



## **Examination of Opinions on the 2018 Turkish Language and Literature (TLL) Curriculum in Terms of the Components of Educational Programs**

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### **Abstract**

*This study aims to investigate the opinions of aspiring Turkish language and literature teachers about the curriculum components of the 2018 program. Using a case study design, a qualitative research methodology was used to perform the study. 37 teacher candidates enrolled in a Turkish university's faculty of education's Turkish Language and literature teaching department served as the study's participants. The participants' opinions of the elements of the educational program were gathered using a semi-structured interview form with five open-ended questions. The study's conclusions indicate that most teacher candidates have a "sufficient" degree of knowledge regarding the educational program's goals, subject matter, teaching-learning methodology, and evaluation components. Their level of understanding of these components is sufficient, mostly as a result of the Turkish language and literature teaching program course and other pertinent courses. It was found, nevertheless, that compared to the other three aspects, there is less awareness of the "evaluation" element. Furthermore, teacher candidates have put out several recommendations to raise awareness of the program's components. These recommendations include developing the curriculum, prioritizing it, planning seminars and conferences, emphasizing pedagogical formation, emphasizing experiential learning, using technology, setting up a suitable learning environment, increasing activity and practice hours, and developing the curriculum. Moreover, suggestions are given for structuring the course material, encouraging a passion for the field in the classroom, upholding professional ethics, and emphasizing the useful features. It is anticipated that this study would significantly advance program development and help comprehend how teacher candidates for Turkish language and literature view the course.*

**Key words:** Case study; components of educational programs; opinions; teacher candidates; Turkish education system; Turkish language and literature curriculum

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## 1. Introduction

The rapid growth of technology has led to its widespread use in all fields. Technology, which is used in practically every industry, from healthcare to education, has an impact on how developed a nation's social system is. People who can learn new things and use them well are needed to stay up with the ever-changing technologies. Education is unquestionably the only means to raise people who possess these skills (Sak, 2017, p. 5). Education, a term we use frequently in our everyday speech, lasts from the time a person is born until they pass away. Individuals acquire a variety of knowledge, skills, attitudes, and values through this process. The person's behavior alters as a result of this learning process (Erden, 2009, p. 13). The training program prepared for this purpose is a basic training guide that organizes training activities (Bolat, 2017, p. 125). The education program includes all kinds of in-school and out-of-school activities that are used to organize students' lives (Çubukçu, 2011, p. 70). In addition, education programs cover all activities carried out to bring about a change in behavior in the desired direction in the individual. In this respect, education programs form the basis of the school. All activities in schools are shaped within the framework of the education program. In a comprehensive education program, teaching, extracurricular activities, a celebration of special days, excursions, short courses, guidance services, etc. include activities. In this respect, it guides teachers and administrators as stakeholders in education and training activities (Erden, 2009, p. 19). Programs for education often have four components. In the literature, the first of these components is referred to as aims. This aspect is referred to by the terminology “purposes, behaviors, achievements” in various subjects. The third component, the educational level, is the “*learning-teaching process*”, and the fourth component, the evaluation, is the “test situations” (İnci, 2014, p. 8). Each culture has placed more focus on well-organized educational institutions that will train people with a skilled workforce and the skills that society needs during every phase of progress that has had a significant impact on society. The development of training programs has received a lot of attention to ensure that educational institutions succeed. Training programs have been the most significant activity plans in this context. As a result, every nation has developed its special educational programs (Özkan, 2009, p. 114). Within the parameters of the educational program, which includes enhancing the curriculum, the educational system performs its obligations. The term “*educational program*” refers to a plan that takes into account all the elements that make up the educational system, such as the curriculum, the physical environment of the classroom and the teacher, the resources available to students, extracurricular activities, and the law (MEB, 2018, p. 6).

A quality education system at the national or international level, the formation of a skilled workforce that will assure the country's progress and the preservation and advancement of social and cultural values are the goals of education programs. Additionally, it calls for a review of current curricula to assess how well they meet societal demands and expectations, individual preferences, needs, and traits, scientific and technological advancements, as well as subject-area changes and improvements. As a result, education programs need to be developed methodically, scientifically, and with coordination, as well as successfully and consistently evaluated (Özdemir, 2009, p. 127). The caliber of teaching talent they create is essential to a country's growth and prosperity in the fields of science, technology, economy, and social development. For this reason, developed nations frequently place “training qualified teachers” at the top of their priority lists. Teacher applicants should have a thorough understanding of the concept, elements, scope, and purpose of the curriculum as well as the curriculum structure and program specific to their field before entering the profession. To improve the quality and efficacy of education, it is seen to be

crucial to understand the educational method (Şişman, 2017: 1302-1303). The word “curriculum” refers to ideas that span a wide range of educational topics. As a result, the foundation for the effective implementation of the educational program will be the viewpoints of future educators who will oversee and manage the programs in the educational system. Getting feedback on the “*curriculum's*” concept from prospective teachers will also give crucial information about how the curriculum is seen and how it will be used. As a result, the idea behind the training program will be made clearer, and the perceptual gaps among those who will carry out the program's implementation will be avoided (Gültekin, 2013, p. 129). Education programs provide a road map for the educational process at this point by establishing the objectives for education, the content needed to achieve those objectives, the strategies for doing so, and the metrics used to gauge success. Training programs are the most crucial source of advice for teachers who will conduct educational activities. As a result, teachers need to be informed and certified in a variety of topics, tools, skills, program goals, and other elements (Posner, 1995).

The curriculum is carefully planned to effectuate the desired behavioral changes in students (Bozkurt, 1993, p. 49). The curriculum is a thorough manual that lists all the elements (teacher, subjects, physical setting, and course materials) necessary to achieve the goal stated in the curriculum. In other words, the curriculum is a collection of learning opportunities that include all of the lessons that are supposed to be taught to students, whether at school or otherwise (Calp & Aslan, 2019, p. 359). All of the scheduled and organized activities that are carried out in schools and serve as the cornerstone of the educational process are referred to as curriculum. As a result, the curriculum serves as a roadmap outlining how education will be delivered in classrooms. The entire world is quickly evolving and changing. Since the field of information and communication has seen the most significant development in this context, the curriculum must be periodically reviewed and structured in a way that better represents the circumstances of the time (Çiftçi & Akça, 2019, p. 35).

“In our society, the concept of education, in general, is often confused with the concept of teaching. However, while education is the behavior change process that is desired to be observed in the individual; teaching is all of the activities carried out in schools in a planned, systematic, and controlled manner. Likewise, the concept of curriculum is confused with curriculum and used interchangeably. The education program also includes the curriculum” (Sak, 2017, p. 6). Likewise, education and curriculum definitions are often confused with each other and used interchangeably (Demirel, 2015, p. 6; Söker, 2006:4; Tahaoglu, 2014, p.10; Yaman Akkuzu, 2016, p. 35). The curriculum is a very important tool that includes both in-class and out-of-class activities and is used to provide students with pre-planned learning experiences. The common point between the definitions is this. Educational programs also include the curriculum (Akgün, 2012, p. 16). “In our society, the idea of education in general and teaching are frequently mixed up. Teaching, on the other hand, refers to all of the activities carried out in schools in a planned, methodical, and regulated manner. Education, on the other hand, is the behavior modification process that is wanted to be noticed in the individual. Similarly, the terms curriculum and education program are also used interchangeably. The curriculum is also a part of the educational program (Sak, 2017, p. 6). Similar to this, the notions of education program and curriculum are frequently mixed up and used interchangeably (Demirel, 2015, p. 6; Söker, 2006, p. 4; Tahaoglu, 2014, p. 10; Yaman Akkuzu, 2016, p. 35). The education program is a crucial instrument used to give pupils pre-planned learning experiences. It comprises both in-class and outside-of-class activities. This is the connection between the definitions. The curriculum is also included in educational programs (Akgün, 2012, p. 16).

The goal of a good education is to equip students with fundamental abilities including access, critical thinking, asking exploratory questions, multidimensional thinking, effective communication, and use of modern technology. Students who pursue a degree in their field should be capable of competing on a global scale. With quality education, civilizations can take part in the global process and develop into information societies. These fundamental qualities that

members of the information society ought to possess can be acquired through education. The efficacy of the educational system is demonstrated by its capacity to adjust to shifting needs. Only by thinking forward and exerting every effort can this be accomplished. Programs for his education, “the education process must be efficient to meet the needs of the information age and society” (Özkan, 2009, p. 123). The century in which we live is one in which communication technologies advance and globalization accelerates. Due to societies' desire to share knowledge and make decisions about their social, political, and economic life in a variety of ways, changes are visible in a wide range of contexts. Like many nations, Turkey is impacted by global trends, and as a result, there are numerous regulations governing educational institutions. The reforms to the higher education system are reflected in some of these regulations (Çağlayan & Kıratlı, 2017: 780). The education programs used to train Turkish language and literature/Turkish teachers and to equip them to meet the demands of modern classrooms must be continuously reviewed, evaluated, and developed in this context (Saraç, 2005, p. 219). Turkish language and literature education lacks sufficient purposes, material, and techniques that are clear, consistent, comprehensive, and utilitarian. Instead of providing education, knowledge, and skills to students, universities have evolved into institutions that award certificates for entry into a profession (Coşkun, 2006). Numerous research on the Turkish elementary school curriculum has been done in the past and present. There are hardly any studies in this area in the secondary education program for Turkish language and literature. This is a deficiency. As a result, research from a variety of perspectives is needed for the secondary education Turkish language and literature curriculum (Oral & Aşılıoğlu, 2000, p. 35). The basic and secondary education systems have seen substantial adjustments in the previous few years. The curriculum for Turkish language and literature revision is one of them. It will take academic research to ascertain how these regulations would affect the program. Both qualitative and quantitative studies on the Turkish Language and Literature Curriculum will be useful for academics and researchers (Calp & Aslan, 2019, p. 392). Üstündağ (1998), Özkan (2008), Aykaç (2011), Alak & Nalçacı (2012), Uygun (2013), Atik & Aykaç (2017), Demiralp (2017), Kocayigit & Aykaç (2019), and see that it was made by Kalender & Baysal (2021) are some of the studies in the literature that discuss the components of the educational program.

The characteristics of the learners to be trained, the behavioral standards to be met, the information, abilities, and attitudes to be acquired, the teaching-learning activities, and the evaluation procedures are all determined by educational programs. Without a doubt, instructors carry out educational initiatives that are crucial to the system. At this time, it's critical to develop future teachers who will deliver high-quality instruction. Determining the degree of knowledge of the TLL teaching program is crucial in this context, particularly within the setting of educational programs. Because there aren't many studies or studies that focus specifically on education and training programs in Turkish literature and language education, given the significance of educational programs in the process of learning-teaching and teacher training and development, this situation has detrimental effects on the TLL education, this circumstance, which can be seen as a significant gap in the literature, has to be looked into in this context. The purpose of this study is to examine the opinions and knowledge levels of prospective teachers of TLL, who will teach TLL in the future, regarding the components of educational programs in light of the 2018 TLL curriculum.

Answers to the following questions were sought in this study, which was created to find out what prospective teachers of TLL thought about the 2018 TLL Curriculum in terms of components of educational programs.

- What are the prospective teachers of TLL's thoughts on the curriculum's objective component?
- What are the candidates for TLL teachers' opinions on the curriculum's content component?

- What do prospective teachers of TLL think about the curriculum's learning-teaching process (educational circumstances, teaching strategies, and procedures) component?
- What are the prospective teachers of TLL's thoughts on the curriculum's measuring and evaluation component?
- What tips do prospective teachers of TLL have for raising program awareness?.

## 2. Method

This section includes the research design, the study group, the data collection tools, reliability and validity, and data analysis.

### 2.1. Research design

This study used a case study approach, one of the qualitative research method designs, to examine the perceptions and opinions of prospective teachers of TLL regarding the components of the 2018 TLL Curriculum. To reveal perceptions and events in the natural environment realistically and holistically, qualitative data collection techniques like qualitative research, observation, interviewing, and document analysis are used. Qualitative research techniques also provide sensitivity to the natural environment, the researcher has a participatory role, and a holistic approach is followed. It possesses crucial elements including perceptions, a flexible research strategy, and an inductive analysis (Yıldırım & Şimşek, 2013, pp. 45-47). Case studies are another name for it. It is utilized to find solutions to scientific questions due to its unique characteristics (Büyüköztürk et al., 2020, p. 24). One qualitative method is case study research, which uses sources like interviews, observations, audio-visual materials, documents, and reports about various constrained systems (cases) to gather data and identify case study themes about a real-life, current situation (Creswell, 2020, p. 99).

### 2.2. Participants

The study group for this research was chosen using the criterion sampling approach, one of the purposive sampling techniques. The fundamental idea behind this sample is to look into every instance that satisfies a predetermined set of requirements. The researcher may develop the criteria or criteria specified above, or the researcher may use a list of criteria that have already been prepared (Yıldırım & Şimşek, 2013, p. 140). The completion of the course “*TLL Teaching Programs*” was used as a factor in the selection of the participants in the process of acquiring the data using a semi-structured interview form. This is why the study did not include teacher candidates who were enrolled in the “*TLL curriculum*” course in the first year of the pertinent education faculty, where the data were obtained. Participants in the study in this context are teacher candidates taking TLL courses in the second, third, and fourth grades at a Turkish university. The participant’s personal information is shown in Table 1.

**Table 1.** Personal information of participants

Participants	Grade level	Age	Gender
TLLTC <sub>1</sub>	2	21	Female
TLLTC <sub>2</sub>	2	22	Female
TLLTC <sub>3</sub>	2	20	Female
TLLTC <sub>4</sub>	2	20	Male
TLLTC <sub>5</sub>	2	21	Female
TLLTC <sub>6</sub>	2	21	Female
TLLTC <sub>7</sub>	2	20	Female
TLLTC <sub>8</sub>	2	21	Male
TLLTC <sub>9</sub>	2	20	Male

TLLTC <sub>10</sub>	3	20	Female
TLLTC <sub>11</sub>	3	22	Female
TLLTC <sub>12</sub>	3	21	Female
TLLTC <sub>13</sub>	3	20	Male
TLLTC <sub>14</sub>	3	22	Female
TLLTC <sub>15</sub>	3	24	Female
TLLTC <sub>16</sub>	3	21	Female
TLLTC <sub>17</sub>	3	22	Male
TLLTC <sub>18</sub>	3	22	Female
TLLTC <sub>19</sub>	3	28	Female
TLLTC <sub>20</sub>	3	21	Female
TLLTC <sub>21</sub>	3	22	Female
TLLTC <sub>22</sub>	3	21	Female
TLLTC <sub>23</sub>	4	22	Male
TLLTC <sub>24</sub>	4	23	Male
TLLTC <sub>25</sub>	4	22	Male
TLLTC <sub>26</sub>	4	23	Female
TLLTC <sub>27</sub>	4	23	Female
TLLTC <sub>28</sub>	4	23	Female
TLLTC <sub>29</sub>	4	23	Male
TLLTC <sub>30</sub>	4	23	Female
TLLTC <sub>31</sub>	4	21	Female
TLLTC <sub>32</sub>	4	21	Female
TLLTC <sub>33</sub>	4	21	Female
TLLTC <sub>34</sub>	4	22	Female
TLLTC <sub>35</sub>	4	21	Female
TLLTC <sub>36</sub>	4	22	Male
TLLTC <sub>37</sub>	4	22	Female

According to the data in the table above, 27% (f=10) of the participants studying in the TLL teaching program are male; a total of 37 volunteer teacher candidates, of which 73% (f=27) are women. Participation rate by class; 2nd grade (f=9, 24,3%); 3rd grade (f=13, 35,1%); 4th grade (f=15, 40,6%).

### **2.3.Data collecting tools**

Within the parameters of the semi-structured interview form, the semi-structured interview technique was employed to collect data for the study. This technique involves pre-writing the interview questions, it also gives the subjects of the research some flexibility during the interview by enabling them to rearrange and discuss the questions. In this type of interview, the study is also controlled by the participants being studied (Ekiz, 2009, p. 63). Fixed-choice responses and the ability to delve deeply into the pertinent subject are both included in semi-structured interviews. The most significant benefits of a semi-structured interview are their ease of analysis, ability to allow the interviewee to express himself, and ability to provide in-depth information as required (Büyüköztürk et al., 2020, p. 159). Care was made to ensure that the interview questions were simple to comprehend and did not steer the respondent throughout the preparation and development of the interview questions to be utilized in the research. To determine whether the questions to be utilized were prepared by the problems of the research, as well as whether they were clear and appropriate, field specialists' comments were sought. Corrections were made on the feedback of two knowledgeable lecturers, and the semi-structured interview form, which included five open-ended questions, was given its final shape. Pre-application questions were posed to the five teacher applicants who weren't a part of the research

group to assess the clarity of the open-ended, semi-structured interview questions. The semi-structured interview form has the heading "personal information" added so that participants may fill it out.

#### **2.4. Validity and reliability**

Credibility and transferability are two ways that the concept of validity is expressed in qualitative research. It is feasible to discuss a wide range of validity, reliability, and credibility standards while discussing qualitative research. Validity requires, for example, a thorough presentation of the data collected and an explanation of the researcher's methodology (Yıldırım & Şimşek, 2013). According to Mills (2003), validity and dependability are concepts exclusive to quantitative research and are incompatible with the core principles and paradigm of qualitative research. "Intercoder consensus" is the goal of content analysis in data analysis (Creswell, 2020). The coding generated by the two tests was also subjected to the reliability formula  $\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}} \times 100$  (Miles & Huberman, 1994). Its dependability is also guaranteed. The coding was examined by two content analysis experts who teach at separate institutions to assess its reliability; any issues that they were unable to address were fixed by consulting the literature. The metric, "Number of Consensus Reliability = Agreement + Number of Disagreements," which was previously employed by Tavşancıl and Aslan (2001), was employed to determine the consistency among the coders. It was determined that 92% of the coders were consistent with one another. The consensus rate of 70% is adequate for ensuring the validity of the research (Tavşancıl & Aslan, 2001). The fact that the percentage of agreement is 70% or greater, according to Yıldırım & Şimşek (2013), shows that the researchers ensure coding reliability. Additionally, the researcher and an experienced faculty member who independently coded the qualitative research on the data gathered during the interview were compared to establish the consistency ratio.

An extensive description of the research method is one of the primary requirements for presenting proof of validity and reliability in qualitative research. Participants' eligibility criteria, selection criteria, tools used to gather data and their preparation, data collection methods, data analysis methods, and interpretation methods should all be made explicit. Reliability and validity are therefore best achieved by accurately characterizing every step of the research process (Batdı, 2021, p. 225). In this regard, briefly: Experts reviewed the research's internal validity. The methodologies utilized in the study process are thoroughly explained to increase its external validity. In this context, thorough justifications were provided for the research methodology, the working group, the data collection instruments, the data collection, analysis, and the findings arrangement. Some of the research findings are presented directly, while others are presented through tables, to strengthen the research's internal dependability. Explanations concerning the positions of the researchers, the participants, and the data analysis methods were provided to improve the research's external dependability. The research results were coded and compared by two subject-matter experts to ascertain the level of consistency.

#### **2.5. Data analysis**

In the study, content analysis was used to categorize and assess the information gathered based on the teacher candidates' perceptions of the 2018 TLL Curriculum in terms of its educational program components. "Content analysis is the systematic, comprehensive, and intentional examination of the information included in interviews, field notes, and written materials. Any type of written material can be the subject of content analysis. Many different types of texts incorporate visual displays, including books, magazines, vocal expressions of all kinds, television shows, commercials, etc. Understanding the texts' meaning and primary emphasis and interpreting them in light of them are the goals of content analysis (Bal, 2021: 250). The basic objective of content analysis is to identify ideas and connections that can be used to interpret the data gathered. The data that were summarized and interpreted in the descriptive

analysis are exposed to further processing in content analysis, and as a result, concepts and themes that were missed by the descriptive technique might be found. The data must first be conceptualized for this goal, then it must be logically organized by the new concepts, and finally, it must be determined which themes best describe the data (Yıldırım & Şimşek, 2013). The method of content analysis enables the objective and methodical investigation of spoken, written, and other elements (Tavşancıl & Aslan, 2001). The processes of content analysis-based data coding, theme identification from the coded data, arranging the codes and themes, and defining and interpreting the findings were all followed in this study, which was designed using a qualitative research approach. Analysis was done on the information gathered using an open-ended, semi-structured written inquiry form. According to the similarity of the expressions, categories were made from the written interview form responses provided by the teacher applicants in this situation. Tables; show themes, categories, codes, frequency, and percentages. The coded opinions of the teaching candidates regarding the components of the educational program for the 2018 TLL Curriculum were substantiated by citations. The teacher candidates confirmed their statements about their viewpoints. The researcher also sought expert advice on whether or not the results were significant. After this point, the discussed topics and categories took on their final shape after being reviewed for both agreed-upon and disagreed-upon issues. The questionnaire's semi-structured open-ended questions were analyzed before the data were analyzed. The researcher, coded the information while taking the research questions into account. The views drawn from the data were used to guide the coding process. The codes' categories (themes) were developed to communicate a meaningful whole, and tables were used to display their frequencies and percentages. The results are shown in tables within the constraints of the research purpose. The codes and themes were displayed with numerical data when the results were tabulated. However, the goal of using numerical data to describe something is to promote objectivity and reliability rather than to make generalizations or discover or look for patterns in many variables. The participants were coded as (TLLTC<sub>1</sub>, TLLTC<sub>1</sub> ...), which stands for “TLL (Turkish language and literature) teacher candidate” even though their opinions were conveyed and recorded in the codes.

### 2.6. Ethics committee approval information

The decision of the Social and Human Sciences Ethics Committee of Atatürk University Educational Sciences Unit, dated 14.06.2022, numbered 07/05, permitted to gathering of the research-related data.

### 3. Results

This section contains the findings from an examination of how potential teachers of TLL perceive the elements of the 2018 TLL Curriculum. Tables with themes, codes, participants, frequencies, and percentages were created to analyze and display the results in this context. Examined findings included those concerning the acquisition/purpose/objective, content, learning-teaching process, measurement and evaluation components of the curriculum, and recommendations for raising teacher candidates' awareness of the curriculum.

**Table 2.** Findings regarding the adequacy of awareness levels regarding the objective dimension of the program in the context of TLL Teacher Candidates' (TLLTC) opinions

Awareness Levels of the Curriculum'	Code	Participants	(f)	(%)
	Sufficient	TLLTC <sub>4</sub> , TLLTC <sub>7</sub> , TLLTC <sub>11</sub> , TLLTC <sub>12</sub> , TLLTC <sub>14</sub> , TLLTC <sub>15</sub> , TLLTC <sub>16</sub> , TLLTC <sub>17</sub> , TLLTC <sub>19</sub> , TLLTC <sub>21</sub> , TLLTC <sub>22</sub> , TLLTC <sub>23</sub> , TLLTC <sub>24</sub> , TLLTC <sub>25</sub> , TLLTC <sub>26</sub> , TLLTC <sub>27</sub> , TLLTC <sub>29</sub> , TLLTC <sub>30</sub> , TLLTC <sub>31</sub> , TLLTC <sub>32</sub> , TLLTC <sub>33</sub> , TLLTC <sub>34</sub> , TLLTC <sub>35</sub> , TLLTC <sub>36</sub> , TLLTC <sub>37</sub>	25	67,56



Insufficient	TLLTC <sub>1</sub> , TLLTC <sub>2</sub> , TLLTC <sub>5</sub> , TLLTC <sub>6</sub> , TLLTC <sub>8</sub> , TLLTC <sub>9</sub> , TLLTC <sub>13</sub>	7	18,91
Partially Sufficient	TLLTC <sub>3</sub> , TLLTC <sub>10</sub> , TLLTC <sub>18</sub> , TLLTC <sub>20</sub> , TLLTC <sub>28</sub>	5	13,51
<b>Total</b>		<b>37</b>	<b>100</b>

When Table 2 is studied, it is clear that they believe the level of awareness on this problem is “Sufficient” in terms of their opinions regarding the objective, acquisition, and purpose component of the education programs. This being the case, (f=25), Sufficient Opinions (f=25): TLLTC<sub>4</sub>, TLLTC<sub>7</sub>, TLLTC<sub>11</sub>, TLLTC<sub>12</sub>, TLLTC<sub>14</sub>, TLLTC<sub>15</sub>, TLLTC<sub>16</sub>, TLLTC<sub>17</sub>, TLLTC<sub>19</sub>, TLLTC<sub>21</sub>, TLLTC<sub>22</sub>, TLLTC<sub>23</sub>, TLLTC<sub>24</sub>, TLLTC<sub>25</sub>, TLLTC<sub>26</sub>, TLLTC<sub>27</sub>, TLLTC<sub>29</sub>, TLLTC<sub>30</sub>, TLLTC<sub>31</sub>, TLLTC<sub>32</sub>, TLLTC<sub>33</sub>, TLLTC<sub>34</sub>, TLLTC<sub>35</sub>, TLLTC<sub>36</sub>, TLLTC<sub>37</sub> The participants were found to have said that they felt the courses they had taken had helped them to their development as teacher candidates and that they had been sufficient. These participants claim that the courses they have taken have helped them become better versions of themselves, and they now feel capable of achieving the goals, accomplishments, and objectives of the training program. Insufficient Opinions (f=7): Participants with the codes TLLTC<sub>1</sub>, TLLTC<sub>2</sub>, TLLTC<sub>5</sub>, TLLTC<sub>6</sub>, TLLTC<sub>8</sub>, TLLTC<sub>9</sub>, TLLTC<sub>13</sub> who responded “Insufficient” (f=7) explained that they did not feel they were sufficient in this regard, that the courses were not taught by the curriculum, that the education they received was inadequate and superficial, they claimed that their education was inadequate and superficial and that they lacked a broad knowledge base. It is clear from their statement that the learning objectives could not be met that they taught their courses using multiple-choice or rote-based methods. According to these individuals, these training program components are insufficient. They claimed that the instruction they received was substandard and that the courses were not taught by the curriculum. Additionally, the achievements cannot be fulfilled because the courses are dependent on rote learning or multiple choice. Partially Sufficient Opinions (f=5): Participants TLLTC<sub>3</sub>, TLLTC<sub>10</sub>, TLLTC<sub>18</sub>, TLLTC<sub>20</sub>, and TLLTC<sub>28</sub> are considered to be “partially Sufficient” (f=5). According to these participants, it was claimed that the achievements could not be fully realized, that there were problems at the application point, that the curriculum was partially taken into account, and that the theoretical and practical balance was not observed. These participants believe that the training program's goals, objectives, and accomplishments have been partially achieved. Gains weren't fully realized, practice problems were discovered, and the curriculum's balance wasn't met, in their opinion. These findings indicate that the participants' levels of satisfaction or unhappiness with the objectives, successes, and aims of the training programs varied.

Following are some of the participants' direct opinions on the matter:

*“I find my level of awareness about the TLL curriculum's objectives to be sufficient, but I find it insufficient in the program's implementation part.”(TLLTC<sub>10</sub>)*

*“As we repeatedly study and adopt curricula, their presentations, assignments, and lesson teaching techniques beginning in the first grade, I find my level of awareness to be sufficient.” (TLLTC<sub>11</sub>)*

*“I don't think it's Sufficient. This is because, rather than teaching by the curriculum, there is a multiple-choice or rote-based teaching technique. Classes are not taught by the program's listening, speaking, reading, and writing skills.” (TLLTC<sub>13</sub>)*

*“I believe that my understanding of the goal of the TLL curriculum is sufficient. We had a detailed look at the objectives of our teaching programs from the past to the present while implementing them in the second-grade TLL programs. On this subject, we gave presentations.” (TLLTC<sub>17</sub>)*

*“I am aware of the accomplishments since I continually review the 2018 TLL Curriculum within the context of the classes. When creating subjects and materials for practice classes, I prioritize goals and achievements.” (TLLTC<sub>19</sub>)*

*“At the present, I feel it sufficient, if not much. Considering that the epidemic forced us to continue with some of our education. We attempted to accomplish our goals in various settings as a result. We saw more theory, our application was less.” (TLLTC<sub>20</sub>)*

**Table 3.** In the context of the opinions of TLL teacher candidates, the findings related to the adequacy of their awareness levels for the content (scope) dimension of the program

Awareness Levels of the Curriculum's Content (scope) Dimension	Code	Participants	(f)	(%)
	Sufficient		TLLTC <sub>2</sub> , TLLTC <sub>3</sub> , TLLTC <sub>4</sub> , TLLTC <sub>5</sub> , TLLTC <sub>11</sub> , TLLTC <sub>12</sub> , TLLTC <sub>17</sub> , TLLTC <sub>20</sub> , TLLTC <sub>21</sub> , TLLTC <sub>22</sub> , TLLTC <sub>23</sub> , TLLTC <sub>24</sub> , TLLTC <sub>25</sub> , TLLTC <sub>26</sub> , TLLTC <sub>27</sub> , TLLTC <sub>28</sub> , TLLTC <sub>29</sub> , TLLTC <sub>30</sub> , TLLTC <sub>31</sub> , TLLTC <sub>32</sub> , TLLTC <sub>33</sub> , TLLTC <sub>34</sub> , TLLTC <sub>35</sub> , TLLTC <sub>36</sub> , TLLTC <sub>37</sub>	25
Insufficient		TLLTC <sub>1</sub> , TLLTC <sub>6</sub> , TLLTC <sub>7</sub> , TLLTC <sub>8</sub> , TLLTC <sub>9</sub> , TLLTC <sub>13</sub> , TLLTC <sub>14</sub>	7	18,91
Partially Sufficient		TLLTC <sub>10</sub> , TLLTC <sub>15</sub> , TLLTC <sub>18</sub> , TLLTC <sub>19</sub>	4	10,81
No response		TLLTC <sub>16</sub>	1	2,70
<b>Total</b>			<b>37</b>	<b>100</b>

When Table 3 is studied, it can be observed that they believe they have “Sufficient” awareness of the topic in terms of the training programs' content (scope). About this subject (f=25), Sufficient Opinions (f=25): TLLTC<sub>2</sub>, TLLTC<sub>3</sub>, TLLTC<sub>4</sub>, TLLTC<sub>5</sub>, TLLTC<sub>11</sub>, TLLTC<sub>12</sub>, TLLTC<sub>17</sub>, TLLTC<sub>20</sub>, TLLTC<sub>21</sub>, TLLTC<sub>22</sub>, TLLTC<sub>23</sub>, TLLTC<sub>24</sub>, TLLTC<sub>25</sub>, TLLTC<sub>26</sub>, TLLTC<sub>27</sub>, TLLTC<sub>28</sub>, TLLTC<sub>29</sub>, TLLTC<sub>30</sub>, TLLTC<sub>31</sub>, TLLTC<sub>32</sub>, TLLTC<sub>33</sub>, TLLTC<sub>34</sub>, TLLTC<sub>35</sub>, TLLTC<sub>36</sub>, TLLTC<sub>37</sub> the “TLL Teaching Programs” and the courses about field education and training were found to be the reason why the participants with the codes claimed to consider themselves competent. In other words, they think the information is adequate for their purposes. Insufficient Opinions (f=7): Internet-based learning and web 2.0 tools should be employed, according to participants with the code TLLTC<sub>1</sub>, TLLTC<sub>6</sub>, TLLTC<sub>7</sub>, TLLTC<sub>8</sub>, TLLTC<sub>9</sub>, TLLTC<sub>13</sub> and TLLTC<sub>14</sub> who responded “Insufficient” (f=7). They also mentioned that active learning methods and approaches specified in the curriculum should be incorporated. They acknowledged having issues in the classroom, feeling that the exercises relating to the four fundamental language skills in the textbooks were incomplete, and believing that their accomplishments could not be achieved in this situation. Partially Sufficient Opinions (f=5): It can be noticed that the participants TÖA<sub>10</sub>, TÖA<sub>15</sub>, TÖA<sub>18</sub>, and TÖA<sub>19</sub> are the ones who respond “partially Sufficient” (f=4). These participants claim that although some course materials connected to national values have been developed, a skill-based education has not been accomplished, despite this. It was understood that participant TLLTC<sub>16</sub> did not provide an answer to this query.

Following are some of the participants' direct opinions on the matter:

*“I don't think it's sufficient. It is possible to use teaching strategies and tactics to encourage active participation from the students. To stay current, include the internet and web 2.0 tools.” (TLLTC<sub>1</sub>)*

*“No, I don't think it's Sufficient. The implementation is deficient, but the content is sufficient...” (TLLTC<sub>8</sub>)*

*“I don't think it's sufficient... There are shortcomings even if the program's substance is taught in schools. Not every exercise is described in detail in the textbooks. The four fundamental skills cannot be transferred as a result.” (TLLTC<sub>13</sub>)*

"I believe that every classroom has a thorough understanding of all the literary genres taught in the TLL curriculum. Although the course materials were created to reflect national ideals, I believe there are certain shortcomings in terms of skill acquisition." (TLLTC<sub>15</sub>)

"I consider myself to be sufficiently knowledgeable about the content of the TLL curriculum. Similarly, we went to great length about this in our course on "TLL Teaching Programs." Content like four fundamental language skills is among the things that must be provided to the student for a year." (TLLTC<sub>17</sub>)

"I think it's sufficient; I've gone over the material numerous times in the context of the course materials and textbooks. During the internship, I got to see how this situation worked out. I profited from the content's spiral structure." (TLLTC<sub>37</sub>)

**Table 4.** Findings regarding the adequacy of awareness levels for the learning-teaching process (educational situations, teaching methods, and techniques) dimension of the program in the context of the opinions of TLL teacher candidates

Awareness Levels of the Curriculum's Teaching and Learning Process (Teaching Methods and Techniques, Educational Situations) Dimension	Code	Participants	(f)	(%)
	Sufficient	TLLTC <sub>2</sub> , TLLTC <sub>3</sub> , TLLTC <sub>4</sub> , TLLTC <sub>5</sub> , TLLTC <sub>6</sub> , TLLTC <sub>7</sub> , TLLTC <sub>9</sub> , TLLTC <sub>11</sub> , TLLTC <sub>17</sub> , TLLTC <sub>19</sub> , TLLTC <sub>20</sub> , TLLTC <sub>21</sub> , TLLTC <sub>23</sub> , TLLTC <sub>25</sub> , TLLTC <sub>27</sub> , TLLTC <sub>28</sub> , TLLTC <sub>29</sub> , TLLTC <sub>30</sub> , TLLTC <sub>31</sub> , TLLTC <sub>32</sub> , TLLTC <sub>33</sub> , TLLTC <sub>34</sub> , TLLTC <sub>35</sub> , TLLTC <sub>37</sub>		24
Insufficient	TLLTC <sub>1</sub> , TLLTC <sub>12</sub> , TLLTC <sub>13</sub> , TLLTC <sub>14</sub> , TLLTC <sub>15</sub> , TLLTC <sub>16</sub> , TLLTC <sub>18</sub> , TLLTC <sub>22</sub> , TLLTC <sub>24</sub> , TLLTC <sub>26</sub>		10	27,0
Partially Sufficient	TLLTC <sub>8</sub> , TLLTC <sub>10</sub> , TLLTC <sub>36</sub>		3	8,1
<b>Total</b>			<b>37</b>	<b>100</b>

Table 4 shows that those who feel that TLL teacher candidates are Sufficiently knowledgeable of the learning-teaching process (educational situations, teaching methods, and techniques) of the educational programs are those who say "Sufficient" Sufficient Opinions (f=24): TLLTC<sub>3</sub>, TLLTC<sub>4</sub>, TLLTC<sub>5</sub>, TLLTC<sub>6</sub>, TLLTC<sub>7</sub>, TLLTC<sub>9</sub>, TLLTC<sub>11</sub>, TLLTC<sub>17</sub>, TLLTC<sub>19</sub>, TLLTC<sub>20</sub>, TLLTC<sub>21</sub>, TLLTC<sub>23</sub>, TLLTC<sub>25</sub>, TLLTC<sub>27</sub>, TLLTC<sub>28</sub>, TLLTC<sub>29</sub>, TLLTC<sub>30</sub>, TLLTC<sub>31</sub>, TLLTC<sub>32</sub>, TLLTC<sub>33</sub>, TLLTC<sub>34</sub>, TLLTC<sub>35</sub> and TLLTC<sub>37</sub> code participants has been determined. Pre-service teachers complained about the ineffective use of instructional strategies and approaches. They consider their general degree of knowledge on the learning-teaching process (educational settings, instructional methods, and approaches) to be "sufficient". Partially Sufficient Opinions (f=10): Participants TLLTC<sub>1</sub>, TLLTC<sub>12</sub>, TLLTC<sub>13</sub>, TLLTC<sub>14</sub>, TLLTC<sub>15</sub>, TLLTC<sub>16</sub>, TLLTC<sub>18</sub>, TLLTC<sub>22</sub>, TLLTC<sub>24</sub>, and TLLTC<sub>26</sub> claimed that teaching methods and techniques were covered in the "Language and Literature Teaching Methods" course but that they were unable to put this knowledge into practice. They were found to have self-expressed as "partially sufficient" in terms of awareness. *Insufficient Opinions* (f=3): Participants with the TLLTC<sub>8</sub>, TLLTC<sub>10</sub>, and TLLTC<sub>36</sub> codes reported difficulty in practice and mentioned that, despite being skill-based training, TLL lessons relied heavily on memorization. As a result, they have stated that they knew "Insufficient" about this subject.

Following are some of the participants' direct opinions on the matter:

"I think it's partially sufficient. To stay current, teaching strategies and approaches are covered. Each unit, I am aware, contains at least one teaching strategy, method, and technique." (TLLTC<sub>1</sub>)

“Since we studied it in-depth in the “teaching principles and methods” course, I think it's sufficient. Discussion, deduction, induction, symposiums, panels, forums, debates, and demonstrations are some of the methods we can employ. We picked up a lot of methods and techniques.” (TLLTC<sub>2</sub>)

“Yes, I believe that is sufficient, but I anticipate having issues in practice. Only theoretical information is taught in school. It is, regrettably, not applicable!...” (TLLTC<sub>9</sub>)

“Although there are various teaching approaches and strategies that can be easily employed in the TLL course, I believe that these are underutilized and are typically memorization-focused.” (TLLTC<sub>10</sub>)

“I believe I have a sufficient theoretical understanding of the approaches and techniques that can be applied in the literature course, but I am not quite ready for practice.” (TLLTC<sub>15</sub>)

“Because of the year and a half, we spent in the pandemic, I don't think my level of awareness is sufficient in this regard.” (TLLTC<sub>36</sub>)

**Table 5.** In the context of the opinions of TLL teacher candidates, the findings regarding the adequacy of their awareness levels regarding the measurement and evaluation dimension of the program

Awareness Levels of the Curriculum's Measurement and Evaluation Dimension	Code	Participants	(f)	(%)
	Sufficient	TLLTC <sub>2</sub> , TLLTC <sub>3</sub> , TLLTC <sub>4</sub> , TLLTC <sub>9</sub> , TLLTC <sub>11</sub> , TLLTC <sub>20</sub> , TLLTC <sub>21</sub> , TLLTC <sub>22</sub> , TLLTC <sub>25</sub> , TLLTC <sub>27</sub> , TLLTC <sub>28</sub> , TLLTC <sub>29</sub> , TLLTC <sub>30</sub> , TLLTC <sub>32</sub>		14
Insufficient	TLLTC <sub>1</sub> , TLLTC <sub>5</sub> , TLLTC <sub>6</sub> , TLLTC <sub>7</sub> , TLLTC <sub>8</sub> , TLLTC <sub>13</sub> , TLLTC <sub>18</sub> , TLLTC <sub>19</sub> , TLLTC <sub>33</sub> , TLLTC <sub>34</sub> , TLLTC <sub>35</sub> , TLLTC <sub>36</sub>		12	32,4
Partially Sufficient	TLLTC <sub>10</sub> , TLLTC <sub>12</sub> , TLLTC <sub>14</sub> , TLLTC <sub>15</sub> , TLLTC <sub>23</sub> , TLLTC <sub>24</sub> , TLLTC <sub>26</sub> , TLLTC <sub>31</sub> , TLLTC <sub>37</sub>		9	24,3
No response	TLLTC <sub>16</sub> , TLLTC <sub>17</sub>		2	5,4
<b>Total</b>			<b>37</b>	<b>100</b>

When Table 5 is examined, shows that the candidates for TLL teachers' levels of awareness of the “measurement and evaluation” aspect of the curriculum are TLLTC<sub>2</sub>, TLLTC<sub>3</sub>, TLLTC<sub>4</sub>, TLLTC<sub>9</sub>, TLLTC<sub>11</sub>, TLLTC<sub>20</sub>, TLLTC<sub>21</sub>, TLLTC<sub>22</sub>, TLLTC<sub>25</sub>, TLLTC<sub>27</sub>, TLLTC<sub>28</sub>, TLLTC<sub>29</sub>, TLLTC<sub>30</sub> and TLLTC<sub>32</sub>. The participants who had their responses coded were found to have indicated that they knew “Sufficient” about “measuring and evaluation” in terms of theory. On the other hand, participants whose codes were TLLTC<sub>1</sub>, TLLTC<sub>5</sub>, TLLTC<sub>6</sub>, TLLTC<sub>7</sub>, TLLTC<sub>8</sub>, TLLTC<sub>13</sub>, TLLTC<sub>18</sub>, TLLTC<sub>19</sub>, TLLTC<sub>33</sub>, TLLTC<sub>34</sub>, TLLTC<sub>35</sub>, and TLLTC<sub>36</sub> claimed that students' knowledge of assessment and evaluation was limited to multiple-choice traditional exams and that skill-based assessment and evaluation could not be conducted. Their degree of awareness on this subject is “partially sufficient” because it has been discovered that they do not know how to measure the skill and that, as a result of the COVID-19 process, they have deficits in the point of active learning. It was found that the participants who had the TOA16 and TOA17 codes did not respond to this query.

Following are some of the participants' direct opinions on the matter:

“I think it's adequate. We periodically conducted studies on measuring and assessment related to the topics we addressed in the class.” (TLLTC<sub>2</sub>)

“Yes, I think it's sufficient. I am aware of how the process of measurement and evaluation works and what needs to be done and when.” (TLLTC<sub>9</sub>)

*“No, I don’t think it’s sufficient. Only multiple-choice questions are used for assessment and evaluation. The students’ communication skills are poor. Individuals who are unable to express themselves so emerge.” (TLLTC<sub>13</sub>)*

*“I think it’s okay, but not great. Experience is required.” (TLLTC<sub>24</sub>)*

*“I only know exams and specific assessment and evaluation scales.” (TLLTC<sub>31</sub>)*

*“No, I don’t think my measurement and assessment knowledge is sufficient. We have weaknesses because online lessons during COVID-19 prevent students from engaging in active learning.” (TLLTC<sub>35</sub>)*

**Table 6.** In the context of the opinions of TLL teacher candidates, the findings regarding the suggestions to increase the awareness level of the program

Recommendations to increase curriculum awareness	Code	Participants	<i>f</i>	%
	I don’t have any suggestions	TLLTC <sub>4</sub> , TLLTC <sub>6</sub> , TLLTC <sub>7</sub> , TLLTC <sub>10</sub> , TLLTC <sub>16</sub> , TLLTC <sub>24</sub> , TLLTC <sub>25</sub> , TLLTC <sub>26</sub> , TLLTC <sub>29</sub> , TLLTC <sub>32</sub> , TLLTC <sub>33</sub>	11	29,8
	Some activities for practice	TLLTC <sub>2</sub> , TLLTC <sub>3</sub> , TLLTC <sub>11</sub> , TLLTC <sub>14</sub> , TLLTC <sub>15</sub> , TLLTC <sub>19</sub> , TLLTC <sub>22</sub> , TLLTC <sub>23</sub> , TLLTC <sub>28</sub>	9	24,3
	Conducting events such as conferences, presentations, seminars, etc.	TLLTC <sub>1</sub> , TLLTC <sub>30</sub> , TLLTC <sub>31</sub>	3	8,1
	Activities for learning by doing	TLLTC <sub>5</sub> , TLLTC <sub>9</sub> , TLLTC <sub>37</sub>	3	8,1
	Increasing lesson hours	TLLTC <sub>8</sub> , TLLTC <sub>34</sub>	2	5,4
	Passion for the profession	TLLTC <sub>21</sub> , TLLTC <sub>36</sub>	2	5,4
	More comprehensive course	TLLTC <sub>12</sub> , TLLTC <sub>27</sub>	2	5,4
	Focusing on the curriculum in teacher education	TLLTC <sub>13</sub> , TLLTC <sub>35</sub>	2	5,4
	“Textbooks” lesson	TLLTC <sub>17</sub>	1	2,7
	Emphasis on teaching, methods, and techniques	TLLTC <sub>18</sub>	1	2,7
	Creation of an activity book for future teachers	TLLTC <sub>20</sub>	1	2,7
	<b>Total</b>		<b>37</b>	<b>100</b>

When Table 6 is examined, it is seen that any of the participants TLLTC<sub>4</sub>, TLLTC<sub>6</sub>, TLLTC<sub>7</sub>, TLLTC<sub>10</sub>, TLLTC<sub>16</sub>, TLLTC<sub>24</sub>, TLLTC<sub>25</sub>, TLLTC<sub>26</sub>, TLLTC<sub>29</sub>, TLLTC<sub>32</sub>, and TLLTC<sub>33</sub> regarding the suggestions to increase the awareness level of about the 2018 TLL Curriculum. It is seen that they stated that they did not have any suggestions. Participants with the coded TLLTC<sub>2</sub>, TLLTC<sub>3</sub>, TLLTC<sub>11</sub>, TLLTC<sub>14</sub>, TLLTC<sub>15</sub>, TLLTC<sub>19</sub>, TLLTC<sub>22</sub>, TLLTC<sub>23</sub>, and TLLTC<sub>28</sub> stated that they felt practice-oriented deficiencies in how to implement the gains in the curriculum rather than theoretical knowledge, and therefore it was necessary to focus on practice-based activities. It has been determined that TLLTC<sub>1</sub>, TLLTC<sub>30</sub>, and TLLTC<sub>31</sub> seminar, presentation, and conference-type activities can be held. It was determined that the participants with the codes TLLTC<sub>5</sub>, TLLTC<sub>9</sub>, and TLLTC<sub>37</sub> stated that it is important for TLL teacher candidates to behave by learning by doing. TLLTC<sub>8</sub>, and TLLTC<sub>34</sub>, on the other hand, stated that the course hours should be increased. TLLTC<sub>21</sub> and TLLTC<sub>36</sub> seem to express that love and commitment to the profession and professional ethics are important. It is seen that TLLTC<sub>12</sub> and TLLTC<sub>27</sub> stated that the scope of the course should be expanded. TLLTC<sub>13</sub> and TLLTC<sub>35</sub>, on the other hand, seem to

state that an understanding should be developed that includes certainty in respecting the issues specified in the curriculum and in which this situation is assimilated. While TLLTC<sub>17</sub> stated that awareness of this subject could be improved through textbooks, TLLTC<sub>18</sub> stated that teaching strategy, method, technique, and application areas should be emphasized. TLLTC<sub>20</sub>, on the other hand, stated that an “activity book” could be created as a guide for teacher candidates.

Following are some of the participants' direct opinions on the matter:

*“Seminars, conferences, and presentations can be made.” (TLLTC<sub>1</sub>)*

*“If teacher candidates are given practice-oriented lessons, the instructor should deliver more presentations, speak more, etc. Practice-based activities have a favorable impact on how well training programs work.” (TLLTC<sub>2</sub>)*

*“Learning by doing should be required of teacher candidates. All of what they have learned must be put into effect by them.” (TLLTC<sub>5</sub>)*

*“For teacher candidates, theoretical knowledge is sufficient, but there are gaps in practice. I would advise putting practice first. The number of course hours may also be raised. (TLLTC<sub>8</sub>)*

*“First of all, online (distance education) education programs should not be taught, but rather, should be given practice in the classroom.” (TLLTC<sub>11</sub>)*

*“I can recommend that the curriculum be studied, studied more thoroughly, and studied in greater detail.” (TLLTC<sub>12</sub>)*

*“Compliance with the Curriculum should be stipulated in the presentations made and the pre-service teacher should get used to it.” (TLLTC<sub>13</sub>)*

*“I think it would be more beneficial for teacher candidates to have information about how to apply the curriculum rather than theoretical knowledge in terms of examining the curriculum, especially the 2018 curriculum used in the course “TLL Curriculum”, and its application in classroom environments.” (TLLTC<sub>15</sub>)*

*“Through existing textbooks, lessons can be opened where teachers and students can discuss the content.” (TLLTC<sub>17</sub>)*

*“The student can participate a little bit more. Which topics, methods, techniques, and application strategies should be used more frequently, and when should they be used in the course? On these, more details may be provided. If the pupil practices it frequently, they will gain experience.” (TLLTC<sub>18</sub>)*

*“I believe that aspiring teachers should create an activity book in advance for both themselves and their lessons. Lessons will be more effective and awareness levels will rise with the help of this book.” (TLLTC<sub>20</sub>)*

*“The main objective shouldn't be to use the teaching profession as a money resource. The first goal should be to practice your vocation with passion. Teachers should use patience and compassion and not disregard the fact that the students in front of them are young.” (TLLTC<sub>21</sub>)*

*“I have no suggestions.” (TLLTC<sub>25</sub>)*

*“It is important to value learning that comes through doing, experiencing, and embodying.” (TLLTC<sub>37</sub>)*

#### **4. Discussions and conclusions**

The following conclusions were reached in this survey, which examined the opinions of prospective teachers of TLL regarding the educational programs based on the 2018 TLL Curriculum. The majority of the teacher candidates participating in the research were female (73%,  $f=27$ ), and the majority of them were teacher candidates for the 4th grade. Another finding from the survey is that prospective teachers of TLL had “sufficient” awareness of the “objective” portion of the 2018 TLL curriculum (67,56%). It was revealed that they deemed it “partially sufficient” at a rate of %13,51 and “not sufficient” at a rate of 18,91%. It has been determined that the teacher candidates who took part in the study became more knowledgeable about the objective aspect of the 2018 TLL Curriculum as a result of the courses they took in the

undergraduate program, and as a result, they felt their knowledge of the topic was “sufficient”. These findings indicate that the achievements of the TLL Curriculum course that teacher candidates took at the undergraduate level have enhanced their level of awareness. The lessons were not taught by the curriculum, the objectives were not intended to develop high-level thinking skills, and most participants originated in the essentialist educational philosophy. On the other hand, a sizeable portion of the participants also stated that the level of awareness of the “objective” dimension of the 2018 TLL Curriculum was “insufficient”. It can be observed that they claimed that they had attempted to achieve the goals by an understanding that was based on additionally, the remaining group of teacher candidates claimed that they felt they were only “partially sufficient” aware of the “objective” component of the 2018 TLL Curriculum. It was determined that the cause of this was their perception that the theoretical and practical advancements in the objective part of the curriculum were unbalanced or lacking.

TLL teacher candidates generally feel “sufficient” regarding the adequacy of their awareness level towards the content (scope) dimension of the curriculum, according to the data obtained within the scope of the research, thanks to the “TLL teaching programs” course and the courses they have taken. According to the results of the research conducted by Aykaç (2007), it was determined that the active learning methods and techniques specified in the curriculum were not sufficiently included. In this sense, it is seen that there are similar results in the research. Likewise, according to the results of the research, it was determined that pre-service teachers expressed the view that internet-based learning and Web 2.0 tools were not utilized. In this regard, it is evident that the research produced identical outcomes. Additionally, based on the study's findings, it was found that teacher applicants voiced their opinions about the lack of use of Web 2.0 technologies and internet-based learning. The findings of a study on the use of Web 2.0 tools by Korucu and Karalar (2017) show that although instructors believe that these tools are crucial, they do not use them as frequently as they should in their classes.

The study's results revealed that teacher candidates reported having issues with the learning-teaching process in their practice lessons. When the literature is evaluated, it is found that teacher candidates have significant deficits in practice, as mentioned in the study done by Dinçer & Kapisız (2013, p. 287). Among these issues is the lack of practice sessions and instruction. It was found in the study by Öztürk and Işık (2020) that teacher candidates had certain issues since they lacked sufficient expertise and understanding of the activity implementation procedure. It can be claimed that the research's findings and the results in this context have produced similar results. Additionally, it was found that the exercises in the textbooks that were meant to practice the four fundamental language skills were not entirely completed. In this situation, opinions were voiced that the acquisitions could not be fulfilled. Participants who responded “partially sufficient” to the curriculum's “content” dimension revealed that while some course materials connected to national values were produced, they said that a skill-based teaching strategy was not used.

The study's results indicate that undergraduate courses, particularly the “TLL curriculum” course, played a significant role in TLL teacher candidates' understanding of the learning-teaching process (educational situations, teaching methods, and techniques). It was determined that since they claimed to have received this information, they were “sufficient” in this regard. The Language and Literature Teaching Methods course allows teacher candidates to see and learn about these subjects theoretically, but because they are unable to put their knowledge into practice, it has been determined that their awareness level is only “partially Sufficient” about this item. It has been established that they struggle in practice and that TLL classes are skill-based yet they are carried out with an understanding based on memorization. Teacher candidates claim that they are “insufficient” aware of this part.

According to the research's results, the TLL teacher candidates claimed to have “Sufficient” theoretical knowledge of the Curriculum's measurement and assessment component. The COVID-19 process has revealed that teacher candidates who believe they are “partially

Sufficiently” aware of this item lack knowledge about measurement and evaluation, are unable to conduct skill-oriented measurement and evaluation, and only have knowledge obtained through multiple-choice traditional exams. They also exhibit deficiencies in active learning. The lack of engagement brought on by distance learning and the absence of active learning in this situation, particularly throughout the COVID-19 process, can be considered to hurt the levels of awareness of this factor. According to Şahin and Kazoğlu (2021), the transition to distance education due to the COVID-19 pandemic has opened up the effectiveness of theoretical education to discussion. Therefore, theoretical knowledge should be supported by practical applications. Zorluoğlu et al. (2021), according to the results of the research revealing the opinions of the instructors on distance education during the COVID-19 pandemic period, it was stated that the lack of infrastructure and hardware during the pandemic process created problems in distance education. It has been emphasized that such problems may negatively affect the effectiveness and efficiency of distance education. The instructors pointed out the necessity of providing supplementary or make-up courses in distance education and stated that this approach can help to overcome the lack of knowledge due to different reasons.

Regarding the recommendations to raise the level of knowledge of the 2018 TLL Curriculum among teacher candidates; eliminating issues and issues encountered in the implementation of curriculum advancements, emphasizing practical activities in this context rather than theoretical knowledge, planning seminars, presentations, and conference-style events, acting by learning by doing, lengthening class times, growing passion for and commitment to the profession, understanding how this situation is assimilated, developing an understanding of how to raise awareness of this issue through textbooks, broadening the course's scope, adhering to the issues specified in the curriculum, focusing on teaching strategy, method, technique, and application areas, and providing guidance for teacher candidates are all important. It was discovered that they offered suggestions for publishing an activity book. It has been determined that adhering to business and professional ethics, application-oriented understanding in the learning-teaching process, and this context, using different teaching, methods, and techniques, making learning by doing dominate in the lessons, developing textbooks, and creating guidebooks for teachers are all recommended.

Within the framework of the findings of this study, which looked at the perceptions of teacher candidates on the TLL curriculum about the various components of the educational program, the following recommendations can be made:

- It can be said that providing diversity in active learning methods and techniques in the teaching processes carried out in education faculties is very important in terms of the learning-teaching process.
- Since there are few studies in the literature on the TLL curriculum, various quantitative and qualitative studies can be conducted.
- Due to its functions such as appealing to many senses in the learning-teaching process, permanent learning, and learning by doing and living, the applications of this subject can be emphasized in the lessons.
- Teaching staff working in the field of TLL education can be provided with in-service training on “technology literacy”.
- For pre-service teachers to comprehend the achievements in the TLL curriculum, the teaching process can be carried out based on active learning methods and techniques.
- It is understood that Turkish language and literature teacher candidates feel inadequate in terms of skills in the measurement and evaluation dimension of the curriculum. Therefore, studies can be conducted to meet the skill-based education needs of teacher candidates in the undergraduate education process in the dimension of measurement and evaluation.



- Advanced research should be the main focus to continuously review and improve training programs. The opinions of parents, students, potential teachers, and practicing teachers should all be considered in these investigations. Research for the integration and successful application of educational programs in these domains should be performed, especially in light of the proliferation of technical innovations and digital learning environments.
- To improve the awareness of the training programs among potential teachers and present teachers, instructional materials and training content should be developed. The target/outcome/purpose component of the curriculum should be improved, and new methods and resources should be developed to make the curriculum's content more useful and skill-focused. To make it easier for educators to access training materials and digital resources, online platforms, and training libraries should be established. Pre-service teachers and teachers can quickly access current materials on the training program in this way, raising their level of awareness.
- The elements of educational programs relating to the learning-teaching process and measurement-evaluation should be the subject of more thorough and qualified research. Particularly for the implementation of efficient methods and approaches in the learning-teaching process and for the spread of student-centered teaching strategies, scientific research is required. Additionally, research should be done on the efficacy and precision of the various assessment instruments that teachers will employ during the assessment and evaluation processes. This will improve the effectiveness of instructional programs and allow for more precise measurement of student achievement. Such research findings will serve as a crucial foundation for better planning and execution of educational policies and initiatives.

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