

**Türkçe Ders Kitaplarındaki Metinlerin Anlam Yapıları Üzerine  
Bir İnceleme\***  
**An Analysis On The Structures Of Meaning In Texts In Turkish Main  
Course Books**

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DOI=[10.17556/jef.06998](https://doi.org/10.17556/jef.06998)

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**Extended Summary**

**Purpose**

The general purpose of this study is to determine the ideas of Turkish language teachers regarding the meaning structure in the texts of Turkish course books and appropriateness of these texts with Turkish program. Within the frame of this general aim it is tried to state whether the ideas of teachers differ according to gender, service period and education level. It is also aimed to specify the ideas related to supporting linguistic skills concerning the meaning of learning domain of the texts, whether they are in conformance with students' perception level, supporting the perceptibility of different usages peculiar to spoken language together with linguistic features regarding word and sentence semantics.

**Method**

This survey is in qualitative pattern and interview method is used to obtain data. Within this context the views of total 30 Turkish teachers who are in charge in province of Malatya, are formed in a qualitative pattern, and attempted to detect through interview method with a semi structured scale. In the research an interview form consisting of 6 questions was applied to the teachers as data gathering tool and the views of the participants were recorded. During the interview, in necessary situations the participants were addressed additional questions and by this way semi structured interview was performed. Within the scope of the study all data gathered was set down in black and white by the researcher in computer. The whole data was

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\* Bu makale, Fırat Üniversitesi Eğitim Bilimleri Enstitüsü Türkçe Eğitimi ABD'de Yrd. Doç. Dr. Ahmet Turan SİNAN danışmanlığında yürütülen ve 2014 yılında tamamlanan "Ortaokul (6, 7, 8) Türkçe Ders Kitaplarındaki Metinlerin Anlam Yapısı ile Bunlara İlişkin Öğretmen Görüşleri ve Öğrencilerin Özyeterlik Algıları" adlı doktora tezinden hareketle hazırlanmıştır.

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analyzed with content and descriptive analyses, which are some of the qualitative research methods. Similar answers were categorized, and also the frequency within the total correlation was given in tables. The data in the tables that include the answers of the questions addressed to the participants were commented. In the analysis and interpreting of Turkish teachers' views "NVivo" program was used. The texts that were put in writing were controlled by participants to lend "credibility" for the research. Detailed information was given and in this way transmissibility was enhanced. The data was codified by two different researchers independent of each other and it is seen that the percentage of conformity between these two coding was 88%. The fact that this ratio is above 70% shows that this research is adequate in terms of "reliability".

### **Findings**

Some of the teachers consider that some of the learning domains fail to support the gaining linguistic skills concerning meaning. Contrary to this belief some teachers stated that learning domains are effective in gaining linguistic skills concerning meaning. It is suggested that the length of the text causes student distraction, disconnectedness in providing lexical integrity, boredom in students and therefore effect the process of students' gaining linguistic skills negatively. The participants mentioned that some words that are erased from the public's memory take too much part in vocabulary of the texts. It is stated that the texts were sufficient in terms of synonymy, antonymy, heterography; however, it is seen a necessity to use richer texts especially in terms of amphiboly, hyponymy, conceptual field and connotation. Particularly, while uttering solutions regarding missing meaning features with activities, it is remarked that the instructions in teachers' guidebook were inadequate. It is determined that examples given regarding syntax and semantics were insufficient and generally positive and negative sentences were worked on, imperative sentences were not focused, also too many irregular sentences in terms of syntax were included. Moreover, it is emphasized that this situation effects fluent reading in a negative way especially in lower grades. In addition, it is suggested that in course books dialogues used within the context of mother language education should be qualified as arousing attention of the students, local dialects used in dialogues should be specified and explained in workbooks, they also should be suitable to be dramatized, and present dialogues are oriented in written language rather than the spoken one. Some of Turkish teachers suggest that, generally texts used in mother language education, specifically texts in course books should be reflecting Turkey's cultural, social and economic features and wealth.

### **Discussion**

Courses regarding language education, either mother language or foreign language, are aimed at developing linguistic skills oriented in comprehending and commentating gained by the individual priorly, without isolation from literature and literal pleasure. At this point methods and techniques chosen, training program developed, materials used and qualitative and quantitative efficiency of all these, are

significantly important. Texts used in courses –especially in course books- are among the basic determinants of effectiveness degree of mother language education. Text options that indicate inappropriateness for child’s cognitive, social, sensory development characteristics and problematic legibility for children is in a way shooting ourselves in the foot. In addition, while preparing the content of course books, it is important to choose texts that will enable the students gain sense of belonging and provide them come under common values. The fact that the course book is one of the most important study tools, in a way is related to its qualifications of multidimensional, guiding and providing access to gain a lot of skills at the same time. Otherwise it does not seem possible to speak of an effective mother language education process.

### **Result**

As a result of the research: it is suggested that texts used in course books are insufficient in terms of both qualitative and quantitative features, since activities take a long time the reviews concerning text structures cannot be applied as they are supposed to. It will be useful to consider students developmental periods, cognitive and social characteristics, language environment while planning meaning subjects in class grades. Another criticism is that linguistic skills are taught in a molded standardization. This condition will cause students be unprovided for daily life decently. Not using technology adequately and properly in mother language education is another problem. It is also suggested that structural characteristics, meaning layers cannot be resolved with the right methods and techniques. It is mentioned that the length of the texts induce distraction and disconnection in providing content integrity, and cause students to get bored. Carelessly cutting a text lead to lose many meaningful parts and this will make comprehending meaning features difficult. Words erased from the public’s memory taking place in the text too often are evaluated as another matter. The idea that suggests dialogues in the texts are deprived of reflecting cultural characteristics, and they should have local dialects even if just a drop is also remarkable. The fact that generally texts used in mother language education, specifically texts used in course books do not have the qualification of reflecting Turkey’s cultural, social and economic characteristics and wealth is among the results of the survey.