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Turkish Teachers' Opinions on the Turkey Century Maarif Model Turkish Language Teaching Program

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Abstract

When looking at the history of education, it is inevitable that education systems undergo change and development universally for all nations due to the dynamics of curriculum development. Similarly, when we examine the history of the Turkish Education System, we see that it has experienced numerous changes. The most recent change was introduced under the name of the 2024 Maarif Century Program. The education system functions as a whole, and naturally, many teaching programs have also undergone change and development. The purpose of this study is to determine Turkish teachers' opinions about the Turkey Century Maarif Model Turkish Teaching Program. The study employed the basic qualitative research design, one of the qualitative research patterns. The study group consisted of Turkish teachers working in various provinces of Turkey during the 2024-2025 academic year. Data were collected through a semi-structured interview form prepared by the researchers. Seven teachers working within the Ministry of National Education (MEB) participated in the study. To analyze the data obtained from this research, the deductive qualitative data analysis technique was used. According to the results derived from the findings, it was concluded that it is difficult to cover the learning outcomes of the Turkish course within the allotted time. While the learning outcomes related to writing skills were considered ideal for students, those related to listening skills were found to be boring by students. Moreover, the assessment and evaluation approach was reported to be exhausting for teachers, and some skill-based assessment practices were perceived as inefficient by them.

Keywords: Turkish language education, Turkish language teaching curriculum, Turkish language teacher, Turkish language course



Introduction

In the information age, the development of language skills lies at the center of individuals' and societies' processes of accessing, evaluating, and producing knowledge (Göğüş, 1983). As the most important means of communication in human history, language plays a key role in the preservation of cultural heritage and must be transmitted to new generations as a cultural legacy (Kavcar et al., 1997). Yıldız (2003) emphasizes that the main principle of the Turkish language course is to equip students with language skills that will enable them to succeed in various communication contexts. Göçer (2018) states that an individual's success in both academic and social life is directly related to their competence in comprehension and expression skills. The process of mother tongue education, which begins in primary school with the aim of developing comprehension and expression skills, continues through the complementary practices of linguistic competencies such as listening, speaking, reading, and writing (Sever, 2007). The Turkish language course, particularly at the elementary education level, affects success in all other subjects, since mother tongue education supports cognitive, emotional, and social development, strengthens cultural identity, and enhances academic achievement (Akyol, 2006; Öztürk, 2007; Yaman, 2009). In order to organize and structure the educational process, curricula are required. A curriculum is defined as a planned arrangement of various learning experiences provided in a controlled environment to maximize children's potential and to support their cognitive, social, emotional, and physical development (Benzer, 2004). Demirel (2007) describes the curriculum as the entirety of planned learning experiences presented throughout school life with the aim of contributing to the development of the individual. A successful educational process is only possible through careful planning. Planning is a conscious and systematic preparation process carried out to achieve predetermined goals and to adapt to changing conditions (Özdemir, 2009; White, 2010). Defining education as a deliberate process of enculturation indicates that learning experiences should be designed and implemented toward specific objectives. In order for students to develop the desired behaviors and skills, a step-by-step, systematic, and well-planned approach should be adopted throughout the educational process (Hotaman, 2010). In the past, curricula were regarded merely as a sequence of topics to be learned; however, today they have evolved into a comprehensive and holistic structure that encompasses all learning experiences inside and outside the school, supporting students' overall development (Demirel, 2024; Howe, 2002; Kılıç, 2000; Slattey, 2006; Young, 2009). Curricula are in a constant state of development and change. Such development and change must align with the social structure, political dynamics, and economic order of society, as well as with scientific and technological advancements in general (Gömleksiz et al., 2005). For this reason, the Ministry of National Education (MoNE), taking these developments and changes into account, updated the preschool, primary, lower secondary, and upper secondary curricula under the name Türkiye Century Maarif Model as of April 2024, and the programs were approved in May 2024. MoNE (2024, p. 3) describes the Maarif Model as "a holistic model consisting of student profile, skills framework, virtue-value-action model, system literacy, and domain-specific knowledge clusters." In the 2009 Turkish Language Curriculum

(Grades 1–5), which was previously in effect and prepared comprehensively in terms of content, the learning areas were classified as listening, speaking, reading, writing, and visual reading-writing. In the 2015 Turkish Language Curriculum (Grades 1–8), however, a tripartite classification was adopted as oral communication, reading, and writing, with listening and speaking grouped under oral communication. In the 2019 Turkish Language Curriculum (Primary and Secondary, Grades 1–8), the learning areas were reorganized into four categories: listening, speaking, reading, and writing. Finally, in the Türkiye Century Maarif Model Turkish Language Curriculum, it is stated that “students are expected to develop their listening/viewing, speaking, reading, and writing skills” (MoNE, 2024). The teacher is the person responsible for implementing curricula. As the individual who directly experiences the problems arising from implementation and who can best observe and identify deficiencies, the teacher holds a central role. Therefore, identifying the problems encountered in the implementation of the curriculum through teachers’ opinions and experiences, and conducting studies based on these problems, constitutes a significant step toward addressing educational challenges (Çelenk, 2002).

In line with this purpose, the research problem statement was formulated as follows: “What are the opinions of Turkish language teachers regarding the Türkiye Century Maarif Model Turkish Language Curriculum?” In accordance with this aim, the following research questions were addressed:

- What are Turkish language teachers’ opinions on the implementation principles of skill areas in the curriculum? (listening/viewing, reading, speaking, writing)
- What are Turkish language teachers’ views on the implementation principles of strategy and method teaching? (cognitive, metacognitive, gradual release of responsibility model)
- What are Turkish language teachers’ opinions regarding the revised learning outcomes (objectives)?
What are Turkish language teachers’ views on the implementation of production workshops? (listening/viewing, reading workshop)
- What are Turkish language teachers’ opinions on the themes? (time, grade levels, etc.)
- What are Turkish language teachers’ views on the texts? (text selection, text types, etc.)
- What are Turkish language teachers’ opinions regarding learning evidence (assessment and evaluation practices)?

2024 Turkish Language Education Curriculum

The 2024 Education Curriculum aims to design an educational system that brings individuals together within the framework of responsibility and morality. The Türkiye Century Maarif Model also organizes education in harmony with the living conditions brought by the contemporary era (Karagöl & Aydoğan, 2025). Education, while considering the obligations imposed by laws, is a developing and changing discipline (Erden & Akman, 1997). Ertürk (2013), in his widely known definition, states that education is the process by which an individual performs behaviors voluntarily. Similarly, Subaşı and Erdoğan (2023) describe education as the process

by which an individual adapts to multiple aspects of life. Bobbit (2018) defines education as the revelation of an individual's potential, while Tyler (2014) emphasizes the ubiquitous nature of education that transcends boundaries and places.

All these definitions also direct us toward the programmatic dimension of education. Akpınar (2024) metaphorically likens education to a route, describing it as running along that route. The concept of curriculum, which plays a significant role in the learning process, was historically regarded as a list of topics, course contents, or schedules. Over time, however, it came to be seen as the experiences lived within schools, an instructional guide, or intended outcomes (Erdem & Eğmir, 2018). A curriculum addresses the questions of what, why, how, and when in education. It cannot be reduced solely to methods and techniques; rather, it must also be dynamic (Erol & Kavruk, 2021). The dynamic nature of curricula requires them to be updated in response to the passage of time and the influence of technology (Karabulut & Tunagür, 2021).

With the reforms introduced in the 2024 education system, many course curricula have undergone significant revisions. One such course is Turkish language instruction. Before analyzing the 2024 Turkish Language Curriculum, it should be noted that one of its aims is to address the weaknesses and deficiencies of the 2019 program (Kaya & Aydın, 2024). A comparison of the two programs reveals that, in addition to the ten core values included in the 2019 program, this number was increased to twenty in the 2024 program (MoNE, 2019-TDÖP; MoNE, 2024-TDÖP). Furthermore, the number of vocabulary learning outcomes was doubled, the competency section was removed, the order of certain themes was revised, and some themes were eliminated altogether.

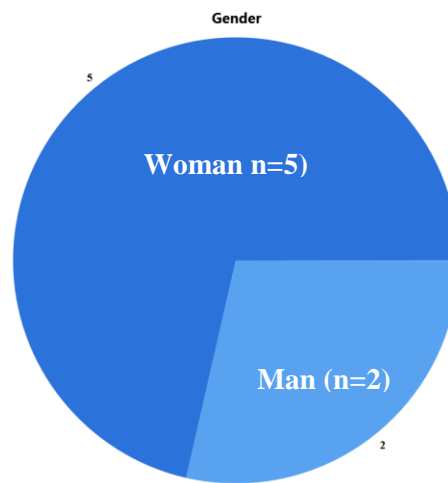
Method

Research Design

According to Yıldırım and Şimşek (2021), qualitative research follows a process that enables the in-depth and natural description of events and phenomena through various methods such as interviews, observations, and document analysis. Among qualitative research designs, the most common is the basic qualitative research design. The primary purpose of a basic qualitative study is to reveal and interpret the meanings of the findings obtained in the research (Agazu et al., 2022). Basic qualitative research focuses on examining how participants make sense of a situation or phenomenon. Data obtained through various collection methods such as interviews, observations, and document analysis are analyzed with an interpretive approach, and participants' views are examined comprehensively and in detail (Sevim & Bayındır, 2016). Basic qualitative research is a design carried out to determine how participants interpret a subject and what meaning they assign to their experiences, allowing them to gain a deeper understanding of complex situations and relationships and to develop new theories (Merriam, 2015). In this study, in order to examine Turkish language teachers' views on the renewed Turkish Language Teaching Curriculum in depth, the basic qualitative research design was employed.

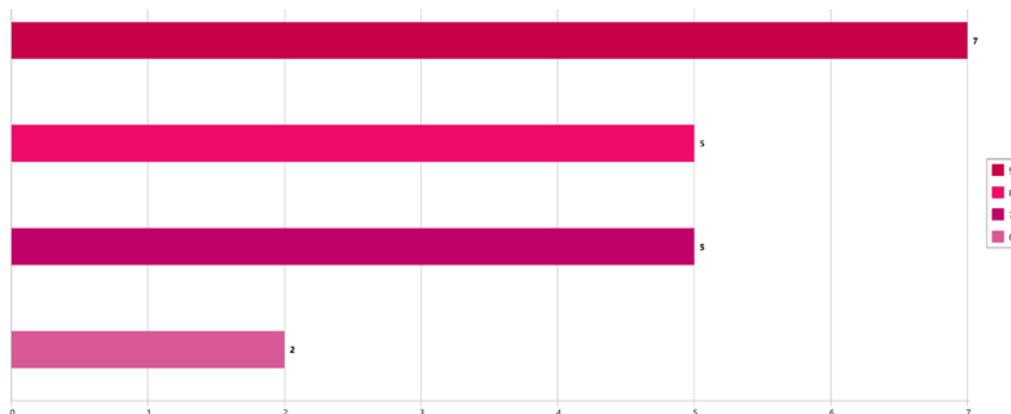
Research Group

The study group of this research consists of Turkish language teachers working in various provinces of Türkiye during the 2024–2025 academic year. Turkish language teachers were chosen as participants due to their expertise in the field, ease of accessibility, and specialization in the subject area. Seven teachers participated in the study and were coded as P1, P2, P3, and so on. Each participant was selected on a voluntary basis, and prior to participation, their consent to take part in the study was obtained. The study group was formed using the simple random sampling method. “In this sampling method, all units in the population have an equal and independent chance of being selected for the sample. In other words, the probability of selection is the same for all individuals, and the selection of one individual does not affect the selection of others” (Büyüköztürk et al., 2023, p. 88).



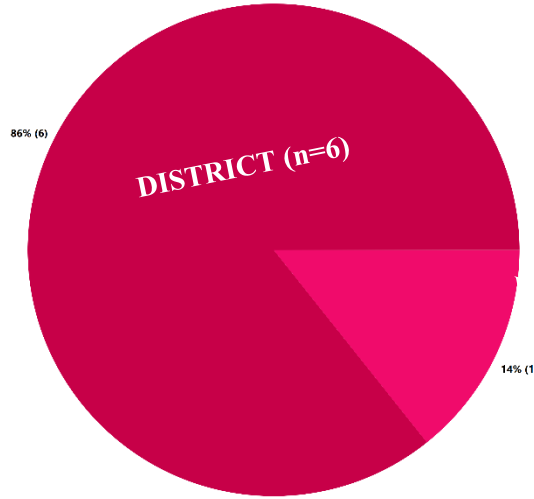
Graph 1. Gender of the Participants

When Graph 1 is examined, it is observed that 28.6% (n=2) of the Turkish language teachers participating in the study are male, while 71.4% (n=5) are female. All of the teachers (n=7) have 11–22 years of professional experience.



Graph 2. Grade Levels Taught by the Participants

When Graph 2 is examined, it is observed that 100% (n=7) of the Turkish language teachers participating in the study teach 5th grade, 28.6% (n=2) teach 6th grade, 71.4% (n=5) teach 7th grade, and 71.4% (n=5) teach 8th grade students.



Graph 3. Place of Duty of the Participants

When Garph 3 is examined, it is observed that 14.3% (n=1) of the Turkish language teachers participating in the study work in villages, while 85.7% (n=6) work in district centers.

Data Collection

During the 2024–2025 academic year, Turkish language teachers working in various provinces of Türkiye were reached through Google Forms with a set of questions that had been prepared in advance and reviewed by field experts. Participants were given a certain period of time, within which they were expected to complete the form. However, no specific time limit was imposed for responding to the form. Once the data collection process was completed, the responses were downloaded from Google Forms.

Data Collection Tool

For the data collection process of the study, a semi-structured interview form prepared by the researcher was used in order to determine Turkish language teachers' views on the Türkiye Century Maarif Model Turkish Language Teaching Curriculum. The interview form was developed by the researcher in line with the purpose of the study. The questions were reviewed by two faculty members in terms of content validity. In accordance with the expert feedback, the interview form was finalized and administered to teachers in a semi-structured manner. In this study, validity was ensured by including direct quotations from teachers' responses, from which codes and categories were derived. In the determination of codes and categories, the concepts emerging mainly in the findings were taken into consideration. The questions included in the semi-structured interview form are as follows: hat are your opinions on the implementation principles of skill areas in the renewed Turkish Language Teaching Curriculum? (listening/viewing, reading, speaking, writing)

- What are your views on the implementation principles of strategy and method teaching in the renewed Turkish Language Teaching

Curriculum? (cognitive, metacognitive, gradual release of responsibility model)

- What are your opinions regarding the revised learning outcomes (objectives) in the renewed Turkish Language Teaching Curriculum?
- What are your views on the implementation of production workshops in the renewed Turkish Language Teaching Curriculum? (listening/viewing, reading workshop)
- What are your opinions on the themes in the renewed Turkish Language Teaching Curriculum? (time, grade levels, etc.)
- What are your views on the texts in the renewed Turkish Language Teaching Curriculum? (text selection, text types, etc.)
- What are your opinions regarding the learning evidence (assessment and evaluation practices) in the renewed Turkish Language Teaching Curriculum?

Validity and Reliability Studies

“Validity refers to the verification of research results through various methods, while reliability involves the examination of research results by different experts” (Yıldırım & Şimşek, 2021). In this study, the data obtained, as well as the entire process from data analysis and interpretation to the conclusion stage, were re-examined by an independent expert in the field with a critical perspective. In line with the feedback received, all stages of the research were reviewed once again. In the findings section, direct quotations from participants’ responses were included to enhance the credibility of the study.

Data Analysis

In order to analyze the data obtained from this study, the deductive analysis technique, one of the qualitative data analysis methods, was employed. “In the deductive analysis technique, the data obtained are summarized and interpreted according to themes that have been previously determined on the basis of the research question or sub-questions” (Yıldırım & Şimşek, 2021, p. 244). In this study as well, a semi-structured interview form was developed by the researcher to determine Turkish language teachers’ views on the Türkiye Century Maarif Model Turkish Language Teaching Curriculum. Teachers were asked to respond to each question in the form, and each interview question was treated as a theme of the study. Based on these themes, teachers’ responses were coded. The data were analyzed using the MAXQDA 24 software.

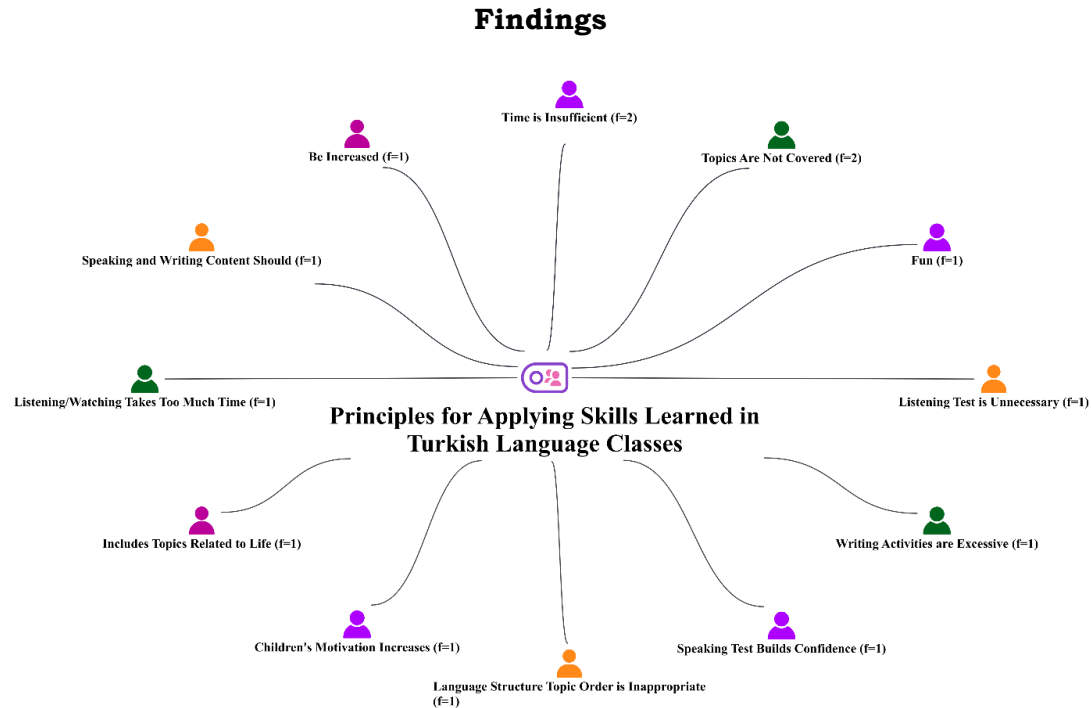


Figure 1. Turkish Language Teachers' Opinions on the Implementation Principles of Skill Areas in Turkish Language Lessons

When Figure 1 is examined, it is evident that the teachers participating in the study expressed their opinions regarding the implementation principles of the renewed Turkish Language Teaching Curriculum as follows: time is insufficient (f=2), topics are not covered (f=2), writing activities are excessive (f=1), listening test is unnecessary (f=1), speaking test builds confidence (f=1), writing skills align with the intended objectives (f=1), the sequence of language structures is inappropriate (f=1), students' motivation toward the lesson increases (f=1), it includes topics related to real life (f=1), enjoyable (f=1), listening/viewing activities are too time-consuming (f=1), and speaking and writing contents should be expanded (f=1). In this regard, the opinions of Turkish language teachers are as follows:

"Emphasis has been placed on listening, speaking, and writing. However, since there are too many writing activities, we face difficulties in progressing through the topics." (Teacher coded P1)

"We administer speaking and listening exams. While this practice is effective in improving speaking skills and self-confidence, listening is already an activity we conduct at the end of each theme. Therefore, the exam is unnecessary, as we already evaluate students holistically." (Teacher coded P2)

"The designated field skills are appropriate except for the sequencing of language structures. The teaching of language structures should proceed from parts to the whole, and its foundation lies in the concepts of roots and affixes." (Teacher coded P3)

“Step-by-step progression in the writing skills area, starting with group activities and then moving to individual tasks, has facilitated the achievement of learning objectives.” (Teacher coded P4)

“Compared to the past, I can say that the program motivates children more, is more enjoyable, and includes real-life topics.” (Teacher coded P5)

“Listening/viewing skills are similar to the previous curriculum; however, the number of listening/viewing texts is considerably high. Conducting them in the classroom takes too much time, thus they are often assigned as homework. The texts selected for reading skills are appropriate, but the number of reading texts per theme has been kept unnecessarily high. Reducing this number would be more appropriate. The new curriculum focuses more on speaking and writing skills. The weekly six-hour course load is not sufficient for implementing this program. The number of texts and topics determined for all skill areas needs to be reduced.” (Teacher coded P6)

“Contents based on speaking and writing should be increased.” (Teacher coded P7)

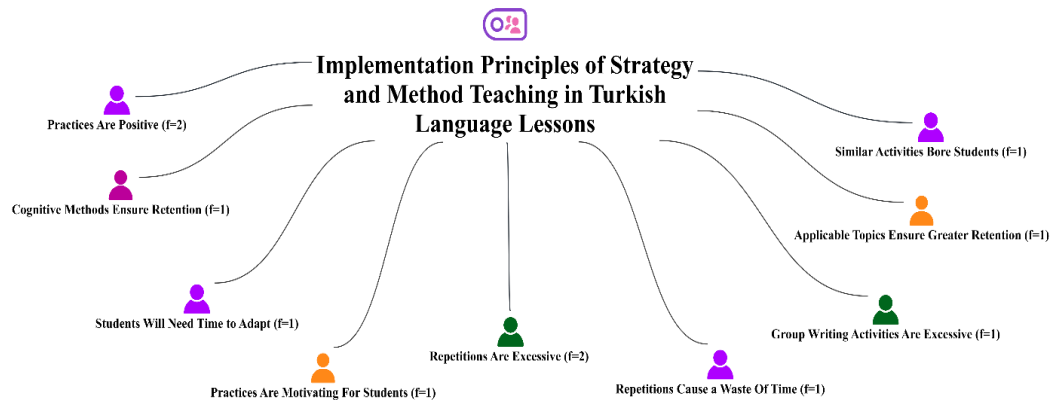


Figure 2. Turkish Language Teachers' Opinions on the Implementation Principles of Strategy and Method Teaching in Turkish Language Lessons

When Figure 2 is examined, it is observed that the teachers participating in the study expressed their opinions regarding the implementation principles of teaching strategies and methods in the renewed Turkish Language Teaching Curriculum as follows: “practices are positive (f=2), repetitions are excessive (f=2), similar activities bore students (f=1), applicable topics ensure greater retention (f=1), group writing activities are excessive (f=1), repetitions cause a waste of time (f=1), practices are motivating for students (f=1), students will need time to adapt (f=1), cognitive methods ensure retention (f=1).” In this regard, the opinions of Turkish language teachers are as follows:

“It is positive in terms of enabling students to practice, but since it is repeated too frequently, students may get bored when performing similar activities.” (Teacher coded P1)

“If students can apply the knowledge they have acquired in daily life, a transition from the cognitive process to the metacognitive level can be achieved. However, this is not possible for every topic.” (Teacher coded P2)

“Group writing activities are more than necessary and cause a loss of time.” (Teacher coded P3)

“The implementation principles of teaching strategies and methods are particularly consistent with the gradual release of responsibility model in the writing skill area. Other activities also align with the metacognitive model.” (Teacher coded P4)

“Children...” (Teacher coded P5)

“The renewed Turkish Language Teaching Curriculum has been effectively designed to activate students both cognitively and metacognitively. However, in terms of gradually transferring responsibility, it seems that new generation students will take time to adapt. This is because imposing responsibility on students at this stage is quite challenging.” (Teacher coded P6)

“When I apply cognitive methods, the learning becomes more permanent.” (Teacher coded P7)

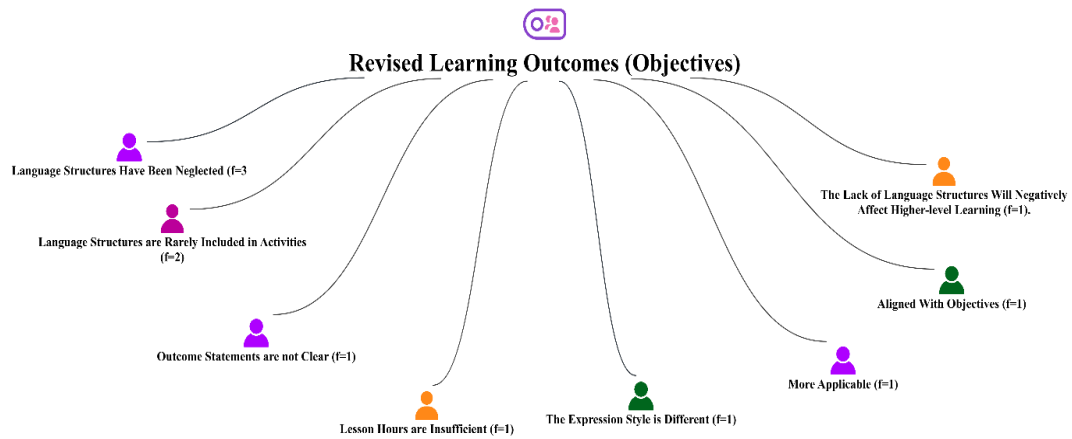


Figure 3. Turkish Language Teachers' Opinions on the Revised Learning Outcomes (Objectives)

When Figure 3 is examined, it is observed that the teachers participating in the study expressed their opinions regarding the revised learning outcomes (objectives) as follows: “language structures have been neglected (f=3), language structures are rarely included in activities (f=2), outcome statements are not clear (f=1), lesson hours are insufficient (f=1), the expression style is different (f=1), more applicable (f=1), aligned with objectives (f=1), and the lack of language structures will negatively affect higher-level learning (f=1).” In this regard, the opinions of Turkish language teachers are as follows:

“Language structures have been neglected, and the required language structures are included in activities only to a very limited extent.” (Teacher coded P1)

“The outcome statements in the annual plans are not at a comprehensible level.” (Teacher coded P2)

“The learning outcomes other than language structures are quite appropriate. However, the removal of certain topics in language structures will lead to deficiencies that may negatively affect higher-level learning.” (Teacher coded P3)

“For the 5th grade, the learning outcomes are sufficient and appropriate. However, at other levels, the removal of some outcomes from the curriculum may cause problems in acquiring subsequent outcomes, as these serve as prerequisites.” (Teacher coded P4)

“The outcomes are quite good, but the current lesson hours are not sufficient for achieving them.” (Teacher coded P5)

“The learning outcomes in the renewed Turkish Language Teaching Curriculum are not very different except for the way they are expressed. The reduction in the number of outcomes is appropriate. It is a good choice to simplify outcomes that students had difficulty relating to daily life. In previous curricula, the need to cover outcomes required for academic goals in later stages created challenges. From the perspective of learning outcomes, I consider the new curriculum to be more applicable.” (Teacher coded P6)

“The targeted behaviors in the outcomes are consistent with the content.” (Teacher coded P7)

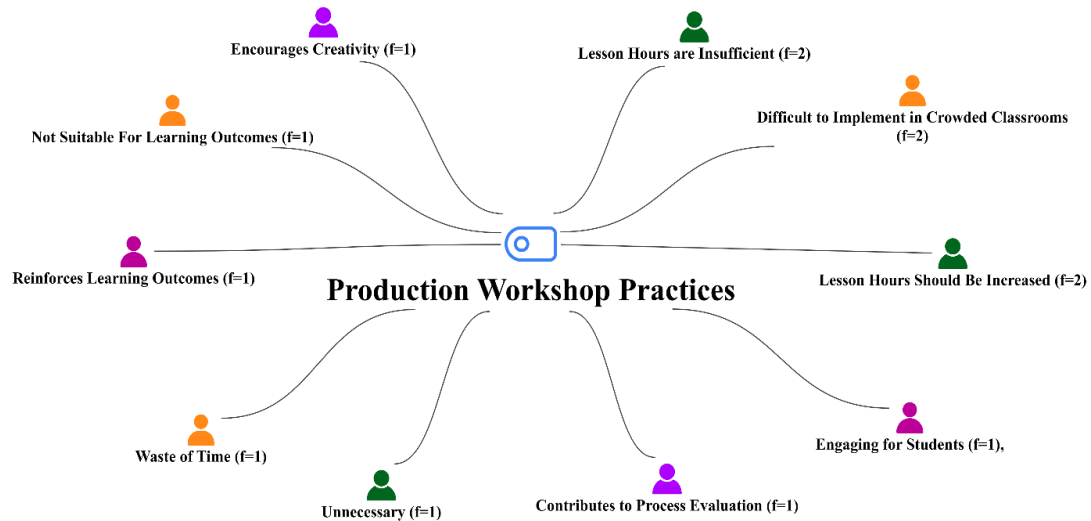


Figure 4. Turkish Language Teachers’ Opinions on Production Workshop Practices

When Figure 4 is examined, it is observed that the teachers participating in the study expressed their views regarding production workshop practices as follows: “lesson hours are insufficient (f=2), difficult to implement in crowded classrooms (f=2), lesson hours should be increased (f=2), engaging for students (f=1), contributes to process evaluation (f=1), unnecessary (f=1), waste of time (f=1), reinforces learning outcomes (f=1), not suitable for learning outcomes (f=1), and encourages creativity (f=1).” In this regard, the opinions of Turkish language teachers are as follows:

“It has been an engaging practice for students.” (Teacher coded P1)

“Similar to previous performance tasks, it contributes to process evaluation; however, it may be difficult to implement in crowded classrooms.” (Teacher coded P2)

“All the learning outcomes of the Turkish course already function as a production workshop in themselves. Therefore, there is no need for additional workshops, as they cause a waste of the teacher’s time.” (Teacher coded P3)

“Although production workshop practices are successful in reinforcing learning outcomes, they are difficult to implement in crowded classrooms.” (Teacher coded P4)

“I do not think the workshops are very suitable for the general objectives of the Turkish course. Perhaps in the future, with more class hours or additional activities, they may reach a better level, but currently there is a scheduling problem, and I struggle to fully cover the curriculum.” (Teacher coded P5)

“The idea of workshop practices is good, but it is difficult to put into practice. Considering the other ongoing projects, the weekly lesson hours are not sufficient. Additional hours should be allocated for workshop practices; otherwise, they will either be presented as if conducted or assigned as homework.” (Teacher coded P6)

“They encourage students’ creative and independent aspects.” (Teacher coded P7)

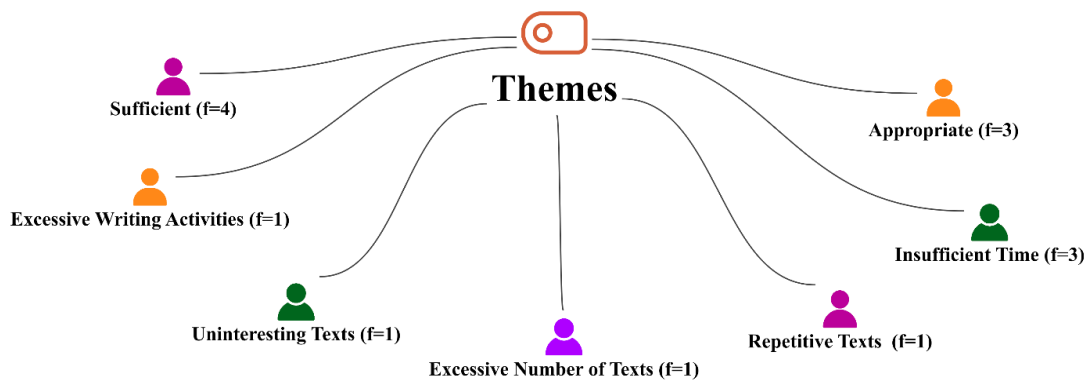


Figure 5. Turkish Language Teachers’ Opinions on Themes

When Figure 5 is examined, it is observed that the teachers participating in the study expressed their views regarding themes as follows: “sufficient (f=4), appropriate (f=3), insufficient time (f=3), excessive number of texts (f=1), repetitive texts (f=1), uninteresting texts (f=1), and excessive writing activities (f=1).” In this regard, the opinions of Turkish language teachers are as follows:

“Too much emphasis has been placed on writing activities, which prolongs the process. The texts could have been more engaging. Some texts used in primary school have also been included in the middle school textbook. This needs attention.” (Teacher coded P1)

“Since weekly course hours are six in grades 5 and 6, the content can be covered. The themes are appropriate.” (Teacher coded P2)

“The themes are quite suitable and sufficient.” (Teacher coded PK3)

“The content of the themes is appropriate for the development of 5th-grade students, and the time allocated for the themes is sufficient.” (Teacher coded P4)

“The themes are very appropriate for the grade level, but the issue of insufficient time cannot be ignored.” (Teacher coded P5)

“The number of themes is sufficient. However, the number of texts designated for each theme is excessive. Considering that textbooks have been prepared in the form of one book per semester, the number of pages reveals how much time is needed to cover a single theme. As with other issues, this leads to the conclusion that the number of weekly course hours is insufficient.” (Teacher coded P6)

“The time allocated is sufficient and appropriate for the grade level.” (Teacher coded P7)

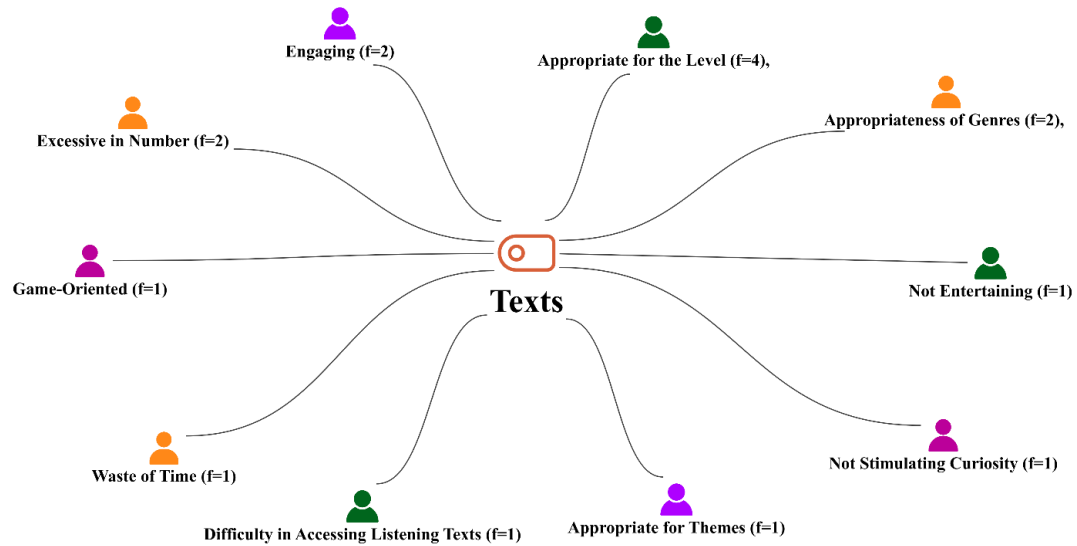


Figure 6. Turkish Language Teachers’ Opinions on Texts

When Figure 6 is examined, it is observed that the teachers participating in the study expressed their views regarding texts as follows: “appropriate for the level (f=4), engaging (f=2), excessive in number (f=2), appropriateness of genres (f=2), not entertaining (f=1), not stimulating curiosity (f=1), appropriate for themes (f=1), difficulty in accessing listening texts (f=1), waste of time (f=1), and game-oriented (f=1).” In this regard, the opinions of Turkish language teachers are as follows:

“The texts could have been more entertaining. Students should follow them with curiosity while reading or listening.” (Teacher coded P1)

“The texts are appropriate for both the themes and the age group of the students.” (Teacher coded P2)

“The texts in the textbook are consistent with the students’ age and psychological state; however, there is a significant overload of texts, making planning extremely difficult. In class, accessing the listening texts on the EBA platform causes considerable time loss. These texts should be made available without requiring a password.” (Teacher coded P3)

“In the selection of texts, the developmental characteristics and interests of students were taken into account, and the texts attract students’ attention.” (Teacher coded P4)

“The choice of texts and their genres are very appropriate for the grade level.” (Teacher coded P5)

“The types and selection of texts are suitable for the grade level. Students are willing to read the texts; however, the number of texts for each theme is excessive. In fact, we are forced to select which texts to read within each theme.” (Teacher coded P6)

“The texts are quite appropriate for the level, but instead of being somewhat game-oriented, they could have been designed to emphasize cognitive depth more strongly.” (Teacher coded P7)

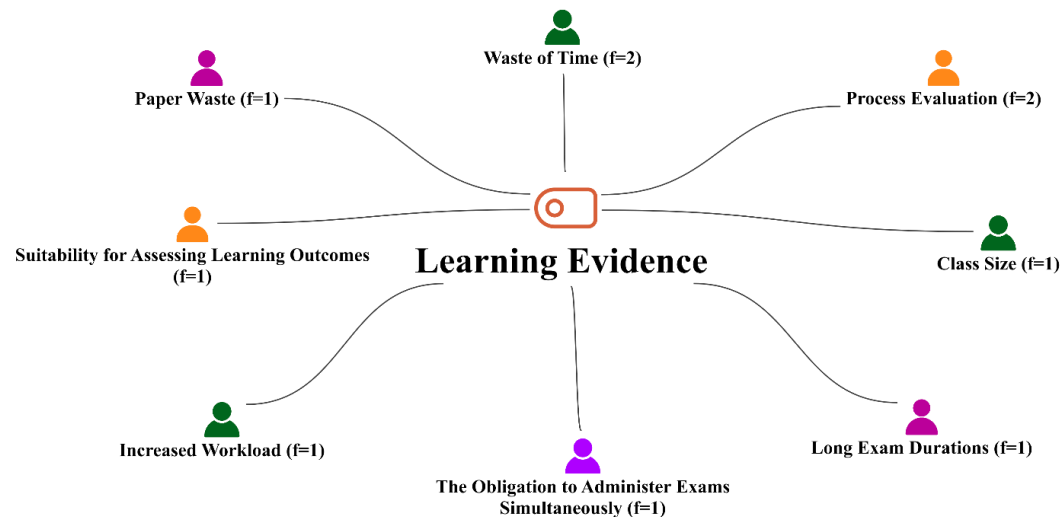


Figure 7. Turkish Language Teachers’ Opinions on Learning Evidence (Assessment and Evaluation Practices)

When Figure 7 is examined, it is observed that the teachers participating in the study expressed their views regarding learning evidence (assessment and evaluation practices) as follows: “waste of time (f=2), process evaluation (f=2), class size (f=1), long exam durations (f=1), the obligation to administer exams simultaneously (f=1), increased workload (f=1), suitability for assessing learning outcomes (f=1), and paper waste (f=1).” In this regard, the opinions of Turkish language teachers are as follows:

“Speaking exams take too much time. While covering the textbook content already takes long, conducting speaking exams consumes additional time. Moreover, written and listening exams also take time away from our lessons.” (Teacher coded P1)

“There is a strong emphasis on process evaluation. However, class size is a very significant factor here.” (Teacher coded P2)

"The Turkish course, with its writing, listening/viewing, and speaking components, is in itself a workshop practice. Therefore, a separate requirement for workshops is unnecessary." (Teacher coded P3)

"In assessment and evaluation practices, the use of not only written exams but also listening/viewing, reading, and writing scales, as well as student portfolios, is highly suitable for closely monitoring students' development. However, all of these documents both impose an additional burden on the teacher and cause a loss of time, as well as paper waste. Furthermore, the requirement to enter three exam grades (listening, speaking, and written) simultaneously for each student in the e-school system is a major problem for teachers." (Teacher coded P4)

"Assessment and evaluation practices conducted at the end of each theme are useful for determining to what extent the learning outcomes within that theme have been achieved. When preparing written exams, the assessment practices at the end of themes are taken into account, and the questions are prepared in line with the renewed Turkish Language Teaching Curriculum." (Teacher coded P6)

"We can easily measure the targeted outcomes through three different skills." (Teacher coded P7)

Conclusion

According to the research findings, the majority of teachers reported that there was insufficient time allocated for field skills practice and that the topics were not covered in adequate depth. They emphasized that while the practices were generally positive, they also involved excessive repetition. Teachers believed that writing-related skills were both necessary and sufficient for students, whereas listening-related skills were perceived as monotonous and unengaging.

It was further stated that language structures associated with the evolving learning outcomes were being neglected and that the activities did not sufficiently integrate these structures. Teachers generally agreed that the introduction of the term learning outcomes rendered expectations more concrete and comprehensible for students. However, an examination of the 5th-grade learning outcomes revealed that their sheer number makes it difficult to keep pace with the curriculum. Moreover, teachers noted that certain outcomes remain insufficiently elaborated, and that it will take time for them to be fully internalized and effectively implemented.

The most significant challenges regarding production workshops were identified as limited instructional time and overcrowded classrooms. Teachers observed that students enjoyed collaborative writing activities and regarded this as a successful aspect of the new curriculum. They considered the themes appropriate to students' levels and sufficiently developed, yet stressed that the time allocated to them was inadequate. Some participants recommended that certain themes should be repositioned, noting that particular themes were perceived as uninteresting by students. Specifically, the theme of Nature and the Universe was highlighted as being closely aligned with current issues in the country and, therefore, deserving a stronger place in the 2024 curriculum.

Teachers emphasized that while the texts were appropriate to students' levels and engaging, their excessive number created time pressures. They

further suggested that texts would be more appealing if they incorporated more informational content, rather than focusing heavily on fairy tales in 5th grade, and recommended increasing the presence of informational texts in 7th and 8th grades to better correspond with developmental stages.

Regarding assessment and evaluation, teachers stated that the examinations support process-based assessment but are highly time-consuming. In particular, they considered the listening exam inefficient for students and burdensome for teachers. They also reported that speaking exams were often omitted due to time constraints, asserting that speaking skills could be effectively assessed during classroom activities. Consequently, teachers expressed both positive and critical views on the 2024 curriculum. They acknowledged that it will take time for the learning outcomes to be fully understood and applied at the intended level. However, concerns were raised about limited instructional time hindering the development of core skills, as well as about the heavy workload associated with assessment and evaluation. Teachers argued that the measurement of certain skills is unproductive and that themes and texts should be both level-appropriate and motivating for students.

Recommendations

- Based on the findings, the following recommendations are offered to enhance teachers' engagement with the 2024 curriculum.
- Further research should be conducted on curriculum dynamics, and the results should be systematically disseminated.
- It was concluded that some teachers have not yet reviewed the 2024 curriculum. Therefore, mandatory in-service seminars and professional development activities should be organized to ensure that all teachers are thoroughly introduced to the revised curriculum.

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