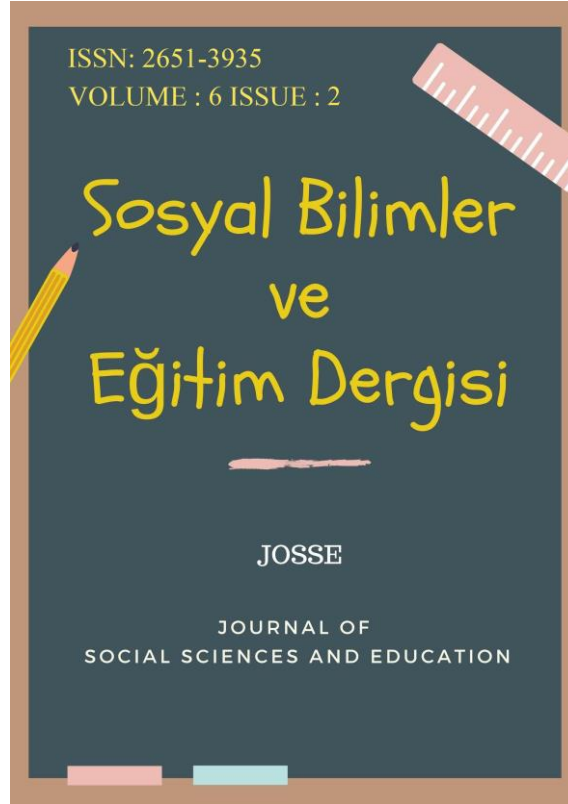


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**Measurement and Evaluation in Turkish Language and Literature  
Teaching**

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## Measurement and Evaluation in Turkish Language and Literature Teaching

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### Abstract

It can be said that there are many problems to be solved in the field of Turkish language and literature education and training. One of the most important of these is that Turkish language and literature teaching and education are very close to each other and even confused with each other. This situation reveals its difference more clearly especially during measurement and evaluation practices. When the existing literature is examined, it is seen that there is a very limited number of studies in the field of measurement and evaluation of Turkish language and literature. In this context, in this study, studies on measurement and evaluation in Turkish language and literature teaching were reached. The available studies were analysed by content analysis. As a result, it was found that the majority of the studies were in the scale development style. Based on the studies, it was suggested that some necessary studies should be carried out in the field of measurement and evaluation in teaching Turkish language and literature.

**Keywords:** Turkish language and literature, education, training, measurement and evaluation

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## **Introduction**

Turkish language and literature teaching is one of the important parts of education and training processes. Effective teaching in this field does not only develop language skills. A very comprehensive development can be mentioned, including reading, comprehension, expression and even taking a place in society. It also aims to add value to the rich cultural heritage of Turkish language and literature. It is very important to use strong measurement and evaluation methods to ensure the success of this educational activity. However, in order to better understand the issue of measurement and evaluation in teaching Turkish language and literature, it is necessary to distinguish between language and literature education and language and literature teaching.

Literature education and literature teaching are used together as twin concepts (Aydın, 2006, p. 4). In order to determine what we want to do with literature at which level of education, we must first distinguish between these two concepts. The most important issue here is the question "Are we going to do language and literature education or language and literature teaching?". It is thought that answering this question first and planning in this direction will be more useful. Separating the concepts of teaching and education of Turkish language and literature from each other and ending the confusion of concepts is also very valuable in solving certain problems related to literature.

According to Çetişli (2006, p. 4), what is fundamental in education is to educate, train, educate and give experience to the individual in terms of living, working, feeling, behaviour and expression. In other words, the education of literature means educating with literature. If language and literature teaching can be considered as teaching literary knowledge, it will be better understood how the two concepts differ from each other. Based on all these, "it should be emphasised that literature education and literature teaching are two different things" (Aydın, 2006, p. 4).

It is very difficult to talk about a literature education in isolation from the literary work. It is even impossible. However, the active use of literary texts should also be taken into consideration here. The consideration of texts only in terms of year, title of the work and author's name is not sufficient for the targeted literature education. Çetişli (2006, p. 5) states that such an endeavour will not do anything other than imposing a series of abstract knowledge on young minds. He defines literature as literary texts with aesthetic value that come from the pen of the writer or poet. Undoubtedly, the artist who created the text, the

community and conditions in which it comes to life, the literary tradition and the school to which it belongs are of great importance in literature education where texts are at the centre. Moreover, different disciplines such as history, philosophy, sociology, psychology, linguistics and theology should also be utilised. The emphasis here is on putting the literary text at the centre and not using it for other purposes. What kind of perspective should the literature educator, who places the literary text at the centre of his/her practices, approach the object in question and what kind of attitude should he/she take towards it? The first answer to this question should be sought in the reason for the existence of the work of literature. A literary text is an art object that is the embodiment of the art of literature. A literary text is no different from a painting, sculpture or composition in terms of being a work of art. The main element that separates the products of fine art from each other and prepares the way for them to be named differently is expressed as the materials that bring them into existence. From this point of view, literature is a branch of fine art that comes to life or finds life in language.

Indeed, literature has an aspect that requires teaching such as literary knowledge and theories and literary history. Literature teaching can be associated with literary science (Aydın, 2006, p. 4). According to Uçan (2006, p. 13), literature education is considered as an art education by all experts, and in art education, perception, feeling, an ability based on intuition, a view based on criticism, interpretation and interpretation skills are among the first skills to be acquired. Çetişli (2006, p. 5-6) states that the most important fact that the literary educator should never forget is that literary works are a very clear object of beauty and a work of art. Therefore, the literature educator is seen as a kind of art educator who has to base his/her work on an aesthetic point of view. His/her task is to reveal, nurture, develop and enrich the beauty, sensitivity and feelings of young people in their souls through the enjoyment of literary texts. In this way, brand new doors are opened to the lives of people who are becoming more materialised and shallow every day. To quench the thirst of the souls for beauty, nature and life are heard and understood in a deeper way.

According to Uçan (2006), in our education system, literature education does not go beyond language education or word analysis. In our high schools and universities, literary knowledge and theories are mostly emphasised in the field of knowledge. It turns into a history course, or rather a history of literature course, in which definitions are memorised along with some rules. The history of literature is also for a better understanding of the text under consideration. The main aim here should be a better understanding of the text. When we consider the teaching of literature as mentioned, it can be concluded that this is the activity

currently carried out in schools. However, it is very difficult to call it literature education. Because we are trying to teach literature, yes, that is true. However, it is also necessary to mention the fact that we are inadequate in implementing literature education at all levels of education. In order to be able to talk about literature education, real practice is necessary. "The main practice that should be given or done in literature education is the quality of the art product, in other words, the literary text, how the meaning in the text is produced, and what the language and discourse in the text say. Immediately after this, as a requirement of its polysemy, it is to reveal what the literary text makes the reader think and feel".

Literature course is a course in which students write, speak, think and read and has its own literary forms. Measurement tools should be organised according to these characteristics of Turkish language and literature course. In addition, the relationship between literature and fine arts should not be ignored. Measurement and evaluation practices, which are generally defined as "exams", should not be considered only as an application that determines whether a course or a class is passed or failed. A good measurement and a healthy evaluation afterwards can increase the quality level. It is also necessary and important to question the effectiveness of in-class practices. For this reason, "There are important differences between a teacher who has gained special knowledge in the field of measurement and evaluation and a teacher who has not. A teacher who grades by following measurement and evaluation techniques can both reach less erroneous value judgements and evaluate and improve his/her own teaching methods" (Turgut & Baykul, 2015, p. 4). Therefore, "Measurement and evaluation studies are indispensable elements of the education and learning process" (Göçer, 2014a, p. 193).

*"Measurement and evaluation studies and practices in the context of student, learning outcomes, course and teacher are an essential and inseparable element of the education and training process with the tasks they undertake. Measurement results actually separate learning from its context and reduce it to a number. According to these numbers, that is, according to the results of tests or exams, school performance or national performances are tried to be achieved. At the level of government, ministries, schools, teachers, parents and pupils, the numbers from tests or exams are important in the social system. For this reason, people try to reach the better level (or higher numbered ones)." (Karadoğan, 2019, p. 57).*

Cemiloğlu (2003, p. 172) states that "literature and language skills and grammar indicators are different. For this reason, it should be well determined which measurement tool will be widely used in which field. In addition, when the diversity of literary genres is added to this, he states that the types of measurement needed will diversify".

"Since literature education is also an art education, especially during the evaluation, rather than inadequacies and mistakes, the guidance on what the students have done

incompletely and how to do it better will both attract the students' interest in the subject and prevent them from assuming that they cannot do it. It can be said that criticism and negative comments should be avoided in terms of students' developmental characteristics and the characteristics of the period they are in. For this reason, great care should be taken when evaluating, especially in literature education" (Karadođan, 2019, p. 42).

In this context, as a result of the literature review, few studies on measurement and evaluation in Turkish language and literature teaching were found. Considering this gap in the field, this study aims to contribute to filling the gap in the field. Another aim is to guide the studies that can be done in the field by revealing the current situation with the current number of studies. It is expected to contribute to the literature by showing the studies conducted in the field together.

The aim of this study is to bring together the articles related to measurement and evaluation in Turkish language and literature teaching and to see the studies in the field in a holistic way. Thus, both all current studies can be seen and new studies can be shed light on the new studies to be carried out by identifying the subjects that have not been studied.

Within the scope of the study, only articles were discussed and the subject was limited. The purpose of considering articles is that these studies can be published faster than studies such as books and contribute more to the academic field. In addition, the main reason why only Turkish language and literature teaching was chosen as the subject and Turkish education and Turkish language and literature departments were excluded from the scope of the study is that the curriculum, number of students and number of faculties of the three departments are very different from each other.

## **Method**

The data of the research were collected by document analysis technique, one of the qualitative data collection methods. Document analysis involves the analysis of written materials containing information about the phenomenon or phenomena targeted to be researched. Document analysis enables the analysis of documents produced within a certain period of time about a research problem or documents produced by more than one source on the relevant subject and at different intervals based on a wide time period (Yıldırım & Şimşek, 2002, pp. 140-143). By using the content analysis technique, the researcher objectively analysed the contents of the texts, documents, documents and themes within

certain rules. It is a set of methodological tools and techniques that aim to extract meanings from concepts, texts, verbal or written materials according to predetermined criteria as an objective, systematic, deductive reading tool that investigates social reality. Even if it is seen as weak at the planning stage, it gives effective and interesting results in practice. It is a multifunctional and gradually developing technique that enables to transform quantitative into qualitative and to reach unwritten messages based on written text (Tavşancıl & Aslan, 2001, pp. 21-22).

In this context, studies on the subject have been compiled. The aspects that should be related to measurement and evaluation in Turkish language and literature teaching, which are applied and found deficient are mentioned. The study was finalised by making suggestions on the subject.

### **Findings**

In the literature review on Turkish language and literature education and teaching, there are very few studies on the field. This shows the need for study in the field. It is surprising that there are so few studies in such an important field as Turkish language and literature. The reason for this is that the field of study is difficult, tires the researcher a lot, requires knowledge in both Turkish language and literature and measurement and evaluation. When we look at the studies on measurement and evaluation in Turkish language and literature education/teaching; Veyis, Bükler & Muslu (2021) developed "Turkish Language and Literature Teachers' Field Knowledge Proficiency Scale (TDS-FKQS): Validity and Reliability Study" developed by Gücüyeter & Karadoğan, (2020), "Turkish Language and Literature Teachers Measurement and Evaluation Proficiency Scale Validity and Reliability Study" developed by Gücüyeter, & Karadoğan (2019), "Scale development study to determine the measurement and evaluation attitudes of Turkish language and literature teachers: validity and reliability", "Turkish language and literature teachers' measurement and evaluation attitudes, competence and practices" by Karadoğan (2019), Aslan & Bayraktar (2017), "Turkish Language and Literature Teacher Candidates' Knowledge and Awareness of the Use of Rubrics", Çiftçi (2017), "A Study on the Question Asking Skills of Turkish Language and Literature Teachers", Demir Atalay, (2017), "Literature Teacher Candidates' Perception of General Competence in Measurement and Evaluation", Eryılmaz & Mammadov (2016), "An overview of application measurement and evaluation in Turkish language and literature

education" by Gcer (2015), Karako ztrk (2015), "Turkish Language and Literature Teachers' Views on Performance Evaluation: A Qualitative Research" by Benzer & Eldem (2013), "Turkish Language and Literature Teachers' Level of Knowledge on Measurement and Evaluation Tools" by Maden (2011), "Turkish Language and Literature Teachers' Perceptions on Measurement and Evaluation" by Maden (2011), "Question Qualifications Used in Measurement and Evaluation within the Scope of the Objectives of Turkish Language and Literature Education" by Karadz (2009), Kurudayıođlu, řahin & The study prepared by elik (2008) titled "Evaluation of the Measurement and Evaluation Dimension in the Turkish Literature Programme Implemented in Turkey: A Case Study" prepared by Grses (2006) and "The place of measurement and evaluation in language teaching" prepared by Grses (2006) are the main studies prepared in the field.

As can be seen from the studies, there are very few studies on Turkish language and literature education/teaching, but there are almost no studies at primary, secondary and higher education levels. The fact that there are very few studies on subjects that can be presented under many other headings such as students, questions, question forms specific to subjects, etc. reveals that there are many subjects that need to be studied in Turkish language and literature education/teaching.

As can be seen from the studies, the majority of the researches in the field are aimed at determining the scale development and measurement and evaluation situations. Even this information alone can be an indicator of how limited number of studies on the field is. Scale development studies are very important for the realisation of quantitative studies in a field. Without scale studies, the next stage cannot be passed and the necessary quantitative information about that field cannot be collected. In this context, the intensity of scale development studies indicates that this field cannot go beyond the stage of meeting the need for quantitative studies.

As another finding, the first step has been taken to determine the needs of the field with reliable and valid scale studies. However, it can be said that there is a need for more comprehensive studies that will propose solutions.

## **Discussion and Results**

As a result, there are very limited number of studies in the field of measurement and evaluation in Turkish language and literature teaching. According to this result, it is seen that



there is a lot of work that can be done in the field. The field of Turkish language and literature teaching and education, which has many problems and problems to be solved, should be addressed rapidly and comprehensively.

*Literature course is not a field where theoretical knowledge is taught, it is a skill area where every person develops his/her feelings and thoughts. For this reason, it is necessary to design the learning activities of this course as a field where emotion and thinking skills are developed, not theoretical, and measurement and evaluation tools should be aimed at determining these skills (Karadüz, 2009, p. 17).*

While we have not yet made progress in the measurement and evaluation of even the theoretical data, the teaching of Turkish language and literature will be carried to completely different dimensions with the measurement of emotion and thought skills. In this context, what kind of studies should be carried out to develop students' four basic skills? If each skill is considered separately, how should the measurement and evaluation of these four basic skills be done in Turkish language and literature teaching? It is essential to carry out studies on these issues in the field. Besides, Karadüz (2008) states in his study that teachers use classical assessment and evaluation methods. He also underlines that the question types cannot go beyond the knowledge level. In the light of this information, necessary studies should be carried out in order for current assessment and evaluation methods to take their place in Turkish language and literature teaching. In order to carry student development to a higher level with questions in analysis, synthesis and evaluation stages, necessary studies should be carried out with measurement and evaluation directorates in provincial centres and in-service training centres.

Reconsidering the integration with technology in the context of literature education and teaching will help to overcome some problems. In this context, academic studies on measurement and evaluation in teaching Turkish language and literature with technology will contribute to the development of the field. For the simplest example, technology can be used to increase interest in literary works and to concentrate attention. By increasing these and similar applications, literature teaching and education can be given completely different dimensions.

In addition to these, another title that can be counted as a problem of measurement and evaluation in Turkish language and literature is that the curricula of both education faculties and secondary education schools change at short intervals. Curricula should of course be updated. However, such frequent changes cause negative situations for both educational institutions. Just when they get used to it, the programme changes again. It may be more

beneficial to update the programmes every 10 years or 5 years instead of changing the programmes provided that the basics of the programmes remain the same.

As a result, Güzel (2006, p. 22) takes current educational approaches as a starting point and emphasises that literature education is obliged to fulfil the tasks such as self-realisation, revealing and developing one's hidden powers, being at peace with oneself and the society one is in, being equipped with universal and national values, using Turkish beautifully, effectively and correctly, and expressing oneself verbally and in writing. From this point of view, it is thought that academic studies on all of the titles given by Güzel (2006) regarding measurement and evaluation in Turkish language and literature education will improve the field.

It is thought that the assessment of the genres that come to mind first in Turkish language and literature education/training should also be unique. In this context, it can be suggested to carry out studies on the assessment and evaluation of novels, stories, poems and other literary genres and to carry out assessment and evaluation practices specific to these genres. Book reports, essays and in-class discussions can be suggested for the evaluation of novels. Students can be encouraged to express their interpretations, analyse the author's narrative choices and explore the social and cultural themes presented in the novel. Regarding the evaluation of poems, students can be asked to analyse the poem by examining the poet's use of metaphors, symbols and imagery. Evaluation can involve interpreting the poems, identifying poetic elements and exploring the emotional impact of the lines. Students can be encouraged to create their own poems by applying the techniques they have learnt and receive constructive feedback on their creative efforts. Students can be made to analyse story structure, character development and the main message of the story. Methods for assessing stories may include written analyses, oral presentations or discussions exploring the narrative techniques used by the author.

Another title that should be applied for the development of the field of measurement and evaluation in the teaching/education of Turkish language and literature and for the necessary studies to be carried out is to increase the academic studies related to this field. Academic staff should concentrate on this field and the missing subjects should be identified and addressed as soon as possible. In addition, it is important that the departments that train Turkish language and literature teachers reach the value they deserve. These departments should be given the necessary value and the rights of teacher candidates studying in these

departments should be protected. It can be said that this application will make a serious contribution to the field of Turkish language and literature teaching/education.

### **Recommendations**

If a functional assessment and evaluation is aimed in Turkish language and literature teaching, firstly, we need to make sense of Turkish language and literature literacy, then we need to determine expectations and make assessment and evaluation practices accordingly. This is an application that is not very easy, demanding and professionalism (Karadoğan, 2019, p. 40).

In Turkish language and literature courses, in addition to reading and listening comprehension, it is possible to talk about goals such as being able to analyse, synthesise and evaluate, express oneself orally and in writing, and adapt to the national culture. For this reason, it seems more meaningful to conduct exams for these objectives (Karadoğan, 2019, p. 42). Cemiloğlu (2003, p. 173) states that "for these reasons, essay-type exams are more appropriate for the Turkish language and literature course". In addition, he states that a good Turkish language and literature teacher can also prepare and apply multiple-choice questions in accordance with the subject. Within the scope of their study, Benzer and Eldem (2013) concluded that teachers generally choose classical assessment and evaluation methods. This leads to the conclusion that teachers also prefer classical assessment and evaluation practices more. However, it can be said that a comprehensive study should be conducted on why current methods are not preferred.

As stated in the main objectives of the literature course, students should perceive this course as a culture and aesthetic.s course and see it as an education of emotion and thought. Learning at the knowledge level is not aimed at analysing the elements that make up the textual structure (Karadüz, 2009, p. 28). For this reason, the studies on measurement and evaluation in Turkish language and literature teaching should increase rapidly and students should be developed mentally with questions at the stages of analysis, synthesis and evaluation.

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