

Journal name	International e-Journal of Educational Studies
Abbreviation	IEJES
e-ISSN	2602-4241
Founded	2017
Article link	http://doi.org/10.31458/iejes.1324803
Article type	Review Article
Received date	09.07.2023
Accepted date	26.10.2023
Publication date	21.03.2024
Volume	8
Issue	16
pp-pp	1-13
Section Editor	Assist.Prof.Dr. Michal SIMANE
Chief-in-Editor	Prof.Dr. Tamer KUTLUCA
Abstracting & Indexing	Education Source Ultimate Database Coverage List EBSCO Education Full Text Database Coverage List H.W. Wilson Index Copernicus DRJI Harvard Library WorldCat SOBIAD
Article Name	Analysis of Theses on Turkish Language Teaching Curriculum in Turkey: A Document Analysis

Author Contribution Statement

¹ Cengiz AĞLAR 

Sivas Cumhuriyet University, Turkey

Conceptualization, literature review, methodology, data analysis, translation, and writing

² Aysel ARSLAN 

Assoc.Prof. Dr.

Sivas Cumhuriyet University, Turkey

Conceptualization, literature review, methodology, implementation, data analysis, and writing

³ Ahmet Furkan ŞAHBAZ 

Sivas Cumhuriyet University, Turkey

Literature review, methodology, implementation, translation

Abstract

The aim of this study is to conduct a content analysis of theses on the Turkish Language Teaching Curriculum conducted between 2002 and 2023 in Turkey. The study includes the theses available in the National Thesis Center database and accessible to other researchers. We employed a qualitative research approach and its e method of document analysis in this study. We identified 328 theses related to the Turkish Language Teaching Curriculum through a comprehensive search in the National Thesis Center database. However, upon closer examination, we determined that 238 of these theses were not directly relevant to the Turkish Language Teaching Curriculum and therefore we excluded from the study. We analyzed the remaining 90 theses using content and frequency analysis methods. The analysis involved determining the publication year, subject area, study group, methodology, and findings of the theses, and identifying the frequencies of the determined findings. Subsequently, we presented the findings in the form of figures, graphs, and tables for better understanding. According to the results of our study, we found many theses conducted between 2002 and 2023 focused on learning outcomes, predominantly employed qualitative research methods, and that 2019 had the highest number of thesis studies. We observed that teachers were the most preferred sample group in the studies.

To cite this article:

Ağlar, C., Arslan, A., & Şahbaz, A.F. (2024). Analysis of theses on Turkish language teaching curriculum in Turkey: A document analysis. *International e-Journal of Educational Studies*, 8 (16), 1-13. <https://doi.org/10.31458/iejes.1324803>

Copyright © IEJES

IEJES's Publication Ethics and Publication Malpractice Statement are based, in large part, on the guidelines and standards developed by the Committee on Publication Ethics (COPE). This article is available under Creative Commons CC-BY 4.0 license (<https://creativecommons.org/licenses/by/4.0/>)

Review Article**Analysis of Theses on Turkish Language Teaching Curriculum in Turkey:
A Document Analysis ***Cengiz AĞLAR¹  Aysel ARSLAN²  Ahmet Furkan ŞAHBAZ³ **Abstract**

The aim of this study is to conduct a content analysis of theses on the Turkish Language Teaching Curriculum conducted between 2002 and 2023 in Turkey. The study includes the theses available in the National Thesis Center database and accessible to other researchers. We employed a qualitative research approach and its e method of document analysis in this study. We identified 328 theses related to the Turkish Language Teaching Curriculum through a comprehensive search in the National Thesis Center database. However, upon closer examination, we determined that 238 of these theses were not directly relevant to the Turkish Language Teaching Curriculum and therefore we excluded from the study. We analyzed the remaining 90 theses using content and frequency analysis methods. The analysis involved determining the publication year, subject area, study group, methodology, and findings of the theses, and identifying the frequencies of the determined findings. Subsequently, we presented the findings in the form of figures, graphs, and tables for better understanding. According to the results of our study, we found many theses conducted between 2002 and 2023 focused on learning outcomes, predominantly employed qualitative research methods, and that 2019 had the highest number of thesis studies. We observed that teachers were the most preferred sample group in the studies.

Keywords: Turkish language teaching curriculum, mother tongue education program, theses, document analysis, content analysis

1. INTRODUCTION

Language is the identity and sacred treasure of a nation. Atatürk expressed the importance he attached to the Turkish language with the quote: "The connection between national sentiment and language is very strong. The national richness of the language is the main factor in the development of national sentiment." Language is one of the fundamental elements of culture and enables communication among individuals. Additionally, language plays a significant role in bringing individuals together and expressing themselves (İmrol, et al., 2021). From the beginning of social life, language has emerged as a crucial element for individuals to live together, express themselves, and be understood. As stated in Article 3 of the constitution adopted by the Turkish Grand National Assembly in 1982, Turkish is the official language of the Turkish state and is among the immutable articles of the constitution. The 1982 constitution also emphasized the principle of mother tongue education with the provision that "Education is conducted under the supervision and control of the state in accordance with the principles and reforms of Atatürk, contemporary science, and education" (Constitution of the Republic of Turkey, 1982).

Mother tongue acquisition and education are essential processes that enable individuals to develop their language skills and communicate effectively, and this process begins within the family

Received Date: 09/07/2023**Accepted Date:** 26/10/2023**Publication Date:** 21/03/2024

To cite this article: Ağlar, C., Arslan, A., & Şahbaz, A. F. (2024). Analysis of theses on Turkish language teaching curriculum in Turkey: A document analysis. *International e-Journal of Educational Studies*, 8 (16), 1-13. <https://doi.org/10.31458/iej.1324803>

¹ PhD Student, Sivas Cumhuriyet University, Sivas, Türkiye. cengizaglar@gmail.com

² Assoc.Prof.Dr., Sivas Cumhuriyet University, Sivas, Türkiye. arslanaysel.58@gmail.com

³ PhD Student, Sivas Cumhuriyet University, Sivas, Türkiye. arfurkansahbaz@gmail.com

Corresponding Author e-mail adress: arslanaysel.58@gmail.com

(Melanlıoğlu, 2008). To communicate in the mother tongue, individuals need to have knowledge about the language and its purposes and possess the ability to express various events in written and oral forms (Kaya & Kardaş 2020). The effective use of the fundamental language skills of listening, speaking, reading, and writing in the mother tongue can only be achieved through qualified education and instruction. Mother tongue education strengthens language skills, such as grammar, vocabulary, reading, writing, listening, and speaking, while also contributing to students' individual and social development (Ağlar, et al., 2024). In this context, the Turkish language teaching curriculum (TLTC) prepared for the education process from the first grade of primary school onwards plays a crucial role.

The preparation of the TLTC in Turkey is the responsibility of the Commission established by the Ministry of National Education (MoNE) under the auspices of the Board of Education (Demirel, 2015). The commissions consist of three committees: the program decision and coordination committee, the program implementation committee, and the program advisory committee. The composition of the commissions and the individuals involved in the committees are as follows:

1. *“Program decision and coordination committee: Representatives from the Ministry of National Education, experts in program development from universities, teacher union representatives, subject area representatives, parent representatives, and student representatives.*
2. *Implementation committee representatives: Program development specialist, assessment and evaluation specialist, experts in the subject area from universities, and teachers.*
3. *Program advisory committee: Educational philosopher, educational psychologist, educational sociologist, educational economist, educational technologist, inspector, school administrator, and communication specialist” (Ercan-Güven, 2020).*

The TLTC developed by these commissions provides teachers with a guiding resource that regulates the instruction of the Turkish language, which is used as the mother tongue in Turkey (Demirhan-Bal, 2019). The TLTC comprises goals (achievements), content, teaching methods, and assessment dimensions. The goal dimension of the curriculum answers the question of "why," the content dimension addresses the question of "what," the teaching methods dimension focuses on the question of "how," and the assessment dimension addresses the question of "how much." TLTC determines the strategies in Turkish language instruction, aiming to enhance the effectiveness of process (Akçay & Safalı, 2020).

The goals of the TLTC aim to develop students' language skills and enable them to use Turkish correctly and effectively (Maviş, 2015). The goals set in various areas, such as language proficiency, grammar knowledge, communication skills, and cultural awareness aim to enable students to understand the structures of the language, apply grammar rules, and use the functions of the language effectively (Melanlıoğlu, 2008). In this sense, the TLTC emphasizes the development of listening, speaking, reading, and writing skills (Yıldırım & Er, 2013). Thus, the curriculum focuses on students exploring the functional use of the language, strengthening their communication skills, and developing a positive attitude towards language learning.

The content dimension of the TLTC consists of elements, such as themes, topics, grammar concepts, and reading texts (MoNE, 2019). The determination of units and topics to be given to students within a limited time frame is accomplished in this dimension of the curriculum (Kaya & Kardaş, 2020; Keskin & Yazar, 2020). The commissions carefully selected the content to support students' language development and enhance their language skills. Various texts, written and oral activities are presented to improve students' four language skills (listening, speaking, reading, writing), enrich their vocabulary, and understand the functionality of the language (MoNE, 2019). While previously the teaching program was determined based on the content, since 2006, the Ministry of National Education has adopted the method of determining the content based on the goals set in the program (MoNE, 2006). Teaching materials, such as textbooks, workbooks, and supplementary materials are determined based on the content (Bingöl & Saraçoğlu, 2022).

In recent years, the TLTC has aimed to encourage students' active participation and active involvement in the language learning process through teaching methods, strategies, and techniques that promote student-centered approaches, group work, games, drama, technological tools, and various teaching strategies (MoNE, 2006). By incorporating these methods, the TLTC aims to enhance students' language skills (MoNE, 2019). These methods allow students to explore the functionality of

the language, strengthen their communication skills, and develop a positive attitude towards language learning.

Another important dimension of the TLTC is the assessment and evaluation process. Assessing students' language skills and monitoring their development is crucial for evaluating the effectiveness of the teaching process (Akçay & Safalı, 2020). Within this context, the TLTC provides various assessment tools to measure and evaluate students' language skills. These assessment tools can include traditional assessment methods such as conventional exams, multiple-choice questions, or writing-based tasks, as well as alternative assessment methods that encourage students' critical thinking, such as self-assessment, peer assessment, presentations, and portfolio works (MoNE, 2006, 2018).

Programs need to be created and continuously updated according to the requirements and needs of the era, foreseeing and adapting to changes (Campbel, 2020). In this sense, program evaluation is considered equally important to reach ideal program (Aydm, et al., 2018). The dimension of program evaluation represents the final stage of the program development process. Determining the extent to which the developed programs contribute to education also enhances the quality of instruction (Ercan-Güven, 2020). While the Ministry of National Education (MoNE) is officially responsible for the evaluation of programs in Turkey, articles, conference proceedings, and postgraduate studies presented by academics and researchers are also of significant importance (Özdemir, 2009). According to the information obtained from the literature review, the TLTC emerges as a guide aimed at enhancing the quality and effectiveness of Turkish language instruction. The TLTC develops students' language skills and strengthens their mother tongue and preserves their cultural identity. Postgraduate studies evaluating the effectiveness and applicability of the TLTC contribute valuable insights into the program's development process.

1.1. Purpose of the Research

The aim of this article is to examine the content of postgraduate studies published by the National Thesis Center and conducted on the TLTC in Turkey between 2002 and 2023. By compiling and collecting the contents of these scientific studies, we aim to provide researchers, curriculum developers, and all stakeholders in education with a comprehensive overview of the studies that are assumed to be important in the program development process. In doing so, we will contribute to the current knowledge on the effectiveness and applicability of the TLTC and shed light on future curriculum development. Based on these justifications, researchers have decided to conduct this study and anticipate that it will contribute to the literature in the field.

1.2. Research Questions

In this study, we will examine the following research questions regarding the postgraduate studies related to the TLTC:

- a) Year,
- b) Period
- c) University,
- d) Locations where the studies were conducted,
- e) Topic,
- f) Method,
- g) Sample,
- h) Data collection tools,
- i) Distribution of the results obtained through the data analysis method.

We will explore these questions in line with the objectives of the study and presented in the section of research questions.

2. METHOD

In this section, we provide information on the research model, criteria for including studies in the research, data collection, and analysis.

2.1. Research Design

In this study, we employed the qualitative research method of document analysis to examine postgraduate theses and dissertations published between 2002 and 2023, which we accessed through the tez.yok.gov.tr website. Document analysis is a research method that can yield better results in studies that utilize documents as a primary source, and it is described as an economical method (Mogalakwe, 2006). There has been an increase in using document analysis as a research method, particularly in recent times (Sak, et al., 2021). Bailey (1994) states that document analysis comprises two stages: the first stage involves accessing and examining all available documents, while the second stage involves classifying and including the documents in the research based on their relevance to the study. In this study, we analyzed the obtained data using content analysis.

2.2. Sample and Study Group

We present the process for determining the population and sample of this study in Figure 1.



4

Figure 1. Process of identifying postgraduate studies

As seen in Figure 1, the population of this research comprises 328 master's and doctoral theses related to TLTC written between 2002 and 2023. We accessed the population of the research from the tez.yok.gov.tr website, where the theses uploaded by universities to the National Thesis Center system are available. In accordance with the research's scope and objectives, we included 90 theses in the study, consisting of 82 master's theses and eight doctoral theses, determining the study group.

2.3. Data Collection and Analysis

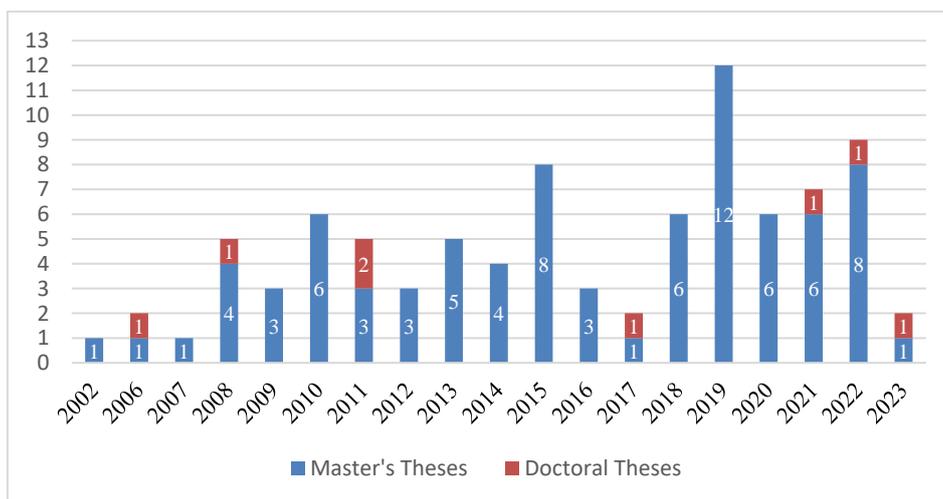
For this research, we included the thesis studies available in the National Thesis Center database and accessible through the tez.yok.gov.tr website. The the study comprised the theses that contained one of the expressions "Turkish language teaching" "Turkish language teaching program" or "Turkish language teaching curriculum" in any part of the theses (abstract, keywords, introduction, methodology, findings, conclusion, discussion, and recommendations). We conducted a search by entering the keywords "Turkish language teaching" "Turkish language teaching program" and "Turkish language teaching curriculum" in Turkish language in the YÖK Thesis Search Center. We determined that the first thesis study related to the TLTC was from 2002, and the latest study was from 2023. Through a detailed search in the National Thesis Center, we identified 328 theses, downloaded the theses by using the author's surname and the year of the thesis as the filename, and created a folder for them. In June 2023, we examined the downloaded theses and prepared independent lists, organizing them into a list of the theses that could be included in the study. We compared the lists we prepared separately and re-examined the studies that showed differences. In this context, we identified 17 studies that were not common. We then reviewed these 17 studies together, consulted with each other, and decided to include five more theses from this list in the scope of the study, resulting in 90 theses being included in the research. Subsequently, we consulted two experts who had conducted studies in this field regarding the list and made the decision to include the 90 theses in the study based

on their opinions. Out of the 328 theses we identified, we did not include 238 of them in the study, as they were outside the scope. Within the research, we examined 90 theses and determined that 82 of them were master's theses and 8 of them were doctoral theses. We organized the data obtained from the theses in an Excel document. Using the Excel document ensured a more systematic and organized presentation of the information. In the Excel document, we collected the data under basic headings, such as thesis title, year, topic, methodology, sample, period, university where the thesis was conducted, location of the study, data collection tools, and data analysis. We presented a draft of this document to two experts who had experience in this field for their opinions and obtained their approval. Then, we transferred the data to the SPSS 26 software package. We transformed the findings into tables by conducting frequency analysis.

We assume that the contribution of two experts who have conducted similar studies and have been part of the research teams will lead to more reliable and valid results in this research. Since we conducted this study to examine the existing postgraduate studies, we did not seek ethical approval for the research.

3. FINDINGS

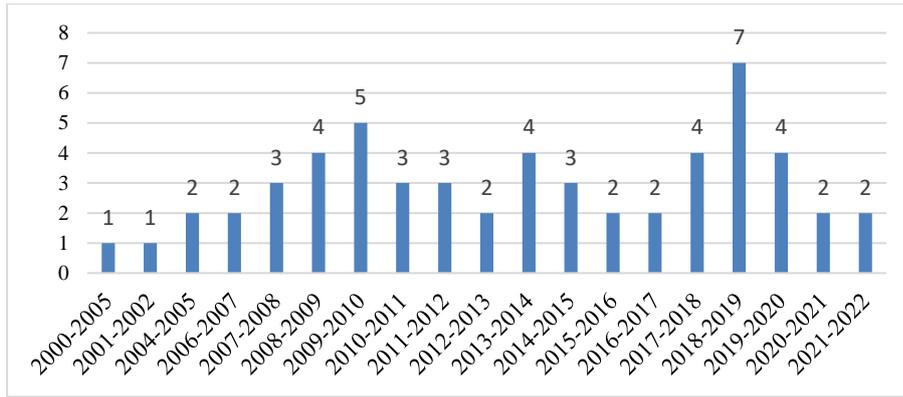
In this section of the study, we present the findings obtained through document analysis of the thesis studies related to TLTC conducted from 2002 to 2023, which are within the study. We include the results of the research regarding the years in which the studies related to TLTC were conducted in Graph 1.



Graph 1. Distribution of postgraduate thesis studies by year

According to the data in Graph 1, we determined that the number of postgraduate thesis studies related to TLTC varies. We observed researchers reached the highest number of theses in 2019, and the next highest number was in 2022. In 2018, there were 54 theses in the field of TLTC, while this number has now increased to 90.

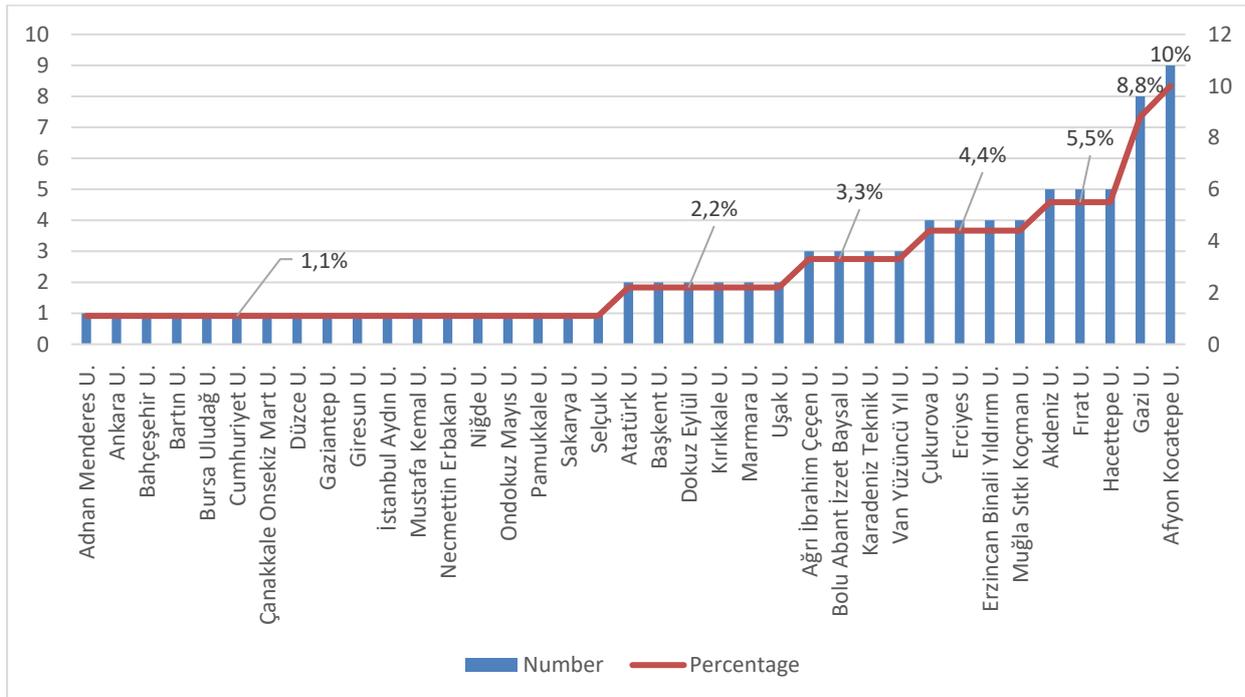
Graph 2 presents the results of our research on the period in which researchers conducted the studies related to TLTC in the educational context.



Graph 2. Distribution of graduate thesis studies according to the period in which they were conducted

When we look at Graph 2, we determined that the researchers mostly preferred the 2018-2019 period as the research period in the included studies. We found that the least preferred period is the early 2000s. In the 34 studies not included in the Graph 4 because we could not find information about the research period.

We presented the results of our analysis regarding which university students conducted the studies related to TLTC in Graph 3.



Graph 3. Distribution of graduate thesis studies according to the universities

As seen in Graph 3, many thesis studies on TLTC and its dimensions were conducted by graduate students of Afyon Kocatepe University, followed by graduate students of Gazi University.

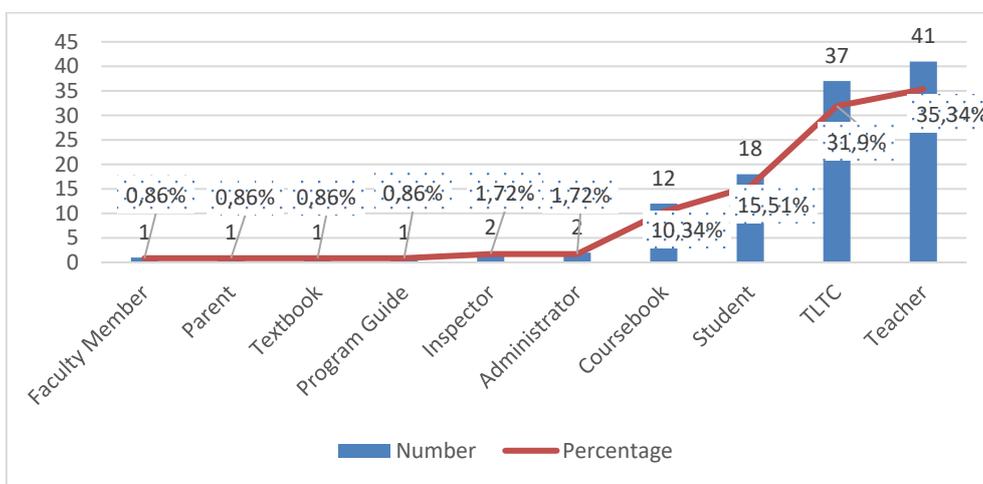
In Figure 2, we present the results of our research regarding the cities from which we selected samples to include in the studies related to TLTC.

When we examined the distribution of theses related to TLTC according to educational fields between 2002 and 2023, we found the theses were conducted in the fields of master's and doctoral degrees. We provided the relevant information in Table 1.

Table 1. Distribution of postgraduate thesis studies by used method

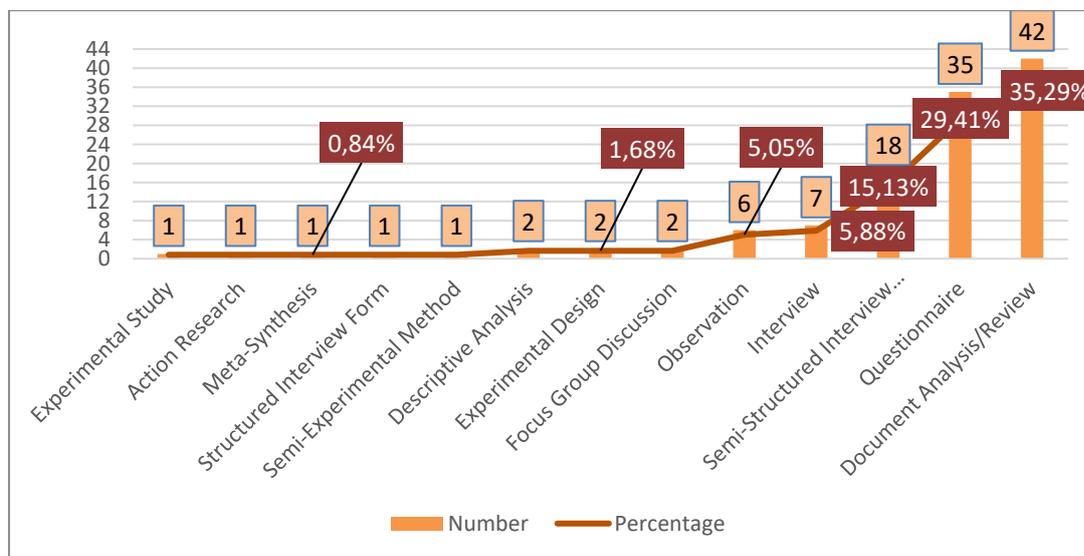
Method	<i>f</i>	%
Qualitative	47	52.22
Mixed	22	24.45
Quantitative	21	23.33
Total	90	100.00

When looking at Table 1, we found that more than half of the thesis studies included in the research employed a qualitative research method. However, we also identified researchers who used mixed methods and quantitative methods in their studies, and the proportions of these methods was similar. We presented the results regarding the sample groups selected in the studies related to TLTC in Graph 5.



Graph 5. Distribution of graduate thesis studies according to sampling

Looking at Graph 5, we can observe that in the conducted studies, teachers are mostly chosen as the sample, followed by TLTCs themselves. The least utilized sources in the theses are faculty members, parents, textbooks, and guidebooks. In our research on the measurement tools used in quantitative, qualitative, and mixed research designs related to TLTC, we present the findings in Graph 6.



Graph 6. Distribution of data collection instruments used in graduate thesis studies

When looking at Graph 6, we can see that there are 119 data collection tools used in postgraduate thesis studies related to TLTC. The most used data collection tool is document analysis/examination (35.29%), followed by surveys (29.41%), semi-structured interview forms (15.13%), and interviews (5.88%). Experimental studies, action research, structured interview forms, and meta-synthesis were each used once (0.84%). We presented the results of our research on the preferred data analysis methods in studies related to TLTC in Table 2.

Table 2. Distribution of data analysis methods used in postgraduate thesis studies

Data Analysis Method	Number	Percentage
Content Analysis	45	18,83%
Frequency Analysis	34	14,23%
Percentage Analysis	27	11,30%
Descriptive Analysis	19	7,95%
Mann-Whitney U Test	11	4,60%
Mean	10	4,18%
Independent Samples t-test	10	4,18%
Kruskal-Wallis H Test	9	3,78%
Dependent Samples t-test	8	3,35%
One-Way Analysis of Variance (ANOVA)	8	3,35%
LSD Test	5	2,09%
Unknown	5	2,09%
Levene's Test	5	2,09%
Standard Deviation	4	1,68%
Scale Development	3	1,26%
ANOVA	3	1,26%
Scheffe's Test	2	0,84%
Kolmogorov-Smirnov Normality Test	2	0,84%
Pre-test-Post-test	2	0,84%
Chi-square Test	2	0,84%
Product File	2	0,84%
Achievement Test	2	0,84%
Document Analysis	2	0,84%
Spearman Correlation Analysis	2	0,84%
Pearson Correlation Coefficient	1	0,42%
Tukey Test	1	0,42%
Dunn Test	1	0,42%
Document Review	1	0,42%
Sign Test	1	0,42%
Median	1	0,42%
Range	1	0,42%
Cramer's V Analysis	1	0,42%
Four Topic Monitoring Test	1	0,42%
Topic Monitoring Test	1	0,42%
Shapiro-Wilk Test	1	0,42%
Wilcoxon Test	1	0,42%
Scanning Method	1	0,42%
Exploratory Factor Analysis	1	0,42%

Barlett's Test	1	0,42%
Cronbach's Alpha Analysis	1	0,42%
Principal Component Analysis	1	0,42%
Total	239	100,00%

According to the findings in Table 2, we determined that the most used data analysis methods in postgraduate thesis studies in the field of TLTC were content analysis (18.83%), frequency analysis (14.23%), percentage analysis (11.30%), descriptive analysis (7.95%), and Mann-Whitney U test (4%). We did not come across information about the data analysis method used in five (2.09%) of the included studies.

4. DISCUSSION, CONCLUSION and RECOMMENDATIONS

In our analysis of postgraduate studies related to TLTC conducted between 2002 and 2023, we observed that the number of doctoral theses ($n=8$) was significantly lower than the number of master's theses ($n=82$). Furthermore, when we examined the years in which the studies were conducted, we found that there was a small number of studies ($n=1$) published in 2007 related to the changes in TLTC implemented by the Ministry of National Education (MoNE) in 2006. Considering the possibility of lengthy data collection and writing processes in postgraduate studies, we noticed a small number of studies conducted in the periods of 2006-2007 and 2007-2008 ($n=5$), which might be attributed to simultaneous control of multiple aspects of the studies. This led us to conclude that there was limited focus on conducting more studies related to the changes made in 2006 to observe their effectiveness. We also found that the highest number of studies on TLTC was conducted in 2019 ($n=8$), and the period of 2018-2019 had the highest data collection activities ($n=7$). These findings are supported by Kaplan and Özgen (2023) in their study on TLTC conducted between 2016 and 2022, and by Önal and Maden (2021) in their study on Turkish language education between 2015 and 2019. We believe that more research should be conducted regarding the changes made in 2006, a year when significant modifications were made to the TLTC.

Examining the cities where researchers conducted the studies and the universities where they carried out the studies, we observed a parallel between the results. Afyon Kocatepe University had the highest number of TLTC studies, and similarly, there were four studies conducted in the province of Afyonkarahisar where individuals were selected as samples. Likewise, among the universities located in Ankara, 16 TLTC studies were conducted, which aligns with the number of studies conducted with samples from this city. In terms of theses on Turkish language teachers, Eyüp (2020) found that Kırşehir Ahi Evran University conducted the most studies. Kaplan and Özgen (2023), who examined articles and theses published on TLTC between 2016 and 2022, also reported that the most research was conducted by Muğla Sıtkı Koçman University. As shown in Figure 2, we did not come across any studies conducted with samples from the Southern Marmara, Central Anatolia, Central Black Sea, and Southeastern Anatolia regions between 2002 and 2023. We believe that one of the reasons for this is the centralized nature of the programs, which may not be suitable for educational environments in districts, towns, villages, or hamlets. Eyüp (2020) found that researchers conducted many studies on Turkish language teachers with samples from Istanbul and Kırşehir. Based on these results, we can infer those individuals living in regions or locations, where researchers do not conduct studies, may not share their opinions on the program in academic research. Program development experts may not have access to studies conducted in all parts of Turkey when reviewing and improving the programs.

In terms of the included studies, we found that one out of every three studies focused on competencies ($n=32$). We attribute the high number of studies on competencies to the decision made by MoNE (2006) to shift from predetermined competencies to target-oriented competencies in the TLTC. Despite this, textbooks on program development emphasize the importance of all dimensions. However, we found a few of studies on program development processes in Turkish language education and TLTC for special education students. In contrast, Önal and Maden (2021) found several topics in their study on Turkish language teaching.

Regarding the research methods used in the included studies, we observed that qualitative research methods were selected more than quantitative and mixed methods. Considering the studies, this is a common trend. Therefore, many studies in TLTC focused on document analysis. Many

researchers reported similar findings in their studies, Sur (2023) reported in his research on Turkish language textbooks, Dönmez and Gündoğdu (2016), Kaplan and Özgen (2023), Ari, et al., (2020) in their studies on TLTC, and Önal and Maden (2021) in their researches on Turkish language teaching. However, Koç (2016) found a higher number of quantitative studies in their study on primary education programs.

In terms of sample selection, teachers were the most frequently chosen group. This can be attributed to convenience sampling or suitability of teachers as participants in postgraduate studies. Parents, academicians, textbooks, and guidebooks were selected as samples in only one study, while researchers selected inspectors and administrators twice. These findings are consistent with previous literature (Dönmez & Gündoğdu, 2016; Önal & Maden, 2021). The sample selection in the studies included in our research also revealed a similarity in terms of data collection from similar groups.

When examining the data collection tools used in the included studies, we noticed a scarcity of experimental studies, with only one study using experimental methods, which are considered highly valuable for program preparation, design, implementation, and evaluation. In terms of quantitative research methods, we found surveys were the most frequently used data collection tool, with 35 studies employing this method. For qualitative research methods, we found that document analysis/examination was the most used tool, with 42 studies employing this method. We also observed a parallel between the most preferred research methods and the most preferred data analysis methods, with content analysis, frequency analysis, and percentage analysis being the most used data analysis methods. However, in five of the studies, we did not find any information regarding the data analysis method used, and in 34 studies, we did not find any information regarding the time in which researchers collected the data. This lack of information may affect the reliability and validity of the studies.

Based on the findings of our study, we offer the following recommendations:

There is a need to increase the number of postgraduate studies related to TLTC. Our study reveals that the number of postgraduate studies on TLTC is limited. Therefore, we recommend conducting more postgraduate studies on TLTC, particularly doctoral theses, which are significantly fewer compared to master's theses. This shows the need for more comprehensive research on different dimensions of TLTC.

There is a need to examine the effects of changes made in TLTC through postgraduate studies. Our study identified a lack of sufficient research on the effects of significant changes made in TLTC by MoNE in 2006. Therefore, we suggest that future postgraduate studies should focus on investigating the effects of these changes in TLTC. We found a few studies on the development of TLTC. There is a need for research to determine and improve the effectiveness of curriculum development, assess the impact on student achievement, and evaluate the feasibility and effectiveness of the programs. We recommend conducting experimental studies that focus on different dimensions of the curriculum and contribute to the program development process.

Our study revealed a few studies conducted in certain regions of Turkey related to TLTC. Specifically, we did not come across any studies conducted with samples from the Southern Marmara, Central Anatolia, Central Black Sea, and Southeastern Anatolia regions. This shows a limited opportunity for teachers, students, parents, and administrators from different regions to share their views and experiences related to TLTC. Therefore, we recommend conducting studies that consider different educational environments in various regions.

In future research, we suggest including information about the time of the study, data analysis methods used, and the location where researchers conducted the study, particularly if individuals were selected as samples. Including this information will enhance the reliability and validity of the research. We advised to researchers to pay attention to these details.

We have shared these recommendations to contribute to the scope and effectiveness of postgraduate studies related to TLTC. We believe that by doing so, we can make a greater contribution to the development and implementation of TLTC in a more effective manner."

Acknowledgement

Due to the scope and method of the study, ethics committee permission was not required.

5. REFERENCES

- Ağlar, C., Arslan, A., & Şahbaz, A.F. (2024). Analysis of Turkish curriculum at the middle school level prepared during the republican era. *Journal of Computer and Education Research*, 12 (23), 2-30. <https://doi.org/10.18009/jcer.1309488>
- Akçay, A., & Safalı, S. (2020). Öğretim programlarıyla ilgili temel kavramlar [Fundamental concepts related to curriculum]. In M. N. Akçay, Ahmet Kardaş (Ed.), *Türkçe dersi öğretim programları* [Turkish language teaching curriculum] (pp. 1–8). Pegem Akademi.
- Arı, G., Yaşar, M. S., & İstanbullu, E. (2020). Türkçe öğretmeni adaylarıyla ilgili yayımlanan makalelerin incelenmesi [A review of research trends on pre-service Turkish teachers (2014-2018)] (2014-2018). *Ana Dili Eğitimi Dergisi*, 8(2), 487–508.
- Bailey, K. D. (1994). *Methods of social research* (4th ed.). The Free Press.
- Bingöl, B., & Saraçoğlu, M. (2022). 11. sınıf rehberlik programının öğrenci görüşlerine göre değerlendirilmesi. *Journal of Computer and Education Research*, 10 (19), 287-318. <https://doi.org/10.18009/jcer.1066003>
- Campbel, S. (2020). Education and curriculum reform: The impact they have on learning. *Budapest International Research and Critics in Linguistics and Education Journal*, 3(2), 1074–1082.
- Demirel, Ö. (2015). *Eğitimde program geliştirme kuramdan uygulamaya* [Curriculum development in education from theory to practice] (23rd ed.). Pegem Academy Publishing
- Demirhan-Bal, F. (2019). 2018 Türkçe öğretim programı kazanımları ile 1. sınıf Türkçe ders kitabı etkinliklerinin örtüşmesi [The examination between the learning outcomes of 2018 Turkish curriculum and 1st grade Turkish coursebook activities]. *Journal of Gifted Education and Creativity*, 6(2), 55-64. <https://dergipark.org.tr/pub/jgedc/issue/48528/570326>
- Dönmez, B., & Gündoğdu, K. (2016). 2000-2016 yılları arasında Türkçe öğretim programları alanında yayımlanan makale ve tezlerin analizi [Content analysis of articles and theses on Turkish lesson curriculum published between the years of 2000-2016]. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 5(4), 2109–2125.
- Ercan-Güven, A. N. (2020). Öğretim programlarının hazırlanması ve değerlendirilmesi [Preparation and evaluation of curriculum]. In *Türkçe dersi öğretim programları* [Turkish language teaching curriculum] (2nd ed., pp. 9–24). Pegem Akademi.
- Eyüp, B. (2020). Türkçe öğretmenleri ile ilgili yapılan lisansüstü tezlerin eğilimleri: bir içerik analizi (2000-2019) [Trends of postgraduate theses about Turkish language teachers: A content analysis (2000-2019)]. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, 21, 536–558.
- İmrol, M. H., Dinçer, A., Güldenoğlu, B. N. D., & Babadoğan, M. C. (2021). 2018 Türkçe dersi öğretim programının değerlendirilmesi [Evaluation of Turkish language teaching curriculum]. *Eğitim ve Bilim*, 46(207), 403-437. <https://doi.org/10.15390/EB.2021.9625>
- Kaplan, K., & Özgen, A. (2023). 2016-2022 yılları arasında Türkçe öğretim programları konulu yayımlanan makale ve tezlerin analizi [Analysis of articles and theses published on Turkish curriculum between 2016-2022]. *Çukurova Üniversitesi Türkoloji Araştırmaları Dergisi*, 8(1), 435–456.
- Kaya, M., & Kardaş, M. N. (2020). Geçmişten günümüze Türkçe dersi öğretim programları -4- 2005, 2006, 2015, 2017 Türkçe dersi öğretim programları [Turkish lesson curriculum from past to present -4- 2005, 2006, 2015, 2017 Turkish lesson curricula]. In A. Akçay & M. N. Kardaş (Eds.), *Turkish language teaching curriculum*. (pp. 91–118). Pegem Akademi.
- Keskin, İ. & Yazar, T. (2020). Evaluation of high school mathematics curriculum according to student opinions. *Journal of Computer and Education Research*, 8 (16), 567-589. <https://doi.org/10.18009/jcer.740113>
- Koç, E. S. (2016). Türkiye de ilköğretim programlarının değerlendirilmesine yönelik yapılan lisansüstü tezlerin incelenmesi (2005–2014) [An analysis of dissertations written about evaluation of the primary education curriculum in Turkey (2005-2014)]. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(1), 198–216.
- Maviş, F. Ö. (2015). İngilizce dersi öğretim programı ile Türkçe dersi öğretim programı arasında hedef, içerik, öğrenme/öğretme durumu ve değerlendirme süreçleri uyumu [The harmony of English curriculum and Turkish curriculum in terms of objectives, content, learning-teaching and evaluation processes]. *Journal of Turkish Studies*, 10(11), 1083–1098.

- MoNE. (2006). *İlköğretim Türkçe dersi (6, 7, 8. sınıflar) öğretim programı* [Primary education Turkish lesson (6th, 7th, 8th grades) curriculum]. Talim Terbiye Kurulu [Board of Education].
- MoNE. (2018). *Türkçe dersi öğretim programı* [Turkish language teaching curriculum]. Talim Terbiye Kurulu [Board of Education].
- MoNE. (2019). *Türkçe dersi öğretim programı* [Turkish language teaching curriculum]. Talim Terbiye Kurulu [Board of Education]. <https://doi.org/10.14527/9786058008915.07>
- Melanlıoğlu, D. (2008). Kültür aktarımı açısından Türkçe öğretim programları [Turkish teaching programs in terms of cultural transfer]. *Eğitim ve Bilim*, 33(150), 64–73.
- Mogalakwe, M. (2006). The use of documentary research methods. *African Sociological Review*, 10(1), 221–230.
- Önal, A., & Maden, S. (2021). Türkçe eğitimi ile ilgili 2015-2019 yılları arası lisansüstü tezlerin araştırma eğilimleri [Research trends of postgraduate theses on Turkish education between 2015-2019]. *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, 23(3), 929–941.
- Özdemir, S. M. (2009). Eğitimde program değerlendirme ve Türkiye’de eğitim programlarını değerlendirme çalışmalarının incelenmesi [Examination of curriculum evaluation in education and evaluation studies of education programs in Turkey]. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 6(2), 126–149.
- Sak, R., Sak, İ. T. Ş., Şendil, Ç. Ö., & Nas, E. (2021). Bir araştırma yöntemi olarak doküman analizi [Document analysis as a research method]. *Kocaeli Üniversitesi Eğitim Dergisi*, 4(1), 227–250.
- Sur, E. (2023). Türkçe ders kitaplarına yönelik hazırlanan çalışmalardaki eğilimler [Trends in studies prepared for Turkish textbooks]. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 12(1), 194–220.
- Türkiye Cumhuriyeti Anayasası [Constitution of the Republic of Turkey], (1982). <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2709.doc#:~:text=Madde 42 – Kimse%2C eğitim ve,gözetim ve denetimi altında yapılır.>
- Yıldırım, F., & Er, O. (2013). Türkçe dersi öğretim programı dinleme/izleme alanı amaç ve kazanımlar boyutunun öğretmen görüşleri doğrultusunda değerlendirilmesi [Evaluation of the purpose and achievements dimension of the listening/watching area of the Turkish lesson curriculum in line with the opinions of the teachers]. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 2(2), 231–250