

Comparison of 2009 and 2019 Turkish Curriculum Objectives in Terms of Visual Reading and Visual Presentation Skills

İsmail Yavuz ÖZTÜRK*¹  & Ramazan DURMAZ² 

Received: **14.12.2023**

Accepted: **29.12.2023**

Published: **30.12.2023**

DOI: 10.52974/jena.1404918



Abstract:

Effective use of visuals, which is one of the important coding systems in terms of understanding and expression effectiveness, in the communication process is as important as the basic language skills of Turkish. For this reason, visuals are used in language education, and therefore in language teaching curriculums, students need to understand visuals accurately, quickly and completely and express themselves effectively with them. In other words, content to improve visual literacy skills should be included. Because in Turkish education, visuals serve to create meaning, support the meaning or accompany the meaning. In the Turkish Curriculum for Grades 1-5, which was prepared within the framework of a constructivist approach and started to be implemented in 2005 in order for students to acquire these skills, for the first time, a learning area called "Visual Reading and Visual Presentation" was included alongside the four basic language skills with 28 objectives. This practice, which was not found in the teaching programs for secondary school of that period or the primary and secondary school levels of the following years, is thought to be appropriate in terms of developing students' visual literacy skills. It is aimed to compare the achievements of the 2019 Turkish Course Curriculum, which was renewed and implemented in 2018 and took its final form in 2019 with the achievements of the 2009 Turkish Course Curriculum (Grades 1-5), which started to be implemented in 2005 and took its final form in 2009 with some changes, additions, deletions and corrections in the context of visual reading and visual presentation skills in this study. Document analysis technique was used in the study, which was conducted in accordance with the descriptive research model and qualitative research method. The examination objects of the study are the Turkish curriculums published by the Ministry of National Education, Board of Education in 2009 and 2019. In this context, objectives related to visual reading and visual presentation were identified in the curriculums; the data are presented in tables. At the end of the research, suggestions were presented for curriculum designers and researchers.

Keywords: Visual reading, visual presentation, Turkish curriculum, Turkish education.

Atf:

Öztürk, İ. Y., & Durmaz, R. (2023). Comparison of 2009 and 2019 Turkish curriculum objectives in terms of visual reading and visual presentation skills. *International Journal of Education and New Approaches*, 6(2), 419-418. <https://doi.org/10.52974/jena.1404918>

¹Mersin University, Türkiye. Orcid ID: 0000-0001-6256-4387

²Ministry of Education, Türkiye. Orcid ID: 0009-0005-1647-5777

*Corresponding Author: iyavuzozturk@mersin.edu.tr

INTRODUCTION

When it comes to education and training, the first concept that comes to mind is school. Because the basic institutions where the education and training process is carried out are Primary schools, secondary schools and high schools affiliated with the Ministry of National Education (MNE) and universities affiliated with the Council of Higher Education (CHE), which carry out these activities within the laws, regulations and plans they adhere to. Although education is a field that is carried out more implicitly and informally, teaching is planned and programmed. Curriculums are resources that plan the teaching process in schools and ensure that this process is carried out in a certain order. In terms of these features, it can be called the guide of the teaching process for curriculum. Curriculums change and are renewed over time according to the needs of the age. The authorized institution in this regard is the Board of Education (BE) affiliated to the MNE. BE has also made changes in its Turkish curriculum when necessary. Considering the Republican Era until today, primary and secondary school Turkish curriculum have been renewed many times between 1924 and 1949. Since this date, curriculums have been used for a longer period of time and were updated in 1981, 2005 and 2015. Throughout these curriculums, including the current curriculum, there are four basic language skills (listening, speaking, reading, writing). Unlike the others, there is a fifth one under the title of "Visual Reading and Visual Presentation" in the 2009 (Grades 1-5) Turkish Curriculum (TC), which started to be implemented in 2005 and took its final form in 2009 with some changes, additions, deletions and corrections. learning area is included. However, no separate space was allocated for this skill in the curriculums published after that, and some of its objectives found a place within other skills. No study has been conducted on the extent to which and how much of these gains are transferred to the gains in the current curriculum. In this study, the objectives of the 2009 (Grades 1-5) TC, which was started to be implemented in 2005 by taking the constructivist approach into consideration and took its final form in 2009 with some changes, additions, deletions and corrections and the objectives of the 2019 (Grades 1-8) TC, which started to be renewed in 2015, implemented in 2018, and took its final form in 2019, are compared in the context of visual reading and visual presentation skills. It is thought that the research will contribute to the field by providing some data to future visual literacy studies and curriculum developers.

Visual presentation is the display of emotions and thoughts through all kinds of visuals that appeal to the eye, such as "objects, diagrams, photographs, shapes, pictures, symbols, graphics, tables, body language, video images, roles..." without using language elements (speaking and writing). Visual reading is the act of inferring and interpreting meanings by observing these images, which are outside of written texts and appeal to the eye. Visual presentation and visual reading skills have an important place in supporting language in the process of expression and understanding. There are even cases where these skill areas are more functional than language use. For example, it will be sufficient for two individuals who cannot use the same language to use visual expressions to understand each other. As these skills gained importance, the concept of visual literacy began to come to the fore and became almost as valuable as language in today's communication processes. The concept of visual literacy refers to a visual communication process that emerges as a result of the integration of visual reading with visual presentation. In other words, the ability to carry visuals to both the telling and understanding dimensions of the communication process is visual literacy (Braden, 1996; Metros & Woolsey, 2006; Pettersson, 1993).

With the increase in information and new technologies, multiple literacies have come to the fore. In order to adapt to the age, we live in and improve the quality of life, print or text literacy, which includes verbal communication, is not sufficient. New literacy concepts such as media literacy, computer literacy, cultural literacy, social literacy, environmental literacy, auditory literacy and visual literacy have emerged (Kellner, 2001). "Visual literacy", one of these newly emerging literacy types, was included in the 2005 TC (1-5th Grades) under the title of "visual reading and visual presentation" learning field in our country (MNE 2009). John Debes (1968, p. 961), who first mentioned the concept of visual reading, defines visual literacy as "a group of vision abilities that a person can develop by seeing and integrating with other perception experiences." Additionally, Debes defines visually literate people as follows:

A person can develop a set of vision abilities by combining visual and other perceptual experiences. Developing these abilities is fundamental to normal human learning. When developed, people become visually literate and can distinguish and make sense of natural or man-made visual movements, objects and symbols they encounter in their lives. By using these abilities creatively, they become ready to communicate with others. With admirable use of these faculties, they can comprehend and enjoy masterpieces of visual communication (Quoted by Aygerinou & Yıldız, 2012, p. 68-69).

After Debes's studies and his definition, many definitions of the concept of visual literacy have been made. For example, Petterson (1993, p.135) defines visual literacy as "a process in which knowledge, behavior and remarkable skills can be learned and taught and which enables us to increase our communication skills in different visual forms." The introduction of general network usage into individuals' lives, first with computers and then with almost all technological tools, has further increased the value of this concept. Because general network-based technological tools and platforms are used not only in communication but also in almost all activities, from obtaining information to shopping. At this point, every individual is a visually literate person. Visual literacy skills constitute one of the pillars of Turkish education. In addition, these skills are used in the teaching of almost all disciplines. For all these reasons, it is inevitable that the acquisitions of these skills should be addressed more in the education process (Glasgow, 1994). From this point of view, in the modern education process, contents aimed at providing students with these skills, especially in language education since 2005, have found more space in the curriculum of courses. Programs that specify the immediate and distant objectives to be achieved in schools, the courses that will achieve these objectives, the order of subjects in these courses, and guide the teacher in practice are called 'curriculum' (Arslan et al., 2001). Turkish language teaching programs include many achievements regarding the concept of visual literacy in detail.

In the search made in the databases of the Council of Higher Education Thesis Center, DergiPark Academic, TR Index and Education Resources Information Center (ERIC) with the keywords "visual literacy", "visual reading", "visual presentation", "curriculum", no research has been identified that comparing Turkish curriculums in terms of visual literacy skills. It has been determined that the studies aimed to examine Turkish curriculums alone without making comparisons in terms of visual literacy. Based on the current deficiency in the literature, the following questions were created in order to reach detailed findings:

1. What are the objectives in the 2009 TC for students to acquire visual reading and visual presentation/visual literacy skills?

2. What are the objectives of students in gaining visual reading and visual presentation/visual literacy skills in the current (2019) TC?
3. What is the overlap between the visual reading and visual presentation/visual literacy objectives in the 2009 TC and the objectives in the 2019 TC?

METHODS

In this section, information is given about the research model and study objects, and the process of collecting and analyzing data is explained in detail.

Model of the Research

This study, which compares the objectives of 2009 TC and 2019 TC in terms of improving students' visual reading and visual presentation skills, is research in a qualitative model and was conducted with a basic qualitative research design. According to Merriam (2013, p. 23), basic qualitative studies, which can be encountered in all disciplines and application areas, are probably the most common design used in education. In this design, data can be collected through interviews, observation or document review.

Examination Objects of Research

2009 (Grades 1-5) TC, which started to be implemented in 2005 by taking the constructivist approach into consideration and took its final form in 2009 with some changes, additions, deletions and corrections and the 2019 (Grades 1-8) TC, which started to be renewed in 2015, implemented in 2018, and took its final form in 2019, are the objects of examination of this research. The reason why the curriculum to be compared with the Current Curriculum is the 2009 Curriculum is that visual reading and visual presentation are included in this Curriculum for the first and last time as a separate learning area.

Data Collection and Analysis

Within the scope of the document analysis method, defined as "the analysis of materials containing information about the phenomenon or phenomena to be researched" (Yıldırım and Şimşek, 2016, p. 189), the mentioned curricula were subjected to descriptive analysis separately by the researchers in order to include objectives in visual reading and visual presentation skills. The objectives identified by both researchers were noted in the observation form, which was prepared by revealing the theoretical foundations through field scanning and then prepared in line with the opinions of 3 field experts (1 measurement and evaluation expert, 2 Turkish education experts). Since the preferences in determining the outcomes are subjective, Miles and Huberman's (2016) reliability formula [$\text{Reliability} = \text{Consensus} / (\text{Consensus} + \text{Disagreement})$] was used to ensure unity between both researchers and increase coding reliability. At the end of the calculation, the reliability of the research was 0.84. A reliability result of over 0.80 is valid for the reliability of the research (Miles and Huberman, 2016). This process was completed by obtaining opinions among the researchers. The findings obtained are presented in tables.

RESULTS

In this section, visual reading and visual presentation achievements identified and compared in the curriculum are presented in tables.

Visual reading and visual presentation learning area objectives in the 2009 TC (Grades 1-5)

Table 1. Objectives related to visual reading skills in the 2009 TC (Grades 1-5)

Objectives Related to Visual Reading	Grades				
	1	2	3	4	5
1. Knows the meanings of shapes, symbols and signs.	•	•	•	•	•
2. Queries the messages given in advertisements.	•	•	•		
3. Comments on pictures and photographs.	•	•	•	•	•
4. Perceives the message given in the comics.			•	•	•
5. Queries the information, news and thoughts given through mass media (newspapers, magazines, TV).	•	•	•	•	•
6. Interprets body language.	•	•	•	•	•
7. Watches nature, notices and interprets changes in nature.	•	•	•	•	•
8. Makes sense of and interprets the social events around him/her.	•	•	•	•	•
9. Recognizes, gives meaning and interprets colors.	•	•	•	•	•
10. Writes sentences and texts based on images.	•	•	•	•	•
11. Interprets what is given in graphs and tables.		•	•	•	•
12. Reads maps and sketches.			•	•	•
13. Uses information technologies to collect information.			•	•	•
14. Knows the meaning of traffic signs.	•	•	•	•	•
15. Interprets and evaluates the information, events and thoughts presented through visuals.					•
16. Matches the words he/she heard with images.	•	•	•	•	•
17. Queries the relationship between text and visual.	•	•	•	•	•
Total Number of Objectives	12	13	16	15	16

As seen in the table above, a total of seventeen objectives related to visual reading skills were included in the 2009 TC (Grades 1-5). Eleven of these objectives are at the whole grade (1-5) level. It is seen that the objectives regarding map and sketch interpretation and using information technologies are not present in the 1st and 2nd grades, but are found in the 3rd grade. The "Queries the messages given in advertisements." objective is available in the first three grades, but is not available in the 4th-5th grade levels. The objective "Interprets and evaluates information, events, and thoughts presented through visuals" is included only at the 5th grade level. No justification has been provided as to how the distribution of objectives across grade levels is determined.

Table 2. Objectives related to visual presentation skills in the 2009 TC (Grades 1-5)

Objectives Related to Visual Presentation	Grades				
	1	2	3	4	5
1. Visualizes emotions, thoughts, information and impressions using pictures, shapes, symbols and colors.	•	•	•	•	•
2. Expresses feelings, thoughts and impressions in drama, theatre, musical play, puppet etc. presents in different ways.	•	•	•	•	•
3. Uses real objects and models in his/her presentations.	•	•	•	•	•
4. Selects and uses visuals appropriate to the content in his/her presentations.		•	•	•	•
5. Prepares for the presentation.	•	•	•	•	•
6. Determines the presentation method.			•	•	•
7. Presents information in tables and graphs.			•	•	•
8. Uses maps and sketches in his/her presentations.				•	•
9. Uses information technologies to present information, feelings and thoughts.			•	•	•
10. Evaluates his/her presentations.			•	•	•
11. Expresses sentences with visuals.	•	•			
Total Number of Objectives	5	6	9	10	10

When Table 2 is examined, it is understood that the 2009 TC (Grades 1-5) includes a total of eleven objectives aimed at helping students acquire skills within the scope of visual presentation learning area. Five of these achievements are in the curriculum of all classes. While the two objectives related to map and sketch are only available at the 4th and 5th grade levels, "Expresses sentences with visuals." acquisition is only addressed at the 1st and 2nd grade levels. Objectives for students to prepare for presentations and acquire presentation-related skills are given starting from the 3rd grade. No justification has been provided as to how the distribution of achievements across grade levels is determined.

Visual reading and visual presentation learning area objectives in the 2019 TC (Grades 1-8)

Table 3. Objectives regarding visual reading in the 2019 TC (Grades 1-8)

Objectives Related to Visual Reading	Grades							
	1	2	3	4	5	6	7	8
1. Makes predictions about the text he/she will listen/watch based on the visual(s).	•							
2. Makes predictions about the development of events when he/she listen/watch.	•	•	•	•	•	•	•	•
3. Predicts the subject of the text to be listened to/watched based on the visual(s).	•	•	•	•				
4. Summarizes/tells in outline the text he/she listened/watched.	•	•	•	•				
5. Determines the subject of what he/she listens/watches.	•	•	•	•				
6. Answers questions about what he/she listens/watches.	•	•	•	•	•	•	•	•
7. Understands the speaker's non-verbal messages.	•	•	•	•	•	•	•	•
8. Suggests different titles for what he/she listens/watches.		•	•	•	•	•	•	•
9. Guess the meaning of unfamiliar words when listening/watching.		•	•	•	•	•	•	•
10. Determines the main idea/main emotion of what he/she listens/watches.			•	•	•	•	•	•
11. Acts out the narrative texts he/she listened/watched.			•	•	•	•	•	•
12. Expresses his/her opinions about what he/she listens/watches.			•	•	•	•	•	•
13. Explains/summarizes the text he/she listened/watched.				•	•	•	•	•
14. Evaluates the content of what he/she listens/watches.				•	•	•	•	
15. Evaluates the media texts he/she listened/watched.								•
16. Identifies ways to improve thinking when listening/watching.							•	•
17. Queries the consistency of what he/she listens/watches.								•
18. Predicts words and their meanings based on images.	•	•	•					
19. Answers questions about images.	•	•	•	•	•	•	•	•
20. Predicts the content of the text to be read based on visuals.	•							
21. Predicts the subject of the text he/she will read based on the visuals.		•	•					
22. Predicts the subject of the text he/she will read based on the images and the title.				•	•	•	•	•
23. Understands the meanings of shapes, symbols and signs.	•	•	•	•	•	•	•	•
24. Understands written instructions [Short and simple recipes and children's game instructions supported by visuals are used (2nd grade outcome explanation); materials such as maps, advertisements, posters, product labels, user manuals are used (3rd grade outcome explanation); materials such as maps, advertisements, posters, drug inserts, product labels, and user manuals are used (4th grade outcome explanation).]		•	•	•				
25. Associates' visuals with the content of the text he/she reads.			•	•				
26. Answers questions regarding the information contained in tables and graphs.			•	•	•	•	•	•
27. Evaluates media texts.				•	•	•	•	•
28. Compares written versions of texts with media presentations.							•	
29. Compares the written text of the literary work with its media presentation.								•
Total Number of Objectives	11	13	18	20	15	15	17	18

As seen in the table above, a total of twenty-nine objectives are included in the 2019 TC (Grades 1-8), which aims to help students acquire visual reading skills. These objectives are not given as a separate title, but are presented together with the objectives for "listening, speaking, reading and writing" skills. Only five of the twenty-nine outcomes in the Curriculum are available at all grade levels. The objective "Makes predictions about the text he/she will listen/watch based on

the visual(s).” is only available at the 1st grade level; the objective “Compares written versions of texts with media presentations.” is only available at the 7th grade level; the objectives “Evaluates the media texts he/she listened/watched.”, “Queries the consistency of what he/she listens/watches.” and “Compares the written text of the literary work with its media presentation.” are only available at the 8th grade level. Considering other achievements:

- An objective (Predicts words and their meanings based on images.) is encountered only in the three (1st-3rd) grade levels.
- Three objectives [“Predicts the subject of the text to be listened to/watched based on the visual(s).”, “Tells (in outline) the text he/she listened/watched.” and “Determines the subject of what he/she listens/watches.”] are encountered only in the first four (1st-4th) grade levels.
- Space is reserved for an objective (Understands written instructions.) at grades 2nd to 4th.
- Two of the objectives (“Suggests different titles for what he/she listens/watches.” and “Predicts the meaning of unfamiliar words when listening/watching.”) start from the 2nd grade level and continue until the 8th grade level.
- Four of the objectives (“Determines the main idea/main emotion of what he/she listens/watches.”, “Acts out the narrative texts he/she listened/watched.”, “Expresses his/her opinions about what he/she listens/watches.” and “Answers questions regarding the information contained in tables and graphs.”) start from the 3rd grade level and continue until the 8th grade level.
- Three of the objectives (“Explains/summarizes the text he/she listened/watched.”, “Predicts the subject of the text he/she will read based on the images and the title.” and “Evaluates media texts.”) start from the 4th grade level and continue until the 8th grade level.
- It was found that an objective (Evaluates the content of what he/she listens/watches.) started at the 4th grade level and continued until the 7th grade and this was not included in the 8th grade.
- It has been determined that five of the objectives (“Makes predictions about the development of events when he/she listen/watch.”, “Answers questions about what he/she listens/watches.”, “Understands the speaker's non-verbal messages.”, “Answers questions about images.” and “Understands the meanings of shapes, symbols and signs.”) are passed at all class levels.
- “Identifies ways to improve thinking when listening/watching.” objective presented at 7th and 8th grades.
- The “Predicts the subject of the text he/she will read based on the visuals.” objective has found its place at 2 and 3rd grade levels.
- The “Associates visuals with the content of the text he/she reads.” objective is run at 3 to 4th grade levels.

No justification for what the distribution of gains to the class levels is determined.

Table 4. Objectives regarding visual presentation in the 2019 TC (Grades 1-8)

Objectives Related to Visual Presentation	Grades							
	1	2	3	4	5	6	7	8
1. Makes a prepared speech [Students prepare short presentations and rehearsal through supporting a subject with visuals (4, 5, 6th grades objective description); It is ensured that students present their thoughts in a logical integrity and prepare the presentation by using visual, auditory and similar supportive materials, etc. (7-8th grades objective description).]				•	•	•	•	•
2. Write words and sentences about visuals.	•							
3. Supports his/her writings with visual elements.	•	•						
4. Uses drawings and visuals to enrich his/her writings.			•					
5. Uses drawings, graphics and visuals to enrich his/her writings.				•				
6. Uses graphics and tables when necessary to support his/her writings.						•		
7. Uses graphics and tables to support the expression.							•	•
8. Writes by associating the events in the visuals.			•					
9. Tells an event by associating images.				•				
10. Uses humorous elements in his/her writings.								•
Total Number of Objectives	2	1	2	3	1	2	2	3

As can be seen in the table above, 2019 TC (1-8th grades) includes a total of ten objectives aiming at students to gain the skills related to the visual presentation. It is seen that these objectives are only available at only one grade level. “Write words and sentences about visuals.” is only available at 1st grade level, “Uses drawings and visuals to enrich his/her writings.” and “Writes by associating the events in the visuals.” are only available at 3rd grade level; “Uses drawings, graphics and visuals to enrich his/her writings.” and “Tells an event by associating images.” are only available at 4th grade level, “Uses graphics and tables when necessary to support his/her writings.” is only available at 6th grade level and “Uses humorous elements in his/her writings.” is only available at 8th grade level. In addition, the “Supports his/her writings with visual elements.” acquisition is presented at the 1st and 2nd, the “Uses graphics and tables to support the expression.” gain is presented at the 7th and 8th grade levels. It is understood that the remaining “Makes a prepared speech” gain has found its place from the 4th grade to the 8th grade. However, no information is not included in the distribution of the gains to the class levels.

Comparison of visual reading and visual presentation learning area in 2009 TC (1-5th Grades) and 2019 TC (1-8th grades)

Table 5. 2009 TC (1st-5th Grades) and 2019 TC’s (1st-8th Grades) objectives related to visual reading¹

Objectives on visual reading in 2009 TC (1st-5th Grades)	Objectives on visual reading in 2019 TC (1st-8th Grades)
<ul style="list-style-type: none"> Knows the meanings of shapes, symbols and signs. 	<ul style="list-style-type: none"> Understands the meanings of shapes, symbols and signs. Answers questions about images.
<ul style="list-style-type: none"> Queries the messages given in advertisements. 	<ul style="list-style-type: none"> Evaluates the media texts he/she listened/watched. Evaluates media texts. Determines the main idea/main emotion of what he/she listens/watches. Determines the subject of what he/she listens/watches. Identifies ways to improve thinking when

¹ In Table 5, the objectives that meet each other are shown in the same line.

	listening/watching.
	<ul style="list-style-type: none">• Answers questions about what he/she listens/watches.• Expresses his/her opinions about what he/she listens/watches.• Evaluates the content of what he/she listens/watches.• Queries the consistency of what he/she listens/watches.• Answers questions about images.
<ul style="list-style-type: none">• Comments on pictures and photographs.	<ul style="list-style-type: none">• Evaluates the media texts he/she listened/watched.• Answers questions about images.
<ul style="list-style-type: none">• Perceives the message given in the comics.	<ul style="list-style-type: none">• Answers questions about images.
<ul style="list-style-type: none">• Queries the information, news and thoughts given through mass media (newspapers, magazines, TV).	<ul style="list-style-type: none">• Evaluates the media texts he/she listened/watched.• Evaluates media texts.• Determines the main idea/main emotion of what he/she listens/watches.• Determines the subject of what he/she listens/watches.• Identifies ways to improve thinking when listening/watching.• Answers questions about what he/she listens/watches.• Expresses his/her opinions about what he/she listens/watches.• Evaluates the content of what he/she listens/watches.• Queries the consistency of what he/she listens/watches.• Answers questions about images.
<ul style="list-style-type: none">• Interprets body language.	<ul style="list-style-type: none">• Understands the speaker's non-verbal messages.
<ul style="list-style-type: none">• Interprets what is given in graphs and tables.	<ul style="list-style-type: none">• Answers questions regarding the information contained in tables and graphs.• Answers questions about images.
<ul style="list-style-type: none">• Reads maps and sketches.	<ul style="list-style-type: none">• Understands the meanings of shapes, symbols and signs.• Answers questions about images.
<ul style="list-style-type: none">• Knows the meaning of traffic signs.	<ul style="list-style-type: none">• Understands the meanings of shapes, symbols and signs.• Answers questions about images.
<ul style="list-style-type: none">• Interprets and evaluates the information, events and thoughts presented through visuals.	<ul style="list-style-type: none">• Determines the subject of what he/she listens/watches.• Answers questions about what he/she listens/watches.• Suggests different titles for what he/she listens/watches.• Determines the main idea/main emotion of what he/she listens/watches.• Identifies ways to improve thinking when listening/watching.• Expresses his/her opinions about what he/she listens/watches.• Evaluates the content of what he/she listens/watches.• Evaluates the media texts he/she listened/watched.• Evaluates media texts.• Queries the consistency of what he/she listens/watches.• Answers questions about images.• Understands the meanings of shapes, symbols and signs.
<ul style="list-style-type: none">• Queries the relationship between text and visual.	<ul style="list-style-type: none">• Associates' visuals with the content of the text he/she reads.

• Watches nature, notices and interprets changes in nature.	-
• Makes sense of and interprets the social events around him/her.	-
• Writes sentences and texts based on images.	-
• Uses information technologies to collect information.	-
• Matches the words he/she heard with images.	-
• Recognizes, gives meaning and interprets colors.	-
-	• Acts out the narrative texts he/she listened/watched.
-	• Compares the written text of the literary work with its media presentation.
-	• Makes predictions about the text he/she will listen/watch based on the visual(s).
-	• Predicts the subject of the text to be listened to/watched based on the visual(s).
-	• Predicts the content of the text to be read based on visuals.
-	• Makes predictions about the development of events when he/she listen/watch.
-	• Summarizes/tells in outline the text he/she listened/watched.

As can be seen in the table above, in 2009 TC (1st-5th Grades), eleven of the objectives aimed at gaining visual reading skills have the equivalent of 2019 TC (1st-8th Grades) while six gains do not have any equivalent. “Watches nature, notices and interprets changes in nature.”, “Makes sense of and interprets the social events around him/her.”, “Writes sentences and texts based on images.”, “Uses information technologies to collect information.”, “Matches the words he/she heard with images.” and “Recognizes, gives meaning and interprets colors.” are the objectives that do not have any equivalent in 2019 TC. On the other hand, 24 of the 28 objectives in the 2019 TC have equivalent in 2009 TC, but the seven objectives do not have any equivalent. “Acts out the narrative texts he/she listened/watched.”, “Compares the written text of the literary work with its media presentation.”, “Makes predictions about the text he/she will listen/watch based on the visual(s).”, “Predicts the subject of the text to be listened to/watched based on the visual(s).”, “Predicts the content of the text to be read based on visuals.”, “Makes predictions about the development of events when he/she listen/watch.” and “Summarizes/tells in outline the text he/she listened/watched.” are the objectives that do not have any equivalent in 2009 TC.

The objectives in 2009 TC are more generally expressed than the objectives in the 2019 TC. In the 2019 TC, it is seen that more details were entered into the statements. For example, the “Interprets and evaluates the information, events and thoughts presented through visuals.” objective of 2009 TC includes twelve objectives in 2019 TC or “Queries the information, news and thoughts given through mass media (newspapers, magazines, TV).” objective of 2009 TC includes ten objectives in 2019 TC. On the other hand, “Answers questions about images.” objective of 2019 TC includes nine objectives in 2009 TC or “Understands the meanings of shapes, symbols and signs.” objective of 2019 TC includes four objectives in 2009 TC.

This circumstance reveals that although the 2009 TC objectives appear less than 2019, it can meet many of its objectives at the same time and contain in other words. Although the same is available for some objectives in 2019 TC, it is less than the 2009 TC objectives.

Table 6. 2009 TC (1st-5th Grades) and 2019 TC's (1st-8th Grades) objectives related to visual presentation²

Objectives on visual presentation in 2009 TC (1st-5th Grades)	Objectives on visual presentation in 2019 TC (1st-8th Grades)
Visualizes emotions, thoughts, information and impressions using pictures, shapes, symbols and colors.	-
Expresses feelings, thoughts and impressions in drama, theatre, musical play, puppet etc. presents in different ways.	-
Selects and uses visuals appropriate to the content in his/her presentations.	Makes a prepared speech. Supports his/her writings with visual elements. Uses drawings and visuals to enrich his/her writings. Uses drawings, graphics and visuals to enrich his/her writings. Uses graphics and tables when necessary to support his/her writings. Uses graphics and tables to support the expression. Tells an event by associating images.
Prepares for the presentation.	Makes a prepared speech.
Presents information in tables and graphs.	Supports his/her writings with visual elements. Uses drawings and visuals to enrich his/her writings. Uses drawings, graphics and visuals to enrich his/her writings. Uses graphics and tables when necessary to support his/her writings. Uses graphics and tables to support the expression.
Uses maps and sketches in his/her presentations.	Makes a prepared speech. Supports his/her writings with visual elements. Uses drawings and visuals to enrich his/her writings. Uses drawings, graphics and visuals to enrich his/her writings. Uses graphics and tables when necessary to support his/her writings. Uses graphics and tables to support the expression. Tells an event by associating images.
Expresses sentences with visuals.	-
Uses real objects and models in his/her presentations.	-
Determines the presentation method.	-
Uses information technologies to present information, feelings and thoughts.	-
Evaluates his/her presentations.	-
-	Writes by associating the events in the visuals.
-	Write words and sentences about visuals.

As can be seen in the table above, in 2009 TC, four (“Selects and uses visuals appropriate to the content in his/her presentations.”, “Prepares for the presentation.”, “Presents information in tables and graphs.” and “Uses maps and sketches in his/her presentations.”) of the eleven objectives aimed at gain visual presentation skills are equivalent to 2019 TDÖP, but there is no

² In Table 6, the objectives that meet each other are shown in the same line.

equivalent of seven objectives (“Visualizes emotions, thoughts, information and impressions using pictures, shapes, symbols and colors.”, “Expresses feelings, thoughts and impressions in drama, theatre, musical play, puppet etc. presents in different ways.”, “Expresses sentences with visuals.”, “Uses real objects and models in his/her presentations.”, “Determines the presentation method.”, “Uses information technologies to present information, feelings and thoughts.”, “Evaluates his/her presentations.”). On the other hand, two (“Writes by associating the events in the visuals.” and “Write words and sentences about visuals.”) of the nine objectives in 2019 TC do not have equivalent in 2009 TC. Accordingly, it can be stated that 2009 TC is richer than 2019 TC in terms of visual presentation objectives.

It was determined that each of the four objectives (“Selects and uses visuals appropriate to the content in his/her presentations.”, “Prepares for the presentation.”, “Presents information in tables and graphs.” and “Uses maps and sketches in his/her presentations.”) in 2009 TC corresponds to more than one objective in 2019 TC. This situation is thought to be due to a more general expression of visual presentation objectives in 2009 TC.

CONCLUSION

In this study, which aims to address the adequacy of the current curriculum, which constitutes the basis of educational activities and accepted as a guide in Turkish education, in terms of visual reading and visual presentation gains, 2009 TC and 2019 TC objectives were examined and compared. In the literature review phase of the study, articles, books and journals reached with “curriculum”, “Turkish curriculum”, “visual reading”, “visual presentation” and “visual literacy” keywords have been examined and the theoretical information on the subject has been compiled. Then, the objectives given under the title of “Visual Reading and Visual Presentation” learning area in 2009 TDÖP and the gains in the 2019 TDÖP's listening/monitoring, speaking, reading and writing learning fields, which may be related to the visual reading and visual presentation were tabulated.

In the comparison of the tables, it was concluded that the current curriculum was more insufficient than the 2009 TC in terms of objectives to improve the visual reading and visual presentation skills of the students. Considering the requirements of the current age, the importance of visual elements emerges at every stage of communication and access to information (Lundy & Stephens, 2015). For this reason, in the mother tongue education, which is one of the important elements of education, the student should be able to interpret the visuals and express himself/herself with them, in other words, the targets should be set on the competence in visual literacy. From this point of view, it is thought that the objectives for visual reading and visual presentation skills to be prepared in the future will be placed in a more detailed and under a separate learning area as in 2009 TC.

Another remarkable circumstance in both curriculum is that some objectives related to visual reading and visual presentation are distributed according to their grade levels without any justification. For example, in the 2009 TC, “Queries the messages given in advertisements.” objective that in the analysis step according to Bloom's renovated taxonomy (Anderson & Krathwohl, 2001) is found in 1st to 3rd grades, but it is not found in 4th to 5th grades. According to the Taxonomy, a high-level skill is 1st-3rd grades of primary school. According to the Taxonomy, it is thought that the inclusion of a high-level skill at the 1st to 3rd grade levels of the primary school, and not to include in the following classes is a negative situation. Similar circumstance can be seen in the “Predicts words and their meanings based on images. (1st to

3rd grades)", "Predicts the subject of the text to be listened to/watched based on the visual(s). (1st to 4th grades)" and "Predicts the subject of the text he/she will read based on the visuals. (2nd to 3rd grades)" objectives of 2019 TC, which are thought to be at further class levels and in the evaluation step of the Taxonomy. According to these results, it is thought that it should be acted in accordance with the principle of "From Easy to Difficult" in the process of distributing the objectives to grades in the future curriculum.

Ethical Text

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).

REFERENCES

- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing*. Allyn and Bacon.
- Arslan, M. M., Mirici, İ. H., & Yaman, M. (2001). *Millî Eğitimin yasal dayanağı mevzuat-I*. Anıtepe.
- Braden, R. A. (1996). Visual literacy. In D. H. Jonassen (Ed.), *Handbook of research for educational communications and technology*. Simon & Schuster.
- Debes, J. L. (1968). Some foundations for visual literacy. *Audiovisual Instruction*, 13, 961-964.
- Glasgow, J. N. (1994). Teaching visual literacy for the 21st century. *Journal of Reading*, 37(6), 494-500.
- Kellner, D. (2001). New Technologies/new literacies: Reconstructing education for the millennium. *International Journal of Technology and Design Education*, 11, 67- 81.
- Lundy, A. D., & Stephens, A. E. (2015). Beyond the literal: Teaching visual literacy in the 21st century classroom. *Procedia-Social and Behavioral Sciences*, 174, 1057-1060.
- Merriam, S. B. (2013). *Nitel araştırma-desen ve uygulama için bir rehber*. (S. Turan, Trans). Nobel.
- Metros, S. E., & Woolsey, K. (2006). Visual literacy: An institutional imperative. *Educause Review*, 41(3), 80-81.
- Miles, B. M., & Huberman M. A. (2016). *Nitel veri analizi* (S. Akbaba Altun & A. Ersoy, Trans.). Pegem Akademi.
- MNE. (2009). *İlköğretim Türkçe dersi öğretim programı ve kılavuzu (1-5. sınıflar)*. Devlet Kitapları.
- MNE. (2019). *Türkçe dersi öğretim programı (ilkokul ve ortaokul 1, 2, 3, 4, 5, 6, 7 ve 8. sınıflar)*. <https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=663>
- Petterson, R. (1993). *Visual information* (2nd edition). Educational Technology Publication.
- Yıldırım, A., & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma*. Seçkin.
- Yıldız, M. Ö. (2012). Görsel okuryazarlık üzerine. *Marmara İletişim Dergisi*, 19, 64-77.



"Journal of Education and New Approaches - JENA" is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).