

Examining the Turkish Language Curriculum in terms of E-Learning, M-Learning, and U-Learning

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Abstract: The aim of this study is to reveal the relationship between Turkish teaching and e-learning, m-learning and u-learning in the program dimension. The research was carried out according to the interpretative paradigm. In this study, which was designed according to the qualitative research method, document analysis was used as a data collection technique. As a document, the special objectives, themes and subjects, text types and achievements of the Turkish Language Curriculum (2019) were used. Descriptive analysis technique was used in the analysis of the data. When the Turkish Language Curriculum is evaluated in general in terms of special objectives, themes and subjects, text types and achievements, it can be concluded that digital skills and multimodal literacy that serve these three learning types are not among the priorities. The special objectives, themes and topics, text types, and achievements in the Turkish Language Curriculum serve functional literacy rather than technological-based learning. In this respect, studies based on the Turkish Language Curriculum can be associated with e-learning, m-learning and u-learning types to strengthen the relationship between the program and technology-based learning.

Anahtar Sözcükler: Türkçe dersi öğretim programı, M-öğrenme, E-öğrenme, U-öğrenme

Türkçe Dersi Öğretim Programının E-Öğrenme, M-Öğrenme, U-Öğrenme Açısından İncelenmesi

Özet: Bu çalışmanın amacı Türkçe öğretimiyle e-öğrenme, m-öğrenme ve u-öğrenmenin ilişkisini program boyutunda ortaya koymaktır. Araştırma yorumlayıcı paradigmaya göre gerçekleştirilmiştir. Nitel araştırma yöntemine göre desenlenen bu çalışmada, veri toplama tekniği olarak doküman incelemesinden yararlanılmıştır. Doküman olarak Türkçe Dersi Öğretim Programı (2019) özel amaçları, tema ve konuları, metin türleri ve kazanımları kullanılmıştır. Verilerin analizinde betimsel analiz tekniğinden yararlanılmıştır. Türkçe Dersi Öğretim Programı (2019) özel amaçlar, tema ve konular, metin türleri ve kazanımlar açısından genel olarak değerlendirildiğinde dijital becerilerin ve bu üç öğrenme türüne hizmet eden çok katmanlı okuryazarlığın öncelikler arasında olmadığı sonucuna ulaşılabilir. Türkçe dersi Öğretim Programında (2019) yer alan özel amaçlar, tema ve konular, metin türleri, kazanımlar teknolojik tabanlı öğrenmeden çok işlevsel okuryazarlığa hizmet etmektedir. Bu bakımdan Türkçe Dersi Öğretim Programından (2019) hareketle yapılan çalışmaların program ile teknoloji tabanlı öğrenmenin ilişkisini güçlendirmeye yönelik e-öğrenme, m-öğrenme ve u-öğrenme türleriyle ilişkilendirilebilir.

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1. Introduction

Learning is the process of creating behavioral change in the individual with the help of different experiences and interactions (Tan, 2014). When these behavioral changes become permanent, learning is considered to have taken place (Arı, 2008). Therefore, permanent behavior change is the key concept of learning (De Houwer, Barnes-Holmes, & Moors, 2013). As can be understood from the explanations, learning is an element of the teaching process that provides permanent behavior change as a result of experiences.

This century is known as a period in which technology is used intensively. As a result, many activities are completed through computers and the internet. This situation is also reflected in educational environments and it can be said that different types of learning such as electronic learning, mobile learning, and u-learning have entered the life of the individual. E-learning is a form of instructional programming carried out with the help of tools and systems based on technological infrastructure (Dikbaş, 2006). In other words, e-learning can also be defined as performing and transferring teaching activities through electronic media (Gülbahar, 2009). Mobile learning, on the other hand, is a form of learning that is related to e-learning and provides access to content, benefiting from content and interaction without being tied to a specific location (Ağca & Bağcı, 2013). While m-learning eliminates the boundaries that may occur in terms of space and time, it differs from e-learning and includes e-learning (Korucu & Biçer, 2019). The main reason for this difference is that m-learning provides accessibility regardless of time and place (Bozkurt, 2015). As can be understood from the explanations, it can be said that as a result of the development of information and internet-based technologies, different types of learning fed by electronic tools have entered the education-teaching process.

It is an inevitable fact that these types of learning have become an indispensable part of life. This reality draws attention to the importance of studies on technology-based learning processes in the last century (Çavaş & Huyugüzel Çavaş, 2005). Technology-based learning provides various opportunities for children to have learning experiences outside the classroom while performing their daily life experiences (Mellati & Khademi, 2019). In order for this process to be effective in terms of teaching, necessary physical equipment should be provided and teachers' technological, pedagogical and content knowledge proficiency should be increased (Açıkgül Fırat & Özden, 2015). The necessary physical infrastructure and teacher proficiency will enable students to be more effective in associating technology with the teaching process (Açıkgül Fırat & Özden, 2015). In this way, students can learn to use their time more efficiently and effectively. As can be understood from the explanations, technology-based learning is the use of electronic tools to make the teaching process more efficient. In addition, it can be said that physical equipment and teacher proficiency are indispensable for the effectiveness of technology-based teaching.

It is known that the use of electronic devices in every field has increased with the acceleration of technological developments. These developments have also started to show themselves in the field of education, and various studies have been conducted to examine the effect of technology-based learning on teaching and learning process. Özdemir (2017), how digital technologies can be used in Turkish language teaching; it tried to reveal how social media environments, websites, screen recording applications and internet tools for creating collaborative products can be used in Turkish language teaching. In his study, Tenekeci" (2020) introduced web and mobile applications that can be used in teaching Turkish language grammar. Türker (2014), on the other hand, explained with examples how the

communicative processes should be in Turkish language teaching portals for foreigners prepared on a web basis. Altunbay and Bıçak (2018) carried out a study aiming to determine technology-supported applications suitable for the general characteristics of Z generation individuals in Turkish language lessons and to discuss the usability of these technological applications in Turkish lessons. Bozkurt (2015) touched on what u-learning was in his study and touched on its relationship with mobile learning and electronic learning. Orhan Özen (2013) investigated the effectiveness of this learning environment on teaching in his study on learning. As it can be understood from the explanations made and the case studies given, there are studies on e-learning, m-learning and u-learning based on technology-based learning in Turkey.

It is known that the use of technology together with many disciplines continues to increase today. Considering that this reflection also manifests itself in Turkish language teaching, it can be said that the education and training environment is tried to be made more efficient by making use of technology. These technologies can contribute positively to the development of basic language skills in the Turkish language teaching process (Özdemir, 2017). Yürektürk and Coşkun (2020) also reached findings that support this situation in their study. According to them, Turkish language teachers believe that technology is an important element in the development of basic language skills; it also provides important contributions to technology, economical use of time, classroom management, rich content and accessibility. Similarly, Dargut and Çelik (2014) draw attention to the positive effects of technology such as facilitating work and learning, saving time, attracting attention and making learning enjoyable. As can be understood from the sample studies given, it can be said that technology facilitates learning and makes it permanent.

Looking at the studies on the subject in the literature, there are studies on e-learning (Türker, 2014) and m-learning (Turumbetova & Varol, 2017) in Turkish language teaching. However, there is no study related to u-learning in Turkish language teaching. It is thought that this study will serve a deficiency in the literature in terms of considering the types of technological learning holistically. Based on this deficiency, the aim of the study is to reveal the relationship between Turkish language teaching and e-learning, m-learning and u-learning in the program. For this purpose, it is to answer the following questions:

1. What is the relationship of m-learning, e-learning and u-learning with the specific objectives of the Turkish Language Curriculum (2019)?
2. What is the relationship of m-learning, e-learning and u-learning with the themes and subjects of the Turkish Language Curriculum (2019)?
3. What is the relationship of m-learning, e-learning, and u-learning with text types of the Turkish Language Curriculum (2019)?
4. What is the relationship between m-learning, e-learning and u-learning with the learning outcome of the Turkish Language Curriculum (2019)?

2. Method

2.1. Research Design

This study is an improved version of the graduate seminar paper. The theoretical foundations of this research are based on the interpretative paradigm. The theoretical foundations of this research are based on the interpretative paradigm. The reason for taking the interpretative paradigm as a basis is that the Turkish Language Curriculum (2019) is interpreted from

multiple perspectives according to e-learning, m-learning and u-learning, in line with the purpose of the research. Interpretative paradigm is based on the handling and understanding of phenomena in line with the purposes of the research (Patton, 2014). The study was designed with the qualitative research method. The qualitative research method is based on understanding and interpreting the problem that constitutes the problem situation of a study (Klenke, 2016). The problem situation of this study is based on the relationship between the Turkish Language Curriculum (2019) and e-learning, m-learning and u-learning. Since the study is a literature review based on the document analysis technique and does not include any study group, it was thought that there was no need for an ethics committee approval. For this reason, there is no ethics committee approval.

2.2. Data Collection

In this study, document analysis was used as a data collection technique. Document analysis is a qualitative research technique based on examining data, extracting meaning from data, and interpreting data (Corbin & Strauss, 2008). This technique enables the analyzed documents to be analyzed carefully and regularly (Wach, 2013). The reason for choosing the document analysis technique is that the Turkish Language Curriculum (2019) was examined in terms of e-learning, m-learning and u-learning, in relation to the research method. In the study, the special aims, subjects and themes, text types and learning outcomes of the Turkish Language Curriculum (2019) were used as documents.

2.3. Data Analysis

The data obtained from the research documents were analyzed with the descriptive analysis technique. The descriptive analysis technique is based on summarizing and interpreting data (Yıldırım & Şimşek, 2013). The data are described in the context of the research questions. While using the descriptive analysis technique, the following themes were taken into consideration in line with the research questions: “ (1) m-learning, e-learning and u-learning in special objectives, (2) m-learning, e-learning and u-learning in subjects and themes, (3) m-learning, e-learning and u-learning in text types, (4) m-learning, e-learning and u-learning in learning outcome”

In order to increase the reliability of the research in the analysis of the data, it is important to get help from experts in the research process (Roberts & Priest, 2006). In this respect, the items related to the related themes were examined by a field expert. In cases of disagreement, the rationale was discussed and the analysis was finalized.

3. Findings

3.1. The Relationship of M-Learning, E-Learning and U-Learning with the Special Objectives of the Turkish Language Curriculum

In this section, m-learning, e-learning and u-learning are examined in terms of special objectives in the Turkish Language Curriculum (2019). Information on the place of related learning types in special objectives is as seen in Table 1:

Table 1

M-learning, e-learning and u-learning for special objectives

	M-Learning	E-Learning	U-Learning	Other
Special Objectives	–	1	–	9

As it can be understood from the table above, there is only one expression in terms of special objectives related to e-learning, m-learning and u-learning in the Turkish Language Curriculum (2019). This statement is only related to e-learning. This expression can be shown as: "...improving the skills of accessing, organizing, questioning, using and producing information from printed materials and multimedia resources" (MoNE, 2019, p. 8).

As can be seen, the above statement has been associated with e-learning, as it refers to the purpose of reaching and using technology. It is thought that mobile tools or u-learning will be more related to e-learning since it does not refer to the high-end technology production dimension. As seen in Table 1 in the special objectives section of the program, no statements related to m-learning and u-learning were found. Other expressions for special objectives can be shown as follows:

"Development of listening/watching, speaking, reading and writing skills, Ensuring that they use the Turkish language consciously, correctly and carefully in accordance with the rules of speaking and writing, to reach language pleasure and consciousness by enriching their vocabulary based on what they read, listen/watch; enabling them to develop their feelings, thoughts and imaginations, enabling them to acquire the love and habit of reading and writing. Ensuring that they express their feelings and thoughts and their opinions or thesis on a subject in an effective and understandable way, verbally and in writing. Developing the skills of researching, discovering, interpreting and structuring information in the mind, ensuring that they understand what they read and evaluate and question them with a critical perspective, to give importance to national, spiritual, moral, historical, cultural and social values, to strengthen their national feelings and thoughts. It is aimed to enable them to realize and adopt aesthetic and artistic values through works of Turkish language and world culture and art." (MoNE, 2019, p. 8).

As it can be understood from the statements, none of the above statements under the heading of special objectives include the technology dimension. These specific objective statements draw attention to the importance of functional reading.

3.2. The Relationship of M-Learning, E-Learning and U-Learning with the Themes and Subject Suggestions in the Turkish Language Curriculum

In this section, m-learning, e-learning and u-learning are examined in terms of themes and topic suggestions in the Turkish Language Curriculum (2019). Information on the place of related learning types in themes and subject suggestions is as seen in Table 2:

Table 2.

M-learning, e-learning and u-learning in themes and subject suggestions

	M-Learning	E-Learning	U- Learning	Other
Themes & Subject Suggestions	Reading Culture •E-book •Digital literacy	Reading Culture • Technology literacy • Z library • Z book • Multiple literacy		Virtues Our National Culture National Struggle and Atatürk Individual and Society Self-improvement Health and Sports Time and Space Feelings Nature and the Universe Art Citizenship
		Science and technology • Informatics literacy • Social media • Technology	–	
		Communication • Media literacy • Mass media		
		Children’s World • Digital games		

As it can be understood from the table above, four themes and twelve subject suggestions were found in terms of e-learning, m-learning and u-learning themes and subject suggestions in the Turkish Language Curriculum (2019). Among these, e-books and digital literacy, which are under the theme of reading culture, can be associated with m-learning since they provide access to information and information production with wired / wireless network devices such as phones, tablets, computers.

Considering that technology literacy, z-library, z-book, multiple literacy subjects, which are under the theme of reading culture, enriched computational tools and computer technologies are used intensively, it was found appropriate to associate them with e-learning. Information literacy under the information technology theme, media literacy and mass media subject suggestions under the social media, technology, communication theme have been associated with e-learning since technology-based electronic organs are mostly used during information access and use. Digital games under the theme of children’s world, on the other hand, have been associated with e-learning since they are realized with computers and similar devices.

As it can be seen from Table 2, there is no theme or topic suggestion for u-learning based on advanced technology in the Turkish Language Curriculum. Other themes and subjects suggestions can be shown as follows: “Virtues, our national culture, national struggle and Atatürk, individual and society, self-improvement, health and sports, time and place, emotions, nature and the universe, art, citizenship.” (MoNE, 2019, p. 15-16).

The theme examples above, which are under the heading of themes and subject suggestions, are not based on technology and the use of technology, but rather remain at the level of functional literacy.

3.3. The Relationship of M-Learning, E-Learning and U-Learning with Text Types in the Turkish Language Curriculum

In this section, m-learning, e-learning and u-learning are examined in terms of text types in the Turkish Language Curriculum (2019). Information on the place of related learning types in text types is as seen in Table 3:

Table 3.

M-learning, e-learning and u-learning in text types

	M- Learning	E- Learning	U- Learning	Other
Text Types	—	Email blog social media posts	—	memory, biography, autobiography petition, ephemera, brochure, diary, news text, advertisement, postcard, guides, travel writing, article / anecdote / interview / essay, letter, quotations, comic book, fable, story, cartoon, fairy tale / legend / epic, humorous anecdote , novel, drama, mania / lullaby song / folk song, poem, rhyme / counting / riddle

As can be understood from the table above, three examples were found in terms of text types related to e-learning, m-learning and u-learning in the Turkish Language Curriculum (2019). These text types are only related to e-learning. These text types can be shown as follows: “email, blog, social media messages.” (MoNE, 2019, p. 17).

As can be seen, the text types mentioned above are associated with e-learning since they are types based on computer and internet technologies that are carried out through electronic media. It was found appropriate to associate it with e-learning, since it does not refer to the use of mobile tools and u-learning to use high information technology. As seen in Table 3 in the text types section of the program, no statements related to m-learning and u-learning were encountered, and the other text types in the program are as follows: “Memory, biography, autobiography, petition, ephemera, brochure, diary, news text, advertisement, postcard, guides, travel writing, article / anecdote / interview / essay, letter, aphorisms, comics, fables, stories, cartoons, fairy tales / legend / epic, humorous anecdote, novel, drama, mania / lullaby, song / folk song, poem, rhyme / recital / riddle.” (MoNE, 2019, p. 17).

As can be understood from the explanations, it is seen that the above types, which are under the title of text types in the Turkish Language Curriculum (2019), are not based on internet technologies and are mostly used as printed sources.

3.4. The Relationship of M-Learning, E-Learning and U-Learning with Learning Outcomes of the Turkish Language Curriculum

In this section, m-learning, e-learning and u-learning are examined in terms of the learning outcomes in the Turkish Language Curriculum (2019). Information on the place of the relevant learning types in the learning outcomes is as seen in Table 4:

Table 4.

M-learning, e-learning and u-learning in learning outcomes

	M-Learning	E- Learning	U- Learning	Other
Learning Outcomes	—	4 listening learning outcomes		94 listening learning outcomes
		1 speaking learning outcomes		47 speaking learning outcomes
		16 reading learning outcomes	—	229 reading learning outcomes
		4 write learning outcomes		129 write learning outcomes

As can be understood from the table above, 25 examples were found in terms of e-learning, m-learning and u-learning achievements in the Turkish Language Curriculum (2019). As can be seen in Table 4, while the learning outcomes are related only to e-learning and are grouped according to 4 basic language skills, as shown below, m-learning based on mobile use and u-learning based on advanced technology use were not found. Listening learning outcomes that can be associated with e-learning are as follows:

“T.4.1.11. Evaluates the content of what they listen/watch. a) Media texts (advertisement, public service announcements, etc.) are listened/watched to enable students to make inferences about their target audience and purpose. (MoNE, 2019, p. 30). T.6.1.10. Evaluates the content of what they listen/watch. Students are made to listen/watch commercial films and have them do studies to determine the messages and implicit meanings. (MoNE, 2019, p. 39). T.7.1.12. Evaluates the content of what they listen/watch. a) It is ensured to determine the implicit meaning in the media texts. b) The target audience and purpose of the media texts are questioned. (MoNE, 2019, p. 43). T.8.1.11. Evaluates the media texts they listen/watch. It is ensured that they question the purpose and source of media texts.” (MoNE, 2019, p. 47).

As can be understood from the learning outcomes above, it is seen that four of the listening learning outcomes in the Turkish Language Curriculum (2019) are related to e-learning. The fact that these learning outcomes emphasize the use of media texts analyzed with the help of mass media and commercials reveals its relationship with e-learning. The learning outcomes related to reading, which is a comprehension skill like listening, can be shown as follows:

“T.3.3.22. Comprehends the message in short and simple digital texts. Electronic mail and social media contents (invitation, thank you messages, etc.) are included.” (MoNE, 2019, p. 28). T.3.3.26. Understands the meanings of shapes, symbols and signs. Figures and symbols used in information technologies (computer, tablet) and communication tools are emphasized. (MoNE, 2019, p. 28). T.4.3.22. Understands the meanings of shapes, symbols and signs. Maps, media signs and symbols are emphasized. (MoNE, 2019, p. 32). T.4.3.32. Comprehends the message in short and simple digital texts. Electronic mail and social media contents (congratulation, announcement and announcement messages, etc.) are included. (MoNE, 2019, p. 32). T.4.3.33. Evaluates media texts. Opinions are provided about the purpose and target audience of different types of media texts (advertising flyers, websites, travel brochures, handbooks, blogs, etc.). (MoNE, 2019, p. 32). T.4.3.35. Uses information resources effectively. In order to access information, information is given on how to use the contents of the printed and digital contents and the dictionary section. (MoNE, 2019, p. 32).

T.5.3.25. Evaluates media texts. It is ensured that they evaluate the messages given by the Internet, cinema and television. (MoNE, 2019, p. 37). T.5.3.29. Question the reliability of information sources. It is emphasized that sites with “edu” and ‘gov’ extensions are mainly used in scientific studies. (MoNE, 2019, p. 37). T.6.3.32. Evaluates media texts. It is ensured that they evaluate the messages given by the Internet, cinema and television. (MoNE, 2019, p. 41). T.6.3.34. Question the reliability of information sources. a) The reliability of internet/written sources (magazines, books, brochures, newspapers, etc.) is questioned. b) It is emphasized that sites with ‘edu’ and “gov” extensions are mainly used in scientific studies. (MoNE, 2019, p. 41). T.7.3.31. Evaluates media texts. It is ensured that they evaluate the messages given by the Internet, cinema and television. (MoNE, 2019, p. 45). T.7.3.33. Question the reliability of information sources. a) The reliability of internet/written sources (magazines, books, brochures, newspapers, etc.) is questioned. b) It is emphasized that sites with “edu” and “gov” extensions are mainly used in scientific studies. (MoNE, 2019, p. 45). T.7.3.35. Compares the written versions of the texts with the media presentations. a) Texts such as stories, fairy tales, anecdotes; it is compared with media presentations such as cartoons and animations. (MoNE, 2019, p. 45). T.8.3.29. Analyzes media texts. The purposes of media texts (transferring culture, interpreting events, informing, entertaining, persuading) are determined. (MoNE, 2019, p. 49). T.8.3.31. Question the reliability of information sources. a) Studies are carried out on the reliability of the information on the blog and personal internet pages. b) It is emphasized that sites with ‘edu’ and ‘gov’ extensions are mainly used in scientific studies. (MoNE, 2019, p. 49). T.8.3.33. Compares the written text of the literary work with the media presentation. It is compared in terms of heroes, place, time and event.” (MoNE, 2019, p. 49).

As can be seen, sixteen of the reading learning outcomes in the Turkish Language Curriculum (2019) are related to e-learning. In these learning outcomes, the use of technological infrastructure such as digital texts, information technologies, various internet sites, mass media and social media contents strengthens the relationship with e-learning. In addition to listening and speaking skills, e-learning learning outcomes were also found in the narrative skills included in the Turkish Language Curriculum (2019). As seen in Table 4, e-learning learning outcomes were determined in the field of writing the most among the narrative skills:

“T.6.4.11. He/she shares what he/she wrote. Students are encouraged to share their writings on social media with the classroom and school board. (MoNE, 2019, p. 42). T.7.4.2. Writes informative text. a) It is ensured that the students determine what they will write in the introduction, development and conclusion sections, create a draft of the text, use the ways of developing thinking, and present evidence to support their views from written and multimedia sources. T.7.4.17. He/she shares what he/she wrote. Students are encouraged to share their writings on classroom and school boards and social media, and to participate in poetry and composition competitions. (MoNE, p. 46). T.8.4.17. He/she shares what he/she wrote. Students are encouraged to share their writings on classroom and school boards and social media, and to participate in poetry and composition competitions.” (MoNE, 2019, p. 46).

As it can be understood from the writing learning outcomes above, e-learning is associated with 4 different learning outcomes with writing skill. The association of e-learning with writing skills was carried out through the use of multimedia and social media. Speaking is the least associated achievement of e-learning in the Turkish Language Curriculum (2019). The speaking achievement is as follows:

“T.8.2.1. He/she gives a prepared speech. a) Students should present their thoughts in a logical integrity, visual, auditory, etc. It is ensured that they use supporting materials and prepare presentations.” (MoNE, 2019, p. 47).

As seen above, the speaking learning outcome in the Turkish Language Curriculum (2019) has been associated with e-learning in terms of the multimodal text creation process.

4. Discussion and Conclusion

The aim of this study is to examine the Turkish Language Curriculum (2019) in terms of m-learning, e-learning and u-learning. For this purpose, the special objectives, learning outcomes, texts and themes in the program were analyzed in terms of these three learning types. Türker (2014) tried to explain how Turkish language teaching as a foreign language should be adapted remotely, with examples from e-learning/teaching studies. Turumbetova and Varol (2017) studied Turkish language vocabulary teaching with various mobile applications. While there are few studies based on e-learning and m-learning for Turkish language teaching in the literature, it is noteworthy there are not any studies on u-learning. In this respect, it can be said that this study serves an important deficiency in the literature.

Based on the findings for special objectives, it is seen that there aren't objectives to be associated with m-learning and u-learning among the expressions in the special objectives section. In terms of the three learning types examined, only e-learning has taken its place in the special objectives of the program. It was concluded that other expressions related to special objectives reflect functional literacy. Kocayığıt and Aykaç (2019), in their study, examined the primary school Turkish Language Curriculum in terms of objectives. Kalaycı and Yıldırım (2020); while analyzing the 2009, 2017, 2019 Turkish Language Curriculum comparatively, it also addressed the objectives. İşeri (2007) investigated the suitability of the sixth-grade Turkish language textbook and the Primary Education Turkish Language Curriculum for its objectives and evaluated whether the textbooks fulfill these objectives. Durukan (2008) investigated the relationship between the achievements in the 2005 Primary Education Second Level Turkish Language Curriculum and the general objectives of the program. The results of the studies conducted are not in any relationship with the results of this study. Because, in the related studies, the objectives were handled only on the basis of the program and with a perspective away from technology. In this study, the objectives were analyzed in terms of technology-centered e-learning, m-learning and u-learning.

Based on the findings related to the subject and themes, it was concluded that m-learning and e-learning were associated with the Turkish Lesson Curriculum under different themes. On the other hand, no findings were found regarding the relationship between U-learning and themes and subjects. It is seen that other themes and topics in the program take priority over texts that are far from digital content and that are not multi-layered. Aytan and Güneş (2017) revealed how the Turkish Lesson Curriculum (2017) is reflected in the themes and genres in the 5th-grade Turkish textbook. Bağcı Ayrancı and Pilav (2017) investigated the suitability of the themes in the Turkish Language Curriculum (2017) for use with the Aegean Region Folk Literature products. Sevim (2014) researched the ways of benefiting from Bektashi literature in secondary school Turkish textbooks in the context of the themes in the Turkish Curriculum. Bağcı Ayrancı (2018) investigated the compatibility of the 2018 Turkish Lesson Curriculum themes with Yozgat folk songs. There was no similarity between the findings obtained from the exemplary studies and the findings of this study. Because the theme and topic suggestions in the related studies were not handled through electronic tools,

in this study, the theme and topic suggestions were examined in the context of learning types based on digital technologies.

Similar results were obtained in the findings related to text types as well as for special objectives. It has been determined in the Turkish Language Curriculum (2019) that texts are associated with e-learning, but there are no text types that will serve m-learning and u-learning. It is seen that the text types in the Turkish Language Curriculum (2019) mostly consist of non-multimodal text types. Ören, Konuk, Sefer, and Sarıtaş (2017) aimed to compare the text types used to measure reading skills in PISA and the text types included in Turkish teaching programs. Kıbrıs (2019) examined the Turkish Language Curriculum (2018) by looking at the 'text type awareness' and investigated how this awareness was reflected in secondary school (5-8th grade) Turkish language textbooks. Süğümlü and Eraslan (2019) examined the relationship between text types and stereotyped vocabulary in secondary school Turkish language textbooks prepared within the scope of the Turkish Language Curriculum (2018). No association was found among the results of the studies because, unlike the present paper, the text types in the Turkish Language Curriculum have been handled away from a technology-centered understanding.

Similar findings were also found in the learning outcomes in the Turkish Language Curriculum (2019). Although it is seen that e-learning is associated with the program in terms of learning outcomes, the learning outcomes associated with m-learning and u-learning have not been found. In this respect, it has been concluded that most of the learning outcomes are related to functional literacy. Aslan and Atik (2018) examined the achievements of the 2015 and 2017 Primary School Turkish Language Curriculum according to the Revised Bloom Taxonomy. Bal (2018) has tried to examine the learning outcomes of the Turkish Language Curriculum and the applicability of these learning outcomes according to 21st-century skills. Soylemez (2018) aimed to determine the high-level thinking skills of the learning outcomes in the Turkish Language Curriculum (2018). Yılmaz and Turan (2020) tried to reveal the similarity between digital storytelling and the learning outcomes in the 2018 Turkish Language Curriculum. Öztürk and Kavas (2019) evaluated the Turkish Language Curriculum (2018) achievements in terms of visual reading and visual presentation skills. Durukan (2013) aimed to determine the opinions of teachers about the learning outcomes in the Turkish Language Curriculum (2005). Duran and Özen (2018) examined the availability of digital literacy in primary and secondary school Turkish Language Curriculum. Çakmak and Altun (2013) tried to determine the relationship between the learning outcomes of the Turkish Language Curriculum and the skills of media literacy education. Although there are examples that are handled with a technology-based perspective in the studies on the learning outcomes in the Turkish Language Curriculum, it is seen that most of these studies are far from the use of technology and do not coincide with the results of this study.

When the Turkish Language Curriculum (2019) is evaluated in general in terms of special objectives, themes and subjects, text types and learning outcomes, it can be concluded that digital skills and multimodal literacy that serve these three learning types are not among the priorities. On the other hand, in general, it can be said that all phases of the program are consistent. Because while it is seen as a priority in one dimension, it has not been encountered that it is not associated with another dimension.

In this respect, since the use of technology is intense in the current century, there is a need for studies that will associate the special objectives of the Turkish Language Curriculum with

technology use skills. In the literature, there is a need for perspectives that address the subjects and themes in the Turkish Language Curriculum from different perspectives and serve multimodal literacy. Since the number of text types in the program based on printed sources is higher than the types based on internet technologies, this balance can be established with further studies. The achievements included in the Turkish Language Curriculum can be adapted to e-learning, u-learning and m-learning with the studies to be done.

Note on Ethical Issues

The authors confirm that the study does not need ethics committee approval according to the research integrity rules in their country (Date of Confirmation: 07/08/2021).

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