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AN INVESTIGATION INTO THE BASIC PRINCIPLES OF COURSE BOOKS
USED IN TEACHING TURKISH AS A FOREIGN LANGUAGE

THESIS BY
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DEDICATION

I dedicate this to my father, who inspired me to pursue my dreams, to my mother whose love, patient, warm attitude and great support are of paramount significance for me. My special thanks also go to my sisters, Aleyna and Beyza for their constant support and encouragement throughout the preparation of this thesis. Without their love and support, this thesis would not have been completed.

For my supervisor Assoc. Prof. Dr. Gülden TÜM who was the guiding light every step of the way as I researched for this dissertation.

To the memory of my friend Kadir, who always believed in me.

ETHICS DECLARATION

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I hereby declare that;

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I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

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Emine TEPE

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ABSTRACT**AN INVESTIGATION INTO THE BASIC PRINCIPLES OF COURSE BOOKS
USED IN TEACHING TURKISH AS A FOREIGN LANGUAGE****Emine TEPE****Master of Arts, Department of English Language Education****Supervisor: Assoc. Prof. Dr. Gülden TÖM****June 2020, 117 Pages**

The use of qualified teaching materials related to the target language, different sources, and auditory elements enhances learning process while learning a foreign language. Along with the process of teaching Turkish as a foreign language (TFL), which has gained considerable momentum for some decades, various course materials by different institutions have been developed so that they could be used efficiently. Course books used teaching foreign languages are a key component for both teachers and learners since provide a framework to realize aims and objectives of any course; hence, they are the dominant element out of any materials used in education. Every book has specific features and it is critical to know how to use it in practice. Common European Framework of References for Languages (CEFR), which is the main element of the international standard for foreign language education, is the framework that guides the criteria of the process. Course books used in teaching Turkish as a foreign language are also designed based on CEFR.

When designing course books, it is important to design functional and educational units according to specific principles. These principles are very important in the selection of TFL books for permanent teaching. Therefore, firstly, literature review was conducted in the context of principles in foreign language teaching and the theoretical framework of the study was established. Data was collected from the course books of “*Yedi İklim Türkçe*” by Yunus Emre Institute (YEE) and “*Yabancılar için Türkçe*” by Gazi University (GU). This study was conducted to analyse the basic principles in the foreign language teaching course books according to some required objectives accentuated in the CEFR. The books were selected and examined according to the principles. No existence of such research is assumed to contribute to literature.

Key words: Teaching Turkish as a Foreign Language, course books, principles, Common European Framework of References for Languages (CEFR)



ÖZET**YABANCI DİL OLARAK TÜRKÇE ÖĞRETEN DERS KİTAPLARINDA YER
ALAN TEMEL İLKELER ÜZERİNE BİR ÇALIŞMA****Emine TEPE****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Doç. Dr. Gülден TÜM****Haziran 2020, 117 Sayfa**

Hedef dille, farklı kaynaklar ve işitsel unsurlarla ilgili nitelikli materyallerin kullanılması, yabancı bir dili öğrenirken öğrenme sürecini geliştirir. On yıllar boyunca önemli bir ivme kazanmış yabancı dil olarak Türkçe öğretim (TYD) sürecinin yanı sıra, etkin bir şekilde kullanılabilmesi için farklı kurumlar tarafından çeşitli ders materyalleri geliştirilmiştir. Yabancı dil öğretimi için kullanılan ders kitapları, her dersin amaç ve hedeflerini gerçekleştirmek için bir çerçeve sağladığından, hem öğretmenler hem de öğrenciler için kilit unsurdur; dolayısıyla eğitimde kullanılan herhangi bir materyalin baskın unsurudur. Her kitabın kendine özgü özellikleri vardır ve pratikte nasıl kullanılacağını bilmek önemlidir. Yabancı dil eğitimi için uluslararası standardın ana unsuru olan Avrupa Dilleri Ortak Çerçeve Metni, sürecin kriterlerini yönlendiren çerçevedir. Türkçe'nin yabancı dil olarak öğretiminde kullanılan ders kitapları da Avrupa Dilleri Ortak Çerçeve Metni temel alınarak tasarlanmıştır.

Ders kitapları tasarlanırken fonksiyonel ve eğitimsel birimlerin belirli ilkelere göre tasarlanması önemlidir. Bu ilkeler, kalıcı öğretim için TYD kitaplarının seçiminde çok önemlidir. Bu nedenle öncelikle yabancı dil öğretimindeki ilkeler bağlamında alan taraması yapılmış ve çalışmanın teorik çerçevesi oluşturulmuştur. Veriler Yunus Emre Enstitüsü (YEE) tarafından hazırlanmış “Yedi İklim Türkçe” ve Gazi Üniversitesi (GU) tarafından hazırlanmış “Yabancılar için Türkçe” ders kitaplarından toplanmıştır. Bu çalışma, yabancı dil öğretimi ders kitaplarındaki temel ilkeleri Avrupa Dilleri Ortak Çerçeve Metninde vurgulanan bazı gerekli amaçlara göre analiz etmek için yapılmıştır. Kitaplar ilkelere göre seçilmiş ve incelenmiştir. Bu alanda çalışma yapılmamış olmasının alana büyük bir katkı sağlayacağı öngörülmektedir.

Anahtar kelimeler: Yabancı Dil Olarak Türkçe Öğretimi, ders kitapları, ilkeler, Avrupa Dilleri Ortak Çerçeve Metni



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ABBREVIATIONS

- CEFR** : Common European Framework of References for Languages
GU : Gazi University
TFL : Turkish as a Foreign Language
TÖMER : Turkish and Foreign Language Application and Research
TYD : Yabancı dil olarak Türkçe
YEE : Yunus Emre Institute



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CHAPTER I

1. INTRODUCTION

This study focuses on examining the basic principles of course books used in teaching Turkish as a foreign language. This chapter presents the background of the study, the expression of the problem, the purpose of the study, and the research questions.

1.1. Background of the Study

In today's world, where the globalization process is experienced very quickly, knowing a foreign language has become an imperative. This requirement paved the way for many studies on how any foreign language can be taught more innovatively and effectively. Currently, through raising of awareness toward globalization and realizing efficient interaction among countries, it appears that it is a vital importance to learn more than one foreign language; thus, teaching Turkish as a foreign language (TFL) has become an increasingly essential issue in economic, political, and educational contexts. Therefore, it is not surprising to witness constantly increasing number of foreigners who want to learn Turkish language. Many studies have been conducted to teach Turkish to foreigners for several decades, and still several matters seem to be unearthed much more than before. Thus, this current study deserves close scrutiny to provide specialization in the TFL field to develop contemporary materials in this era.

Course books, the basic and inseparable tools in education, are prepared for the purpose of allowing lessons to progress in a cumulative way (Güçlü et al., 2001), and explain the information about the subjects that curriculum aims to teach in a certain plan (Duman, 2013). Among the materials used in the learning process, it is an important issue to consider how much the course books with their frequency of use (Ülper, 2014; Karatay, 2012) prepare learners who learn TFL for both their future social and academic lives. Additionally, course books have an important place in consolidating information as they are sources of information that learners can easily access whenever they need. Although the tools and materials used in teaching environments are diversified with the advancement of technology, it appears impossible to be present in every teaching situation because a serious cost and preparation are needed to obtain these tools. For this reason, course books still remain an indispensable hard tool in the learning-teaching

environment and process (Demirel, 1993). Moreover, course books increase the importance of gaining the desired skills, being easily accessible, preparing an environment for permanent learning with their visual features, suitability to learner level, and suitability for any curriculum, theme, and subject. Chambliss and Calfee (1998) support these issues by underline their positive effects for pedagogic levels of learners.

In the same vein, course books that are accepted as basic materials in language teaching should be of a quality to meet learners' interests and needs. A course book is evaluated in terms of the application of inputs presented, functional use, and the appropriateness of the activities (Williams, 1983). Course books can play a facilitating role for learners in acquiring knowledge (Bayezit & Çubukçu, 2015) as well. In addition, they contribute to the process of constructing knowledge in terms of standardizing teaching, supporting this standardization, using time efficiently, and using different teaching methods (Richards, 2001).

Teaching Turkish to foreigners, which has dramatically developed recently, has enabled the recognition of Turkish language worldwide. This progress has been achieved, especially, with the contribution of course books designed, prepared, and printed by institutions to teach Turkish to foreigners. These books are observed as an important source in teaching Turkish both as a mother language and a foreign language (Gün, Akkaya, & Kara, 2014) in order to guide learners by strengthening their written and verbal communication and to play a directive role for teachers (Cunningsworth, 1995).

1.2. Purpose of the Study

The main teaching materials are the course books and workbooks used in the learning-teaching process in order to achieve the goals determined in the educational programs. The foreign language course books are created by preparing them according to a certain and systematic order. In addition to the instructional, educational, experimental, enlightening and researcher functions of the course books, the principles also become important when designing the products to be included in books. In recent years, the number of prepared resources for teaching Turkish as a foreign language (TFL) has increased respectively. The Common European Framework of Reference for Languages (CEFR) recommends that course books have a content that can motivate in-

class activities and strategies as well as learning objectives, and methods for learners' application (Council of Europe, 2001). Therefore, the aim of the present study is to compare the basic principles in the foreign language teaching course books examining the existing TFL course books according to some required objectives accentuated in CEFR.

1.3. Research Questions

The present study aims at seeking to find out answers of the following research questions:

1. What are the basic principles that are relevantly calibrated in the design of course books?
2. What are the basic principles that are accredited in the Turkish language course books for foreigners?
3. Is there any difference about using the basic principles in the course books utilized by different institutions wherein Turkish is taught as a foreign language?

1.4. Significance of the Study

Although teaching Turkish to foreigners (TFL) is a field that has a long history, as happens in several fields, there is a need for continuous improvement in various elements from teaching methods to course materials. Researchers and experts still try to close the gaps in this field. In order to fulfil the need, newly published books and existing books are under investigation to provide with satisfactory utilization. On the one hand, all components of course books are expected to include language skills, grammar, and vocabulary within linguistic, sociolinguistic, and pragmatics manner; on the other hand, they are expected to have cultural and multifaceted elements in a way the language does not constitute any prejudice in multiculturalism. No doubt, these are realized with a prominent construction of well-planned principles in any course book. Therefore, the significance of this study lies within the availability and applicability of principles in course books, prepared by institutions to teach TFL in Turkey and abroad.

This study aimed to find and analyze the basic principles in Turkish teaching books as a foreign language. With this study, regarding the facts on principles, primarily, in TFL, course books will shed light on the effective and long lasting learning

of foreign language. Secondly, it will emphasize the importance of mediating text in realizing interaction between the interlocutors, suggested as the new descriptor in CEFR (2018). Thirdly, information obtained via analyses over these principles in TFL books will help material designers to do more evaluation of preparing these books as course materials. Not last but not least, the answers to the above-listed research questions might help to get an idea about the basic principles and their close association with TFL curriculum in learning TFL permanently. Finally, the approaches of different institutions where TFL books are prepared and utilized in order to make this teaching globally applied regarding all these issues and to realize standardization embedded in CEFR Companion Book.



CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter provides a general overview of the related literature. Firstly, definition of the key terms is elaborated. The basic principles taken part in course books will be explained. In the first part, teaching English as a foreign language will be presented. It focuses on these two titles; curriculum of foreign language and course books of foreign language. In the second part, teaching Turkish as a foreign language will be presented. It focuses on these three titles; curriculum of teaching Turkish as a foreign language, wherein, it focuses on these two subtitles; course books by Gazi University and course books by Yunus Emre Institute, and course books of teaching Turkish foreign language and principles of course books in TFL. Finally, information about Common European Framework of References for Languages (CEFR) and its new descriptors in the companion book will be given.

2.2. Teaching English as a Foreign Language

Communication is the establishment of various relationships between people and the continuation of these relationships by changing them in various ways and communication is provided by language. The first language learned is the mother tongue or the first language, and the languages learned after that are called foreign languages. Second language acquisition is perceived as a social-psychological necessity, and foreign language learning is perceived as a cultural and professional necessity (Demircan, 1990). In many areas of life, people need to learn common languages spoken internationally in order to establish and maintain all kinds of relationships in personal and/or academic lives. Superiority in technology, science, and military plays an important role in determining these languages. Today, mention of foreign language education in Turkey, primarily from Western languages, English, German, and French comes to mind. Among these languages, English stages its place the most learned one.

According to Sezer (1988), why the emphasis is primarily on English language teaching in Turkey is that it thrives in economic and technological fields. Besides, it gains importance for cultural, economic and technological intensifying its relations with

other countries; therefore, Turkey must continue this relationship with association of English. It is recognized that the introduction of English language into the Turkish education system dates back to *The Tanzimat Era*, the second half of the nineteenth century, which marks the beginning of the Westernization movements in the education system (Kirkgoz, 2005).

Bonnet (1997) emphasizes that English has a prominent position in foreign language teaching, and the world of the next millennium will be to some extent "English" by people whose native language cannot speak English. In addition, Bonnet states that the spread of global communication has increased the number of people who use English as the second foreign language in many countries, and that international English idioms have been simplified and spoken language-specific phrases have been minimized in order to facilitate communication with the widespread use of English as a second foreign language.

Foreign language course is one of the compulsory common courses in our primary and secondary education institutions. The aim of foreign language teaching is to make learners use a language in accordance with their level. Teaching programs, student books, teacher books and educational tools on this subject are constantly being developed in an integrated manner. Within the framework of compliance with European Union, as stated by Demirel (2003, p. 18), it is thought significant that foreign language teaching programs in Turkey should be held according to the standards developed by the Living Languages Department, the European Council.

2.2.1. Curriculum of Foreign Language

The curriculum can be defined in several ways: Tyler (1968), a pioneer and a forefather of curriculum design, defines curriculum as all the learning which is planned and guided by the school to attain its educational goals. According to Stern (1983), the term curriculum refers to the substance of a program of studies of an educational institution or system. The term curriculum has gained a wider and more comprehensive meaning by referring not only to the content but also to the whole educational process, including educational objectives, objectives, resources, teacher training, and other means of assessment. Bilbao, Lucide, Iringan and Javier (2008) refer to curriculum as the "total learning experiences of individuals not only in school but society as well". To Mickan (2013), curriculum is a "framework for the planning and implementation of

educational programmes”. In the same vein, Clark (1987) highlights language curriculum as a function of the inter-relationships that holds between subject- specific concerns and other broader factors embracing socio-political and philosophical matters, educational value systems, theory and practice in curriculum design, teacher experiential wisdom, and learner motivation.” Based on all these definitions, it can be understood that the curriculum is very important for educational institutions when it encompasses vital components. Mickan (2013), highlights these components as core components; syllabus, resources, working plan, practices, and assessment.

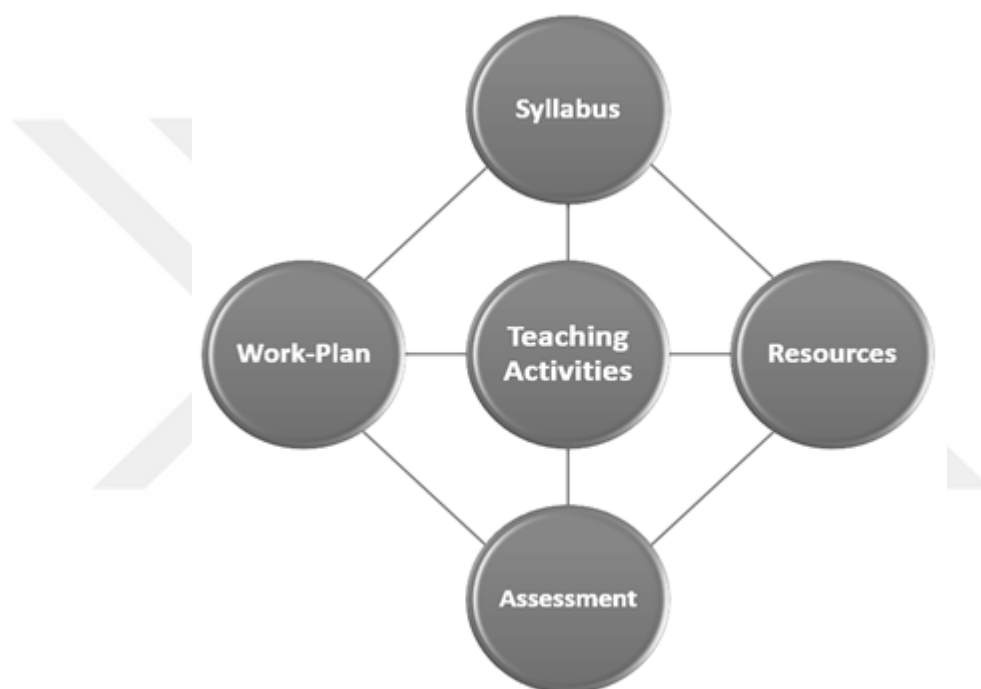


Figure 1. Core components of a curriculum

Source: Mickan, 2013, p. 44

2.2.1.1. Syllabus

The syllabus sets out the primary objectives of the program, which includes the objectives of the learner. Activities are the work that teachers do for their learners. The points of the program state its purposes, while the targets indicate information and abilities learners need to obtain by performing different errands and exercises within the program or in a specific unit. The outcomes indicate learners’ engagement with and their movement in an organized program. For instructors, outcomes give a standard for appraisal or testing while for learners, outcomes give a sense of making advance as they take an interest in exercises and guidelines practices.

2.2.1.2. Resources

Resources compose teaching materials and contents such as course books that contribute to the learning process. Activities are important for learners to improve their knowledge and skills. They include the substance, directions materials, course books and instruments to assist accomplish learning outcomes. In today's world, innovation plays a crucial part within the prepare of foreign language education and learning for children and adults. Therefore, technological tools such as smart board, tablet, computer, can be used in the classroom to enable learning.

2.2.1.3. Work-plan

The work-plan is an action plan prepared for a certain class or classes of a certain period. Course books are prepared according to a specific curriculum and teachers are expected to follow this work plan by following the syllabus. In a few instructive settings such as Turkey, teachers' programmes are endorsed in syllabuses which direct teachers' instruction to instruct classroom errands and exercises and teach learners' course. It is anticipated that course books are composed in agreement with the rules laid out in educational programs and syllabuses. The educational programs and syllabus may too give recommendations for the instructors to utilize particular guidelines strategies such as communicative strategy or coordinate strategy.

2.2.1.4. Practices

Practices depict the work instructors perform to create learners' capacities. It is vital that each practise is significant, and guarantees learner improvement through the unit. Practises ought to empower learners to lock in with and create their information, aptitudes, and understandings in several ways. Significant practices such as role playing can be engage in for learners in dynamic, helpful, bona fide, and agreeable ways.

2.2.1.5. Assessment

Finally, *the assessment* should be compatible with the learning outcomes. Course book authors work by taking this map into account when producing course books for teachers and learners. Learning outcomes indicate what learners are anticipated to demonstrate they have learned while the evaluation appears how they will

illustrate their learning. These two components must be in parallel in the event that the evaluation is to be substantial. To illustrate, for a learning outcome expressing that 'learners will be able to portray a family member', a fitting appraisal errand would be inquiring the learner to bring a picture of a family part and conversation around his/her hair, eye colour, weight, tallness, etc.

Turkey has progressed in a systematic and planned manner to ensure positive developments in foreign language education curriculum development. In 1997, English was introduced into the primary school curriculum as a compulsory subject for learners at primary level (grades four through eight), by the Turkish Ministry of National Education (MoNE). In addition, the 1997 reform laid the foundations for a Communicative Language Teaching Approach in teaching English (Kırkgöz, 2007).

The English curriculum was revised in 2005 to improve the previous curriculum. The 2005 curriculum includes a constructivist approach to teaching, the application of experiential learning, the use of tasks and the application of Multiple Intelligence Theory and Content and Language Integrated Learning. In 2012, the age of starting English education was reduced from the 4th Grade to 2nd Grade with a new education model. A team of ELT curriculum experts benefited from the principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) in its philosophy (CoE, 2001). According to the curriculum designers, the curriculum revision in 2017 aimed primarily to update merely the 2013 curriculum. As a result, the foreign language curriculum innovations in the Turkish education system have been inevitable and the desire to keep pace with global changes in education and technology. To sum up, curriculum development has become a dynamic and continuous process to form the basis of foreign language education in Turkey.

2.2.2. Course Books of Foreign Languages

In the foreign language teaching process, creating an educational environment suitable for all of the visual, auditory, and kinaesthetic skills of individuals, and teaching materials created according to learning styles will contribute to the target language development. In this sense, the content of course books are of utmost importance with its aims and approaches. As Hutchinson and Torres (1994) suggest:

The course book is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries...No teaching-learning situation, seems, is complete until it has its relevant course book (p. 315).

It is the first materials, course books, for the individual and teacher who try to acquire the target language for communication, accommodation, education, or academic purposes. “The benefits of using course books in language teaching can be listed as the books provide an infrastructure for the curriculum and the program, they help standard instruction, course books can offer effective language teaching techniques, train teachers and be visually striking” (Richards, 2001). Considering that foreign language teaching is a whole without being tied to a single learning area, the preparation of course books with a content for all learning areas directly contributes to learner success. It is also imperative that these functions of the course book, which is the main course material in foreign language education, comply with the principles set by CEFR (2001; 2018).

Haycroft (1998) mentioned one of the advantages of using course books as their being psychologically important for learners. The main reason for this is that they let learners monitor their progress, observe their weaknesses and strengths, go over the lessons they miss, deduce grammatical patterns they have problems, apply their vocabulary list as glossary throughout their learning process. Although course books are not specifically designed for learners, they are generally sensitive to needs of learners as they are suitable for adaptation and improvisation. Hence, as brought out by Cunnigsworth (1995), “Course books should correspond to learners' needs”. Course books should match goals and objectives, and they should contribute to the learning process in the most efficient way, taking into account the needs of the learners.

2.3. Teaching Turkish as a Foreign Language

Turks, one of the deep-rooted and ancient nations of the world, have established rich civilizations in different geographies around the world. Since language is one of the most important elements that establish a relationship between society and culture, it is one of the most important tools used in the transfer and transportation of this rich civilization. In 1984, Ankara University established the Turkish and Foreign Language

Application and Research (TÖMER) and carried out the teaching of Turkish as a foreign language (TFL) to the institutional level. In recent years, interests and demands by foreigners toward Turkish have increased due to numerous reasons such as economic, political, historical, personal, and cultural matters in their relations with the outside world. In order to meet this demand, the Ministry of National Education, Istanbul University, Diler and Ankara University, TÖMER Turkish Language Education Centres, language centres were established following one another. Then, universities, institutions such as TİKA, Yunus Emre Institute and private teaching institutions followed this attempt to be able to provide various services not only in Turkey but also abroad. Due to the conflicts occurring in the neighbour countries for two decades, there have been a lot of immigrants and refugees who urgently need Turkish language courses. Solely this matter makes TFL to have been tripled in many Turkish cities, especially in the big cities namely Adana, Adıyaman, Gaziantep, Hatay, Istanbul, Urfa, etc.

In teaching Turkish as a foreign language, different practices and techniques have been used and continued to be used by considering requirements of the age. The traditional grammar teaching approach, which was widely used in foreign language teaching, polished the rules of target language to have learnt a language and prioritized grammar learning was dominant in the methods used for many years (Güneş, 2011). Nevertheless, lately, this attitude left its place to action oriented approach suggested by CEFR and this approach throws path towards focusing on mediating text to bring up the teaching materials to improve competences in communication. Therefore, this issue regarding teaching materials needs to be unearthed for the benefits of learners to communicate in their target languages.

As there are few academic studies on Turkish as a foreign language (TFL) course books used in teaching Turkish as a foreign language, investigation into these books plays an important role in the foreign language education. Hence, as suggested by Özdemir (2013), there should be more research to be conducted. The materials used and developed in TFL teaching are expected to ensure that the target audience participates in the learning process with more senses. The selected materials are also expected to match the content of the course as well as fit for purpose. One of the important factors that determines the quality of materials used in TFL teaching is the level of Turkish language of the target audience. In terms of the permanent TFL learning, Yalın (2010) highlights the importance of materials by stating, “Information stored in short-term

memory will be lost within 15-20 seconds if no action is taken on it. However, through some strategies and repetition, the information can be kept in the short term memory longer and transferred to the long term memory.” (p. 75).

When the research on Turkish as a foreign language (TFL) course books are delved into the relevant literature, revealed knowledge proves that mostly these studies are conducted in different fields. Among these studies, the concept of culture has been widely studied (Akkoyunlu, 2019; Almalı, 2019; Anaam Al-Sharabi, 2019; Fişekçioğlu, 2019; Koparan, 2019; Açıkgöz, 2018; Tatan- Özgat, 2018; Ummak, 2018) by shedding light into cultural transfer in teaching Turkish as a foreign language. In their findings, the TFL books are suggested taking cultural transfer into account to make foreign learners become aware of differences and diversities. Except culture, there are also studies based on proverbs and idioms (Tekin, 2019), vocabulary (Güneş, 2019; Yeşil, 2019; Zengin, 2019; Mustafaoğlu, 2018; Saydam, 2018; Serin, 2017; Göçen, 2016) and frequency of word usage (Şengezer, 2019; Özdemirel, 2017). In addition, what gains importance is language skills including speaking (Hattatioğlu, 2019; Rebahan, 2019; Çolak, 2018), reading (Aydoğan, 2018) and listening (Yalçın, 2018) following grammar (Orovec-Borbely, 2016) and exercises (Özbal, 2019) based on how to deal with syntactic and lexical burdens during learning process. No doubt, they are not limited merely to culture, language skills, syntax, morphology, and lexicon, but other interesting topics found in the literature. For example, multiple intelligence theory (Keskin, 2019; Çökmez, 2017), a subliminal indicator of power (Şimşek, 2019), virtual competence (Atay, 2017), interdisciplinary (Çevik, 2019), and the study of images (Ersoy, 2019; Sertoğlu-Telçeker, 2019) are some of them sorted out. Different and innovative studies on TFL books such as inter-linguistics of the textbooks used in foreign language teaching were also investigated. For example, there are research encompassing to compare foreign language course books like Turkish-English, Turkish-German, Turkish-Russian, etc., (Kara, 2019; Kalaycı, 2018) wherein inter-linguistics has enriched these studies by giving a different perspective to the field.

However, the study of basic principles of TFL teaching course books has never been encountered in the field. Although each of the above-mentioned studies is very important for the area, the basic principles review is also an issue to be studied since it emboldens standardization and supports multiple intelligence throughout utilizing the teaching materials. For this reason, it has been facet to be likely to close this gap in the field and to make a contribution in the literature.

2.3.1. Curriculum of Teaching Turkish as Foreign Language

The increasing number of foreign learners coming to Turkey in recent years in addition to numerical increase of immigrants and the proliferation of centres opened abroad have led to some studies on the Turkish curriculum. These programs are prepared by considering the curriculum of other foreign languages and Common European Framework of References for Languages (CEFR). Some studies on this subject are explained by Biçer (2019, pp. 68-69). These programs are chronologically explained as follows:

- The "A1 A2 level Turkish Education Program" prepared by Kara (2011) was put forward as a model to contribute to Turkish teaching activities. It has quality that will provide an important contribution to program development studies in this field.
- "A program and scale development workshop for Turkish language proficiency" has been prepared within the General Directorate of Assessment and Examination Services of the Ministry of National Education. Program and Scale Development Workshop for Turkish Language Proficiency; was carried out to determine the general framework of the "Turkish Language Proficiency Exam" to be implemented in accordance with the protocol signed between the General Directorate of Measurement, Assessment and Examination Services and the General Directorate of Lifelong Learning for the "Supporting the Integration of Syrian Children into the Turkish Education System Project".
- The "Turkish as a foreign language teaching program" was prepared by Ankara University in 2015. This program, which has been prepared extensively, is a program that many universities can utilize during their teaching process. This program encompasses a wide scale ranging from information on teaching Turkish as a foreign language for each level, examples of lesson plans, social and cultural achievement charts, theme charts, teaching techniques to teaching methods, and evaluation.
- Ulutaş (2016) has prepared a special program for the purpose of teaching Turkish to foreigners to be enrolled in higher education in Turkey. The program proposal prepared within the scope of the doctoral thesis is an example for the programs to be prepared for different audiences.

- In 2016, Course Program was conducted by the Ministry of National Education, General Directorate of Long-life Learning. The purpose of this program was targeted to let foreigners in Turkey have competences such as Turkish Alphabet, phonetics, expressing themselves, asking questions and responding respectively in addition to four language skills in TFL. Principally, the program was prepared according to different ages (6th to 12th, and 13th to 17th) within A1 Level for their integration into the informal Turkish Education System.
- In 2017, a workshop was carried out by the Ministry of National Education, General Directorate of Assessment, Evaluation and Exam Services. The purpose of this workshop is to provide a framework for ‘Turkish Proficiency Exam’ on the basis of reliable and applicable forms. Exams for an example of these programs is the project "Supporting the integration of Syrian children into the Turkish education system". Principally, the competences of language skills are determined according to different ages (6th to 10th, 11th to 15th, and over 16th aged ones) and levels straightforward. This workshop is also dedicated to Syrian children with the scope of their integration into the Turkish Education System.
- Phutkaradze (2018) brought up needs analysis of irregular migrants and prepared a program proposal that can be applied for those. This program proposal prepared as a MA thesis is to contribute to the learning process of Turkish immigrants in Turkey.
- Maarif Foundation in Turkey has launched the Curriculum for Teaching Turkish as a Foreign Language in 2019. The aim of the program is to let the TFL learners either at home or abroad gain the ability to interact comfortably in the required environments by using the listening-reading (reception), speaking-writing (production) processes. The curriculum follows action oriented approach recommended by CEFR and regards learners as ‘social actors’ who take part in their society not merely learn foreign language but also continue their lives in different situations, environments and domains. Another aim of the program is to introduce the basic elements of Turkish culture to Turkish learners and to create intercultural awareness by associating these elements with their cultures as also given by terms of multiculturalism, multilingualism and plurilingualism in CEFR (Maarif Foundation, 2019, p. 14).

As abovementioned, there are several endeavours for curriculum development as crucial steps in terms of teaching Turkish as a foreign language (Kaya & Kardaş, 2019). However, the need for TFL curriculum has been uncrowned and demands for new curriculum for different target audiences are still unearthed.

Realizing the importance of any curriculum, Tosun underlines the points that should be considered while making a Turkish program as a foreign language under the following headings (2005, p. 26);

1. *Learnability*: Some affixes and words are easier to learn whereas some others are more difficult to learn. Therefore, it is necessary to go from easy to difficult in principles.
2. *Repetition*: In the beginning, repetition is necessary to permanent vocabulary, quick learning and use in learner's daily life. This is also suggested as a new descriptor of CEFR Companion Book (2018)
3. *Usability area*: Some words and structures are used in wider areas; hence, some time-showing structures should be arranged according to their priority.
4. *Utility*: Kinship names, numbers, month and day names, food names, words related to the learners' immediate family circle should be prioritized to facilitate communication.

It is useful to consider the issues mentioned above in Turkish Curriculum. In addition, there can be a list how Turkish Curriculum for foreigners should be as follows;

- Programs should be prepared considering the learning purpose of individuals who learn Turkish.
- Learners coming from different language families who learn Turkish should be considered.
- When preparing curriculum, whatever level Turkish should be taught, their age, interests, expectations, and needs should be taken into account.
- Turkish curriculum should have elements to provide cultural transfer, multiculturalism as well as language teaching.
- Multiple intelligence areas of learners should also be taken into account while teaching Turkish to foreigners.

- In curriculum, the ordering of the subjects should be paid attention more by referring to Turkish as an agglutinative language.
- The program should be available in different situations and times (Tum, 2012; Tum, 2019; Tum, 2020).

As observed above, aspects of any curriculum should be prepared referring to Common European Framework of References for Languages (CEFR) as a framework. This framework provides hints for all the institutions, administrators, teachers, materials designers and learners or any stakeholders to follow so that interactions based on mediations among different individuals and cultures are successfully realized.

2.3.2. Course Books of Teaching Turkish as a Foreign Language

In the regulation on the course books of the Ministry of National Education (MoNE), the course book is defined as ‘Printed work to be used in formal and non-formal education institutions, the content of which is prepared in line with the curriculum and can also be produced as a fascicle when necessary’ (MEB, 1995). Starting from this definition, it can be said that the primary function of the course books is to make them be prepared in a certain system and in a certain curriculum to reach the outcomes in the curriculum. In addition to this priority function, there are certain goals and functions aimed to be achieved during designing course books. İşeri (2007) summarizes these goals and functions as follows:

1. Course books are one of the most important tools to achieve the goals of the curriculum.
2. Course books are as important as teachers, physical opportunities and education programs in terms of changing human quality.
3. Course books are the primary source and guide for teachers and learners in the realization of teaching objectives.
4. Course books use the energy of the teacher better at the time of teaching and get better from both the teacher and the learner.
5. Course books are one of the main factors that affect effectiveness and success in teaching.

6. Course books are tools equipped with information to provide the realization of teaching objectives in terms of content and form, and are supported with visuals.
7. The course book is the most used and easy-to-reach tool of teaching materials. This situation indicates that the necessary care should be taken in preparing course books.

As abovementioned, course books are one of the most important tools for teaching. It has been adopted by everyone as it is the easiest tool in terms of printing, cost, applicability, and access. Course books have an important place in consolidating the information as they are sources of information that learners can easily access and whenever they want. It should not be overlooked that it helps in minimizing the lack of experience in teaching by making it easier for teachers to master the subject and to know the curriculum.

The effect of course books increase the importance on acquisition of desired skills, being easily accessible, preparing an environment for permanent learning with their visual features, their suitability to the learner level and the curriculum, theme and subject. By measuring and evaluating the questions given in the course books after the subject, the learner can also observe their outcome on whether learning has taken place or not. Considering that the Turkish Teaching Centres prepare learners for the exam, again it is the course books to provide information to what extent the subject has been learned by measuring and evaluating the subject.

It is important to consider age, interests and needs of learners while designing TFL course books since they are one of the basic resources learners utilize while learning the language. Since the learning continues outside the classroom as well as in the classroom, learners' ability to have information and communication skills in any environment depends on the richness of these resources. All the methods and efforts made in the books are to facilitate the learning process of the learners. Learners learn to use more than one strategy while performing their learning with the help of the strategies presented in the course books. Research in the field of learning strategies defines language learning strategies as “special ways chosen by the learner, which makes learning easier, faster, more fun, independent, effective and easier to transfer to new situations” (Oxford, 1990, p. 8). To Oxford (1990, p. 202), strategy instruction, which aims to facilitate the learning process, can be done in three different ways. The first one is awareness training. Learners learn what language learning strategies are and

how they work in the learning process. There is no application at this stage. The second one is short-term strategy training. It is an education in which one or several new strategies are learned and the possibility of implementation is created during the performance of a language related task. The third one is long-term strategy training. As in short-term strategy teaching, strategy teaching is associated with the learning tasks in the curriculum, and the opportunity to evaluate the subjects such as how strategy use will be used, whether it works or not, is created for the learner. In this way, learners who learn how to use appropriate strategies can perform successful learning because using many strategies in the learning process does not mean that successful learning will take place. The important thing is that the learner can choose the strategies suitable for the task, apply them and manage their own learning.

When it comes to language learning strategies, the first names that come to mind are O'Malley and Chamot (1990). They gathered language learning strategies accepted in the literature under three headings: metacognitive, cognitive and social-affective strategies. Metacognitive strategies mean that the learner thinks, plans for learning, supervises the learning task, and evaluates how well s/he learned. Cognitive strategies require the learner to interact with the material to be learned, use the material mentally and physically, and use the technique for learning homework. Social-affective strategies mean that the learner communicates with someone else to make learning happen. It is expected to use affective management to make this happen.

There are many course books used in teaching Turkish as a Foreign Language. Course books used in this field are 'Istanbul' by Istanbul University, 'Yedi İklim' by Yunus Emre Institute, 'Yabancılar için Türkçe' by Gazi University, 'Yeni Hitit' by Ankara University. Nevertheless, in this current study the researcher has sent request letters to do investigation into the principles used in these books and their strategies and preferences to utilize these principles. There were only two of those that replied the request letter to give information on principles of materials they prepared. The TFL course books that were given permission to do investigation are explained in detail below:

2.3.2.1. Course Books by Gazi University

Gazi University TÖMER (Turkish Learning, Research and Application Center) started its activities on 22nd of February in 1994. It was established to teach Turkish to

the learners coming from Turkic states and communities, and other willing learners to increase the efficiency of Turkey Turkish, Turkic states and communities, and our region in the world. It also provides scientific research and publications on Turkish and continues its studies by contributing to the field of Teaching Turkish to foreigners.

Yabancılar için Türkçe prepared and printed by TÖMER, Gazi University consists of five different course books and five listening CDs for A1, A2, B1, B2 and C1 levels. The set prepared according to the Common European Framework of Reference for Languages is supported by visual and audio activities according to reading, listening, speaking, and writing skills. While A1 book consists of six units in the set prepared considering the basic living spaces, other levels of set, A2, B1, B2 and C1 consists of 5 units. Moreover, A1 book is added alphabet for learners. In the course books, the units start with the reading sections. Activities within the unit are prepared according to four basic skills. In addition, grammar rules are tried to be taught by intuition to the learner. At the end of the basic level books, A1 and A2, there is the "Grammar index" section. Today, A1, A2, B1, B2, C1 and C2 level books sets are used in Gazi University TÖMER, Turkology Departments in cooperation and Turkish Teaching Centers in Turkey and abroad.

2.3.2.2. Course Books by Yunus Emre Institute

Yedi İklim Türkçe, which was written by Yunus Emre Institute in 2012 and whose content studies were completed in 2014, consists of 18 books containing course books, workbooks and teacher books prepared according to A1, A2, B1, B2, C1 and C2 levels. In addition, the set contains individual listening booklets and audio CDs for each level. These sets were prepared taking into consideration the levels and basic living spaces in the Common European Framework of Reference for Languages. The gains are ranked from easy to difficult, from simple to complex, from concrete to abstract. Each book consists of eight units in the set prepared considering the basic living spaces. In the course books, the units start with the "Preparation for the Unit" sections. Learners are asked a few questions about the topics to be covered in the unit, and then they move on to the unit. Activities within the unit are prepared according to four basic skills. In addition, grammar rules are tried to be taught by intuition to the learner.

In addition to these, texts that will form a cross-section of our culture depending on the theme covered in each unit are included in the sections named "Free Reading".

At the end of each unit there is an evaluation section consisting of 8 to 10 multiple choice questions. After the evaluation section, a skill test called "I am evaluating myself" is applied. Today, A1, A2, B1, B2, C1 and C2 level books sets are used in Yunus Emre Institute Turkish Cultural Centers, Turkology Departments in cooperation and Turkish Teaching Centers in Turkey and abroad.

2.3.3 Principles of Course books in TFL

Learning any foreign language including Turkish requires attention not only to how phonological, syntactical, semantic, morphological, and lexical components are structured but also to how teaching materials are designed and produced regarding basic principles to make them user-friendly products. Materials in broad sense is more than texts for learning and teaching languages since they could include instructions to guide and explanations to inform, and principles to explore the natural usage of a target language given situations, texts and activities in a continuum within curriculum. In Common European Framework of Reference for Languages (CEFR, 2003; CEFR, 2018; TELC, 2013), on the one hand; it is underlined that subcategories can be established according to knowledge and skills; to identify, understand and interpret the text; on the other hand; it is emphasized that they are to organize, formulate, and produce within specific principles (p. 93). In this respect text design appears to become much more important as knowledge of the conventions in any community concerning to realize various macro-functions (p. 123). Hence, teaching materials gains importance as being supportive, accelerative, reinforcing, providing continuum, rendering learning more attractive in learning and teaching process (Tüm & Ceyhan-Bingöl, 2017). Within this respect, it is a vital attempt to mention about what a course book means and to what extent it includes all the teaching principles.

Cunningsworth (1995, p. 7) defines course books as “a resource in achieving aims and objectives that have already been set in terms of learner needs” whereas they are “an instrument of control within systems that emphasize accountability and the status quo and can be used by those in positions of authority to facilitate curricular change”. Indeed, course books are more than just being a resource and an instrument, they also have several functions. According to Tomlinson (2001, 2012), course books have five functions: *informative*, *instructional*, *experiential*, *eliciting*, and *exploratory*. Upon the consideration of course books for teaching foreign languages, the target language is expected to fulfil the requirements of all these functions in order to provide

permanent learning. Upon the presentation of these functions through contextualized content, embedded in a course of activities and organized in a coherent program, learning progress can be achieved. Richards (2005), highlights “a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed” without a course book (p. 1). Apart from providing accurate language input, course books support teachers through methodological guidance including several teaching principles as visible evidence for learning progress. As “a convenient administrative tool” (McGrath, 2013, p. 6), course books standardize instruction ensuring that learners in different classes learn the same content at a time and can be given the same tests. Moreover, course books are often viewed as attractive by learners since they transmit cultural information within teaching principles in a visually appealing manner, which is the scope of this current study. There are also other scholars who define course books as ones “to be used as a foundation of a course” (McGrath 2013, p. 5). However, in this current study the term of course books will be used.

The principles of material preparation in any field are common. Especially, the principles of teaching materials accepted as scientifically correct is an important consideration in the preparation of instructional materials. The principles in many sources (Demirel, Altun *ibid.*, 2011; Güneş, 2016; Yaylacı & Yaylacı, 2013; Köksal & Varışoğlu, 2014) can be listed as follows (Duman, 2013, p. 2).

1. Principle of compliance with the law / curriculum,
2. Principle of student compliance,
3. Principle of simplicity,
4. Principle of starting from the known.
5. Principle of multi-examples,
6. Principle of completion,
7. Principle of unity,
8. Principle of relevance,
9. Principle of the relevance of the background knowledge,
10. Principle of innovation,
11. Principle of selectivity,
12. Principle of relativity,
13. Principle of invariance in perception,

The additional principles found in other sources as a result of field scanning are as follows:

14. Principle of closure,
15. Principle of depth,
16. Principle of economy,
17. Principle of target-behavior,
18. Principle of timeliness,
19. Principle of life.

The material preparation principles listed above are the general principles that should be included in any language teaching materials. In this respect and harmony with the aim of this current study, general principles are expected to be prepared for teaching Turkish to foreigners as follows:

2.3.3.1. Principle of Compliance with the Law / Curriculum

It means that the material to be prepared must comply with the regulations so that all the standards would be provided with the CEFR. This is how and what is learned are likely to be appropriate in terms of whether or not it meets the level and expectations of the target audience. Every activity carried out in the course must comply with circulars and regulations (Duman, 2013, p. 2).

2.3.3.2. Principle of Student Compliance

It refers to the fact that since each material will be different for each target audience, the material to be prepared should be appropriate to the age, interest, level of knowledge and expectations of the target audience. The reading material prepared for the teaching of grammar should be prepared in accordance with the level that presents the grammatical structure to the learner in a simple and understandable way and increases the interest of the learner in the grammar structure (Biçer, N. & Kılıç, B. S., 2017, p. 650).

2.3.3.3. Principle of Simplicity

The materials prepared should not be too complicated under the *principle of simplicity*. Materials prepared for use in the course should be prepared according to their real-life measures and dimensions. Visual materials will be perceived more easily, if prepared in a realistic way, by considering this nature rule. Another subject that the learner does not know without teaching a subject should not be explained. It should start with simpler and more understandable topics (Demirel, Altun et al., 2011, p. 59-61; Yaylacı, H.S.ve Yaylacı F., 2013).

2.3.3.4. Principle of Starting from the Known

According to the *principle of starting from the known*, it is necessary to build on old background knowledge when presenting new information. Each new knowledge integrates with the previous one settled in the cognition and instills confidence in the learner group. Course content and prepared materials should not contain unknown grammar rules, words and topics above the level of the learner. Based on the subjects known to the learner, a helicity must be created to reach the unknown (Duman, 2013, p. 2).

2.3.3.5. Principle of Multi-examples

Principle of multi-examples is very important for the target audience in terms of reinforcing the subject. Different examples should be used to enable the learner to reinforce what they have learned, and the learner should be given the opportunity to use what they have learned in different ways with various activities. Many examples should be given to increase the interest of the learner to appeal to various senses (Özdeniz, 2019, p. 51).

2.3.3.6. Principle of Completion

According to the *principle of completion*, the target audience should be able to complete the deficiencies in matters where necessary or to make a logical connection with the new information and the previously learned subjects. The learner should be able to connect himself / herself and complete the deficiencies. The filling and

completion activities prepared on the subject learned are the materials prepared according to this principle (Duman, 2013, p. 3).

2.3.3.7. Principle of Unity

According to the *principle of unity*, the relationship between subjects, the relationship between objects and situations is very important for the target audience in terms of the intelligibility of the subject; in other words, it is the unity to help learners get familiarized with the content and also the related vocabulary they are presented in the class. Hence, it will help the target audience self-assuredly unify the examples and related information between sections and even units, ensure the transition between events and situations, and even be connected to grammar patterns. The content of the lecture should be both within itself and linked to other topics (Biçer, N. & Kılıç, B. S., 2017, p. 650).

2.3.3.8. Principle of Relevance

As stated in the *principle of relevance*, the more meaningful issues are learned by the target audience, the more permanent learning occurs. Taking part in activities from their own cultures will help learners learn Turkish as a foreign language. All kinds of materials and lectures prepared for teaching should form a meaningful whole and their content should be meaningful enough to accommodate the level of the learner in the mind of the learner (Duman, 2013, p. 2).

2.3.3.9. Principle of Relevance of the Background Knowledge

According to the *principle of relevance of the background knowledge*, when preparing teaching materials, supporting a certain visual or auditory background such as realia, visuals, cartoons, a song and a slide increases the meaning of the subject to be taught. For example, in vocabulary teaching, the word becomes more meaningful when it is exemplified by the use of the target audience in different situations with a concept or realia instead of just passing the meaning of the word. This is how learners activate their cognition towards new words and linguistic patterns. The subject taught should not take place in the form of knowledge transfer, it should be supported with visuals, sounds and themes. Giving the meaning of the word only in vocabulary teaching, passing the rules in grammar teaching is not enough to complete the learning. For this

reason, it is necessary to support them with a variety of visual, audio and written content (Demirel, Altun et al., 2011, p. 59-61; Yaylacı, H.S.ve Yaylacı F., 2013).

2.3.3.10. Principle of Innovation

According to the *principle of innovation*, each material should add something new to the learners both in and outside the class life of the target audience. In the class means any new innovation in language structure or method used during the learning process. Outside the class means any attempt to make learning and experiences reunited meaningfully. Presenting innovations to the learner is very important in increasing the permanent learning for each learner in terms of accessing, evaluating, synthesizing and analysing any information offered by the book or the teacher. The prepared materials and lectures should not consist of repetitive information, but information that teaches the learner new concepts and rules (Duman, 2013, p. 3).

2.3.3.11. Principle of Selectivity

The suitability of TFL books with the *principle of selectivity* is the placement of the element which is wanted to be taught in the course in a remarkable way. Regardless of the material (visual or auditory), the elements to be taught must be included directly. Selectivity offers a broaden insight for each learner regarding the theme presented in or out of the class and indicates diversity among learners since selection is based on the mental improvement and world knowledge. When a material or presentation is prepared, the learner should be able to easily choose the subject of the lesson, the rules that he / she should learn, and be able to realize and understand the necessary information (Özdeniz, 2019, p. 52).

2.3.3.12. Principle of Relativity

According to the *principle of relativity*, the activities in the materials should be perceived the same by all the learners in learning process. In other words, visuals and figures presented in the teaching materials should be clearly identifiable within the same manner without letting any question mark in the mind of learners. All kinds of materials used in the course should be prepared in such a way that the learner can easily perceive and easily distinguish the elements in the content (Duman, 2013, p. 2).

2.3.3.13. Principle of Invariance in Perception

Consistency of previous and next knowledge learned according to the *principle of invariance in perception* will provide convenience to the learners in teaching process. The learner always understands and remembers exactly the concepts and rules he learned. From time to time, connections should be made between old subjects and new subjects and it should not be allowed to be forgotten to remind them about old subjects in order for the learner to remember and easily perceive them (Özdeniz, 2019, p. 52).

2.3.3.14. Principle of Closure

The principle of closure explains that visually prepared materials such as visuals, texts and vocabulary are perceived in the same way. Visual materials should be clear, understandable and not confusing (Duman, 2013, p. 3).

2.3.3.15. Principle of Depth

The principle of depth indicates that the materials are prepared regarding perspectives or dimensions to fit their natural looking. “If objects in nature are close to us, they appear with their actual dimensions and colors. As the same beings move away, they give you the feeling of shrinking and fading colors.” (Demirel, Altun et al., 2011, p. 60) The materials prepared for use in the course should be prepared according to their real-life measurements and dimensions. Visual materials will be perceived more easily, if prepared in a realistic way, by considering this nature rule.

2.3.3.16. Principle of Economy

The principle of economy provides the necessary information in the best possible way for every purpose. It means each material offered might be used several times for different purposes such as grammatical points and/or vocabulary. This principle means achieving the best efficiency by saving time, labour and equipment. It is aimed to provide the highest efficiency with minimum effort in minimum time (Özdeniz, 2019, p. 48).

2.3.3.17. Principle of Target-Behaviour

Principle of target-behaviour supports the use of materials in foreign language teaching so that they could meet all needs and expectation of learners. Lesson material should be prepared for the skill to be developed. If a material is prepared to improve reading comprehension, it should have been created in accordance with the competence and necessity of the skill (Duman, 2013, p. 3).

2.3.3.18. Principle of Timeliness

The more information given according to the *principle of timeliness*, the more up-to-date the materials is, the more permanent learning becomes. It is the principle required for the learner to use the language in his daily life by dealing with the events and problems in daily life. Books and materials prepared according to this principle will help to provide the current needs of learners (Demirel, Altun vd., 2011: 59-61; Yaylacı, H.S.ve Yaylacı F., 2013).

2.3.3.19. Principle of Life

According to the *principle of life*, it is important for the learners to be exposed to the information that they might use in daily life. It is important for learners to use the activities and examples from their real-life situation in daily life (Özdeniz, 2019, p. 48).

The importance of materials, course books, in any foreign language is vital in foreign language teaching process. Upon the consideration of Turkish, which is agglutinative language, it becomes more important to deal with remembering the information. For scholars, in teaching Turkish as a foreign language, “In remembering information, reading 10 %, listening 20 %, seeing 30 %, seeing and listening 50 %, speaking 70 %, exercise and speaking 90 % are effective.” (Demirel et al., 2011, p. 69; Yalın, 2010, p. 81). As it can be understood from these percentages, the more active the learning process, the more permanent the learning will be. For this purpose, the materials must be sufficiently equipped and competent to meet the needs and requirements of the learner. “All kinds of course book and tools presented to the learners as instructional materials, especially the curricula, should include messages of respect and tolerance between the cultures, contribute to the development of his / her personal self, and then open up horizons towards the world of universal thinking.” says Güzel (2010, p. 112) and draws attention to how important the course books as

materials are. Cunningsworth (1995, p. 7) summarizes the role of materials (particularly course books) in language teaching as:

- a resource for presentation materials (spoken and written)
- a source of activities for learner practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation, and so on
- a source of stimulation and ideas for classroom activities
- a syllabus (where they reflect learning objectives that have already been determined)
- a support for less experienced teachers who have yet to gain in confidence

Due to abovementioned reasons, course books are the most important course materials in foreign language education. Therefore, it is primarily important to examine these materials and especially the course books in terms of different approaches. In the literature of teaching Turkish as a foreign language, there are many course book analysis studies. These books have been examined in terms of culture (Bölükbaş & Keskin, 2010; Demir, 2014), readability (Erol, 2014), measurement and evaluation (Göçer, 2007), dialogues (Toprak, 2011), observations (Akbulut & Yaylı, 2015). However, throughout the dramatic research, the basic principles of teaching Turkish to foreigners in course books are observed to be unearthed topic.

2.4. Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR), established by the Council of Europe in the 1990s, is an international standard for improving individuals' ability in a language to co-operate among language teachers in all European countries. One of the principles of the CEFR (2001) is to promote educational aims and outcomes of learners. It is a tool for coherent, transparent and exclusive education for all members of European Countries. It gives importance to multiculturalism and plurilingual education. Even though it underlines as a tool to facilitate education and not a standardization tool, all the levels suggested bring up a kind of standardization of educational purposes incase individuals travel in these countries and indicate their language passports. The action-oriented approach indicates

the change from linear progression to real-life progression for learners. In this manner, it consists of four kinds of language activities: reception (listening and reading), production (spoken and written), interaction (spoken and written), and mediation (translating and interpreting).

Mediating a text was called transferring the content of a text that was hard to be accessed due to linguistic, semantic or technical barriers to someone else. This was the main focus of 2001 CEFR in mediation. The levels are divided into six common reference levels as A1-A2, B1-B2, C1-C2 (namely basic users, independent users, and proficient users). It does not merely provide these levels but also it enables education managers, course designers, teachers, teacher trainers to reflect on their existing practices to place and coordinate their efforts and to ensure that the learners they are responsible for meet their actual needs.

In 2017, due to several pedagogic challenges and changes that has happened throughout years, there has been a new attempt to redesign the Common European Framework of Reference for Languages (CEFR) with the new descriptors as Companion Volume. This Companion Volume underlines the same action-oriented approach in the previous CEFR. However, this approach is expanded to further usage. In this approach, the learner acts as a social actor who makes bridges and makes a difference to develop or convey meaning in mediation. Mediation was used as translating and interpreting in the previous CEFR whereas in the new Companion Volume, the focus is on the role of language in processes such as creating spaces and conditions for communication and/or learning, collaborating to create modern meaning, encouraging others to build or understand modern meaning, and conveying modern information appropriately. In other words, the idea for mediating a text was expanded to include for reacting to literary and creative texts. Briefly, mediation can be classified in three main activities such as mediating a text, mediating concepts, and mediating communication wherein it could be more detailed to be social, educational, etymological or proficient as presented in the following figure.

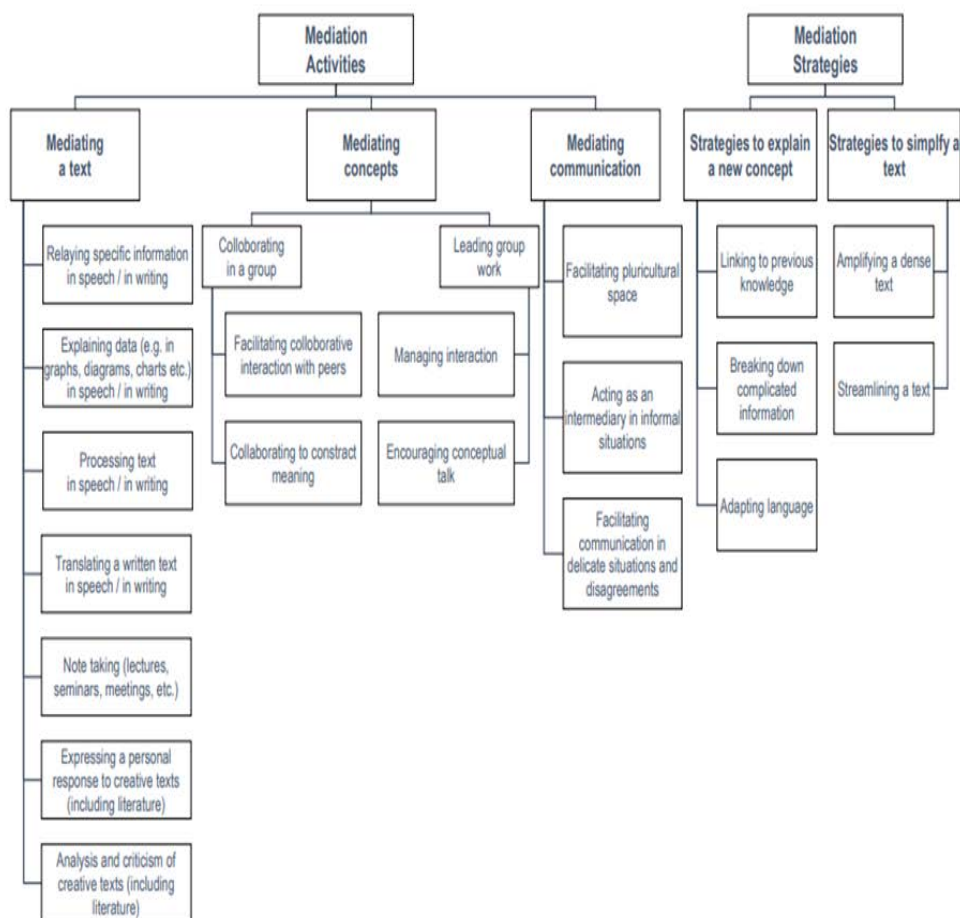


Figure 2. Mediation table

Source: Council of Europe, 2018, p. 104

As indicated in Figure 2, it is regarded in terms of personal point of view. That's why, any individual interested in mediation should have the same perspective and emotional state as other people with whom he/she is in contact as interlocutors. Mediation can be defined as creating favorable conditions to face any situation that may arise. For this reason, users should not hesitate to categorize and match according to their own perspectives. As stated hereby, mediation scales are presented in three groups, the first of which is considered as the focus of this study since the teaching materials will be taken into account regarding the basic principles. The main idea will be whether or not principles let learners mediate the text in the TYD course books. As abovementioned, mediating a text is the facet of this current study and it can be classified in seven sub-categories as follows:

- Relaying specific information – in speech and in writing
- Explaining data (e.g. in graphs, diagrams, charts etc.) – in speech and in writing
- Processing text – in speech and in writing
- Translating a written text – in speech and in writing
- Note-taking (lectures, seminars, meetings, etc.)
- Expressing a personal response to creative texts (including literature)
- Analysis and criticism of creative texts (including literature) (Council of Europe, 2018, p. 106)

In addition to meditation as new descriptor, there are also innovations for the common reference levels which are divided into seven levels as PreA1, A1-A2, B1-B2, C1-C2 (namely ‘milestone’ half way towards A1, basic users, independent users, and proficient users). It does not merely provide these levels but also it enables education managers, course designers, teachers, teacher trainers to reflect on their existing practices to place and coordinate their efforts and to ensure that the learners they are responsible for meet their actual needs (Council of Europe, 2018, p. 46).

As aforementioned, the descriptions presented here are designed to describe the ordinary individuals rather than the qualifications of professional translators. It is clearly understood that identifiers focus on language competencies of any user to do in everyday situations. Therefore, CEFR (2018) is important to increase and facilitate cooperation between educational institutions in different countries, to provide a solid basis for mutual recognition of linguistic qualities and to support the work of language learners, teachers, course book writers, examiners and educational administrators in a coordinated manner. One of the main objectives of CEFR is to encourage and gain competence for those who are active in language teaching and learning to provide information to others about their goals and aspirations. CEFR is not limited to defining the knowledge, skills, and attitudes necessary for language learners to become competent language users; it should also include the process and teaching methods of language acquisition and learning. Within this respect, teaching materials also gain importance and takes its space in this educational environments since they are key tools to realize all the factors listed above.

In brief, currently, in almost many developed countries, contemporary language learning, teaching assessment, evaluation materials, and activities are prepared in line

with CEFR. And these materials should be prepared in accordance with the principles of material preparation. CEFR advocates comprehensive, transparency, and consistency in language learning and teaching. It sets not only language learning levels clear, comprehensible, standards but also it describes what level the language learner can do. At this point, it can be seen how much the material development principles and objectives overlap. Consequently, in order to provide a universal attitude in teaching Turkish to foreigners, the language teaching materials applied in line with CEFR should be prepared in the light of basic principles.



CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter presents information with a focus of the study and the process designed in terms of the methodological perspective. It also describes the research design, objectives of the study, the instruments utilized, the procedure of the implementation phase of the study, the data collection procedure and the method used for data analysis.

3.2. Research Design

This current study adopts a descriptive method in order to do a deep investigation into the Turkish language teaching course books prepared for foreigners since “Descriptive methods are one of the most suitable methods for the studies to present a current situation” (Kaptan, 1995). Within the descriptive methods, qualitative research method takes its place to provide a practical source of textual word data that were readily available for analysis without the need for transcription (Creswell, 2012).

The research method that provides the presentation of the research results based on the codes and categories created by reading the data one by one is the qualitative research method (Merriam, 2015). Therefore, in this study, qualitative research method was utilized by taking ‘documents’ out of a wide range of qualitative data forms such as observations, interviews, questionnaires, audiovisual materials. Document analysis technique was used to serve qualitative research. According to Yıldırım and Şimşek (2016, p. 49), “document analysis involves the analysis of written materials containing information about the facts and events that are aimed to be investigated. Documents are important sources of information that should be used effectively in qualitative research. In this type of research, the researcher can obtain the data s/he needs without the need for observations, interviews, questionnaires, and audiovisual materials. In other words, document analysis can be used as a data collection method alone in qualitative research”. The qualitative data from the Turkish language teaching course books are classified by each of the principles being used in materials design in the form of content analysis. Since it is aimed to identify research trends and gaps in Turkish language

teaching course book research in Turkey, these course books are assumed to provide “information-rich” case in order to “develop a detailed understanding” of the problem.

3.3. The Process of the Research Period

The research process took nine months to complete. In the first four months of the study, a literature review was realized in respect thereof the subject issue. The theoretical framework of the study was created and written in the framework of the findings obtained. In order to collect data in the third and fourth months of the study, checklists were prepared for the classification of principles by Duman et al. (2013) and the principles in the course books were examined according to this list and the findings were reached. In addition, the findings were written. In the last three months of the research, comments on the findings obtained were made and based on the findings, a conclusion and discussion section of the research was created and a suggestions section was included.

3.4. Data Collection

There are various factors that make any teaching job effective and increase motivation in the teaching environment. Some of these are factors such as motivation of the learner and teacher for the lesson, the method and technique of the teacher to teach the lesson, and the program applied for the lesson. Each teaching method requires applying to a different teaching material. The course materials used in the course process are thought to be very important in terms of increasing the motivation of the learner and teacher and effective teaching. The tools offered to the learner in various environments during the learning process are teaching materials. It is important to utilize teaching materials in order to be learned and permanent. The material prepared in order to make teaching more effective and more permanent what the learner learns should be created according to the requirements of the program of the related course. In order to prepare materials suitable for the course to be taught, considering the content of the course and the profile of the learner, the principles become important at this point, since the teaching materials are important points to be considered. It is thought that paying attention to the principles that require the consideration of languages' own needs will increase the success rate in teaching.

The Turkish language teaching course books namely '*Yedi İklim Türkçe*' by Yunus Emre Institute and '*Yabancılar için Türkçe*' by Gazi University are used as the data sources of the research. All these course book are prepared regarding the reference levels (A1, A2, B1, B2, C1 and C2) of Common European Framework of References for Languages (CEFR). In the following sections, description of these data collection tools are presented in detail.

3.4.1. Yedi İklim Türkçe Course Book by Yunus Emre Institute

Yedi İklim Türkçe, which was prepared and written by Yunus Emre Institute in 2012 and whose content studies were completed to be printed in 2014, consists of 18 books containing course books, workbooks and teacher books prepared according to the reference levels of CEFR as A1, A2, B1, B2, C1 and C2. The final editions of the course sets and workbooks of the teaching sets were provided as 'gifts to conduct the study' by the request of the researcher from the relevant institution.

The course books of the *Yedi İklim Türkçe* set consist of a total of 48 units. Each course book consists of eight units. And each unit consists of three themes. The contents of the units are described in detail on the table of contents. Topics are grouped according to themes under the titles of grammar, listening, reading, speaking and writing. In the course books, namely, the *Yedi İklim Türkçe* set, the units start with the "Preparation for Unit" section. This section contains questions on the topics to be covered in the unit. These questions were originally designed to arouse curiosity and inform learners about the topic to be covered throughout the units in the sets of A1, A2, B1, B2, C1 and C2.

There is a "Free Reading" section and also an "Evaluation" section at the end of each unit. This section includes tests with eight or ten questions with multiple choices. This section; in fact, reveals three purposes as follows:

- whether or not learners acquire knowledge and skills about the topics covered in the context of the unit,
- whether or not they achieve the targeted achievements,
- whether or not they need repetition in case there are uncompleted tasks.

At the end of each unit, there is also a section “I am evaluating myself” wherein learners are expected to choose one of three different facial expressions to learn about the achievements given in the highlighted boxes, and to learn about the learning processes. In the appendices of the *Yedi İklim Türkçe* course books, additional information about the vocabulary lists is set according to the units under the “Index” title and complementary information about the grammar topics is provided under the title of “Grammar”. As a standard in each theme; comprehension, speaking, writing and listening sections follow each other.

The book *Yedi İklim Türkçe A1* encompasses of eight units starting with the “Introduction” unit, first unit, the themes in this unit are ‘Hello’, ‘Where are you from’ and ‘Meeting-greetings’. The second unit named “Our Family” has been prepared including the themes of ‘My family and me’, ‘My home’ and ‘My address’. It is possible to explain the third “daily life” unit that consists of ‘What time’, ‘How many-How much’ and ‘Where-When?’ themes. Over and above, the fourth unit “Our Environment” comprises of themes, ‘Our street’, ‘What-Where?’ and ‘Our one-week plan’. The fifth “Professions” unit is made up of themes, ‘Let's get to know the professions’, ‘What do you want to be’ and ‘My hobbies’. The sixth unit named as “Transportation” encompasses themes of ‘Where is the journey?’, ‘In traffic’, ‘How is the weather today?’. The seventh unit, named “Communication”, is formed as ‘Telephone’, ‘Computer and internet’ and ‘Face to face’. Finally, the eighth unit called “Holiday” ends with themes ‘Weekends’, ‘Summer holidays’ and ‘Feast’. In the figure 3, description of these items are presented in visuals taken from the book *Yedi İklim Türkçe A1* by Yunus Emre Institute is presented.

1 TANIŞMA	Tanışma 9-32		Dil Bilgisi	5 MESLEKLER	Meslekler 97-116		Dil Bilgisi
	A) Merhaba	10	• bu, şu, o, burası, şurası, orası		A) Meslekleri Tanıyalım	98	• İsim Tamlamaları
	B) Nerelisiniz?	17	• mi? / değil		B) Ne Olmak İstiyorsun?	105	
	C) Karşılaşma - Selamlaşma	25	• var / yok • Bulunma Hâli Eki • Sayılar • Çokluk Eki		C) Hobilerim	111	
2 AİLEMİZ	Ailemiz 33-54		Dil Bilgisi	6 ULAŞIM	Ulaşım 117-136		Dil Bilgisi
	A) Ailem ve Ben	34	• Ayrılma Hâli Eki • Belirtme Hâli Eki • Bulunma Hâli Eki • Yönelme Hâli Eki • -Dan önce, -Dan sonra • Emir		A) Yolculuk Nereye?	118	• -ki/-DAki • -fi/nci
	B) Evim	39	• Sahis Zamirleri • Şimdiki Zaman		B) Trafikte	124	
	C) Adresim	49			C) Bugün Hava Nasıl?	128	
3 GÜNLÜK HAYAT	Günlük Hayat 55-76		Dil Bilgisi	7 İLETİŞİM	İletişim 137-154		Dil Bilgisi
	A) Saat Kaçta?	56	• Belirti Geçmiş Zaman • Zaman Zarfları • -ile -yA		A) Telefon	138	• -A göre, bence • -Den daha + sıfat, Karşılaştırma • en + sıfat, üstünlük • -Den beri / Dir
	B) Ne Kadar? Kaç Lira?	64	• -Dan önce, -Dan sonra		B) Bilgisayar ve İnternet	144	
	C) Nerede? Ne Zaman?	70			C) Yüz Yüze	148	
4 ÇEVREMİZ	Çevremiz 77-96		Dil Bilgisi	8 TATİL	Tatil 155-174		Dil Bilgisi
	A) Bizim Sokağımız	78	• İyelik Ekleri • -Dan ... -A Kadar • Gelecek Zaman		A) Hafta Sonu	156	• Genel tekrar
	B) Ne? Nerede?	84			B) Yaz Tatili	162	
	C) Bir Haftalık Planımız	89			C) Bayram	166	

Figure 3. Table of Contents Taken from the Book *Yedi İklim Türkçe A1* by Yunus Emre Institute

The *Yedi İklim Türkçe A2* course book includes eight units as the *Yedi İklim Türkçe A1*. The first unit, namely, “Time and Space” may be called ‘Past-Present-Future’, ‘Time planning’ and ‘Different Cities-Different Lives’. The second unit, which is entitled “Healthy Life”, involves the themes of ‘Health’, ‘Our world is polluted’ and ‘Traffic monster’. The third unit called “Social Events” is given titles as ‘I like to read’, ‘Which movie to go to’ and ‘Do Sports-Stay fit’ themes names. The fourth units named “My Beautiful Country” entitles ‘History’, ‘Seven seasons, four regions’, and ‘Let's eat dessert-let's talk sweet’ themes. The fifth unit named “From Production to Consumption” is made up of themes called ‘Production-consumption’, ‘Business lunch’ and ‘Shopping’. In addition, the sixth unit, entitled “Emotions”, consists of themes of ‘Let's write letters’, ‘Be happy’ and ‘Let's have fun’. The seventh unit called “Technology and Communication” is put up with ‘Electrical appliances’, ‘Magical glass-television’ and ‘Plants, animals and themes’ themes. The eighth “Human and Society” unit ends with ‘Personality types’, ‘The key to success’ and ‘I am empathizing’ themes. In the figure 4, table of contents taken from the book *Yedi İklim Türkçe A2* by Yunus Emre Institute is presented.

1 ZAMAN MEKÂN	Zaman - Mekân 9-28 Dil Bilgisi	A) Geçmiş, Şimdi, Gelecek 10 B) Zaman Planlaması 17 C) Farklı Şehirler, Farklı Hayatlar 21	• Belirsiz Geçmiş Zaman (-miş) • -Dan önce • -Dan sonra • -mAdAn önce • -DiktAn sonra	5 ÜRETİMDEN TÜKETİME	Üretimden Tüketime 91-112 Dil Bilgisi	A) Üretim-Tüketim 92 B) İş Yemeği 101 C) Alışveriş 106	• -yılıp • -mAdAn • -mAyıp • -yArAk • -yIA ... -yIA
2 SAĞLIKLI YAŞAM	Sağlıklı Yaşam 29-48 Dil Bilgisi	A) Her Şeyin Başı Sağlık 30 B) Dünyamız Kirleniyor 39 C) Trafik Canavarı 43	• Pekiştirme • gibi, kadar	6 DUYGULAR	Duygular 113-130 Dil Bilgisi	A) Mektup Yazalım 114 B) Mutlu Olmak 120 C) Gülelim, Eğlenelim! 126	• -y)Abit-
3 SOSYAL ETKİNLİKLER	Sosyal Etkinlikler 49-70 Dil Bilgisi	A) Okumayı Seviyorum 50 B) Hangi Filme Gidelim? 56 C) Spor Yap, Zinde Kal 62	• Geniş zaman (-ır / -Ar / • -CA, -A göre • bu yüzden / bu sebeple • belki ... belki • hem ... hem • ne ... ne • ya ... ya • ister ... ister	7 TEKNOLOJİ VE İLETİŞİM	Teknoloji ve İletişim 131-150 Dil Bilgisi	A) Elektrikli Ev Eşyaları 132 B) Büyülü Cam - Televizyon 138 C) Bitkiler, Hayvanlar ve Biz 143	• -mAk için • -mAk üzere • ...diye sormak • ...diye cevap vermek
4 GÜZEL ÜLKEM	Güzel Ülkem 71-90 Dil Bilgisi	A) Her Yer Tarih 72 B) Dört Mevsim Yedi Bölge 77 C) Tatlı Yiyelim, Tatlı Konuşalım 82	• -mA/-mAk /-İs • Dolaylı Anlatım (Emir Kipleri)	8 İNSAN VE TOPLUM	İnsan ve Toplum 151-170 Dil Bilgisi	A) Kişilik Tipleri 152 B) Başarının Anahtarı Elimde 160 C) Empati Kuruyorum 165	• -an / -en • Genel Tekrar

Figure 4. Table of Contents Taken from the Book *Yedi İklim Türkçe A2* by Yunus Emre Institute

Yedi İklim Türkçe B1 course book is inclusive of eight units, the first unit which is called “Do you know” and it begins with ‘Whisper news’, ‘Breaking news’ and ‘Social media’ themes. The second “Comments and Opinions” unit consists of a ‘Conversation’, ‘A job interview’ and ‘Tastes differ’ themes. The third “Education” unit carries on with ‘Education is a must’, ‘A language-a person’ and ‘A bookworm’ themes. The fourth “Let’s meet” unit entitles ‘Learning Turkish’, ‘Home sweet home’ and ‘Warranty’ themes. Next, the fifth “Let’s remove the obstacles” unit is named as ‘Biography’, ‘Rain man’ and ‘Hard lives’. The sixth “Fiction” unit is formed as ‘5N1K’, ‘Which film’ and ‘Award’ themes. The seventh “Celebration” unit mentions ‘Happy days’, ‘Life is feast’ and ‘Boy and girl are ours’ themes. Lastly, the eighth unit called “The Life” is composed of ‘Unforgettable love’, ‘Success stories’ and ‘My own story’ themes. In the figure 5, table of contents taken from the book *Yedi İklim Türkçe B1* by Yunus Emre Institute is presented.

1 HABERİN VAR MI?	Haberin Var mı? 9-26	Dil Bilgisi	5 ENGELLERİ KALDIRILIM	Engelleri Kaldıralım 91-108	Dil Bilgisi
A) Fısıltı Haberleri	10	• Zarf fiil -lyken • Şimdiki Zamanın Hikâyesi -iyordu	A) Biyografi	92	• Dönüştürme Çatısı: -n-, -l- • "Kendi" Dönüştürme Çatısı • -mAk lazım • -mAk zorunda kal- • -mAk gerek- • -mAk şart
B) Son Dakika	16		B) Yağmur Adam	98	
C) Sosyal Medya	21		C) Zor Hayatlar	101	
2 YORUMLAR VE GÖRÜŞLER	Yorumlar ve Görüşler 27-46	Dil Bilgisi	6 KURGU	Kurgu 109-128	Dil Bilgisi
A) Söyleşi	28		A) 5 N 1 K	110	
B) İş Görüşmesi	33	• İstisna - İstisna Çatısı -Olş	B) Hangi Film?	119	• -l-, -n- Edilgen Çatısı
C) Zevkler ve Renkler Tartışılmaz	41		C) Ödül	123	
3 EĞİTİM	Eğitim 47-68	Dil Bilgisi	7 KUTLAMA	Kutlama 129-148	Dil Bilgisi
A) Eğitim Şartı	48	• Dilek Kipi -sA • Dilek Kipinin Hikâyesi -sAydl • Şart Kipi -y)sA	A) Kutlu Olsun	130	
B) Bir Lisan, Bir İnsan	57		B) Hayat Bayram Olsa	137	• Sıfat Fiiller (-An-, -Dik-, -AcAk)
C) Kitap Kurdu	62		C) Oğlan Bizim, Kız Bizim	142	
4 GELİN TANIŞ OLALIM	Gelin Tanış Olalım 69-90	Dil Bilgisi	8 ÖMÜR DEDİĞİN	Ömür Dediğin 149-168	Dil Bilgisi
A) Türkçe Öğreniyorum	70	• Gereklilik Kipi: -mAAl • -All-, -DiğInDAn beri-, • -Dl... -All • Ettirgen Çatısı: -Dlr-, -lr-, -t-, • -Ar	A) Unutulmayan Aşklar	150	
B) Evim Evim, Güzel Evim	78		B) Başarı Hikâyeleri	156	• Genel Tekrar
C) Garanti Belgesi	82		C) Kendi Hikâyem	161	

Figure 5. Table of Contents Taken from the Book *Yedi İklim Türkçe B1* by Yunus Emre Institute

Yedi İklim Türkçe B2 course book encompasses eight units. The first unit called "I am moving forward in my profession" consists of themes of 'Business life', 'Tricks' and 'Education and information'. The second unit named "Our Values" holds with themes of 'Marriage life', 'Friendship and neighbourhood'. The third unit called "Life has passed like this" gives topics as 'The first step to life', 'Go like the wing' and 'All things will pass' themes. The fourth unit called "Who is in the kitchen" is referred as 'What is for dinner', 'Thank you very much' and 'Art of cooking' themes. Moreover, the fifth unit called "What is your choice" is entitled as 'Where do you want to live', 'Whose life is more difficult' and 'Which art do you like' themes. The sixth unit called "What is Happening in life" is named as 'Interesting natural events', 'Extraordinary experiences' and 'World of secrets' themes. The seventh unit called "I learned, I worked, I succeeded" consists of 'How do I learn', 'How do I work' and 'How did they succeed' themes. The eighth unit named "Do you like guests?" ends up with the themes of 'Our guest will come', 'Visiting the workplace' and 'Visiting the villages'. In the figure 6, table of contents taken from the book *Yedi İklim Türkçe B2* by Yunus Emre Institute is presented.

1 MESLEĞİMDE İLERLİYORUM	Mesleğimde İlerliyorum 9-34		Dil Bilgisi
	A) İş Hayatı	10	<ul style="list-style-type: none"> Sıfat fiil ekleri: -ı, -Ar, -AsI, -mAz Zarf fiil ekleri: -AnA ka, -IncAYa kadar, -mAKsIz Bütün zamanların hikâleri
	B) Püf Noktası	18	
	C) Eğitim ve Bilgilendirme	24	
2 DEĞERLERİMİZ	Değerlerimiz 35-56		Dil Bilgisi
	A) Evlilik Hayatı	36	<ul style="list-style-type: none"> Sıfat fiil eki: -miş Zarf fiil ekleri: -Diğİ zaman, -DiğİnDA, -Diğİ sırada, -AcAğI zaman, -AcAğI sırada Bütün zamanların rivayetleri
	B) Arkadaşlık	42	
	C) Komşuluk	50	
3 BİR ÖMÜR BÖYLE GEÇTİ	Bir Ömür Böyle Geçti 57-80		Dil Bilgisi
	A) Hayata İlk Adım	58	<ul style="list-style-type: none"> Dolaylı anlatım İsminin dolaylı anlatımları Fillerin dolaylı anlatımları İstek kipinin dolaylı anlatımı Soruların dolaylı anlatımları Emir kipinin dolaylı anlatımları
	B) Rüzgâr Gibi Geçti	64	
	C) Bu Da Geçer Ya Hül	71	
4 MUTFAKTA KİM VAR?	Mutfakta Kim Var? 81-100		Dil Bilgisi
	A) Yemekte Ne var?	82	<ul style="list-style-type: none"> boyunca süresince -Diğİ sürece -Diğİ zaman -DiğİA -IncA -Ar...mAz
	B) Su Gibi Aziz Ol!	89	
	C) Yemek Yapma Sanatı	92	
5 TERCİHİNİZ NEDİR?	Tercihiniz Nedir? 101-118		Dil Bilgisi
	A) Nerede Yaşamak İstersiniz?	102	<ul style="list-style-type: none"> Gereklilik kipinin dolaylı anlatımı Zarf fiil ekleri: -Diğİ için, -DiğİnDA, -AcAğI için, -AcAğİnDA
	B) Kimin Hayatı Daha Zor?	108	
	C) Hangi Sanattan Hoşlanırsınız?	112	
6 NELER OLLUYOR HAYATTA?	Neler Oluyor Hayatta? 119-140		Dil Bilgisi
	A) İlginç Doğa Olayları	120	<ul style="list-style-type: none"> Birleşik çatı: istes / ettiren + ettiren vs. Zarf fiil ekleri: -Diğİ hâlde, -AcAğI hâlde, -mAsInA rağmen, A rağmen
	B) Sıra Dışı Deneyimler	130	
	C) Sırlar Dünyası	133	
7 ÖĞRENDİM, ÇALIŞTIM, BAŞARDIM	Öğrendim, Çalıştım, Başardım 141-160		Dil Bilgisi
	A) Nasıl Öğreniyorum?	142	<ul style="list-style-type: none"> Zarf fiil ekleri: -mAK yerine, -mAKtAnSA, -AcAğInA / mAsI hâlinde, -AcAğI yerde, -Diğİ takdirde, -mAsI durumunda
	B) Nasıl Çalışıyorum?	147	
	C) Nasıl Başardım?	154	
8 MİSAFİR SEVER MİSİNİZ?	Misafir Sever misiniz? 161-180		Dil Bilgisi
	A) Misafirimiz Gelecek	161	<ul style="list-style-type: none"> -i vermek -İp durmak -İp kalmak -i yazmak -A kalmak -A gelmek
	B) İş Yeri Ziyareti	169	
	C) Köylerde Misafirlik	173	

Figure 6. Table of Contents Taken from the Book *Yedi İklim Türkçe B2* by Yunus Emre Institute

Yedi İklim Türkçe C1 course book starts with the first unit called “sport” and consists of ‘Faster-higher-stronger: Olympics’, ‘Types of sports’ and ‘Sport for a healthy life’ themes. The second unit named “Changing world” unit is composed of ‘From past to today’, ‘Where am I’ and ‘Near future’ themes. The third unit called “The magical world of words” has titles as ‘The mystery of the words’, ‘The masters of the reed and the word’, and ‘From dream to simile’ themes. Moreover, the fourth unit called “Living Things” has ‘Animals’, ‘Plants’ and ‘Modern life and living world’ themes. In the fifth unit named “Historical Journey” there are ‘The adventure of writing’, ‘Civilizations’ and ‘Our milestones’ themes. The sixth unit named “With the Eyes of Science” comprises of ‘Preparation for the symposium’, ‘Symposium days’ and ‘Presenting papers’ themes. The seventh unit called “Life with Numbers” entitles ‘From abacus to computer’, ‘What numbers say’ and ‘Numbers in our lives’. Finally, the eighth unit named “Persons-personalities” has titles of ‘Scientist’, ‘The key to personality: handwriting’ and ‘Reading characters with facial features’ themes. In the figure 6, table of contents taken from the book *Yedi İklim Türkçe C1* by Yunus Emre Institute is presented.

1 SPOR	Spor 9-34	A) Daha Hızlı, Daha Yüksek, Daha Güçlü: Olimpiyatlarda 10	5 TARİHE YOLCULUK	Tarihe Yolculuk 93-112	A) Yazının Macerası 94
		B) Spor Çeşitleri 20			B) Medeniyetler 100
		C) Sağlıklı Yaşam İçin Spor 26			C) Kilometre Taşlarımız 106
2 DEĞİŞEN DÜNYA	Değişen Dünya 35-54	A) Dünden Bugüne 36	6 BİLİMİN GÖZÜYLE	Bilimin Gözüyle 113-130	A) Sempozyuma Hazırlık 114
		B) Neredeyim? 43			B) Sempozyum Günleri 118
		C) Yakın Gelecek 49			C) Bildiri Sunuyorum 123
3 KELİMELERİN BÜYÜLÜ DÜNYASI	Kelimelerin Büyülü Dünyası 55-72	A) Sözlerin Gizemi 56	7 SAYILARLA HAYAT	Sayılarla Hayat 131-154	A) Abaküsten Bilgisayara 132
		B) Sazın ve Sözü'nün Ustaları 61			B) Sayılar Ne Söyler? 140
		C) Hayalden Mecaza 66			C) Hayatımızdaki Sayılar 145
4 CANLILAR ÂLEMİ	Canlılar Âlemi 73-92	A) Hayvanlar 74	8 KİŞİLER KİŞİLİKLER	Kişiler, Kişilikler 155-170	A) Bilim Adanı 156
		B) Bitkiler 81			B) Kişiliğin Anahtarı: El Yazısı 161
		C) Modern Hayat ve Canlılar Âlemi 86			C) Yüz Hatları ile Karakterler 165

Figure 7. Table of Contents Taken from the Book *Yedi İklim Türkçe C1* by Yunus Emre Institute

Yedi İklim Türkçe C2 course book covers eight units. The first unit called “Build the World with Words” consists of ‘I read a novel, my life changed’, ‘Life is a theatre scene’ and ‘Sibling pens’ themes. The second unit called “The Subtleties of Turkish” keeps on themes named ‘Slang / jargon’, ‘Satire’ and ‘Grinding’. The third unit called “The Heart of Fashion” has three themes of ‘Fashion’, ‘Aesthetics’ and ‘Design’. Moreover, in the fourth unit called “Beyond Science”, there are ‘Perspective on art’, ‘The world of science’ and ‘The mystery of sleep’ themes. The fifth unit called “Reflections from our Cultural Mirror” entitles as ‘Karagöz game’, ‘Selections from Mevlana and Mesnevi’ and ‘Portraits’ themes. The sixth unit named “Communication World” is formed as ‘Communication types’, ‘Nonverbal communication’ and ‘Mass communication’ themes. The seventh unit called “Life Lessons” composes of ‘Advice from Aksakal’, ‘Through life’ and ‘The secret of happiness’ themes. Finally, the eighth unit named “Trip-Essay-Article” has ‘Trip/comment’, ‘Authoring and loneliness’ and ‘Depths of space and human’ themes. In the figure 8, table of contents taken from the book *Yedi İklim Türkçe C2* by Yunus Emre Institute is presented.

1 KELİMELEYLE DÜNYA KURMAK	Kelimelerle Dünya Kurmak 9-26	5 KÜLTÜR AYNAMIZDAN YANSIMALAR	Kültür Aynamızdan Yansımalar 83-102
A) Bir Roman Okudum Hayatım Değişti	10	A) Karagöz Oyunu	84
B) Hayat Bir Tiyatro Sahnesi	15	B) Mevlana ve Mesneviden Seçmeler	91
C) Kardeş Kalemler	19	C) Portreler	97
2 TÜRKÇENİN İNCELİKLERİ	Türkçenin İncelikleri 27-44	6 İLETİŞİM DÜNYASI	İletişim Dünyası 103-118
A) Argo/Jargon	28	A) İletişim Türleri	104
B) Hiciv	32	B) Sözsüz İletişim	109
C) Taşlama	37	C) Kitle İletişimi	114
3 MODANIN KALBI	Modanın Kalbi 45-66	7 HAYAT DERSLERİ	Hayat Dersleri 119-134
A) Moda	46	A) Aksakaldan Öğütler	120
B) Estetik	54	B) Hayatın İçinden	125
C) Tasarım	60	C) Mutluluğun Sırrı	129
4 BİLİMİN ÖTESİNDE	Bilimin Ötesinde 67-82	8 GEZİ DENEME MAKALE	Gezi, Deneme, Makale 135-154
A) Sanata Bakış Açısı	68	A) Gezi/Yorum	136
B) Bilim Dünyası	73	B) Yazartlık ve Yalnızlık	142
C) Uykunun Gizemi	77	C) Uzayın Derinlikleri ve İnsan	147

Figure 8. Table of Contents Taken from the Book *Yedi İklim Türkçe C2* by Yunus Emre Institute

3.4.2. Yabancılar için Türkçe Course Book by Gazi University

Yabancılar için Türkçe course books sets are prepared and printed by TÖMER, Gazi University, and they consist of five different course books accompanying five listening CDs. These sets are prepared taking into consideration the reference levels as A1, A2, B1, B2 and C1 emboldened in the Common European Framework of Reference for Languages (CEFR). The textbooks of the *Yabancılar için Türkçe* set consist of 26 units in total. Six units are included in the A1 level course book, while five units are included in the A2 level course book. In the B1 level course book, there are five units whereas five units are included in the B2 level textbook. As the last volume, namely, C1 course book covers five units. In the course books of the *Yabancılar için Türkçe* set, all units consist of four themes that are determined by numbers and separated from each other. As a standard in each theme; comprehension, speaking, writing and listening sections follow each other.

Themes start with reading texts that are followed by the “Understanding” section so that the learners’ level of comprehension is determined. Moreover, in the comprehension section multiple choice tests, right and wrong exercises, and textual

questions, types of exercises are included. The "Speech" section comes after the "Understanding" section in the themes. In the speech sections; dialogue animation, creating a dialogue, speaking using the pool of words and concepts, etc. types of exercises were used. In the next writing section; mechanical, meaningful and free writing exercises are included. In the "Listening" section following the "Writing" section; multiple choice tests, true wrong, filling in the space, and types of exercises consisting of text-based questions are included.

In the *Yabancılar İçin Türkçe A1* course book, six units are included and it starts with the first unit, namely, "Hello", the themes in this unit are 'I and my friends', 'who am I?', 'what is s/he like?' and 'my home and environment'. The second unit entitled "Where, When and How?" goes on 'How is life going?', 'I still remember its delicious taste', 'Learners in shopping' and 'I am very sick' themes. Next, the third unit called "Attention" unit has 'At the bus Station', 'At hospital', 'Streets and avenues' and 'What is in it' themes. The fourth unit named "Technical operations" comprises of 'Dear diary', 'Money-box bank', 'Coffee break' and 'New tariff' themes. In the fifth unit called "How do I go?", there are 'Joke', 'Anıtkabir visit', 'Hakan's first day at the dorm' and 'Cappadocia road' themes. Lastly, the sixth unit entitled "I am communicating" unit ends up 'Celebration messages', 'Bless you', 'You have a message' and 'At the end of a beautiful day' themes. In the figure 9, table of contents taken from the book *Yabancılar İçin Türkçe A1* by Gazi University is presented.

YABANCILAR İÇİN TÜRKÇE

A1 (TEMEL DÜZEY)

1. BÖLÜM: MERHABA	2-3
1. Metin: Ben ve Arkadaşlarım	4
2. Metin: Ben Kimim?	10
3. Metin: O Nasıl Biri?	14
4. Metin: Evim ve Çevrem	18
2. BÖLÜM: NEREDE, NE ZAMAN, NASIL?	24-25
1. Metin: Hayat Nasıl Gidiyor?	28
2. Metin: Tadı Damağımda	32
3. Metin: Öğrenciler Alışverişte	38
4. Metin: Ben Çok Hastayım	40
3. BÖLÜM: DİKKATI	44-45
1. Metin: Otogarda	48
2. Metin: Hastanede	50
3. Metin: Caddeler ve Sokaklar	52
4. Metin: İçinde Ne Var?	58
4. BÖLÜM: TEKNİK İŞLEMLER	60-61
1. Metin: Sevgili Günlük	62
2. Metin: Kumbara Bankası	66
3. Metin: Kahve Molası	70
4. Metin: Yeni Tarife	74
5. BÖLÜM: NASIL GİDERİM?	78-77
1. Metin: Şaka	78
2. Metin: Anıtkabir Ziyareti	82
3. Metin: Hakan'ın Yurttaki İlk Günü	86
4. Metin: Kapadokya Yolu	90
6. BÖLÜM: İLETİŞİM KURUYORUM	94-95
1. Metin: Kutlama Mesajları	96
2. Metin: Çok Yaşal!	100
3. Metin: Mesajınız Var!	104
4. Metin: Güzel Bir Günün Sonunda	108
Dil Bilgisi Dizin	113
Alfabe	129

Figure 9. Table of Contents Taken from the Book *Yabancılar için Türkçe A1* by Gazi University

Yabancılar İçin Türkçe A2 course book encompasses five units. The first unit named “Do you know?”, consists of ‘News’, ‘The last book of İhsan Oktay Anar has been published.’, ‘Weather forecast’ and ‘A column’ themes. The second unit entitled “This is my world” has ‘You have got a mail’, ‘You have got a cargo’, ‘Pottery course’ and ‘Pictures in water’ themes. The third unit called “Don’t stop, discover” entitles ‘Little scientists’, ‘Don’t let leave without driving license’, ‘Let’s travel and see’ and ‘My best friend is getting married’ themes. Next, the fourth unit called “We learn life unit composes ‘Video call’, ‘Film is starting’, ‘My e-mail account’ and ‘How does this work?’ themes. The last unit entitled as “Let’s read and learn’ ends up ‘Sabiha Gökçen’, ‘Secrets of long life’, ‘First step to university’ and ‘Yedigöller’ themes. In the figure 10, table of contents taken from the book *Yabancılar İçin Türkçe A2* by Gazi University is presented.

YABANCILAR İÇİN TÜRKÇE

A2 (TEMEL DÜZEY)

1. BÖLÜM: HABERİN VAR MI?	2-3
1. Metin: Haberler	4
2. Metin: İhsan Oktay Anar'ın Son Kitabı Çıktı!	8
3. Metin: Hava Durumu	12
4. Metin: Bir Köşe Yazısı	16
2. BÖLÜM: BU BENİM DÜNYAM	20-21
1. Metin: Mektubunuz Var!	22
2. Metin: Kargonuz Var!	26
3. Metin: Çömlekçilik Kursu	30
4. Metin: Sudaki Resimler	34
3. BÖLÜM: DURMA, KEŞFETİ	38-39
1. Metin: Küçük Bilim İnsanları	40
2. Metin: Ehliyetsiz Kimse Kalmasın	44
3. Metin: Gezelim, Görelim!	48
4. Metin: En İyi Arkadaşım Evleniyor!	52
4. BÖLÜM: HAYATI ÖĞRENİYORUZ	56-57
1. Metin: Görüntülü Telefon Görüşmesi	58
2. Metin: Film Başlıyor	62
3. Metin: E- posta Hesabım	66
4. Metin: Bu Nasıl Çalışır?	70
5. BÖLÜM: OKUYALIM VE ÖĞRENELİM	74-75
1. Metin: Sabiha Gökçen	76
2. Metin: Uzun Ömrün Sırları	80
3. Metin: Üniversiteye İlk Adım	84
4. Metin: Yedigöller	88
Dil Bilgisi Dizin	93

Figure 10. Table of Contents Taken from the Book *Yabancılar için Türkçe A2* by Gazi University

In the *Yabancılar İçin Türkçe B1* level course book, there are five units. The first unit “This is not what it looks like” starts ‘It is very easy to be famous (!)’, ‘Cyber world’, ‘The story of the book’ and ‘Superstition’ themes. The second unit entitled “We read life” consists of ‘Ways to deal with stress’, ‘discover your skills’, ‘Reading a rug’ and ‘Economic agenda’ themes. In the third unit called “Seek advice of expert”, there are ‘A success story’, ‘Coffee and book’, ‘Horror way’ and our world is under threat’ themes. The fourth unit named “From past to future” has ‘Letter to Yunus Emre’, ‘I have a complaint’, ‘Searching for staff’ and ‘My life is theatre’ themes. Lastly, the fifth unit entitled “Stories and our lives” consists of ‘Phoenix’, ‘Salt tale’, ‘Narcissus or Nergis’ and ‘On the shores of science fiction: Fahrenheit 451’ themes. In the figure 11, table of contents taken from the book *Yabancılar İçin Türkçe B1* by Gazi University is presented.

YABANCILAR İÇİN TÜRKÇE

B1 (ORTA DÜZEY)

1. BÖLÜM: GÖRÜNDÜĞÜ GIBİ DEĞİL	2-3
1. Metin: Ünlü Olmak Çok Kolay (!)	4
2. Metin: Sanal Âlem	8
3. Metin: Kitabın Hikâyesi	12
4. Metin: Batılı İnanç	16
2. BÖLÜM: HAYATI OKUYORUZ	20-21
1. Metin: Stresle Baş Etmenin Yolları	22
2. Metin: Yeteneklerini Keşfet!	26
3. Metin: Bir Kilimi Okumak!	30
4. Metin: Ekonomi Gündemi	34
3. BÖLÜM: BİR BİLENE DANIŞALIM	40-41
1. Metin: Bir Başarı Öyküsü	42
2. Metin: Kahve ve Kitap	46
3. Metin: Korku Yolu	50
4. Metin: Dünyamız Tehdit Altında	54
4. BÖLÜM: GEÇMİŞTEN GELECEĞE	58-59
1. Metin: Yunus Emre'ye Mektup	60
2. Metin: Şikâyetim Var!	64
3. Metin: Eleman Aranıyor	68
4. Metin: Hayatım Tiyatro	72
5. BÖLÜM: HİKÂYELER VE HAYATIMIZ	76-77
1. Metin: Zümrüdüanka Kuşu	78
2. Metin: Tuz Masalı	82
3. Metin: Narkissos ya da Nergis	86
4. Metin: Bilim Kurgunun Kıyılarındaki Fahrenheit 451	90

Figure 11. Table of Contents Taken from the Book *Yabancılar için Türkçe B1* by Gazi University

Yabancılar için Türkçe B2 level course book, five units are included. The first unit “Ask to expert consists of themes ‘Fine arts’, ‘Useful and Harmful: GMO / GMO with Benefit and Harm’, ‘Archaeology’ and ‘Education of gifted children’. The second unit “What to do?” has ‘Choosing the right profession’, ‘A new start’, ‘Communicate’ and ‘Judge of the deep’ themes. The third unit “Art and Culture” comprises of ‘Culture and Art in Ankara’, ‘Interview: Art stop, ‘Does every author write himself?’ and ‘Nuri Bilge Ceylan: A Nature Photographer’ themes. The fourth unit “From Science to our world” encompasses ‘A life dedicated to science’, ‘Junk’, ‘Karagöz and Hacivat’ and ‘Don Quixote and his assistant’ themes. The fifth unit “From Art to Science” ends up with ‘Living with earthquake’, ‘Artist writing with light’, ‘Simulation and medicine’ and ‘How long is the life of your electronic items?’ themes. In the figure 12, table of contents taken from the book *Yabancılar için Türkçe B2* by Gazi University is presented.

YABANCILAR İÇİN TÜRKÇE

B2 (ORTA DÜZEY)

1. BÖLÜM: UZMANINA SOR	4-5
1. Metin: Güzel Sanatlar	6
2. Metin: Faydalı ve Zararlı: GDO / Faydasıyla Zararıyla GDO	10
3. Metin: Arkeoloji	14
4. Metin: Üstün Zekâlıların Eğitimi	18
2. BÖLÜM: NE YAPMALI?	22-23
1. Metin: Doğru Mesleği Seçmek	24
2. Metin: Yeni Bir Başlangıç	28
3. Metin: İletişim Kurmak	32
4. Metin: Derinlerin Hâkimi	38
3. BÖLÜM: KÜLTÜR SANAT	42-43
1. Metin: Ankara'da Kültür Sanat	44
2. Metin: Söyleşi: Sanat Durağı	48
3. Metin: Her Yazar Kendini mi Yazar?	54
4. Metin: Nuri Bilge Ceylan: Bir Doğa Fotoğrafçısı	60
4. BÖLÜM: BİLİMDEN DÜNYAMIZA	66-67
1. Metin: Bilime Adanmış Bir Ömür	68
2. Metin: Eskici	72
3. Metin: Karagöz ve Hacivat	76
4. Metin: Don Kışot ve Yardımcısı	80
5. BÖLÜM: SANATTAN BİLİME	84-85
1. Metin: Depremle Yaşamak	86
2. Metin: Işıklı Yazı Yazan Sanatçı	92
3. Metin: Simülasyon ve Tıp	96
4. Metin: Elektronik Eşyalarının Ömrü Ne Kadar?	100

Figure 12. Table of Contents Taken from the Book *Yabancılar için Türkçe B2* by Gazi University

And finally, there are five units in the *Yabancılar İçin Türkçe C1* course book. The first unit named “Culture and Art” consists of ‘The light of Turkish architecture’, ‘A long time Afterwards’, ‘We are having fun together’ and ‘Dance and folk dances with yesterday and today’ themes. The second unit called “My Health” keeps on ‘Genetic code’, ‘Changing diseases of the developing world’, ‘Air conditioner for shoes: Air Condishoes’ and ‘Population Explosion’ themes. The third unit “Are you aware?” has ‘Humanity that is exhausted as it consumes’, ‘Understanding of the opposite sex’, ‘A world at your fingertips’ and ‘Did you hear these?’ themes. The fourth unit “From the world of literature” composes ‘A tour of the poems of the country of poetry’, ‘The White Steamship’, ‘The story of a quest Little Black Fish’ and ‘Oh, these young people’ themes. The last unit “Who is right?” ends with ‘Dream’, ‘Test of humanity’, ‘Thief’ and ‘Language built with metaphor: Turkish’ themes. In the figure 13, table of contents taken from the book *Yabancılar İçin Türkçe C1* by Gazi University is presented.

YABANCILAR İÇİN TÜRKÇE**C1**

1.BÖLÜM: KÜLTÜR VE SANAT	
1. Metin: Türk Mimarisinin Işığın.....	
2. Metin: Gel Zaman Git Zaman.....	
3. Metin: Birlikte Eğleniyoruz.....	
4. Metin: Dünüyle Bugünüyle Halk Oyunları ve Dans.....	
2. BÖLÜM: SAĞLIĞIM	
1. Metin: Genetik Şifre.....	
2. Metin: Gelişen Dünyanın Değişen Hastalıkları.....	
3. Metin: Ayakkabı İçin Klima (Klimayak).....	
4. Metin: Nüfus Patlaması.....	
3.BÖLÜM: FARKINDA MISINIZ?	
1. Metin: Tükettikçe Tükenen İnsanlık.....	
2. Metin: Karşı Cinsi Anlama Kılavuzu.....	
3. Metin: Parmaklarınızın Ucunda Bir Dünya.....	
4. Metin: Bunları Duydunuz Mu?.....	
4. BÖLÜM: EDEBİYAT DÜNYASINDAN	
1. Metin: Şiir Ülkesinin Mısralarında Gezinti.....	
2. Metin: Beyaz Gemi.....	
-3. Metin: "Bir Arayışın Hikâyesi: Küçük Kara Balık".....	
4. Metin: Ah Şu Gençler.....	
5. BÖLÜM: KİM HAKLI	
1. Metin: Rüya.....	
2. Metin: İnsanlığın Sınavı.....	
3. Metin: Mecazlarla Örülen Dil: Türkçe.....	
4. Metin: Hırsız.....	

Figure 13. Table of Contents Taken from the Book *Yabancılar için Türkçe C1* by Gazi University

The basic principles used in the abovementioned TFL course books were examined comparatively and the general structure of the documents was revealed. The data of the research constitute the sections related to the exercises in the teaching sets. In these course books, the information obtained from the book authors was used to determine how relevantly the basic principles are utilized.

3.5. Data Analysis

Content analysis technique was used to analyse the data obtained in the study. "The basic process in content analysis is to gather similar data within the framework of certain concepts and themes and to organize and interpret them in a way

that the reader can understand” (Yıldırım & Şimşek, 2016). Using the checklists created to examine the teaching of Turkish as a foreign language within the scope of the research referring to the sub-dimensions of the classification of principles (Duman, 2013; Demirel, Altun ibid., 2011; Güneş, 2016; Yaylacı & Yaylacı, 2013; Köksal & Varışoğlu, 2014) are included in each book. This is carried out by the document review method that consists of five stages (Yıldırım & Şimşek, 2016, p. 194) as follows:

1. Accessing documents
2. Checking authenticity
3. Understanding documents
4. Analysing the data
5. Using data

As abovementioned, accessing documents, checking authenticity, understanding documents, analysing the data and using data are assumed to get a deep insight for the extent of the principles of the books chosen in the study. In order to analyse qualitative data gathered from the principles, ‘content analysis’ was utilized by sorting out all the nineteen principles in the units of the TFL course books as the data. Analysis of the qualitative data was carried out regarding six procedures defined by Creswell (2014, p. 247):

- a) Organizing and preparing the data for analysis,
- b) reading or looking at all the data,
- c) starting coding all of the data,
- d) using the coding process to generate a description of the themes for analysis,
- e) advancing how the description and themes are to be represented in the qualitative narration, and
- f) making an interpretation for the findings”.

All the items recorded herein is checked by the other two researchers as outsiders in order to provide valid and reliable results. When an ambiguity arose, the consensus was reached by the researcher of the study and the other two researchers in the field by coming together and deciding the matter face-to-face on reflection. As the last stage, all the findings related to the research questions are accentuated.

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

This chapter covers the findings gathered through the document analysis, as a qualitative study. The qualitative study was obtained through examining the checklist of the basic principles on instructional materials for Turkish language course books for foreigners. The findings of two sets of course books prepared and utilized by Gazi University and Yunus Emre Institute. In this section, the principle analysis and findings in the books are examined by inductive content analysis. This section initially asserts descriptive information about the basic principles embedded in teaching materials, and then accentuates the findings of the research questions regarding these principles in Turkish language course books for foreigners in order to shed light on the issue in depth.

4.1. Analysis of the Basic Principles

While preparing any teaching process, there are important points to be taken into consideration ranging from the preparation of context, grammar, and vocabulary to be taught for any course to overviewing principles embedded in teaching materials to be utilized. In the same vein, universal principles, which are important for teaching of languages all over the world, are core issues for language teaching. These principles are implicitly inserted and they are expected to be meaningful, permanent, effective, and qualified for learners' achievement.

Additionally, there are also principles to be followed in the contextual and conceptual structures and also cultural elements. Adopting universal principles in language teaching is important in terms of learning each language close to each other and achieving the same success in teaching languages. Moreover, it is thought that paying attention to the principles associated with demands to learn languages increases the success rate in teaching or learning foreign languages. Reading materials prepared for teaching contextual structures should be designed in severalfold: a suitable, up-to-date and useful materials to present grammar structure given to learners in a simple and comprehensible way; interests of learners in contextual and conceptual structure; materials diversity that do not bother learners with details; appealing materials to

stimulate various sensory organs, all of which make the mind of learners open to learning for any level.

4.1.1. Research Question 1: What are the Basic Principles that are Relevantly Calibrated in the Design of Course Books?

The first research question sorts out finding principles in teaching materials utilized in foreign language classrooms. As known, when preparing teaching materials, the basic principles are very important to build blocks of linguistic income. Moreover, the principles used in the foreign language teaching course books provide diversity to learners' preferences and differences, and facilitate learning permanently.

In order to obtain data for the first research question, qualitative data were analysed in content analysis throughout foreign language course books chosen randomly that are out of the scope of this study. The analysis of the basic principles in the books indicated that institutions made their teaching materials user-friendly by inserting as many principles as possible. The relevantly calibrated materials were utilized to encompass the basic principles and make learning easier as they give diversity to the learners to apply their learning strategies. This result allows the importance of principles with regards to multiple intelligence as the capacity for any individual to learn, to use what is learned and produce new solutions from what is learned (Gardner, 1993) from the teaching materials. Basic principles termed as material-based principles within multiple intelligence include all the super diversity in order to embolden all different learner styles. Thus, the teaching materials are assumed to cover numerous principles that are the focus of this study. They are listed as curriculum-based principle, principle of appropriateness for learners, principle of simplicity, principle of starting from the known aspect, multi-exemplified principle, principle of completion, principle of unity, principle of relevance, background knowledge-based principle, innovation principle, selectivity principle, relativity principle, principle of invariance in perception, closure-based principle, principle of depth, economical principle, principle of target-behaviour, principle of timeliness, and principle of life. When analysed in brief, the first one, the curriculum-based principle, reveals that it requires the preparation of materials regarding the calibration of rules decided by either the materials designers or institutional authorities. This is important in order to stick with the standardization not only within one region but also in all the country since education is regulated by the Ministry of National Education. The second

one is the principle of appropriateness for learners who have rights of learning foreign language within a well-planned procedure without regarding their social or economic backgrounds. The third one is the principle of simplicity that relies on the inserted information within the background knowledge of learners so that they could acquire knowledge easily. The fourth one is the principle of starting from the known aspect which has similar objects with the third one. The fifth principle is the multi-exemplar principle which provides learners to be exposed to knowledge via several patterns of sentences so that they could be exposed to any rule of language they learn. The sixth one is the principle of completion. This principle is very important since it abridges between what is already learnt and what comes next. All the knowledge is expected to be in an action based approach wherein old knowledge and new information are interacted. The seventh one is the principle of unity in which there is a cycle so that it makes a whole at the end. The eighth one is the principle of relevance that is based on expressiveness on meaningfulness of materials utilized. This principle accentuates the comprehension of any material used in the lesson so that learners catch the point in a meaningful way. The ninth one is the principle of relevance for background knowledge which is directly related to the impact of visuals used in the materials. They should be clearly described so as not to cause any ambiguity. The tenth principle is related to innovation so that each product utilized should be open to an innovative way (grammar rule or contextual input). The eleventh one is selectivity principle that lets learners select any new structure or lexicon easily. However, this principle takes its importance to provide any new input so that learners could easily catch the point during their learning process. The twelfth principle is the relativity principle wherein learners have the same input about the text or visuals given in the materials. Thus, there is no single question mark in their minds in order to continue their reading process. The thirteenth principle is called as the principle of invariance in perception, which has similar objectives with the relativity principle since it draws learners' attention to have the same universal picture in their mind. The fourteenth principle is the closure-based principle which is based on the comprehension of the visual or contextual perception within the same manner. This principle is slightly different from the thirteenth principle in the way that the text or visual do not hint any other meaning when it is analysed. It is closure-based to any negotiation. The fifteenth principle is the principle of depth where all the visuals are given so clearly providing with all dimensions. The sixteenth principle is called as economical principle since any materials, visuals, contexts or items could be

used several times in different concepts without changing the visuals or contexts within action oriented approach. The seventeenth principle is called as the principle of target-behaviour so that the same target is achieved by all the learners within the same concept. It is easily stated that it is based on the curriculum. The eighteenth principle is based on currentness or timeliness since all the information accentuated in the materials should be current so that learners could be used any information they gather through the materials in their daily lives. The last principle is the principle of life that is based on the real-life situations so that learners could get benefit while communicating in the society of their target language.

As aforementioned in the analyses of the principles, all of the principles open path of acquiring knowledge hidden in the materials for learners coming from different intelligence. All these principles are assumed to make teaching materials relevant to learn and without a well-planned attempt, no success could be achieved to convey messages for learners. The purpose of the first research question was to get an insight about generally used principles in teaching materials before going through the other research questions.

4.1.2. Research Question 2: What are the Basic Principles that are Accredited in the Turkish Language Course Books for Foreigners?

The second research question sheds light on which principles are accredited and embedded in TFL teaching materials utilized in foreign language classrooms. In order to obtain data for the second research question, the request letter and a checklist of principles (Duman at al., 2013) was sent by the researcher to the administration of the Yunus Emre Institute (YEE) and the administration of TOMER (Turkish Language Teaching and Research Centre) at Gazi University (GU). Thus, the findings are based on the official reports which were sent by the administrations of these two institutions on request (Yunus Emre Institute and Gazi University). The official reports included all the information with regard to principles in their course book sets. These two language teaching sets were namely Yedi İklim Türkçe by YEE and Yabancılar İçin Türkçe by GU. They were analysed to gather data and the analysis of the basic principles in these books was realized through content analysis which was done manually in order to get clear results. The same results were also crosschecked by other two language instructors out of the study so that the consensus was reached in case there would be any conflict.

After realizing the proof on the results for these teaching sets, the analyses based on the basic principles accredited in Yedi İklim Türkçe are given in the table 1 below.

Table 1.

Basic Principles Accredited in Yedi İklim Türkçe Books for Foreigners

Basic Principles of	Yedi İklim Türkçe by YEE					
	A1	A2	B1	B2	C1	C2
Compliance with the law / curriculum	+	+	+	+	+	+
Student compliance	+	+	+	+	+	+
Simplicity	+	+	+	+	+	+
Starting from the known	+	+	+	+	+	+
Multi-examples	-	-	-	-	-	-
Completion	+	+	+	+	+	+
Unity	+	+	+	+	+	+
Relevance	+	+	+	+	+	+
Relevance of the background knowledge	+	+	+	+	+	+
Innovation	+	+	+	+	+	+
Selectivity	-	-	-	-	-	-
Relativity	+	+	+	+	+	+
Invariance in perception	+	+	+	+	+	+
Closure	-	-	-	-	-	-
Depth	-	-	-	-	-	-
Economy	+	+	+	+	+	+
Target-behavior	+	+	+	+	+	+
Timeliness	+	+	+	+	+	+
Life	-	-	-	-	-	-

Table 1 indicates that Yedi İklim Türkçe by YEE set meets most of the basic principles excluding the *principles of multi-examples, the principle of selectivity, the principle of closure, the principles of depth, and the principle of life*. It is concluded that the level needs and expectations of the learners are mostly ensured.

One of the principles which is covered is *principle of compliance with the law/curriculum*. As known, this is how and what is learned are likely to be appropriate to the curriculum, in terms of whether or not it meets the level and expectations of the target audience. For example, since the visuals and words given in the exercise are A1 book, they are prepared at the level appropriate to the level of the learner. The words

given with the visuals allowed the new words to be learned together with the alphabet. The pictures are prepared in a remarkably colourful and relevant way.

While presenting information, learners should be ordered from a certain level and simple to complex in order to understand. An example can be given from the book A1 to explain this principle. As can be seen in this kind of exercise, in A1 book of Yedi İklim Türkçe, colours are provided with understandable visuals, and then they are allowed to use on a certain content. It is possible to say that this kind of exercise is prepared in the light of *principle of simplicity*.

Since Turkish is an agglutinative language, in the exercise learners are given the opportunity to complete certain structures. It covers *principle of completion*. In principle of completion, the completion of language structures by learners in some activities in the books is important for the permanence of learning. It is very important to prepare an exercise with this in mind, since every new exercise s/he makes reinforces the knowledge of the language of the learner. In this kind of exercise, for instance, A1 book of Yedi İklim Türkçe, the book tries to comprehend that Turkish is an agglutinative language by making the learner become aware of attachment of suffixes to words.

Many topics are taught in the same exercise, showing the meanings of the visuals used in the exercise, the type of letters used, their size and their use in the sentence; therefore, an activity has been created that is used for many purposes at the same time. It covers the *principle of economy*, which means that the products can be used for different purposes and times. In other words, each material offered might be used several times for different purposes such as grammatical points and/or vocabulary, cultural input etc. In the exercise, A2 book of Yedi İklim Türkçe, a study aiming to teach both grammar and vocabulary is prepared by giving prepositions with the meanings of the objects in the image.

To explain another principle, in the exercise B1 book of Yedi İklim Türkçe, a clearly understood visual is prepared, regardless of the nationality of the learner. The exercise examined here includes the *principle of the relevance of the background knowledge*. It should be supported with visuals, sounds and themes. Giving the meaning of the word only in vocabulary teaching, passing the rules in grammar teaching is not enough to complete the learning. Here, visuals are supported by several different sentence examples to explain the passive structure.

On the other hand, this kind of exercise, A1 book of Yedi İklim Türkçe, is prepared as a weather visual listening exercise in order to warm up the learners, to

enable their prior knowledge, to enable them to perceive what to read, and to make predictions and stimulate their imagination with the help of pictures. It covers *principle of invariance in perception*. As it is known, the principle of invariance in perception means that the exercises/products are perceived in the same way regardless of by whom it is glanced at. The question of what the weather is like today and the visuals used in the title make it easier for learners to understand the subject.

In A2 book of Yedi İklim Türkçe for another principle, the visuals used in this kind of exercise are quite current sources in terms of content innovation. It covers *principle of timeliness*. According to the current principle, in order for the learning to be permanent, the information should be up-to-date and should evoke the learner not only today but also the future; the more up-to-date the materials is, the more permanent learning becomes.

The fact that Turkish is an additive language is a feature that distinguishes Turkish from other languages and should be explained to the learner from different cultures in the best way. This kind of exercise, A2 book of Yedi İklim Türkçe, supported by the visuals used here, provides the learner with the opportunity to complete it. It covers *principle of unity*. It will help the target audience self-assuredly unify the examples and related information between sections and even units, ensure the transition between events and situations, and even be connected to grammar patterns. In other words, with the two visuals given in the exercise, the learner is able to both combine herself/himself and learn the objects in the image, as well as learn a grammar rule.

The following activity of Figure 14 that includes an activity taken from the Book Yedi İklim Türkçe A1 by Yunus Emre Institute (see the page below with the title of ‘Bugün Hava Nasıl?’) has been randomly selected from one of the course books by YEE to demonstrate to what extent the exercises or activities include the basic principles in the set. It is observed that it contained many of the principles in the set below. These principles on this page can be given as invariance in perception, closure, depth, target-behavior, selectivity, relevance of the background knowledge. Invariance in perception means that it is so clear they talk about weather, closure means almost the same without leaving any question marks in mind as in the example of the umbrella in the both hands (yağmurlu, literally means rainy; rüzgar esiyor, literally means ‘It is windy, it is breezing, or the wind is blowing.’) and the below pictures indicating different forms of weather conditions. Selectivity is used here since it gives choices for

learners to select which word they need. Since each principle is in different level books of the set, the principles were analysed based on random activities while explaining the principles.

C. BUGÜN HAVA NASIL?

1. Dinleyelim, yerleştirelim, canlandıralım.
Bugün Hava Nasıl?

şemsiye
güneşli
yağmurlu

Emine İşe geç kalıyorum. Hemen çıkayım.
Hava durumunu biliyor musun?

Kemal Evet, biliyorum. Hava bugün

Emine Aaa, o hâlde alayım.

Kemal Yağmurluğunu da unutma.

Emine Hafta sonu hava nasıl olacak acaba?

Kemal Hava raporuna göre hafta sonu hava olacak.

Emine Hafta sonu pikniğe gidelim mi?


Kemal Tamam, gidelim.


Emine Adalar'a gidelim mi?

Kemal İyi fikir.


Emine Ben çıkıyorum, haydi görüşürüz.

Kemal Güle güle.







yağmurlu hava
Yağmur yağıyor.




güneşli hava
Güneş açıyor.




karlı hava
Kar yağıyor.



bulutlu hava
Gökyüzünü bulutlar kaplıyor.



sisli hava
Sis çöküyor.



rüzgârlı hava
Rüzgâr esiyor.

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Figure 14. Activity Taken from the Book *Yedi İklim Türkçe A1* by Yunus Emre Institute

Upon consideration of the principles found in B1 and B2 books of Yedi İklim Türkçe by YEE, it is also observed that the same principles are utilized as in A1 and A2. Therefore, it can be concluded that there was a systematic evaluation during the preparation process of the TYD books by Yunus Emre Institute.


The visuals used in this kind of exercise, B1 book of Yedi İklim Türkçe, are chosen so as not to cause any difference in meaning. In other words, when the learner looks at it, s/he can easily establish the relationship between visuals and work. Therefore, this study can be inferred by the *principle of relevance*. The universal involvement of the activities given in this principle in multinational classes will enable learners to reach the concept without difficulty while learning Turkish as a foreign language. The visual is clear enough to be understood by everyone, and the sentences are compatible with the visuals.


In order to warm up the learner in writing practice, draw attention by following current paths and encourage the learner by using modern visuals, the exercise, B2 book of Yedi İklim Türkçe, is prepared quite remarkably. The exercise coincides with the *principle of relativity*. All kinds of materials used in the course should be prepared in such a way that the learner can easily perceive and easily distinguish the elements in the content. In other words, it is aimed to teach some verbs and to establish dialogue over the theme of correspondence with the image prepared in the form of a mobile phone.


There is an exercise which is created as a "pre-reading section" to warm up learners' text, to enable their prior knowledge, to enable them to perceive what to read, and to make predictions and stimulate their imagination with the help of pictures. It covers *the principle of starting from the known one*. As known, this principle refers to starting from the examples that complement the preliminary information while introducing new information in TFL teaching. Since every new information will be integrated with the previous one, it is important to consider this when presenting topics to learners. In addition, old and new information should be interacted through continuous repetition with helix teaching method. The questions given in the exercise, B2 book of Yedi İklim Türkçe, and the visual used make it easier for learners to understand the subject. The pictures are sufficiently remarkable and relevant. The principles included in another set could be giving some more insights about how these are inserted in the units. Therefore, one of the pages in B1 is given in detail below.


The following activity of Figure 15 that includes an activity taken from the Book *Yedi İklim Türkçe B1* by Yunus Emre Institute (see the page below with the title of ‘2. İnceleyelim.’) has been randomly selected from one of the units of B1 book by YEE to demonstrate to what extent the exercises or activities include the basic principles in the set. It is observed that it contained many of the principles in the set below. These principles can be listed as invariance in perception, closure, selectivity, multi-examples, unity, depth, target-behavior, relevance of the background knowledge, relevance. Invariance in perception means that it is so clearly visualized in the real pictures so that they could make connection in their mind and talk about the alteration of ‘kendi etc.’ in different statements. The principle of closure is also supported by the real pictures emboldening different aged individuals to let learners utilize their preferences. Selectivity is used here since it gives choices ‘kendi kendine, kendisi, kendi kendini, kendimden, kendisine’ to choose whichever form is required in their own sentences. In the same vein, multi-examples are given for learners to match the comprehensible input related to word choices they need. Unity combines several patterns including ‘kendi’ literally means ‘self’ in different options. Depth is related to the visuals and leaving no question mark in mind. For instance, the coffee drinking lady is directly the example of the depth principle. Since each principle is in different level books of the set, the principles were analysed based on random activities while explaining the principles.

2. İnceleyelim.

 Onlar kendilerine araba alıyorlar.

 Kendime kahve yaptım.

 Kendi kendine ders çalışıyor.

 Babaannem kendine kazak örüyor.

3. Eşleştirelim.

- Kendi hâlinde
- Kendini tutamamak
- Kişilik kazanmak
- Kendinden geçmek
- Kendi başına
- Kendine gelmek
- Kendi kendini yemek

- Bir şeyi kendisine dert etmek, kendine üzüntü yapmak.
- Hiçbir şeye karışmayan, kimseyi rahatsız etmeyen.
- Bilinci işlemez olmak, kendini kaybetmek, bayılmak.
- Ayılmak, aklı başına gelmek, durumu düzelmek.
- Kendini bulmak
- Kimseye sormadan, başkasının payı ya da yardımı olmadan, tek başına, bir başına.
- Bir durum karşısında heyecanına kapılıp bir şeyler söylemek ya da yapmak; kendine hâkim olamamak.

4. Tamamlayalım.

kendi kendine kendisi kendimden

kendi kendini kendisi kendisine

- Oğlum odasında ders çalıştı.
- Size bahsetmek istiyorum.
- Öncelikle herkes "Başarılı olmak için ne yapmalıyım? diye sorsun.
- Annem babamı arayıp ulaşamayınca bütün akşam yiyip bitirdi.
- Bu lokantada herkes pişirip yer. Garsonlar sadece servise yardım eder.

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Figure 15. Activity Taken from the Book *Yedi İklim Türkçe B1* by Yunus Emre Institute

The visuals used in the exercise in C1 book of *Yedi İklim Türkçe* are prepared very up-to-date and modern. In this age of technology, it aims to attract the attention of learners with the visuals it uses. This exercise covers the principle of innovation. The principle of innovation is important that the texts in the unit contain information that learners can use outside of the classroom. However, presenting different innovations

every time is also important for the learner to reach the information and learn permanently. Artificial Intelligence given in the title and the visuals used are very interesting and relevant.

With the exercise C2 book of Yedi İklim Türkçe, the subject to be taught here is prepared using different language skills. Listening, speaking and writing skills are included at the same time. It covers principle of principle of target-behaviour. Principle of target-behaviour supports the use of materials in foreign language teaching so that they could meet all needs and expectation of students. Lesson material should be prepared for the skill to be developed. As seen in the title, there are listening, writing and speaking skills in the same study.

The second TFL book set is the one, entitled as Yabancılar için Türkçe books for foreigners by the administration of TOMER (Turkish Language Teaching and Research Centre) at Gazi University (GU), Ankara-Turkey. The basic principles accredited by Gazi University in their TFL book set entitled 'Yabancılar için Türkçe' books for foreigners are given in the table 2 below.

Table 2.

The Basic Principles Accredited in Yabancılar için Türkçe Books for Foreigners

Basic Principles of	Yabancılar için Türkçe by GU					
	A1	A2	B1	B2	C1	-
Compliance with the law / curriculum	+	+	+	+	+	
Student compliance	+	+	+	+	+	
Simplicity	-	-	+	+	+	
Starting from the known one	-	+	+	+	+	
Multi-examples	-	-	+	+	+	
Completion	+	+	+	+	+	
Unity	+	+	+	+	+	
Relevance	+	+	+	+	+	
Relevance of the background knowledge	+	+	+	+	+	
Innovation	-	-	-	-	-	
Selectivity	+	+	+	+	+	
Relativity	+	+	+	+	+	
Invariance in perception	+	+	+	+	+	
Closure	+	+	+	+	+	
Depth	+	+	+	+	+	
Economy	+	+	+	+	+	
Target-behavior	+	+	+	+	+	
Timeliness	-	-	-	-	-	
Life	+	+	+	+	+	

Table 2 indicates that Yabancılar için Türkçe by GU set meets most of the basic principles of *compliance with the law/curriculum, student compliance, completion, unity, relevance, relevance of the background knowledge, selectivity, relativity, invariance in perception, closure, depth, economy, target-behavior, and life*. The ones excluded are the *principle of simplicity, the principle of starting from the known one, the principle of multi-examples, the principles of innovation, and the principle of timeliness*. It is concluded that the level needs and expectations of the learners are mostly ensured. As observed in Table 2., the basic principles are mostly used consistently and systematically. Regarding A1 level, some principles are missing in the course book even though they are vitally important in the beginning level. Indeed, they

should be provided within all the units regularly since this principle abridges background knowledge and new information. In another book, A2, it is observed that some principles are missing. These are the principle of simplicity, the principle of multi-examples, the principle of innovation and the principle of timeliness. Although some principles are missing in the book of the basic level A2, multi-examples and simplicity are important principles for this level. In B1, B2 and C1, which are intermediate and advance level books, the missing principles are innovation and timeliness principles.

The following activity of Figure 16 that includes an activity taken from the Book *Yabancılar için Türkçe A1* by Gazi University (see the next page with the title of ‘Öğrenciler Alışverişte’) has been randomly selected from one of the units of A1 book by GU to reveal to what extent the exercises or activities include the basic principles in the set. It is observed that it contains many of the principles. These principles can be listed as invariance in perception, closure, selectivity, multi-examples, unity, depth, target-behavior, relevance of the background knowledge, relevance, life, student compliance. Invariance in perception is related to the fact that it is supported by visuals directly related to the life and needs of learners. This is how they could make connection knowledge in their mind. Here ‘shopping’ concept is clearly visualized and the basic need of learners in their daily lives. Thus, the same page encounters several principles. The principle of closure is also supported by the real pictures such as shelves in the market and cashier as the payment spot. Selectivity is used here as sub-titles as ‘15 dakika sonra, literally means ‘in 15 minutes’ and ‘kasada’ literally means ‘at the cashier’s desk’. Individually, learners’ glancing at these phrases refers to selectivity. Proper names are likely to be considered as selectivity since Eda and Ezgi are difficult female names to pronounce for foreign learners. Selectively, the names are given to provide practice for learners. Multi-examples are given for learners to match the comprehensible input related to word choices they need in formal and informal ways. Unity combines several patterns including ‘alışveriş listesi, literally means shopping list’, ‘kredi kartı, literally means credit card’, ‘sepet, literally means shopping basket’. All these options unify items together. Depth is related to the visuals and leaving no question mark in mind. Target-behavior is directly the needs of learners in their daily lives. Student compliance and life are core of the page. It indicates that the principles are systematically provided with different levels.

3. Metin

Öğrenciler Alışverişte

ANLAMA

A) Aşağıdaki sorular metne göre cevaplayınız.

1. Eda'nın sepetinde neler var?
.....
2. Ezgi'nin sepetinde neler var?
.....
3. Alışveriş toplam ne kadar tutuyor?
.....
4. Eda ve Ezgi ödemeyi nasıl yapıyorlar?
.....
5. Eda ve Ezgi nerede buluşuyorlar?
.....

Eda : Alışveriş listesi sende mi?
Ezgi : Evet listeler bende. İki listemiz var. Ben meyve ve sebzeleri alıyorum. Sen de temizlik malzemelerini al.
Eda : Tamam, on beş dakika sonra kasada buluşunuz.

15 dakika sonra...

Ezgi : Evet, şimdiki listeyi kontrol zamanı. Senin sepetinde neler var?
Eda : Bende peçete, sabun ve bulaşık deterjanı var.
Ezgi : Bende de iki kilo domates, bir kilo kuru soğan, üç kilo elma, bir kilo da portakal var.

Kasada...

Eda : Toplam ne kadar?
Kasiyer : Toplam 25 lira. Nasıl ölüyorsunuz?
Nakit mi, kredi kartıyla mı?

Figure 16. Activity Taken from the Book *Yabancılar için Türkçe A1* by Gazi University

As analysed very briefly in the example page above, the principles are given in satisfying ration in the book set by GU. In order to provide more relevant information, all the principles should be given clearly to meet the expectations, needs and levels of the learners, exercises and visuals suitable for the level are prepared in the *Yabancılar için Türkçe A1* book. This type of exercise includes the *principle of compliance with the law/curriculum*. It implies that the material to be arranged must comply with the controls so that all the guidelines would be associated with the CEFR. All kinds of activities carried out in the course are very important in order to achieve compliance goals. The exercises prepared in A1 are suitable for the learners' levels. The pictures are also remarkable and relevant to harmonize with the exercises.

The information presented to the learner in order from simple to complex is very important in the presentation of both language structures and cultural inputs. This covers *the principle of simplicity* as observed in book B1. In order to ensure this

principle, the activities in the book started with the completion activity, and then continued with text creation or listening activities. Another subject that the learner does not know without educating a subject ought to not be clarified. It ought to begin with less complex and more reasonable subjects.

The titles and pictures used in the *Yabancılar için Türkçe A2* book give a clue to the learner what to read and to make the subject more understandable and imaginable. It covers *the principle of starting from the known*. As known, the principle of starting from the known one refers to starting from the examples that complement the preliminary information while introducing new information in the TFL teaching. Since every new information will be integrated with the previous one, this should be considered when presenting topics to learners. In addition, old and new information should be interacted through continuous repetition with the spiral teaching method. It is aimed to create new things by integrating the learners with the information they have learned before with the visuals and contents used.

A subject covered in the book is explained with more than one example for learners to understand better and it is aimed to emphasize the difference of Turkish language structure. It covers *principle of multi-examples*. It is possible to see the exercises prepared according to this principle in the book B1, B2 and C1. According to the principle of multi-examples, in order for the learning to be permanent, the teaching should be permanent by providing many examples. Numerous illustrations ought to be given to extend the intrigued of the learner to offer to different faculties.

Principle of completion is used in all of *Yabancılar için Türkçe* course books. In the exercises prepared, it was aimed to make the learning effective by making the completion activity related to the subject they learned. As it is known, in principle of completion, it is important that the activities in the books are completed by the learners in order to learn the language structures. Since Turkish is agglutinative language, learners may sometimes have difficulty in how to add morphemes to words. Therefore, it is aimed to prevent this by putting completion activities in each unit at each level, A1, A2, B1, B2 and C1.

Likewise, *the principle of unity* was paid attention to at all levels, A1, A2, B1, B2 and C1 of *Yabancılar için Türkçe* set. In the principle of unity, it is necessary to complement the activities and texts each other. Because, when preliminary information and new information are combined, learning will be more permanent. In addition, the fact that the activities are unifying among themselves results in the learners being

exposed to the language more and learning takes place. In this set, the same subjects in each level book are combined with activities such as listening, speaking, writing, etc., and the permanence of learning is aimed by exposing the learner to the language more.

Another principle, *the principle of relevance*, is that has been noted in the exercises in each level book of the set, A1, A2, B1, B2 and C1. According to the principle of relevance, the fact that the exercises have a definite meaning and take place in a universal sense will allow learners to reach the concept without difficulty. Yabancılar için Türkçe aimed to pay attention to this principle in all of their books, considering multinational classes.

Another principle that can be seen in all level books, A1, A2, B1, B2 and C1, is *principle of the relevance of the background knowledge*. In this principle, exercises should be prepared to give a clear structure and meaning difference with other languages. With this set of exercises, this set aims to give the learner its language structure by overcoming the structural and meaning differences. Furthermore, the subject instructed ought to not take put within the shape of information transfer, it ought to be backed with visuals, sounds and subjects. Giving the meaning of the word as it were in lexicon educating, passing the rules in language structure instructing isn't sufficient to total the learning. For this reason, it is vital to back them with an assortment of visual, sound and composed substance.

It is thought that the course materials used in the course process are very important in terms of effective teaching. And the exercise to be chosen must include directly the items to be taught. The material prepared in order to make teaching more effective and more permanent what the learner learns should be created according to the requirements of the program of the related course. It includes the *principle of selectivity*. It is possible to say that the principle of selectivity is taken into account in all level books -A1, A2, B1, B2 and C1- when preparing the set. In order to achieve this, it was aimed to enrich the content of the course materials by considering the target audience and the course content.

In order to shed light on the principles by more concrete examples from one of the pages of the book Yabancılar için Türkçe B1 by Gazi University, the Figure 17 is explained in detail. (see the next page with the title of 'Ç. Aşağıdaki sözcükleri eş anlamlarıyla eşleştiriniz.'). This randomly selected page reveals what principles are utilized in the set. It is observed that it contains many of the principles such as simplicity, starting from the known one, invariance in perception, closure, multi-

examples, depth, target-behavior, relevance of the background knowledge, relevance, life, student compliance. Simplicity and starting from the known ones refer to visuals to activate their mental word storage and cultural input to compare two different cultures. Invariance in perception is related to the fact that it is supported by visuals such as painting and pictures from the real life (i.e., earthquake, fastfood etc.) directly related to children and their preferences. The principle of closure is also supported by the real pictures such as earthquake and damages, child and overloaded work, food and obesity on the spot. Selectivity is used here as key words to match their synonyms as 'isolasyon', literally means 'isolation' and 'tedbir' literally means 'precaution'. Individually, learners' glancing at these phrases refers to selectivity. Depth is related to the visuals of obesity and childworker. Target-behavior in this level requires to be social actor in the society to talk about catastrophe and the others happening in daily lives. Student compliance and life are relevant here. The visual indicates that the principles are systematically provided with different levels.

C) Aşağıdaki sözcükleri eş anlamlılarıyla eşleştiriniz.

1. izolasyon 2. tespit et- 3. uyan 4. tedbir

5. olağan

... alışmış ... bul- ... sürpriz

... engelleme ... anons ... dikkat

... belirlen- ... ikaz ... koruma

... ceza ... iletim ... olası

... söyle- ... yalıtım ... önlem

... karar ... duy- ... basit

... fikir ... öngör-

KONUŞMA



A) Aşağıdaki olay ve durumları farklı bakış açılarıyla değerlendiriniz.

1. Depremden sonra sınırdan insanların kurtarma çalışmalarına katılması.
2. İnsanların iş bulmak için köy ve kasabalardan büyük şehirlere göç etmesi.
3. Haftalık iş gününün dörtle indirilip tatil günlerinin üçe çıkarılması.

B) Aşağıdaki fotoğraflarla ilgili duygu ve düşüncelerinizi arkadaşlarınıza anlatınız.




Figure 17. Activity Taken from the Book *Yabancılar için Türkçe B2* by Gazi University

Considering the content of the course and the learner profile in order to prepare materials suitable for the course to be taught is one of the points to be considered before creating a teaching material. In addition to the visuals in the activities, all activities should be perceived the same by all individuals. It includes *principle of relativity*. This principle has an important place in order to make the learning permanent, to delay the forgetting of the learner and to make the teaching environment more attractive. Before the teaching material is prepared, the aim and objectives of the course should be determined and the prepared material should consist of activities suitable for these objectives and achievements. It is possible to say that the principle of relativity is taken into account in all level books -A1, A2, B1, B2 and C1- when preparing the set.

The purpose of preparing teaching materials is to make the lesson understandable and to facilitate the understanding of the learner. For this reason,

teaching material should be plain and understandable. It should be perceived in the same way in all classes. It includes *principle of invariance in perception*. The prepared material should address the subject in a simple way, it should not contain unnecessary information and should facilitate understanding. This principle is also taken into account in all the books of the set.

Visual materials should be clear, understandable and not confusing. *The principle of closure* explains that visually prepared materials such as visuals, texts and vocabulary are perceived in the same way. All books of this set are prepared with this principle. The pictures are very understandable and compatible with the events.

Turkish, due to the geography where Turkey is located accommodates both Eastern and Western cultures in many elements of the structure. Therefore, cultural elements that are part of language teaching are also diversified. Turkey is found not only in terms of cultural geography, there are the effects of our language in terms of vocabulary of a language. In this respect, the book should be clear to the learners. It includes *principle of depth*. When Turkish is considered as a foreign language, it is aimed to be noted in all the set books related to the teaching of the cultural elements in Turkish that arise from the unique structure of the language.

It is aimed to provide the highest efficiency with minimum effort in minimum time. The prepared material should not be damaged in a single use, it should not be worn over time and should be durable so that it can be reused. It includes principle of economy. At least, it must be durable enough to be used repeatedly until the learner has learned. This set aimed to prepare all of books considering the principle of economy, so it is possible to come across this principle in all books.

In the field of teaching Turkish to foreigners, the teaching material used in and out of the course should be prepared in a way that is suitable for the language level of the learner, simple and understandable, containing summary information about the subject, increasing the motivation and attention of the learner, making him active in the course, appealing to different senses. This approach is *principle of target-behaviour*. And it is possible to come across this principle in all the books of this set.

In conclusion, the visual and audio elements used should be compatible with the pedagogical characteristics of the learners and should be consistent with the real life of the learners. It includes *principle of life*. The visual and audio elements preferred in the material should be real elements that the learner can encounter and make sense of in daily life. It is aimed to make the learner use the language in daily life by dealing with the events and problems in daily life, and it is possible to come across all the books.

4.1.3. Research Question 3: Is There Any Difference about Using The Basic Principles in The Course Books Utilized by Different Institutions Wherein Turkish is Taught as A Foreign Language?

Third question sheds light on which principles in the course books utilized by two different institutions wherein Turkish is taught as a foreign language. Table 3 is presented to compare principles accredited in these institutions below.

Table 3.

The Basic Principles Accredited in Turkish Language Books for Foreigners

Basic Principles of	Yabancılar için Türkçe by GU					Yedi İklim Türkçe by YEE				
	A1	A2	B1	B2	C1	A1	A2	B1	B2	C1
Compliance with the curriculum/law	+	+	+	+	+	+	+	+	+	+
Student compliance	+	+	+	+	+	+	+	+	+	+
Simplicity	-	-	+	+	+	+	+	+	+	+
Starting from the known one	-	+	+	+	+	+	+	+	+	+
Multi-examples	-	-	+	+	+	-	-	-	-	-
Completion	+	+	+	+	+	+	+	+	+	+
Unity	+	+	+	+	+	+	+	+	+	+
Relevance	+	+	+	+	+	+	+	+	+	+
Relevance of the background knowledge	+	+	+	+	+	+	+	+	+	+
Innovation	-	-	-	-	-	+	+	+	+	+
Selectivity	+	+	+	+	+	-	-	-	-	-
Relativity	+	+	+	+	+	+	+	+	+	+
Invariance in perception	+	+	+	+	+	+	+	+	+	+
Closure	+	+	+	+	+	-	-	-	-	-
Depth	+	+	+	+	+	-	-	-	-	-
Economy	+	+	+	+	+	+	+	+	+	+
Target-behaviour	+	+	+	+	+	+	+	+	+	+
Timeliness	-	-	-	-	-	+	+	+	+	+
Life	+	+	+	+	+	-	-	-	-	-

Table 3 reveals the comparison of the accredited principles utilized by two different institutions while preparing their TFL course books. *Yabancılar için Türkçe* by GU set and *Yedi İklim Türkçe* by YEE. As can be observed in Table 3, *the principle of compliance with the law/curriculum* is a basic principle that has been considered in both educational sets. Considering the learner profile is an important point to be considered before creating a teaching material, all level books of both education sets were prepared in accordance with learner level needs and expectations. Another principle, *the principle of simplicity*, cannot be observed in elementary level books, A1 and A2, of *Yabancılar için Türkçe* but has been taken into account in the intermediate and advance level books of *Yedi İklim Türkçe* set. *The principle of starting from the known* is a principle that is not applied only in *Yabancılar için Türkçe* A1 book. *Yabancılar için Türkçe* B1, B2 and C1 books have been prepared for foreigners with *principle of multi-examples* which is an important principle to reinforce the subject, but it has not been found in the beginner level books of the same set and *Yedi İklim Türkçe* set.

Moreover, the common principles that all sets take into account when preparing are the *principles of completion, unity, relevance and principle of relevance of the background knowledge*. By preparing a completion study in the activities of the learner, the learner has a better understanding of the subject, and by providing preliminary information, the learner is able to combine old and new knowledge and increase permanence with universal contents.

While the *principle of innovation* is not found in *Yabancılar için Türkçe* set, it is found in all the books of *Yedi İklim Türkçe* set; on the contrary, while *the principle of selectivity* is found in all books of *Yabancılar için Türkçe*, it is not found in the books of *Yedi İklim Türkçe* set. In short, *Yedi İklim Türkçe* allowed learners to use information outside of the classroom, while *Yabancılar için Türkçe* did not consider this principle. However, while putting the concepts to be taught in *Yabancılar için Türkçe* directly into the exercises in all of its books, *Yedi İklim* did not pay attention to the themes being included in the direct exercises.

The principle of relativity, which means that all activities are understood by all learners, and *the principle of invariance in perception*, which is consistent with the previous and next information, is taken into account in all the books of both sets. On the other hand, *the principle of closure and principle of depth* are also found in *Yabancılar için Türkçe*, but are not demonstrated in *Yedi İklim* set.

Finally, *the principles of economy and target-behaviour* are common principles in both sets. In other words, it is possible to say that the continuous use of books is possible and focused on developing all language skills. However, while the updated information was important for Yedi İklim Türkçe set, it did not appear in Yabancılar için Türkçe. Likewise, while taking the activities out of life is important Yabancılar için Türkçe set, it is ignored in Yedi İklim Türkçe set.



CHAPTER V

5. CONCLUSION AND DISCUSSION

5.1. Introduction

This section provides a summary of the study, the results obtained from the findings of the research conducted in order to evaluate the basic principles in the course books of teaching Turkish as a Foreign Language. Based on these results, suggestions were made.

5.2. Summary of the Study

The aim of the present study was threefold: to put forward the current situation about the basic principles in the foreign language teaching course books, to examine the existing TFL course books regarding some references retained in Common European Framework of Reference for Languages (CEFR), and to make comparison upon these principles utilized by different institutions to teach Turkish as a foreign language. In order to get insight about these in mind, this study aims to find the answers for three research questions about the basic principles in the TFL course books whether or not they are utilized in common ground convention.

In this study, a qualitative study was adapted with document analysis. The Turkish language teaching course books aptly-named '*Yedi İklim Türkçe*' prepared by Yunus Emre Institute and '*Yabancılar için Türkçe*' prepared by Gazi University were used as the data sources of the research. All these course books were prepared regarding the common reference levels (A1, A2, B1, B2, C1 and C2) calibrated in Common European Framework of References for Languages (CEFR, 2001; CEFR, 2018). *Yedi İklim Türkçe*, which was prepared and written by Yunus Emre Institute consists of 18 books containing course books, workbooks and teacher books prepared according to the reference levels of CEFR as A1, A2, B1, B2, C1 and C2. *Yabancılar için Türkçe* course books sets are prepared and printed by TÖMER, Gazi University, and they consist of five different course books accompanying five listening CDs. These sets are associated with the common reference levels (A1, A2, B1, B2 and C1) in harmony with the Common European Framework of Reference for Languages (CEFR, 2001; CEFR, 2018). These book sets were prepared in order to teach Turkish as a foreign language

both in Turkey and abroad. Data from these resources obtained through the document analysis would give a deep and multifaceted nature of TFL course books.

The qualitative study was obtained through investigating into the basic principles of instructional materials by using a checklist for Turkish language course books for foreigners. There were three research questions to be broadly clarified: the basic principles calibrated in the design of course books, basic principles accredited in the Turkish language course books for foreigners, difference about using the basic principles in the course books utilized by different institutions wherein Turkish is taught as a foreign language. In order to obtain data for the first research question, qualitative data were analysed in content analysis. In order to obtain data for the second research question, the request letter and a checklist of principles (Duman et al., 2013) were sent to the administration of the Yunus Emre Institute and the administration of TOMER (Turkish Language Teaching and Research Centre) at Gazi University. In order to get answer for the third question, a comparison was done to see which principles in the TFL course books mostly utilized by two different institutions wherein Turkish is taught as a foreign language.

5.3. Discussion of the Findings with Reference to Research Questions

5.3.1. Research Question 1: What are the Basic Principles That are Relevantly Calibrated in The Design of Course Books?

In the first question, the basic principles retained in the teaching materials were examined to see their variety and applicability in foreign language teaching. In the findings of this study, the diversity of the principles in course books for foreigners was observed since learning was accomplished permanently through the principles in addition to visuals and context. The findings are also in line with the study conducted by Güneş (2019). While preparing teaching materials, it is concluded that the contribution of the basic principles to the learners is rather high in terms of achieving targets. All straightforward principles allow learners with different learning intelligence and learning styles to get information in materials in the most effective way.

It was uncovered that insights in individuals cannot be assessed in one measurement, to be specific as it were verbally or numerically, and it ought to be taken care of with distinctive measurements. All these measurements are expected to comprise educating materials significant for learners to meet their demands in learning

their target language. It is a fact that without a well-planned endeavour, no victory may be accomplished to communicate messages for learners who have a wide diversity based on different native languages, cultural diversities, and social diversities, etc. Therefore, this diversity should be reflected through principles embedded in foreign language teaching course books to that the foreign language learners would have linguistic and cultural confrontation that take space in several environments. To achieve all these endeavour is realized through the richness and brevity in the teaching materials instilled within different concepts. Thus, the mediation text is an important key factor to provide within the principles embedded in the teaching materials.

5.3.2. Research Question 2: What are the Basic Principles That are Accredited in The Turkish Language Course Books for Foreigners?

The second research question aimed to shed light on which principles were accredited and embedded in Turkish language teaching materials that are used in TFL classrooms in Turkey and abroad. When a demand is arisen to develop any material for foreign language teaching, the guide is the CEFR wherein basic principles embedded in the common ground are established. Following this guidance is no exception for preparing TFL materials, either. The findings related to principles explicitly or implicitly covered reveal that TFL course books aptly-named ‘Yabancılar için Türkçe’ by TÖMER, Gazi University and ‘Yedi İklim Türkçe’ by Yunus Emre Institute encompass basic principles to a reasonable extent as given below.

‘Yedi İklim Türkçe’ by YEE set meets most of the basic principles of *compliance with the law/curriculum, student compliance, simplicity, starting from the known, completion, unity, relevance, relevance of the background knowledge, innovation, relativity, invariance in perception, economy, target-behavior and timeliness*. All these principles include straightforward factual information and explicit cultural references. Therefore, using principles as many as possible in this set subtle adjustments to prevent linguistic and cultural incidents if they are clearly scattered throughout units. As long as these principles are given spaces in TFL course books they meet the needs of foreign learners to acquire Turkish language. The results obtained from ‘Yedi İklim Türkçe’ revealed that the level needs and expectations of the learners were mostly ensured. Nevertheless, the findings indicated that there were some missing principles in this set. In other words, ‘Yedi İklim Türkçe’ by YEE excluded the *principles of multi-examples, the principle of selectivity, the principle of closure, the*

principles of depth, and the principle of life. The findings revealed that these five principles out of 19 ones were unutilized in ‘Yedi İklim Türkçe’. It should be underlined that these principles are vitally important ones that are to be used in any teaching materials.

Upon the consideration of the findings taken from the course books aptly-named ‘Yabancılar için Türkçe’ prepared by Gazi University, it was observed that most of the basic principles of *compliance with the law/curriculum, student compliance, completion, unity, relevance, relevance of the background knowledge, selectivity, relativity, invariance in perception, closure, depth, economy, target-behavior, and life* are retained in the brevity of the presentation. All these principles are instilled to build blocks of linguistic patterns and to make teaching materials relevant for permanent learning. From the findings, it could be clearly stated that 14 principles out of 19 principles were utilized in ‘Yabancılar için Türkçe’. The principles excluded are *the principle of simplicity, the principle of starting from the known one, the principle of multi-examples, the principles of innovation, and the principle of timeliness.* Nevertheless, all of these excluded principles are regarded to be a must in order to increase the success rate of learners in TFL learning.

5.3.3. Research Question 3: Is There Any Difference About Using The Basic Principles in The Course Books Utilized by Different Institutions Wherein Turkish is Taught As A Foreign Language?

The third research question aimed at unearthing whether or not different institutions utilized basic principles according to their priority while preparing their own TFL course books. Therefore, the findings gathered from their reports which were sent on the request of the researcher were compared to reveal their preferences on the basic principles calibrated in TFL course books. It was concluded that different number of principles had been used at different levels of course book sets prepared by these two different institutions.

The basic principles used in both TFL course books ‘Yedi İklim Türkçe’, and ‘Yabancılar için Türkçe’, are namely, *compliance with the law/curriculum, student compliance, completion, unity, relevance, relevance of the background knowledge, relativity, invariance in perception, economy, target-behavior, respectively.* As observed from the principles given, it is fair to state that these are vitally important to retain in any teaching materials so that foreign learners get benefit out of them in their

learning of Turkish. Nevertheless, the preferences of using some basic principles between these two institutions were observed to be different in both course book sets. For instance, in ‘Yedi İklim Türkçe’, the principles which are excluded were five ones as the *principle of multi-examples*, *the principle of selectivity*, *the principle of closure*, *the principle of depth*, and *the principle of life*. When these excluded principles are taken into account about their applicability, it is concluded that the principle of multi-examples are very basic and important since any language learning is realized through numerous examples. Each example is another facility for learners to be exposed to new language. The principle of selectivity stimulates learners about what to choose in their cognition during their learning process. This principle is activated either in vocabulary teaching, contextualization or grammar structures in the target language. The principle of closure helps learners feel accentuated from visually prepared materials. In other words, this principle lets learners perceive what they see in the same way. The principle of depth is related to the visuals presented in teaching materials to contribute comprehension. The principle of life is the usability of materials for long terms without losing their impact on learners.

In the same vein, the different preferences chosen by TÖMER Gazi University, are gathered from the findings of the study. The basic principles retained in ‘Yabancılar için Türkçe’ are found the *principles of multi-examples*, *the principle of selectivity*, *the principle of closure*, *the principles of depth*, and *the principle of life* whereas these principles were not used in ‘Yedi İklim Türkçe’. The principles excluded in ‘Yabancılar için Türkçe’ were found as *the principle of simplicity*, *the principle of starting from the known one*, *the principle of multi-examples*, *the principle of innovation*, and *the principle of timeliness*. Upon consideration of these excluded principles, it could be concluded that these principles should be inserted in all the levels of books. The principle of simplicity is to be placed inevitably from the initial stages, wherein foreign learners of Turkish become aware the linguistic, sociolinguistic and paralinguistic matters during their learning process. The principle of starting from the known one also plays a vital role in learning a foreign language. The principle of innovation is the very important one, especially in the 21st century since globally individuals encounters innovations in their daily lives. The last excluded one is the timeliness, which accentuates the vitality of teaching materials to be used in all the times without getting out of the interests of learners. In other words, it has multifaceted nature of materials to

be used for further applications. Interestingly enough, even though the principles are differently retained in both course books, principles that are excluded were five in total.

Consequently, as a result of the research conducted in the literature, it was seen that many different studies were carried out in different fields. Among these studies, it was concluded that the culture concept, proverbs and idioms, vocabulary, and frequency of word usage were studied. In addition, speaking, reading, listening, exercises and grammar were also studied. And there were some other interesting topics such as multiple intelligence theory, a subliminal indicator of power, virtual competence, interdisciplinary and the study of images. Inter-linguistics studies were also carried out like Turkish-English, Turkish-German, Turkish-Russian. However, these studies are quite different from this basic principles study. Since all these studies are related to Turkish books as a foreign language, this study covers all of them and is also important for the aforementioned studies.

5.4. Implications

The study revealed that course books designed were user-friendly since they encompass as many principles as possible. And these principles were used in these books to help learners learn faster and easier. However, there are other factors to impact the usability of these principles such as language instructors and retaining these principles in curriculums. Therefore, the basic principles used in course books should be streamlined and straightforward in curricula and also these principles should be amplified and retained in teacher books so that any teacher, novice or experience, could become aware of their subtle adjustments to deepen linguistic and intercultural understanding.

5.5. Suggestions for Further Research

Based on the investigation, the following suggestions could be made. Suggestions for the books to be prepared:

- When deciding which basic principles to use in resources, the needs of the learner and basic principles should be taken into consideration, they should be classified regarding the levels and needs of foreign learners so that their learning process should be facilitated.

- The distribution of the basic principles used in the source books to each level book should be designed in a balanced way between and among activities within the same unit, between units and among units in order to streamline activities for benefit of learners.
- The basic principles should be taken into account from the point of assessment and evaluation suggested by CEFR.
- The basic principles should be straightforward in curricula. They should be amplified and retained in teacher books so that any teacher, novice or experience, could become aware of their subtle adjustments to deepen linguistic and intercultural understanding.

5.6. Limitations of the Study

Considering the number of book sets examined, more book sets could be analysed and compared. Indeed, some other institutions that have their book sets utilized to teach Turkish as a foreign language were also sent request letters to gather information what basic principles they used during preparation of their own course book. Nevertheless, no replies were taken from the others. The institutions that replied the researcher's request were Gazi University and Yunus Emre Institute, with whom gratitude appreciation is presented here as a huge contribution to academic field. In other words, this study is limited to analyse the book sets of these two institutions. Yet, since the Yunus Emre Institute sent a single table for the Yedi İklim Türkçe set on behalf of all the books, the mentioned set was examined according to this table, which is also considered as another limitation. In this current study, the students' books were used as data, excluding the work books and teacher books.

Another limitation was about gathering basic principles found in the other teaching course books for foreigners. The findings were not compared with the TFL course books since the purpose was to shed light on the conceptual information in general rather than make a link with TYD course books. The other limitation is that of not getting feedback from the TFL instructors who were the social actors in teaching Turkish. Nevertheless, since this aspect requires another broad concept, this is limited by gathering the information from the institutions.

Even if there were such limitations as it also happened in other research fields, the present study could be considered to be distinctive and original in its own right

owing to the first initial attempt in the field. Thoroughly investigation into this problem, revealed that Turkish teaching set as a foreign language was not examined in terms of basic principles so far. It is believed that it switches light for researchers to do further studies on this concept.



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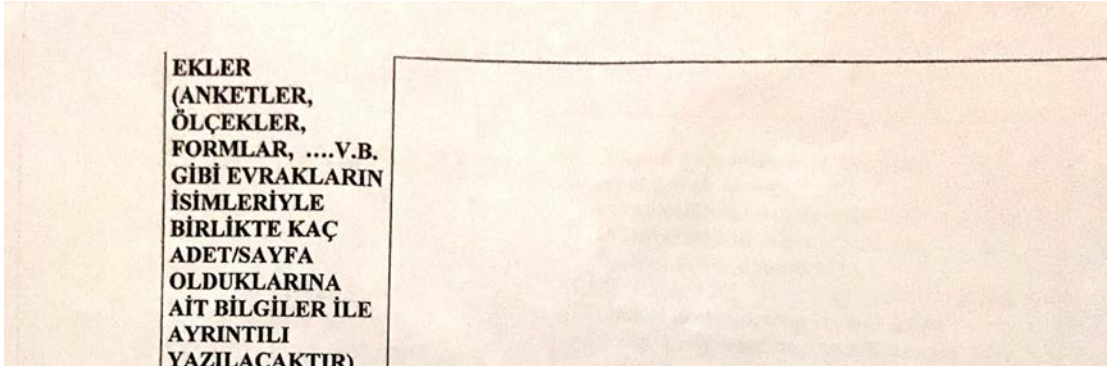
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7. APPENDICES

Appendix 1. Çağ University Ethics Document



ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Ankara Üniversitesi TÖMER/ANKARA Yunus Emre Enstitüsü/ANKARA Gazi Üniversitesi TÖMER/ANKARA İstanbul Üniversitesi DİLMER/İSTANBUL
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Ankara Üniversitesi TÖMER/ANKARA Yunus Emre Enstitüsü/ANKARA Gazi Üniversitesi TÖMER/ANKARA İstanbul Üniversitesi DİLMER/İSTANBUL
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Yukarda açılı geçen kurumlara kitaplarını hazırlarken belirtilen materyal geliştirme ilkelerinden hangilerini kullandıklarını belirten bir mektup ve incelemek üzere son basım yabancı dil olarak Türkçe öğretim kitap setleri rica edilecektir.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Materyal geliştirme ilkeleri ışığında gönderilecek olan Türkçe öğretim kitaplarının incelemesi



ÖĞRENCİNİN ADI - SOYADI: Emine TEPE		ÖĞRENCİNİN İMZASI: (Enstitüde Kalan Asıl Sureti İmzalıdır.) TARİH: 29 / 11 / 2019	
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu Özel Hukuk faaliyeti içerisine girmektedir			
1.TEZ DANIŞMANININ ONAYI		2.TEZ DANIŞMANININ ONAYI (VARSA)	
Adı - Soyadı: Gülden TÜM		Adı - Soyadı:	
Unvanı : Assoc. Prof. Dr.		Unvanı:	
İmzası : (Enstitüde Kalan Asıl Sureti İmzalıdır.) / / 20....		İmzası: / / 20....	
		SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	
		Adı - Soyadı: Murat KOÇ	
		Unvanı: Doç. Dr.	
		İmzası:(Enstitüde Kalan Asıl Sureti İmzalıdır.) / / 20....	
		A.B.D. BAŞKANININ ONAYI	
		Adı - Soyadı: Şehnaz ŞAHİN KARAKAŞ	
		Unvanı: Prof. Dr.	
		İmzası:(Enstitüde Kalan Asıl Sureti İmzalıdır.) / / 20....	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER			
Adı - Soyadı: Mustafa BAŞARAN (Y. Ahmet Gökhan SOKMEN)		Adı - Soyadı: Deniz Aynur GÜLER (Y. Belde AKA)	
Adı - Soyadı: Yücel ERTEKİN		Adı - Soyadı: Ali Engin OBA	
Unvanı : Prof. Dr.		Unvanı : Prof. Dr.	
Unvanı : Prof. Dr.		Unvanı : Prof. Dr.	
İmzası : (Enstitüde Kalan Asıl Sureti İmzalıdır.) / / 20....		Kalan Asıl Sureti İmzalıdır.) / / 20....	
İmzası : (Enstitüde Kalan Asıl Sureti İmzalıdır.) / / 20....		İmzası : / / 20....	
İmzası : (Enstitüde Kalan Asıl Sureti İmzalıdır.) / / 20....		İmzası : / / 20....	
Etik Kurulu Jüri Başkanı - Asıl Üye		Etik Kurulu Jüri Asıl Üyesi	
Etik Kurulu Jüri Asıl Üyesi		Etik Kurulu Jüri Asıl Üyesi	
Etik Kurulu Jüri Asıl Üyesi		Etik Kurulu Jüri Asıl Üyesi	
Etik Kurulu Jüri Asıl Üyesi		Etik Kurulu Jüri Asıl Üyesi	
OY BİRLİĞİ İLE		<input type="radio"/>	
OY ÇOKLUĞU İLE		<input checked="" type="radio"/>	
Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince incelenmiş olup, 29 /11 / 2019 - 10 /01. / 2020. tarihleri arasında uygulanmak üzere gerekli izin verilmesi tarafımızca uygundur.			
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.			

Appendix 2. The Form (Turkish)

ÖĞRETİM İLKELERİ	GAZİ ÜNİVERSİTESİ YABANCILAR İÇİN TÜRKÇE A1
Yasaya/müfredata uygunluk ilkesi	+
Basitlik ilkesi	-
Bilinenden başlama ilkesi	-
Çok örnek ilkesi	-
Tamamlama ilkesi	+
Birleştiricilik ilkesi	+
Anlamlılık ilkesi	+
Fonun anlamlılığı ilkesi	+
Yenilik ilkesi	-
Seçicilik ilkesi	+
Görelilik ilkesi	+
Algıda değişmezlik ilkesi	+
Kapalılık ilkesi	+
Derinlik ilkesi	+
Ekonomiklik ilkesi	+
Hedef-davranış ilkesi	+
Güncellik ilkesi	-
Hayatilik ilkesi	+
ÖĞRETİM İLKELERİ	GAZİ ÜNİVERSİTESİ YABANCILAR İÇİN TÜRKÇE A2
Yasaya/müfredata uygunluk ilkesi	+
Basitlik ilkesi	-
Bilinenden başlama ilkesi	+
Çok örnek ilkesi	-
Tamamlama ilkesi	+
Birleştiricilik ilkesi	+
Anlamlılık ilkesi	+
Fonun anlamlılığı ilkesi	+
Yenilik ilkesi	-
Seçicilik ilkesi	+
Görelilik ilkesi	+
Algıda değişmezlik ilkesi	+
Kapalılık ilkesi	+
Derinlik ilkesi	+
Ekonomiklik ilkesi	+
Hedef-davranış ilkesi	+
Güncellik ilkesi	-
Hayatilik ilkesi	+


ÖĞRETİM İLKELERİ	GAZİ ÜNİVERSİTESİ YABANCILAR İÇİN TÜRKÇE B1
Yasaya/müfredata uygunluk ilkesi	+
Basitlik ilkesi	+
Bilinenden başlama ilkesi	+
Çok örnek ilkesi	+
Tamamlama ilkesi	+
Birleştiricilik ilkesi	+
Anlamlılık ilkesi	+
Fonun anlamlılığı ilkesi	+
Yenilik ilkesi	-
Seçicilik ilkesi	+
Görelilik ilkesi	+
Algıda değişmezlik ilkesi	+
Kapalılık ilkesi	+
Derinlik ilkesi	+
Ekonomiklik ilkesi	+
Hedef-davranış ilkesi	+
Güncellik ilkesi	-
Hayatilik ilkesi	+

ÖĞRETİM İLKELERİ	GAZİ ÜNİVERSİTESİ YABANCILAR İÇİN TÜRKÇE B2
Yasaya/müfredata uygunluk ilkesi	+
Basitlik ilkesi	+
Bilinenden başlama ilkesi	+
Çok örnek ilkesi	+
Tamamlama ilkesi	+
Birleştiricilik ilkesi	+
Anlamlılık ilkesi	+
Fonun anlamlılığı ilkesi	+
Yenilik ilkesi	-
Seçicilik ilkesi	+
Görelilik ilkesi	+
Algıda değişmezlik ilkesi	+
Kapalılık ilkesi	+
Derinlik ilkesi	+
Ekonomiklik ilkesi	+
Hedef-davranış ilkesi	+
Güncellik ilkesi	-
Hayatilik ilkesi	+

ÖĞRETİM İLKELERİ	GAZİ ÜNİVERSİTESİ YABANCILAR İÇİN TÜRKÇE C1
Yasaya/müfredata uygunluk ilkesi	+
Basitlik ilkesi	+
Bilinenden başlama ilkesi	+
Çok örnek ilkesi	+
Tamamlama ilkesi	+
Birleştiricilik ilkesi	+
Anlamlılık ilkesi	+
Fonun anlamlılığı ilkesi	+
Yenilik ilkesi	-
Seçicilik ilkesi	+
Görelilik ilkesi	+
Algıda değişmezlik ilkesi	+
Kapalılık ilkesi	+
Derinlik ilkesi	+
Ekonomiklik ilkesi	+
Hedef-davranış ilkesi	+
Güncellik ilkesi	-
Hayatilik ilkesi	+

ÖĞRETİM İLKELERİ	YUNUS EMRE ENSTİTÜSÜ YEDİ İKLİM TÜRKÇE
Yasaya/müfredata uygunluk ilkesi	+
Öğrenciye uygunluk ilkesi	+
Basitlik ilkesi	+
Bilinenden başlama ilkesi	+
Çok örnek ilkesi	-
Tamamlama ilkesi	+
Birleştiricilik ilkesi	+
Anlamlılık ilkesi	+
Fonun anlamlılığı ilkesi	+
Yenilik ilkesi	+
Seçicilik ilkesi	-
Görelilik ilkesi	+
Algıda değişmezlik ilkesi	+
Kapalılık ilkesi	-
Derinlik ilkesi	-
Ekonomiklik ilkesi	+
Hedef-davranış ilkesi	+
Güncellik ilkesi	+
Hayatilik ilkesi	-

Appendix 3. Ethics Committee Permit Document



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ *1250-886* 02.12.2019
KONU: Türkçe Öğretim Kitapların İncelenmesi Hakkında

(DAĞITIM YERLERİNE)

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188009 numaralı) **Emine TEPE**, “**An Investigation into the Basic Principles of course books used in teaching Turkish as a Foreign Language**” konulu tez çalışmasını Çukurova Üniversitesi öğretim elemanı Doç. Dr. Gülden TÜM danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında Üniversiteniz bünyesindeki dil öğretim merkezlerinde Türkçe öğretimine yönelik olarak kullanılan kitap setlerinde inceleme yapabilmesi için gerekli kolaylığın sağlanması hususunu bilgilerinize sunarım.

(Enstitüde Kalan Asli İmzalıdır)
Prof. Dr. Ünal AY
Rektör

DAĞITIM:
GEREĞİ:
Ankara Üniversitesi Rektörlüğüne
Gazi Üniversitesi Rektörlüğüne
İstanbul Üniversitesi Rektörlüğüne

EKLERİ: Dört sayfa tez etik kurul izin formunun fotokopileri.

A. Yeşar Bayboğan Kampüsü, Adana-Mersin Karayolu 33800, Yenice-Mersin / TÜRKİYE T. +90 (0324) 651 48 00 F. +90 (0324) 651 48 11
www.cag.edu.tr



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ *281-887*
KONU: Türkçe Öğretim Kitapların İncelenmesi Hakkında

02.12.2019

ANKARA YUNUS EMRE ENSTİTÜSÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188009 numaralı) **Emine TEPE**, “**An Investigation into the Basic Principles of course books used in teaching Turkish as a Foreign Language**” konulu tez çalışmasını Çukurova Üniversitesi öğretim elemanı Doç. Dr. Gülden TÜM danışmanlığında yürütmektedir. *Adı geçen öğrencinin* tez çalışması kapsamında Enstitünüz bünyesinde kullanılan Türkçe öğretime yönelik olarak kullanılan kitap setlerinde inceleme yapılabilmesi için gerekli kolaylığın sağlanması hususunu bilgilerinize sunarım.

(Enstitüde Kalan Aslı İmzalıdır)

Doç. Dr. Murat KOÇ

Sos. Bil. Enst. Müdürü

EKLERİ: Dört sayfa tez etik kurul izin formunun fotokopileri.

Appendix 4. Approval from Gazi University



Evrak Tarih ve Sayısı: 14.02.2020-E.24002



T.C.
GAZİ ÜNİVERSİTESİ
Türkçe Öğretim Araştırma ve Uygulama Merkezi Müdürlüğü



Sayı : 33972245-773.02-
Konu : İzleme ve Değerlendirme

ÖĞRENCİ İŞLERİ DAİRE BAŞKANLIĞINA

İlgili : Çağ Üniversitesi Rektörlüğünün 02.12.2019 tarih ve 23867972/1290-886 sayılı yazısı.

İlgili yazıyla Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi (20188009 numaralı) Emine TEPE'nin tez çalışması için TÖMER Türkçe kitap setlerinde inceleme yapması ve kitap talebi isteği bildirilmektedir.

Adı geçen öğrencinin tez çalışması için 17 Şubat-27 Mart 2020 tarihleri arasında Merkezimizde, TÖMER yayınları üzerinde yabancı dil öğretimindeki ilkeler bağlamında literatür taraması, öğretim ilkeleri vs. gibi incelemeler yapması Müdürlüğümüzce uygun görülmektedir. Ancak söz konusu yayımlar Döner Sermaye yoluyla satışa sunulduğundan Türkçe öğretimi kitap setini ücreti mukabilinde temin etmesi gerekmektedir.

Bilgilerinizi ve durumun adı geçen Rektörlüğe bildirilmesi hususunda gereğini saygılarımla arz ederim.

e-İmzalıdır
Prof. Dr. Nezir TEMUR
Merkez Müdürü

Ek: Çağ Üniversitesi yazısı ve ekleri



Emineyet Mahallesi Abant Sokak TOKİ Binaları C Blok Yenimahalle/ANKARA
Tel 0(312) 202 83 80 Faks:
e-Posta: tomer@gazi.edu.tr İnternet Adresi: http://tomer.gazi.edu.tr

Bügi için /Tevfik Doğan
Merkez Sekreteri
Telefon No:03122028366

Appendix 5. Approval from Yunus Emre Institute



8. CURRICULUM VITAE

PERSONAL INFORMATION

Name & Surname :Emine TEPE
Date/Place of Birth :1993 / Kahramanmaraş / Yenyapan
E-mail : eminetepe28@gmail.com

EDUCATIONAL BACKGROUND

2018 – 2020 : MA, Çağ University Institute of Social Sciences,
English Language Teaching
2012 – 2013 : BA, İstanbul University Faculty of Arts, English
Language and Literature Department (FARABI)
2011 – 2015 : BA, Konya Selçuk University Faculty of Arts, English
Language and Literature Department

WORK EXPERIENCE

2019-Still : English Teacher, English Time Language School,
Onikişubat-Kahramanmaraş
2018-2019 : Export Specialist, Arıkan Textile Company,
Dulkadiroğlu-Kahramanmaraş
2016-2018 : English Teacher, American Culture Language School,
Dulkadiroğlu-Kahramanmaraş