



## **EVALUATION OF LANGUAGE AND LITERATURE SKILLS OF SECONDARY SCHOOL STUDENTS IN TURKEY ACCORDING TO INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM CRITERIA<sup>1</sup>**

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In this study, evaluation criteria for the teaching of language and literature used in Turkey and in the world was discussed; language and literature skills of Turkish students who came to the final stage of the secondary education were evaluated according to International Baccalaureate Diploma Program -IBDP- Turkish A1 course criteria. Related literature was examined in order to determine national and international criteria used in teaching of language and literature. 43 participant study group which were taken from 4<sup>th</sup> grade of high schools was created to evaluate written and oral expression skills of students gained from Turkish language and literature according to international criteria. The working group has been obtained to provide the maximum variety sample. Two written and one oral exam questions in accordance with Turkish A1 course evaluating criteria were asked to the study group, answers papers were evaluated by three expert by using document analysis technique of qualitative research method. According to the research results, it has been observed that teachers do not use common criteria in evaluating language and literature teaching. 12<sup>th</sup> grade students' language and expression skills are between 5-6 from 10 points according to international criteria; however language and expression skills of girl students are better than boy students and oral expression skills of students are better than written skills in general according to international criteria. Also, it has been found that students make their comments without relying on literary works.

*Key Words: Language and literature teaching, international baccalaureate diploma program, Turkish a1 course, teaching*

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## INTRODUCTION

The concept of culture means the whole of historical, social development created in the process of creating them with all the material and spiritual values, used in the next generations assured presence, the measure of man's domination of the natural and social environment, superior culture, crops (TDK, 2005). The relation between culture, which pass from generation to generation and language and literature, which plays an important role in fulfilling the function of transmitting the material and spiritual elements to the future generations as in the definition of culture cannot be ignored. According to Kantemir (1976), one of the most important aspects of national culture is language and literature; it can be learned at school in the formal sense.

The transformation of culture from generation to generation is possible by giving education to the individuals. According to Varış (1971), the function of the school in the educational process is to introduce the culture to the students and teach them ability about to develop. The importance of teaching language and literature can be understood better when the role of the school transferring the national culture is considered, because language and literature course takes an important place in all levels of the education system.

The language is the most important tool for an individual in order to express himself and understand the life. Because of this language education is given priority in every stage of education level starting from pre-school to university. Literature provides a better understanding of himself and life by the way of works formed by the language. Therefore, literature education aims to give skills for individuals such as detecting the art value in literature works, grasping the meaning in the text provided by the language and interpreting them (MEB, 2005).

Literature teaching starts especially with secondary education. Literature courses in secondary schools aim to give the ability to the students to understand any text that is language implemented and does not require special expertise and interpret them. So, it is aimed with language and literature teaching performed during the secondary schools to train individuals who understand all the written and spoken texts encountered in daily life, relate the messages given in the literary works with the mentality of the period that they are written and write fine literary works. These aims have not been change much from the past to the nowadays. According to Kantemir (1976), aims of teaching the Turkish language and literature is perceived by teachers in four different ways. These are improving students' reading comprehension and pleasure of criticizing, developing students' thinking and the power of

comment, giving direction to the thoughts, raising the culture level of the students and developing students' feelings and imagination.

When the language and literature teaching applied in Turkey is examined, it is seen that the expectations of both the national education and individual are failed to perform fully. Because it is thought that the language and literature teaching in secondary schools in Turkey includes general and specific objectives of the curriculum in theory but general and specific purposes stipulated by the curriculum are not reached -for various reasons- in practice. The students memorize the life stories of the writers and their works each term and often forget them at the end of the period. Whereas it is seen that literary skills such as expressing thoughts about the author and his works, the grounds of liking/disliking the work in written and oral way are not reached in the language and literature courses given to the students at the age of 15-18 when they experience the adolescence in the intense way because of reasons such as anxiety of fulfilling the program, university entrance exam. These skills which needed to be gained by the students are adopted in international language and literature teaching. International organizations assess the achievements of these skills through their exams at different times. For this regard in this study language and literature skills of Turkish students from the secondary education have been evaluated according to International Baccalaureate Diploma Program Turkish A1 course criteria after giving the information about national and international evaluation criteria of the language and literature teaching.

### **Evaluation Criteria in Language and Literature Teaching**

Considering the field of education, “measure” concept can be summarized as expression of teaching activities with numeric data, and “assessment” is interpretation of numeric data obtained from the measurement according to the criteria. Measurement and assessment methods must be qualified as accurate, consistent, valid and affecting positively the next learning processes. Measurement and interpretation of these measurements provide for individuals to assess their knowledge and skills. Assessing the learning process is important for both students and teachers in showing their success. Also, measurement and assessing result expressed statistically in a development line show the level of students’ language development. The evaluation results can give guidance in terms of identifying the students’ development levels, needs and appropriate learning activities to them and editing the learning environment. Whether the knowledge, skills, attitudes and habits expected from students develop or not are determined through measurement and assessment. Monitoring the education and training process through measurement and assessment continuously gives an opportunity to identify and fix issues that arise at each stage (Özbay, 2006).

In order to measure and assess the language and literature skills correctly; it should be pay attention to students' level of readiness, positive and negative attitudes of students towards the course, giving information about the measurement and assessment process to the students and parents, observing students' all the language skills regularly and asking appropriate question to assessing the measured issues. Because the ultimate goal of language education is to educate individuals using language skillfully; the goal of literature education is to ensure that individuals enjoy literary works, understand the human beings and the society through the literary works and give value to them. Evaluation criteria of language and literature teaching can be grouped as national and international.

### **Assessment Criteria Applied in Turkey**

The first think that come to mind in assessing language and literature teaching is the process of assessing language and literature teaching which is given in science high school, teacher high school, Anatolian high school and general high schools. As it is known, the weight of language and literature teaching in high schools which became four year with new program is higher in secondary education both in terms of teaching hours and class passing system. The implementation of measuring and assessment process in schools of the Turkish Literature and Language and Expression course curricula renovated in 2005 can be possible to summarize based on interviews with teachers.

It can be said that students receive three written and two oral grades from Turkish Literature course and two written and two oral grades from Language and Expression course according to knowledge taken from the Turkish language and literate teachers whose reference were taken during the research. One of these written exams is common throughout the school. When the written exams are done usually in the form of open-ended questions or multiple choice tests, the oral exams are given according to their opinions during the period or at end of the period. The first notable case seen during the interviews with the teachers is that oral grades are given as their opinion according to students' classroom behaviors, their states in taking part in the ceremonies and celebrations, grades of the other lessons and sometimes the results of student selection exams but not according to students' oral skills. The second notable case is written exam system arising from the concerns of being successful in student selection exam. Teachers have expressed that they teach according to student selection exams to take student attention to lessons; they have to maintain this approach in written examinations. The written exams are done by the tests taken from the books of private courses or test prepared from previews questions. It is known that multiple choice tests are usually done to measure skills of knowledge and

understanding. When the importance of speaking-writing activities in language and literature course is considering such test do not improve students' speaking and writing.

Another criterion to assess language and literature teaching in Turkey are Level Determination Examination (called SBS) done by National Education Ministry to enter secondary education, Transition to Higher Education Examination (called YGS) and Placement to License Examination (called LYS) to enter universities. All the students -whether they are from numerical, verbal or equal weighted fields- must answer Turkish and literature questions in these examinations. Questions related to literature field such as periods and characteristics of Turkish literature, literary personalities of the poets and authors, literary currents as well as questions related to Turkish field such as grammar, spelling rules, punctuation marks, out of order, comprehension, the structure of the paragraph take place in the multiple choice questions. Questions measure only students' reading and comprehension skills. However, one of the primary purposes of language and literature teaching is developing students' written and oral expressions. It can be said that these exams do not contain language and literature teaching aims because they intend to measure students' success level and range them according to this level rather than measure students' success. Turkish and literature teacher mostly complain that they do not handle the courses as they want because of preparation of such exams. Especially 12<sup>th</sup> grade students do not go to the schools because of these exams, when they go they want to handle the course accordance with these exams. According to Higher Education Institution (called YÖK) in the university entrance system using only the result of one exam and secondary school achievement scores as criterion give rise to ignoring the students' qualifications and students' skills of making analysis, synthesis and evaluation cannot be measured with multiple choice questions.

Student Achievement Assessment Examination (called ÖBBS) is another national evaluation conducted by General Directorate of Educational Technologies, Education Research and Development Department and Directorate of Primary Education. Directors of the schools, teachers and 4-5-6-7-8<sup>th</sup> grade students chosen from seven geographical region as well as many experts participate to this research. It can be said that the exam made at regular intervals since 2002 and prepared in the form of multiple choice resembles YGS and LYS in terms of type of question and scope validity. Questions usually include primary Turkish curriculum. However it can be said that such exam cannot be oriented to measure students' language skills when the question areas and samples are examined, because writing, listening and speaking skills are not

included among test questions. Therefore, this implementation reveals assessment and evaluation approach in education in Turkey.

The other program implemented in Turkey and also appropriate with international criteria and valid is Turkish and Foreign Language Research and Application Centre (called TÖMER). The purpose of the organization TÖMER which is found depending on universities is to teach Turkish as a foreign language in Turkey and to teach Turkish for Turks as a mother language abroad. TÖMER which has an authority to give European *Language Portfolio* by applying to European Council has formed a working group to make foreign language curricula and exams appropriate to common criteria (Köse, 2004: 25). Thus TÖMER has gained an identity that measure and evaluate the language skills internationally.

### **International Assessment Criteria**

The aim of education is to educate universal qualified individuals in our era where the knowledge is spreading rapidly. It is important for the individuals who adopt his own culture properties and make it life philosophy to be able to cope with the condition of the era. This is also true of language and literary education. Individuals' language and literary skills are expected to be at the level of developed or other developing countries. In this regard, there are international exams measuring and assessing the teaching language and literature such as PISA -*Program for International Student Assessment*- made among OECD countries, PIRLS -*Progress in International Reading Literacy Study*-, TOEFL -*Test of English as a Foreign Language*- and IELTS -*International English Language Testing System*-. Beside this there is Diploma Program Language A1 made by International Baccalaureate Organization. It has been focused on this course and PISA's assessment criteria.

*Program for International Student Assessment* is a screening survey done by Organization for Economic Cooperation and Development OECD's three-year intervals and for the evaluation of 15 year old group students' knowledge and skills. PISA project is intended to measure the ability of students, who are at 15 year old group and enrolled in an education institution, using issues deal with curriculum -mathematics, science and reading skills- and using their knowledge and skills when they encounter in today's knowledge-based society. The "literacy" concept used in PISA is defined as students' finding of written sources, using them, accepting and evaluating in order to develop knowledge and potential and participate and contribute to the society more effectively. PISA project first gave weight to reading skills in 2000, in 2003 to mathematic literacy, in 2006 science literacy and in 2009 again to reading skills.

One of the criteria of the international assessment of language and literature education is IBDP. This program is carried out by International Baccalaureate Organization (IBO). The IBO is an educational institution founded in Geneva, Switzerland in 1968. International Baccalaureate Organization providing training in 129 countries, 2401 schools, and 200 thousand students From September 2008 defines itself as educating young people as inquiring, intellectual, emotional and aware of their responsibilities that will help them to create more beautiful and livable world through intercultural understanding and respect (IBO, 2002). IB programs have a criterion-based assessment system. In criterion-based assessment students are evaluated not by comparing with other students but by taking into account pre-defined criteria.

### **IBDP and Turkish Language A1 Course**

International Baccalaureate Diploma Program is a program prepared for students at 16-19 ages -studying in the last two year of secondary schools in Turkey. IBDP applied in approximately 1500 school in the entire world is recognized by 1079 universities from 102 countries and National Education Ministry in Turkey. Istanbul Mümtaz Turhan Social Sciences High School as the first state school has been included to IBDP applied to 16 private schools since 2007. Some points of IBDP are common with Turkish national education system. The most important is that six courses that IBDP student must take are among the field compulsory courses in National Education Ministry program. The six core courses in this program can be shown in hexagon schematically as in Figure-1.

The 6 academic subjects in IBDP are as Higher Level and Standard Level. There are certain differences for each course between the two levels. Some for Turkish A1 course are exam duration, written/oral expression and world literature, the number of words and evaluation percentage. Students can graduate when they complete Extended Essay, Theory of Knowledge and Creativity Action Service -CAS- tasks after 6 courses chosen for the field. The highest possible score that can be taken is 45 in order to take IBDP. The 42 of this point can be taken from higher level or standard level of 6 taken academic subjects during two years, because in each subject the student can gain a score of 1 (lowest) to 7 (highest). The maximum for this subject is thus  $6 \times 7 = 42$ . 3 point is taken for Extended Essay and Theory of Knowledge. A student must take at least 24 points from the courses, deliver Extended Essay and Theory of Knowledge works and finish CAS tasks.

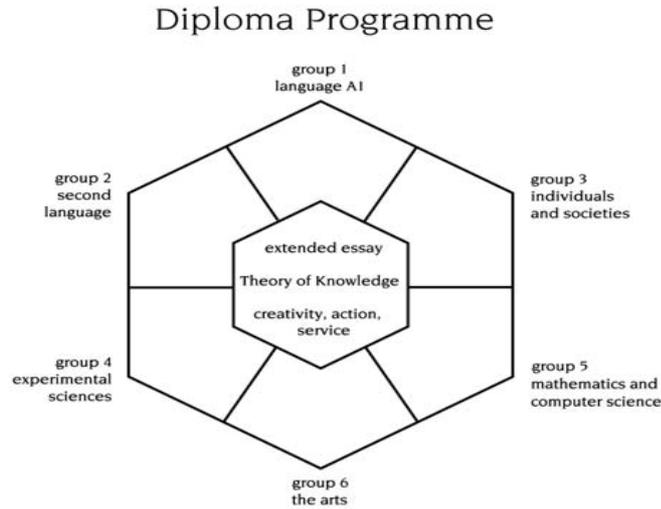


Figure 1: International Baccalaureate Diploma Program Courses (IBO, 2002)

The IBDP has course called *Language-A1* which uses the main language of the country of that school. This course is called *Turkish A1* and its content includes Turkish Literature and Language and Expression course in Turkey. The aim of Turkish A1 course is to help a student noticing the wealth and intricacies of the mother tongue and expressing himself clearly. So, students complete their writing, speaking skills and the respect of literature heritage written in mother tongue with his international perspective for world literature. Turkish A1 course aims to contribute to the development of students' oral and written expression, approach of literary works with critical and questioning attitude, access to individual judgment by examining the form and the content of the literary works in a detailed, put them in evidence, examine the different cultures' works alongside the works that reflect his own culture and develop universal perspective by comparing them.

There are two assessments as Higher Level and Standard Level in Turkish A1 course. Students' written products are evaluated abroad for these two level, oral products are evaluated in the school. Differences such as exam duration and the number of words are available between these two levels. Also, Standard Level Self-taught Candidates -SLSC- level is also available for the students although not enrolling in any school but want to take this diploma. 43 students participated in the study were evaluated according to these criteria. All the assessment phases of SLSC Turkish A1 course is done abroad. Here, besides the students' ability of prepared/unprepared speaking about a given topic (30%), the students' ability of interpreting the examined literary text (25%),

their ability of writing their thought about literary text in article form (25%) and writing reviews selected from works of world literature (20%) are evaluated (Language A1, 1999; Demiral, 2011: 49-52).

It can be observed that there are four different exams when the evaluation criteria of IBDP Turkish A1 course are examined. These exams measures written and oral skills mainly and also they are for determining whether students have each different skills. All exams of Turkish A1 course are basically directed towards improving students' ability of making analysis and synthesis. Therefore detailed assessing system each consisting of 4-5 subtitles is available. A feature of the evaluation criteria is that they are applied in the same way in all countries. In-service programme is organised with school managers and teachers for applying the evaluation criteria in the same way and doing different assessment is prevented. Evaluating students' written and oral skills by the foreign experts -other than their own teachers- increases the reliability of measurement and evaluation process of the program.

## **METHOD**

In this research, it was tried to identify the level of the skills -interpreting the literary texts the students work on, writing scientific essays on the literary texts they analyse, preparing term papers on Turkish/world literature, and the speaking- of the students taking language and literature in Turkey according to the IBDP Turkish A1 course. So a study group of 43 people was formed.

### **The Study Group**

The group of students formed to identify the level of the skills of the students taking Turkish language and literature course according to the criteria of the IBDP Turkish A1 course were determined using maximum variation sampling among purposeful sampling methods. The goal of the maximum variation sampling is to form a relatively small sampling and to reflect the variation of the individuals who may be a side of the problem at a maximum level (Yıldırım and Şimşek, 2005: 108).

The statistical information related to the 12<sup>th</sup> grade students in Eskişehir and throughout Turkey in 2008-2009 academic years was obtained from Eskişehir National Education Directorate and from the Ministry of National Education. In the light of this data, the distribution of the students according to their school types, departments and gender in Eskişehir and throughout Turkey was shown in Table-1. While forming the study group, the number of the students in Eskişehir and throughout Turkey was taken into consideration. Moreover, a male and a female student representing each department and school type were

included in the study, so it provided for the maximum variation in the study. The voluntary students were chosen as the study group.

Table 1: The distribution of the 12<sup>th</sup> grade students in the city centre of Eskişehir and throughout Turkey

School Type	Depart.	Turkey	Eskişehir			Study Group		
		Total	Total	body	girl	Total	body	girl
Social Sciences High School	TM	205	---			---	---	---
	Soc.	10	---	---	---	---	---	---
	Total	% 0,05	---			---	---	---
Science High School	SCI	4439	89			2	1	1
	Total	%1,2	%2,5	55	34	% 5	1	1
Anatolian Teacher Training High School	SCI	7101	32			2	1	1
	TM	3893	25			3	2	1
	Soc.	717	---			---	---	---
	F. lang.	951	---			---	---	---
	Total	% 3,43	%1,5			% 12	3	2
Anatolian High School	SCI	54892	909			5	4	1
	TM	38563	437			7	3	4
	Soc.	4693	---			---	---	---
	F. lang.	3574	27			2	1	1
	Total	% 27,69	%33			% 33	8	6
Regular High School	SCI	62858	659			6	4	2
	TM	119915	998			6	3	3
	Soc.	63388	498	814	1407	7	1	6
	F. lang.	3265	66			3	1	2
	Total	% 67,63	% 63			% 50	9	13
General Total		367249	3740	% 43	% 57	43	% 49	% 51

While forming the distribution of the 12<sup>th</sup> grade students in the city centre of Eskişehir and throughout Turkey, firstly the school types and departments were determined. According to this, there were 1 science high school, 1 anatolian teacher training high school, 1 social sciences high school, 12 anatolian high schools and 10 regular high schools. As there were no 12<sup>th</sup> grade students in ETİ Social Sciences High School, no students from this high school was included in the study group. Eight high schools were determined from Eskişehir Fatih Science High School, Cemal Mümtaz Anatolian Teacher Training High

School, 12 anatolian high schools and 10 regular high schools by looking at the school entrance points averages students' and parents' profiles, and the reasons for choosing the schools. The distribution of the students according to schools, departments and gender were shown in Figure-2.

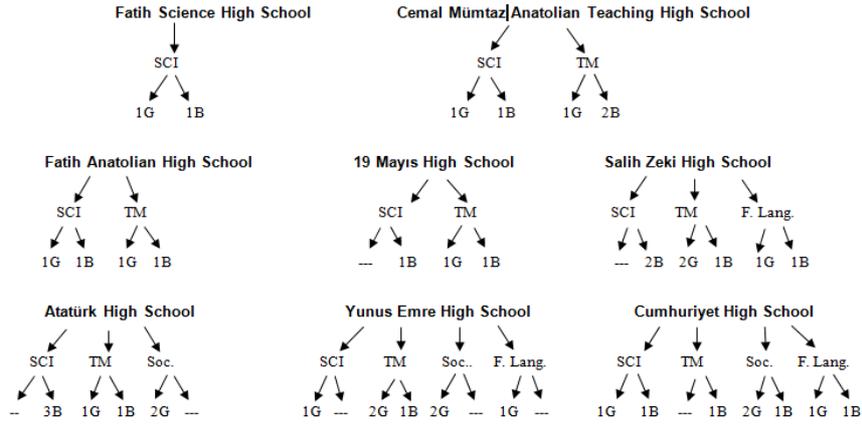


Figure 2: The Distribution of the Students in the Study Group According to Different Schools

### Data Collection Tools

The data collection tools for determining the level of the Turkish language and literature teaching's providing the students with skills according to the international standards were prepared by taking the written and oral exams of the course of A1 level Turkish in International Baccalaureate Diploma Programme as samples. Four different types of assessment were used in IBDP Turkish A1: 2 written, 1 oral and 1 world literature assignment. <sup>1</sup>In order to assess the skill of interpreting literary texts of the students in the study group, the question samples used in the course Turkish A1 were analysed and the "Commentating Literary Texts Achievement Test" was developed. The students were asked to interpret either of the poems -chosen by looking at the curriculum of the Turkish literature course- *Memleket İsterim* by Cahit Sıtkı Tarancı or *Sanat* by Fazıl Hüsnü Dağlarca in a literary sense. <sup>2</sup>In order to assess the skill of writing scientific reports on literary texts 'Writing Academic Essays on Literary Texts Achievement Test' was used. In the achievement test, there were five poems using the theme of "death" prepared by looking at the sample texts used in the Turkish literature course. The poems prepared by considering the views of experts in the field and teachers of Turkish language and literature, literary periods and poets' viewpoints on death were *İlahi* by Yunus Emre, *Sessiz Gemi* by Yahya Kemal Beyatlı, *Benim Sadık Yârim Kara Topraktır* by Âşık Veysel

Şatiroğlu and *Gün Eksilmesin Pencere* by Cahit Sıtkı Tarancı. The students were asked to write an essay on how the authors used the same theme in a different way to fulfil the purpose of their message.<sup>3</sup>In order to assess the oral component skills of the students in the study group according to the international standards, 'Directed or Half-directed Speaking Test on Any Topic Achievement' was used. The students were asked to answer any of the three questions in the test.<sup>4</sup>In order to assess the skill of preparing term papers on Turkish/world literature, term papers were taken from the teachers of Turkish language and literature working at the schools of the 43 students in the study group. As not all the students prepared their term papers on Turkish language and literature and not all the topics and contents of the term papers prepared in this course fulfilled the international standards, it was found to be sufficient to take 1-2 term papers from each school as a data collection tool.

#### **Data Collection and Data Analysis**

The data of this research evaluating the language and literature skills of the students in Turkey according to the international standards was gathered in May, 2009 in accordance with approval of Eskişehir National Education Directorate. The students taken to the study group were identified through the examination of the information placed in 1520 form out of the participant information form distributed to 1601 senior students studying in the schools where the research took place in May. On the second and third weeks of May, while the students who would attend the research got the written questions in groups, they got the verbal questions individually. To evaluate the term paper writing skills of the students on the subject of Turkish/world literature, some term paper samples and group records were picked from the teachers of Turkish Language and Literature.

Written and verbal expression skills of the students and the term papers on the subject of Turkish/world literature were analysed through document analysis technique. The written expressions of the students that measure the skills of the students on interpreting a literary text and writing a scientific paper on it were scored by three experts: an academic, a public school teacher and the researcher considering intermediate individual application standards of IBDP Turkish A1 course average of these scores were accepted as written expression scores of the students. Likewise, their verbal expression skills were recorded to a camera and the same experts scored these skills after watching the record. The mean of these scores were accepted as the verbal expression scores of the students. When the validity of these evaluations were examined, it was statistically meaningful at the end of the correlation analysis ( $r=.724$  and  $r=.939$ ) regarding the consistency among the evaluations of three experts ( $p<.01$ ).

## **FINDINGS AND INTERPRETATIONS**

The findings of the study about evaluating Turkish students from the secondary education according to International Baccalaureate Diploma Program Turkish A1 course criteria are given under four sub-heading.

### **Assessment of Literary Text Commentary Skills**

The literary text interpretation skills of 43 secondary school students in the study group were evaluated according to commentary criteria which is first written exam of IBDP Turkish A1 course. Students' products were evaluated after exam results were interpreted according to gender, school type and their fields.

22 girls took between 17.33 and 8.67 point over 25 point, 21 boys took between 16.67 and 7.00 point over 25 point when students' literary text commentary skills were evaluated according to gender. Points of girl students from schools which take students according the central exams are higher than boy and girl students from general high schools. Also points (14 and over) of girls from first four ranked and points (16.67) of boy students from first ranked are suitable for this skill, the other students' points are very low than the desired values. Although there are not many differences between the mean of boy students (9.92) and girl students (11.75), because of one boy student taking the desired point, it can be said that girl students in the study group criticize and comment the literary text better than boy students.

21 students from schools which take the students according the central exams took higher points than 22 students from general high schools when students' literary text commentary skills were evaluated according to school type. While the mean of students from this school is 11.82, the mean of students from general high schools is 10.41. While five of the students from schools which take the students according the central exams took point below 10.00, twelve of the students from general high schools took point below 10,00. It can be said that students from schools which take the students according the central exams can comment the literary text better than the students from general high schools.

The mean of equal weight field students is 11.62 over 25 point, the mean of foreign language field students is 10.93 when students' literary text commentary skills were evaluated according to field variable. The mean of numerical field students is 10.46 and it is 9.90 for the verbal field students. It can be said that students in equal weight and foreign language field can comment literary text better than the other fields. Also, the mean of social field students is far below the desired level -contrary to expectation about this field. The reason for this can be that all students studying at this field are from

general high schools, because students from schools which take the students according the central exams do not choose social field. Therefore, this field is preferred mostly by the students whose academic success is lower in general high schools.

When first written exam paper subjected to contentment analyses, it can be said that students are familiar with the subject mentioned in the literary text at stage of understanding the text. It has been identified that they comment the literary text on their own thoughts -without bond to the next and take support from the text. The numbers of students who can show the understanding of the text with samples are few. Students take lower points according to literature criticism criteria in the evaluation made without bond to the text. Students can find literary features from the text at the stage of evaluating literary features, but they do not comment on what these features bring to the literary text and support their ideas. It has been found that students do not present comments within a plan and they do not support their comments with examples from the text at the presentation stage. Students often try to use the language clearly and fluently, but they do not select a style and mode appropriate to the subject at the literary usage of the language.

#### **Assessment of Writing Academic Essay about Literary Text Skills**

Students' skills of writing academic essay about literary text were evaluated by taking into consideration essay criteria which is second written exam of Turkish A1 course. Students' products were evaluated after exam results were interpreted according to gender, school type and their fields.

The mean of two student group is between 16.33 and 3.67 over 25 point when students' skills of writing academic essay about literary text were evaluated according to gender. Also points (13.00 and over) of girls from first six ranked and points (14.00) of boy students from first ranked are suitable for this skill, the other students' points are very low than the desired values. There are not many differences between the mean of boy students (8.06) and girl students (10.63), but it can be said that girl students in the study group are better in writing academic essay about literary text, because 16 boy students took 10.00 point and under against 11 girl students.

21 students from schools which take the students according the central exams took higher points than 22 students from general high schools when students' skills of writing academic essay about literary text were evaluated according to school type. While the mean of students from this school is 10.36, the mean of students from general high schools is 8,43. While eight of the students from schools which take the students according the central exams took point below 10, sixteen of the students from general high schools took point below 10,00. It

can be said that students from schools which take the students according to the central exams can comment on the literary text better than the students from general high schools. Also, girl students in general high schools have better skill of writing academic essay than boy students in the same school type.

The mean of equal weight field students is 10.29 over 25 point, the mean of foreign language field students is 9.40 when students' skills of writing academic essay about literary text were evaluated according to field variable. The mean of numerical field students is 8.93 and it is 8.23 for the verbal field students. The mean points of students in each four fields are lower than skills of interpreting literary text. The reason for this is that the second written exam give contains more skills related to literature. Also, equal weight students can write essay about literary text better than the other fields. The means of social field students are far below the desired level as they are in the first written questions.

When second written exam paper subjected to contentment analyses, it can be said that students recognize and understand the text a little at stage of understanding the text and knowledge of works. In addition it can be said that they cannot make suitable and detailed references to the literary works. It can be point out that students understand the question and try to answer them, but they have serious problem in supporting the claims and make suitable personal comments at the stage of answering the question. Students can find literary features from the text at the stage of evaluating literary features, but having the skill of evaluating the impact of literary features to the text and supporting them through the text is not at the desired level. At the presentation stage it has been found that students write their writings in the style of essay so they do not have the ability of supporting the writings from article with the examples from literary works. Students often try to use the language clearly and fluently, but they do not select a style and mode appropriate to the subject at the literary usage of the language.

#### **Assessment of Preparing World Literature Term Paper Skills**

Students' skills of preparing world literature term paper were evaluated by taking into consideration essay criteria of IBDP Turkish A1 course world literature term paper. Because the criteria of Turkish A1 course and term papers prepared by the students in Turkey are considered as similar in terms of objectives. Term paper samples taken from Turkish language and literature teachers were evaluated only in terms of school type.

When the students' term papers taken in Turkish Literature and Language and Expression lessons were examined they were found inadequate according to criteria of IBDP Turkish A1 course especially the choice of the term papers and handling them. Term papers took between 5.00 and 6.00 point over 20. When

the term papers were evaluated according to school type variable only term papers taken from science high school were close to the desired level.

When term papers subjected to contentment analyses it has been found that teachers do not give suitable topic to term papers, the chosen topic is less relevant with the literary works studied in the lesson at the stage of literary feature/selection of the term paper and handling. Personal comments do not exist in the term papers because they contain quotation from different sources. No points were given to the term papers at the stage of understanding of works and knowledge of works. Because the term papers are only knowledge -based such as writer life and literary characteristic, presentation of literary genres - epic, fairy tales, novel, etc.- question compilation from exams and they do not give the opportunity for students to express themselves. At the presentation stage, term papers are sometimes presented affectively, appropriate reference are not done for the literary works, meaningful and detailed explanations that gives the aim of the literary work are less and they are at envisaged word limits. At the stage of language, it can be said that students try to use clear language, make paragraph in the suitable place, grammar and spelling mistakes are less. But, it is seen that they are inadequate in referencing/ quoting and linguistic usage chosen for the term works -elements such as appropriate phrase, sentence structure, emotional expression, word.

#### **Assessment of Oral Component Skills**

The oral component skills of 43 secondary school students in the study group were evaluated according to oral component criteria of IBDP Turkish A1 course. After evaluating oral components according to gender, school type and their field students' oral expressions were evaluated.

22 girls took between 24.00 and 10.00 point over 30 point, 21 boys took between 21.33 and 6.67 point over 30 point when students' oral component skills were evaluated according to gender. Points of girls from first nine ranked and points of boy students from first six ranked (15.00 and over) are suitable for this skill, the other students' points are very low than the desired values. There are not many differences between the mean of boy students (12.55) and girl students (14.88), but there are boy students who take under 10.00 point. It can be said that girl students' oral component skills in the study group are better than boy students. Boy students took lower point from oral component than girl students.

21 students from schools which take the students according the central exams took higher points than 22 students from general high schools when students' skills of oral component were evaluated according to school type. While the mean of students from this school is 14.33, the mean of students which take the

students according the central exams is 12,55. The points of six of students from schools which take the students according the central exams and nine of the students from general high schools (15.00 and over) are suitable for oral component skill. It can be said that students from general high schools can do oral component better than the students from schools which take the students according the central exams.

When students' skills of oral component were evaluated according to field variable, the mean of foreign language field students is 14.73 over 30 point, the mean of equal weight field students is 14.16, the mean of social field students is 14.05 and the mean of the numerical field students is 12,82. In this part the numerical field students ranked last and social field students ranked third unlike the previous parts. The reason for this can be that social field students are girls - except one. Also the most successful student of this part is a girl student who is in numerical field and at the last ranked in the oral component.

When oral component records subjected to contentment analyses it has been found that students do not know and understand the quote/literary work/content of literary work at the stage of the quote/ literary work/content of literary work and understanding of them. Students being inadequate in this part made them being unsuccessful in the other stages. At the stage of interpretation and personal response students comment on the quote/literary work/content of literary work according to their own thought and they do not make suitable references to the correct places. Also, students do not know the effects of the literary features such as using of words, visualisation, emotional expression, structure, style and technique to the quote or literary works and the do not make analyse enough. Students' questions usually are not based on critical thoughts and they are not original. Students do not configure the questions and they cannot make supporting references to the quote/ literary work/between literary work in order to ensure the integrity at the presentation stage. At the language use stage, students use usually clear, fluent and concise language, but they are inadequate at the choice of style and linguistic appropriate to the topic.

Turkish students from the secondary education are evaluated according to International Baccalaureate Diploma Program Turkish A1 course criteria given under four sub-heading. The mean of students' first written exam paper is 10.86, the mean of second written exam paper is 9.38, the mean of world literature term paper is 5.47 and the mean of oral component is 13,74. The highest point (57.67) is taken by a girl student attending in the general high school and numerical field and the lowest point (26.33) is taken by a boy student attending in the general high school and numerical field when the points of the students in the group are summed. Total mean point of the students is 39,45. By taking this into consideration, it can be said that students reach

international criteria of language and literature skills approximately around 40%.

### **CONCLUSIONS AND SUGGESTIONS**

The following conclusions can be drawn when Turkish students from the secondary education are evaluated according to International Baccalaureate Diploma Program Turkish A1 course criteria.

- It has been identified that girl students are more successful than boy students in four stages when language and literature skills of the students in the study group are evaluated according to gender.
- Students attending schools which take the students according the central exams are more successful than students attending general high schools when language and literature skills of the students in the study group are evaluated according to school type.
- Equal weight field students and numerical field students are more successful when language and literature skills of the students in the study group are evaluated according to the field they studied. Social field students are less successful. The reason for this is that this field is only in the general high schools.
- It can be said that students do not have the ability of supporting the understanding of the text by doing relevant references, they evaluate the literary text only by their personal interpretation, they do not make a comment on the effect of literary features on the text and they do not choose suitable style and genre when literary text commentary skills of the students in the study group are evaluated (10.86 mean).
- Students have less knowledge about explanations proved in the literary works, they do not make their comments through the literary works and they do not support them, so it can be said that their writings are in the form of essay when writing academic essay about literary text skills of the students in the study group are evaluated (9.38 mean).
- Turkish Literature and Language and Expression course term papers are not comply with assessment criteria of Turkish A1course world literature. Term papers given by the teachers are given in order to raise the grades. Also, term papers do not measure comprehension, interpretation, analyse, critical skills.
- It can be said that students do not speak in a planned way, they do not support their views by making references to the text during their speeches, the knowledge about literary works are inadequate, they can realize the literary features but they cannot mention/they do not know that they must

mention the effects of this features to the literary works when oral component skills of the students in the study group are evaluated (13.74 mean).

Some suggestions are given in order to predispose language and literature teaching in Turkey to international criteria in accordance with the above results.

- Skills-oriented activities instead of transferring information can be used more in language and literature teaching.
- Language and literature course assessment criteria should be revised and common criteria that all the teacher can use can be identified.
- Students' oral component skills can be recorded by the help of a camera, errors in oral and written expression can be evaluated together with the students.
- When field preferences are done not only grade mean should be regarded but also language and literature skills such as reading books, writing and declamation should be regarded.
- Language and literature course curriculum should be rearranged by taking into consideration the functions of science high school, teacher training high school, social science high school and vocational high school.

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