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Türk Edebiyatı ile Dil ve Anlatım Derslerinin Birleştirilmesi Hakkında Öğretmenlerin Görüşleri

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Makale Bilgisi	ÖZET
<i>Geliş Tarihi:</i> 12.05.2022	Bu çalışmada Türk dili ve edebiyatı öğretmenlerinin Türk edebiyatı ile dil ve anlatım derslerinin birleştirilmesi hakkındaki görüşlerinin belirlenmesi amaçlanmıştır. Araştırmanın çalışma grubunu 2020-2021 eğitim öğretim yılında farklı lise türlerinde görev yapan 25 Türk dili ve edebiyatı öğretmeni oluşturmaktadır. Araştırma nitel araştırma yöntemlerinden durum çalışması yöntemiyle gerçekleştirilmiştir. Veriler, yarı yapılandırılmış sorulardan oluşan form ile elde edilmiştir. Araştırmada elde edilen veriler içerik analizi ile çözümlenmiştir. Türk dili ve edebiyatı ile dil ve anlatım derslerinin birleştirilmesiyle uygulamaya konulan Türk dili ve edebiyatı dersine ilişkin öğretmenlerin olumlu ve olumsuz düşüncelerinin olduğu söylenebilir. Öğretmenlerin çoğunluğu tarafından dile getirilen görüşlerden bazıları, iki dersin birleştirilmesiyle derste konu bütünlüğünün sağlandığı ancak dil bilgisine yönelik konular için ayrılan ders süresinin yeterli olmadığı şeklindedir.
<i>Kabul Tarihi:</i> 09.06.2022	
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Views of Teachers on Merging Turkish Literature and Language and Expression Courses

Article Information	ABSTRACT
<i>Received:</i> 12.05.2022	The objective of this study is to determine the views of Turkish language and literature teachers about merging Turkish literature and language and expression courses. The study group of the study consists of 25 Turkish language and literature teachers working in different types of high school. In the study was conducted utilizing the case study method, one of the qualitative research methods. Data was obtained through a form consisting of semi-structured questions. The data obtained in the study were analyzed using the content analysis method. According to teachers' opinions in relation to the Turkish language and literature course, which was introduced by merging the Turkish literature and language and expression courses, it can be said that the teachers participating in the study have both positive and negative opinions in the study. Some of the opinions expressed by most of the teachers are that merging the two courses ensures subject integrity in the course, however the course duration allocated for grammar subjects is not sufficient.
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1. INTRODUCTION

Language, which has played a leading role in the transformation of individuals into communities, communities into nations, and the development of the cultural structure by enabling communication between people for centuries, consists of signs that form multi-directional sound structures (Bayazıt, 2012). Language is the most effective tool in creating history, culture, and society. It is as versatile as culture, as integral as a society, as alive as humanity. Literature is an art that forms certain rules for the purpose of speaking and writing the language completely and accurately, that passes down to future generations both the written and oral culture of the society in which individuals live, preserving individual and social works during this process with an aesthetic and beauty understanding, making it possible to retransform these works (Üstün, 2007, p. 9-10). Literature is a discipline that includes many written and oral products produced with aesthetic and artistic concerns, that can be used as a parameter in determining the development levels of nations, and cannot be isolated from language education (Demir, 2016). In literature, considering the fact that humans are thinking creatures, written and oral works are produced based on language. Individuals express what they desire to happen through feelings, thoughts and dreams, that is, through characteristics specific to humanity, and they do this with the aid of language as an intermediary. In this context, the concepts of language and literature cannot be considered separately from each other.

Language and literature education is important in terms of strengthening students' ability to understand and express, developing their ability to look at events from different perspectives, forming the basis of success in other courses, and creating aesthetic pleasure (Keçeci, 2014). The basis for effective use of language, which has such important functions, is to learn language in the best way. In this context, the content and teaching of the Turkish language and literature (TLL) course is very important. This is due to the fact that the "TLL Curriculum" is primal among the curriculums aimed at knowing the requirements of language and developing language skills. The first and most important point emphasized by the curriculums prepared for the TLL course is the idea of how Turkish can be better comprehended (Erdem and Topbaş, 2017). The main objective of language education is to improve people's communication and thinking skills (Güzel, 2006). Language and literature education is what ensures that the cultural values to which it belongs are passed down to generations through literary works. Therefore, every nation structures its language and literature education in a specific way (MEB, 2015). For many years, language and literature education in Turkey was provided at the secondary education level under the name of TLL courses. Language and literature education was later separated with the curriculum prepared in 2005, and taught individually within the scope of Turkish literature (TL) and language and expression (LE) courses. TL and LE courses were re-merged as of 2015 and started to be taught gradually from the ninth grade. The Secondary Education TLL Course Curriculum was published in its new form in 2017, and finalized after it was revised again in 2018. At times both the separation and merging of TL and LE courses caused controversy over the years. Merging the lessons was welcomed by some circles in terms of course integrity, while it was criticized by other circles with the thought that it is an intense program. In this context, the objective of this study is to determine the opinions of TLL teachers with respect to teaching the course both separately in the form of TL and LE, and combined as TLL. According to the teachers, it is considered that the results obtained in the study are important in terms of determining the positive and negative aspects of merging the courses on practice, and making changes in the curriculum, implementation and/or textbooks. In this context, the following questions were pursued in the study:

1. According to the teachers' opinions, what are the positive aspects of merging TL and LE courses as the TLL course?
2. According to the teachers' opinions, what are the negative aspects of merging TL and LE courses as the TLL course?
3. According to the teachers' opinions, what effects does the course, which is taught as the TLL course by merging TL and LE courses, have on the implementation process?
4. What are the teachers' suggestions for a more effective implementation process of the course, taught as the TLL course by merging TL and LE courses?

2. METHODOLOGY

This study, which aims to analyze the opinions of TLL teachers about the TLL, which is a single course developed by merging the TL and LE courses, was conducted using the case study method, which is a qualitative research method. Case studies discuss how and why questions, providing the opportunity for the in-depth analysis of an event or phenomenon (Yıldırım and Şimşek, 2013, p. 313). The present study was planned in the holistic single

case design. There is only one unit of analysis in single case designs (Yıldırım and Şimşek, 2013, p. 326). The unit of analysis subject to this study is the TLL course curriculum.

2.1. Participants

The purposeful sampling method of maximum diversity sampling was used to determine the study group of the research. The purpose of maximum diversity sampling is to create a small sample and reflect to a maximum degree the diversity of individuals who may be a party to the study problem in this sample (Yıldırım and Şimşek, 2013). In this study, the study group includes TLL teachers working in different types of high schools. The study group consists of 25 TLL teachers working in different types of high schools in the 2020-2021 academic year, including vocational and technical anatolian high schools in Bursa province's Osmangazi and İnegol districts, science high schools in Nilüfer district, imam-hatip high schools in Sakarya province's Hendek and Konya province's Selçuklu districts. The teachers in the study group agreed to willingly participate in the study. The demographic characteristics of the teachers participating in the research are presented in table 1.

Table 1.

Demographic characteristics of the teachers in the study group

Participants	Gender	Age	Educational Status	Seniority	School Type
P 1	F	32	BD*	8	VTAHS*
P 2	F	44	BD	18	SHS*
P 3	F	40	BD	17	SHS
P 4	M	58	BD	33	VTAHS
P 5	F	32	MD*	7	VTAHS
P 6	F	39	BD	15	VTAHS
P 7	F	38	MD	13	VTAHS
P 8	F	31	BD	5	VTAHS
P 9	F	38	MD	12	VTAHS
P 10	F	29	BD	6	VTAHS
P 11	F	38	BD	12	VTAHS
P 12	M	37	MD	12	VTAHS
P 13	F	35	MD	14	VTAHS
P 14	F	45	BD	24	SHS
P 15	M	45	BD	22	SHS
P 16	M	30	BD	8	VTAHS
P 17	M	34	MD	8	AIHHS *
P 18	F	33	MD	10	AIHHS
P 19	F	49	BD	28	SHS
P 20	F	39	BD	18	AIHHS
P 21	M	35	MD	14	AIHHS
P 22	F	43	BD	5	SHS
P 23	F	32	BD	8	AIHHS
P 24	F	37	BD	14	AIHHS
P 25	F	38	BD	11	AIHHS

Female (F), Male (M), Bachelor's Degree (BD), Master's Degree (MD), Vocational and Technical Anatolian High School (VTAHS), Science High School (SHS), Anatolian Imam Hatip High School (AIHHS)

As seen in Table 1, 19 of the teachers who participated in the interviews are female and 6 are male. Eight of the teachers have a master's degree and 17 have an undergraduate degree. The average age of teachers is 38.04 and the average years of seniority in the profession is 13.68. The teachers participating in the study are aged between 29-58, with seniority of 5-33 years. 12 teachers work in VTAHS, 7 teachers in AIHHS and 6 teachers in SHS.

2.2. Data Collection Tools

A semi-structured interview form prepared by the researcher in accordance with the purpose of the research was used in the study as the means of collecting data. Expert opinions were obtained for the interview form

prepared (n=3), and the questions were evaluated in terms of whether they cover the subject being explored and whether it is obvious and clear. The interview questions were reviewed again and the questions were finalized in accordance with the feedback received from the experts. The interview form consists of 11 questions in total, with 7 questions containing personal information about the teachers (gender, age, educational status, professional seniority, type of high school they work), and 4 open-ended questions that determine opinions in relation to the TLL course. The open-ended questions in the semi-structured interview form consist of questions that determine the opinions of teachers on the positive and negative sides of the merged TLL course, its effects on the implementation process of the course, and their suggestions for the effective implementation of the course. The most important convenience that the semi-structured interview technique offers to the researcher is that the interview is based on the pre-prepared interview form, which provides a systematic structure to the interview technique (Yıldırım and Şimşek, 2013). In addition, this technique may also enable the researcher to ask sub-questions depending on the course of the interview, affecting the course of the interview, and thus further elaborate individuals' responses (Türnüklü, 2000).

In the study, a pre-interview was conducted with two different teachers from the study group ahead of the interview. Based on the responses provided by the two pre-interviewed teachers, the questions were found to be understandable.

2.3. Collection of Data Collection

Interviews were conducted with 25 teachers selected from among the TLL teachers on duty at different school types in Bursa province' Osmangazi, İnegöl and Nilüfer districts, Sakarya province's Hendek district and Konya province's Selçuklu district. Prior to the interview, an appointment was made with the teachers for the interview. Face-to-face interviews were conducted at the schools where teachers work on the specified day and time. At the beginning of the interview, teachers were informed about the study. The answers to the questions the teachers are asked during the interview were recorded in writing by the researcher. Each interview ran for an average of 20-25 minutes. At the end of the interview, the researcher read out the answers recorded in writing to the teacher participating in the interview, and asked the teacher to make any necessary corrections to their answers. The necessary corrections were made by the teachers who wanted to edit their answers. This thus ensured participant confirmation for the data collected in the study, and served to prevent data loss.

2.4. Data Analysis

All data recorded in writing by the researcher during the interview were transferred to the electronic environment. The data obtained were analyzed through content analysis. Content was analyzed in four stages (Glesne, 2012; Yıldırım and Şimşek, 2013). First, the data were coded. This coding process was made in accordance with the concepts taken from the data. In the second stage, the common aspects between the codes were found and the codes were categorized by thematic coding. In the third stage, the data were defined by organizing them according to codes and themes. In the last stage, the findings were interpreted.

Content analysis was first performed independently by two researchers. Then, the researchers came together and examined the determined themes and codes together. The final themes and codes were decided in line with common opinions. The themes and codes created by the researchers were presented to expert opinion and the final version was presented in the form of tables. The codes showing to which teachers the statements belong to are presented on the tables as P1, P2 ... P25. Frequency and percentage values related to the codes are included. Exact discourses quoted from the teachers' opinions are also provided under the relevant tables.

2.5. Validity and Reliability

In the study, effort was made to ensure internal validity through expert analysis and participant confirmation, and external validity through detailed description of the data. Expert opinion was obtained for the semi-structured interview form and analysis of the data. Teachers were made to confirm their own responses to the interview questions. The themes and codes obtained from the data are presented in detail in the tables, with exact quotations included.

The data analysis conducted by the researchers for reliability were presented to expert opinion, and the consistency between the evaluators regarding the theme and codes between both data analyses was calculated according to Miles and Huberman's formula (1994). The same themes and codes, consensus, different themes and codes were digitized as disagreement, and the reliability coefficient was found by calculating it using the

relevant formula. The reliability coefficient was found to be 85% as a result of the calculation made using the formula, Reliability = Agreement / (Agreement + Disagreement). Levels with a reliability coefficient of 70% and above are considered reliable (Miles & Huberman, 1994).

3.FINDINGS

The study determined the opinions of TLL teachers about the "TLL" course, which started to be implemented upon the merging of the "TL" and "LE" courses. The opinions of the teachers regarding the positive and negative aspects of the merged course, the implementation process and suggestions for improving the implementation process of the course are presented in the tables below. The teachers' views on the positive aspects of the combined lesson are shown in table 2.

Table 2.

Teacher views on the positive aspects of merging "TL" and "LE" courses

Theme/Category	Code	f	%
Teacher	Lessons are taught more efficiently. (P4, P6, P8, P9, P11, P12, P15, P16, P17, P18, P19, P21, P23, P25)	14	56
	Reducing the number of gains and activities made it possible to teach all the subjects (P4, P5, P7, P8, P10, P12, P13)	7	28
	The processing time of grammar and literature subjects were balanced during the course (P7, P8, P10, P13, P20, P23)	6	24
	Ease of classroom management (P1, P10, P12, P17, P25)	5	20
	It became easier to get to know the students (P1, P20)	2	8
	It became easier to identify students' shortcomings (P1, P22)	2	8
	The number of classes taught decreased (P5, P12)	2	8
	Paperwork reduced (P5, P12)	2	8
Student	Integrity was ensured between subjects (P1, P3, P4, P5, P6, P9, P10, P12, P13, P19, P20, P21, P22, P24)	14	56
	Learning was made easier by teaching grammar topics through literary texts (P3, P5, P9, P10, P11, P12, P13, P16, P20, P21)	10	40
	Increased opportunity to practice on examples during class (P2, P4, P10, P11, P13, P18, P21)	7	28
	It enabled students to adapt to a single teacher (P1, P8, P10, P12, P13, P20)	6	24
	Cognitive-level learning increased (P6, P15, P16)	3	12
	Subjects became concrete (P14, P15)	2	8
	It eliminated the requirement to buy textbooks and materials for two different courses (P10, P12)	2	8

Looking at Table 2, according to teacher opinions, the positive aspects of teaching the course as "TLL" upon merging the two courses, are categorized under two themes: "teacher" and "student". The top advantage of teaching the courses as a single course in terms of the "teacher" is that "the course is taught more efficiently (56%)". Other views, respectively, "Reducing the number of achievements and activities helped the subjects to be taught (28%)", "The teaching time of grammar and literature subjects in the course was balanced (24%)", "The classroom management was facilitated (20%)", "getting to know the students it became easier (8%)", "it became easier to identify the shortcomings of the students (8%)", "the number of classes taught decreased (8%)" and "paperwork decreased (8%)". In terms of "student" advantages, it was stated that "integrity between subjects was achieved (56%)" in the first place. Other views, respectively, "learning of grammar subjects through literary texts became easier (40%)", "the opportunity to practice on examples in the lesson increased (28%)", "it enabled students to adapt to a single teacher (24%)", "learning at the level of comprehension increased (12%)", "subjects became concrete (8%)" and "no textbooks and materials were required for two different courses (8%)". Examples of quotations taken from the opinions expressed by teachers are presented below.

"While our lessons were divided into two as Turkish language and Turkish literature, it could be difficult to establish unity in the classroom due to the different teachers attending the classes. Now there is unity as one lesson, one teacher and one classroom. In addition, a teacher had lessons for many different classes, especially if

language and expression lessons were predominant. Thus, it became difficult to recognize the students. Because it was difficult to notice the shortcomings of the students, whom we had only two lessons per week. Now, with five lesson hours a week, we both get to know the students and notice the shortcomings more easily." (P1)

"By combining TL and LE courses, subject integrity has been achieved. We can do grammatical studies on the texts in TL lessons. We can show the word types and reinforce the topics. It also has a positive contribution in terms of time. When one of the subjects of TL and grammar is not trained or is unfinished, we can complete it in the other course. It was also a negative situation for the students to have another teacher attending the TL class, another LE course. When combined, the students were relieved of the necessity of using different books and different materials for both lessons." (P10)

"We were having difficulties in filling the lecture hours due to the limited number of LE hours and the subjects were not well distributed on a class basis. When the lessons were combined, these problems were solved. In addition, not having to deal with two different course programs and unnecessary documents was more beneficial in using our time more efficiently. I think it was more beneficial for the students as a holistic approach that they did not have to learn from two different lessons, two different sources and two different teachers. Grammar topics can be applied to literary texts. Different texts are used in the same periods on the basis of classes and are entered into details gradually. It has been an appropriate application. It was also beneficial to reduce the activities in the books in the past years." (P12)

"As the subjects are gathered in a single teacher, it increases the dominance of the teacher in the classroom and enables the subject to be handled more efficiently. The teacher tells the subjects more efficiently within the scope of the TLL course. (P25)

5 teachers (P4, P9, P19, P21, P22) among 25 TLL teachers in the study group of the study regarding the negative aspects of the combined lesson stated that there was no negative side. On the other hand, 1 teacher (P20) stated that there is no negative side for teachers, but negativity for students. The views of 20 teachers who expressed their negative opinions are shown in table 3.

Table 3.

Teacher views on the negative aspects of merging "TL" and "LE" courses

Theme/Category	Code	f	%*
Teaching the topics	Lack of a balanced distribution of the subjects in the program (P10, P12, P14, P16, P17, P18, P23)	7	35
	Student boredom due to the high number and length of literary texts (P5, P10, P12, P13, P23)	5	25
	Increased difficulty of learning due to the inclusion of language and expression subjects in literary texts (P6, P10, P11, P12, P15)	5	25
	Course content being intense according to students (P11, P20)	2	10
	Some students paying attention solely to language and expression subjects for the central exams (P15, P16)	2	10
	Lack of focus on literary subjects as literature subjects include grammar subjects (P24)	1	5
	Language and expression subjects are not elaborated (P2)	1	5
Student Level	Increased lesson hours of the merged course makes classroom management difficult in low-level grades (P7, P8, P13, P25)	4	20
	Difficulty teaching grammar subjects in the merged course for students with low-level readiness (P1, P2)	2	10
	Questions regarding assessment and evaluation are not suitable for the student level (P12, P14)	2	10
Duration	Insufficiency of the weekly time devoted to language and expression subjects (P1, P5, P13, P14, P17, P18)	6	30
	Not enough time for the activities and exercises in the program (P5, P11, P13, P17)	4	20

* Percentage calculation was made based on the 20 participants who provided negative views.

According to Table 3, teachers' views on the negative aspects of the merged course are categorized under the themes of "teaching the subjects", "student level" and "duration". The most emphasized opinion in relation to teaching the subjects is that "the subjects under the curriculum do not have a balanced distribution (35%)". Other

views are, respectively, "Students get bored because the number of literary texts are too many and long (25%)", "Learning becomes difficult due to the placement of language and expression topics in literary texts (25%)", "According to the student, the course content is intense (10%)", "Some students only care about language and expression subjects for central exams (10%)", "not concentrating attention on literary subjects (5%) because there are grammar subjects in literature subjects" and "language and expression subjects remain superficial (5%)" in the form. In terms of student level, the negative opinions of the teachers about the combined lesson were mostly in the form of "classroom management becomes difficult in low-level classes (20%) as the hours of the combined lesson increase". Other opinions were stated as "it becomes difficult for students with low level of readiness to process grammar subjects in the combined lesson (10%)" and "the questions for assessment and evaluation are not appropriate for the student level (10%)". In terms of duration, teachers' negative opinions took the first place in the opinion of "insufficient time per week for language and expression issues 30%" and "not enough time for the activities and exercises in the program (20%)" took the second place. Exact examples of quotations from teachers' views are presented below.

"Weekly time given for LE lessons are insufficient, time is not enough for the necessary activities and exercises related to the subjects. The texts that do not attract the attention of the students, are too long and contain many words with unknown meaning make the course difficult and weaken the students' interest. The number of sample texts given on the basis of subject can be high. By reducing these numbers, books can include more diverse exercises for grammar. " (P5)

"Poorly selected texts make the subject difficult to understand because they are too long. The number of texts is too many and some texts are too long, causing a waste of time. The questions regarding assessment and evaluation are not suitable for the student level." (P12)

"Class hours are quite long for students, especially for vocational high school students, and students get bored with the lesson. I think it is a negative situation to include less grammar parts. More activities were being held when the classes were separated." (P13).

The opinions of the teachers about the application process of the combined lesson are shown in Table 4.

Table 4.

Teachers' views on the effects of combining "TL" and "LE" courses on the implementation process of the course

Theme/Category	Code	f	%
Effective aspects	Holistic subjects enabled effective learning (P3, P8, P9, P10, P11, P12, P14, P19, P20, P21, P22, P25)	12	48
	Ensured effective use of the lesson time (P5, P6, P7, P8, P10, P11, P12, P13, P22)	8	32
	Increased student interest in and contribution to the course (P4, P8, P10, P12, P18, P19)	6	24
	Provided greater flexibility for the teacher in planning the lesson (P1, P5, P7, P23)	4	16
	Became more suitable for students' cognitive levels (P2, P8, P15)	3	12
	Increased achievability of gains (P4, P13, P24)	3	12
	Verbal and written expression became clear (P4, P21)	2	8
	Enabled high-level thinking in students (P11)	1	4
Problems encountered	Content is intense, tiring and boring for students (P13, P15, P16, P18)	4	16
	Classroom management became difficult due to excessive course hours (P13, P14, P15, P17)	4	16
	Moving on from one topic to another negatively affected student attention (P14, P15, P17)	3	12
	It became difficult to make a lesson plan (P16)	1	4

According to Table 4, the merging of the lessons and the views of the teachers about the "TLL" course were classified under the themes of "effective aspects" and "difficulties experienced" during the implementation of the course. In terms of effective aspects, the opinion "holistic subjects enabled effective learning (48%)" came to the fore. Other views were "enabled the effective use of the lesson time (32%)", "the importance and participation of the student to the lesson increased (24%)", "the teacher was given more flexibility in planning the lesson (16%)", "more suitable for students' cognitive levels. (12%)", "the accessibility of the gains increased

(12%)", "verbal and written expression became clear (8%)" and "provided high level thinking in students (4%)". In terms of the difficulties experienced, the views of "content intense, tiring and boring for students (16%)" and "class management became difficult (16%)" came to the fore. Other opinions were expressed as "moving from topic to topic affected the student's attention negatively (12%)" and "it was difficult to make a lesson plan (4%)".

"Since the genres are taken as the basis first, the concern about whether the subjects are adequately processed or not has disappeared. Verbal and written expression has become more clearly perceived. Since the problem at the point of reaching the student is eliminated, the student was drawn into the teaching with a more active and practical method. (P4)

"With the combination of these lessons, time has been used more effectively. It can be more comfortable for students to express themselves in one lesson instead of two different lessons. It may be better for him to show himself to a teacher he is used to and knows during the lesson and to attend the lesson in the classroom. At the same time, having a lot of time in the hands of the teacher makes the repetitions of the lessons effective. The intertwining of the lessons, for example, including the grammar part in the literature section, increases the productivity for the student." (P8)

"Subject integrity has been ensured for the students. Different material, different book problem disappeared. The fact that both courses are one lesson has increased the importance and value students give to the lesson." (P10)

"We make the teaching of the lesson difficult and we have difficulty in attracting the attention of the students. Since literature subjects do not attract the attention of students especially in science high schools, they cause negative interference in the teaching of the lesson." (P15)

"Lesson planning has become more difficult. Because the teacher has to determine when, how and to what extent the subjects of literature and language expression will work. Therefore, planning should be done more carefully. In addition, since the courses and subjects are mainly literature, students can see the course as only literature." (P16)

When the suggestions of the teachers for better processing of the combined lesson were examined, 19 teachers out of 25 participants made suggestions. 6 teachers (P4, P9, P19, P20, P21, P22) who did not make a suggestion stated that they did not offer suggestions because they did not see any negative side about the teaching of the lesson. The suggestions of the 19 teachers who made suggestions are shown in table 5.

Table 5.
Teachers' opinions on the combined "TLL" lesson to be taught better

Theme/Category	Code	f	%*
Plan/schedule	More time should be given to grammar subjects in unitized annual lesson plans (P1, P5, P6, P12, P16)	5	26.3
	The duration of the lesson should be proportional to the content in the plans (P5, P11, P13, P18)	4	21
	The distribution of subjects according to the grade levels in the programs should be balanced (P1, P10, P14)	3	15.7
	Annual plans should be prepared differently according to school types (P7, P12, P14)	3	15.7
	Lessons should be separated (P14, P15, P24)	3	15.7
	Similar subjects should be included in the same week in the annual plan (P10)	1	5.2
Textbooks	Textbooks with more examples and activities related to grammar should be prepared (P2, P5, P10, P12, P13)	5	26.3
	Content should be enriched in terms of reading and writing activities (P2, P3, P17, P21)	4	21
	The number and length of the texts should be reduced (P5, P10, P12, P17)	4	21
	Visual elements should be included (P3, P5, P12)	3	15.7
	Texts appropriate for school types should be included (P5, P13)	2	10.5
Application	More activities should be done in the lessons (P3, P11, P13, P14, P23)	5	26.3
	Teachers should have a command of both literature and grammar (P25)	1	5.2
	Teachers should improve themselves in classroom management (P8)	1	5.2

* Percentage calculation was made on 19 teachers who submitted suggestions.

When Table 5 is examined, the suggestions of the teachers for better processing of the combined lesson are classified under the themes of "plan/schedule", "textbooks" and "application". In terms of plan / schedule, the suggestion that "more time should be given to grammar subjects in unitized annual lesson plans (26.3%)" came to the fore most compared to teachers. Other suggestions are, "The duration of the lessons should be proportional to the content in the plans (21%)", "The distribution of the subjects according to the grade levels in the programs should be balanced (15.7%)", "The annual plans should be prepared differently according to the school types (15.7%)", "the lessons should be separated (15.7%)" and "Similar subjects should be included in the same week in the annual plan (5.2%)". In terms of textbooks, the suggestion of "textbooks with more examples and activities related to grammar in the content should be prepared (26.3%)" was emphasized the most by teachers. Other suggestions should be "enriched in terms of content, reading and writing activities (21%)", "the number and length of the texts should be reduced (21%)", "visual elements should be included (15.7%)" and "texts suitable for school types should be included (10.5%)". According to the teachers, the opinion "more activities should be done in the lessons (26.3%)" came to the fore for application. Other views were stated as "teachers should have a command of both literature and grammar (5.2%)" and "teachers should improve themselves in classroom management (5.2%)".

"It can be ensured that the activities in the textbook on Turkish literature are a little more oriented towards grammar. By keeping the texts a little shorter, more time can be devoted to grammar lectures and activities. I think that the texts in the books are not suitable for every type of school in terms of both language and content. The topics of the texts chosen especially for vocational high school students may not be interesting and the activities can be slow. The sample texts included in the books can be selected according to each school type. When we examine the textbooks studied abroad, it is seen that the pictures of famous painters in accordance with the sample poetry given are selected and added to the content. I think the same can be done for TLL textbooks." (P5)

"In order to eliminate the negativity that the combination of TL and LE courses gives to the TLL course, I think the course hours should be increased. Thus, the student will be able to encounter more examples and have the opportunity to practice in order to reinforce the subject." (P11)

"I think it would be beneficial to separate the TLL course as LE and TL as five years before the 2019-2020 academic year." (P15)

4.RESULTS, DISCUSSION AND RECOMMENDATIONS

Since 2015, "TL" and "LE" courses in secondary education have been combined, and "TLL" has been taught gradually from the 9th grade onwards. In the study in which the views of TLL teachers regarding the combined lesson were determined, the results reached are presented below and discussed together with the relevant research results.

In the results of the research, it was determined that the course combined according to the opinions of the teachers had positive sides for the teacher and the student. From the point of view of the teacher, positive opinions were emphasized that the combined lesson is taught more efficiently, the subjects are trained, the processing time of the grammar and literature subjects is balanced and the classroom management is facilitated. It was stated that the positive aspects for the student are the holistic treatment of the subjects, the explanation of grammar issues through literary texts, and the practice on examples, making learning easier. However, it was stated that students adapted to a single teacher more easily.

According to another result of the research, it was determined that the combined course has negative sides in terms of the processing of the subjects, the student level and the duration. The negativities experienced in terms of the processing of the subjects are that the subjects do not show a balanced distribution in the program, the literary texts are boring to the students due to the large number and length of the literary texts, the language and expression subjects on the literary texts are not fully understood, and the course content is intense according to the student. It has been determined that since the lesson hours of the combined lesson related to the student level increase, the class management becomes difficult in low-level classes and they have difficulties in learning grammar. In addition, it has been reported that the questions for assessment and evaluation are not appropriate for the student level. In the combined course in terms of duration, it was determined that there were negativities such as insufficient time for LE subjects and insufficient time for activities and exercises in the program.

In studies conducted similar to these results; texts are long (Bayazıt, 2012; Erdem and Topbaş, 2017; Eskimen, 2018; Kılıç, 2019), sloppy (Bayazıt, 2012), not attracting students' attention (Bayazıt, 2012; Bozkırlı and Er, 2018; Çelik, 2018; Erdem, 2017), too many (Eskimen, 2018; Kılıç, 2019) and not suitable for the student level (Cemiloğlu, 2018; Çelik, 2018; Erol and Demir, 2017; Kılıç, 2019). However, in the researches, the content of the course is intense (Bozkırlı and Er, 2018; Erdem, 2017), the insufficient course time (Hamurcu and İzci, 2015; Erdem, 2017;

Erol and Demir, 2017; Işıksalan, 2011) the students' level of readiness is insufficient (Bozkırlı and Er, 2018; Kurt, 2017) were identified. In this study, it was determined that the questions regarding assessment and evaluation were not appropriate for the student level. Similarly, in Eskimen's (2018) and Bayazıt's (2012) studies, it was concluded that the questions in the books for assessment and evaluation are inadequate, not suitable for the student level, not meeting the student's expectations, far from diversity and uniform. The reason why the LE subjects determined in this study and studied on literary texts are not fully understood by the students can be reconciled with the results of the research conducted by Çelik (2018). According to Çelik (2018), linguistic qualities become incomprehensible by taking sections from the texts.

The selection of the texts in the TLL course, which is taught within the framework of the texts, is very important (Çeçen and Çiftçi, 2008). Texts; It should not be long (MEB, 2008), it should be appropriate to the student level (Çelik, 2018; Kavcar, 2002; MEB, 2008), it should attract the attention of the student (Çelik, 2018), and it should be proportional to the number in a way to balance the literature and language subjects in the course (Güneyli, 2007). At the same time, texts should encourage students to think, discover new and different ideas, and provide students with skills in this direction (Aslan, 2010).

In the research, the results of combining the lessons and the effects of the course on the application process were determined as the effective aspects in the implementation process and the difficulties experienced in this process. In terms of effective aspects, together with the treatment of holistic subjects, the results of the effective use of learning, the efficient use of the lesson time, the more importance and participation of the student in the lesson, and the flexibility of the teacher in planning the lesson were achieved. The results were obtained that the content related to the difficulties experienced was intense, tiring and boring for the student, the classroom management became difficult due to the long course hours, and the teaching was carried out from the subject to the subject, which negatively affected the students' attention.

According to another result obtained in the study, teachers had suggestions about the plan / program, textbook and application in order to better process the combined lesson. In the lesson plans related to the plan / program, more time should be given to grammar subjects, the course duration should be proportional according to the content, the distribution of the subjects should be balanced according to the grade levels, the annual plans should be prepared differently according to the school types and the lessons should be separated. The textbooks with more examples and activities related to grammar should be prepared for the textbook, the content should be enriched in terms of reading and writing activities, the number and length of the texts should be reduced and visual elements should be included. Suggestions have been made that more activities should be done in the lessons related to the practice, teachers should be able to master both grammar and literature and improve themselves in classroom management.

In the study, it was determined that teachers have difficulties in lessons due to the fact that in some school types the lesson time is not sufficient because there are differences in the interests, needs and levels of the students according to the school types. Therefore, in the study, it was suggested by the teachers that the TLL course programs for different school types should also be different. Similarly, in the study conducted by Kurt (2017), it was determined that the same program should not be applied to different types of high schools, and flexible programs should be applied according to the qualification and level of the student. In Kılıç's (2019) research on the opinions of TLL teachers about the textbook, it was determined that the subjects in the books were not suitable for different types of high schools.

For the textbooks, in this study, it was suggested by the teachers that visually rich textbooks should be prepared based on grammar examples and activities. According to the teachers in Eskimen's (2018) research, the books; it was found to be lacking in terms of LE subjects and visual elements. Similarly, in the studies conducted by Bayazıt (2012), Çelebi (2007) and Yıldız (2011), it was concluded that the textbooks did not meet the students' interests and needs in terms of visuality. However, in Kuduban and Aktekin's (2013) research, it was stated by some of the teachers that there are deficiencies in the textbooks in terms of activities in TL textbooks.

In this study, teachers regarding the implementation of the lessons stated that they should concentrate on activities, improve themselves in terms of literature, grammar and classroom management. Similar to these results, it was found that the lectures were not covered adequately through examples and exercises (Erol and Demir, 2017), there were no examples of grammar teaching on the texts (Çelik, 2018), the sample texts in the textbook did not serve the purpose (Erdem, 2017) and It was determined not to be applicable (Bozkırlı and Er, 2018). However, in Erdem's (2017) study, which examined the class teachers meeting minutes, it was determined that teachers needed in-service training for classroom management and applied education program.

The following suggestions can be made according to the results obtained in the study in which the positive and negative sides of the combined lesson, the process of implementation of the lesson and the suggestions for this process to be more effective, of TLL teachers. Arrangements can be made in the content of the program to ensure a balanced distribution of language, expression and literature in the TLL course, and to include examples and

activities at a sufficient level. Changes can be made in the distribution of subjects and the duration of the lessons to suit the levels of students in different high school types. Textbooks to be prepared in accordance with the curriculum of the course can be designed more effectively in terms of content and visuality. In-service seminars can be organized for TLL teachers on topics such as classroom management and teaching practice. In addition, only the views of TLL teachers were included in this study. Research can be conducted to determine the views of students about the TLL course.

Research and Publication Ethics Statement

In this study, all the rules which are indicated in "Instructions of Higher Education Institutions Scientific Research and Publication Ethics" has been followed. None of the actions grouped under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the instructions, has been not carried out.

Permission of Ethic Committee

Name of the Committee = Sakarya Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu
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The authors' contribution rate to this study is equal.

Statement of Interest

There are no situations or relationships that may constitute a conflict of interest in this study.

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6.GENİŞLETİLMİŞ ÖZET

Türkiye’de dil ve edebiyat eğitimi ortaöğretim kademesinde uzun yıllar TDE dersi adı altında verilmiştir. 2005 yılında hazırlanan programla dil ve edebiyat eğitimi ayrılarak Türk edebiyatı (TE) ile dil ve anlatım (DA) dersleri kapsamında ayrı ayrı işlenmiştir. 2015 yılından itibaren TE ile DA dersleri yeniden birleştirilmiş dokuzuncu sınıflardan itibaren kademeli olarak okutulmaya başlanmıştır. Ortaöğretim TDE Dersi Öğretim Programı 2017 yılında yeni şekliyle yayınlanmış, 2018 yılında tekrar revize edilerek programa son şekli verilmiştir. TE ile DA derslerinin yıllar içerisinde kimi zaman ayrılması kimi zaman birleştirilmesi ise tartışmalara sebebiyet vermiştir. Derslerin birleştirilmesi kimi çevrelerce ders bütünlüğü açısından olumlu karşılanırken kimi çevrelerce de yoğun bir program olması düşüncesiyle eleştirilmiştir. Bu bağlamda bu çalışmada “Öğretmenlerin görüşlerine göre TE ile DA derslerinin birleştirilerek Türk dili ve edebiyatı dersi olarak işlenmesinin olumlu ve olumsuz yönleri nelerdir? TE ile DA derslerinin birleştirilerek TDE dersi olarak işlenen dersin uygulanma sürecindeki etkileri nasıldır ve uygulanma sürecinin daha etkili olması için öğretmenlerin önerileri nelerdir?” şeklindeki problem cümlelerine cevap aranmıştır.

TDE öğretmenlerinin TE ile DA derslerinin birleştirilerek tek bir ders olan TDE dersine yönelik görüşlerinin incelenmesinin amaçlandığı bu araştırma, nitel araştırma yöntemlerinden durum çalışması yöntemi ile gerçekleştirilmiştir. Araştırma, bütüncül tek durum deseninde tasarlanmıştır. Bu çalışmaya konu alınan analiz birimi, TDE dersi öğretim programıdır. Araştırmanın çalışma grubu amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme kullanılarak belirlenmiştir. Araştırmanın çalışma grubunu 2020-2021 eğitim-öğretim yılı birinci döneminde farklı lise türlerinde görev yapan ve çalışmaya gönüllü olarak katılmayı kabul eden 25 TDE öğretmeni oluşturmaktadır. Araştırmada veri toplama aracı için araştırmanın amacına uygun olarak araştırmacı tarafından hazırlanan yarı yapılandırılmış görüşme formu kullanılmıştır. Görüşme formu, öğretmenlerle ilgili kişisel bilgileri içeren 7 soru (cinsiyet, yaş, eğitim durumu, mesleki kıdem, görev yaptıkları lise türü), TDE dersi ile ilgili görüşleri belirleyen açık uçlu 4 soru olmak üzere toplam 11 sorudan oluşmaktadır.

Araştırma sonuçlarında öğretmenlerin görüşlerine göre birleştirilen dersin, öğretmen ve öğrenci açısından olumlu tarafları olduğu belirlenmiştir. Öğretmen açısından, birleştirilmiş dersin daha verimli işlendiği, konuların yetiştirildiği, dil bilgisi ve edebiyat konularının işlenme sürelerinin dengelendiği ve sınıf yönetiminde kolaylık sağlandığı şeklindeki olumlu görüşler vurgulanmıştır. Öğrenci açısından olumlu taraflar, konuların bütüncül bir şekilde işlenmesi, dil bilgisi konularının edebi metinler üzerinden anlatılması, örnekler üzerinde uygulama yapılması ile öğrenmelerin kolaylaştığı ifade edilmiştir. Bununla birlikte öğrencilerin tek bir öğretime daha kolay adapte oldukları belirtilmiştir.

Araştırmanın bir diğer sonucuna göre birleştirilen dersin, konuların işlenmesi, öğrenci seviyesi ve süre açısından olumsuz tarafları olduğu belirlenmiştir. Konuların işlenmesi açısından yaşanan olumsuzluklar, programda konuların dengeli dağılım göstermemesi, edebi metinlerin sayıca fazla ve uzun olmasından dolayı öğrencilere sıkıcı gelmesi, edebi metinler üzerinde işlenen dil ve anlatım konularının tam anlaşılabilmesi, öğrenciye göre ders içeriğinin yoğun olması şeklindedir. Öğrenci seviyesi ile ilgili birleştirilen dersin ders saati arttığı için düşük seviyeli sınıflarda sınıf yönetiminin zorlaşması ve dil bilgisi konularını öğrenmekte zorlandıkları belirlenmiştir. Ayrıca ölçme-değerlendirmeye yönelik soruların öğrenci seviyesine uygun olmadığı bildirilmiştir. Süre açısından birleştirilen derste dil ve anlatım konuları için haftalık verilen sürenin yetersiz olması ve programdaki etkinlik ve alıştırmalar için sürenin yetmemesi gibi olumsuzlukların yaşandığı belirlenmiştir.

Araştırmada derslerin birleştirilmesi ile dersin uygulanma sürecine etkilerine yönelik sonuçlar, uygulanma sürecindeki etkili yönler ve bu süreçte yaşanan sıkıntılar olarak belirlenmiştir. Etkili yönler açısından bütüncül konuların işlenmesi ile birlikte öğrenmenin etkili olması, ders süresinin verimli kullanılması, öğrencinin derse daha çok önem vermesi ve daha çok katılım göstermesi, dersin planlanmasında öğretmene esneklik tanınması sonuçlarına ulaşılmıştır. Yaşanan sıkıntılar ile ilgili içeriğin öğrenci açısından yoğun, yorucu ve sıkıcı olması, ders saatinin fazla olmasından dolayı sınıf yönetiminin zorlaşması ve konudan konuya geçerek öğretimin yapılması ile öğrencilerin dikkatini olumsuz yönde etkilemesi sonuçları elde edilmiştir.

Araştırmada elde edilen diğer bir sonuca göre birleştirilen dersin daha iyi işlenebilmesi için öğretmenlerin, plan/program, ders kitabı ve uygulama ile ilgili önerileri olmuştur. Plan/programla ilgili ders planlarında dil bilgisi konularına daha fazla süre verilmeli, içeriğe göre ders süresi orantılı olmalı, sınıf kademelerine göre konu dağılımları dengeli olmalı, yıllık planlar okul türlerine göre farklı hazırlanmalı ve dersler ayrılmış şekilde öneriler yapılmıştır. Ders kitabına yönelik dil bilgisi ile ilgili daha fazla örnek ve etkinliğin olduğu ders kitapları hazırlanmalı, içerik okuma ve yazma çalışmaları açısından zenginleştirilmeli, metinlerin sayısı ve uzunluğu azaltılmalı ve görsel

öğelere yer verilmeli önerileri getirilmiştir. Uygulama ile ilgili derslerde daha fazla etkinlik yapılmalı, öğretmenlerin hem dilbilgisi hem de edebiyat alanlarına hâkim olmalı ve sınıf yönetiminde kendini geliştirmeli önerileri yapılmıştır. Araştırmada öğretmenlerin okul türlerine göre öğrencilerde ilgi, ihtiyaç ve düzey açısından farklılıklar olduğu için bazı okul türlerinde ders süresi yeterli gelmezken bazı okul türlerinde ise ders süresinin fazla gelmesinden dolayı derslerde zorlandıkları belirlenmiştir. Bundan dolayı araştırmada öğretmenler tarafından farklı okul türleri için TDE dersi programlarının da farklı olması gerektiği önerilmiştir. Ders kitaplarına yönelik olarak bu araştırmada öğretmenler tarafından, dilbilgisi açısından örnek ve etkinliğe dayalı, görsel açıdan zengin ders kitaplarının hazırlanması gerektiği önerilmiştir. Derslerin uygulanması ile ilgili ise öğretmenler, derslerde etkinliklere ağırlık verilmesi gerektiği, edebiyat ile dilbilgisi konuları ile sınıf yönetimi açısından kendilerini geliştirmeleri gerektiği görüşlerini bildirmişlerdir.