



## 2024 Examination of Turkish Course Teaching Programmes in Terms of Cognitive and Metacognitive Strategies

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### Abstract

The aim of this study is to determine the cognitive and metacognitive strategies taught in the 2024 Turkish curriculum and the distribution of these strategies according to objectives, learning areas and grade levels. The study was conducted according to document analysis, one of the qualitative research methods. The material of the study is the 2024 Turkish Lesson Teaching Program. 'Cognitive and Metacognitive Strategies Determination Form' was used as a data collection tool in the study. The data of the study were analyzed using descriptive analysis techniques. As a result of the study, it was determined that strategies were included only in the achievements in the 2024 Primary School Turkish Lesson Teaching Program. While the 1st and 2nd grade level objectives did not include any strategies, it was determined that strategies were included in 2 objectives at the 3rd grade level and 3 objectives at the 4th grade level. It was determined that 12 cognitive and 4 metacognitive strategies were included in the program. It was determined that strategies were used 21 times at the 5th grade level, 19 times at the 6th grade level, 18 times at the 7th grade level and 24 times at the 8th grade level.

**Keywords:** 2024 Turkish Language Teaching Programme, cognitive strategies, metacognitive strategies.

## 2024 Türkçe Dersi Öğretim Programlarının Bilişsel ve Üstbilişsel Stratejiler Açısından İncelenmesi

### Öz

Bu çalışmanın temel amacı; 2024 Türkçe dersi öğretim programlarında işlenen bilişsel ve üstbilişsel stratejileri, bu stratejilerin öğrenme çıktılarına, öğrenme alanlarına ve sınıf düzeylerine göre dağılımını tespit etmektir. Çalışma, nitel araştırma yöntemlerinden doküman incelemesine göre gerçekleştirilmiştir. Çalışmanın materyalini 2024 Türkçe Dersi Öğretim Programı oluşturmaktadır. Çalışmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen "Bilişsel ve Üstbilişsel Stratejileri Belirleme Formu" kullanılmıştır. Elde edilen veriler, betimsel analiz teknikleri kullanılarak analiz edilmiştir. Çalışma sonucunda 2024 İlkokul Türkçe Dersi Öğretim Programı'nda stratejilerin sadece öğrenme çıktılarında işlendiği tespit edilmiştir. 1 ve 2. sınıf düzeyindeki öğrenme çıktılarında hiçbir stratejiye yer verilmezken 3. sınıf düzeyinde 2, 4. sınıf düzeyinde ise 3 öğrenme çıktısında stratejilere yer verildiği tespit edilmiştir. 2024 Ortaokul Türkçe Dersi Öğretim Programı'nda 12 bilişsel ve 4 üstbilişsel stratejinin yer aldığı tespit edilmiştir. Stratejilerin 5. sınıf düzeyinde 21 kez; 6. sınıf düzeyinde 19 kez; 7. sınıf düzeyinde 18 kez ve 8. sınıf düzeyinde ise 24 kez işlendiği belirlenmiştir.

**Anahtar Kelimeler:** 2024 Türkçe Dersi Öğretim Programı, bilişsel stratejiler, üstbilişsel stratejiler.

## **1. Introduction**

Instructional programmes guide educators about the education process, the characteristics of the main and auxiliary materials to be used in the process, the duration, purpose, strategies, outcomes, etc. Teaching programmes have a systematic structure consisting of basic principles and features that teachers and students are informed about. This situation is also valid for Turkish teaching programmes. One of the most important functions of Turkish teaching programmes shaped around their own aims and processes is to help students acquire the four basic language skills at the desired level.

Various cognitive and metacognitive strategies are included in the 2024 Secondary School Turkish Curriculum in order to ensure that students achieve the desired proficiency in Turkish basic language skills. When the programme is examined, it is understood that cognitive and metacognitive strategies are given more space compared to previous programmes. Cognitive and metacognitive strategies constitute one of today's popular research topics in the field of education and training. The fact that cognitive and metacognitive strategies play a decisive role in learning requires a better understanding of these concepts.

TDK Turkish Dictionary (2024) defines the word 'strategy' as 'The path taken to achieve a predetermined goal, follow-up. According to Anderson (2003, p.3), strategy is the conscious actions of an individual to improve his/her language skills. Wellman (1988, p.5) emphasised that in order for a behaviour or practice to be accepted as a strategy, the paths followed should serve the goals and the strategies should be used consciously in order to achieve the gain at the end of the process. The concept of strategy explains the utilisation of various processes in solving problems and controlling the process. Making learning more effective, more practical and planned depends to a great extent on the strategies used in this process (Armutçuoğlu, 2017). In this respect, one of the most important purposes of using strategy is to increase the success in a job. Another purpose is to do a job easily and quickly (Topuzkanamış, 2014).

The fact that the subject of the present study is 'Cognitive and Metacognitive Strategies' requires a better understanding of these concepts. Cognition is all the operations of the human mind to understand the world and the events around it (Fidan, 1986, p. 65). On the other hand, metacognition is the recognition and perception of information, and the conscious management, evaluation and control of the process by the individual (Bonds & Bonds, 1992). Brown (1978) stated that metacognition includes abilities such as predicting, planning, monitoring and evaluating one's own mental activities and defined metacognition as 'knowing about knowing'. Hennessey (1999) explained the concept of metacognition as a person's awareness of his/her own thoughts and perceptions, effective control of his/her cognitive processes, and an effort to regulate his/her cognitive processes for subsequent learning. According to Pressley and Harris (2012, p. 266), metacognitive cognitive strategies are cognitive knowledge that emphasises knowing. Metacognition is the state of being aware of one's own learning and decision-making processes and realising which skills one uses while learning (Leonard, 2002, p. 125). According to Flavell (1979, p. 906), social cognition, problem solving, memory, attention, language acquisition, writing, reading comprehension and verbal persuasion are of great importance in metacognition. When considered in this direction, it is understood that metacognition refers to mastering the stages of knowing and controlling cognitive processes.

The concept of metacognition is also referred to as cognitive awareness (Doğan, 2013). According to Forrest-Pressley and Waller (1984, p.6), while cognition refers to the processes and strategies used by individuals in the process, metacognition refers to what the individual knows about his/her cognitive processes and his/her ability to manage these processes. To summarise, cognition refers to the work and processes that need to be fulfilled, while metacognition includes how to do these work and processes, being aware of what is known about these processes, organising and evaluating these processes.

Learning strategies are handled differently and in more detail in the 2024 Secondary School Turkish Curriculum than in the previous curriculum, the 2019 Turkish Curriculum. In the 2019 Turkish Curriculum, learning strategies were mostly included in the learning outcomes and superficially, while in the current curriculum, they were included both in the learning outcomes and in the language education process in detail. A striking change between the current curriculum and the previous curriculum in terms of strategies is that while various strategies were included in the learning outcomes for speaking skill in the 2019 Turkish Lesson Teaching Programme, no strategy was included in the learning outcomes prepared for speaking skill in the 2024 Primary and Secondary School Turkish Lesson Teaching Programmes. In the current programmes, only methods and techniques are included in the learning outcomes for speaking skill. In the current programme, cognitive and metacognitive strategies are included only in listening/watching, reading and writing learning areas. It is necessary to mention these learning areas in order to understand the importance of the subject.

Listening is the basic skill that develops faster than speaking and affects the development of reading and writing skills in learning a new language (Scarcella & Oxford, 1992). Listening is a process and this process is complex (Richards, 1983). This requires the use of various listening strategies. Listening strategies can be divided into four main types: cognitive, metacognitive, affective and social strategies (Von Eckardt, 1995). Kummin and Rahman (2010) stated that metacognitive awareness of listening strategies is related to language learning success; Shirani-Bidabadi and Yamat (2010) stated that it is related to listening proficiency; Baleghizadeh and Rahimi (2011) stated that it is related to language learning motivation. In this respect, it can be said that listening strategies have an important place in learning a language at the desired level.

Reading is a language skill that can be developed gradually with regular, planned education. Reading is a complex process that requires a large amount of time and teaching material and is influenced by physical, mental and linguistic factors. Reading is not just a matter of correct pronunciation of letters lined up side by side. It is the process of reading, comprehending, analysing and making inferences about what is processed in the text in line with the determined purposes. For all these processes and more, it is very important that physical and mental elements work in coordination for the same purpose (Can & Kardaş, 2024). Readers use various strategies to facilitate comprehension in the reading process. Reading strategies show 'how readers perceive reading, what kind of textual clues they catch, how they understand what they read and what they do when they do not understand' (Block, 1986, p. 465). Reading strategies are cognitive tactics applied to extract meaning from the text (Temizkan, 2009). Reading strategies are thought to reveal the way readers manage their interactions with the written text, make reading more effective and improve comprehension (Singhal, 2001). The reader's conscious behaviour, monitoring and regulating these strategies while reading is

called metacognitive awareness (Anderson, 2002). This is considered as a key factor for competence in strategic reading. Because learners with metacognitive awareness can consciously direct the reasoning process and use strategies effectively during reading (Carrell, et al. 1989).

Writing is the last link of language skills learnt. Writing is the skill of expressing thoughts, experiences and observations by grounding them in a fictional integrity (İpşiroğlu, 2007), transferring feelings and thoughts to a surface around some determined rules and in a planned manner, with the help of some tools, and conveying feelings and thoughts by using some symbols and signs (Akyol, 2015). Writing strategies have an important place in the development of writing skills. Writing strategies, which are generally considered within language learning strategies, can be defined as cognitive or metacognitive processes or sequences of processes that a person employs in creating a text or solving a problem (Oxford, 1990). Writing strategies are the processes carried out in order to successfully complete a writing activity or task. In this respect, it can be said that strategies also regulate the learner's behaviours and studies related to a certain task. For example, in revising the writing, the learner must first decide what needs to be changed, then identify the problematic area and produce solutions on how to deal with it. After these processes, the revision can be considered complete. In this respect, teaching these strategies to students with low writing success is of great importance (Graham & Harris, 2005).

In the literature, there is no study examining the current Turkish language teaching programmes in the context of the strategies used in the programmes. Studies examining the 2024 Secondary School Turkish Curriculum from various aspects can be found in the literature. There are studies that compare the 2024 Turkish Curriculum with the 2019 Turkish Curriculum in various aspects (Kaya & Aydın, 2024; Memiş & Kalyoncu, 2024); the listening skill learning area (Can & Kardaş, 2024a); the reading skill learning area (Can & Kardaş, 2024b); and digital literacy issues in the curriculum (Banaz, 2024).

The aim of this study is to determine the cognitive and metacognitive strategies taught in the 2024 Turkish curriculum and to determine the distribution of these strategies according to learning outcomes, learning areas and grade levels. In this respect, the study is original and contributes to the literature. In the research, answers to the following questions were sought:

1. What are the cognitive and metacognitive strategies covered in 2024 primary and secondary school Turkish curricula?
2. How is the gradual transfer of responsibility model included in strategy teaching in the 2024 Secondary School Turkish Curriculum?
3. What are the cognitive and metacognitive strategies covered in the learning outcomes of 2024 primary and secondary school Turkish curricula?
4. How are the strategies included in the learning outcomes in the 2024 Secondary School Turkish Curriculum distributed according to grade level and basic skills?
5. What is the numerical distribution of the cognitive strategies covered in the learning outcomes in the 2024 Secondary School Turkish Curriculum according to grade levels?
6. What is the numerical distribution of metacognitive strategies covered in the learning outcomes in the 2024 Secondary School Turkish Curriculum according to grade levels?
7. What is the distribution of the strategies included in the learning outcomes in the 2024 Secondary School Turkish Curriculum according to grade level and basic skills?

## **2. Method**

This study was conducted according to document analysis, one of the qualitative research methods. According to Yıldırım and Şimşek (2021), in document analysis, written materials containing information about the subject or subjects intended to be studied are examined. In these analyses, researchers can access the information they want to reach without the need for interviews or observations. In this respect, document analysis is both economical and saves time.

### **2.1. Study Material**

The study material of this research consists of 2024 primary and secondary school Turkish curricula.

### **2.2. Data Collection Tools**

In the study, 'Cognitive and Metacognitive Strategies Identification Form (CMSIF)' developed by the researchers was used as a data collection tool. In the process of preparing the form, the cognitive and metacognitive strategies that are intensively emphasised in the literature were determined and presented to the opinion of academicians who produce academic texts in the field. The strategies agreed upon by the field experts were edited and the form was finalised. The form consists of two parts. While the first part includes cognitive strategies, the second part includes metacognitive strategies. The cognitive strategies included in the CMSIF are as follows: Activating Prior Knowledge, Using Prior Knowledge, Predicting, Visualising, Analysing Text Structures, Organising Information, Asking Questions, Making Inferences, Summarising, Planning, Creating Text, Reviewing, Evaluating, Editing, Sharing. Metacognitive Strategies are Metacognitive Monitoring, Metacognitive Control, Cognitive Strategy Selection, Self-Assessment.

### **2.3. Data Analyses**

In the process of collecting data from the material of the study, the strategies in the CPSRF were taken into consideration. In the light of the strategies in the form, the relevant curricula were carefully examined and cognitive-metacognitive strategies were recorded. The recorded data were described and tabulated using the descriptive analysis technique. According to Yıldırım and Şimşek (2021), descriptive analysis is a type of qualitative data analysis that involves summarising and interpreting the data obtained through various data collection techniques according to predetermined themes. These strategies were classified and explained according to grade levels, skill areas and learning outcomes. Then, the gradual delegation of responsibility model used in strategy teaching was included. Finally, strategies belonging to all grade levels and skill areas were tabulated and shown.

### **2.4. Validity and Reliability**

It is an important issue to ensure the validity of the data collection tools and the reliability of the collected data in document analysis studies. At each stage of the development process of the data collection tool, two field experts with a doctorate degree in the relevant field were consulted. The data collection tool was finalised in line with the opinions of the field experts.

In order to ensure the reliability of the study, inter-coder agreement was examined. The reliability formula developed by Miles and Huberman (1994) [Agreement / (Agreement +

Disagreement) x 100] was used to determine the inter-coder agreement. Accordingly, the inter-coder agreement must be at least 70% to be accepted. As a result of the calculation made using the formula, it was determined that the agreement between the researcher and two independent coders was 92%. This rate reveals that the data are highly reliable.

### **3. Findings**

2024 The findings obtained from the study conducted in order to determine the cognitive and metacognitive strategies taught in the Turkish lesson curricula and to determine the distribution of these strategies according to learning outcomes, learning areas and grade levels are given below in titles and tables.

#### **3.1. Findings Related to the First Sub-Aim**

In this section, findings related to cognitive and metacognitive strategies in the 2024 primary and secondary school Turkish curricula are presented.

In the 2024 Primary School Turkish Language Teaching Programme, the subject of strategies is covered only in learning outcomes. In this respect, it can be said that strategies at primary school level are not covered in detail in the programme. The strategies covered in the primary school programme were mentioned under the title of ‘Strategies in Learning Outcomes’.

In the 2024 Secondary School Turkish Curriculum, cognitive and metacognitive strategies, which are included for the first time, are given under the title of ‘Application Principles for Strategies, Methods and Techniques to be Used in Language Education’. In the programme, it is stated that students are expected to use these strategies independently in the listening/watching, reading and writing processes. These strategies are divided into two as ‘Cognitive Strategies’ and ‘Metacognitive Strategies’. These strategies and their subheadings are explained below.

##### **3.1.1. Cognitive Strategies**

In the 2024 Secondary School Turkish Curriculum, ‘Cognitive Strategies’ is stated as the first strategy group that students are expected to use while listening/watching, reading or writing. In the programme, it is stated that students should use one or more cognitive strategies without being dependent on others in order to successfully complete the difficult tasks they work on and achieve their goals; in this context, students are expected to determine their goals before the study, choose the most appropriate strategy to achieve these goals and use it without the need for someone else's guidance.

The cognitive strategies that can be used by the student at different stages of the listening/watching and reading process to make the process more efficient, to facilitate the

structuring of meaning, to better organise the information obtained in the mind and to keep it in memory for a longer period of time are listed as follows:

- Mobilising and Using Prior Knowledge
- Forecasting
- Visualisation
- Analysing Text Structures
- Organising Information
- Question Asking
- Inference Making
- Summarising

The strategies listed above are the strategies that students can use in listening/watching and reading processes. On the other hand, the programme also includes strategies that students can use in writing processes. The purpose of these strategies in the programme is explained as 'to make the process more efficient at different stages of the writing process, to facilitate the structuring of the production process, to better organise the message to be conveyed'. The cognitive strategies that students can use in the writing process are as follows:

- Planning
- Text Creation
- Review (Evaluation and Organisation)
- Sharing

In the 2024 Secondary School Turkish Curriculum, cognitive strategies for listening/watching, reading and writing skills are explained one by one in the said curriculum. These cognitive strategies are given below and cognitive strategies are briefly explained by quoting from the curriculum under review.

In the 2024 Secondary School Turkish Curriculum, there are 8 cognitive strategies that students can use in listening/watching and reading processes. These cognitive strategies are explained in the relevant programme as follows (MEB, 2024):

**Activating and using prior knowledge:** In the programme, the strategy of activating and using prior knowledge is explained as the student's use of what he/she knows about the subject, genre, author, etc. of what he/she will listen/watch or read before he/she starts listening/watching or reading, his/her experiences, and the information in the texts he/she has previously listened/watched or read from his/her long-term memory and uses them to structure the meaning during listening/watching or reading. It is emphasised that while using this strategy, the student associates his/her prior knowledge with the newly learned information (MEB, 2024).

**Predicting:** The prediction strategy is to make logical predictions about what will happen or what kind of information will be given in the following chapters based on various clues in the text. Within the scope of the strategy, the student first makes predictions about the content of the text before starting to listen/watch or read the text. Then, after listening/watching or reading a certain part of the text, he/she continues to make predictions about what will happen in the following chapters. Then, he/she listens/watches or reads the rest of the text to see whether his/her predictions about the rest of the text are correct or not, and determines how much of

his/her predictions coincide with the narration. In the programme in question, in the use of this strategy, the importance of how logical the reasons on which the student bases his/her predictions are based is emphasised, not how much the student's predictions coincide with the content (MEB, 2024).

**Visualisation:** In the curriculum, the visualisation strategy is also called 'Creating Mental Images'. This strategy is used in the form of creating pictures in the student's mind about what is described in the text and sometimes transferring them on a piece of paper. While working on long listening/watching or reading materials, mental pictures are usually created (MEB, 2024).

**Analysing text structures:** In the programme, the analysis of text structures is stated as a strategy that gains importance especially in the last years of primary school, middle school and high school. The reason for this is that narrative texts are predominantly used in the early years and these texts are similar to each other in terms of structure.

**Organising information:** The strategy of organising information, which requires identifying important information or events in the text and putting them on paper with various organisation schemes, provides a simpler and more logical presentation of the relationships between concepts or the sequence of events. This facilitates both comprehension and long-term recall. When the learner uses this strategy effectively, he/she identifies all the important information and the relationships between them and then summarises the text more easily. When this strategy is employed after analysing text structures, important information in the text is more easily identified and organised (MEB, 2024). Arial Nova Fontu, 11 Punto, 1,15 satır aralığı, iki yana yaslı, tiresiz, paragraf girintisiz, paragraf aralıkları önce-sonra 6 nk.

**Asking questions:** When using this strategy, which is also called 'question generation' in the programme, the student generates various questions before and during the process and seeks answers to them while listening/watching or reading in order to better understand what he/she is listening/watching or reading or to obtain the information he/she needs to reach within the framework of the purpose he/she has set before the study (MEB, 2024).

**Making inferences:** Inferencing is the process of reaching information (deep understanding) that is not explicitly expressed in the text by using clues, real world knowledge, experiences, previous readings, etc. in the text after listening/watching or reading the text. In the inferences, there must be a basis from the text and extra-textual information must be associated with it. In the teaching and use of the strategy, the teacher should pay attention to presenting a logical and acceptable justification produced as a result of the mentioned association (MEB, 2024).

**Summarising:** Summarising means that the student presents all the important information in the text in a paragraph in his/her own words after listening/watching or reading the whole text. During the use of summarising strategy, which is accepted as one of the effective strategies, important information or events in the text should be presented as they are given in the text (in terms of sequence of events or connections between concepts), unimportant details should be left out, and the main idea should be clearly expressed. During the teaching of the strategy to the student, it should be expressed by emphasising that a good summary should have these



features and how to distinguish between important information and unimportant details should be taught by modelling (MEB, 2024).

In the 2024 Secondary School Turkish Curriculum, there are 4 cognitive strategies that students can use in the writing process. These cognitive strategies are as follows:

**Planning:** In the programme, planning is explained as a strategy that involves the student's first focusing on the topic of his/her choice and determining the outline of his/her text in the writing process. At this stage, students should use various thought development techniques and brainstorm. In this context, the student conducts detailed research on the subject before starting to write, collects information and uses the information collected to form the basis of the text. In this process, the target audience and purpose of the text, the structure and content of the text, and the tools to be used are also determined at this stage (MEB, 2024).

**Creating a text:** Text creation, also called 'Drafting' in the programme in question, is the strategy in which the student starts to turn the ideas he/she has obtained and the outlines he/she has previously drawn into a text. The main purpose of this strategy is not to make the text perfect, but to put their thoughts on paper freely and fluently. The student starts by creating the body of the text, where he/she elaborates the main idea and auxiliary ideas. He/she designs the introduction section in a way to attract the attention of the target audience and to give a general idea about the subject. In the conclusion, he/she summarises the main lines of his/her text and reinforces his/her message (MEB, 2024).

**Revision (Evaluation and editing):** The main goal of this strategy is to improve the clarity, coherence and overall structure of the text. In this process, the student reads what he/she has written many times and organises the content comprehensively. Feedback from the teacher and self-reflection/self-adaptation are important in this strategy because this feedback adds different perspectives and ideas to the writing (MEB, 2024).

**Sharing:** Sharing is described in the curriculum as a strategy that involves the process of sharing or publishing the student's writing with classmates, teachers or a wider audience. Within the scope of the strategy, it is ensured that students share their writings on the class board, school board, school magazine or online/offline environments deemed appropriate (MEB, 2024).

### **3.1.2. Metacognitive Strategies**

In the 2024 Secondary School Turkish Curriculum, it is stated that students are expected to set goals, choose appropriate strategies to achieve these goals, monitor whether the process progresses in line with the goals and evaluate the results obtained at the end of the process. According to the programme, cognitive strategies enable students to reach their goals and advance the process, in other words, to learn a subject or perform a task; metacognitive strategies enable students to plan, monitor and evaluate the process. Metacognitive strategies are handled under two main headings, namely 'monitoring' and 'control' in the programme. These strategies are used in listening/watching, reading and writing skills where cognitive strategies are included (MEB, 2024).

**Metacognitive monitoring:** Metacognitive monitoring is a strategy that involves questioning whether there is a problem in the realisation of learning (construction of meaning in listening/monitoring or reading) and whether the process is progressing in line with the goals

by using the criteria established in line with the goals during the listening/monitoring or reading process and at the end of this process. In other words, monitoring involves checking not only the process of meaning construction but also the achievement of other specific objectives set before listening/watching or reading. While teaching the strategy, students are encouraged to stop at certain intervals during listening/watching or reading to check whether they have understood the part they are listening/watching or reading, and to take a short note of what they have understood from the relevant part. This is repeated at regular intervals throughout the study. The student is expected to automatise the monitoring over time (MEB, 2024).

**Metacognitive control:** Metacognitive control is the process of taking action in line with the information obtained through monitoring. When the student realises that he/she has a problem in understanding or reaching the goals set before the study, he/she intervenes towards the source of the problem. For example, if the problem is caused by the chosen strategy, the strategy is changed, and if it is caused by the material, the material is changed. Strategy also plays a critical role in planning and managing the tasks to be performed by the student. ‘Cognitive strategy selection’ and “self-assessment” are among the metacognitive control strategies that can be used in Turkish lesson (MEB, 2024).

**Cognitive strategy selection:** Cognitive strategy selection is a strategy that involves selecting the appropriate cognitive strategy to achieve the learning objectives. During planning, the student is expected to evaluate his/her own strengths and weaknesses and to choose the most appropriate strategy to achieve the goal by considering time and other factors. Cognitive strategy selection as a metacognitive control strategy is important because it directly affects the process of goal achievement. The student is expected to make the best choice by evaluating the strategy he/she used in previous similar tasks and the results he/she obtained, which can sometimes be based on the results obtained from the observed models. In the following process, the student checks the correctness of his/her choice with metacognitive monitoring and makes a new choice to change the strategy he/she has chosen if necessary (MEB, 2024).

**Self-assessment:** In this strategy applied at the end of the process, the final conclusion about success or failure is reached after the conclusion about whether the goals have been achieved or not, the experiences during the process and the information provided by metacognitive monitoring are evaluated. Self-evaluation at the end of the process enables the student to prepare himself/herself for the listening/watching, reading or writing activities to be carried out later, and to make himself/herself ready for new situations in terms of various variables (motivation structures, strategy knowledge, adaptations to be made regarding strategy, environment and material according to the characteristics of different text types or learning materials, etc.) (MEB, 2024).

### **3.2. Findings Related to the Second Sub-Aim**

In this section, findings on the use of the Gradual Transfer of Responsibility Model in strategy teaching in the 2024 Secondary School Turkish Curriculum are presented.

In the 2024 Secondary School Turkish Curriculum, it is aimed for students to reach a level where they can independently select and apply appropriate strategies in listening/watching, reading and writing. In this direction, teaching with the strategies needed is based on the ‘Gradual Transfer of Responsibility Model’. The Gradual Transfer of Responsibility Model

(KSDM) is a teaching model that considers the student and the teacher in a 'master-apprentice relationship'. Within the scope of the model, the teacher first introduces the strategy through direct instruction, then demonstrates its use as a model. Then, by providing opportunities for students to apply them, he/she provides them with mastery under his/her supervision. In the last stage, students use this strategy independently. While the main responsibility for the implementation of the strategy to be taught in the classroom belongs to the teacher who is relatively more experienced and knowledgeable at the beginning, in the last step, it is transferred to the student who gains knowledge and experience, and the responsibility is shared in the steps in between (MEB, 2024).

### **3.3. Findings Related to the Third Sub-Aim**

In this section, the findings related to the strategies covered in the learning outcomes in the 2024 Primary and Secondary School Turkish Curricula are given.

The strategies in the 2024 Primary and Secondary School Turkish Curricula are given according to the grade levels and the basic skill area in which they are located (MEB, 2024).

#### **3.3.1. Strategies in the First Grade Learning Outcomes**

2024 Primary School Turkish Curriculum does not include any strategies for learning areas in the 1st grade learning outcomes.

#### **3.3.2. Strategies in Second Grade Learning Outcomes**

2024 Primary School Turkish Curriculum does not include any strategies related to learning areas in the 2nd grade learning outcomes.

#### **3.3.3. Strategies in Third Grade Learning Outcomes**

In the 2024 Primary School Turkish Curriculum, the learning outcomes in which strategies are covered at the 3rd grade level are as follows:

Under the learning outcome of 'Managing listening/watching', the statement 'Selects the listening/watching strategy in accordance with the subject and purpose.' is included.

Under the learning outcome 'Managing the reading process', the statement 'Decides on the reading strategy according to the subject or purpose of reading.' was included.

At the 3rd grade level, there are no strategies related to writing and speaking skills in the programme.

#### **3.3.4. Strategies covered in Fourth Grade Learning Outcomes**

In the 2024 Primary School Turkish Curriculum, the learning outcomes in which strategies are covered at the 4th grade level are as follows:

'To be able to manage listening/watching' learning outcome includes the statement 'Selects listening/watching strategy in accordance with the subject, purpose and type of relationship.'

Under the learning outcome 'Managing the reading process', the statement 'Selects the reading strategy according to the subject or purpose of reading.' is included.

In the learning outcome 'Managing written expression skills', the statements 'Selects the appropriate writing strategy for the purpose.', 'Selects the appropriate strategy for the writing

environment (paper/online) he/she has determined.’ and ‘Makes writing work in accordance with the writing strategy he/she has chosen.’ are used.

At the 4th grade level, there is no strategy related to speaking skill in the programme.

### **3.3.5. Strategies covered in the Fifth Grade Learning Outcomes**

The strategies in the 5th grade learning outcomes in the 2024 Secondary School Turkish Curriculum are as follows:

Cognitive strategies to be taught under the learning outcome ‘Managing strategy and method choices in listening/watching’: ‘Activating and using prior knowledge, analysing text structures and organising information (narrative text structure, sequential chronological text structure), predicting, visualising, inferring, summarising’, while the metacognitive strategies to be taught include “metacognitive monitoring” strategy.

Cognitive strategies to be taught in the learning outcome ‘Managing strategy and method choices in reading’: ‘Activating and using prior knowledge, analysing text structures and organising information (narrative text structure, sequential chronological text structure), predicting, visualising, inferring, summarising’. On the other hand, ‘metacognitive monitoring’ strategy was included as metacognitive strategies to be taught.

The cognitive strategies under the learning outcome of ‘Managing choices of writing strategies, methods and techniques’ are: ‘Planning, text creation, revising (evaluation-editing), sharing’ and metacognitive strategies are “metacognitive monitoring”.

In the 2024 Secondary School Turkish Curriculum, while strategies are included in the learning outcomes prepared for listening/watching, reading and writing skills at the 5th grade level, it is noteworthy that strategies for speaking skills are not included.

### **3.3.6. Strategies in Sixth Grade Learning Outcomes**

The strategies in the 6th grade learning outcomes in the 2024 Secondary School Turkish Curriculum are as follows:

Cognitive strategies to be taught in the learning outcome ‘Managing strategy and method choices in listening/watching’: ‘Activating and using prior knowledge, analysing text structures and organising information (explanatory text structure and comparison-contrast), predicting, visualising, inferring, summarising’. In the learning outcome in question, ‘Metacognitive control, self-evaluation’ is given as metacognitive strategies.

Cognitive strategies in the learning outcome ‘Managing strategy and method choices in reading’ are: ‘Analysing text structures and organising information (explanatory text structure, comparison-contrast text structure), asking questions’ and metacognitive strategies: ‘metacognitive control, self-evaluation’.

Cognitive Strategies to be selected in the learning outcome ‘Managing the choices of writing strategies, methods and techniques’: ‘Planning, text creation, revising (evaluation-editing), sharing’, metacognitive strategies: ‘Metacognitive monitoring’.

2024 Secondary School Turkish Curriculum does not include strategies for speaking skills at the 6th grade level.

### **3.3.7. Strategies in Seventh Grade Learning Outcomes**

The strategies in the 7th grade learning outcomes in the 2024 Secondary School Turkish Curriculum are as follows:

Cognitive strategies to be taught in the learning outcome 'Managing strategy and method choices in listening/watching': 'Activating and using prior knowledge, analysing text structures and organising information (cause-effect and problem-solution), predicting, visualising, inferring, summarising', while metacognitive strategies are given as "metacognitive monitoring".

Cognitive strategies given in the learning outcome 'Managing strategy and method choices in reading': 'Analysing text structures and organising information (cause-effect text structure, problem-solution text structure)'. Unlike the previous grade levels and learning outcomes, this learning outcome does not include metacognitive strategies by name, instead the sentence 'All strategies taught in previous grade levels should be used.' is included.

The cognitive strategies in the learning outcome 'Managing the choices of writing strategies, methods and techniques' are: 'Planning, text creation, revising (evaluation-editing), sharing' and metacognitive strategies are "metacognitive monitoring".

In the 2024 Secondary School Turkish Curriculum, strategies for speaking skills at the 6th grade level are not included.

### **3.3.8. Strategies covered in Eighth Grade Learning Outcomes**

The strategies in the 8th grade learning outcomes in the 2024 Secondary School Turkish Curriculum are as follows:

Cognitive strategies to be taught in the learning outcome 'Managing strategy and method choices in listening/watching': 'Activating and using prior knowledge, analysis of text structures and organising information (narrative text structure, sequential chronological text structure, explanatory text structure, comparison-contrast, cause-effect, problem-solution), prediction, visualisation, inference, summarising'. 'Metacognitive monitoring' from metacognitive strategies was included.

Under the learning outcome 'Managing strategy and method choices in reading', unlike the previous learning outcomes, cognitive and metacognitive strategies were not mentioned by name, but instead the statement 'All strategies taught at previous grade levels should be used.' was included.

The cognitive strategies to be selected in the learning outcome 'Managing the choices of writing strategies, methods and techniques': 'Planning, text creation, revising (evaluation-editing), sharing'. Among metacognitive strategies, 'metacognitive monitoring' was included.

### **3.4. Findings Related to the Fourth Sub-Aim**

In this section, the findings regarding the distribution of the strategies in the learning outcomes in the 2024 Secondary School Turkish Curriculum according to the grade level and basic skills are presented.

In the 2024 Primary School Turkish Curriculum, strategies are not included individually in the learning outcomes. In this respect, primary school grade levels could not be included in the

table below. In the 2024 Secondary School Turkish Teaching Programme, the distribution of the strategies in the learning outcomes according to the grade level and basic skills is given in Table 1.

**Table 1.** Distribution of the strategies in the learning outcomes in the 2024 secondary school Turkish curriculum according to the grade level and basic skills

		5th grade			6th grade			7th grade			8th grade		
		Listening/ Monitoring	Reading	Writing	Listening/ Monitoring	Reading	Writing	Listening/ Monitoring	Reading	Writing	Listening/ Monitoring	Reading	Writing
Cognitive Strategies	Mobilising and Using Preliminary Information	x	x		x			x			x	x	
	Forecasting	x	x		x			x			x	x	
	Visualisation	x	x		x			x			x	x	
	Analysing Text Structures	x	x		x	x		x	x		x	x	
	Organising Information	x	x		x	x		x	x		x	x	
	Asking a Question						x						x
	Inference Making	x	x		x			x			x	x	
	Summarisation	x	x		x			x			x	x	
	Planning						x				x		x
	Text Creation						x				x		x
	Review (Evaluation and Organisation)						x				x		x
	Sharing						x				x		x
Metacognitive Strategies	1.Metacognitive Monitoring	x	x	x			x	x	x	x	x	x	x
	2.Metacognitive Control				x	x			x			x	
	2.1.Cognitive Strategy Selection												
	2.2.Self Evaluation				x	x			x			x	

When Table 1 is analysed, it is seen that a total of 21 strategies are covered for listening/watching, reading and writing skills at the 5th grade level. While 18 of these strategies are cognitive strategies, 3 of them are metacognitive strategies. At the 6th grade level, 19 strategies were covered for listening/watching, reading and writing skills. While 14 of these strategies are cognitive strategies, 5 of them are metacognitive strategies. At the 7th grade level, 18 strategies were covered for listening/watching, reading and writing skills. While 13 of these strategies were cognitive strategies, 5 of them were metacognitive strategies. At the 8th grade level, it was found that 24 strategies were covered for listening/watching, reading and writing skills. While 19 of these strategies were cognitive strategies, 5 of them were metacognitive strategies.

### 3.5. Findings Related to the Fifth Sub-Aim

In this title, an answer to the question ‘What is the numerical distribution of the cognitive strategies covered in the learning outcomes in the 2024 Secondary School Turkish Curriculum according to the grade levels?’ was sought.

The numerical distribution of the cognitive strategies covered in the learning outcomes in the 2024 Secondary School Turkish Curriculum according to grade levels is given in Table 2.

**Table 2.** Distribution of the cognitive strategies covered in the learning outcomes in the 2024 secondary school Turkish curriculum according to grade levels

	5th grade	6th grade	7th grade	8th grade	Total
Mobilising and Using Preliminary Information	2	1	1	2	6
Forecasting	2	1	1	2	6
Visualisation	2	1	1	2	6
Analysing Text Structures	2	2	2	2	8
Organising Information	2	2	2	2	8
Asking a Question	-	1	-	1	2
Inference Making	2	1	1	2	6
Summarisation	2	1	1	2	6
Planning	1	1	1	1	4
Text Creation	1	1	1	1	4
Review (Evaluation and Organisation)	1	1	1	1	4
Sharing	1	1	1	1	4

When Table 2 is examined, it is seen that ‘Analysing Text Structures’ and ‘Organising Information’ strategies were covered the most in all grade levels. Each of these strategies was included in the relevant curriculum a total of 8 times. In the 2024 Secondary School Turkish Curriculum, each of the strategies of ‘Activating and Using Prior Knowledge’, ‘Predicting’, ‘Visualising’, ‘Inferring’ and ‘Summarising’ were included 6 times, while each of the strategies of ‘Planning’, ‘Creating a Text’, ‘Reviewing (Evaluation and Editing)’ and ‘Sharing’ were included 4 times in total. In the 2024 Secondary School Turkish Teaching Programme, the least common strategy is ‘Asking Questions’. This strategy was included 1 time each in 6th and 8th grade levels.

### 3.6. Findings Related to the Sixth Sub-Aim

In this section, the findings regarding the numerical distribution of metacognitive strategies covered in the learning outcomes in the 2024 Secondary School Turkish Curriculum according to grade levels are given.

The distribution of the metacognitive strategies covered in the learning outcomes in the 2024 Secondary School Turkish Curriculum according to grade levels is given in Table 3.

**Table 3.** Distribution of metacognitive strategies covered in the learning outcomes in the 2024 secondary school Turkish curriculum according to grade levels

	5th grade	6th grade	7th grade	8th grade	Total
1.Metacognitive Monitoring	3	1	3	3	10
2.Metacognitive Control	-	2	1	1	4
2.1.Cognitive Strategy Selection	-	-	-	-	-
2.2.Self Evaluation	-	2	1	1	4

When Table 3 is analysed, it is understood that ‘Metacognitive Monitoring’ strategy was used 10 times, and ‘Metacognitive Control’ and ‘Self-Assessment’ strategies were used 4 times each. On the other hand, ‘Cognitive Strategy Selection’ strategy was not included in any grade level.

### 3.7. Findings Related to the Seventh Sub-Aim

In this section, the findings regarding the general distribution of the strategies included in the learning outcomes in the 2024 Secondary School Turkish Curriculum according to grade level and basic skills are given. The distribution of the strategies in the learning outcomes of the 2024 Secondary School Turkish Curriculum according to grade level and basic skills is given in Table 4.

**Table 4.** Distribution of the strategies included in the learning outcomes in the 2024 Secondary School Turkish Curriculum according to grade level and basic skills.

	5th grade	6th grade	7th grade	8th grade	Total
Listening/Watching	8	9	8	8	33
Reading	8	5	5	11	29
Writing	5	5	5	5	20
<b>Total</b>	<b>21</b>	<b>19</b>	<b>18</b>	<b>24</b>	<b>82</b>

When Table 4 is analysed, it is understood that 8 strategies for listening/monitoring and reading skills and 5 strategies for writing skills were covered at the 5th grade level. At the 6th grade level, 9 strategies for listening/monitoring skills and 5 strategies for reading and writing skills were covered. At the 7th grade level, it was found that 8 strategies for listening/watching skills and 5 strategies for reading and writing skills were covered. At the 8th grade level, it was found that 8 strategies for listening/monitoring skills, 11 strategies for reading skills and 5 strategies for writing skills were covered.

## 4. Conclusion, Discussion and Recommendations

One of the most important aims of Turkish teaching programmes is to ensure that students acquire the four basic language skills at the desired level. Various cognitive and metacognitive strategies are included in the 2024 Secondary School Turkish Course Teaching Programme for teaching the four basic language skills and grammar that students are intended to acquire. While these strategies were covered superficially in the 2019 Turkish Curriculum, they were prepared separately and in detail for listening, reading, writing skill areas and grammar teaching in the 2024 Secondary School Turkish Curriculum. This situation constitutes a striking aspect of the current programme.

The cognitive strategies that can be used by the student at different stages of the listening and reading process to make the process more efficient, to facilitate the structuring of meaning, to better organise the information obtained in the mind and to keep it in memory for a longer period of time are listed as follows: 'Activating and Using Prior Knowledge, Predicting, Visualising, Analysing Text Structures, Organising Information, Asking Questions, Making Inferences, Summarising.' The cognitive strategies that students can use in the writing process are as follows: 'Planning, Text Creation, Revising (Evaluation and Editing) and Sharing.' On the other hand, metacognitive strategies are discussed under two main headings as 'monitoring' and 'controlling'.

In the learning outcomes in the 2024 Turkish Curriculum, it was determined that a total of 21 strategies for listening/watching, reading and writing skills were covered at the 5th grade level. While 18 of these strategies are cognitive strategies, 3 of them are metacognitive strategies. At the 6th grade level, it was determined that 19 strategies were covered for listening/watching, reading and writing skills. While 14 of these strategies are cognitive strategies, 5 of them are metacognitive strategies. At the 7th grade level, it was determined that 18 strategies were



covered for listening/watching, reading and writing skills. While 13 of these strategies were cognitive strategies, 5 of them were metacognitive strategies. At the 8th grade level, it was determined that 24 strategies were covered for listening/watching, reading and writing skills. While 19 of these strategies are cognitive strategies, 5 of them are metacognitive strategies.

In the 2024 Turkish Language Teaching Programme, it was observed that 'Analysing Text Structures' and 'Organising Information' strategies were mostly covered at all grade levels. Each of these strategies was included in the relevant curriculum 8 times in total. In the 2024 Secondary School Turkish Curriculum, each of the strategies of 'Activating and Using Prior Knowledge', 'Predicting', 'Visualising', 'Inferring' and 'Summarising' were included 6 times, while each of the strategies of 'Planning', 'Creating a Text', 'Reviewing (Evaluation and Editing)' and 'Sharing' were included 4 times in total. In the 2024 Secondary School Turkish Teaching Programme, the least common strategy is 'Asking Questions'. This strategy was included 1 time each at the 6th and 8th grade levels.

The 'Metacognitive Monitoring' strategy is included 10 times, and each of the 'Metacognitive Control' and 'Self-Evaluation' strategies are included 4 times in total. On the other hand, 'Cognitive Strategy Selection' strategy was not included in any grade level.

In the study, it was observed that 8 strategies for listening/monitoring and reading skills and 5 strategies for writing skills were covered at the 5th grade level. At the 6th grade level, it was determined that 9 strategies for listening/monitoring skills, 5 strategies for reading skills and 5 strategies for writing skills were covered. At the 7th grade level, it was determined that 8 strategies for listening/monitoring skills, 5 strategies for reading skills and 5 strategies for writing skills were covered. At the 8th grade level, it was found that 8 strategies for listening/monitoring skills, 11 strategies for reading skills and 5 strategies for writing skills were covered.

One of the important factors determining success in learning processes is knowing one's learning strategies and utilising them in line with the objectives. In this context, it is very important that the person has sufficient awareness of cognitive metacognitive strategies. With KSDM, it is necessary for teachers to plan the whole learning process with students and carry out this process in a master-apprentice relationship in order for students to internalise learning strategies. The fact that cognitive and metacognitive strategies are given a wide place in the current programme reveals the importance of strategy use in the learning process.

When all the results are evaluated together, it can be said that a sufficient number of cognitive and metacognitive strategies are included in listening/watching, reading and writing learning areas. However, the fact that no cognitive and metacognitive strategy was mentioned to serve the learning in the speaking learning domain can be considered as a deficiency. Because, as in writing skill, various cognitive and metacognitive strategies are utilised in speaking skill.

There are many studies in the literature on Turkish curricula (Aydın, 2017; CalpveAlpkaya, 2021; Çarkıt, 2021; Erdamar & Barası, 202; Kalaycı & Yıldırım, 2020; Karabulut & Tunagür, 2021; Kaya & Kardaş, 2019; Kaya & Kayman, 2021; Sarıkaya, 2020). The main purpose of these studies is to examine the curricula in depth from various perspectives, to identify deficiencies or mistakes, if any, and to present them to the information of those concerned. In his study, Çerçi (2018) examined the 2018 Turkish Lesson Curriculum for its compliance with Bloom's Taxonomy and reported the deficiencies he identified. Sarıkaya (2020) examined the

contribution of Turkish writing outcomes in 2015 and 2018 programs to creative writing skills. Calp and Alpkaya (2021) examined the compatibility of the Undergraduate Entrance Examination questions with the Turkish curriculum objectives. Erdamar and Barası (2021) reported the extent to which the Turkish curriculum serves 21st century skills. Tunagür and Turan (2021) aimed to improve the text writing skills of 8th grade students with writing activities based on metacognitive strategies, and concluded that the curriculum they applied improved students' ability to write informative texts and gained metacognitive writing awareness.

All of these studies contribute to the process of preparing curricula that better serve the aims of education. The subject of the current study and the data it reports will also contribute to the preparation of a more successful curriculum. Because no curriculum is perfect. The aim of the current study coincides with the aims of the studies in the field.

There is a need for scientific studies that examine the current and previous Turkish curricula in detail. It will contribute to the field for researchers to produce studies that examine and examine the programs in depth from various angles.

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## Attachment 1

### Cognitive and Metacognitive Strategies Identification Form

Cognitive Strategies		
1	Activating Prior Knowledge	
2	Using Prior Knowledge	
3	Predicting	
4	Visualising	
5	Analysing Text Structures	
6	Organising Information	
7	Asking Questions	
8	Making Inferences	
9	Summarising	
10	Planning	
11	Creating Text	
12	Reviewing	
13	Evaluating	
14	Editing	
15	Sharing	
Metacognitive Strategies		
16	Metacognitive Monitoring	
17	Metacognitive Control	
18	Cognitive Strategy Selection	
19	Self-Assessment	