GRADED READERS: A NEW PATH FOR LEARNERS OF TURKISH AS A SECOND LANGUAGE

SEVİYELİ OKUMA KİTAPLARI: TÜRKÇEYİ YABANCI DİL OLARAK ÖĞRENENLER İÇİN YENİ BİR KAYNAK

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Abstract

Within last decades Turkish as a foreign language (TFL) started to be seen as the field in great demand regarding the recent sociological and political issues in the world. So far a lot of research has been done on designing Turkish coursebooks, improving teaching materials but almost no concern has been paid for extensive reading materials for such learners after completing levels of learning. At this point graded readers are thought to be a supplementary source to satisfy the requirements of learners seeking other opportunities to master on Turkish. Basing on these facts, the study aims to inquire about the views of learners regarding the need of graded reader. As a research instrument, a survey with qualitative and quantitative properties assessing 30 participants' responses is designed by taking experts' opinions. One third of the participants are also interviewed for clarifying their responses to the research items. The results basing on the findings show that the participants need further supplementary sources as an extensive reading material especially graded readers for comprehending the structure of Turkish and its cultural elements, besides another point derived from the data is that the growing interest in recognition of Turkish literature works.

Öz

Son yıllardaki sosyolojik ve politik gelişmelerin etkisiyle Türkçe, yabancı bir dil olarak önem kazanmıştır. Bundan dolayı Türkçe öğretimi materyali olarak kullanılmak üzere birçok ders kitabı oluşturulmuştur. Ancak aynı ivme destekleyici kaynaklardan biri olan okuma kitapları, özellikle de seviyelere uygun düzenlenmiş kitaplar için aynı hızda gerçekleşmemiştir. Bu çalışmanın amacı, Türkçeyi yabancı dil olarak öğrenenlerin özellikle okuma becerilerini geliştirmelerine destek olacak olan tür kaynak ihtiyacına dikkat çekmektir. Araştırma ölçütü olarak uzman görüşü doğrultusunda hem nitel hem de nicel özelliklere sahip bir ölçek geliştirilmiş ve 30 katılımcıya uygulanmıştır. Sonrasında katılımcıların üçte biri oranıyla yüz yüze görüşmeler gerçekleştirilerek alınan sonuçlar ayrıca pekiştirilmiştir. Bu araştırma sonucunda öğrencilerin bahsedilen seviyeli okuma kitaplarına özellikle cümle yapılarını kavrama ve kültürel öğeleri yorumlayabilme açısından ihtiyaç duydukları görülmektedir. Aynı zamanda bu çalışma, Türkçeyi yabancı dil olarak öğrenenlerinin Türk edebiyatı klasiklerini okumaya karşı ilgilerinin olduğunu da açıkça ortaya çıkarmıştır.

Introduction

Reading in a foreign language has been regarded as an indispensible component in the research field of learning a language. Although vast majority of the studies in the literature of the field take English as a target language to be mastered and focus on the place of reading in language learning process and it should be remarked that reading skill cannot be regarded as separate aspect of this phenomenon. Another issue is general reading skills acquired not only in another language but also in mother tongue play an efficient role can be referred to as the threshold of foreign language knowledge (Carrell 1991; Lee 1997). But concerning the foreign language learning, graded readers have a crucial function for the learners to pass this threshold. Perhaps such supplementary materials may create a smooth flow to reach upper levels of competence.

1. Extensive Reading

The general reading skills include inferring the meaning of unknown words from context, awareness of text and argument structure, distinguishing between main and peripheral information, between explicit and implicit material (Laufer and Ravenhorst-Kalovski, 2010). As long as a learner becomes proficient in any language, he takes the pleasure of comprehending the texts, gain more vocabulary elements through extensive reading. Maley (2005) supports this view by stating "extensive reading is the single most effective way to improve language proficiency" (pp.354–355). Day and Bamford (1998) focuses on the benefit of extensive reading on the aspect of learners emphasizing its supportive function for creating positive attitude, confidence and motivation. Especially extensive reading is accepted to make significant contribution to improve the language proficiency (Demirel 2003; Irvine 2008; Nation 1997). Why extensive reading has a distinctive function is also summarized in four core features by Waring and McLean (2015) that they are fluent and have a large volume of material; reading over extended periods of time; and longer texts requiring comprehension at the discourse level.

1.1. The Place of Literary Works in Extensive Reading

It may be proper to say that literary works of the target language are assumed to be most frequently needed type of material in teaching a foreign language. O'Donnell (2009, p.513) puts forward second language educators have long recognized the potential benefits associated with the use of authentic texts—and in particular, authentic literary texts—for language instruction. To use literary works in teaching a language rather than artificial and non-fiction reading texts improves the skill of learners in terms of comprehending and establishing a bond with the text (Sayın 1989). At the beginning, without realizing that other cultures could have different perception, comprehension and interpretation forms in literary works, the one who learns a language will approach such texts within the boundaries of his own comprehension skills

and pre-knowledge of that target language (Dilidüzgün 1995, p. 19). Next, works of literature involve many examples of linguistic excellence and provide an opportunity to transmit cultural knowledge to readers (O'Donnell 2009). Besides, literary works are also assumed as a smooth flow as a source for the possible members of the target language community.

Concerning what learners do when they deal with literary works for learning a language, it should be taken into consideration that it is not quite possible for them to put their power of imagination into use at the very beginning, which can be the most distinctive feature literary works differ from ordinary reading texts. Close and constant connection with the works still exists. Gradually, the gaps expected to be filled by the learners by using the clues provided in the text and created but not clearly signified by the writer will be diminished (Dilidüzgün 1995, p. 46). Also Aksan (1994, p. 97) suggests the strict borders formed between teaching languages and literature should be loosen or even removed. To conclude that, using literary texts for language instruction ensures many benefits not only realizing linguistic properties of such works but also more advanced skills like using imagination and pondering on network of literary structures. While there is indisputable situation of need of literary texts in language learning, it is quite probable that some scholars approach this issue controversially believing that authentic materials are often too difficult for students with limited language proficiency and, therefore, that learners should be reading texts that have been created or modified to support their pedagogical needs (Davis 1992). While designing language teaching materials, it is not quite common to see such authentic literary works in beginner's or elementary levels since the learners cannot handle with the overall properties of them. As Kramsch says (1985, p. 356) literary texts frequently first appear in intermediate-level courses and adds "learners often perceive an unfair gap between the literary selections of the second year and the readings they were offered at the elementary level, where meaning of the text seemed coextensive with the dictionary translation of its constituent parts". Bernhardt (1991) asserted that literary texts are so difficult for students because when readers approach these texts, the only resources at their disposal are their limited linguistic skills, and they lack implicit knowledge that the native-speaking group possesses. Because literary texts are frequently so lexically and syntactically complex and may be conceptually unfamiliar, cognitive overload can occur (Koda 1992).

One aspect of the following issue can be regarded as vocabulary load. Schmitt (2008) states unless learners are at an advanced stage of their language development, the vocabulary loads of unabridged reading texts (e.g., newspapers, novels) will probably be too high for the input to be comprehensible. Therefore, very practical solution can appear in minds: Concerning the variety of proficiency levels to access extensive reading activities, simplification can be feasible process to enable the learners from different proficient levels to reach such valuable works (Day and Bamford 1998; Grabe and Stoller 1997; Nation 2009; Schmitt 2008).

2. Graded Readers

Learner readers can have many ways of reading something authentic but the point is whether they effectively take the advantage of such sources for the improvement. Possibly many distractors can be encountered thus such cases demotivate them to follow the process; perhaps at last they give up. Unabridged texts cannot be used on lower levels as adequate input for fluency development as they may have too much vocabulary density and distractions (Nation and Deweerdt 2001). Graded readers are the prominent type of simplified texts used with second language learners and prepared within a strictly controlled vocabulary and grammar. Hill and Thomas (1988, p. 44) define a graded reader as a book 'written to a grading scheme,' referring to both simplified version of a previously written works and an original work deliberately written in specified level of proficiency. They are divided into **levels** based on the *number of word families, grammatical constructions, syntax and plot*. Particularly, graded reader publishers usually establish different levels for readers according to the number of "headwords" which could enable them to estimate how far they could reach in lexical competency. Although the well-known theory of Krashen (1982) refers to i+1 for enhancing development of language, according to Samuels (1994) when considering the learner readers' need it is necessary to build the initial steps of reading in a foreign language should include more of "i minus 1" input, to nurture confidence and foster enjoyment instead of frustration, anxiety, and boredom (Rodrigo 2016).

Accordingly, Hill (2001) says that graded readers are assumed to help participants in four ways: 1) They motivate, 2) They help develop the skill of reading fluently, 3) They help language learning by providing a context for language that enhances and extends the participants' grasp of the lexis and syntax, and 4) They offer the most accessible source of exposure to the target language. Furthermore, in order to shed more light on what grade would be appropriate for a learner, as an instance, the study of Wan-a-rom's (2010) can be given. The test was developed to measure learner's vocabulary size to fit in the reading schemes set up for graded readers series and to direct participants to their appropriate graded readers reading level.

Graded readers, without doubt, are seen gradual steps for the learners through difficulty as a meaningful, enjoyable and engaging material (Hill 2001; Susser and Robb 1990; Waring 1997) providing many opportunities as monitoring their progress with some comprehension tasks using their reading techniques, recalling specific details of a story etc. (Holster, Lake and Pellowe 2017) and even reaching variety of genres which enable them to develop their *autonomy* in learning. (Harrold 2013; Waring 2000;).

Another distinguishing benefit of graded readers is that the glossaries attached for the quick reference of vocabulary that ease the burden of finding the meaning of new items with their specific entries. Thus, learners do not have to struggle with dictionaries for each new

item to find its specific meaning. Such publishers as Penguin Longman Publication, MacMillan Education prefer attaching possibly new word lists with their explanations (Hill 2001).

2.1. Production of Graded Readers

Graded readers embrace two main types as adapted and original. As an instance of this, a piece of classical literature is adapted under the process of simplification or modification. Traditionally, adaptation deals with linguistic properties of the text, that is, its grammar and vocabulary have been simplified. In addition to adapted types, original graded readers are books that look like "ordinary unabridged novels with a plot, characters, and abiding by description and narrative conventions as in real literary works for native speakers" (Lerner 2000). The common points in graded readers, as seen above, whether they are adapted or original, are the language used in the text, structures, and plot are highly controlled in order to make reading comprehensible to the reader.

While dealing with graded readers, another question may come into the minds: How are graded readers written or literary works simplified? Teaching material writers generate fiction or non-fiction controlled texts regarding some purposes such as increasing comprehension by diminishing the cognitive demand of the reading process with simple and highly frequent vocabulary, not challenging grammatical structures, and a linear, easy-to-follow plot line. Additionally, graded readers can be created by intuition and by structure (Allen 2009; Hill 2001). A couple of different approaches could be preferred to decide grading process: A structural approach depends on the use of structure and word lists that are predefined by level, as typically found in graded readers (Crossley, Allan and McNamara, 2011). Concerning of predetermined vocabulary size and structures at a particular levels, simplification by structure is still in use despite of less frequent (Claridge 2012). This approach may have constraints and this allows little consistency as publishers use their own lists of structures, vocabulary, and even sets of beliefs about what should be known or should be done at certain levels (Rodrigo 2016). Besides, writers of graded readers follow an intuitive method, whereby an experienced instructor or the author writes a text according to what he or she may think that potential readers might know (generally structures and vocabulary) or be able to do (at a particular level).

For a wider extend, library facilities could also be considered thoroughly for learner readers. Increased opportunities in terms of variety of grades, genres, topics or whether they are adapted or original will definitely enable them to feel free to choose from wide range of reading materials which appeal to their interests. Besides library opportunities would serve for learner to become more independent by enabling them realize there could grow a reading habit out of class. The research of Rodrigo, Greenberg, and Segal (2014) shows learners develop a positive attitude towards reading; the coordination with easy access to a well-equipped library

containing a variety of genres and levels, significantly increases the chances for a learner to create a reading habit.

3. Turkish as a Foreign Language

Since the origins of Turkish culture date back to many thousand years, the impact of its language has definitely been constant in a large geographical region. Furthermore, within the recent decades learning Turkish has gained more importance than ever because of sociological, geographical and economic issues. (Erdem, 2017). One of the preeminent reasons of this could be the growing number of immigrants who have recently become a sociological part of our country. Especially, to teach Turkish, CEFR (Common European Framework of Reference) enables us to achieve a basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. Thanks to these improvements, Turkish as a foreign language had its share in designing and implementing essential teaching and learning materials, yet supplementary references are still insufficient especially for extensive reading. Thus, the main purpose of the study is to point out the essential need of reading materials which are adjusted according to the levels of these learners. Güven (2014) claims that widely used Turkish coursebooks involve many texts used for reading comprehension activities for A2 level on the other hand they are not suitable in terms of readability. Doubtlessly Turkish learner readers find any kind of reading text in this environment but the point is whether they have an accurate start in this process, encounter material suitable for their levels, ages or even interests. In Turkey without hesitation there have been studies conducted to increase the number of extensive reading materials out of coursebooks such as Yunus Emre Instutite Publishing, Dilset Publishing, etc. Therefore the purpose of this study is to seek the answers of the following questions

* Is there a need of supplementary extensive reading materials that are graded for the specific levels, except the reading passages in the coursebooks, for the learners of Turkish as foreign language (TFL)?

* Are the learners of TFL aware of their capability or incapability of reading literature works of Turkish?

* What points possibly hinder the learners from not choosing extensive reading?

2. Methodology

2.1. Participants of the study

The participants of the study were 30 foreign English Language Teaching department students in Bursa, Turkey between the ages of 19 and 25, from different countries such as Turkmenistan, Syria, Hungary, Afghanistan, Yemen, and Indonesia with an experience of learning

Turkish as a foreign language ranging from A2 to C1 level. Those who were enrolled in this department after completing proficiency exam in English were also attending Turkish language course provided by Bursa Uludağ University ranging from A1 to C1 level. The reason why they were chosen as the participants of this study is they had heightened level of awareness towards learning a foreign language because they have the capacity of handling three languages at a time.

2.2. Design of the study

As a research instrument, a survey comprising two sections has been designed by the researcher by taking two experts' opinions to control the validity of it (Appendix 1). The survey has both qualitative and quantitative properties assessing 30 participants' responses. The first group involves qualitative data collected through ten open-ended survey questions, however, then, they were put into ranges and analyzed in a quantitative manner, aims an attempt to understand the ways in which the participants made sense of Turkish as a foreign language such as their personal properties such as their nationality, how long they have been in Turkey and their Turkish level, also the points why they find Turkish as an easy or difficult language. The findings of this section are used to see the correlation within their background knowledge and the responses they had in the second section. Quantitative data were obtained via a 20 item, five point, bilingual (English-Turkish) likert scale survey of which reliability value was found out as Cronbach Alpha value «,817» as a means of investigating students' opinions about their reading habits in Turkish and finding available materials to their levels. The items, which help to clarify directly or indirectly whether they need graded reader materials or not, were organized in sub-sections by the researcher in advance but presented as a list of mixed items so that participants could not figure out the purpose of the study and not violate the objectivity. These subsections cover their point of views on the availability of finding reading materials (items 2, 3, 5, 8, 15), reading as a hobby (items 1, 7), the language used in the books (items 9 to14) and their ways to improve Turkish (4, 6, 16) finally their knowledge about Turkish literature writers and poets (items 17 to 20). In this research instrument English is used as secondary instruction medium, consequently, the participants who haven't reached enough proficiency level in Turkish but are good at English are able to response the items without hesitation. In addition to quantitative analysis, to supplement the survey, a semi-structured interview was conducted with one third of the participants for clarifying their responses to the research items by asking giving three reasons why Turkish is a difficult or easy as a language and their interests in Turkish literature.

3. Results

Basing on the statistical analysis of the research items some significant points depicted in the results. The responses given by the participants were put into interpretation by percentages.

In this section, the percentages of some considerably more meaningful items can be seen in the following. Table 1 contains descriptive data for availability of finding any kind of reading material. It is clearly seen in Table 1 that TFL learners experience no serious difficulty (30 % agree and 16,7% totally disagree) in extensive reading materials as they are in Turkish speaking society. The bulk of reading materials can easily found for the one who are interested in reading in Turkish. On the other hand the ones who think that they encounter problems in finding materials for reading are calculated as 16, 7% as totally disagree and the same percentage as disagree. Furthermore, as stated above, the items of the survey are categorized in subsections, thus, correlation coefficient of item 15 which represents one of the subsections indicating the difficulty in finding extensive reading materials with the levels of the participants is found positive (r=0,448), as a second point regarding this aspect is again a meaningful relation could also be stated between the proficiency level of the acquirers and their view on insufficiency of reading texts in the coursebooks (r=0,103) in Table 2.

Table 1. *The participants' response for the difficulty in finding reading materials*
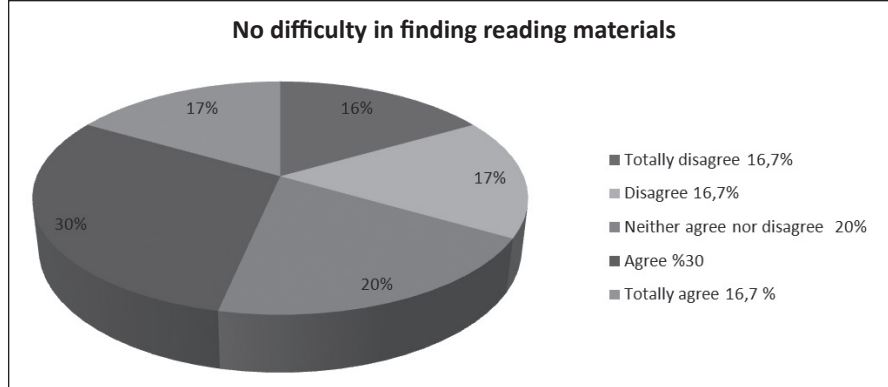

Table 2. *The correlation values between level of proficiency and availability of reading materials for reading*

	Level of Proficiency
Finding materials for reading in Turkish	0,448
Insufficiency of reading texts in the coursebooks	0,104
Simplicity of language used in the books	0,72
An interest in simplified versions of Turkish classics	0,11

In the survey, items 4, 6 and 16 indicate the ways learners improve their Turkish strengthening the place of Turkish novels and stories in learning the target language and the function of communication in Turkish; besides, the following table could also reflect the positive

correlation of the need of further reading materials such as stories and novels, being attached to coursebooks with the participants' Turkish level, how long they have been in Turkey. Surprisingly the last item shows a negative correlation between using Turkish for communication and their level.

Table 3. *The correlation values between learners' way to improve Turkish and their level and duration of learning Turkish*

		How long Turkish	Turkish level	Age
Item 4 (need of novels and stories for improvement)	Pearson Correlation	,136	,086	,000
	Sig. (2-tailed)	,473	,653	1,000
	N	30	30	30
Item 6 (Preferring coursebooks)	Pearson Correlation	,109	,142	-,140
	Sig. (2-tailed)	,566	,453	,460
	N	30	30	30
Item 16 (Turkish as communicaiton)	Pearson Correlation	-,214	-,103	-,202
	Sig. (2-tailed)	,255	,590	,284
	N	30	30	30

The participants' opinion is also taken regarding the simplicity of language in the books they read. The results seen in Table 4 show that the ones who find the language of the books simple and easy to understand is only 16, 9 % when the responses of agree and totally agree are added whereas almost half of the participants stay neutral to this point. Besides 30% of the participants disagree that the books are simple in terms of language used. Also a meaningful relation between the increase of level of Turkish and its convenience in reading (r=0, 72) could be seen again in Table 2.

Table 4. *The Simplicity of Language Used in the Books*
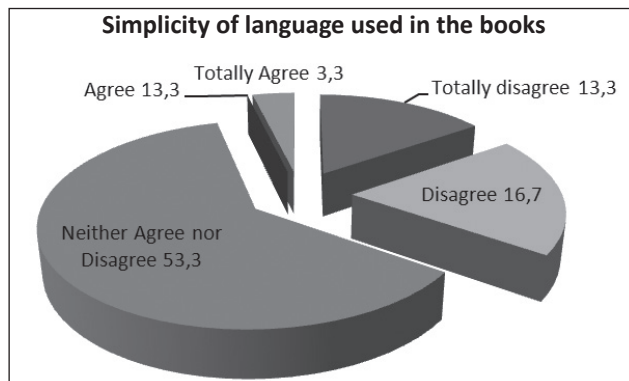
In Table 5, vocabulary load, sentence structure and cultural elements found extensive reading materials provide us a deeper look for the decision of simplicity. It should be noted that sentence structure of reading material is mostly regarded as the source of difficulty in comprehension, secondly, vocabulary load is not surprisingly seen as a factor of difficulty since the average responses of agree and disagree is almost the same. Understanding the cultural elements stated in the materials take the highest average point in Table 4 as they could not exposure satisfactorily in the society they are in to evaluate the effect of culture. At last, overall results of this table depict the lowest averages of the responses are gathered in totally disagree section indicating that only small portion of the participants encounter little difficulty in mentioned factors.

Table 5. *The findings about vocabulary load, sentence structure and cultural elements*
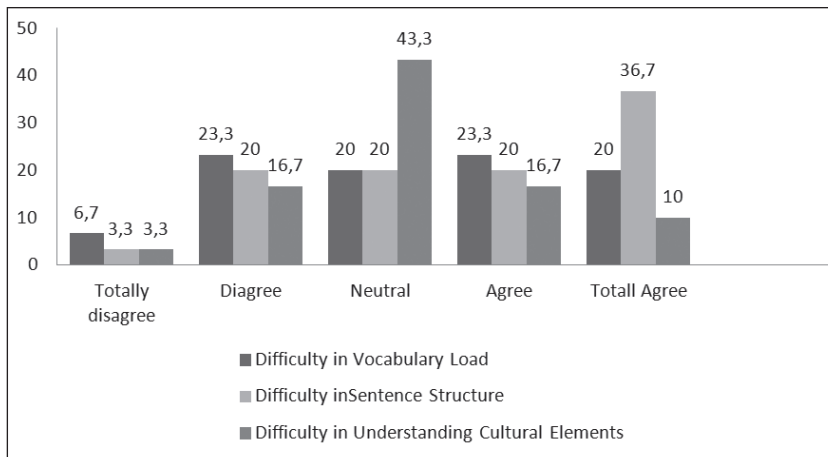

Table 6 clearly shows almost half of the participants would like to get acquainted with the simplified literary works of Turkish with the percentages of 40% agree and 10% totally agree. To a closer look, as seen in Table 2, more proficient participants developed an interest in simplified versions of Turkish classics basing on the correlation coefficient of item 18 (r=0,11).

Table 6. *Preference of Reading Simplified Versions of Turkish Literary Works*
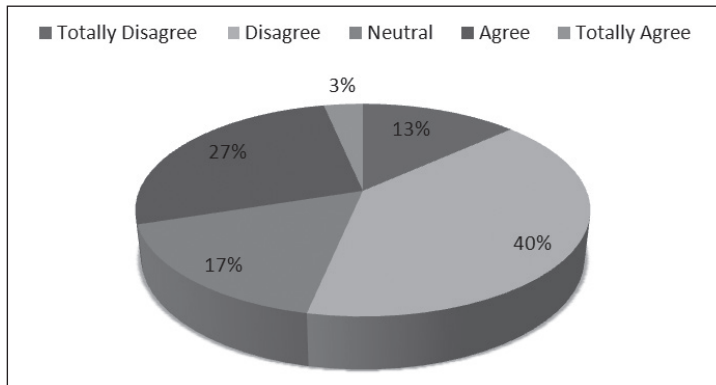
To support this situation also Table 7 reveals the fact the Turkish learners cannot have enough opportunity to learn about Turkish authors and poets thus, this could be assumed as a meaningful relation between the previous tables which represents the frequency of the preference of reading simplified versions. Basing on the both tables, the need and interest of reading Turkish literature can be seen in accordance with the responses given by the participants.

Table 7. *The recognition of Turkish authors and poets*
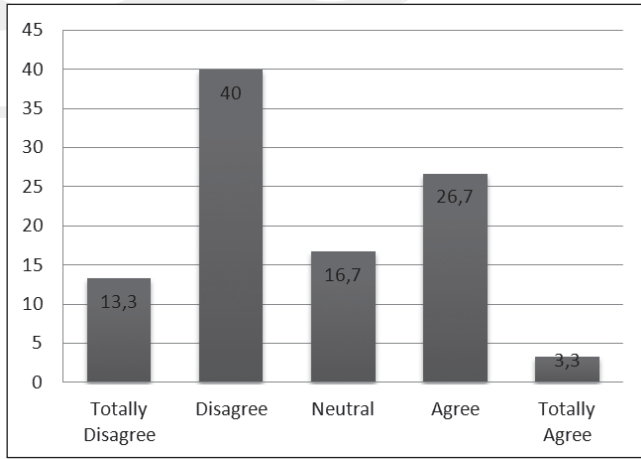
By basing on the interview questions, the participants from Turkic countries state that Turkish is easy to learn because of the similarity of both languages, some participants whose mother tongue is Arabic admit that common vocabulary items are found in Turkish in addition to easiness of learning Turkish most common reasons why Turkish is hard to cope with are the idioms, proverbs and the length of sentence structure. Secondly, difference in alphabets and pronunciation came as another difficulty. Especially to comprehend idioms and proverbs extensive reading materials provide great opportunities for them to gather their meanings indirectly.

3.1. Discussion

It is clearly revealed from the data that, to some extent, most of the learners of TFL developed the habit of reading by the help of their learning experience and it is because they have been living in Turkey. Finding any kind of reading material is not assumed as a problem for them (newspapers, academic sources, magazines, books). Although this seems as a great opportunity for them, concerning the levels of proficiency that are stated in CEFR (2013) the learners below B2 level may be distracted and demotivated by extensive reading materials covering authentic ones. Considering the purpose of teaching Turkish, especially focusing on reading skills, graded readers may achieve a smooth flow to upper levels. This reveals no matter how easily they can reach any sort of reading input in the target language, they are still and will

be in need of dealing with appropriate texts suitable for their grades. At this point, it should be emphasized that the need of graded readers as we see above in Table 4 that depicts the need of vocabulary and structural simplification also modified cultural patterns. Another issue for enhancing more efficient reader population is to move them out of the coursebooks and from the reading texts that only aim to increase grammatical or vocabulary capacity of the learners to the sources like graded readers that will enable them to feel the emotion Turkish literature supplies. In his study, Claridge (2012) mentions that the learners' answers indicated the interest of how the reading made them "feel" during the reading event, most appeared to want a primarily emotional, rather than cognitive, experience from their reading. Secondarily, library facilities offering such learners a large selection of graded reader sources; as an instance of this many English graded reader publishers provide both classics and others, including plenty of romantic fictions, thrillers, and action tales. Improving graded readers would also play as a positive reinforcement to familiarize them to Turkish literature, thus these learners gradually evolve into "readers" of the target language.

It is admitted that the learners could reach extensive reading materials with ease, however they express that they still have problems mostly in mastering the sentence structure and cultural elements. Although Turkish learners are well equipped with grammar knowledge and vocabulary capacity offered in courses or in coursebooks, basing on the interview, they realize that they have more to compensate the instances when they are involved more in the social encounters. In this case, specially modified or simplified selections of extensive reading sources named as graded readers enabling them to be prepared become a necessity for the field.

The interest and the need of learning more about Turkish literature is another issue that is worth mentioning basing on graded readers selection. Basing on the interviews with the participants, they mostly express an opinion to read Turkish classics such as Yaşar Kemal, Orhan Pamuk, even poems of Orhan Veli Kanık and Ahmet Haşim. This definitely shows that the growing number of interest can be stated as the population of TFL learners increases. Concerning this aspect, not only the need of original graded readers but also adapted literary works can be distinguished. Besides, TFL learners can witness the richness and the value of Turkish literature from the very beginning. Compared such adapted materials to the original readers, it is indispensable to admit that more arduous effort should be performed to produce adapted or modified literary works used for L2 acquirers. Similarly, Hill (2008, p.187) points out that "only fiction provides the type of text that can develop a learner's fluency". His view may also favors that good non-fiction graded readers are hard to produce because "they make demands that cannot be met by graded text, which permits the expression of only the simplest of information which everyone knows already.

It is also derived from the data with %33,3 average result and from the interview the participants prefer to remain neutral for using Turkish in communication. This is because of the participants' special situation as they primarily attend English Language Teaching department, therefore, communicating in English could be privileged purpose for them. As an instance for this, some participants preferred speaking English during the interviews saying that they believe they could express themselves in English better. Strikingly, it could be assumed from this single case that English is the language to be chosen by some learners for speaking even though the aim of the study is to clarify the place of Turkish as communication tool. Even this case can show the lack of sources, improvements to let them speak out. Thus reading provides learners to gather self-confidence and motivation to take a part in communication in the society. Ur (1996) and Zhang (2009) state that it improves oral skills. Availability of variety of materials could play an important role for TFL learners to come across different structures, conversation examples and colloquial expressions. As Aksan (2000, p.7) states that power of vocabulary does not only involve the words of the language but also proverbs, fixed expressions and variety of phrasal forms.

3.2. Points For Further Studies

This would be useful to remind the purpose of this study as to analyze the views of learners of Turkish as a foreign language (TFL) about the necessity of the graded readers in order to better focus on the further implementations.

The background process (corpus studies, grammatical properties, style etc.) should be focused more in scientific studies rather than publishing Turkish graded readers. It is known that some Turkish corpus applications (Turkish National Corpus, METU Turkish Corpus and TS Corpus etc.) are currently in use. Integrating such applications into determining vocabulary choice, word and level relations for forming graded readers could be one of the further steps. Basing on the information provided by the data from corpus, the principles and background of Turkish grading system of supplementary extensive reading materials can be proposed. This would provide a set of opportunities for the variety of simplified reading materials (concerning the age, interest and purpose etc.).

Although the primary purpose of the study is to project the need of graded readers in Turkish, a closely related issue emerged from the responses of the participants: One more step further, -despite the criticisms- simplified versions of classic works of Turkish literature could also be very essential option for graded reading selections. Although simplification of literary works is quite delicate issue as these works undergo a procedure of grading without seriously violating the writer's style, the literary elements and taste of reading that differentiate them from original graded readers.

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APPENDIX 1.

Değerli Katılımcı,

Size toplam iki bölümden oluşmuş bir anket verilmiştir. İlk bölümde kişisel bilgilerinizi açık uçlu olarak belirtiniz, ikinci bölümde size yöneltilen toplam 20 ifadeyi okuyarak kendinize en uygun seçeneği işaretleyiniz.

Katılımınız için teşekkür ederim.

Dear Participant,

The survey you are presented involves two sections. In first section, you state your answers in the blanks, in the second, read statements given in the list and mark the best choice according to you.

Thanks for your participation.

Bölüm 1/Section 1:

Aşağıdaki soruları cevaplayınız. (Answer the following questions.)

1. Nerelisiniz? (Where are you from?):……………………………………………………………………

2. Yaşınız (Your age ?):……………………………………………………………….

3. Bölümünüz (Your department?):

4. Kaç yıldır Türkiye'desiniz?(How long have you been in Turkey ?):……………………………………………

5. Anadiliniz (Your mother tongue ?):………………………………………………………………..

6. Türkçe öğreniyor musunuz? Nerede?(Do you learn Turkish? How long ?):……………………………………

7. Türkçe seviyeniz? (Your Turkish level?) :………………………………………………………………

	Bölüm 2/Section 2	Kesinlikle katılmıyorum. Totally disagree	Katılmıyorum. Disagree	Kararsızım. Neither agree nor disagree	Katılıyorum. Agree	Kesinlikle katılıyorum. Absolutely agree
1	Kitap okumayı seviyorum (I like reading books.)					
2	Ders kitaplarındaki yeterli sayıda okuma parçalarını buluyorum. (I find enough reading passages in the cousebooks.)					
3	Türkçe öğrenirken okuma kitapları da kullanıyorum. (I use reading books while learning Turkish.)					
4	Türkçe kitaplar (hikaye/roman) okumak Türkçemi geliştiriyor. (Reading Turkish books (stories/ novels) improves my Turkish.)					
5	Ders kitapları dışındaki materyaller de en az onlar kadar önemli. Language materials except coursebooks have also the same importance.					
6	Türkçeyi ders kitaplarıyla daha etkili öğreniyorum. (I learn Turkish with coursebooks more effectively.)					
7	Kitap okumak önde gelen hobilerimdendir. (Reading is one of my pre-eminent hobby.)					
8	Türkçe öğrenirken okuma kitabı bulmakta zorluk çekmiyorum. (I have no difficulty in finding Turkish reading books.)					
9	Okuma kitapları benim seviyeme hitap ediyor (The level of the reading books is appropriate for me.)					
10	Okuma kitaplarının dilini karmaşık buluyorum. (The language of the books is complex for me.)					

11	Okurken sözcükleri anlamada güçlük çekiyorum. (I have no difficulty in understanding vocabulary while reading.)				
12	Cümle yapılarını anlamak bana zor geliyor. (I have no difficulty in understanding sentence structure while reading.)				
13	Okuma kitaplarının dilini basit buluyorum. (The language used in reading books is simple for me				
14	Okuma esnasında kültürel öğeleri anlamakta zorluk yaşıyorum. (It is not problem for me to understand cultural elements in the reading texts.)				
15	Seviyeme uygun okuma malzemesi bulmakta zorluk çekiyorum. (I encounter some problems while finding suitable materials for my level.)				
16	Arkadaşlarımla konuşurken Türkçeyi özellikle tercih ediyorum. (Iespecially prefer Turkish while communicating with my friends.)				
17	Türk edebiyatı yazarlarını okumak isterim. (I prefer to read Turkish authors.)				
18	Türk edebiyatı eserlerini okumaya başlamak için sadeleştirilmiş versiyonlarını tercih ederim. (I prefer simplified versions of the works to originals to start reading Turkish literature.)				
19	Türk edebiyatı eserlerini okuyabiliyorum. (I can read the works of Turkish literatüre.)				
20	Türk edebiyatı yazar ve şairlerini tanıyorum. (I know some of the poets and authors of Turkish literature.				