

**EXAMINATION OF TEXTS IN SECONDARY SCHOOL TURKISH LANGUAGE
TEXTBOOKS IN TERMS OF GENRE****Bora BAYRAM**

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ABSTRACT

The purpose of this study is to examine the distribution of texts in Turkish Language textbooks according to genre characteristics. Among the sub-problems of the study are the text genres in the textbooks and their usage frequency, the distribution of the text genres in the textbooks to the reading, listening and free reading texts, and the determination of the distribution of the text genres according to the themes. In this study which is a qualitative research, document analysis method was used, and the data were analyzed with descriptive analysis. According to research results, it was determined that informative texts are used predominantly in all grades in terms of reading texts, the richest book in terms of genre diversity is the 6th grade textbook which contains eight different genres and the textbook which has the least genre is 8th grade textbook which contains five different genres. On the other hand, the genre of poetry was not included in the 8th grade textbook among the listening / watching texts. In line with these data, it is suggested that it is necessary to take into consideration the age, interests and needs of the students in the selection of text genres and include more than one text samples belonging to the same genre in the textbook in order to fully and accurately comprehend the characteristics of the genre.

Keywords: Textbook, teaching Turkish language, text genres.

INTRODUCTION

The variety of materials used in the courses is increasing day by day. However, the textbooks are still a guide for teachers and students during the courses. The diversity of the text genres in these books has a positive contribution in terms of teaching the lessons more efficiently and attracting students' interest in the course. In particular, the diversity of text genres in Turkish language textbooks contributes to the acquisition of language skills. Textbooks are part of educational programs. The choice of the textbook is very important and It is the primary source of the learning environment. The selection of a quality textbook by teachers is necessary for teaching. these books have two different functions for both students and teachers. Especially for students, it is a basic resource inside and outside the school (Novitasari, Asi & Luardini, 2019: 1). According to Anjaneyulu (2014) ; textbooks are the most important elements of teaching process for the aims and objectives of the curriculum and additionally Tomlinson (2001) gives students a sense of system, cohesion and progress and helps teachers prepare. Hence, textbook evaluation determines whether students need and Indicates a particular curriculum or not.

The main characteristics of the texts to be included in the Turkish language textbook in the Turkish language course curriculum issued by the Ministry of National Education in 2018 are as follows: Texts should be included in the textbooks from the writers and works that are widely accepted in the field and have literary and cultural value. In the textbook, free reading texts carrying literary and aesthetic values should be included to support the themes. Expressions in the text that are unsuitable in terms of education (slang and swearword, negative behaviors, sexuality, violence, etc.) should be removed provided that the integrity of the text is not ruined. Texts can be shortened by removing some chapters in line with the themes and achievements provided that the integrity and consistency of the text are preserved (MEB, 2018: 18).

The genre of text, which is one of the basic concepts of this study, is the kind of literary works that are separated in terms of form, technical features and subjects. Throughout history, developments and changes in societies have brought out new requirements, and their reflection on the writing has brought along new genres of expression (Kavcar, Oğuzkan & Aksoy, 2002). Aktaş and Gündüz divide the text genres into three forms: form writings, instructional texts and literary genres (Aktaş & Gündüz, 2009). In addition to these, Erkul identified this distinction as event-based genres, thought-based genres and emotion-based genres. Event-based genres are stories, novels, plays, legends, fairy tales, epics, memoirs, fables and travel writings. Thought-based genres are articles, jokes, conversations, essays, criticism and investigations (Erkul, 2007: 107).

Care should be taken when reflecting literary genres in textbooks. Especially Turkish language textbooks have to address four basic skills of language teaching in terms of text genres. Texts that contribute to the development of speaking, listening, reading and writing skills should be included in the Turkish language textbooks. Çeçen and Çiftçi (2007) state that the textbook has an important function in gaining basic language skills in Turkish language lessons, and this function is based on the texts in the textbooks. It is compulsory that the Turkish language textbooks should comply with the main objectives and gains determined in the Turkish language course curriculum, the teaching methods and techniques proposed in the learning and teaching processes, the readings prepared for the themes

and the measurement and evaluation activities appropriate to the curriculum (Epçaçan & Okçu 2010). According to Batur (2010), the Turkish language textbook prepared in accordance with the aim of language teaching will be effective in bringing the love of mother tongue to the student. In addition, it is emphasized in the study that textbooks guide students in recognizing literary text genres. According to Çalışkan (2016), the foundation of Turkish language teaching depends on the quality of the texts selected from the textbook. The presence of these texts will also help students to better understand the learning texts they will encounter in other textbooks in terms of their different expression features (Karatay, 2013).

These features show us that Turkish language textbooks cannot be considered separate from the concept of "text". There are some points to be considered in the preparation of mother tongue textbooks in which students will encounter different genres of texts and the selection of the texts to be included in these books. First of all, the texts should be of the quality providing students the capability of observing, examining and researching and making it possible for the student to find something in the book (Özbay, 2003). It should contribute to the students' acquisition of language awareness and sensitivity during teaching (İşeri, 2007). Therefore, texts should be carefully selected in order for students to understand what they read, to think about them, to question the texts and to improve their understanding skills (Güneş, 2015). There is no genre that is stated to be obligatory to be used on a class basis in the 2018 TLCC (Turkish Language Course Curriculum). Instead, the text genres to be used in the themes were left to the author's choice, considering the number of texts specified in the program, and it was stated that the text genres proposed on a class basis should be distributed evenly among the themes (TLCC, 2018: 18).

When the studies conducted in this field were reviewed, it was seen that the researchers conducted several different studies on the genres of texts in the Turkish language textbooks: There are studies examining informative and narrative texts (Baş, 2003; Ceylan, Ercan & Akpınar; Kolaç, 2009; Korkmaz, 2013; Pilav & Oğuz, 2013, Solak & Yaylı, 2009; Üründü, 2011); studies examining narrative texts in textbooks from different perspectives (Çelik, 2011; Çoban & Tabak, 2011; Fırat & Mocan, 2014; Somuncu, 2010; Temizkan & Atasoy, 2014), studies on the genre of poetry (Çapoğlu & Okur, 2015; Ercan, 2014; Kemiksiz (2016; Küçükavşar & Hasırcı, 2013). Kemiksiz (2018) examined the frequency of preference of text genres in Turkish language textbooks. Studies examining the relationship between genre and theme of texts (Baş, 2003; Kolaç, 2009; Solok & Yaylı, 2009; Üründü, 2011; Özbay & Çeçen, 2012; Pilav & Oğuz, 2013; Temizyürek & Delican, 2016; Yılmaz & Korkmaz, 2016; Aytan & Güneş, 2017) can be seen in the literature.

These studies were conducted through one or two variables related to the text genres in the textbooks. In a study covering the general textbooks of secondary school, studies examining the genre characteristics of the texts are limited. In addition, it is seen that there is no current study on the genre characteristics of the texts. In this respect, it is thought that this study differs from other studies on the subject.

METHOD

In this part of the research; the scope and purpose of the study, the research model, Turkish language textbooks examined, data collection and analysis of the study are given.

Scope and purpose of the study

The aim of this research is to find the data for the problem sentence "How is the distribution of the texts in the secondary school Turkish language textbooks according to genre characteristics?" The sub-problems determined in line with this problem sentence are as follows:

1. What are the text genres in the textbooks according to grade levels and how often are they used?
2. What are the distribution of text genres in textbooks according to grade levels in terms of reading, listening and free reading texts?
3. What are the themes in the textbooks according to grade levels and how are the text genres distributed to these themes?

Research model

In this study, which is in qualitative research design, the document analysis method was used. In cases when direct observation and interviews are not possible to conduct in qualitative studies, written and visual materials and documents are utilized for the research problem. Document analysis can be either used as the single research method or in combination with other qualitative methods (Yıldırım & Şimşek, 2011: 187). In this respect, Turkish course books written and published by Ministry of Turkish National Education (MoNE) were evaluated based on document analysis. Document analysis involves finding and reading the resources, taking notes and evaluating them for a specific purpose (Karasar, 2005).

The Turkish language textbooks examined

The textbooks prepared by the Ministry of National Education according to the Turkish Language Course Curriculum, which was renewed in 2018, and analyzed in the study are as follows:

Aktaş, E., Bayram, B. (Ed.) (2018). Ortaokul ve İmam Hatip Ortaokulu Türkçe 5 Ders Kitabı (Secondary School and İmam Hatip Secondary School Turkish 5 Textbook). Ankara: MEB.

Batur, Z., Ceylan, S. (Ed.) (2018). Ortaokul ve İmam Hatip Ortaokulu Türkçe 6 Ders Kitabı (Secondary School and İmam Hatip Secondary School Turkish Textbook 6). Ankara: MEB.

Kırman, E. (Ed.) (2018). Ortaokul ve İmam Hatip Ortaokulu Türkçe Ders Kitabı 7 (Secondary School and İmam Hatip Secondary School Turkish Textbook 7). Ankara: MEB.

Demirer, N. (Ed.) (2018). Ortaokul ve İmam Hatip Ortaokulu Türkçe 7 (Secondary School and Imam Hatip Secondary School Turkish Textbook). Class Textbook. Ankara: MEB.

Erdem, İ. (Ed.) (2018). Ortaokul ve İmam Hatip Ortaokulu Türkçe 8 Ders Kitabı (Secondary School and İmam Hatip Secondary School Turkish Textbook 8). Ankara: MEB.

Data collection and data analysis

Descriptive analysis was performed on the obtained data. According to descriptive analysis, the data obtained are summarized and interpreted according to predetermined themes. The aim is to present the findings to the reader in an edited and interpreted form. The data obtained for this purpose are first described systematically and clearly. Then these descriptions are explained and interpreted, cause-effect relations are examined, and some conclusions are reached (Yıldırım & Şimşek, 2011: 224).

While analyzing the data of the study, the text genre classifications in 2018 TLCC were taken into consideration considering the relevant literature. However, since some texts have multiple genre characteristics, these texts have been evaluated within the genre in which they are more appropriate. Texts in each textbook were evaluated separately by two experts and a consensus was reached on the text genres with different opinions.

FINDINGS and COMMENTS

In this section, the findings are presented from the analyzed data of the sub-problems of the research. The first sub-problem of the research was stated as "What are the text genres in the textbooks according to grade levels and how often are they used?" The results are indicated in Table 1.

Table 1. Text Genres in Textbooks According to Grade Levels and Their Usage Frequency

	Genre	5 th Grade		6 th Grade		7 th Grade First Book		7 th Grade Second Book		8 th Grade	
		f	%	f	%	f	%	f	%	f	%
Informative Texts	Article	2	5	8	20	4	10	3	7,5	3	7,5
	Essay	5	12,5	3	7,5	6	15	4	10	8	20
	Joke	-	-	1	2,5	-	-	-	-	1	2,5
	Travel writing	-	-	1	2,5	1	2,5	4	10	-	-
	Memoir	-	-	4	10	5	12,5	3	7,5	2	5
	Diary	-	-	-	-	1	2,5	1	2,5	-	-
	Guidelines	1	2,5	1	2,5	-	-	-	-	-	-
	Biography	2	5	1	2,5	3	7,5	3	7,5	1	2,5
	Autobiography	-	-	1	2,5	1	2,5	-	-	-	-
	Letter	1	2,5	-	-	1	2,5	1	2,5	1	2,5
	Brochure	3	7,5	2	5	-	-	-	-	-	-
	Blogs	-	-	1	2,5	-	-	-	-	-	-
	News report	-	-	1	2,5	-	-	-	-	1	2,5
	Total	14	35	24	60	22	55	19	47,5	17	42,5
Narrative	Story	5	12,5	5	12,5	6	15	7	17,5	8	20
	Novel	2	5	-	-	2	5	2	5	1	2,5

	Fable	2	5	1	2,5	-	-	1	2,5	1	2,5
	Tale	3	7,5	2	5	2	5	2	5	3	7,5
	Epic	1	2,5	-	-	-	-	-	-	1	2,5
	Legend	-	-	-	-	1	2,5	-	-	-	-
	Theater	1	2,5	1	2,5	1	2,5	2	5	1	2,5
	Cartoon	1	2,5	-	-	1	2,5	1	2,5	-	-
	Total	15	37.5	9	22.5	13	32.5	15	37.5	15	37.5
Poetic	Poetic	11	27,5	6	15	5	12,5	6	15	8	20
	Songs / Folk Songs	-	-	1	2,5	-	-	-	-	-	-
	Total	11	27,5	7	17,5	5	12,5	6	15	8	20
Grand total	40	100	40	100	40	100	40	100	40	100	

When Table 1 is examined, frequency (f) and percentage (%) values related to the distribution of text genres according to class levels are seen. Accordingly, as stated in the 2018 Turkish Language Course Curriculum (TLCC), 40 texts used in all grade levels were divided into three groups as informative, narrative and poetic in terms of genre.

Informative texts (42.5%) were the most preferred text genres at all grade levels, except for 5th grade textbooks. The following are narrative texts (37.5%) and poetic texts (20%).

The textbook which includes the most informative texts as a proportion is the 6th grade (60%) and the 5th grade (35%) including the least number of informative texts. The most preferred genre of informative text in all textbooks except 6th grade is essay (5th Grade 12.5%, 7th Grade 1. Book 15%, 7th grade 2. Book 10%, 8th Grade 20%). The most commonly used informative text genre in the 6th -grade textbook is the article (20%). The genres of informative text used at all grade levels are articles, essays, and biographies.

The textbooks including the most narrative texts are 5th grade (37.5%), 7th grade second (37.5%), and 8th -grade textbooks. It is the 6th-grade textbook which includes the least (22.5%). The story is the most included genre of narrative text in all textbooks. The textbook that gives the most place to the story genre is the 8th grade textbook (20%). Other than the story genre, other text genres that are included in all textbooks are tales, novels and fables. The textbook which gives the most place to poetry genre is 5th grade (27.5%) and 8th grade (20%) textbooks. The textbook which includes the least is the 1st textbook of 7th grade (12.5%). Under the title of poetic, the only textbook that includes the verse form that is widely esteemed in the society such as songs and folk songs is the 6th grade textbook (2,5%).

The second sub-problem of the research was stated as "What is the distribution of text genres in textbooks according to grade levels to reading, listening and free reading texts?" The results obtained are shown in Table 2.

Table 2. Distribution of Text Genres in Reading, Listening and Free Reading Texts According to Grade Levels

		5 th Grade		6 th Grade		7 th grade First Book		7 th grade Second Book		8 th grade		
Text Genres		f	%	f	%	f	%	f	%	f	%	
Reading Texts	informative Texts	Essay	3	41	2	62,5	6	66,66	3	45,83	6	50
		Article	2		5		3		3		3	
		Joke	-		1		-		-		1	
		Travel writing	-		1		-		1		-	
		Memoir	-		2		3		2		1	
		Diary	-		-		-		1		-	
		Guidelines	1		1		-		-		-	
		Biography	1		-		2		1		1	
		Autobiography	-		1		1		-		-	
		Letter	-		-		1		-		-	
		Brochure	3		2		-		-		-	
		Blogs	-		-		-		-		-	
		News report	-		-		-		-		-	
Narrative Texts	Story	2	29,16	4	20,83	1	20,83	2	33,33	-	20,83	
	Novel	-		-		2		2		1		
	Fable	1		-		-		-		-		
	Tale	2		-		1		1		2		
	Epic	-		-		-		-		1		
	Legend	-		-		1		-		-		
	Theater	1		1		-		2		1		
	Cartoon	1		-		-		1		-		
Poetic	Poetic	7	29,16	4	16,66	3	12,5	5	20,83	7	29,16	
Listening/Watching Texts	Informative Texts	Essay	1	25	-	37,5	-	37,5	-	62,5	1	37,5
		Article	-		-		1		-		-	
		Letter	1		-		-		-		-	
		Memoir	-		1		-		1		-	
		Biography	-		1		1		2		-	
		Travel writing	-		-		-		2		-	
		Diary	-		-		1		-		-	
		News report	-		1		-		-		2	
	Narrative Texts	Novel	1	50	-	37,5	-	62,5	-	25	-	62,5
		Epic	1		-		-		-		-	
		Tale	1		1		1		-		1	
		Story	1		1		4		2		4	
		Fable	-		1		-		-		-	
Poetic	Poetic	2	25	1	25	-	-	1	12,5	-	-	
Folk song	-		1		-		-		-			
Free Reading Texts	Informative Texts	Biography	1	25	-	75	-	50	-	37,5	-	37,5
		Essay	1		1		-		1		1	
		Memoir	-		1		2		-		1	
		Blogs	-		1		-		-		-	
		Cartoon	-		-		1		-		-	
		Article	-		3		-		-		-	
		Travel writing	-		-		1		1		-	
		Letter	-		-		-		1		1	
	Narrative Texts	Fable	1	50	-	12,5	-	25	1	62,5	1	50
		Novel	1		-		-		-		-	
		Story	2		-		1		3		3	
		Theater	-		-		1		-		-	
		Tale	-		1		-		1		-	
Poetic	Poetic	2	25	1	12,5	2	25	-	-	1	12,5	
Total		40		40			40		40			

In the curriculum, the number of texts to be included in the textbooks at each grade level was determined. Accordingly, 24 reading, 8 listening / watching and 8 free reading texts were used in the textbooks. When we look at the selected text samples for reading texts, it is seen that informative texts are used more in all classes. When the informative texts in this group are examined in terms of text diversity, it is seen that the richest textbook is the 6th grade textbook with eight different genres and the textbook which includes the least is the 8th grade textbook with five different genres. The informative text genres commonly used in all textbooks are essay (f = 20) and articles (f = 16).

In terms of grade levels, the textbook with the most informative text samples is the first textbook of the 7th grade (66%) and the textbook with the least amount of text is the 5th grade (41%).

The textbook that includes the narrative texts used for reading the most is the 7th -grade textbook, and the textbooks which include the least are the 6th grade, the 8th grade and the 7th grade first textbook (20.83%). In terms of text diversity, the richest textbooks are the 5th and 7th grade second textbooks, which include five different genres; it is seen that the least genre is the 6th grade textbook with two genres. Among the reading texts, the most widely used narrative text genres in textbooks are stories (f = 9), fables (f = 6), novels (f = 5) and theater (f = 5).

The textbooks that include the poetic genres of text for reading the most are the 5th and 8th grade textbooks (29.16%), and the textbook which includes the least is 7th grade first textbook (12,5%).

When we look at the text samples used for listening/watching texts, it is seen that the narrative texts are used more in all grades except the second book of 7th grade (5th grade 50%, 6th grade 37.5%, 7th grade first book 62.5%, 8 class 62.5%). The textbook which includes the least is the second textbook in the 7th grade (25%). When the narrative texts in this group are analyzed in terms of text diversity, it is seen that the richest textbook is the 5th grade textbook that includes four different genres and the textbook including the least is the second textbook of the 7th grade. The genre of narrative text commonly used in all textbooks among listening/watching texts is the story (f = 12).

The textbook that includes the most informative texts used for listening / watching texts is the second textbook of 7th grade (62.5%), and the textbook which includes the least is the second textbook of 7th grade (25%). When the informative texts in this group are examined in terms of text diversity, the richest textbooks are classified as sixth, 8th, first and second textbooks; and those with the least genre are textbooks of 5th and 8th grade with two text genres. In this title, there is no genre of text that is common to all textbooks in listening / watching texts. Among the listening / watching texts, the most commonly used informative text genres in textbooks are biography (f = 4) and news reports (f = 3).

The textbooks which include sample text of poetic genre the most among listening/watching texts are the fifth and 6th grade textbooks (25%). In the 7th grade first textbook and in the 8th grade textbooks, there were no examples

of poetry among the listening / viewing texts. It is a remarkable finding that folk songs are included in the poetry group among the 6th grade listening / watching texts.

No systematic was found in the distribution of text samples in free reading texts. The textbook in this group is the 6th grade textbook which includes the informative texts the most (75%), and the textbook which includes the least is the 5th grade textbook (25%).

When the informative texts in this group are examined in terms of the diversity of the text genre, it is seen that the richest textbook is the 6th grade textbook which contains four different genres, and the 5th grade textbook is the textbook including the least with two different genres. There is no informative text genre used commonly in all textbooks in free reading texts. On the other hand, it can be said that the most commonly used text genres in textbooks are essay (f = 4), memoir (f = 4), article (f = 3).

It is the second textbook of the 7th grade which includes the narrative texts for free reading texts the most (62.5%), and it is the 6th grade textbook which includes the least (12.5%). When the narrative texts in this group are examined in terms of the diversity of the text genre, it is seen that the richest textbooks are the 5th and 7th grade second textbooks including three different genres, and the 6th grade textbook with one genre is the textbook which includes the least. In this title, there is no genre of narrative text used in common in all textbooks in free reading texts. On the other hand, among the free reading texts, the most commonly used narrative text genre is the story (f = 9).

The textbook that includes the poetic genre of texts for free reading texts the most is the 5th grade textbook and the 7th grade first textbook (25%). In the 7th grade second textbook, poetic genre text was not used among the free reading texts.

The third sub-problem of the research was stated as “What are the themes in the textbooks according to grade levels and how the text genres are distributed to these themes?” The results are given in Table 3.

Table 3. What the Themes in the Textbooks According to Grade Levels Are and the Distribution of Text Genres to These Themes

Themes	Text Genres	5 th Grade	6 th Grade	7 th Grade First Book	7 th Grade Second book	8 th Grade
Virtues *	Informative	-	-	3	-	1
	Narrative	3	4	2	4	3
	Poetic	2	1	-	1	1
Our National Culture *	Informative	1	1	3	1	2
	Narrative	3	-	1	3	2
	Poetic	1	4	1	1	1
War of Independence	Informative	1	4	1	3	3

and Atatürk *	Narrative	3	1	3	1	1
	Poetic	1	-	1	1	1
Individual and Society	Informative	-	2	-	-	2
	Narrative	-	3	-	-	2
	Poetic	-	-	-	-	1
Reading Culture	Informative	3	3	3	4	-
	Narrative	-	1	1	1	-
	Poetic	2	1	1	-	-
Rights and Freedoms	Informative	-	-	-	-	1
	Narrative	-	-	-	-	3
	Poetic	-	-	-	-	1
Personal Development	Informative	-	-	3	3	3
	Narrative	-	-	2	2	2
	Poetic	-	-	-	-	-
Science and Technology	Informative	5	4	-	4	-
	Narrative	-	-	-	1	-
	Poetic	-	1	-	-	-
Health and Sports	Informative	2	5	3	-	-
	Narrative	2	-	2	-	-
	Poetic	1	-	-	-	-
Time and Space	Informative	-	-	-	2	2
	Narrative	-	-	-	1	1
	Poetic	-	-	-	2	2
Feelings	Informative	-	-	1	-	-
	Narrative	-	-	2	-	-
	Poetic	-	-	2	-	-
Nature and the Universe	Informative	2	5	-	2	-
	Narrative	2	-	-	2	-
	Poetic	1	-	-	1	-
Art	Informative	-	-	5	-	3
	Narrative	-	-	-	-	1
	Poetic	-	-	-	-	1
Children's World	Informative	1	-	-	-	-
	Narrative	2	-	-	-	-
	Poetic	2	-	-	-	-

A total of eight themes out of sixteen themes, three of which are compulsory, are determined for textbooks in the Turkish Language Course Curriculum. The themes that must be used in the textbooks are "Virtues", "Our National Culture", "War of Independence and Atatürk". The preferred texts in the themes included in the book at all grade levels consist mainly of informative text samples. This is followed by narrative texts and poetic texts. In only two themes, it is seen that texts belonging to the genre of poetry are predominantly used. Two poetry texts were used in the theme of *Time and Space*, *Children's World* and *Emotions* which are preferred in different grade textbooks.

In some of the themes included in the textbooks, sometimes informative, sometimes narrative or poetic texts were not included. When we look at the data related to the compulsory themes, it is seen that different text samples are used in terms of genre. It is seen that values are taught mainly through narrative texts apart from the 7th grade 1st book only in the virtues theme.

Apart from compulsory themes, the most preferred themes by book authors are "Reading Culture" (4 books), "Personal Development" (3 books), "Science and Technology" (3 books), "Health and Sports" (3 books), "Nature and the Universe" (3 books). It is noteworthy that informative text samples, mainly articles and essays, are used in all of these themes. In addition to these themes, different genres of text such as memoirs, jokes, biographies, autobiography, news reports, brochures, travel articles, etc. can be found. Another remarkable result in terms of Table 3 is that the themes of "Citizenship and Communication" are not included in any textbook.

CONCLUSION, DISCUSSION and RECOMMENDATIONS

When the results related to the distribution of text genres in terms of grade levels were evaluated, mostly informative text genres were preferred in the textbooks examined, except for the 5th grade textbook. It would be appropriate for students who have just graduated from primary school to encounter more narrative text examples in the Turkish language textbook, but also planning of genre teaching according to their class and age levels would be appropriate. According to Kolaç (2009, p. 624) in the distribution of text genres to be used in Turkish language textbooks according to grade level, the characteristics of the genre and the developmental characteristics of the student should be taken into consideration.

It is seen that the textbook which includes informative text samples the most is the 6th-grade textbook. This is not a desirable situation for the students who are in a more appropriate period in terms of acquiring abstract thinking skills in the last years of secondary school. As a matter of fact, the knowledge and skills that are aimed to be gained in the Turkish Language Course Curriculum show a hierarchical distribution in terms of grade level depending on age. Accordingly, it would be appropriate for the 7th and 8th-grade textbooks to provide richer content in terms of informative text genres.

The most preferred genres of informative text in all classes are essays, articles and biographies. In addition to these, it can be seen that examples of genres such as brochures, blogs, news texts are also included in the textbooks. These genres were suggested for the first time in the 2018 TLCC and included in the textbooks (TLCC, 2018: 18). This result is noteworthy as it is concrete evidence of the reflection of the curriculum in textbooks in terms of genres. Similarly, text samples such as cartoons were found in textbooks subject to research. According to Sever (2007: 222), cartoons can be used in teaching the Turkish language in terms of attracting students' interest to the lesson and making them continuous, presenting a natural application ground for understanding and instructing studies.

Only one example was used in some class levels in terms of informative texts such as jokes, travel writings, diaries, biography, autobiography, letters and narrative text samples such as novels, fables, epics, legends, theatre. In their study in which they obtained similar results, Ceylan, Ercan & Akpınar (2017: 304) stated that a single sample is not sufficient to comprehend the genre of text.

When we look at the narrative texts, it is seen that the textbooks that give the most place to such texts in the distribution of text samples in terms of grade levels are 5th, 7th and 8th grade textbooks. It is seen that this distribution is not realized within a certain plan as in the informative texts. The story is the most included genre of text under this title. This result is similar to that of Kolaç (2009: 624). In his research on the genres of texts used in textbooks in 2009, Kolaç found that stories are the most emphasized and exemplified genre among the text genres based on event, thought and emotion. 8th grade textbook is the textbook which included the story genre the most in terms of proportion. Apart from this, other text genres that are included in all textbooks are tales, novels and fables.

From the preschool period, tales play an important role in the development of vocabulary, the ability to perceive abstract concepts and imagination in children's acquisition of four basic language skills (Lüle Mert, 2012: 9). As a result of this research, the fact that tales are the second genre that is preferred the most in all classes can be considered as positive in this context.

According to Okur (2013: 899), since the teaching of language and culture/folklore are supporting each other, Turkish language textbooks should give more space to cultural and folklore texts. When evaluated in this context, it is noteworthy that the use of folkloric texts in language teaching in the 5th and 8th grade textbooks is based on the epic and in the 7th grade first book the legend genre.

When the distribution of the text genres used in the textbooks into reading, listening/watching and free reading texts, it has been determined that informative texts are used predominantly in all classes in terms of reading texts, the 6th grade textbook is the richest book in terms of genre diversity including 8th different genres, 8th grade textbook includes the least genres including five different genres. Ceylan, Ercan & Akpınar (2017: 304) point out that the students encountering the same genres continuously will make the lessons monotonous. Similar results are observed in the distribution of text genres in listening/watching. In all grades except the second book of the 7th grade, narrative texts were used more. The genre of poetry is not included in the listening / watching texts in the 8th grade textbook. According to Pilav & Oğuz (2013: 29), it is wrong to have a small number of poetry-genre texts in the textbooks that will enable students to enjoy reading. There is a disproportion between the classes in the distribution of selected text genres for free reading texts. For example, while 75% of the free reading texts in the 6th grade textbook are informative, 25% of the free reading texts in the 5th grade textbook are informative.

When the distribution of the textbooks according to the themes in terms of genre is examined, it is seen that the themes are adhered to the number of texts mentioned in the TLCC (2018: 17). Fourteen different themes were used in the curriculum, out of a total of sixteen themes, provided that three of which were compulsory. The themes

of "Citizenship and Communication" are not used in any textbooks. It is not right to leave this choice, which can be considered as very rich in terms of the variety of themes used, to the author's preferences. According to Çeçen & Çiftçi (2007: 46-47), the number of compulsory themes should be increased according to the grade levels due to the possibility of reading the texts of the same themes throughout the secondary school, and students should be allowed to read texts with different themes.

Apart from compulsory themes, the most preferred themes by book authors are "Reading Culture" (4 books), "Personal Development" (3 books), "Science and Technology" (3 books), "Health and Sports" (3 books), "Nature and the Universe" (3 books). It was determined that informative text samples, especially articles and essays, were used in all of these themes. In particular, only informative text samples were used in the 5th grade *Science and Technology* theme, in the 6th grade *Health and Sports* and *Nature and Universe* theme, in the 7th grade first book *Art* theme but narrative texts and poetic texts were never included. According to Sulak (2009: 64), narrative and informative texts and poetic texts should be included in the primary Turkish language textbooks in every theme. At this point, though agreeing with Sulak's views, it is possible to explain this situation in some themes with the initiative given to the author in the selection of texts in the 2018 TLCC. According to TLCC, in principle, a balanced distribution of text genres between themes should be considered, but a balanced distribution of texts will be determined according to text formats (TLCC, 2018: 18).

It is necessary to pay attention to the appropriateness of the text genres used in the Turkish language textbooks examined in terms of age and developmental characteristics of the students. For example, in the distribution of informative and narrative texts, it will be correct to take into consideration the interests and needs of the age group in which the student is involved, while maintaining the balance between the grades. It can be appropriate to make use of narrative texts in the 5th and 6th grades while using informative texts in the 7th and 8th grades. It is thought that using only one type for the instruction might not really be enough. However, in case of text types in different genres, not only students, but also teachers themselves have hesitations. At this point, it is appropriate to make use of various text types of the same genre.

ETHICS DECLARATION

"The author warrants that this article is in compliance with the publication principles, research and publication ethics, and the ethical standards of the journal. The author is also responsible for ethical violations in the manuscript."

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