Foreign Language Curriculum Literacy: Analysis of the Views of Teacher Candidates in Terms of the Needs of Teachers

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Abstract

The curriculum functions as a pedagogical framework that provides guidance to educators in the facilitation of the educational process. The curriculum provides guidance to educators regarding the methods and degree to which desired learning objectives would be attained, as well as the specific learning artifacts that would be produced. Additionally, it furnishes details pertaining to the content, methodology, timing, and rationale behind pupils' learning outcome of knowledge. Curriculum literacy plays a crucial role in supporting educators in various aspects, such as designing and implementing new curriculums, as well as preparing for their execution. The objective of this study is to ascertain the necessary competencies for aspiring educators to enhance their comprehension and implementation of educational curricula, as well as to investigate the literacy requirements of potential teachers in educational curriculums. The research was structured as a case study. The convenience sampling approach was used for selecting participants. The researcher used a semi-structured interview form to gather comprehensive data for the study. According to the results of the study, the perspectives of prospective foreign language teachers indicate a heightened awareness of their own understanding, implementation, and adaptation of foreign language curriculums, hence highlighting opportunities for enhancing their skills in this field. Furthermore, the results derived from this study contribute to the enhanced awareness and expertise of prospective foreign language educators in the realm of curriculum literacy, hence enabling them to practice curriculum with greater efficacy.

Keywords: Curriculum literacy, English as a foreign language teacher candidate, foreign language, foreign language curriculum literacy

Introduction

The term "curriculum" refers to the process of attaining specific objectives that are outlined in established standards. The teaching and learning curriculum encompasses a range of educational materials, including lesson plans, exercises, workbooks, and assessments designed to evaluate both the process and outcomes of the curriculum (Flores and Swennen, 2020). It broadens the notion of curriculum literacy by encompassing other educational elements, including resources and assessments, while specifically examining foreign language courses. This differs from prior research that may solely focus on specific elements of curriculum design or implementation. The study highlights the complex, multi-faceted nature of curricular literacy by examining how teacher candidates address diverse difficulties within foreign language curricula (Flores & Swennen, 2020). Another definition of

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curriculum is that Sönmez (2018) characterizes the educational program as "a process defined by content, pedagogical approaches, and assessment standards that seeks to equip students with knowledge, skills, and values pertinent to a specific domain." The curriculum is defined not merely as the educational content but as a comprehensive element of the teaching process. Teaching tactics, evaluation tools, and material are key components in program design. The educational curriculum should be organized in multiple formats to facilitate student development. Demirel (2011) characterizes the curriculum as a structure that educators utilize to organize and guide the educational process. Demirel (2011) asserts that programs are structured plans encompassing content, method, and evaluation components that educators can utilize to guide the educational process and assure pupils achieve specified objectives. It underscores the necessity for these systems to be adaptable, enabling educators to modify them according to the students' requirements during the instructional process. The program has been widely accepted as a mechanism to facilitate the teaching process and enhance student performance. While Sönmez (2018) perceives the program as an expansive educational process, Demirel (2011) presents it as a practical structure utilized by educators. On a global scale, standards are characterized as the means through which learner objectives are established. The evaluation of learner objectives can be conducted based on five distinct aspects embedded within the curriculum. The aforementioned aspects are outlined by Sarıgöz and Bolat (2018).

- The curriculum ought to be aligned with real-world contexts and practical experiences.

- The educational material that is to be imparted should possess qualities of being constructive, sequential, and connected.

- The learning products should facilitate the utilization of pupils' advanced cognitive abilities.

- It is imperative that all subjects and their corresponding learning outcomes are interconnected.

- The curriculum ought to inspire and exert an impact on students.

The curriculum functions as a pedagogical framework that provides guidance to educators in the facilitation of the educational process. The curriculum provides guidance to educators regarding the methods and degree to which desired learning objectives would be attained, as well as the specific learning artifacts that would be produced. Additionally, it furnishes details pertaining to the content, methodology, timing, and rationale behind pupils' learning outcome of knowledge. Curriculum literacy plays a crucial role in supporting educators in various aspects, such as designing and implementing new curriculums, as well as preparing for their execution. Moreover, it offers valuable insights into comprehending and interpreting the curriculum (Aydın & Kurt, 2022). Existing research predominantly emphasizes experienced educators or curriculum developers. This study concentrates on teacher candidates, an essential group poised to implement curricula in the near future. The emphasis on curriculum literacy training in pre-service education is crucial, as it significantly influences future teaching effectiveness (Aydın & Kurt, 2022).Foreign language curriculum literacy refers to the educational procedure through which teachers acquire the essential competencies required to provide optimal student engagement and learning outcomes in foreign language curriculums. This approach facilitates the ability of educators to provide guidance to students in order to assist them in overcoming challenges that may arise during the process of acquiring a foreign language, ultimately enabling them to attain their desired foreign language learning objectives.

The inclusion of foreign language curriculum literacy in educational curricula assists students in navigating the challenges inherent in acquiring proficiency in a non-native language. The aforementioned challenges encompass the learning outcome of reading, writing, listening, and speaking proficiencies in a second language, the expansion of lexical knowledge, the mastery of grammatical principles, and the enhancement of communicative abilities in a foreign linguistic context. The foreign language curriculum literacy provides a diverse range of tactics and ideas aimed at assisting students in overcoming these problems.

The inclusion of foreign language curriculum literacy facilitates the learning outcome of students' objectives in foreign language learning outcome. This set of objectives are

- Proficiency in a foreign language, allowing for fluent communication.

- Enhancing proficiency in written communication in a second language.

- Enhancing proficiency in reading and listening abilities inside a second language.

This encompasses the capacity to engage in commercial activities using a language other than one's native tongue, as well as the opportunity to pursue academic instruction in a language that is not one's first language. Due to this rationale, it is widely believed that the cultivation of a curriculum literacy viewpoint is of utmost significance. This entails integrating both theoretical and practical knowledge within the pre-service training of teachers, who serve as the executors of the curriculum. According to Ornstein and Hunkins (2017), curriculum developers frequently encounter challenges when attempting to integrate theory and practice, with training curriculums tending to prioritize theory. Conversely, Ornstein and Hunkins (2017) highlighted that practitioners tend to overlook the theoretical aspect due to their emphasis on practical application. This scenario has the potential to result in substantial disparities between the proposed training curriculum and the executed training curriculum. In this particular setting, it is imperative that educators, who serve as the executors of the educational curriculum, possess a comprehensive understanding of the curriculum. This research integrates both theoretical and practical elements of curriculum literacy, in contrast to many studies that focus on only one dimension (Ornstein & Hunkins, 2017). This research addresses the gap in existing studies by providing a dual approach to understanding how teachers comprehend and apply curriculum theories in the classroom. This emphasizes the ways in which teacher candidates understand, apply, and modify curricula informed by their theoretical knowledge and practical experiences. And also, this study adds to the existing literature on foreign language curriculum literacy, an important and specialized field. Extensive research exists on curriculum development; however, there is a lack of studies focusing on the specific challenges of foreign language teaching, including language proficiency, cultural context, and pedagogical strategies in a non-native language (Sarıgöz & Bolat, 2018). This study clarifies these aspects, offering a more nuanced understanding of teacher candidates' perceptions and approaches to foreign language curricula. Therefore, the objective of this study is to ascertain the essential competencies that teacher candidates must possess in order to enhance their comprehension and application of educational curriculums. Additionally, the study seeks to identify the prerequisites for effective implementation of these curriculums by investigating the perspectives of teacher candidates on the literacy of educational curriculums. Aligned with the overarching objective, it is believed that assessing the proficiency of prospective English teachers in the curriculum will have a beneficial impact

on fostering an understanding of the courses pertaining to the English teacher training curriculum at the undergraduate level. In this manner, the research inquiry was formulated in the subsequent manner.

- What are the perspectives of English as a foreign language teacher candidates on curriculum literacy in terms of comprehending, implementing, and adapting of foreign language curricula?

Method

This study used case study which is one of the qualitative research approach. A case study is a rigorous, detailed, spatially bounded, temporally limited description and analysis of an event, process, place, or community intended by the researcher to exemplify a more general insight, principle, or theory. It 'is an exploration of a "bounded system" or case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context' (Creswell 1997, p. 61). Case studies of particular communities or places are a common and classical mode of analysis in anthropology, human geography, and sociology. The case study design was selected for the purpose of conducting an in-depth examination of the curriculum's literacy among prospective English teachers in the study. The purpose of this study is to investigate the perspectives of prospective English language teachers regarding their proficiency in comprehending, implementing, and adapting the curriculum. The unit of analysis in this study is comprised of the perspectives held by potential English teachers regarding the curriculum.

Sample

The sample of the study consists of English language teaching undergraduate curriculum teacher candidates. While selecting study participants, the convenience sampling method, one of the purposeful sampling methods, was used. Patton (2015) defines convenience sampling as "a sampling method wherein sample groups are intentionally chosen to facilitate a comprehensive understanding of the research question, allowing for a more thorough analysis of particular contexts and attributes." Patton asserts that this sampling method, particularly in qualitative research, enables the researcher to acquire more significant and comprehensive insights into the research issue. Etikan, Musa, and Alkassim (2016) state that convenience sampling is a technique whereby research participants are exclusively chosen from a particular group or subset that is directly relevant to the study objectives. We conducted the study with 35 second-year English teacher candidates enrolled in the "curriculum development in education" course for the purpose of convenience sampling. For reliability, it was nicknamed the identity of the teacher candidates participating in the research, they are written as S1, S2, S3 etc. Codes like this were used. Ethics committee approval was obtained from the relevant units to conduct the research.

Data Collection Instruments

A semi-structured interview form prepared by the researcher was used to obtain in-depth data in the study. A semi-structured interview is a data gathering method designed to elicit information from participants using pre-prepared questions centered on a specific topic, while simultaneously providing flexibility for the participant and enabling an in-depth exploration of the subject matter. In these interviews, while the researcher formulates guiding questions based on the primary themes, he or she

can adaptively steer the conversation and introduce additional questions in response to the participants' answers. This approach can yield unforeseen insights on the subject (Vasileiou *et al*., 2021, Roslin *et al*., 2022). The adaptable framework of semi-structured interviews enables participants to articulate their viewpoints on the subject matter, facilitating the researcher in gathering more comprehensive and nuanced information regarding the topic. This method is particularly favored in qualitative research and is regarded as a crucial instrument for analyzing intricate social phenomena (Adams, 2020). The interview form consists of two dimensions. The first dimension includes structured items about teacher candidates' general thoughts about the curriculum. The second dimension includes semi-structured interview questions. The data obtained from the semi-structured interview form was conducted through a focus group interview (consisting of 5 groups included in 7 people) and recorded in written and audio form during the interview. The duration of interviews of focus groups lasted for 3,5 hours, and also it was done on the time all participants were available for it. The validity and reliability of the data were consulted regularly to field experts. At the same time, the results were enriched with direct quotes from the participants. The researcher's voice recordings and the records of each interviewee were transferred separately without any changes. For each individual interviewed, coding, researcher and expert opinions were compared for consistency.

Data Analysis

Within the scope of the research, descriptive and content analysis, which are qualitative data analysis methods, were used. Content analysis is defined as a systematic, repeatable technique in which some words of a text are summarized into smaller content categories with coding based on certain rules (Büyüköztürk et al., 2018). The main purpose of content analysis is to reach concepts and relationships that can explain the collected data. Data summarized and interpreted in descriptive analysis are subjected to a deeper process in content analysis, and concepts and themes that cannot be noticed with a descriptive approach can be discovered as a result of this analysis. The basic process of content analysis is to bring together similar data within the framework of certain concepts and themes and to organize and interpret them in a way that the reader can understand (Yıldırım and Şimşek, 2006). In this direction, content analysis for the data obtained from the semi-structured interview form in the study; and descriptive analysis was performed for structured dimension of the interview form. Percentage was used for that. For the analysis of qualitative data, the researcher transfers the audio recordings and records related to each interviewee separately without any changes. In the next stage, all records were read and evaluated separately. The data obtained from the interviews were coded by the researcher in line with the research problems. A document was kept regarding the codes obtained from the data. Codes that were similar to each other were collected under the same category and form themes. The researcher and an expert in the field of education curriculums and teaching independently read the forms containing the data within the scope of the research and code the interview codes according to appropriate categories and themes. For each individual interviewed, coding, researcher and expert opinions were compared for consistency. As a result of the comparison, each theme marked by the researcher and the expert was checked and "Agreement" and "Disagreement" were marked between the experts. The reliability of the study was calculated using the Miles and Huberman (1994) disagreement/agreement formula (.83).

Findings

In the study, the opinions of prospective teachers were determined through a semi-structured interview form to determine their opinions about curriculum literacy. The percentage distribution of their opinions regarding the items regarding the structured dimension of the interview form is shown in table 1.

Table 1

The percentages of teacher candidates' views about curriculum

Items	Not totally agree	Not agree	Neutral	Agree	Totally agree
I have difficulty in understanding the objectives of the curriculum.	%18.2	%63.6	%18.2		
I have difficulty in understanding learning outcomes of the curriculum.	%13.6	%50	%22.7	%13.6	
I am capable of having the knowledge about the curriculum.		%31.8	%50	%13.6	%4.5
I have difficulty in understanding the contents of the curriculum.	%4.5	%54.5	%31.8	%9.1	
I have difficulty in understanding how to practice the curriculum activities.	%4.5	%50	%13.6	%22.7	%9.1
I have difficulty in understanding how the curriculum affect student's achievement.	%13.6	%63.6	%18.2	%4.5	
I have difficulty in understanding how the curriculum affect student's development.	%9.1	%68.2	%13.6	%9.1	
I am capable of assessing the curriculum.		%31.8	%36.4	%27.3	%4.5

According to table 1, the majority of teacher candidates (63.6%) stated that they did not have difficulty in understanding the purpose of the curriculums and 50% of them stated that they did not have difficulty in understanding the achievements in the curriculum. However, 22.7% of the participants state that they are undecided about understanding the gains. However, 50% of them are undecided about whether they have sufficient information about the curriculums, 31.8% say they do not agree, and 18.1% say they agree. 54.5% of the participants stated that they did not have difficulty in understanding the content of the curriculums, and similarly, 50% of the participants stated that they did not have any difficulties in the way the curriculums were implemented. However, while 68.2% of the participants stated that they did not have any difficulties regarding the contribution of the curriculums to student development, 31.8% stated that they did not have sufficient information about the evaluation of the curriculums and 36.4% were undecided. In this context, it can be said that almost half of the participants have information about the general information, purpose and content of the curriculum. Themes,

categories and codes of the results obtained from the interviews conducted with teacher candidates regarding curriculum literacy are listed in table 2.

Table 2

The results about curriculum literacy about teacher candidates' views

Themes	Categories	Codes
Material	The resources of the course	Ministry of Education publications
		English publications
		Internet resources
		Free reading resources
		Test resources
		Music and film clips
	The course instruments	Web 2.0. tools
		book with dialogue
		Video movie activity books
	The practicability of selecting the material	benefit
		serve the purpose
		Economic
		to be permanent in the mind
		Usability in extracurricular environments
		Simplicity
		Accessibility
		Making it easier for students
		age suitability
		Useful for the lesson
		to be fun
Planning	Preparing lesson plan	Suitability for student level
		Doing research on the subject
		Students coming to class prepared
		Measuring students' knowledge levels
		Readiness levels of students
		Distribution of information from simple to complex

Learning outcome	Learning outcome awareness	I know learning outcomes.
		I don't know learning outcomes.
	The process of developing learning outcome	Methods of differentiating instruction
		Observing students
		Providing information transfer slowly
		Transformin the lesson into fun by attracting attention
		Knowing students well from a cognitive perspective
		Bringing examples from current situations into teaching
		ask questions
		Identifying deficiencies
		Determining students' learning capacities
		Encouraging them to speak English
		Using strategies that include technological, visual and auditory elements
		Changing resources according to learning situations
		Benefit from different strategies
Assessment and evaluation	Summative assessment	I take a test at the end of the lesson.
		I do a quiz at the end of class.
		I understand from end-of-term exams.
	Formative assessment	Homework
		Interactive tasks
		Unannounced quiz
		I use activities to measure target language use
		oral exams
		Attainment evaluation tests
		rubric
		Group assignments
Curriculum		Sufficient
		Sufficient and proper, depending on the way it is applied and used

	Functional and realistic
	Flexible
Proficiency	Despite some shortcomings, it is adequate
	I have no idea
	Clear and concise
	Acceptable
	communication based
	Theoretically sufficient

The results obtained from the participants' opinions about curriculum literacy create the themes of "material, planning, learning outcome, assesment and evaluation and curriculum". The material theme consists of the categories "The resources of the course, course instruments and the practicability of selecting the material". They stated that teacher candidates can benefit from textbooks, internet resources and various music or film clips as materials. However, it is seen that they also include dialogue, movies or activity books among their course materials, which they think will be more eye-contact, especially for students. In addition, the course materials used are suitable for the students' readiness level, are functional in terms of achievements and aim to increase retention, are accessible, simple to understand and entertaining for the students. Student opinions about this are as follows.

> *"In addition to the books determined by the Ministry of National Education, I can also use resources that I believe will be useful as a result of my research. There are countless resources on the internet. I try to use resources that vary depending on my own teaching methods and the student's learning purpose and age, and I do not stick to a single resource…" S8*

> *"I prefer materials that are based on the level of the students, the extent to which they will serve the relevant purpose, are economically suitable and memorable, and are possible for students to use in extracurricular environments."S3*

> *"Economy, usability, simplicity, accessibility and usefulness are important in Turkey."S2*

> *"It will be useful for me in my lesson, it will make the students' work easier?"S5*

When the planning theme is examined, it is seen that the student's readiness level is taken into account when preparing the lesson plan, they also conduct research on the subject and try to ensure that students come to the lesson prepared to activate student participation. In this context, based on the opinions of the prospective teachers, it can be said that they benefited from student-centered teaching strategies, methods and techniques, especially when preparing the lesson plan. The opinions of teacher candidates in this regard are as follows.

> *"…First, I measure the student's knowledge, determine a level accordingly, and then explain…" S8*

> *"Before the lesson, I ask the students to do research to get an idea about the subject and to come to the lesson prepared. After revealing the student's existing knowledge of the subject to be taught during the*

course and its relationships with similar subjects, I give basic data about the subject through the process of mutual interaction…" S12

"I like to explain a topic orally first, by listening and evaluating how I teach the lesson and if they see something missing or have suggestions, and then supporting them with activities and ensuring that students integrate into the lesson is important in the learning and teaching process." S5

According to Table 2, the learning outcome theme consists of the categories "awareness of the achievement and the process of realizing the achievement". They stated that the majority of teacher candidates knew the outcomes and that they made preparations by examining the outcomes in the curriculum before the planning process. They stated that they benefited from in-class observations and different teaching methods that would facilitate the realization of the achievements in order to make the students more active in the process of achieving the achievements. However, all of the teacher candidates stated that it is important to define the students' cognitive readiness in order to achieve the achievements. However, they emphasize that teaching methods for technological, visual and auditory elements are useful to increase students' interest and ensure participation. The opinions obtained in this regard are as follows.

"Being aware of the advantages and disadvantages that students' levels bring is vital in the implementation of the strategy. In addition, taking into account the fact that each student may have a different learning strategy, I continue the lessons with a teaching approach that appeals to more than one strategy." S3

"I consider strategies that include various technological, visual and auditory elements that will attract the attention of the student. I try to know the student well and use my knowledge and experience accordingly. "I gain perspectives from different fields (psychology - philosophy - history) and apply them." S6

While the assessment and evaluation theme that emerged from the interviews with teacher candidates consists of "result and process evaluation" categories, the curriculum theme consists of the "competence" category. While teacher candidates state that they can benefit from the end-of-term exam as a result evaluation method, they also state that they can use process evaluation methods and in this direction, group interactive assignments, observations, oral exams, achievement evaluation tests, rubrics and group studies are the techniques they can benefit from. Teacher opinions in this context are as follows.

"Instead of formative and summative evaluations being only final and midterm exams during the semester, I would prefer to use class participation performance and unannounced quiz methods, where assignments and assignments are also included in the process." S3

"Performance in the course is an important factor, but in addition, I create a few written activities and if there is a learner with another learning style, I create an activity by adapting to it and make an evaluation from the total." S5

"I apply evaluation techniques such as testing technique and oral interviews." S11

When the curriculum theme is examined, half of the participating teacher candidates state that the curriculum is sufficient. However, they state that the curriculums are useful, functional and realistic, especially for teachers who have just started their careers. However, some of the teacher candidates

stated that although the curriculums had some shortcomings, they were sufficient and acceptable in terms of applicability. The opinions of teacher candidates regarding this are as follows.

"As long as the curriculum is implemented properly and used effectively, it is an adequate and proper curriculum." S2

"Having such a curriculum is beneficial for us as it is an element that will directly affect us when we become teachers in the future. We have just started taking this course. I hope it will go well until the end of the semester." S4

"Using it in disadvantaged regions of our country should be functional and realistic, its flexibility and content should be specified by the teacher in line with the needs..." S8

"As far as I have examined the curriculum, it is a curriculum that is completely communication-based and has many gains. It is not as intense as it is said, but a good plan and curriculum can have a productive effect." S13

Discussion

The study carried out to determine the curriculum literacy of English teacher candidates, opinions were obtained through a semi-structured interview form. Based on the results obtained in this context, it was concluded that most teacher candidates did not have difficulty in understanding the purpose and achievements of the curriculum. However, 31.8% of the participants stated that they had sufficient information about the curriculums, 50% were undecided and 18.1% did not have sufficient information. While 9.1% of teacher candidates had difficulty in understanding the content of the curriculum, 59% of them stated that they did not have any difficulty in understanding the content when they examined it. In addition, it is revealed that more than half of the teacher candidates (54.5%) do not have difficulty in how to implement the curriculums. It was concluded that 77.2% of the teacher candidates did not have difficulty understanding the contribution of the curriculum to student success, 18.2% were undecided and 4.5% had difficulty understanding the relationship between curriculums and student success. However, 77.3% of teacher candidates agree that the curriculums contribute to the development of students. According to their opinions regarding the evaluation of the curriculums, 31.8% of the participants stated that they found it difficult, 36.4% stated that they were undecided and 31.8% stated that they did not find it difficult. Based on the answers given by the teacher candidates to the structured questions, it was concluded that most of them were knowledgeable about the curriculum, they knew the purpose and achievements of the curriculum, and that the curriculum was quite sufficient for the students and was related to the success of the students. Curriculum literacy directly influences teachers' sense of professional self-efficacy. The proficiency of teachers in the curriculum's material, objectives, and assessment procedures enhances their effectiveness in the instructional process (Anderson et al., 2021). Anderson's study indicated that teachers proficient in interpreting and executing the curriculum perceived themselves as more competent in their classroom practices, and their convictions on their role in student development were reinforced. It is seen that the themes of "material, planning, learning outcome, assessment and evaluation and curriculum" emerged in line with the answers given by the teacher candidates to the semi-structured interview questions. In this regard, it was concluded that prospective teachers examined the curriculum before lesson planning and, in this context, designed their

teaching in accordance with the readiness of the students. It was concluded that students took their cognitive and affective levels into consideration in order to achieve the achievements in the curriculum. However, it seems that almost all of the participants are aware of the gains. Another result that emerges is that they make use of various tools that appeal to different sensory organs in order to achieve their achievements. It is essential for teacher candidates to comprehend the curriculum and cultivate the capacity for flexible adaptation. Jonker, Marz and Voogt (2020) emphasize the necessity of tailoring the curriculum to meet student requirements, devoid of inflexible regulations. This flexibility enables educators to create a student-centered curriculum and design activities that cater to varying student levels. This condition necessitates consideration of the student preparedness level of teacher candidates, as evidenced by the research findings. Considering the materials to be used during teaching, it turns out that they benefit from textbooks prepared by the Ministry of National Education, various and free digital and printed resources, as well as interactive materials such as movies or music. However, especially when choosing materials, the functionality of the materials, being economical, serving the purpose, being accessible, simple and useful for students and teaching are among the features that are taken into consideration. The use of digital resources and technical instruments into educational practices has become an essential component of curriculum literacy. Post-pandemic, the utilization of digital educational resources is regarded as a crucial ability that enhances teachers' professional competencies (Thelma et al., 2024). Thelma et al. (2024) assert that educators' proficiency in utilizing digital resources within their lesson plans enhances the curriculum's student-centered and participatory nature. This study highlights the importance of teacher candidates employing technological resources to improve the teaching process. When their opinions are examined according to the process of achieving the learning outcomets in the curriculum, it is important to consider the cognitive readiness of the students, to use different methods and techniques to realize the achievements during the teaching period, to use different teaching and learning strategies, and to identify student deficiencies and act accordingly. It is from the results. In terms of assessment and evaluation, it is seen that teacher candidates also carry out result-oriented evaluations, but also emphasize process-oriented evaluation methods. In process-oriented evaluation methods, rubrics, achievement evaluation tests, observations and interactive group studies are among the evaluation tools emphasized by the participants. We emphasized that teacher candidates must embrace both outcome- and process-oriented methodologies in the evaluation process. The statement underscores the significance of process-oriented assessment in improving the curriculum literacy of teacher candidates. Black and Wiliam (2022) underscore the necessity of process-oriented assessment methods to gauge student achievement, focusing on both outcome-based evaluations and developmental stages. Observations indicate that these strategies augment student participation in the course and promote deeper learning.

When the participating teacher candidates' opinions about the curriculum in general are examined, it is seen that most of them find the curriculum appropriate and sufficient in terms of course content. In addition, they also state that the curriculum is flexible, functional and realistic. Moreover, prospective teachers state that the curriculum is acceptable in terms of guiding teachers. Participating teacher candidates concluded that the theoretical dimension of the curriculums was dominant, but this was insufficient in terms of practice. The study highlighted the significance of professional development practices among teacher candidates. Plöger, School and Seifert (2018) asserted that participation in ongoing professional development enhances teachers' professional competence and facilitates more effective curriculum implementation. The curricular literacy training that teacher candidates undergo

during their pre-service time prepares them and promotes coherence in their professional lives. Facilitating professional development practices will empower educators to engage in curriculum development during their tenure.

The research results are very important in terms of raising the awareness of teacher candidates about the curriculum they wouldimplement and determine their needs regarding the curriculum before they start their professional services. When the research results are evaluated in general, it is seen that English as a foreign language teacher candidates do not have any deficiencies in their understanding and implementation levels of the achievements of the elements of the curriculum. However, it is seen that they try to enrich teaching by making use of various technological materials, especially in order to improve the course teaching process and make it more effective and entertaining for students. In this context, it can be said that the theoretical curriculum literacy of teacher candidates has improved. However, based on the results of teacher candidates, there is a need to improve and develop the integrated and comprehensive implementation of the curriculum in all its dimensions. In particular, professional training should be provided to teacher candidates to enable them to update themselves in order to appeal to students at different levels as curriculum implementers after they begin their professional services. Çetinkaya and Tabak (2019) concluded in their study that teachers did not see themselves as a part of the curriculum. For this reason, it can be said that it is important to improve the curriculum literacy of teachers before and after service and to include them in the constantly changing cycle of developing the curriculum. Based on the research results, it can be said that addressing all aspects of the curriculum in the pre-service vocational education dimension of teaching will help the development of teacher candidates' curriculum literacy. It is seen that the theoretical and practical training to be carried out in this direction will have reflections on the vocational training during service.

Teacher educators emphasize that improving curriculum literacy is very important, especially in terms of gaining professional development habits. At the same time, the focus developed on teachers not only helps to gain effective literacy but also helps language teachers achieve more flexible, adaptive and interactive teaching (Pomerantz and Kaufman, 2020). It can be said that a teacher's feeling of flexibility will create a very favorable environment in terms of adapting the relationship between the curriculum and the student in favor of the student. It can be said that it would be very useful in theoretical and practical terms to recommend that teacher candidates take active part in all aspects of the curriculums, beyond preparing lesson plans in their pre-service professional training.

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