the 2018 Turkish Language and Literature Curriculum and field-specific skills, was used as a quantitative data collection tool. The first part of the learning outcomes assessment survey included a two-item personal information form, while the second part included the 65-item Turkish Language and Literature Curriculum learning outcomes assessment statements. The average score ranges for learning outcomes in the learning outcomes assessment survey are presented in Table 3.

Table 2. Arithmetic Mean Evaluation Ranges

Reference Score Ranges for Achievement	Target	Learning Outcome Level
I've completely acquired this behavior.	4.20-5.00	High
I've acquired this behavior.	3.40-4.19	High
I'm undecided about this behavior.	2.60-3.39	Medium
I've never acquired this behavior.	1.80-2.59	Low
I haven't acquired this behavior.	1-1.79	Low

**(5-1=4, 4/5=0,80)*

During the development of the data collection tool, problems and subproblems were identified, and then, in line with these problems, the learning outcomes included in the 2018 Turkish Language and Literature Curriculum were converted into a 5-point Likert-type assessment questionnaire. The learning outcomes assessment questionnaire consisted of 95 items from the 2018 Turkish Language and Literature Curriculum. Reading skills are divided into four sections: poetry, narrative literary texts, theater, and informational texts. Learning outcomes measuring the same genre-focused objective were simplified, and 65 of the 95 items were deemed appropriate to be included in the learning outcomes assessment questionnaire after consulting with experts. Because the items are identical to the 2018 Turkish Language and Literature Curriculum, learning outcomes, content validity is assumed to be achieved.

The 5-point Likert-type assessment questionnaire, which served as the data collection tool, was submitted to expert opinion in the field of educational sciences. Based on the feedback from the experts, the data collection tool was developed, revised, and made ready for implementation.

After obtaining the necessary permissions for the data collection process, nine schools were selected as the study group and a learning outcomes assessment survey was administered to volunteer students, providing them with the necessary environment and time. Students were not asked to write their names to ensure honest responses.

6. Application

Data were collected using a 5-point Likert-type questionnaire, consisting of 65 itemized learning outcomes from the 2018 Turkish Language and Literature Curriculum for 12th-grade students. The questionnaire was administered in March of the second semester of the 2022-2023 academic

year, with permission from the Kocaeli Provincial Ministry of National Education.

7. Data Analysis

7.1. Analysis and Interpretation of Quantitative Data

In the analysis of the quantitative data for the study, data obtained from the achievement assessment survey administered to 12th-grade secondary school students to determine the level of achievement of the 2018 Turkish Language and Literature Curriculum, and field-specific skills were interpreted through descriptive analysis using the SPSS 22.0 statistical program.

In the descriptive analysis, the data obtained are summarized and interpreted under predetermined headings (e.g., themes). Data can be classified according to the research questions or organized in light of the preliminary information obtained during the data collection stages (observation or interview) (Altunışık et al. 2005:258).

After transferring the data to the SPSS 22.0 statistical program, the K-S test, kurtosis and skewness coefficients, and the normal distribution curve were used to determine the statistical analysis to be conducted. Since the sample size in the study was >448 , the K-S test results were first presented.

To determine whether student responses to the outcomes from the prepared 5-point Likert-type assessment survey constituted a significant difference, considering school type, the Kolmogorov-Smirnov normality test was conducted using SPSS 22.0. According to Coşkun (2019): “The K-S test is used to examine whether a randomly collected sample of data conforms to a specific distribution (uniform, normal, or Poisson). In principle, this test is based on comparing the cumulative distribution function of the sample data with the hypothesized cumulative distribution function” (p. 239).

Table 3 shows the normality analyses of the survey results of 12th-grade students.

Table 3. Normality Analysis

Kolmogorov-Smirnov			
Variables	Statistic	df	Sig.
Reading	,067	448	,000
Writing	,069	448	,000
Oral Communication (Speaking)	,055	448	,003
Oral Communication (Listening)	,070	448	,000

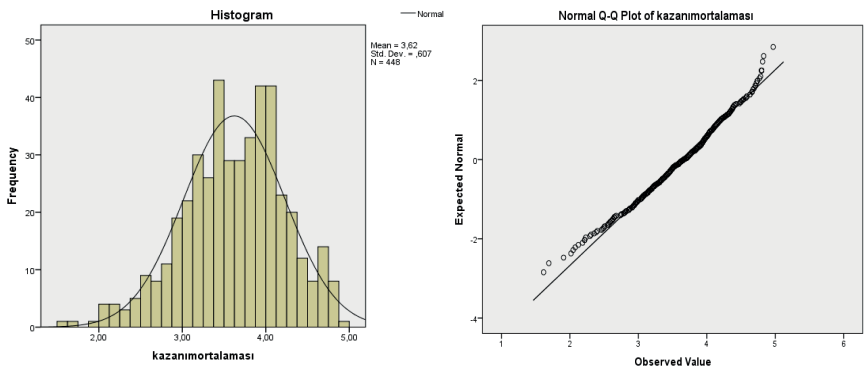
According to the results of the normality analysis in Table 4, the data regarding the reading, writing, and oral communication (speaking and listening) achievements of the 12th-grade students participating in the study show a normal distribution ($p < 0.05$).

Table 4. Skewness-Kurtosis Analysis

Değişkenler	Skewnes	Kurtosis
Reading	-,548	,285
Writing	-,387	-,137
Oral Communication (Speaking)	,553	,562
Oral Communication (Listening)	-,654	,592
Grand Total	-,378	,060

To determine whether the data were normally distributed, kurtosis and skewness values were calculated using the Skewness-Kurtosis analysis. According to the analysis results, the skewness coefficient (Skewnes) was $-.378$, and the Kurtosis coefficient was $.060$. The mean of the data was 3.62 , and the median was 3.66 . The Skewness-Kurtosis values were found to range from $+1.96$ to -1.96 . These findings indicate that the data were normally distributed (George & Mallery, 2010). According to the normal distribution and histogram graph, the data were collected around a line, indicating a normal distribution. Because the data were normally distributed, parametric tests were used in the analysis of the data.

Figure 1. Histogram and Normal Distribution Graph



An independent t-test was used to determine whether there was a statistically significant difference between the opinions of the 12th-grade secondary school students participating in the study based on gender. The

t-test measures whether there is a significant difference between two groups on a specific topic (Saruhan & Özdemirci, 2005:156).

An ANOVA test was used to determine whether there was a statistically significant difference between the opinions of the 12th-grade secondary school students participating in the study based on school type. The ANOVA results reveal a significant difference between the groups, but they do not indicate which groups differed in which direction. A multiple comparison test (post-hoc test) was applied to the groups to reveal the source of this difference (Saruhan & Özdemirci, 2005:159).

In the quantitative data analysis section of the study, items from the evaluation survey administered to 12th-grade secondary school students to determine the achievement of the 2018 Turkish Language and Literature Curriculum objectives and field-specific skills were presented by calculating the arithmetic mean and standard deviation scores. Based on the data results, the researcher sought answers to the problems and subproblems and provided interpretations. To ensure the researcher played a more active role in the process, careful attention was paid to ensuring that the interpretations, which revealed both participatory and subjective aspects, were unbiased and data-based.

Table 5. Cronbach's Alpha Coefficient of the Achievement Evaluation Scale

Scales	Cronbach's Alpha Coefficient	Number of Items
Reading Scale	,930	28
Writing Scale	,903	12
Oral Communication (Speaking) Scale	,912	17
Oral Communication (Listening) Scale	,840	8
Total of the Learning Outcomes Assessment Questionnaire	,964	65

In the evaluation survey, the reliability of the achievement assessment survey was tested using Cronbach's Alpha reliability test, using percentage and frequency analysis, taking into account reference score ranges for the achievement levels of field-specific skills. Cronbach's Alpha coefficient was calculated to determine the internal structure consistency of the achievement assessment survey used in the study, and all values were found to be high.

8. Researcher Role

The researcher played an active role in all research processes. He personally administered the achievement assessment survey. After obtaining the Atatürk University Ethics Committee report and the Ministry of National Education (MEB) permits, he visited the schools where the survey would be conducted to minimize potential problems. After providing the necessary information, he made appointments with the schools in March of the 2022-2023 academic year and administered the forms. The achievement assessment survey, administered to 12th-grade students, was administered during one class period, and the data were analyzed.

9. Validity and Reliability

Validity is the degree to which a test or scale measures what it is intended to measure. From another perspective, validity can be defined as the degree to which the observed difference in the measurement value reflects the actual difference between the objects in terms of the measured characteristics, rather than being due to systematic or random error (Coşkun et al., 2019:146). Internal validity (construct validity) refers to whether a measurement consistently captures the structure and concepts it represents. External validity concerns the generalizability of the measurement to the outside world (Geray, 2006:80).

Factors that can negatively affect internal validity in survey research may include the loss of subjects, the environment in which the data were collected, and the deterioration of the quality of the data collection instrument. The environment in which the data were collected can also affect the internal validity of survey research (Büyüköztürk et al., 2003: 183). It is assumed that no subject will be at risk because appointments were requested from the schools where the assessment survey and semi-structured interview form would be administered within the timeframe during which the data would be collected, within the framework of permissions obtained from the Kocaeli Provincial Directorate of National Education. Because the achievement assessment survey was administered in the classroom branches of the designated schools, a suitable environment was provided for data collection. In a survey-type study, the failure of the majority of participants in the sample to respond will reduce both internal and external validity (Büyüköztürk et al., 2003: 183). If items were deliberately answered incorrectly or unanswered by students in the study group, the collected data were examined for outliers, thus verifying the internal and external validity of the study. Students in the study group where the survey would

be administered were not given prior information about the achievements included in the achievement assessment questionnaire. This mitigated the influence of expectations that were unfamiliar with the topic and those who were already familiar with it. As mentioned under the data collection heading, the implemented learning outcomes assessment survey was modified to evaluate the 65 learning outcomes included in the 2018 Turkish Language and Literature Curriculum and converted into a 5-point Likert-type application. Therefore, it is assumed that content validity was achieved.

Reliability is the degree to which similar results can be obtained if similar processes are followed (Karasar, 2020: 190). The concept of reliability relates to whether the findings of a study reflect reality, and if so, to the degree to which they reflect reality. It also relates to the likelihood of obtaining the same or similar results if the research is conducted at different times or by different individuals (Ekiz, 2003: 35).

The number of test items included in the learning outcomes assessment survey—65 learning outcomes—is one of the most important parameters used in calculating the test's reliability coefficient. Considering that the learning outcomes applied for assessment purposes, where content validity is assumed, target the intended subject, care was taken to ensure that the learning outcomes are homogeneous, thus ensuring the reliability of the test scores. When administering the achievement assessment survey, careful attention was paid to the environment created, the meaning of the assessment statements, and the timeframe provided, thus ensuring the reliability of the test scores. To ensure the unbiased and consistent reliability of the scores in the achievement assessment survey, the arithmetic mean assessment intervals provided under the heading of data collection techniques were used as criteria to prevent the possibility of rater bias. To prevent data loss, the findings and conclusions were critically examined and interpreted objectively.

10. Findings

10.1. 12th-Grade Students' General Opinions on the 2018 Turkish Language and Literature Curriculum/Quantitative Findings

The general opinions obtained from the achievement evaluation survey administered to 12th-grade secondary school students to determine the level of achievement of the 2018 Turkish Language and Literature Curriculum, and field-specific skills were determined using descriptive statistical techniques, including arithmetic mean and standard deviation values, and are presented in Table 6.

Table 6. General Opinions of 12th Grade Students on the Learning Outcomes of the 2018 Turkish Language and Literature Curriculum

Scales	$\bar{X}$	ss	N
Reading	3,69	,62	448
Writing	3,37	,82	448
Oral Communication (Speaking)	3,63	,73	448
Oral Communication (Listening)	3,72	,75	448
General	3,62	,60	448

When Table 6 is examined, according to the level of attainment of 2018 Turkish Language and Literature Curriculum achievement and field-specific skills in the study conducted with 12th grade students, the arithmetic mean of the reading achievement is $\bar{X} = 3.69$, $sd = ,61$, the arithmetic mean of the writing achievement is $\bar{X} = 3.37$, $sd = ,82$, the arithmetic mean of the oral communication (speaking) achievement is $\bar{X} = 3.63$, $sd = ,73$ and the arithmetic mean of the oral communication (listening) achievement is $\bar{X} = 3.72$, $sd = ,75$. The arithmetic mean of the general opinions of the 12th grade students regarding the total of the achievement evaluation survey is $\bar{X} = 3.62$ and $sd = ,60$ and is at the level of “I have acquired this behavior”. Among the scales in the achievement evaluation questionnaire, the “oral communication (listening)” scale has the highest, and the “writing” scale has the lowest arithmetic mean.

10.2. Findings Related to the Reading Learning Outcome

The findings regarding reading achievement obtained from the achievement assessment survey administered to 12th-grade secondary school students to determine the level of achievement and field-specific skills in the 2018 Turkish Language and Literature Curriculum were determined using descriptive statistics techniques, including arithmetic mean and standard deviation values. These are presented below.

10.3. 12th Grade Students’ Opinions on the Reading Learning Outcome

On the Reading Scale, the highest averages were for M14, “I determine the characteristics of time and place in the text”, with an average of $\bar{X} = 4.25$, M10, “I determine the theme and subject of the text”, with an average of $\bar{X} = 4.11$, and M13, “I determine the characteristics of the characters in the text”, with an average of $\bar{X} = 4.11$. The lowest averages were for M20, “I list other important authors and works of the genre and period/movement”,

with an average of $\bar{X} = 2.86$, M3, “I determine the imagery, imagery, and literary figures in the poem and evaluate their contribution to meaning”, with an average of $\bar{X} = 3.11$, and M2, “I determine the verse form and genre of the poem”, with an average of $\bar{X} = 3.23$.

In the “Reading Scale” dimension of the Achievement Assessment Survey for 12th-grade students: “I determine the relationship between the speaker and the person/entity addressed in the poem.”, “I evaluate the relationship between the poet and the poem.”, “I do grammar studies based on the text.”, “I make comparisons between texts.”, “I determine the meanings of words and word groups in the text.”, “I determine the theme and subject of the text.”, “I determine the conflicts in the text.”, “I determine the plot of the text.”, “I determine the characteristics of the character cast in the text.”, “I determine the function of the narrator and point of view in the text.”, “I determine the stylistic features of the text.”, “I determine the national, spiritual and universal values and social, political, historical and mythological elements in the text.”, “I interpret the text.”, “I evaluate the relationship between the author and the text.”, “I establish a relationship between the text and the subject, purpose and target audience of the text.”, “I determine the main idea and supporting ideas of the text.”, “I determine the forms of expression in the text, ways of developing thought and their functions.” The items “I determine”, “I determine the relationship between the text and visual elements”, “I distinguish the information and interpretations presented in the text”, “I determine the author’s perspective in the text”, and “I evaluate the reflections of intellectual, philosophical, or political movements, traditions, or understandings in the text” were answered with “I have acquired this behavior”, indicating a high level of achievement.

12th-grade students responded with “I identify the features/elements that ensure harmony in poetry”, “I identify the verse form and genre of poetry”, “I identify the metaphors, imagery, and literary figures in poetry and evaluate their contribution to meaning”, “I determine the emergence of the text’s genre and its relationship to the historical period”, “I identify the characteristics of time and place in the text”, “I evaluate the reflections of literary, artistic, and intellectual movements/understandings in the text”, and “I list other important authors and works of the genre and period/movement”. The arithmetic mean of the 12th-grade students’ total score on the “Reading Scale” dimension of the Achievement Assessment Survey was 3.69, indicating that the 12th-grade students responded “I have acquired this behavior” regarding the “Reading Scale” dimension of the Achievement Assessment Survey, indicating that their achievement level is high.

10.4. Findings Related to the Writing Learning Outcome

In order to determine the level of achievement and field-specific skills of the 2018 Turkish Language and Literature Curriculum, the opinions regarding the writing achievement obtained from the achievement evaluation survey applied to 12th-grade secondary school students were determined by using descriptive statistics techniques, namely arithmetic mean and standard deviation values, and are given below.

10.5. Views of 12th Grade Students Regarding the Writing Learning Outcome

In the writing scale, the highest means were found for M10 “I review the text I write” with an average of $\bar{X}=3.92$, M11 “I take responsibility for the texts I produce and share” with an average of $\bar{X}=3.83$, and M13 “I share the text I write with others” with an average of $\bar{X}=4.11$. The lowest means were found for M1 “I write texts in different genres” with an average of $\bar{X}=2.72$, M3 “I prepare for the writing topic” with an average of $\bar{X}=3.16$, and M5 “I write in accordance with the structural features specific to the text type” with an average of $\bar{X}=3.19$.

In the “Writing Scale” dimension of the Achievement Assessment Survey for 12th-grade students, the following items were answered “I have acquired this behavior”, indicating a high level of achievement: “I write texts in different genres”, “I determine the topic, theme, main idea, purpose, and target audience according to the type of text I will write”, “I prepare for the writing topic”, “I plan the text I will write”, “I write according to the structural features specific to the text type”, “I write according to the language and expression features specific to the text type”, “I write by paying attention to the characteristics of good expression”, and “I use different sentence structures and types”. The following items were answered “Undecided”.

The arithmetic mean of the 12th-grade students’ total score on the “Writing Scale” dimension of the Achievement Assessment Survey was 3.38, indicating that the 12th-grade students responded “Undecided” regarding the “Writing Scale” dimension of the Achievement Assessment Survey, indicating that the achievement level was at a moderate level.

10.6. Findings Related to the Oral Communication (Speaking) Learning Outcome

In order to determine the level of achievement and field-specific skills of the 2018 Turkish Language and Literature Curriculum, the opinions

regarding the verbal communication (speaking) achievement obtained from the achievement evaluation survey applied to 12th grade secondary school students were determined by using descriptive statistics techniques, namely arithmetic mean and standard deviation values, and are given below.

10.7. 12th Grade Students' Opinions on the Oral Communication (Speaking) Learning Outcome

In the Verbal Communication (Speaking) scale, M14 "I use expressions that emphasize important points and make the speech easier to follow in my speech" with an average of $\bar{X} = 3.89$, M8 "I rehearse my speech" with an average of $\bar{X} = 3.76$, M3-M11 "I make observations, examinations, or research on the subject" with an average of $\bar{X} = 3.75$, and "I use body language correctly and effectively in my speech". The highest averages were for M5 "I prepare speech cards in accordance with the speech plan" with an average of $\bar{X} = 3.12$, M6 "I prepare visual and audio aids that I will use in my speech" with an average of $\bar{X} = 3.45$, and M1 "I determine the elements that make up the communication process and the importance of language in communication" with an average of $\bar{X} = 3.50$.

In the "Oral Communication (Speaking) scale" dimension of the Achievement Assessment Survey for 12th grade students, the following items were asked: "I determine the elements that make up the communication process and the importance of language in communication.", "I determine the topic, purpose, target audience, and type of the speech.", "I conduct observations, examinations, or research on the subject.", "I plan the text of my speech.", "I prepare the visual and auditory aids that I will use in my speech.", "I prepare a presentation appropriate for my speech.", "I rehearse my speech.", "I speak by paying attention to articulation, emphasis, intonation, and pauses.", "I avoid using unnecessary sounds and words while speaking.", "I use body language correctly and effectively in my speech.", "I make an effective start to my speech.", "I enrich the content of my speech.", "I use expressions that emphasize important points in my speech and make it easier to follow the speech. I end my speech effectively.", "I use time efficiently in my speech." The item "I use technological tools effectively in my speech" was answered with "I have acquired this behavior," indicating a high level of achievement.

In the "Oral Communication (Speaking) Scale" dimension of the Achievement Assessment Survey, 12th-grade students responded "I am undecided" to the item "I prepare speaking cards in accordance with the speaking plan," indicating a moderate level of achievement.

The arithmetic mean of the total score of the “Oral Communication (Speaking) Scale” dimension of the Achievement Assessment Survey for 12th-grade students was 3.63, indicating a high level of achievement.

10.8. Findings Concerning the Oral Communication (Listening) Learning Outcome

In order to determine the level of achievement and field-specific skills of the 2018 Turkish Language and Literature Curriculum the opinions regarding the oral communication (listening) achievement obtained from the achievement evaluation survey applied to 12th grade secondary school students were determined by using descriptive statistics techniques, namely arithmetic mean and standard deviation values, and are given below.

10.9. Views of 12th Grade Students Regarding the Oral Communication (Listening) Learning Outcome

In the Verbal Communication (Listening) scale, the items M7-M8 “I question the coherence of the speech I listen to” with an average of $\bar{X}=3.89$ and “I question the validity of the basis for the ideas put forward in the speech I listen to.” M3 “I follow the flow of the speech I listen to” with an average of $\bar{X}=3.83$, and M2 “I determine the topic and main idea of the speech I listen to”. with an average of $\bar{X}=3.77$ have the highest averages; M4 “I identify the explicit and implicit messages in the speech I listen to” with an average of $\bar{X}=3.35$, M5 “I summarize what I listen to” with an average of $\bar{X}=3.61$, and M1 “I use appropriate listening techniques” with an average of $\bar{X}=3.72$ have the lowest averages. In the “Oral Communication (Listening) Scale” dimension of the Achievement Assessment Survey, 12th-grade students responded to the items “I use appropriate listening techniques”, “I identify the topic and main idea of the speech I listen to”, “I follow the flow of the conversation I listen to”, “I compare what I hear with my prior knowledge”, “I question the coherence of the speech I listen to”, and “I question the validity of the basis for the ideas put forward in the speech I listen to”, with “I have acquired this behavior”, indicating a high level of achievement.

In the “Oral Communication (Listening) Scale” dimension of the Achievement Assessment Survey, 12th-grade students responded to the items “I identify the explicit and implicit messages in the speech I listen to”, and “I summarize what I listen to” with “I am undecided”, indicating a moderate level of achievement. The arithmetic mean of the total score of the “Oral Communication (Listening) Scale” dimension of the Achievement Evaluation Survey of the 12th grade students is 3.72, and this finding shows

that the 12th grade students answered “I have acquired this behavior” regarding the “Oral Communication (Listening) Scale” dimension of the Achievement Evaluation Survey and that the achievement status is at a high level.

10.10. Findings Based on Personal Variables

10.10.1. Findings Based on Gender

An independent samples t-test was applied to determine whether there was a statistically significant difference based on gender between the opinions of the 12th grade secondary school students who participated in the study to determine the level of achievement and field-specific skills of the 2018 Turkish Language and Literature Curriculum. The t-test results are given below.

10.10.2. t-Test Results Regarding the Gender Variable

Among the opinions of 12th-grade secondary school students who participated in the study to determine the level of achievement of the 2018 Turkish Language and Literature Curriculum and field-specific skills, there was a statistically significant gender-related difference regarding reading achievement ($t [428] = 6.864; p < 0.05$). Female students' opinions regarding reading achievement ($\bar{X} = 3.90$) were more positive than male students' opinions regarding reading achievement ($\bar{X} = 3.52$).

There was a statistically significant gender-related difference among 12th-grade students' opinions regarding writing achievement ($t [428] = 3.776; p < 0.05$). Female students' opinions regarding writing achievement ($\bar{X} = 3.54$) were more positive than male students' opinions regarding writing achievement ($\bar{X} = 3.25$).

There was a statistically significant gender-related difference in the opinions of 12th-grade students regarding oral communication (speaking) outcomes ($t [428] = 5.704; p < 0.05$). Female students' opinions regarding oral communication (speaking) outcomes ($\bar{X} = 3.84$) were more positive than male students' opinions regarding oral communication (speaking) outcomes ($\bar{X} = 3.46$).

There was a statistically significant gender-related difference in the opinions of 12th-grade students regarding oral communication (listening) outcomes ($t [428] = 5.226; p < 0.05$). Female students' opinions regarding oral communication (listening) outcomes ($\bar{X} = 3.92$) were more positive

than male students' opinions regarding oral communication (listening) outcomes ($\bar{X}= 3.56$).

When the arithmetic means regarding the overall scale are examined in line with the opinions of the 12th grade secondary school students who participated in the research to determine the level of achievement of the 2018 Turkish Language and Literature Teaching Program and field-specific skills, there is a statistically significant difference due to gender ($t [428] = 6.532$; $p < .05$). The general opinions of the female students regarding the four basic language skills ($\bar{X}= 3.82$) are more positive than the general opinions of the male students regarding the four basic language skills ($\bar{X}= 3.46$).

10.11. Findings Based on School Type

Before determining whether there is a statistically significant difference between the general average of the achievement evaluation survey and the school type variable, the Levene Homogeneity Test was conducted to determine whether the data showed a homogeneous distribution. The results are given below.

10.11.1. Results of the Levene's Test for Homogeneity

Because the Levene test yielded a $p < 0.05$ overall achievement score, the data related to the school type variable were not homogeneously distributed. However, since the ANOVA test yielded a $p < 0.05$ achievement assessment scale value, a significant difference was assumed between school types. To determine the school types between which this significant difference occurred, a one-way analysis of variance was conducted. Considering the large difference in frequency between groups, a Post Hoc Hochberg test was performed, and the analysis results were reported. First, descriptive statistics for school type are presented.

10.11.2. One-Way Test Regarding School Type

Descriptive statistics for school type are shown. The highest mean response to the achievement assessment survey regarding school type was from FL (Science High School) students ($\bar{X}=4.00$ 74 $sd=0.54$), while the lowest was from MTAL (Vocational and Technical Anatolian High School) students ($\bar{X}=3.56$ 74 $sd=0.64$).

10.11.2.1. One-Way Analysis of Variance (ANOVA) of Reading Learning Outcome Scores by School Type

The analysis results revealed a statistically significant difference between the mean reading achievement score and the school type variable ($F=6.546$, $p<0.05$). The perception of reading achievement among 12th-grade students studying at a science high school (FL) ($\bar{X}=4.16$) was found to be higher than that of Imam Hatip High School (IHL) students ($\bar{X}=3.55$) and Vocational and Technical Anatolian High School (VTAL) students ($\bar{X}=3.60$).

10.11.2.2. One-Way Analysis of Variance (ANOVA) of Writing Learning Outcome Scores by School Type

The analysis results revealed no statistically significant difference between the mean writing achievement score and the school type variable ($F=1.398$, $p>.05$).

10.11.2.3. One-Way Analysis of Variance (ANOVA) of Oral Communication (Speaking) Learning Outcome Scores by School Type

The analysis results revealed no statistically significant difference between the mean score for the writing achievement and the school type variable ($F=2.202$, $p>.05$).

10.11.2.4. One-Way Analysis of Variance (ANOVA) of Oral Communication (Listening) Learning Outcome Scores by School Type

The analysis results revealed a statistically significant difference between the mean score for the oral communication (listening) achievement and the school type variable ($F=6.345$, $p<.05$). It has been determined that the perception of the oral communication (listening) achievement of the 12th grade students studying in FL (Science High School) ($\bar{X}=4.38$) is higher than the students of IHL (Imam Hatip High School) ($\bar{X}=3.72$), AL (Anatolian High School) students ($\bar{X}=3.77$), and MTAL (Vocational Technical Anatolian High School) students ($\bar{X}=3.58$).

10.11.2.5. One-Way Analysis of Variance (ANOVA) of the Overall Learning Outcome Scale Means by School Type

The analysis results revealed a statistically significant difference between the overall mean score on the achievement assessment scale and the school type variable ($F=3.660$, $p<0.05$). It was determined that 12th-grade students studying at a Science High School (FL) had a higher perception of

the achievement assessment scale ($\bar{X}=4.00$) than Imam Hatip High School (İHL) students ($\bar{X}=3.51$) and Vocational and Technical Anatolian High School (MTAL) students ($\bar{X}=3.5$).

The ANOVA values for the differences between the reading scale dimension, the oral communication (listening) scale dimension, and the overall achievement assessment survey score based on the school type of the 12th-grade students participating in the study were found to be significant at the $p<0.05$ level. This finding indicates that there are differences between the responses of 12th-grade students to the reading scale dimension, writing scale dimension, and oral communication (speaking and listening) scale dimensions of the achievement assessment questionnaire based on the type of school they attend. Post hoc comparisons were conducted using the Mann Whitney U test to determine which school type accounts for the difference. The post hoc test results revealed that the differences between FL (Science High School) students and İHL (Imam Hatip High School) and MTAL (Vocational Technical Anatolian High School) students in terms of the “reading scale dimension” and the “total achievement assessment questionnaire” scores were significantly higher at the $p<0.05$ level. The differences between FL (Science High School) students and İHL (Imam Hatip High School), AL (Anatolian High School), and MTAL (Vocational Technical Anatolian High School) students in terms of the “oral communication (listening) scale dimension” scores were significantly higher at the $p<0.05$ level.

11. Conclusion, Discussion, and Recommendations

The overall aim of the study was to examine the achievement of the 2018 Turkish Language and Literature Curriculum objectives and field-specific skills based on the opinions of 12th-grade students and Turkish Language and Literature teachers who work at the Ministry of National Education and also teach 12th-grade students. Furthermore, the aim was to determine whether students’ opinions on Turkish Language and Literature Curriculum objectives varied based on gender and school type, and whether there was a significant difference between the opinions of 12th-grade students and Turkish Language and Literature teachers who teach 12th-grade students. The analyses of the study are explained in detail in the findings section. The conclusion section includes conclusions based on the findings. These conclusions are presented considering the research questions. The research results were discussed with similar studies in the literature, thereby establishing the study’s place in the literature.

11.1. Results and Discussion on Students' Opinions Regarding the Learning Outcomes of the 2018 Turkish Language and Literature Curriculum

This section presents the results and discussions of 12th-grade students' opinions regarding the 2018 Turkish Language and Literature Curriculum outcomes and field-specific skills.

Analysis conducted for the first sub-objective of the study, "What are 12th-grade students' opinions regarding the level of achievement of the four basic language skills in the 2018 Turkish Language and Literature Curriculum?", revealed that reading and oral communication (speaking and listening) skills were high at the "I have acquired this behavior" outcome level, while writing skills were moderate at the "I am undecided about this behavior" outcome level.

According to the results of the research conducted by Avcı (2020), it was concluded that the 2018 Turkish Language and Literature Curriculum also provided students with opportunities to express themselves regarding oral communication and writing skills. The results of our study also revealed that the students' oral communication skills were high, while their writing skills were moderate. According to the results of the research conducted by Erdem (2017), the findings indicated that the objectives in the curriculum did not address student levels, were burdensome, and did not attract their interest, and recommended that the number of objectives be reduced. The teachers' opinions in our study also reached results consistent with Erdem's (2017) study, stating that rather than reducing the number of objectives, the environments in which they were implemented should be improved. According to the results of the research conducted by Işıksalan (2011), the findings indicated that the 2005 curriculum objectives contained high-level information and included academically deep information. They stated that the curriculum should be reorganized according to students' levels, perceptions, and abilities. Our study concluded that the deficiencies identified in the 2005 curriculum had been addressed. According to the results of the research conducted by Kurtoğlu (2017), the findings indicated that the objectives in the curriculum were too numerous, that these objectives could not be achieved within the given lesson duration, and that lesson duration should be increased. In our study, the teachers' opinions also indicated that lesson hours should be increased, therefore, results consistent with our study were reached. According to the results of the research conducted by Tahaoğlu (2014), the 2011 curriculum was found to have a high number of learning outcomes and did not address higher-order cognitive domains.

It was demonstrated that the 2005 curriculum was applicable in terms of objectives and outcomes, but some deficiencies needed to be addressed. Our study found that some of the deficiencies identified in the 2005 and 2011 curriculums have been addressed. According to the results of the research conducted by Demir (2023), the number of learning outcomes in the 2018 Turkish Language and Literature Curriculum was reduced compared to previous programs. This was considered positive because it would positively affect the achievement of learning outcomes. Our study yielded results consistent with this conclusion.

Studies on the Turkish Language and Literature Curriculum generally focused on the density of learning outcomes. They stated that it did not address student levels or higher-order cognitive domains. Our study found that the outcomes were sufficient, but difficulties arose in achieving their intended objectives due to problems encountered during implementation (class size, school profile, course process, student interest, and teacher competence).

Analysis conducted for the second sub-objective of the study, “Do 12th-grade students’ views on the level of achievement of the four basic language skills in the 2018 Turkish Language and Literature Curriculum, differ by gender?”, revealed that female students had higher average opinions than male students.

The study also addressed the following questions: “Do 12th-grade students’ views on the level of achievement of the four basic language skills in the 2018 Turkish Language and Literature Curriculum, differ by school type?” The analyses conducted regarding the third sub-objective revealed that the perception of the achievement evaluation scale of the 12th grade students studying at FL (Science High School) was higher than the students of IHL (Imam Hatip High School) and MTAL (Vocational Technical Anatolian High School).

11.2. Results and Discussion Concerning Turkish Language and Literature Teachers’ Views on the Learning Outcomes of the 2018 Turkish Language and Literature Curriculum

This section includes the results and discussions of Turkish Language and Literature teachers’ opinions regarding the 2018 Turkish Language and Literature Curriculum.

What are the researcher’s opinions on the level of achievement of the four basic language skills in the 2018 Turkish Language and Literature Curriculum outcomes? As a result of the analysis conducted regarding

sub-objective 4, Turkish Language and Literature teachers stated that the Turkish Language and Literature Curriculum outcomes served the most in oral communication (listening) skills and the least in writing.

Turkish Language and Literature teachers generally stated that writing skills were not serving the purpose. They stated that students could develop their creative writing skills by including separate creative writing and composition courses in addition to the five-hour Turkish Language and Literature course per week, thus increasing their in-class activity and improving their writing skills.

Turkish Language and Literature teachers generally stated that reading skills served the purpose. Teachers who stated that this did not serve the purpose criticized the fact that the texts in the textbooks should appeal to aesthetic taste and be in a language that would appeal to today's youth. Furthermore, they stated that including reading hours would encourage regular reading.

Turkish Language and Literature teachers generally stated that oral communication (speaking) skills served the purpose. Teachers who stated that it did not serve the purpose stated that the new generation's communication skills were weakened under the influence of social media.

The majority of Turkish Language and Literature teachers stated that oral communication (listening) skills served the purpose. They stated that the contribution of the texts in textbooks, the teacher's influence, and technological advancements in the fulfillment of oral communication (listening) skills should not be ignored.

According to the results of the research conducted by Arseven et al. (2017), according to teachers' opinions, the most important factor in students' acquisition of the four basic language skills in the Turkish Language and Literature course was the personal efforts of the student and the teacher, and this was achieved accordingly. The qualitative findings of our study were found to be consistent with this result. According to the results of the research conducted by Adıgüzel (2019), it was stated that the 2018 Turkish Language and Literature Curriculum was prepared in line with the needs of the age in terms of oral communication (speaking) skills. They stated that the curriculum, prepared with a holistic approach, emphasized active practices in the application of oral communication skills. In the findings regarding verbal communication skills, the average of verbal communication (speaking) skills was high and the average of verbal communication (listening) skills was medium.

As a result of the analyses conducted for the fifth sub-objective of the research, “What are the opinions of Turkish Language and Literature teachers regarding the Turkish Language and Literature Curriculum outcomes and the intended field-specific competencies and skills?”, Turkish Language and Literature teachers stated that the Turkish Language and Literature Curriculum) outcomes serve the most in communication and collaboration and creative thinking skills, and the least in critical thinking and media literacy skills. In their opinions regarding whether the field-specific 21st-century competencies and skills included in the 2018 Turkish Language and Literature Curriculum were reflected in their outcomes, they generally stated that the outcomes were insufficient in terms of language skills, that the program and teacher competencies, as well as critical thinking and media literacy, needed to be developed, and that teachers should have the knowledge and skills to convey the outcomes. Interviews revealed that teachers lacked sufficient knowledge of 21st-century competencies and skills. Turkish Language and Literature teachers’ criticisms of 21st-century competency areas are as follows:

Turkish Language and Literature teachers stated that information literacy skills are insufficient, that the texts covered in this subject are too information-intensive and demanding, that students have difficulty researching, that information literacy skills are insufficient for transferring to daily life, that test anxiety hinders skill transfer, and that social media has a negative impact.

Turkish Language and Literature teachers stated that question-answer and brainstorming techniques, as well as in-class activities, contribute to critical thinking. They also stated that the texts in the textbook do not contribute to critical thinking, and that critical thinking skills vary depending on the student profile, making them particularly difficult to address in vocational high schools.

Turkish Language and Literature teachers stated that visual literacy skills serve their purpose with teacher guidance, and that the use of smart boards and the increased use of digital materials and activities in the textbook would contribute to visual literacy skills. Turkish Language and Literature teachers stated that communication and collaboration skills involve a great deal of information transfer in the course, leaving no time for skill transfer. Furthermore, the exam-focused nature of the course hinders skill transfer. The school profile is also important in this regard, and communication and collaboration skills are low in vocational high schools. Turkish Language and Literature teachers stated that media literacy skills are so intense and

demanding that it is impossible to allocate time to competency areas such as media literacy.

Turkish Language and Literature teachers stated that the memorization-focused nature of textbooks negatively impacts creative thinking skills, and that creative thinking skills are partially useful depending on students' interest and attention. Reducing the number of students in a class and increasing individual work would improve creative thinking skills. According to the results of research conducted by Balkaya (2017), teachers have a positive perception of information and communication technologies. This result is not consistent with our study. Based on the qualitative data obtained from our study, teachers' views on information and media literacy are not positive and need to be improved. According to the results of research conducted by Bozkırlı & Er (2018), students are not taught the skills of critical thinking, information literacy, and media literacy, out of the seven skills included in the curriculum. This result is consistent with our study. According to the results of research conducted by Çelik (2018), the critical thinking dimension of the 9th-grade Turkish literature curriculum is sufficient in terms of its ability to be implemented with different techniques. The qualitative findings of our study also reached a consistent conclusion, as they indicated that students can develop skills through different activities. According to the results of the research conducted by Demir (2010), literature teachers believed that Turkish literature textbooks were not sufficiently suited to the objectives of the program in terms of developing thinking skills, language skills, and interpretation skills. The qualitative findings of our study are consistent with these results. According to the results of the research conducted by Dökmecioğlu (2017), it was determined that a constructivist learning environment increases critical thinking skills. According to the results of the research conducted by Kolikpınar (2021), the effect of story writing through creative writing activities on students' perceptions of the course and their academic achievement was measured, and it was concluded that students' perceptions and achievements were positively affected. The teachers' opinions in our study also support these two studies. Teachers stated that the activities would develop skills. According to the results of the research conducted by Sarıtaş (2019), it was concluded that creativity and renewal are the skills thought to be most frequently used by students within the learning and renewal skills category. The 21st-century skills thought to be underutilized by students are communication and collaboration. This finding is significant both because it supports the research findings and because it provides a different conclusion. According to the research conducted by Soysal & Kurudayıoğlu (2018), the fact that domain-specific skills were mentioned

only sixteen times in nine separate units in the contextual analysis suggests that these skills are not sufficiently addressed. Consistent with our study, the results were obtained.

The analyses conducted for the sixth sub-objective of the study, “Is there a significant difference between the opinions of Turkish Language and Literature teachers and 12th-grade students regarding the achievement of the 2018 Turkish Language and Literature Curriculum objectives and field-specific skills?” revealed consistent views.

The analyses conducted for the seventh sub-objective of the study, “What are the general opinions and recommendations of Turkish Language and Literature teachers regarding the Turkish Language and Literature textbooks?” Turkish Language and Literature teachers found the textbooks lacking in the field-specific skills and competencies section. They stated that the texts and activity questions in the textbooks were insufficient for skill development. They stated that preparing textbooks according to student level, that is, school profile, would be beneficial for students to address them. Arseven et al. (2017), Kuduban & Aktekin (2013) found results consistent with our study; they stated that they found the textbooks disorganized, sloppy, inadequate, unnecessarily dense, and complex, and that they were not suitable for all school types. In their study, Demir (2020) examined the 2018 curriculum under four headings: objectives, content, educational status, and measurement and evaluation, and obtained teachers’ opinions. The “I agree” response to the outcomes “Activities are suitable for developing writing skills” and “Activities are suitable for developing students’ speaking skills” both supports our study and presents a different result in terms of writing skills. According to the results of the research conducted by Duyar (2019), Turkish Language and Literature teachers stated that they viewed the effect of textbooks and texts on the development of students’ creative thinking skills as distinctly “negative”. In our study, creative thinking skills were high according to teachers’ opinions, but no conclusion supporting the study was reached in this regard. According to research conducted by Işıksalan (2011), it was determined that textbooks should be prepared in accordance with the requirements of the current era. In his study, Topbaş (2021) noted that the activity questions in textbooks repeatedly measured some reading skill outcomes while omitting others entirely. These results regarding textbooks are consistent with our study.

As a result of the analysis conducted regarding the 8th sub-objective of the research, “What are the general opinions and recommendations of Turkish Language and Literature teachers regarding the 2018 Turkish

Language and Literature Curriculum?”), a majority of Turkish Language and Literature teachers stated that the Turkish Language and Literature course should again be term-oriented. They stated that to improve students' language skills, courses such as composition and creative writing should be added to Turkish Language and Literature courses, and a program that emphasizes literary taste and understanding rather than memorization should be created. He stated that the most important reason why students focus on knowledge rather than skill acquisition is due to the exam system.

According to the results of the research conducted by Ataseven (2011), it was revealed that the 2005 curriculum was applicable in terms of objectives and outcomes, but some deficiencies needed to be addressed. According to the results of the research conducted by Bozkırlı & Er (2018), by examining the applicability of the curriculum, it was determined that specific objectives were not achieved due to the inadequacy of the students. These studies, with their different results, present results consistent with our study. According to the results of the research conducted by Cemiloğlu (2018), the 2017 Turkish Language and Literature Curriculum was approached from a philosophical perspective, and the conclusion that it lacked scientific adequacy was expressed in discussions regarding the integrity of the curriculum. According to the results of the research conducted by Çelik (2018), a content analysis was conducted with a chronological approach by evaluating and examining the curriculum. It was stated that the programs were generally prepared within the framework of a cultural model, with art and language education being secondary.

Based on the data obtained from the research, the following recommendations can be made:

A new curriculum, grounded in the realities of the technological age, prepared by experienced staff, organized with a scientific and rational approach, and identifying points that will appeal to the current mentality, can be developed with these considerations in mind.

Turkish language and literature education can achieve a certain level of quality with staff who are knowledgeable, have a developed aesthetic sensitivity, and have internalized national and universal values to a certain extent. In this context, at the heart of successful Turkish language and literature education should be a well-equipped teacher with critical thinking, developed analysis and synthesis skills, and possessing high-level skills. A well-trained teacher who reads regularly, incorporates rich literature and cultural materials into their lessons, has a strong democratic culture, and stimulates their students' imaginations and curiosity is crucial for implementing the

curriculum. Distance learning seminars prepared through ÖBA for teacher development can be enhanced with applications addressing 21st-century skills.

Students' readiness for Turkish language and literature education is crucial for achieving the course's objectives. Applying the same curriculum to all school types may not yield the same results due to varying student levels. Curriculum development should take these factors into consideration.

The Turkish Language and Literature Curriculum, developed in recent years, has a genre-focused approach. However, feedback throughout this implementation reveals that there are problems with the achievement of these objectives. It appears that students are struggling to develop a grasp of literature and history, and that the rapid transition between genres makes texts difficult to understand. In short, it is important to find a solution to the problems associated with a period-based approach.

One of the fundamental factors affecting the quality of the Turkish Language and Literature course is textbooks. The OGM Materials program, which the Ministry of National Education has recently focused on and developed, is crucial because it encourages the practical use of textbooks. By leveraging technological advancements, texts in textbooks can be selected that are understandable, engaging, representative of the finest examples of their genre, and provide aesthetic pleasure. Activities in textbooks aimed at acquiring knowledge, skills, and attitudes within the classroom can be replicated for implementation in this digital environment.

Environments can be created where students can read, express themselves, and develop creative and critical thinking skills during the teaching-learning process. In this context, elective courses in creative writing, reading, or written composition can be added outside of Turkish Language and Literature class hours.

In our education system, it has been determined that the stress of exams (AYT-TYT) overwhelms the competencies and skills students are expected to acquire. Applied activities can be increased, where test anxiety can be subdued, and practical application can be prioritized.

Activities that actively integrate 21st-century skills, prioritize individual awareness, are technologically advanced, and appeal to Generation Z.

It has been determined that the distribution of topics across grade levels is disproportionate. While the units in the textbooks are equivalent, the density of topics is not proportional. For example, 10th-grade course topics cover pre-Islamic Turkish literature and the influence of Islam, while

11th and 12th-grade course topics cover only Turkish literature under the influence of the Republic. Subject distributions can be distributed equally among classes, and 12th-grade subjects can be focused on the exam process.

Author's Statement

Use of Generative AI and AI-Assisted Technologies: While preparing this chapter, the authors used Artificial Intelligence tools to increase grammatical accuracy and semantic clarity in the English translation process.

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