Evaluation of the Turkish Course Curriculum (Middle School 5, 6, 7 and 8th Grades) in terms of Basic Language Skills Outcomes

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Abstract: This research was created to evaluate the basic language skills of the 2019 Turkish curriculum in terms of listening, speaking, reading and writing outcomes. These outcomes were examined in numbers, qualifications, distributions by classes and differentiation aspects. In the study, which is a qualitative study, the data in the Turkish middle school program were discussed with document review. Content analysis of the obtained data was carried out, and percentage and frequency values were also calculated. As a result of the research, it was determined that there was a total of 289 outcomes in the curriculum, 52 of which were related to listening/watching, 28 of which related to speaking, 142 of which related to reading and 67 of which related to writing skills. However, it has been found that the majority of outcomes are repeated exactly without changing as the class level increases. Accordingly, it was determined that the 289 language skills outcomes in the program consisted of 109 outcomes. Based on the research findings, it has been suggested that all of the basic language skills outcomes should be given equal weight in the Turkish course curriculum, especially to increase the inclusiveness of the outcomes of speaking skills.

Keywords: Turkish course, language skills outcomes, curriculum, middle school.

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Introduction

The teaching programs are the documents occurring within the framework of the country's education policy, in addition to demonstrate when and how to process relevant content during the course for each discipline regulates how to measure and evaluate the output received also (Demir, 2021a). According to Kalaycı and Yıldırım (2020, s. 240), teaching programs are the source of a framework for the content and boundaries of educational work and a variety of dimensions. Besides, as İşeri and Bastuğ (2016) said teaching programs that allow generations to grow, to ensure the future and continuity of countries has a significant impact on the transfer of cultural values, while maintaining universal values that guarantee the future of countries.

In the republican period, in eight cycles (1924, 1929, 1938, 1949, 1981, 2006, 2015, 2017 dated) course programs prepared, Turkish courses were renewed in the same cycles as other courses (Arı, 2021). In addition to this, in 2018 and 2019, the Turkish course teaching programs were updated so from the Republic to the present, it has seen that middle school Turkish teaching programs have been renewed 10 times. While in Turkish teaching programs before the 1981 program, it is observed that the individual course hours for the linguistic skills are not determined and have no integrity, as İşeri and Baştuğ (2016) stated, the language skills are based on an integrated understanding of these skills, the principle of integrity, along with the separation of language skills in Turkish teaching programs updated in 1981 and later. Indeed, the current 2019 Turkish teaching program is observed, "it is configured in information in such a way that students can learn about listening/watching, speaking, reading and writing skills and mental skills for life, develop themselves individually and socially using these skills, communicate effectively, with Turkish love, have the ability to read and write on demand, a integrity with skills and values" (Ministry of National Education-MNE, 2019, p. 8). As seen, the students are first emphasized on the outcome of listening, speaking, reading and writing outcomes with basic language skills. Given that using language skills competently is a prerequisite for being good in the main language and that success in the main language affects success in language courses as well as in other disciplines, the functional aspect of the current Turkish course-teaching program is revealed. Indeed, in various research in the field (Demir, 2021b; Demir & Yapıcı, 2007; Durmuşçelebi, 2007; Öztürk, 2007; Yaman, 2009) it is emphasized that success in the main language is an important factor in improving academic success in other disciplines. However, a detailed review of the language skills outcomes in the 2019 Turkish course curriculum and the questioning of the overlap of the outcomes with the expressions specified in the program is deemed necessary to reveal the strengths and weaknesses of the program.

Starting from the Turkish course teaching program published in 2017, the expression "learning areas" has been changed in the form of "skills fields" and the five learning areas (listening/watching, speaking, reading, writing, language) of 2006 have been reduced to three (verbal communication, reading and writing) in the 2015 Turkish teaching program. This means that the ability to listen/watch and talk is included in the single title under "verbal communication". However, this step was found to be incorrect and in 2017 program, the skills were deducted in four (listening/watching, speaking, reading and writing) under separate headings. Four skills have been preserved in the later published 2018 and updated 2019 programs. The 2019 Turkish courses' program is included in these four basic skills.

Scientific data have shown that "listening" is the first language skill developed in individuals. It is also known that the ability of human beings to speak with the influence of the environment, which is then born with the ability to speak, and finally, the ability to read and write, has developed. Man tends to wonder and pursue the unknown. Probably because of its effect, it is seen that the most valuable of the language skills are later acquired reading and

writing skills. This individual trend was also taken by program developers and those who directed programs and it is seen that the listening and speaking language skills acquired in the Turkish education system for years were ignored (Demir, 2021a; Emiroğlu & Pınar, 2013; Özbay & Melanlıoğlu, 2012; Yazar & Yazar, 2018). In scientific studies (Demir, 2020; Doğan, 2009; Gür, 2011; Maden, 2013; Kundakçı & Kapağan, 2015) and practical (Danişmend, 2017; Hepçilingirler, 2019; Hepçilingirler, 2020; Torun, 2015) including daily life and teaching process, it has been determined that the listening and speaking skills of individuals are not the desired quality. However, many research highlights that the main reason for language learning is the ability to communicate in the first place, and the basis for communication is listening and speaking skills with verbal communication skills (Akdemir, 2016; Tayşi Karakus, 2014; Takkaç & Akdemir, 2015; Yaman, 2014). In addition, seventy-five percent of the time spent communicating during the day should not be ignored that they are talking and listening (Erkuş, 2013). On the other hand, reading and writing outcomes included more comprehensively in comparison with other language skills in 2019 Turkish courses can be said to be better at meeting the need. The approach to creating an outcome for these two skills must apply to other skills as well. Whether it is natural or later, it is important that all language skills are not ignored by the ability to develop with education. Considering that language skills are part of the whole, it is inevitable that the holistic understanding of both teaching programs and educational applications will have an effect on capturing the success targeted in language courses and other disciplines indirectly.

When examined the outcomes of language skills in the Turkish language-teaching program, updated in 2019, the 2018 program has been preserved in a similar way, with the number of outcomes and expressions not changing. "It is also important to support scientific studies based on critical and multi-point evaluation of program changes or updates that are essential to comply with the needs of the age. If new steps are being taken in this way to support accuracy, it is possible to make the necessary changes by recognizing missing or incorrect conditions" (Demir, 2021a). As a matter of fact, there are many studies in the field where scientific examination of frequently updated Turkish teaching programs is conducted. In the most recent research (Çarkıt, 2021; Demir, 2021a; Direkçi et al., 2019; Esemen, 2020; Hamsi İmrol et al., 2021; Kılıç & Erkal, 2021; Susar Kırmızı & Yurdakul, 2019; Şahin, 2019; Ünveren Kapanadze, 2019), the Turkish teaching program is evaluated in various aspects of it. The aim of this study is to examine the 2019 Turkish courses at the currently used middle school level in terms of listening, speaking, reading and writing outcomes with basic language skills. These language skill outcomes are covered by the numbers, competencies, grades and whether they differ according to the classroom level.

Method

In this study, it has been used the document study in qualitative research methods. According to Corbin and Strauss, the document analysis is a method that requires the analysis and interpretation of the data in order to make sense, to create understanding of the relevant topic, to develop empirical information, such as other methods used in qualitative research (Cited Kıral, 2020). Document review covers "the analysis of written materials that contain information about the intended phenomenon or facts targeted for research. In a qualitative research, document review may be a single research method, and may be used as an additional source of information if other qualitative methods are used" (Yıldırım & Şimşek, 2016, p. 189). In this context, the 2019 Turkish course curriculum, which is one of the public/official records, has been examined in the context of language skill outcomes, while creating the document of this study alone.

Data Source and Data Analysis

In qualitative research, it is accepted that data is collected through observation, discussion and documentation (Berg & Lune, 2015; Merriam, 2009). The data of this research was obtained from the 2019 Turkish course-teaching programs on the website of the Ministry of National Education. The document was downloaded to the computer and transferred into Excel programme and performed the necessary analysis works on it. Content analysis was used to analyze the data reached. To this end, a framework has been created for the study of the field and accordingly, the data has been classified, defined, interpreted, presented in shapes and tables and reported. In this context, the 2019 Turkish teaching program has been examined in detail in the context of language skills outcomes, analyzed and frequency has been used to determine the density of the results reached as quantitatively, and percentage values to indicate the ratios.

After the completion of the analysis of the data, in order to ensure compliance with ethical principles and to reveal the reliability of coding, assistance was received from two faculty members who are experts in the field working in the Department of Turkish Education. The coding reliability formula of Miles and Huberman (1994) was used to ensure reliability. The coding of the researcher and other teaching staff were compared with each other and Miles and Huberman's (1994) coding reliability formula was used. The concordance of the analysis between the researcher and the experts was calculated according to the formula "Reliability=Number of Consensus/Number of Consensus+ Number of Non-Consensus". Since the average of the encoder reliability coefficient obtained as a result of document review turned out to be 0.90, the analysis of the data collection tool used in this study can be considered reliable.

Besides that, this research is thought to be valid and reliable by the rich scanning of the field, making coding based on the relevant studies and incorporating information and quotes into the research without modification based on the original of the document.

Findings

Data on the distribution of language skills outcomes achieved in the 2019 Turkish course curriculum according to middle school grade levels are presented in Table 1.

Table 1
Distribution of Language Skills Outcomes Achieved in the Turkish Course Curriculum According to Middle School Grade Levels

Skill area	5th grade		6th grade		7th grade		8th grade		Total	
	f	%	f	%	f	%	f	%	f	%
Listening	12	17.4	12	17.6	14	18.4	14	18.4	52	18
Speaking	7	10.1	7	10.3	7	9.2	7	9.2	28	9.7
Reading	34	49.3	35	51.5	38	50	35	46.1	142	49.1
Writing	16	23.2	14	20.6	17	22.4	20	26.3	67	23.2
Total	69	100	68	100	76	100	76	100	289	100

When examined Table 1, it has been examined that there are 289 outcomes in the curriculum for language skills in total; 52 of them are outcomes for listening/watching, 28 of them are speaking, 142 of them are reading and 67 of them are writing skills. In fact, it has been examined the greatest outcome is the reading skill and the lowest outcome is speaking skill at all class levels. In this context, almost half of the outcomes in all class levels are related to the reading skill (49.1%). The ratio of the outcomes related to speaking skill remained only 9.7%.

18% of the remaining outcomes are related to listening/watching and 23.2% are related to writing skills. When the distribution of language skills outcomes according to the classroom level was examined, it was determined that there were 69 outcomes at the fifth grade level, 68 outcomes at the sixth grade level, and 76 outcomes at the seven and eighth grade level. Therefore, it was concluded that seven and eight classes were the class level, where the highest outcome for language skills, and the class level with the lowest outcome was sixth grade.

Findings Related to Listening/Watching Skills

It has been determined that there are 52 outcomes for listening/watching skills in the 2019 middle school Turkish teaching program. 12 of these outcomes are fifth grade, 12 of them are sixth grade, 14 of them are seventh grade and 14 of them are eighth grade (Table 2). As seen, the outcomes for listening/watching skills have been uniformly distributed according to classroom levels.

The distribution of listening/watching outcomes in the Turkish curriculum according to grade levels was examined and the following findings were reached: it is observed that ten outcomes take part at all grade level including *"enacts the narrative texts he/she listens to/watches", "answers/answers the questions/questions about what he/she listens/watches", "makes predictions about the development and outcome of events when they listen/watch", "recommends different titles for what they listen/watch", "summarize what they listen/watch", "identifies/detects the main idea/main sense of what they listen/watch", "identifies/detects the subject of what they listen/watch", "states their opinions about what they listen/watch", "applies listening strategies", "comprehends the speaker's non-verbal messages";* the two learning outcomes in the form of five, six and seventh grades take part at the level of three grades including ; *"predicts the meaning of unfamiliar words when they listen/watch", "evaluates the content of what they listen/watch";* two learning outcomes in the form of seventh and eighth grades take part at two grade levels including *"identifies the ways of developing the thought when they listen/watch", "questions the consistency when they listen/watch";* the two learning outcomes in the form of are only at the eighth grade level take part including *"evaluates the media texts they listen/watch", "guesses the meaning of unfamiliar words when they listen/watch".* Therefore, at the middle school level, it is seen that listening/watching skills are tried to be given to the students by giving place to 16 different outcomes in the field of listening/watching skills. In other words, it should be noted that although there are 52 outcomes in total for listening/watching in the program, there are actually 16 different outcomes (Table 2).

Table 2
Listening/Watching Outcomes by Grade Level

Outcomes	5th grade	6th grade	7th grade	8th grade
"It animates the narrative texts it listens to/watches."	+	+	+	+
"Answers/answers questions/questions about what they have listened/watched."	+	+	+	+
"When they listen/watch, they make predictions about the development and outcome of the events."	+	+	+	+
"Suggests different titles for what they are listening/watching."	+	+	+	+
"Summarizes what you have listened/watched."	+	+	+	+
"Identifies/tests the main idea/main emotion of what they listen/watch."	+	+	+	+
"Identifies/detects the subject of what they listen/watch."	+	+	+	+
"He/she expresses his/her opinions about what he/she listens to/watches."	+	+	+	+
"Applies listening strategies."	+	+	+	+
"Comprehends the speaker's non-verbal messages."	+	+	+	+

	5th grade	6th grade	7th grade	8th grade
"When they listen/watch, they guess the meaning of the unfamiliar words."	+	+	+	
"Evaluates the content of what they listen/watch."	+	+	+	
"Identifies the ways of developing the thought applied when they listen/watch."			+	+
"When they listen/watch, they question consistency."			+	+
"Evaluates the media texts they listen/watch."				+
"When they listen/watch, they guess the meaning of the words they don't know."				+
Total	12	12	14	14

Findings Related to Speaking Skills

It has been determined that there are 28 outcomes for speaking skills in the 2019 middle school Turkish curriculum. Seven of these outcomes are at the fifth grade, seven at the sixth grade, seven at the seventh grade, and seven at the eighth grade level. Therefore, it has been determined that the outcomes for speaking skills at the middle school level are equally distributed in all grade levels (Table 3).

The distribution of speaking outcomes in the Turkish curriculum according to grade levels was examined and the following findings were reached: The seven outcomes related to the speaking skill in the form of a speech are given exactly the same place at all grade levels: *"makes a prepared speech", "makes an impromptu speech", "uses words in accordance with their meanings", "applies speaking strategies", "uses body language effectively in his speeches", "uses appropriate transition and connection expressions in his/her speech", "in his/her speeches, s/he uses the Turkish words of words taken from foreign languages and not yet settled in our language"*. Therefore, only seven different outcomes regarding speaking skill at middle school level are included. In other words, although a total of 28 outcomes for speaking skills were included in the 2019 Turkish curriculum at middle school level, it should be noted that during the four-year middle school education, students' speaking skills were tried to be improved with seven different outcomes (Table 3).

Table 3
Speaking Outcomes by Grade Level

Outcomes	5th grade	6th grade	7th grade	8th grade
"S/he makes a prepared speech."	+	+	+	+
"S/he makes impromptu speeches."	+	+	+	+
"Uses words according to their meanings."	+	+	+	+
"Applies speaking strategies."	+	+	+	+
"S/he uses body language effectively in her speeches."	+	+	+	+
"Uses appropriate transitional and linking expressions in his/her speech."	+	+	+	+
"In his/her speeches, s/he uses the Turkish words of words taken from foreign languages and not yet settled in our language."	+	+	+	+
Total	7	7	7	7

Findings Related to Reading Skills

It has been determined that there are 142 reading skills outcomes in the 2019 middle school Turkish curriculum. Of these outcomes, 34 are at the fifth grade, 35 at the sixth grade, 38 at the seventh grade, and 35 at the eighth grade level. Therefore, it has been determined that the highest level of outcome for reading skills at the middle school level is at the seventh grade, and the least attainment is at the fifth grade (Table 4).

The distribution of reading outcomes in the Turkish curriculum according to grade levels was examined and the following findings were reached: it is determined that 22 outcomes in the form of including *"predicts the meaning of unfamiliar words and phrases based on/using the context", "uses information sources effectively", "questions the reliability of information sources", "reads texts written in different fonts", "guesses the subject of the text to be read from the visuals and the title". "Answers questions about visuals", "evaluates/analyzes media texts", "distinguishable text types", "generates different solutions to the problems discussed in the text", "understands the ways of emphasizing important points in the text", "real and fictional texts in the text". distinguishes elements of the text", "identifies the figures of speech in the text", "asks questions about the text", "answers questions about the text (answers questions)", "makes comparisons between texts", "reads the text in accordance with the characteristics of the genre", determines the main idea/feeling of the text", "identifies the subject of the text", "reads aloud and silently by paying attention to punctuation marks", "makes inferences about what they read". found", "summarizes what they have read", "uses reading strategies"; three outcomes in the form of five, six and seventh grade levels including "determines the contribution of idioms and proverbs to the text", "identifies the story elements in the text", "evaluates the contribution of the transition and connection expressions between the elements that make up the text";* three outcomes in the form of six, seven and eighth grade including *"interprets the information presented with graphics, tables and charts", "determines the appropriate title/headings for the content of the text", "interprets the content of the text"* three outcomes in the form of seventh and eighth grade level including *"identifies the forms of expression in the text", "understands the work and process steps in the text", "identifies the auxiliary ideas in the text"; outcome at the sixth and seventh grade level including "distinguish the functions of inflectional affixes";* the nine outcomes in the appendix are at the fifth grade level including *"distinguish the meanings of homonyms", "answer questions about information presented in graphs, tables and charts", "find synonyms for words", "find antonyms of words", "distinguish roots and affixes", "interpret text", " distinguishes the real, figurative and terminological words in the text he reads", "determines the title(s) suitable for the content of the text he reads", "explains the functions of the suffix";* six outcomes in the form of sixth grade level including *"explains the morphological features of poetry", "distinguish between simple, derivative and compound words", "explains the contribution of prepositions, conjunctions and exclamations to the meaning of the text", "explains the contribution of noun and adjective phrases to the meaning of the text", "explains the contribution of nouns and adjectives to the meaning of the text", "explains the contribution of the pronouns to the meaning of the text", "explains the contribution of the pronouns to the meaning of the text";* six outcomes in the form of seventh grade level including *"distinguish simple, derived and compound verbs", "detects speech disorders", "recognizes the semantic features of verbs", "identifies ways of developing the thought used in the text", "compares the written version of the texts with the media presentations", "detects the differences between the adverbs and the meaning of the text", "explains its contribution"* and that seven outcomes in the form of including *"identifies the contribution of idioms, proverbs and aphorisms to the text", "compares the written text of the literary work with the media presentation", "understands the functions of the verbs in the sentence", "evaluates the contribution of the transitional and connection expressions to the text", "identifies the expression disorders in the text", determines the story elements in the texts", "identifies the ways of developing the thinking used in what they read".* Therefore, it is seen that students in middle school are trying to gain reading skills with 60 different outcomes. In other words, although there are 142 outcomes for reading skills in the curriculum, there are actually 60 different outcomes (Table 4).

Table 4
Reading Outcomes by Grade Level

Outcomes	5th Sınıf	6th Sınıf	7th Sınıf	8th Sınıf
"Guess the meaning of unfamiliar words and phrases based on/using the context."	+	+	+	+
"Uses information resources effectively."	+	+	+	+
"It questions the credibility of information sources."	+	+	+	+
"Reads texts written in different fonts."	+	+	+	+
"Predicts the subject of the text to read from the images and the title."	+	+	+	+
"Answers questions about images."	+	+	+	+
"Evaluates/analyzes media texts."	+	+	+	+
"Distinguishes text types."	+	+	+	+
"Produces different solutions to the problems addressed in the text."	+	+	+	+
"Comprehends the ways of emphasizing important points in the text."	+	+	+	+
"Distinguishes real and fictional elements in the text."	+	+	+	+
"Identifies the figures of speech in the text."	+	+	+	+
"Ask questions about the text."	+	+	+	+
"Answers (answers) questions about the text."	+	+	+	+
"Makes comparisons between texts."	+	+	+	+
"Reads the text in accordance with the characteristics of the genre."	+	+	+	+
"Determines the main idea/main sense of the text."	+	+	+	+
"Determines the subject of the text."	+	+	+	+
"Reads aloud and silently, paying attention to punctuation."	+	+	+	+
"He makes inferences about what he reads."	+	+	+	+
"Summarizes what you have read."	+	+	+	+
"Uses reading strategies."	+	+	+	+
"Determines the contribution of idioms and proverbs to the text."	+	+	+	
"Identifies the story elements in the text."	+	+	+	
"Evaluates the contribution of transition and connection expressions between the elements that make up the text to the meaning."	+	+	+	
"Interprets information presented in graphs, tables, and charts."		+	+	+
"Determines the appropriate title/headings for the content of the text."		+	+	+
"Interprets the content of the text."		+	+	+
"Identifies the forms of expression in the text."			+	+
"Comprehends the work and process steps in the text."			+	+
"Identifies supporting ideas in the text."			+	+
"Distinguish the functions of inflectional suffixes."		+	+	
"Distinguish the meanings of homophones."	+			
"Answers questions about information presented in graphs, tables, and charts."	+			
"Finds synonyms for words."	+			
"Finds the antonyms of words."	+			
"Distinguishes roots and suffixes."	+			
"Interprets the text."	+			
"Distinguishes real, figurative and literal words in the text he reads."	+			
"Determines the title(s) appropriate to the content of the text he reads."	+			
"Explains the functions of the suffix."	+			
"Explains the morphological features of the poem."		+		
"Distinguish between simple, derived and compound words."		+		
"Explains the contribution of prepositions, conjunctions and exclamations to the meaning of the text."		+		
"Explains the contribution of noun and adjective phrases to the meaning of the text."		+		
"Explains the contribution of nouns and adjectives to the meaning of the text."		+		
"Explains the contribution of pronouns to the meaning of the text."		+		
"Distinguish between simple, derived and compound verbs."			+	

"Detects speech disorders."			+	
"Recognizes the semantic features of verbs."			+	
"Identifies ways of developing thinking used in the text."			+	
"Compares the written version of the texts with the media presentations."			+	
"Explains the contribution of adverbs to the meaning of the text."			+	
"Idioms determine the contribution of proverbs and aphorisms to the text."				+
"Compares the written text of the literary work with the media presentation."				+
"Comprehends the functions of the verbs in the sentence."				+
"Assesses the contribution of transitional and linking expressions to the meaning of the text."				+
"Identifies the grammatical errors in the text."				+
"Identifies the story elements in the texts read."				+
"Identifies ways of developing thinking used in what they read."				+
Total	34	35	38	35

Findings Related to Writing Skills

It has been determined that there are 66 outcomes for writing skills in the 2019 middle school Turkish curriculum. Of these outcomes, 16 are in the fifth grade, 14 in the sixth grade, 17 in the seventh grade, and 20 in the eighth grade level. Therefore, it was determined that the highest attainment of writing skills at the middle school level was at the eighth grade, and the least attainment was at the sixth grade (Table 5).

The distribution of writing outcomes in the Turkish curriculum according to grade levels was examined and the following findings were reached: it is determined that 12 outcomes in the form of at all grade levels including *"writes informative texts", "fills in forms in accordance with instructions", "writes narrative texts", "writes short texts", "writes poetry", "uses Turkish words from foreign languages that have not yet settled in our language", "organizes what they write", "shares what he writes", "determines a suitable title for the content of his writings", "uses appropriate transition and connection expressions in his writings", "uses proverbs, idioms and aphorisms to enrich his writings", "applies writing strategies"*; three outcomes in the form of seventh and eighth grade level including *"writes a work according to the process steps"* at the six, seventh and eighth grade levels including *"uses graphs and tables to support the narrative", "presents the results of their research in written form", "uses narrative forms in their writings"*; four outcomes in the form of fifth grade including "writes numbers correctly", *"uses sound words correctly", "writes the steps of a job", "uses capital letters and punctuation marks in appropriate places"*; outcome in the form of sixth grade including "uses graphs and tables when necessary to support what s/he writes"; outcome in the form of seventh grade including "uses in accordance with additional actual functions" and four outcomes in the form of eighth grade including *"recognizes the types of sentences", "distinguish the elements of the sentence", "understands the contribution of the verbal features of the verbs to the meaning", "uses humorous elements in their writings"*. Therefore, it is seen that middle school students are trying to gain this skill with 26 different outcomes for writing skills. In other words, although a total of 66 outcomes for writing skills are included in the program, it is observed that there are actually 26 different outcomes (Table 5).

Table 5
Writing Outcomes by Grade Level

Outcomes	5th grade	6th grade	7th grade	8th grade
"They write informative text."	+	+	+	+
"They fill the forms in accordance with the instructions."	+	+	+	+
"They write narrative text."	+	+	+	+
"They write short texts."	+	+	+	+
"They write poetry."	+	+	+	+
"When they write, they use the Turkish words of words taken from foreign languages and not yet settled in our language."	+	+	+	+
"They organize what they write."	+	+	+	+
"They share what they write."	+	+	+	+
"They determine a suitable title for the content of what they write."	+	+	+	+
"They use appropriate transitional and linking expressions in their writings."	+	+	+	+
"They use proverbs, idioms and aphorisms to enrich their writings."	+	+	+	+
"They apply writing strategies."	+	+	+	+
"They write a job according to the processing steps."		+	+	+
"They uses graphs and tables to support the narrative."			+	+
"They present the results of her research in writing."			+	+
"They use narrative forms in their writings."			+	+
"They write numbers correctly."	+			
"They use the words that are phonetic correctly in their writings."	+			
"They write down the steps of a work."	+			
"They use the capital letters and punctuation in appropriate place."	+			
"They use graphs and tables when they need to support what they write."		+		
"Additional uses in accordance with its actual functions."			+	
"They recognize sentence types."				+
"They distinguish the elements of the sentence."				+
"They comprehend the contribution of the verb's properties to the meaning."				+
"They use humorous elements in their writings."				+
Total	16	14	17	20

Discussion and Conclusion

It has been determined that 52 of the outcomes in the 2019 middle school Turkish curriculum, which includes 289 outcomes related to the basic language skills of listening/watching, speaking, reading and writing, are related to listening/watching, 28 speaking, 142 reading and 67 writing skills. Almost half (49.1%) of the outcomes in the curriculum consist of outcomes related to reading skills. It is noteworthy that while the outcomes related to reading skills are mostly included in the curriculum at all grade levels, the outcomes related to speaking skills are the least (9.7%). This finding is valid not only for the 2019 middle school curriculum, but also for the 2019 primary school Turkish curriculum. As a matter of fact, in Demir's (2021a) study, it is stated that the current Turkish curriculum includes the outcomes for reading skills at most and speaking skills the least. Again, in the studies of Hamsi İmrol et al. (2021), it is stated that the Turkish course curriculum focuses on reading and writing skills, and the rate of speaking skills is very low. Similarly, Kıymaz (2019) states that the Turkish course curriculum is a program that is shaped within the framework of reading outcomes; with the effect of the high number of reading outcomes, it is divided into "Reading for Reading" and "Comprehension" sub-skills in the 1st grade, and sub-skills as "Fluent Reading", "Vocabulary" and "Comprehension" from the 2nd grade; draws attention to the fact that such a distinction is not found in other skills. Kıbrıs's (2019) 5-8. there is consistency

between the findings of this study with the finding that less number of activities and questions regarding listening/watching and speaking learning areas were included in his study in which he examined the 4th grade Turkish course curriculum and textbooks. In the 2009 Turkish course curriculum, which is one of the previous programs, it is seen that the reading skill outcomes include those of listening but are even higher (Baş, 2012). On the other hand, in the studies of Kılıç and Erkal (2021), the outcomes in the 2019 Turkish course curriculum are evaluated as both adequate and functional.

As can be seen, reading has been given an advantage over other language skills in Turkish course curriculum for years. Despite this, the fact that our society is far from the expected level in terms of reading is a situation that should be questioned. As a matter of fact, the aim of the "No School Without a Library" project, which is a current study and was introduced by the Ministry of National Education and the Ministry of Culture and Tourism on October 26, is "to help students grow up as individuals who question, research, think analytically and produce knowledge, by providing them with the culture of reading, and to help them develop life and education preparing for the future" (MNE, 2021). Unfortunately, despite all this, it is observed that the reading level of our society is low. According to the Turkey Reading Culture Research (2019), report prepared by the Association of Turkish Publishers and Distributors Association, the rate of reading books is 42 percent. According to the Turkey Trends Research (2020) report prepared by Aydın et al. (2021) within Kadir Has University, which also draws attention to the fact that reading habits are gradually decreasing, the rate of those who do not read books in our country was 50.9 percent in 2019, while this rate reached 59.1 percent in 2020. International sources reveal that the situation is more dire. According to the PISA 2018 Turkey Preliminary Report (2019, p. 37), Turkey (466 points) is below the average of OECD countries (487 points) in reading comprehension.

The results of the research show that in the 2019 Turkish course curriculum, the least outcomes is reserved for speaking skills. While listening (Özbay & Melanlıoğlu, 2012; Yazar & Yazar, 2018) was the language skill that was ignored both in the program and in practice in our country until recent years, it is seen that speaking has taken its place. Combining listening/watching and speaking outcomes under the umbrella of "oral communication" rather than as different learning areas in the 2015 Turkish course (1-8th grades). Curriculum is the most obvious indicator that these two skills are ignored together. Considering that speaking is the essential element of language and its share in communication, psychology and success, in short, in human life, it is remarkable that the necessary importance is not given to speaking skills in the current program. Baş (2012, p. 278), who critically evaluated the 2006 Turkish curriculum and stated that the pre-service teachers who came to education faculties had a very good reading comprehension level but had difficulties in expressing themselves, said, "The way to develop writing skills is to develop speaking skills in writing logic does not go through the evaluation process. Such acceptances have led to the sacrifice of listening to reading and speaking to writing". In this context, it should be reminded that education administrators should give importance to all skills. As a matter of fact, the outcome of basic language skills is based on the idea of adequately developing all linguistic skills in students. It should be underlined that success or failure in language lessons based on comprehension and expression is reflected in other lessons in parallel. In this context, it can easily be said that if a holistic development process cannot be achieved, it will not be possible to achieve the targeted holistic success.

One of the research results is that most of the language skills outcomes are repeated without changing as the grade level increases. According to this, although there are 52 outcomes in total for listening/watching in the 2019 Turkish course curriculum, there are actually 16 different outcomes, a total of 28 outcomes for speaking skills are included, but there are actually seven different outcomes, a total of 142 outcomes for reading skills, but actually 60 different outcomes and finally, although a total of 66 outcomes for writing skills are included, it is seen

that there are actually 26 different outcomes. In other words, although there are 289 outcomes in total for language skills in the 2019 Program, there are only 109 different outcomes. It should be said that it is very difficult to gain speaking skill with only seven outcomes during middle school education. The absence of any outcome that stress and intonation change meaning in Turkish; the most obvious shortcomings are the lack of any outcome that the vocabulary is not limited to the written language, that is, standard Turkish, but also includes local language features. The existence of these deficiencies can be considered as an indication that the scope of knowledge/subject included in the field of speaking skill is kept very narrow; therefore, the scope of knowledge/subject is ignored while determining the number of outcomes. This results in the conclusion that the necessary importance is not given to the field of speaking skills. In addition, what is wanted to be brought to attention; some of the outcomes are found at one or two grade levels, and the preservation of some at all grade levels cannot be put into a logical framework. In other words, it is considered as a situation that should be questioned whether the outcomes of language skills should be in a spiral structure as in the current program or in a gradual manner according to grade levels. In the light of the findings of this study, it can be said that the following evaluations made by Arı (2016) for listening/watching and speaking outcomes in the 2015 Turkish curriculum, which is one of the previous programs, are still valid. "Some outcomes are eternal at intermediate class levels, some are eternal, some are interrupted, and some are not permanent, which can be seen as a factor that disrupts the balance of succession."

Based on the information obtained as a result of the research, it can be said that all language skills should be given sufficient importance in the Turkish secondary school curriculum. The inclusiveness of the acquisitions of listening skills, especially speaking skills, should be increased. As a matter of fact, it should not be ignored that language skills are parts of a whole. It should be noted that the disruption that will occur in one of them will affect the others as well. As a matter of fact, some findings about this reality have been discussed and emphasized in this study.

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