

What are Teachers' and Students' Views of the Learning-teaching Process? A Study on Turkish Language and Literature

Hüma Nayman*, Sertel Altun

Curriculum and Instruction, Yıldız Technical University, İstanbul, Turkey

Corresponding Author: Hüma Nayman, E-mail: humabal1996@gmail.com

ARTICLE INFO

Article history

Received: February 09, 2021

Accepted: April 23, 2021

Published: June 30, 2021

Volume: 12 Issue: 3

Advance access: June 2021

Conflicts of interest: None

Funding: None

Key words:

Turkish Language and Literature,
Learning and Teaching Process,
Learning and Teaching Theories,
Active Learning,
Reading Habit

ABSTRACT

This study aims to examine teachers' and students' views of learning-teaching on Turkish Language and Literature course. Also, this study aims to determine the prior learning-teaching strategies of teachers and students. It was designed by qualitative research approach, phenomenology design. In the study, there are two participant groups; teachers and students. In sampling for both teachers and students, convenient sampling of purposive sampling type was used. Semi-structured interview questions were used as a data collection tool. Accordingly, content analysis was deemed proper to analyze the data. As a result, teachers' and students' views on learning and teaching are compatible with each other in a general framework such as self-study, students' involvement, active lesson process, teaching the lesson as art and especially the importance of reading habit. However; in the learning-teaching process, teachers' most strong emphasis was on individual differences, different/active methods implementations during the lesson and; whereas students' emphasis was on learning strategies such as memorizing, coding, doing research, observing and teachers' interest in them. It can be seen in the findings that teachers tend to teach the course by enabling learners to participate and students would like to have an active lesson process. Teachers and students share a similar idea on the fact that the Turkish Language and Literature course is an art; so, the learning-teaching process should be formed accordingly. According to the findings teachers' and students check the understanding by productivity and test results. Conclusively, teachers and students are keen on an active teaching environment; reading habit is one of the most important skill as the course's attainment, however exam pressure can limit their actions.

INTRODUCTION

The term of learning has always been on the spot of different views and discussions throughout history. It has been discussed by many educators and scientists. Learning is a very complex and multidimensional process. Many educators and psychologists defined learning from many different perspectives (Schunk, 2012). For Behaviorists, learning is the change in the behavior that leads the learner to show in their experiences. For cognitivists, learning occurs within the mind of the individual and it is the process of making what's around meaningful. Learning takes place with the work of the brain. For constructivists, learning is a learner-centered process. Learners can construct the newly learned knowledge into the previous one, and they can provide themselves with meaningful and controlled learning (Hebb, 1964; Schunk, 2012; Senemoğlu, 2018; Slavın, 2006).

If we are to examine the nature of all these learning approaches and theories in detail, we can see that as they have differences, they also have similarities at some point and they in some ways complete each other. Starting with behaviorist theories; classical conditioning, operant

conditioning, contiguity learning and connectionism are the pioneer theories. In classical and operant conditioning; concepts such as stimulus, response, fading and reinforcement are mutual concepts. In classical conditioning, which was put forward by I. Pavlov, the reinforcement is delivered without the individual doing anything; however, in operant conditioning by B.F. Skinner, the individual is required to do something to have reinforcement, reward or punishment. Contiguity learning is more similar to classical conditioning than operant conditioning in terms of the habit formation process. The proponents of this theory were J. Watson and E.J. Guthrie. Although they share mostly a common view in the definition of learning by stimulus-response contiguity, Guthrie suggests that learning takes place in one trial whereas Watson emphasizes the importance of repetition. Guthrie also emphasizes ways of breaking habits such as threshold, fatigue and incompatible response. As for Thorndike's view of behaviorism, he stresses the importance of satisfying consequences that comes after the stimulus-response process. The most important principles of his connectionism theory are trial-error learning, laws of effect and

readiness (Schunk, 2012; Senemoğlu, 2018; Slavin, 2006; Staats, 1996).

In cognitive theories, social cognitive theory, information processing theory, Gestalt theory and neuropsychological theory can be examined. In social cognitive theory, Bandura emphasizes the importance of learning through observation and vicarious learning. He has proven his theory via the bobo doll experiment in vicarious learning and the difference between learning and performance. He expresses that an individual can learn without experiencing but observing around them. According to his view of theory; reciprocal determinism, symbolizing capacity, foresight capacity, vicarious learning capacity, self-judgment and self-regulation capacity are the main principles. Also, he stresses that vicarious reinforcement, vicarious punishment, vicarious experience and vicarious motivation are as effective as direct ones. One of the most important points of his theory is the fact that he described the individual as a decision-maker of own and he takes self-efficacy and self-regulation into consideration in learning (Altun, 2004; Altun & Çolak, 2011; Bandura, 1976; Bandura, 1995; Bandura, 2016; İlbeği, 2020). As for information processing theory, it mainly focuses on the internal processes of learning. Information processing theorists do not reject associations but they reject the notion of these associations' happening with only external effects. It examines individuals' minds and memory in learning. This theory suggests that there are two important issues in learning and they are memories that the knowledge is stored and cognitive processes that allow knowledge to be carried out and remembered. It explains the learning process as; input enters sensory memory; it moves on with working memory. Repetitions and coding take place for information to be stored in long-term memory. If the knowledge cannot be stored in long-term memory forgetting occurs. However, if it is preserved in long-term memory, it is retrieved when necessary. Also, in this theory, attention has a key role since it is not easy to preserve the knowledge if the individual's attention is not driven. It emphasizes the importance of executive functioning which means having the control of monitoring, selecting and information processing. Besides these notions, individual differences are very prominent in information processing and preserving the knowledge in long-term memory (Altun & Çolak, 2011; Schunk, 2012; Slavin, 2006). Gestalt theory is based on the Gestalt movement started by a few psychologists at the beginning of the 20th century. It basically suggests that learning is finding holistic meaning. According to their point of view, the whole is more important than the parts. That is why learning should take place in a holistic and meaningful way that learners can easily understand with the help of frameworks and concept maps. In this theory; there are basic principles that constitute the basic mentality of learning which are similarity, continuation, closure, proximity, figure/ground, and symmetry & order. This theory emphasizes the importance of perception and insight learning. In short, it suggests that learning is a meaningful problem solving and perceiving

what is around you process as a whole (Altun & Çolak, 2011; Schunk, 2012; Senemoğlu, 2018). For neuropsychology theory put forward by D. Hebb; Learning is a biochemical and physiological process. Our physiological needs are important factors that can affect the learning process. The brain has a very complex structure that enables us to do very complex tasks at the same time. In the brain, there are millions of cells that %15 of which are neurons. Thinking and learning processes occur in neurons. The brain has four lobes; the frontal lobe controls planning, problem-solving and other issues related to the memory; parietal lobe is in charge of functioning senses; the temporal lobe deals with hearing functions and the occipital lobe is in charge of recognizing objects. Brain lobes work as a whole and multi-functionally. Also, this theory suggests that learning is not hereditary but it can occur when a child encounters many different and meaningful stimuli, and it is simply combining as many cell assemblies as one can. It has an information processing way of learning and it stresses that learning needs to be meaningful, learning includes both cognitive and affective processes and patterning supports learning permanently. Another important point of view of this theory is that it suggests brain processes whole and the parts at the same time and it can execute very complex matters (Altun & Çolak, 2011; Caine & Caine, 1991; Hebb, 1964; Schunk, 2012).

As for constructivism, defining constructivism has many aspects because it is a philosophy that sets the nature of learning rather than a theory. Basically, it deals with the individual's differences in learning. It suggests that each individual is different and they have different ways of learning since they are different in readiness, intelligence, background and way of thinking. It emphasizes the importance of learners' constructing their learning. Learning needs to take place in an active environment for learners and enhance higher-order thinking skills. Constructivism accepts the exogenous and endogenous perspectives of learning and does not oppose the cognitive process of individuals. There are two schools of thought in constructivism: cognitive constructivism and social constructivism. Cognitive constructivism' pioneer J. Piaget emphasizes the importance of constructing knowledge in cognition. It explains this process in terms of assimilation, accommodation and equilibration. According to his point of view, the individual finds ways to equilibrate their knowledge by schemes and reconstructing. As for social constructivism pioneered by L. Vygotsky; it pays more attention to the interaction and internalization in constructing the knowledge. He also stresses the importance of the interaction with the terms of zone of proximal development. Besides, he suggests that self-regulation has an important role in constructing knowledge. Apart from these pioneers, Dewey and Bruner also can be mentioned as constructivists with their experiential and discovery learning views respectively (Altun & Çolak, 2011; Schunk, 2012; Slavin, 2006; Woolfolk, 2016).

PURPOSE OF THE STUDY

As the theories explained above; the criticism brought to behaviorism was the way they consider learning as a one-way process and ignore most of the cognitive and affective processes. The common thought on cognitive and constructivist theories is that learning is complicated and learners have very different ways of improving themselves which include improvement of metacognitive skills, creative skills, self-regulation and preferences (Erden & Altun, 2006). The emphasis on improving these skills, which are also mentioned as 21st-century skills (Pellegrino & Hilton, 2012), is related to the fact that knowledge is not enough on itself anymore (Judge et al., 2009). An individual being successful in life is attached to their meta-cognitive skills such as critical thinking, problem-solving, reflective thinking; being creative, innovative and self-regulated (Pellegrino & Hilton, 2012). Literature is one of the courses that help learners improving their meta-cognitive skills and creativity (Brookhart, 2010). According to the Ministry of National Education (2018), the Turkish Language and Literature course is a very significant course to equip the learners with critical thinking, reflective thinking, problem-solving skills and creativity. Although the Ministry of National Education emphasizes the importance of improving these 21st-century skills; according to the studies, the course cannot meet the needs of improving learners' meta-cognitive skills (Erdem, 2017; Eskimen, 2018; Sarıtaş, 2019). Teachers believe that, instead of a mechanic and chronological way of presenting the course, it should be enriched by discussions, interpretations and creative thinking activities (Göçer, 2016). Also, studies suggest that to raise students' reading habits, which has a great role in improving metacognitive skills, the key course is Turkish Language and Literature course (Aytaç & Kaygısız, 2019; Bağcı, 2019). According to OECD data (2018), the reading performance of Turkish students is not among the top countries, on the contrary, it is in one of the lowest rate countries. When the skills gained by the Turkish Language and Literature course are taken into consideration, it is important to dive deeply into the way it is learned and taught. Especially, it is paramount to examine the process from the point of teachers and students which are the two basic items in the teaching-learning process. It is important to reveal which learning-teaching theories are prioritized by teachers and learners and find out whether teachers' and students' view of learning-teaching is similar or not. Starting this point of view, teachers' and students' view of learning-teaching is a spot that needs to be examined. In the light of all these studies and explanations. This study aims to examine teachers' and students' views of learning-teaching on Turkish Language and Literature course. Also, this study aims to determine the prior learning-teaching strategies of teachers and students; if they share a common view or not. By this aim, answers were sought to the questions below:

1. What are the teachers' and students' views on the learning process of the Turkish Language and Literature course?

2. What are the teachers' and students' views on the teaching process of the Turkish Language and Literature course?
3. What are the teachers' and students' views on the checking-understanding process of the Turkish Language and Literature course?

METHOD

Design of the Study

This study was designed by qualitative research approach, phenomenology design. In qualitative studies, it is enabled to dig deep down in situations that we cannot reach by numbers (Creswell, 2009). Qualitative studies are strong by detailed descriptions not by the numbers (Maxwell, 1996). Phenomenology design aims to go deeper in cases that we are not able to pay attention to at first sight. In this perspective, phenomenology design is decided to be most suitable with the purpose of this study which is to examine teachers' and students' views of learning and teaching on Turkish Language and Literature course.

Context of the study

In this study, the aim is to examine teachers' and students' views of learning-teaching on Turkish Language and Literature course. This chosen lesson is a compulsory lesson for all high school students from grade 9 to grade 12 for 5 hours a week (MoNe, 2018). However, all the students do not have to take the related exam which includes Turkish Language and Literature because they may have a different field such as Science or Language (Student Selection and Placement Centre, 2020).

Participants

In this study, there are two participant groups; teachers and students. In sampling for both teachers and students purposive sampling was used. Purposive sampling is used in cases that require a target audience (Neuman, 2017). In this study, teachers and students are both from public high schools. Teacher and student participants are explained in detail below.

Teachers

For teachers, convenient sampling of purposive sampling type was used. Convenient sampling, on the other hand, is a way to collect the data from the reachable sources (Büyükoztürk et al., 2017). This study consisted of 11 Turkish Language and Literature teachers who work in high school. The demographic information of each participant is given below.

All the participant teachers in the study agreed on the view that the Turkish Language and Literature course should be seen as an art rather than a course.

Table 1. Teachers' details

	Gender	Year of Experience	Graduation
Teacher 1	Female	7	Degree/ Turkish Language and Literature
Teacher 2	Female	25	Degree/ Turkish Language and Literature
Teacher 3	Female	10	Degree/ Turkish Language and Literature
Teacher 4	Male	19	Degree/ Turkish Language and Literature
Teacher 5	Female	2	Degree/ Turkish Language and Literature
Teacher 6	Female	23	Degree/ Turkish Language and Literature
Teacher 7	Female	10	Degree/ Turkish Language and Literature Teaching
Teacher 8	Female	8	Degree/ Turkish Language and Literature
Teacher 9	Female	18	Degree/ Turkish Language and Literature
Teacher 10	Male	10	Degree/ Turkish Language and Literature
Teacher 11	Female	26	Degree/ Turkish Language and Literature

Students

As for students, again convenience sampling of purposive sampling was used. But students were diversified according to their gender, grade, high school entrance and school report scores. This study consisted of 9 high school students. The demographic information of each participant is given below in detail.

Students in this study find Turkish Language and Literature course necessary and valuable. And this participant group consists of students who find themselves either successful or mostly successful in this lesson.

Table 2. Students details

	Gender	High School Entrance Score	Grade	School Report Score
Student 1	Male	491	12	84,80
Student 2	Female	470	11	74
Student 3	Female	458	12	89
Student 4	Female	378	10	70
Student 5	Female	375	10	82
Student 6	Female	361	10	60
Student 7	Female	355	10	78
Student 8	Male	324	11	91
Student 9	Female	284	11	88,50

Data Collection Tool

In this study, interview questions were used as a data collection tool. Semi-structured interview questions were prepared by the opinion of an expert. The question changed a couple of times with the decision of the expert to attain validity and reliability of the interview form. In the interview form, required information related to the study and demographic information questions for the participants are included along with the semi-structured interview questions. Interview questions were seen as proper since the purpose of the study is to examine the teachers' and students' views of learning, and interview enables the researcher to gain more and deeper information on the subject (Berg & Lune, 2015). Teachers' and students' interview questions were given below.

Table 3. Teachers' and students' semi-constructed interview questions

	Teachers' Questions	Students' Questions
1.	How do you describe an effective Turkish Language and Literature course?	What do you think of Turkish Language and Literature course? / Do you consider yourself successful in Turkish Language and Literature course?
2.	How do you think students learn?	How do your teachers teach the course?
3.	What do you do to ensure that the course is learned?	What do you do to learn Turkish Language and Literature course?
4.	How do you understand that students have learned?	How do you understand that you have learned?
5.	What do you do to motive your students (both interested and uninterested students)?	What do you do to understand when you don't understand a subject?

Data collection process

This study took place in the 2020-2021 academic year/fall term. In line with the purpose of the study, the interview was decided as a data collection tool. First, the interview questions were discussed and decided in accordance with the purpose of the study. After that, the participants were reached by their volunteering. Since this study took place in the period of the global pandemic, participants were asked if they could have a video conference meeting or they could answer the questions in writing form. According to the choice of the participants, they were interviewed via an online platform or they sent the interview form with a detailed description. For those who chose video conference, the interview form was sent beforehand to have equal terms. During the data collection process, the planned questions were asked, there were no other alternative questions since there was no requirement for them.

Data Analysis

As mentioned above, the data collection tool was semi-structured interview questions and participants were asked to

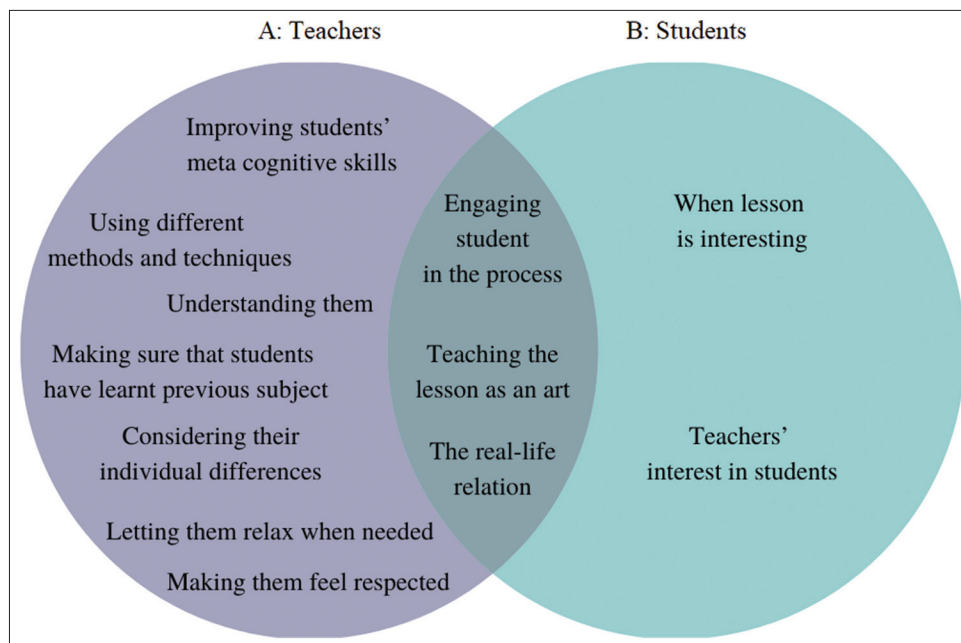


Figure 1. Teachers' and students' view on learning

answer the questions sincerely and in detail. In accordance with this aim, content analysis was deemed proper to analyze the data since the participants expressed their opinions in a very detailed way and the questions were compatible with each other. In content analysis, the themes can be determined in line with the data itself. It enables the researcher to detect the elements that cannot be only one question of an answer but as a harmonical whole (Merriam, 2009). In the analysis of the content, manual analysis was preferred as suggested by Saldaña (2009).

Data analysis process

After the data were collected by the participants, the video forms were turned into scripts and all the scripts were read altogether. First, the teachers' data were analyzed; then, students' data were analyzed and the findings were compared to each other. After certain themes were reached for both teachers' and students' answers, the categories were found in line with the codes. Theme, category and code tables were formed. The data were read again and the theme, category and code tables were revised. Accordingly, the data were described in detail with the participants' quotes. The data and data analysis tables were checked by both of the researchers.

Validity and reliability of the study

In qualitative studies, the terms of credibility, transferability, consistency and confirmability are used respectively instead of internal validity, external validity, internal reliability and external reliability (Lincoln & Guba, 1985; Creswell, 2009). The ways used in this study to ensure validity and reliability are defined below:

Credibility: Member checking was used to increase credibility. After the online interview, the participants were given summarized information of the things they said; as for the

participants who responded in writing, they were contacted via phone and discussed to check.

Transferability: To increase transferability, purposive sampling was used as a sampling method. Also, every step and participants of the study were narrated in detail.

Consistency: In this study, two participants were involved. Consistency review took place by revising the previous steps and findings in the study.

Confirmability: The method of the study was explained broadly; Also, a confirmation review was done by both researchers.

Role of the Researchers: In this study, there are two researchers. The first one is a Ph.D. student in Curriculum and Instruction department and has several articles in Curriculum and Instruction field. The second researcher is an Assoc. Prof. in Curriculum and Instruction field and has many nationally and internationally published articles along with the books and projects.

RESULTS

Results are shown in three categories; teachers' and students' views of effective learning, teachers' and students' views of effective teaching and teachers' and students' views of checking-understanding. In the first theme, students are the ones that control the process since they are the learners whereas in the second theme teachers are the ones who take action. Therefore, these two themes are explained respectively to reveal teachers' and students' views in company.

Under the theme of teachers' and students' views of effective learning, teachers' and students' opinions on effective learning are explained.

In the first theme, the main categories are teachers' views of effective learning and students' views of effective learning. As it can be seen in the Venn diagram Figure 1 below, teachers and students have some common views.

Table 4. Theme 1: Teachers' and students' view of learning

Category	Sub-Category	Codes
Teachers' view of effective learning	Eliminating negative barriers	Eliminating exam pressure
		Eliminating bias against the lesson
	Self-study	Repetition
		Reading habit
		Being successful in self-regulation
	Students' involvement	Active participation
		Discovery
		Curiosity
	Addressing students' differences	Learning styles
		Readiness
Talent		
Students' view of effective learning	Self-study	Memorizing
		Reading habit
		Repetition
		Building a rational relation
		Coding
		Organizing
		Reaching the whole by parts
	Students' involvement	Using the internet
		Doing research
		Curiosity
	Peer teaching	Learning through observation
		Asking friends to teach

Relevant quotes related to the teachers' and students' views of effective learning are given below.

"It is a compulsory lesson however, not every student solves literature problems in a university exam, that's why they may not want to learn and internalize the lesson. They don't feel obliged, they don't want to learn." (Teacher 1 – Code Eliminating examination pressure)

"They come to the lesson with previous learnings and if these learnings are not good memories, they have a bias against the lesson. We should get rid of these biases first. Central exams are big factors students don't want to write a poem or a story because they are expected to do well in the test. If we can only teach this lesson because it is an art and fun" (Teacher 6 – Codes Eliminating the bias against the lesson/Eliminating examination pressure)

"Our lesson requires repetition and reading, and even we can forget things we don't repeat." (Teacher 8 – Code Repetition)

"First of all, since the literature lesson is based on reading and reading comprehension, it is not possible for students who do not like to read to be successful in literature. Reading is a habit that should be acquired before high school years. For this reason, young people who read and interpret what they read are more successful." (Teacher 2 – Code Reading habit)

"They are curious, they investigate, they make an effort, they take into account our criticism. They try to improve themselves literally by making use of every literature teacher and resource." (Teacher 11- - Code Being successful in self-regulation)

"I try not to let them remain passive during lecture. As time permits, I allow discussing or expressing their opinions on the subject. When we do not have time, I try to achieve this with the writing activities we do. In this

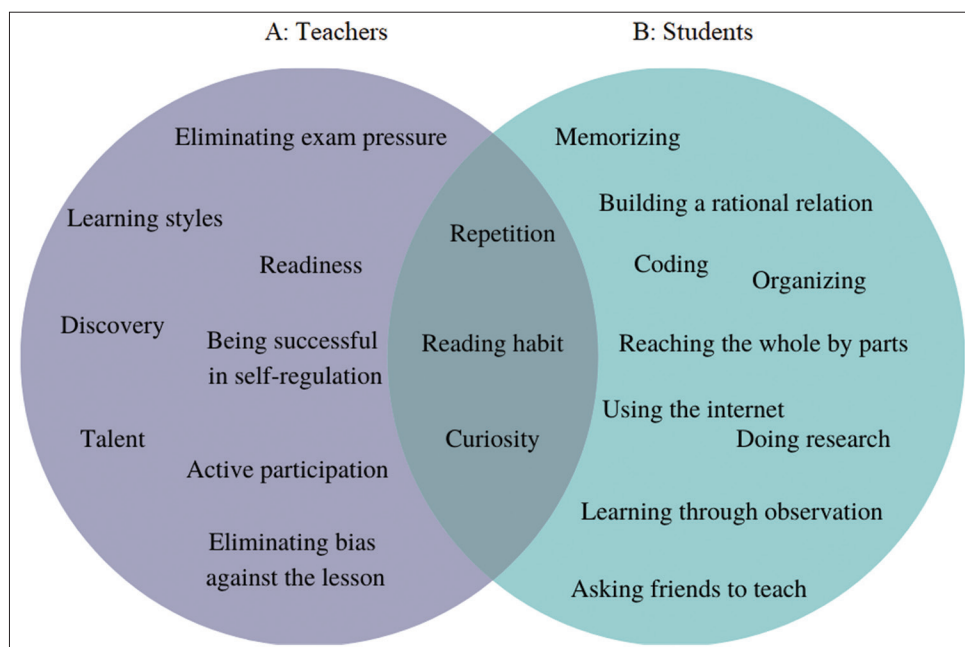


Figure 2. Teachers' and students' view on teaching

way, I try to keep the student's interest alive and make it easier for them to learn." (Teacher 6 – Code Active student participation)

"Students with an inner motivation learn more easily. The student has to discover himself and determine how easily he learns. All learning can take place easily after metacognitive learning takes place." (Teacher 5 – Code Discovering themselves)

"It's about arousing curiosity. When curiosity wakes up, interest comes with it. That way things get a little easier." (Teacher 4 – Curiosity)

"They have their ways of learning. Different styles. They cannot understand it the same way. We all have unique self." (Teacher 6 – Learning styles)

"In an age of speed, taking time for such exams and course preparation brings them stagnation, the sense of intolerance and boredom. We have talented children. Each of them has different features and readiness. By identifying them with the same source or the same methods, we ignore personality skill differences. A consequence of this system." (Teacher 1 – Readiness/Talents)

"Since I am a YKS (university entrance exam step 1) student, I can say that I do a lot of memorization. Reading the books of some of my favorite writers and poets also helps me to remember the author's language and style. I am one of those who understand by writing. I make lots of notes and hang them where I can see them and repeat them a lot. It stays in my mind this way. (Student 3 – Memorization/Reading habit/Repetition)

"I research, I take the subject out of the focus of the exam and learn because I am really curious. I understand that I have learned seriously when I can establish a rational relationship between some subjects and other subjects and realize that I no longer have difficulty remembering what I learned." (Student 1- Codes Doing research/Curiosity/Building a rational relation)

"I try to do some research about the topics I don't know. Also, I believe when we do some observation it is more permanent" (Student 6 – Code Doing research/Learning through observation)

"To learn the Turkish Language and Literature course, I reorganize the notes we first wrote in school in a more orderly, simple and understandable way. I use mappings or some coding I created to keep some points in my mind." (Student 2 – Codes Organizing/Coding)

"Sometimes I make the subjects as storytelling or I code the information. Or I divide them into parts so that I can reach the whole, then I check them. It is permanent." (Student 8 – Code Coding/Reaching the whole by parts)

"I make an effort, if I still do not understand, I postpone the study to a time when my mind is more comfortable. If I do not understand it still, I ask a friend who has learned the subject well to tell me - which they do it most of the time, and I understand." (Student 1 – Code Asking friends to teach)

"I use the internet to get help and study when I need." (Student 4 – Code Using the internet)

As it can be seen by the quotes of teachers and students, they agree on the importance of self-study and student involvement to learn effectively. Also, it can be seen that the impact of central exams results in the idea that repetition and memorization are necessary for students. Especially students emphasized that they prefer self-study by doing repetition and memorization because they are expected to do well in central exams; whereas teachers expressed their concerns by stressing this situation may not help learners' interest and creativity in the lesson.

In the second theme, teachers' and students' views of effective teaching are explained followed by their opinions on effective learning to examine whether they are compatible or not and teachers' actions to ensure effective learning.

Table 5. Theme 2: Teachers' and Students' View of Teaching

Category	Sub-Category	Codes
Teachers' view of effective teaching	Active lesson process	Engaging student in the process Improving students' metacognitive skills Using different methods and techniques Teaching the lesson as an art Making sure that students have learned the previous subject The real-life relation
	Motivating learners	Understanding them Making them feel respected Considering their individual differences Letting them relax when needed
Students' view of effective learning	Active lesson process	When the lesson is interesting Engaging student in the process Teachers' interest in students Teaching the lesson as an art The real-life relation

In the second theme, the main categories are teachers' and students' views of effective teaching. Also, in this categories teachers and students have some common views as it is shown in Figure 2.

Relevant quotes related to the teachers' and students' views of effective teaching are given below.

"To ensure that students participate as much as possible; I try to create an active and fun lesson environment with questions and answers. The knowledge becomes permanent as much as you are active." (Teacher 9 – Code Engaging student in the process)

"To make them understand the literary periods, the features of the period should be examined through the works of the important writers of the period. Works of the period and different authors should be compared. The works should be interpreted. Literary trips should be organized, artistic activities should be made to give the feeling that literature is not only a lesson but an art" (Teacher 2 – Codes Engaging student in the process/Improving students' metacognitive skills/Teaching the lesson as an art)

"It should be planned so that students actively participate in the lessons. Methods and techniques such as discussion, dramatization, group work, case study, brainstorming, problem-solving should be used. Research-oriented studies should be conducted and these studies should be presented by students." (Teacher 5 - Code Using different methods and techniques)

"I plan at first to teach my lesson. This planning is in the form of year, period, month, week and day. I try to understand the student's previous learning about the subject. In the past, if there were problems that prevented the subject from being learned, I try to make up for it." (Teacher 10 – Code Making sure that students have learned the previous subject)

"I try to keep the life-literature relationship alive. I add their family-friendship relations, likes and criticisms to the lesson about the subject and connect the subject to the point I want to give. I try to motivate with trips, drama and storytelling, teaching in the schoolyard, small competitions and games. Sharing the books that I read, talking about what they read, sometimes starting a lesson with a song or a beautiful poem is also effective. Knowing that they are interested and supervised keeps the student usually alive." (Teacher 11 – Code the real-life relation)

"Doing fun activities together, listening to a music they want together, trying to understand them, helping them solve their problems are effective in increasing their motivation." (Teacher 5 – Understanding them)

"To motivate the students, I make them feel that I love them unconditionally and without discrimination and that I respect them as they are. I keep this transfer of love and respect within a mentality that sets natural boundaries. So, I think my students get human energy from me, they invest in themselves with this energy. (Teacher 10 – Code Making them feel respected)

"I present them with a list of assignments with different concepts that they can express themselves and make it easier for them to learn. They prepare and present an assignment of their choice. (Teacher 2 – Code Considering their individual differences)

"I approach the learner with a humor that is suitable for their personality. I take a short break from the lesson when needed and let them rest." (Teacher 1 – Code Letting them relax when needed)

"The fact that the resource I use to learn or the teacher who teaches the lesson is in favor of an entertaining and intriguing narrative rather than a compelling, boring narration. Also, would be more pleased if teacher suggests good books on the topics we cover" (Student 1 – Code When the lesson is interesting)

"When the teacher asks us to do some research on the subject that will be covered allows us to play an active role in the course. I believe it will be more memorable this way." (Student 2 – Code Engaging students in the process)

"When the teacher is interested in us, I am motivated to learn so it is a better way to teach." (Student 6 – Code Teacher's interest in students)

"Turkish Language and Literature course offers us the opportunity to get to know the old times of our nation and to live in those times. We understand the cultural structure and social life of the old times in terms of both the subject and the rules emphasized with the works." (Student 9 – Code Teaching the lesson as an art/The real-life relation)

As it can be seen in the quotes, teachers and students share a view on active lessons and student engagement in the process.

In the third theme, the main categories are teachers' and students' views of checking-understanding. Teachers and students have some similar views as it can be seen in the Table 6.

Table 6. Theme 3: Checking Understanding

Category	Sub-Category	Codes
Teachers' view	Performance	Presentations
		Productivity
		Test results
		Peer teaching
Students' view	Students' reaction	The questions they ask
	Performance	Productivity Test results

In this theme, the Venn diagram wasn't made because students' views were the same as the common views; and they had no other answers.

Relevant quotes related to the teachers' and students' views are given below.

"Feedback and questions from students during and after the lesson create an impression of whether the lesson has achieved its goal. The frequency of the feedback shows the success of the lesson. This is how I understand" (Teacher 4 – The questions they ask)

"I understand what they learned or could not learn from the answers they gave to the questions I asked and from the questions they asked me." (Teacher 9 – The questions they ask)

"It can be understood from their in-class performances, exam notes, homework texts they wrote, and their presentations." (Teacher 2 – Code Presentations/Productivity)

"Exams are criteria of course. Apart from that, I can understand from their questions." (Teacher 8 – Codes Test results/The questions they ask)

"When a student writes a poem or a story. Of course, it is about talent too but it gives us a clue of their interest." (Teacher 6 – Code Productivity)

"I ask them to teach each other. This way I can understand." (Teacher 7 – Code Peer teaching)

"I understand it by my test performance, also if I can tell that subject and make my own ideas, it means I understood it." (Student 4 – Code Productivity/Test Results)

As it can be seen by teachers' quotes, teacher check understanding by students' questions and their performance during the lesson. Students gave similar responses.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this study, the aim is to examine teachers' and students' views of learning and teaching on the Turkish Language and Literature course. Also, this study aims to determine the prior learning-teaching strategies of teachers and students. Results were displayed in three themes which are teachers' and students' view of learning, teachers' and students' view of teaching, teachers' and students' view of checking-understanding. When teachers' and students' views on learning and teaching are compared, it can be seen that they are compatible with each other in general framework such as self-study, students' involvement, active lesson process, teaching the lesson as art and especially the importance of reading habit. However; in the learning-teaching process, teachers' different emphasis was on individual differences, different/active methods implementations during the lesson and; whereas students' emphasis was on learning strategies such as memorizing, coding, doing research, observing and teachers' interest in them. Besides, although teachers' and students' being eager to approach the learning-teaching process with active participation and intellectual aspect, they could not deny the importance of a result-oriented approach. These similarities and differences are presented and discussed below.

According to the first theme of the results, it was concluded that teachers prioritize eliminating exam pressure and bias against the lesson, repetition, improvement of reading habit, students' being successful in self-regulation, ensuring active student participation, letting students discovering themselves, arousing curiosity and addressing learner differences such as learning styles, readiness, talent. As for students, they prioritize memorizing, improving reading habits, repetition, building a rational relation, coding, organizing, reaching the whole by parts, using the internet, doing research, being curious, learning through observation and asking friends to teach to learn. As a result, it was found that teachers' and students' views of learning are mostly compatible with each other in a general framework since both groups emphasized the importance of self-study and students' involvement. For instance, teachers and students agreed on the significance of reading habit, repetition and curiosity. However, teachers' different emphasis was on learners' differences, self-regulation and self-discovery; while students emphasized learning strategies such as memorizing, coding organizing, doing research and peer-teaching. When we examine the details, teachers expressed their ideas about students learning, students expressed what they do to learn. Accordingly, it can be seen that teachers' and students' approaches to learning associate with the influence of constructivist and cognitivist theories. Most of the teachers and students explained effective learning with the elements of constructivist and cognitive theories since they believe in the effect of active participation, reading habit, self-discovery and curiosity (Altun & Çolak, 2011, Schunk, 2012; Woolfolk, 2016). As it was mentioned in the introduction of the study, Turkish Language and Literature is the key course to let the students gain reading habit (Aytaç & Kaygısız, 2019; Bağcı, 2019); and the teachers and students who par-

ticipated in this study also mentioned that strongly. Another stress that teachers made was on students' differences. The importance of the student differences in the learning process is a known fact which emphasizes the importance of every individual's own characteristics and habits (Erden & Altun, 2006; Tomlinson & McTighe, 2006). Also, as teachers in the current study expressed the importance of self-regulation in accomplishing effective learning is seen in other studies as well. Studies show that self-regulation and success have a strong connection (Altun, 2004; Lawson et al., 2019, Zimmerman, 1990). As teachers directly expressed and students mentioned in their quotes, the effect of central exams and the pressure comes with it have a negative effect on learning process. Studies support that exam pressure keeps learners from enjoying the course and learn because they are interested; and it keeps teacher from forming their lesson according to their teaching beliefs and as students centered as well (Çetin & Ünsal, 2019; Özdaş, 2017; Sarı, et al., 2018; Yıldırım, 2007).

In the second theme, as teachers expressed what they do to teach, students expressed their ideas of teaching process. It was concluded that teachers prioritize engaging student in the process, improving students' metacognitive skills, using different methods and techniques, teaching the lesson as an art, understanding them, making the real-life relation, making them feel respected, considering their individual differences, letting them relax when needed. As for students, they consider the teaching effective when the lesson is interesting when it is taught as art when they are engaged in the process, understand the real-life relation and by the teachers' interest in students. Similarly, in the second theme, teachers and students agreed on the idea of effective teaching in student engagement, the real-life relation and that the lesson is an art. Apart from common views, teachers expressed effective teaching as student engagement in the process, improving metacognitive skills, using different teaching activities and teaching the course as an art. Some teachers stated that they let the learners experience the literary period to use their metacognitive skills and they prefer to do activities such as drama, group work, discussion and problem-solving. Studies support the fact that using different teaching activities and improving metacognitive skills increase students' accomplishment and motivation (Aljaser, 2019; Biçer, 2017; Dezhbankhan et al, 2020; Göçer, 2016); and Literature is one of the courses that help the improvement of meta-cognitive and creative skills (Brookhart, 2010). One of the important results from teachers' view is that teachers' strong stress on the fact that Literature is an intellectual course and an art. Thus, it needs to be taught as an art, not as an obligation. It can be seen that teachers teach the way they believe effective learning takes place, because their definitions for both learning and teaching are compatible with each other. In students' preferences of teaching process, it is pretty clear that they would like to be involved in the process actively in relation to the studies in literature (Fernando & Marikar, 2017). Also, as students expressed in this study, studies show that teachers positive attitude leads students to have a positive opinion on the lesson (Veyis, 2020).

Apart from teachers and students sharing similar opinions in the second theme, teachers strongly emphasized the importance of motivating learners. Teachers expressed that they mostly take affective needs into consideration in order to motivate students. They said that understanding them, making them feel respected, showing them real life relations are key points in motivation. Also, they suggested that individual differences and physical needs play an important role in motivation. In motivating students, taking affective factors and individual differences into consideration is high likely to be a success (Schunk, 2012; Tomlinson, et al, 2008). Teachers' answers to motivate students also show similarity to their understanding of learning and teaching. Especially, since the teachers see this lesson as an art, they emphasized getting motivated internally. One of the most eye-catching opinions was that teachers' motivating learners by real-life examples in literature which actually serves the main purpose of the course (MoNe, 2018).

The last theme was teachers' and students' view of checking understanding. It was found that teacher check understanding by students' performance and productivity during the lesson and test results. For students, they also expressed they decide that they have understood it by their results and productivity. The tendency of teachers' and students of checking understanding by product and test results seem to be the conclusion of education system. It is known that because of the central exams, students prefer only studying lessons that are in the scope of these exams (Yılmaz & Bülbül, 2017). Thus, this condition can make learners to be result-oriented which can be interpreted as high exam pressure make students learn by memorizing and repeating. Terzi (2011) explains that even if the teachers and students are eager to be active and constructivist, the system needs to allow all these processes. It can be can understood that rush for finishing the curriculum and examinations may have force learners to choose short ways such as memorization just for some time. Basically; the results can be interpreted as teachers and students are keen on constructivist teaching environment, however, exams can limit their actions. And for conclusion; as teachers mentioned strongly, Turkish language and Literature course is actually an art, and reading is one of the main components of this course.

Depending on the findings of the study; respectively, recommendations were made for policymakers and researchers. It is recommended that Turkish Language and Literature course should be taught as an art, which is also the main opinion of teachers. Teachers should be supported in activities such as discussion, reading, drama, storytelling and other implementations similarly. Students should be supported in terms of having reading habits and improving themselves in art. The pressure of central exams needs to be decreased for students to be stress-free in an art lesson. For future researches, it is recommended that the number of students and teachers can be increased and observation can be added to the study. Also, similar studies can be done for other courses and they can be compared if the view of learning and teaching changes drastically according to different courses.

Disclosure Statement

There is no conflict of interest between the authors in any matter regarding this research.

REFERENCES

- Aljaser, A. (2019). Examining the implications of differentiated instruction for high school students' self-actualization. *International Journal of Education and Practice*, 7(3), 184-199.
- Altun, S. (2004). *Öğrencilerin öz-düzenlemeye dayalı öğrenme stratejilerinin ve öz yeterlik algılarının öğrenme stilleri ve cinsiyete göre matematik başarısını yordama gücü*. [Doktora tezi, Yıldız Teknik Üniversitesi]. YÖK Ulusal Tez Merkezi. 161462.
- Altun, S. & Çolak, E. (2011). Öğrenme kuramları. In S. Fer. (Ed.), *Öğrenme öğretme kuram ve yaklaşımları* (pp. 18-65). Ankara: Anı Yayıncılık.
- Aytaç, A. & Kaygısız, N. (2019). Lise öğrencilerinin okuma-yayın ilişkisi ve okuma tutumlarının çeşitli değişkenler açısından incelenmesi. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi*, 8 (4), 2240-2255.
- Bağcı, H. (2019). An investigation of Turkish language and Turkish language and literature teacher candidates' critical reading self-efficacy (the case of Mehmet Akif Ersoy University). *Advances in Language and Literary Studies*, 10(4), 14-20. Doi: p://dx.doi.org/10.7575/aiac.all.v.10n.4p.14.
- Bandura, A. (1976). *Social learning theory*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Bandura, A. (1995). *Self-efficacy in changing societies*. Cambridge: Cambridge University Press.
- Bandura, A. (2016). *Moral disengagement: How people do harm and live with themselves*. New York: Worth Publishers.
- Berg, B. L., & Lune, H. (2012). *Qualitative research methods for the social sciences* (8th ed.). Boston: Pearson.
- Biçer, N. (2017). The influence of student-centered methods in Turkish language instruction on academic success: A meta-analysis study. *Universal Journal of Educational Research*, 5(4), 687-697.
- Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom*. Virginia: ASCD.
- Büyükoztürk, Ş., Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F., (2017). *Bilimsel Araştırma Yöntemleri* (23rd ed.). Ankara: Pegem Akademi Publishing.
- Caine, R. N., & Caine, G. (1991). *Making connections: Teaching and the human brain*. Alexandria: ASCD.
- Creswell, J. W. (2009). *Research design: Qualitative quantitative and mixed methods approaches*. California: Sage Publications.
- Çetin, A. & Ünsal, S. (2019). Social, psychological effects of central examinations on teachers and their reflections on teachers' curriculum implementations. *Hacettepe University Journal of Education*, 34(2), 304-323. doi: 10.16986/HUJE.2018040672
- Dezhbankhan, F., Baranovich, D.L. & Abedalaziz, N. (2020). Impacts of Direct Metacognitive Instructions

- on Self-Actualization. *International Education Studies*, 13(11), 1-9.
- Erden, M. & Altun, S. (2006). *Öğrenme stilleri*. İstanbul: Morpa Yayınları.
- Erdem, C. (2017). Teaching Turkish language and literature: what teachers think?. *Universal Journal of Educational Research*, 5(10), 1684-1694. Doi: 10.13189/ujer.2017.051003
- Eskimen, A. (2018). 9.-12. Sınıf Türk dili ve edebiyatı, Türk edebiyatı ile dil ve anlatım ders kitaplarının öğretmen görüşleri açısından değerlendirilmesi. *Uluslararası Eğitim Bilim ve Teknoloji Dergisi*, 4 (2), 111-129.
- Fernando, S. & Marikar, F. (2017). Constructivist teaching/ learning theory and participatory teaching methods. *Journal of Curriculum and Teaching*, 6(1), 110-122.
- Göçer, A. (2016). Öğretmen rolleri ve öğrenci etkililiği bakımından Türk dili ve edebiyatı eğitiminde metin çözümlene süreci. *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, 18(2), 115-131.
- Hebb, D. O. (1964). *The organization of behavior: A neuropsychological theory*. New York: John Wiley.
- İlbeği, A.S. (2020). *İngilizce hazırlık programına devam eden öğrencilerin İngilizce öz-yeterlik inançlarının incelenmesi [Investigation of English self-efficacy beliefs of the students who are studying English at preparatory schools]*. [Master Thesis, Yıldız Technical University]. YÖK Ulusal Tez Merkezi. 630695.
- Judge, B., Jones, P. & McCreery, E. (2009). *Critical thinking skills for education students*. Exeter: Learning Matters.
- Lawson, M.J., Vosniadou, S., Van Deur, P., Wyra, M & Jeffries, D. (2019). Teachers' and students' belief systems about the self-regulation of learning. *Educational Psychology Review*. 31, 223–251. <https://doi.org/10.1007/s10648-018-9453-7>
- Lincoln, Y. S., and Guba, E.G. (1985). *Naturalistic inquiry*. California: Sage Publications.
- Maxwell, J. A. (1996). *Qualitative research design: An interactive approach*. California: Sage Publications.
- Merriam, S. (2009). *Qualitative research a guide to design and implementation* (2nd ed.). California: Jossey-Bass A Wiley Print.
- Ministry of National Education. (2018). *Turkish Language and Literature curriculum*. Ankara. <https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=353>
- Neuman, W. L. (2017). *Toplumsal araştırma yöntemleri nitel ve nicel yaklaşımlar cilt 2* (9th ed.). (S. Özge, Trans.). Ankara: Yayınodası Yayıncılık.
- Özdaş, F. (2019). Merkezi Yerleştirme Sınav Sistemine İlişkin Öğretmen ve Öğrenci Görüşlerinin Değerlendirilmesi. *Mukaddime*, 10(2),688-707. doi: 10.19059/mukaddime.509244
- Pellegrino, J. W. & Hilton, M. L. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. Washington: The National Academies Press.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. London: Sage Publications.
- Sarı, S. A., Bilek, G., & Çelik, E. (2018). Test anxiety and self-esteem in senior high school students: a cross-sectional study. *Nordic Journal of Psychiatry*, 72(2), 84-88. <https://doi.org/10.1080/08039488.2017.1389986>.
- Sarıtaş, B. (2019). *Ortaöğretim Türk Dili ve Edebiyatı dersinin 21. yüzyıl becerileri açısından incelenmesi [An analysis of secondary education Turkish Language and Literature course with regards to the 21st century skills]*. [Master Thesis, Akdeniz University]. YÖK Ulusal Tez Merkezi. 585092.
- Senemoğlu, N. (2018). *Gelişim öğrenme ve öğretim kuramdan uygulamaya* (26th ed.) Ankara: Anı Yayıncılık.
- Schunk, H. D. (2012). *Learning theories: An educational perspective* (6th ed.). Boston: Pearson.
- Slavin, R. E. (2006). *Educational psychology: Theory and practice* (8th ed.) Boston: Pearson.
- Staat, A.W. (1996). *Behavior and personality: psychological behaviourism*. (2nd ed.). New York: Springer Publishing Company.
- Student Selection and Placement Center. (2020). *YKS kılavuzu [Higher education examinations]*. <https://www.osym.gov.tr/TR,19226/2020-yuksekogretim-kurumlari-sinavi-yks-kilavuzu.html>
- Taft, S.H., Kesten, K., & El-Banna, M.M. (2019). One size does not fit all: Toward an evidence-based framework for determining online course enrollment sizes in higher education. *Online Learning*, 23(3), 188-233. doi:10.24059/oljv23i3.1534
- Terzi, Ç. (2011). Analysis of relationships between organizational - management structure of schools in Turkish educational system and constructivist education approach. *Anadolu Journal of Educational Sciences International*, 1(1), 75-81.
- Tomlinson, C.A. & Mctighe, J. (2006). *Integrating differentiated instruction & understanding by design*. Virginia: ASCD.
- Tomlinson, C.A., Brimijoin, K. and Narvaez, L. (2008). *The differentiated school: making revolutionary changes in teaching and learning*. Virginia: ASCD.
- Veyis, F. (2020). An investigation of the relationship between attitude towards Turkish language and literature lesson and school burnout using structural equation model. *European Journal of Educational Studies*. 6(10). 191-208. doi: 10.5281/zenodo.3632415
- Woolfolk, A. 82016). *Educational psychology*. (13th ed.). Boston: Pearson.
- Yıldırım, I. (2007). Depression, Test Anxiety and Social Support among Turkish Students Preparing for the University Entrance Examination. *Eurasian Journal of Educational Research (EJER)*, (29). 171-184.
- Yılmaz, S., & Bülbül, T. (2017). Merkezi sınavların okul kültürüne yansımalarının değerlendirilmesi. *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, 7(2), 578-617.
- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational psychologist*, 25(1), 3-17.