

Examination Of Turkish High School Students' Literary and Linguistic Competence in Relation to The Requirements of The International Baccalaureate Diploma Program

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Abstract

An evaluation was conducted to assess the language and literary competency of Turkish secondary school students based on the standards set for the International Baccalaureate Diploma Program's (IBDP) Turkish A1 course. The study aimed to assess and compare the evaluation criteria employed in Turkish language and literature programs with those utilized in other nations. An extensive literature review was conducted to determine the national and international standards used in literature and language courses. The research team, consisting of 43 fourth-year students from a secondary school, aimed to assess the students' proficiency in oral and writing expression in Turkish literature and language, relative to global standards. The purpose of forming this working group is to ensure comprehensive representation of all potential types of samples. Three distinct assessments were created for the Turkish A1 course, consisting of two written examinations and one oral examination question, utilizing the evaluation criteria. The study group has to complete each of the three exams. Three researchers with specialized knowledge utilized document analysis to conduct a qualitative examination of the response papers. According to the findings of this study, it is evident that there is a lack of consensus among teachers regarding the criteria that should be employed for assessing literature and language classes. Typically, high school seniors demonstrate expressive and linguistic abilities that range from a 5 to a 6 on a scale of 10. These standards are universally employed worldwide. The disparity in language abilities between male and female students is remarkable, as girls demonstrate greater potential in terms of their expressive capabilities. Furthermore, studies indicate that oral communication abilities generally provide more favorable outcomes when compared to textual communication skills. In addition, students will provide critiques of numerous literary works independently.

Keywords: Teaching books and languages, the international baccalaureate program, the Turkish A1 course, and teaching

Introduction

As defined by TDK (2005), "culture" encompasses the sum of humankind's material and immaterial accomplishments throughout history, passed down from one generation to the next and preserved so that they may continue to serve as a barometer of humanity's mastery over its environment and a measure of its cultural and agricultural prowess. This development is the result of the handing down of both material and immaterial values to succeeding generations, with the goal of preserving them for their benefit. There is no denying the intertwined nature of language and literature, both of which contribute significantly to the transmission of cultural values from one generation to the next. This interaction is crucial in preserving cultural traditions for future generations. Kantemir (1976) argues that the study of language and literature is crucial within the context of national culture, and so must take place within the framework of a traditional educational institution. Providing students with a unique learning experience is a crucial step in fostering generational cultural shifts. Varş (1971) argues that schools' primary role is to expose children to different cultural perspectives while simultaneously imparting knowledge to students, facilitating the spread of information and the development of pupils' abilities. The importance of teaching language and literature is better understood when one considers the function that schools play in the dissemination of national cultures. Therefore, language and literature courses should be made mandatory requirements across the board. Language is the most vital medium via which human beings may convey their thoughts and feelings to others and gain insight into their own existence. Since this is the case, language classes are a required part of a person's formal education from the time they are young children until they graduate from college. Reading uses language to create works that enrich the reader's experience of reading by deepening the reader's awareness of themselves and the human condition. Therefore, the primary goal of literature education is to provide students with the necessary abilities, such as recognizing and assessing the creative quality of literary works, appreciating the meaning of linguistically dependent texts, and correctly interpreting them. To be more precise, secondary school is typically the first level when literature is formally introduced to students. The primary goal of literature studies in secondary school is to teach students to read and understand literature in any language, regardless of their background expertise in the subject. The main reason why language and literature

classes are included in secondary school curricula is to help pupils become proficient readers and listeners of the many different kinds of media they will encounter in their life. More importantly, this pedagogical effort aims to help students draw connections between the concepts offered in literary works and the worldview that was dominant during the time those works were written. Finally, it hopes to inspire students to develop their writing skills so that they might create works of exceptional literary merit. There have not been many major changes to the goals between the aforementioned historical periods and the present day. Kantemir (1976) argues that teachers in the field of Turkish language and literature hold four unique viewpoints on the purpose of their work. Among these are encouraging students to learn about and value diverse cultures, fostering their ability to think critically, shaping their worldviews, and encouraging the growth of their creative and emotional intelligence. Language and literature education in Turkey falls short of both the national curriculum and students' particular aspirations, according to a recent study. In the context of language and literature education in Turkey's secondary schools, it is reasonable to hypothesize that, despite the definition of comprehensive and targeted curricular objectives, these objectives are not always accomplished in practice. Despite having defined the goals, this remains the situation. Students are expected to memorize not only the works of the writers they are studying but also their life stories during the course of the semester. However, as the semester's end draws near, it is not unusual for students to find it increasingly difficult to retain the information and insights they have received throughout the semester. It's not surprising that students' capacity to articulate their thoughts about authors and the works they've created improves thanks to the language and literature studies they take between the ages of 15 and 18. The growing stresses of program anxiety and university entrance tests during adolescence may prevent students from laying a solid basis for appreciating or critically analyzing literary works in written or spoken mediums. Learning a new language and culture equips students with the foundational skills necessary for efficient communication and literary interpretation. Examinations are a popular tool used by international organizations to ascertain a candidate's level of expertise in a certain sector. Secondary school students in Turkey were tested on their language and literary knowledge using criteria taken directly from the International Baccalaureate Diploma Program's Turkish A1 course. Before conducting this analysis, extensive research was conducted

on the many assessment standards for language and literature education that are in use at the national and international levels.

Criteria for judging how well language and literature are taught

In the realm of education, the term "measure" is used to describe the process of assigning numerical values to aspects of teaching and learning, while "assessment" is used to describe the analysis and interpretation of those numerical values in light of predetermined standards. Evaluation and assessment are inextricably linked. Validity, reliability, accuracy, and efficacy in supporting subsequent learning processes can only be established if the methods employed for measurement and assessment have been certified. The process of collecting, analyzing, and interpreting such information allows individuals to evaluate their own skills and expertise. Teachers and students alike need to regularly assess their level of knowledge acquisition to provide evidence of their academic progress. Furthermore, statistically verifiable evaluations and measures made along a developmental trajectory can demonstrate the student's level of language acquisition proficiency. The evaluation's results can be used to tailor education to meet the needs of individual students, as well as to get insight about the students' present levels of development and the types of learning activities that will have the greatest impact. Important tools for gauging how much knowledge, abilities, and dispositions have been imparted to students include measurement and assessment. You can classify these things as follows: know-how, attitude, practice, and conduct. Systematic assessment and analysis of the education and training process, as argued by Ozbay (2006), allows for the detection and correction of issues at any point in the process. Careful consideration of a variety of factors is required for accurate assessment and measurement of linguistic and literary skills. The factors that go into this calculation include the students' readiness, their attitudes (both positive and negative), their knowledge of the assessment and measurement process, the frequency with which language skills are observed, and the use of appropriate questions to effectively gauge the specific aspects that are being measured. Learning a new language should ultimately lead to proficient use of that language, hence that should be the focus of any language course. Similarly, the goal of a literature education is to instill in students an appreciation for literature, an awareness of the value of literature in and of itself, and an understanding of the human experience and the workings of society as

revealed in literary works. The quality of language and literature programs is measured against both national and international benchmarks.

Criteria used for evaluation in Turkey

When one thinks about the evaluation of education in language and literature, one immediately thinks of the approaches that are used in science high schools, teacher preparation programs, Anatolian high schools, and general high schools. As seen by the increased allotment of teaching hours and the elevated priority placed on grades in these subject areas, the new four-year curriculum that is being implemented in high schools has been designed to provide the study of language and literature a higher level of importance. In order to construct a prospective representation of the implementation of the evaluation and assessment procedures relevant to the revised 2005 Turkish Literature and Language and Expression course curriculum within educational institutions, the utilization of teacher interviews serves as a fundamental approach that serves as a fundamental method. It has been discovered, on the basis of the data that were received from a variety of Turkish language and literature instructors, that the students who are enrolled in the Turkish Literature course are evaluated on the basis of three written assignments and two oral assessments. In a similar fashion, the students' progress in the Language and Expression course is evaluated based on the results of two written assignments and two oral examinations. This written examination is one that every single student is required to take, as it is mandatory. Oral examinations, in their opinions, can be carried out at any time during or after a class session, whereas written examinations often consist of either multiple-choice questions or open-ended inquiries. In the beginning, it was clear from the interviews that were carried out with the lecturers that the evaluation of the students' oral grades is not simply based on the true oral proficiency of the students. Instead, these marks are impacted by the subjective evaluations of the professors of the students' conduct within the classroom, their participation in a variety of ceremonies and festivities, their performance in other academic areas, and occasionally the results of student selection examinations. The use of written examinations as a method to reduce the anxiety caused by the process of student selection is another key event that has taken place. Educators who have had success with the use of student selection exams as the basis for their pedagogical practices should feel a feeling of obligation to continue using this strategy when they are in charge of the administration of written

exams because of the positive results they have obtained from using these exams. Questions for the written examinations are taken from previous tests or previews located inside the private course materials. These questions are not new. It is common practice to administer tests in the form of multiple-choice questions to students as a means of gauging how well they grasp material and remember it. When the influence of classroom activities is taken into consideration, there is no discernible improvement in the students' performance on standardized tests of speaking and writing. The evaluation of the language and literary education provided in Turkey takes a variety of variables into consideration. Among these is the Level Determination Exam (SBS), which is administered by the Ministry of National Education to determine a student's suitability for secondary education and serves as a prerequisite for admission. Exams such as the Transition to Higher Education Exam (YGS) and the Placement to License Exam (LYS) are also used to determine whether or not a student is qualified to enroll in college. It is envisaged that all individuals will be required to react to inquiries relevant to Turkish language and literature within the context of these examinations. These examinations will include students with a variety of academic backgrounds, including majors that place an emphasis on verbal or numerical domains. Multiple-choice questions in the field of Turkish literature cover a wide range of topics, including literary movements, notable figures in poetry and prose, literary epochs and the characteristics that define them, and grammatical conventions, orthographic rules, punctuation usage, reading comprehension, and the construction of paragraphs. The pupils' comprehension of written information is the sole criterion taken into consideration when developing these questions, which have been designed expressly for that purpose. In spite of this, one of the key goals of students' participation in language and literature classes is to improve their ability to communicate both orally and in writing. Because the primary goal of these assessments is to classify pupils according to their levels of achievement rather than evaluate their developmental progress, there have been complaints voiced about the absence of language and literary learning outcomes in these tests. It is common practice for teachers who specialize in teaching Turkish language and literature to express their dissatisfaction with the time constraints placed on their students, particularly as a result of the large amount of study time required for standardized tests. Because of the availability of these examinations, a significant number of pupils, particularly those in the twelfth grade,

have a propensity to skip school. In addition to this, when they do go, they make a concerted effort to participate in educational activities that are intended to improve their overall performance on these examinations. The Higher Education Institution (YK) is of the opinion that basing university admissions decisions solely on the results of a single examination and metrics regarding success in secondary school ignores the full qualifications of applicants. In addition, the use of multiple-choice questions in this procedure is not an accurate way to evaluate the candidates' ability to synthesize, analyze, and evaluate information. The Department of Education Research and Development, the General Directorate of Educational Technologies, and the Directorate of Primary Education are working together on the administration of the Student Achievement Assessment Examination, which is more generally referred to as the BBS. Students who are currently enrolled in the fourth and fifth grades, or those who are between the ages of nine and eleven, will take part in this research project. In addition to that, it requires the cooperation of a varied collection of teachers and other experts hailing from a wide range of fields and operating out of seven separate locations. Comparisons have been made between this examination and the YGS examination and the LYS test in terms of the validity of the question types and the breadth of coverage. The examination has been given on a consistent basis from the year 2002 and is presented in the format of multiple-choice questions. In Turkey, questions concerning primary and secondary education are asked and discussed quite frequently. One could claim that the test is not meant to evaluate students' language skills because it does not include components such as writing, speaking, or listening in any of the question sections or examples. This could be a valid point of view. As a result, the execution of this policy serves as an indication of Turkey's perspective regarding the evaluation and assessment of educational programs. In addition, Turkey has been successful in establishing TMER, which stands for the Turkish and Foreign Language Research and Application Center. TMER complies with internationally accepted requirements and is regarded as appropriate and credible. The Turkish Language Education and Research Center (TMER) is an educational organization with the mission of teaching the Turkish language to people of Turkish ancestry who live both inside and outside of Turkey. The objective of the working group that the European Council for European Language Portfolios (ECFELP) has established is to put the Test, Measurement, and Evaluation Research (TMER) methodology into practice. According to Kose (2004):

25, the goal of this project is to establish consistency in foreign language curricula as well as assessments. As a direct consequence of this, the Test of Multilingual English Readiness (TMER) has garnered a large amount of respect as a credible instrument for evaluating linguistic competence on a global scale.

Conclusion

The following findings can be gleaned from an analysis of Turkish secondary school students conducted with reference to the prerequisites for the Turkish A1 course of the International Baccalaureate Diploma Program. A gender-based analysis of the students in the research group demonstrates that, throughout all four time periods, the female students demonstrate a higher level of linguistic and literary proficiency than their male counterparts. This is the case when the talents of the students are being evaluated. Why When compared to their peers who attend traditional high schools, students who are enrolled in educational institutions that utilize centralized evaluations have a higher level of linguistic and literary proficiency. The content provided by the user does not contain enough information to be rewritten in an academic style. Students who specialize in either the area of equal weight or the field of numerical performance have been found to have higher performance, according to an examination of the language and literary skills of members of the study group. There has been a general downward trend in the percentage of students who are successful in the discipline of social science. This constraint results from the fact that regular secondary educational institutions are the only ones that provide this topic of study as an option for students to pursue. As a result of the analysis, it is possible to draw the conclusion that the students' skill in literary text criticism is lacking in a number of different areas. To begin, they have difficulty providing evidence that they have read and comprehended the material by integrating appropriate references. Instead, the majority of their assessments are founded on their own personal perceptions. Second, they don't examine how the various literary qualities influence the reading of the passage. Last but not least, they have trouble choosing an appropriate style or genre for their commentary. The mean score of 10.86 reflects these flaws, which can be found in the test. The students' grasp of the explanations provided in the texts, their textual comments, and their capacity to substantiate such remarks within the context of creating an academic essay on literary works are the criteria that are used to evaluate the students who are participating in the study group. Because of this, it is possible to declare that the forms

that they compose take the form of essays, with a mean score of 9.38. The research papers that were created in the Turkish Literature and Language and Expression classes did not meet the criteria for evaluation that were established for international literature in the Turkish A1 curriculum. Term papers are assigned by teachers as a means to improve students' academic performance; nevertheless, these assignments do not measure students' capacities for critical thinking, comprehension, interpretation, or analysis. Educators provide term papers as a means to improve students' academic performance. The text provided by the user does not include any material that needs to be rewritten in an academic manner. After evaluating the students in the study group for their oral ability, it became clear that they lacked a methodical approach to communication; they failed to add textual material to verify their opinions during presentations; and they exhibited an insufficient knowledge with literary works. These deficiencies became immediately apparent. The participants are aware of the literary features that are incorporated into the works; nevertheless, they either do not have the ability to articulate these literary characteristics or are uninformed of the necessary to examine the implications of these literary aspects (mean = 13.74). According to the conclusions described above, it is proposed that the curriculum for the study of Turkish language and literature be brought into line with worldwide standards. The pedagogy of teaching language and literature can be significantly improved via the incorporation of activities that put an emphasis on the development of skills rather than the transmission of information. The input from the user does not include any information that needs to be rewritten. It is of the utmost importance to establish and modify criteria for evaluation that can be used consistently throughout all language and literature classes. The use of a camera can make it easier to evaluate students' abilities in the oral component of the assessment. This makes it possible to identify errors in both written and spoken language. When determining preferences in academic fields, it is essential to take into account language and literary proficiencies such as reading, writing, and public speaking talents in addition to the grade point average. The user's content does not contain any material that needs to be rewritten. When reorganizing the curriculum for language and literature, there should be special consideration given to the particular requirements and goals of science high schools, teacher preparation programs, social science high schools, and vocational high schools.

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