

# Literature Teaching Models: A Review on Turkish Textbooks

Sercan Demirgüneş<sup>1</sup> | Büşra Özbek<sup>2</sup>

<sup>1</sup> Assoc. Prof., Nigde Omer Halisdemir University, Niğde/Turkey

ORCID: [0000-0002-5695-5071](https://orcid.org/0000-0002-5695-5071)

E-Mail: [sdemirgunes@gmail.com](mailto:sdemirgunes@gmail.com)

<sup>2</sup> Teacher, Ministry of Education, Ağrı/Turkey

ORCID: [0000-0002-3654-1621](https://orcid.org/0000-0002-3654-1621)

E-Mail: [busra\\_ozbek34@hotmail.com](mailto:busra_ozbek34@hotmail.com)

**Corresponding Author:**  
Sercan Demirgüneş

## Abstract

*The most basic tool in the language teaching process is texts. Especially, modern literature teaching is based on the texts. Educational activities carried out with texts that carry the aesthetic values of the language are known to be more effective in the learning process. Besides the basic language-specific features and vocabulary teaching prioritized by curriculums, textbooks should be able to convey or impart the elements of creative thinking, critical thinking, discussion, aesthetic value and cultural heritage to students. The inculcation of these features is possible with the conduct of teaching on the basis of specific and effective models. The current study describes on which literary model (individual model, cultural model, linguistic model) the texts in Turkish textbooks are constructed. Thus, the values of texts in the teaching process will be determined. In this context, the poems in the Turkish textbooks taught in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades in the 2021-2022 school year were determined and then it was determined on which model these poems are constructed. As a result, it was concluded that while the texts constructed on the basis of the individual model and cultural model are dominant, the texts constructed on the basis of the linguistic model are few in number.*

**Keywords:** Language and Literature Teaching, Poem, Teaching Models, Turkish Textbooks.

July 2022

Volume:19

Issue:48

DOI: [10.26466/opusjsr.1114735](https://doi.org/10.26466/opusjsr.1114735)

## Citation:

Demirgüneş, S. and Özbek, B. (2022). Literature teaching models: A review on Turkish textbooks. *OPUS– Journal of Society Research*, 19(48), 648-656.

## Öz

*Dil öğretim sürecinde en temel araç metinlerdir. Özellikle, modern edebiyat öğretimi metinler üzerine kuruludur. Metinler içerisinde, dilin estetik değerlerini taşıyan metinlerle yapılan eğitim öğretim etkinliklerinin öğrenme sürecinde daha etkin olduğu bilinmektedir. Dile özgü temel özelliklerin ve programların öncelediği sözcük öğretiminin ötesinde ders kitaplarında öğrencilere yaratıcı düşünme, eleştirel düşünme, tartışma, estetik değer, kültürel miras unsurlarının da aktarılabilmesi veya kazandırılabilmesi gerekmektedir. Bu özelliklerin kazandırılabilmesi öğretimin belirli ve etkin modellerle yürütülmesi ile mümkündür. Bu çalışma Türkçe ders kitaplarında yer alan metinlerin hangi edebiyat modeli (bireysel model, kültürel model, dilsel model) temelinde kurgulandığını betimlemektedir. Böylelikle metinlerin öğretim sürecindeki değerleri de belirlenebilecektir. Bu bağlamda 2021-2022 eğitim öğretim yılında 5, 6, 7 ve 8. sınıflarda okutulan Türkçe ders kitaplarında yer alan şiirler belirlenmiş ve bu şiirlerin hangi model çerçevesinde kurgulandığı saptanmıştır. Sonuç olarak bireysel model ve kültürel modelle kurgulanmış metinlerin baskın biçimde yer aldığı dilsel modelle kurgulanmış metinlerin ise sayıca az olduğu belirlenmiştir.*

**Anahtar Kelimeler:** Dil ve Edebiyat Öğretimi, Şiir, Öğretim Modelleri, Türkçe Ders Kitapları.

## Introduction

Language teaching is carried out through texts. There are different definitions of the text as the main object of language teaching in the literature. Güneş (2013) defines the concept of text as structures in which knowledge, emotions and thoughts are placed according to various figural, expressive and punctuation features. Text is a form of production in which language is used. Emotions and thoughts are embodied in the context of a text.

A text is a language system that is produced orally or in writing by one or more people in a certain communicative context (Günay, 2007, p.44).

Text descriptions are mostly related to through which dimension of language (written or spoken language) it is studied. Without entering into such a discussion, the text is taken as "everything with a message" in the current study. As a matter of fact, the receiver (listener, reader, observer, viewer, etc.) communicates with the transmitting object as long as he/she can make sense of any world reality and thus renders the object a "text".

Texts have been the main sources of the language teaching process from past to present. The use of texts in language teaching is not based on practical and theoretical research. However, literary texts are taken as sample texts because they are well written, reflect the culture of a country, and have a special role in language and culture teaching. According to the traditional methods, language is taught better with literary texts, they are presented to students as a model or example, and accepted as a special support in the education process. In addition, they are considered important for teaching vocabulary to students, conducting various research and teaching meaning. During the education process, the student is expected to memorize these texts, to study them again and again, to show that he/she has internalized them and to benefit from them to a great extent. It is considered that literary texts offer quality expressions and comments to students at a level that no other text can provide (Cuq and Gruca, 2005; as cited in Güneş, 2013, p.613).

Since the primary goal of teaching Turkish is to train thinking and sensitive individuals who have

acquired a culture of reading and developed comprehension and expression skills (Sever, 2004; Kavcar, 1996, p.3; Aslan, 2007a; 2007b; Göğüş, 1993; Dilidüzgün, 2003; Özdemir, 2002, p.9; Akyol, 2006, p.1; Sever, Kaya, & Aslan, 2006, p.12; Alperen, 1991: 11; Çotuksöken, 2010, p.14; Kavcar, Oğuzkan, & Hasırcı, 2016, p.14), it is necessary to include the works of children's literature suitable for the child's developmental level and prepared with artistic sensitivity in Turkish teaching environments as an effective stimulus to achieve this goal because the most important tool of teaching Turkish is literary texts that reflect the vocabulary and expression possibilities of Turkish and that are written in accordance with the developmental level, age and interest of the child (Aslan, 2006; Çer, 2016).

Thus, it is first necessary to define the literary text. According to Aktaş (2011, p.625), "literary text, like other works of art, expresses a human characteristic in a concrete way by interpreting and transforming the reality that is lived, thought and conceived, based on the mentality, taste and understanding of the period in which the work was created. In other words, the literary text establishes a more inclusive and encompassing reality based on reality." It is necessary to position literary texts as the main subject of the literary world and the education-teaching process, and literature directly conveys the indicators of human life to us because "the subject of both literature and education is human. The adventures of mankind on earth, their relations with their natural and social environment, and their longing for a healthy life form the common theme of these two fields." (Kavcar, 2017, p.2). Texts draw attention not only as the tools of mother tongue teaching but also language teaching in general. In this context, Widdowson (1983, p.34) thinks that while learning a foreign language, a literary text will develop students' discourse power and reveal their abilities in using grammar. In addition to this, literary texts are the texts in which the examples of the most beautiful usage of the language are exhibited. Unlike other text types, they are texts that use a more indirect and implicit language and have a special richness of meaning that cannot be resolved at the first reading (Aydın and Torusdağ, 2014).

In language teaching, texts are a tool to develop language, mental, social and mental independence skills. In other words, texts are used as tools to teach students various skills. According to the constructivist approach, the text should not be a goal, and the text should not be examined in depth and the information in it should not be memorized by students. In other words, the skills to be developed in the student should be the goal, and the texts should be used primarily to improve the students' language skills such as listening, reading, writing, speaking, visual reading and presentation. In order to develop the mental skills of students, they should be encouraged to be engaged in processes involving understanding the text, thinking about it, making inferences, questioning and evaluation. Understanding requires various mental activities such as examination, selection, decision making, interpretation, analysis-synthesis and evaluation. In the comprehension process, students should examine the new information presented in the text in the light of their prior knowledge, think about them and construct them in their minds. For this reason, emphasis has been placed on conducting studies to contribute to better understanding of the text (Güneş, 2013). In the process of making sense of the text, there should be a close interaction between the text and the reader. The strength of this interaction depends on the quality of the text, and the intensity of this power will positively foster the meaning-making process because "in addition to the importance of prior knowledge in reader-text interaction, another important point that should be emphasized is the interest that directs the person to reading, in other words, the purpose of reading that leads to the reading activity. Indeed, one approaches the text with a certain orientation. The text presents a certain information structure; the reader makes selections from the transmitted information according to his/her own reading activities and prior knowledge, and makes arrangements in accordance with his/her purposes. The information obtained from the text creates certain changes in the prior knowledge and interests of the reader, adding new dimensions to them." (Polat, 1990, p.78).

Besides the effective "mediation" function of texts in language teaching, among text types, especially "poetry's clear reflection of the opposition between text and the world" and its "seductiveness" in this regard (Bennett and Royle, 2018, p. 49) cause the poetry genre to be prioritized. In the context of teaching, the fact that the poems are loaded with the aesthetic values of the language, that they have natural attractiveness, that they are easily memorable and persuasive are enough to put the poem one step ahead among the text types. Within the context of the current study, we can justify the reason for choosing poems, especially in terms of text type, with the criteria just mentioned above.

### Language and Teaching Models

There are many different models used in language/literature teaching. We can list some of these models as follows:

1. Three models
  - a. exploration
  - b. concept introduction
  - c. concept application
2. 4E model
  - a. exploration
  - b. explanation
  - c. expansion
  - d. evaluation
3. Cooperation-based learning model
4. 7E model
  - a. elicit
  - b. engage
  - c. explore
  - d. explain
  - e. elaborate
  - f. evaluate
  - g. extend

Carter and Long (1991), in their study of "Literature Teaching", found many reasons to teach literature when they developed models each of which included a set of learning objectives for literature students (Carter, Long, 1991; as cited in Mlcakova, 2013). In this study, they developed three main approaches to teaching literature (Carter and Long, 1991, p.2; as cited in Padurean,

2015). These are: “Linguistic model, cultural model and individual model.”

### **Cultural Model**

The cultural model teaches the student how to deal with a literary work in the target language. According to Padurean (2015), it offers an interdisciplinary approach to teaching as it focuses not only on language acquisition but also on knowledge of a country’s culture and ideologies. It also helps students go beyond the vocabulary to other components that make up a nation. Students are asked to explore and interpret the social, political, literary and historical context of a text (Yimwilai, 2015, p.15; as cited in Padurean, 2015). The cultural model in literature teaching has been developed to transfer the cultural values of a nation to its own generations. In the cultural model, it is aimed to introduce students to local and universal culture through literary works (Çelik, 2018).

As cited by Bibby and McIlroy from Scott (2013), Scott advocates the use of literature as a cultural tool. Literature can be seen as a product, representative and descriptor of the historical and social situation. Thus, literary texts can be used to engage students in, motivate them for and create deeper ties with target cultures (Lazar, 1993; as cited in Bibby and McIlroy, 2013).

Mlcakova (2013, p.13) says that with authentic texts, students can form a broader perception, they can also gain the ability to recognize important expressions belonging to a certain culture or historical period, and they will learn more about people’s ideas, feelings and perspectives through reading.

Similar to Mlcakova, Göğüş (1978, p.84) also argues that one of the goals of literary education is to enter students’ world of thought with literary and scientific works and to direct them towards serving their own nation and humanity and thus they can recognize the development and characteristics of their own culture and history. At the same time, he says that they will understand and protect the value of human rights and freedom and democratic government.

### **Linguistic Model**

The linguistic model is based on the development of students’ grammar by working with familiar grammar, vocabulary and discourse categories. It focuses on how language is used in literary texts. It fosters the acquisition of information about the target text, not creative thinking. This approach is considered too technical and ignores literature, the pleasure of reading. Texts are approached with a systematic and methodological approach (Padurean, 2015).

Mlcakova (2013, p.13), on the other hand, states that teachers should pay attention to the use of authentic texts and that these texts have the feature to activate linguistic skills as follows: “Literature consists of language. Therefore, language takes place as a tool (instrument) between the authentic text and the learner. The questionable aspect of authentic texts is whether literary texts are a source of correct language and vocabulary. In some special cases, teachers may need to clarify this issue.” As cited by Bibby and McIlroy (2013), teachers may choose to focus on how language is used in a particular text. A literary text can be used to illustrate examples of specific grammatical topics and lexical items. For more advanced students, teachers can ask them to participate in the stylistic analysis of the text.

Among the proposed benefits of the linguistic model, it is mentioned that it improves vocabulary, increases reading fluency, fosters improved interpretation and inferential skills, and provides a more diverse language due to the use of authentic texts (Widdowson, 1979; as cited in Bibby & McIlroy, 2013).

### **Individual Model**

The individual model offers a more student-centred approach to literary text studies. The aim is to use literature as an educational tool, to increase critical awareness and to enable students to evaluate and discuss the topics in the text (Bibby and McIlroy, 2013).

The individual model is an attempt to establish a link between the linguistic model and the cultural model. The focus is placed on the use of language but it is used in a particular cultural context. Students are not only passive recipients of

knowledge, they are also expected to be intellectually and emotionally involved in the lesson and especially in reading activities. Literature is used as a resource, not just a subject of study (Padurean, 2015). In another way (Carter & Long, 1991, p.3-4; as cited in Padurean, 2015), students improve their knowledge of literature. Through this approach to literature, students are encouraged to express their views and beliefs, make connections between their own experiences and texts, and use critical thinking.

Bibby and Mclroy (2013) suggest that this model is used in different contexts, but is particularly suitable for childhood and adolescence periods, and therefore should be used in high school and undergraduate classrooms. Examples might include reader response activities that personalize the reading experience (Rosenblatt, 1938; as cited in Bibby & Mclroy, 2013) or responses to a text that help connect reading to students' lives (Showalter, 2003; as cited in Bibby and Mclroy, 2013).

## Database

As the database, 32 poems in Turkish 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade Turkish textbooks, which were determined as textbooks to be used in classes in the 2021-2022 school year, were analyzed. The information about the poems analyzed is classified below according to their grade levels. Accordingly, six poems from the 5<sup>th</sup> grade Turkish textbook were included in the analysis:

**Table 1. 5<sup>th</sup> Grade Database (6 poems)**

Grade Level	Name of the Poem	Poet	Name of the Theme
5 <sup>th</sup> Grade	Memleket İsterim	Cahit Sıtkı Tarancı	Individual and Society
5 <sup>th</sup> Grade	Mustafa Kemal'in Kağnısı	Fazıl Hüsni Dağlarca	National Independence and Atatürk
5 <sup>th</sup> Grade	Yarın Gene Sabah Olacak	Nimetullah Hafız	Nature and Universe (Free Reading Text)
5 <sup>th</sup> Grade	Kilim	Fatih Kısaparmak	Our National Culture
5 <sup>th</sup> Grade	Bilinçli Tüketici	Dursun Bulut	Citizenship
5 <sup>th</sup> Grade	Çiftçi İle Çocukları	Orhan Veli Kanık	Citizenship

While six poems were included from the 6<sup>th</sup> grade Turkish textbook, seven poems were included from the 7<sup>th</sup> grade Turkish textbook.

**Table 2. 6<sup>th</sup> Grade Database (6 poems)**

Grade Level	Name of the Poem	Poet	Theme of the Poem
6 <sup>th</sup> Grade	Yaştan Gileyliyim	Bahtiyar Vahapzade	Virtues
6 <sup>th</sup> Grade	Bebeklerin Ulusu Yok	Ataol Behramoğlu	Individual and Society (Free Reading Text)
6 <sup>th</sup> Grade	Ben Mustafa Kemal'im	Süleyman Özbek	National Independence and Atatürk
6 <sup>th</sup> Grade	Rüzgâr	Cahit Külebi	Nature and Universe
6 <sup>th</sup> Grade	Ay Şairi	Aytül Akal	Art
6 <sup>th</sup> Grade	Sağlığına Dikkat Et	Arife Hancı	Health and Sports

**Table 3. 7<sup>th</sup> Grade Database (7 poems)**

Grade Level	Name of the Poem	Poet	Name of the Theme
7 <sup>th</sup> Grade	Baba, Bana Bir Şiir Bul	Mehmet Beşeri	Virtues
7 <sup>th</sup> Grade	Bir Mustafa Kemal Vardı	Ümit Yaşar Oğuzcan	National Independence and Atatürk
7 <sup>th</sup> Grade	Yurt Türküsü	Vasfi Mahir Kocatürk	Our National Culture
7 <sup>th</sup> Grade	Güz	Arif Nihat Asya	Nature and Universe
7 <sup>th</sup> Grade	Kır Çiçekleri	Hasan Lâtif Sarıyüce	Nature and Universe (Free Reading Text)
7 <sup>th</sup> Grade	Sazıma	Âşık Veysel Şatıroğlu	Art
7 <sup>th</sup> Grade	Ağaç ve Sen	Hasan Ali Yücel	Personal Development

While twelve poems from the 8<sup>th</sup> grade Turkish textbook were included in the analysis, a total of thirty-one poems constituted the entire database (5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades).

**Table 4. 8<sup>th</sup> Grade Database (12 poems)**

Grade Level	Name of the Poem	Poet	Name of the Theme
8 <sup>th</sup> Grade	Atatürk'ü Gördüm Düşümde	Rıza Ergüven	National Independence and Atatürk
8 <sup>th</sup> Grade	Bir Bayrak Rüzgâr Bekliyor	Arif Nihat Asya	National Independence and Atatürk
8 <sup>th</sup> Grade	Kaldırımlar	Necip Fazıl Kısakürek	Individual and Society
8 <sup>th</sup> Grade	Azerbaycan-Türkiye	Bahtiyar Vahapzade	Individual and Society
8 <sup>th</sup> Grade	Arıyorum	Yusuf Yanç	Individual and Society
8 <sup>th</sup> Grade	Türkiye	Attilâ İlhan	Time and Space
8 <sup>th</sup> Grade	İstanbul'la Hasbihal	Zeynep Beksaç	Time and Space
8 <sup>th</sup> Grade	Vatan Sevgisini İçten Duyanlar	Âşık Veysel Şatroğlu	Our National Culture
8 <sup>th</sup> Grade	Uzun İnce Bir Yoldayım	Âşık Veysel Şatroğlu	Our National Culture
8 <sup>th</sup> Grade	İstanbul'u Dinliyorum	Orhan Veli Kanık	Our National Culture
8 <sup>th</sup> Grade	Anadolu'da Bahar	Abdurrahim Karakoç	Nature and Universe
8 <sup>th</sup> Grade	Yaşamaya Dair	Nazım Hikmet Ran	Citizenship

## Data Analysis

In this section, the analysis of the works reflecting the literature teaching models presented in the conceptual framework will be described on an example for each.

If we go according to the order of the models presented in the conceptual framework, we will start with an example constructed on the “cultural model”. The poem “Azerbaycan-Türkiye (Ing.: Azerbaijan-Turkey)”, which is at the 8<sup>th</sup> grade level, has an interdisciplinary teaching purpose as it also focuses on the knowledge of the cultures and ideologies of the two countries. With this poem, students find the opportunity to focus on national values beyond the text dimension with the lines “*bir ananın iki oğlu, bir ağacın iki kolu, o da ulu, bu da olu*”, *birdir bizim hâlimiz, dileğimiz hayalimiz, bayraklarda hilalimiz...* (Ing.: *two sons of a mother, two branches of a tree, this is great, that is great as well*”, *our state is one, our wish is our dream, our crescent on flags ...*”). In addition, the poem introduce students to the local and universal cultural values of the two nations with the lines “*dinimiz bir, dilimiz bir, ayımız bir, yolumuz bir, aşkımız bir, yolumuz bir...* (Ing.: *our religion is one, our language is one, our month is one, our year is one, our love is one, our path is one...*”). In this context, we can state that the poem is constructed on the basis of the cultural model.

In the linguistic model, the reader should perceive the difference in the categories of discourse and there should be texts that contribute to the vocabulary and enrich it. The poem

“*Yaştan Gileyliyim*” at the 6<sup>th</sup> grade level is of this type. In the poem, many words in the following lines; “*Öyle sanırdım ki, kırk, kocalıktır.*”, “*kavurga yiyerek ders gittiğim*”, *Nezil kırbaç vurup at seğirttiğim*”, “*Nedir gönlümdeki bu duygular bes?*” (Ing.: *I used to think that forty is good to have a husband.*”, “*I went to school by eating corns*”, “*I whipped and ran my horse*”, “*What are these feelings in my heart?*”) have the potential to enrich the vocabulary of the students in the relevant age group. In addition, grammatical awareness was created in students by creating a discourse difference in poetry. In this context, the related poem was coded as the “linguistic model” in the current study.

If we look at the work that conveys the individual model design, the text “*Memleket İsterim*”, one of the 5<sup>th</sup> grade level works, was constructed on the basis of this model.

Tr.	Ing.
• Memleket isterim,	• I want a homeland,
• Gök mavi, dal yeşil, tarla sarı olsun;	• Let the sky be blue, the branch green, the field yellow;
• Kuşların, çiçeklerin diyarı olsun.	• Let it be the land of birds and flowers.
• Memleket isterim,	• I want a homeland,
• Ne başta dert ne gönülde hasret olsun;	• Let there be no trouble in the head, no longing in the heart;
• Kardeş kavgasına bir nihayet olsun.	• Let there be an end to the sibling rivalry.
• Memleket isterim,	• I want a homeland,
• Ne zengin fakir ne sen ben farkı olsun;	• Let there be no difference between rich and poor, you and me;
• Kış günü herkesin evi barkı olsun.	• Let everyone has a home in winter.
• Memleket isterim,	• I want a homeland,
• Yaşamak, sevmek gibi gönülden olsun;	• Let the life be from the heart like love;
• Olursa bir şikâyet ölümden olsun.	• If you have a compliant, let it be from the death.

In the poem called “*Memleket İsterim*”, the following lines; “*Ne başta dert ne gönülde hasret olsun; Kardeş kavgasına bir nihayet olsun.*”, “*Ne zengin fakir ne sen ben farkı olsun; Kış günü herkesin evi barkı olsun*”, “*Yaşamak, sevmek gibi gönülden olsun; Olursa bir şikâyet ölümden olsun.*” (Ing.: “*Let there be no trouble in the head, no longing in the heart, Let there be an end to the sibling rivalry*”, “*Let there be*

no difference between rich and poor, you and me, Let everyone has a home in winter”, “Let the life be from the heart like love, If you have a compliant, let it be from the death”), are directly related to the use of the language and thus allow readers to establish connections with their own experiences in their minds and to discuss.

With this work, the reader will personalize his/her reading experience and will begin to reconstruct his/her knowledge of the world with the world of poetry through the contrasts (*rich / poor*) in the poem. In this context, we can directly code the work as an “individual model”.

## Findings

In this section, the findings of the analysis of the database will be presented in accordance with the grade level.

**Table 5. Table of the Findings of the 5<sup>th</sup> Grade Database**

Grade Level	Name of the Poem	Poet	Name of the Theme	Type of the Model
5 <sup>th</sup> Grade	Memleket İsterim	Cahit Sıtkı Tarancı	Individual and Society	Individual Model
5 <sup>th</sup> Grade	Mustafa Kemal'in Kağnısı	Fazıl Hüsnü Dağlarca	National Independence and Atatürk	Cultural Model
5 <sup>th</sup> Grade	Yarın Gene Sabah Olacak	Nimetullah Hafız	Nature and Universe (Free Reading Text)	Individual Model
5 <sup>th</sup> Grade	Kilim	Fatih Kısaparmak	Our National Culture	Linguistic Model
5 <sup>th</sup> Grade	Bilinçli Tüketici	Dursun Bulut	Citizenship	Individual Model
5 <sup>th</sup> Grade	Çiftçi İle Çocukları	Orhan Veli Kanık	Citizenship	Individual Model

When the 5<sup>th</sup> grade level findings are examined, it is seen that four of the six texts were constructed with the individual model, and one with the linguistic model and one with the cultural model. These findings show that 5<sup>th</sup> grade students are often introduced to texts that are constructed on the basis of the individual model.

## Findings for the 6<sup>th</sup> Grade Database

When the 6<sup>th</sup> grade level findings are examined, it is seen that the texts were dominantly constructed on the basis of the individual model, similar to the 5<sup>th</sup> grade. Of the six texts in the database, four were constructed with the individual model, one with

the cultural model and one with the linguistic model.

**Table 6. Table of the Findings of the 6<sup>th</sup> Grade Database**

Grade Level	Name of the Poem	Poetry	Name of the Theme	Type of the Model
6 <sup>th</sup> Grade	Yaştan Gileyliyim	Bahtiyar Vahapzade	Virtues	Linguistic Model
6 <sup>th</sup> Grade	Bebeklerin Ulusu Yok	Ataol Behramoğlu	Individual and Society (Free Reading Text)	Individual Model
6 <sup>th</sup> Grade	Ben Mustafa Kemal'im	Süleyman Özbek	National Independence and Atatürk	Cultural Model
6 <sup>th</sup> Grade	Rüzgâr	Cahit Külebi	Nature and Universe	Individual Model
6 <sup>th</sup> Grade	Ay Şairi	Aytül Akal	Art	Individual Model
6 <sup>th</sup> Grade	Sağlığma Dikkat Et	Arife Hancı	Health and Sports	Individual Model

When the 7<sup>th</sup> grade Turkish textbook is examined, it is seen that four of the seven poems were constructed with the cultural model while three with the individual model.

**Table 7. Table of the Findings of the 7<sup>th</sup> Grade Database**

Grade Level	Name of the Poem	Poetry	Name of the Theme	Type of the Model
7 <sup>th</sup> Grade	Baba, Bana Bir Şiir	Mehmet Beşeri	Virtues	Individual Model
7 <sup>th</sup> Grade	Bir Mustafa Kemal Vardı	Ümit Yaşar Oğuzcan	National Independence and Atatürk	Cultural Model
7 <sup>th</sup> Grade	Yurt Türküsü	Vasfi Mahir Kocatürk	Our National Culture	Cultural Model
7 <sup>th</sup> Grade	Güz	Arif Nihat Asya	Nature and Universe	Cultural Model
7 <sup>th</sup> Grade	Kır Çiçekleri	Hasan Lâtîf Sarıyüce	Nature and Universe (Free Reading Text)	Cultural Model
7 <sup>th</sup> Grade	Sazıma	Âşık Veysel Şatıroğlu	Art	Individual Model
7 <sup>th</sup> Grade	Ağaç ve Sen	Hasan Ali Yücel	Personal Development	Individual Model

While six of the twelve poems in the 8<sup>th</sup> grade Turkish textbook were constructed with the cultural model, three of them with the cultural model and three of them with the individual model.

**Table 8. Table of the Findings of the 8<sup>th</sup> Grade Database**

Grade Level	Name of the Poem/Poetry	Name of the Theme	Type of the Model
8 <sup>th</sup> Grade	Atatürk'ü Gördüm Rıza Ergüven Düşümde	National Independence and Atatürk	Cultural Model
8 <sup>th</sup> Grade	Bir Bayrak Rüzgâr Arif Nihat Asya Bekliyor	National Independence and Atatürk (Free Reading Text)	Cultural Model
8 <sup>th</sup> Grade	Kaldırımlar	Necip Fazıl Kısakürek	Individual and Society Linguistic Model
8 <sup>th</sup> Grade	Azerbaycan- Türkiye	Bahtiyar Vahapzade	Individual and Society Cultural Model
8 <sup>th</sup> Grade	Aryorum	Yusuf Yanç	Individual and Society Individual Model
8 <sup>th</sup> Grade	Türkiye	Attilâ İlhan	Time and Space Cultural Model
8 <sup>th</sup> Grade	İstanbul'la Hasbihal	Zeynep Beksaç	Time and Space (Free Reading Text) Linguistic Model
8 <sup>th</sup> Grade	Vatan Sevgisini İçten Duyanlar	Âşık Veysel Şatıroğlu	Our National Culture Linguistic Model
8 <sup>th</sup> Grade	Uzun İnce Bir Yoldayım	Âşık Veysel Şatıroğlu	Our National Culture Individual Model
8 <sup>th</sup> Grade	İstanbul'u Dinliyorum	Orhan Veli Kanık	Our National Culture Cultural Model
8 <sup>th</sup> Grade	Anadolu'da Bahar	Abdullah Karakoç	Nature and Universe Cultural Model
8 <sup>th</sup> Grade	Yaşamaya Dair	Nazım Hikmet Ran	Citizenship Individual Model

Of the thirty-one poems analyzed in the current study, fourteen were constructed with the individual model, twelve with the cultural model, and five with the linguistic model:

**Table 9. General Outlook**

Grade Level	Individual Model	Linguistic Model	Cultural Model	Total
5	4	1	1	6
6	4	1	1	6
7	3	-	4	7
8	3	3	6	12
Total	14	5	12	31

## Results and Suggestions

As the main object of language teaching, texts are expected to be qualified, especially in the teaching process. It will be possible for students (individuals) to reach the targeted levels as the subjects of the teaching when they are introduced to quality texts and poems can be regarded as the most quality texts with their aesthetic properties to help students reach these targets. Clarifying the methods with which these texts are constructed will be effective in making teachers "qualified teachers" as practitioners.

The fact that the texts in the database were predominantly constructed with the individual model and cultural model shows that the education process is primarily "student-oriented", which is a situation that the Turkish Language Curriculum (Grades 1-8) also prioritizes. In this context, the texts act in coordination with the curriculum. Students who are introduced to texts that are constructed on the basis of the individual model will be able to improve their "discussion" and "interpretation" skills in the teaching process in accordance with the purpose of constructing these texts. Through such texts, students will leave their passive position in the classical teaching process and remain in an active role in the intellectual and emotional teaching process. Students introduced to the texts constructed with this model will be able to internalize the ability to make a connection between the "experience", "world reality" and "text" and thus to improve their critical thinking skill.

After the individual model, the most dominant model is the cultural model. The cultural model aims to equip students with the basic knowledge and values of their nation. One of the goals of education systems is to train individuals adorned with "national values". In this regard, the finding of the current study indicates that the textbooks used in teaching Turkish are successful in conveying cultural values to students and teaching them the Turkish culture. Students are also introduced to universal cultural values through such texts. However, whether these values are transferred effectively is not an issue to be addressed in the current study.

In the current study, the smallest number of texts was found to be constructed with the linguistic model. As the poems analysed in the current study have objectives beyond teaching the language, this finding seems to be normal. In the linguistic model, the target is not the creative thinking skill, but the acquisition of knowledge about the language of the target text. The linguistic model, which must be found in a textbook in order for students to develop their vocabulary and to acquire the basic grammatical rules of their mother tongue, was found to be sufficiently included in the database.



As a result, the examined textbooks have the capacity to contribute to the accomplishment of the objectives of the curriculum. The low number of text constructed with the linguistic model indicates the absence of the objective of "teaching language" in the existing textbooks.

## References

- Aktaş, Ş. (2011). *Edebiyat ve edebî metinler üzerine yazılar*. (Mustafa Kurt, Haz.). Ankara: Kurgan Edebiyat.
- Aslan, C., Doğu, Y. (2016). Öğrencilerin ortaokul Türkçe ders kitaplarındaki metinlere ilişkin görüşleri. *Akademik Araştırmalar Dergisi*, 17(67), 1-30.
- Aydın, İ. ve Torusdağ, G. (2014). Türkçe öğretimi çerçevesinde yazınsal bir metin çözümleme örneği olarak Refik Halit Karay'ın Garip Bir Hediye'si. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi*, 3(4) , 109-134. DOI: 10.7884/teke.340.
- Bennett, A. ve Royle, N. (2018). *Edebiyat, eleştiri ve kurama giriş* (çev.: Deniz Tekin). İstanbul: Sanat ve Kuram Yayınları.
- Bibby, S., McIlroy, T. (2013). Literature in language teaching: What, why, and how. *Jalt Sig, Special Issue*, 19-21.
- Cuq, J. P., Gruca, I. (2005). *Cours de didactique du français langue étrangère et seconde*. Grenoble Presses Universitaires de Grenoble.
- Çelik, T. (2018). *Dil ve Edebiyat öğretimi*. 3. Baskı. Ankara: Anı Yayıncılık.
- Çer, E. (2016). *Çocuk Edebiyatı: 0-6 yaş çocuk kitaplarında çocuk gerçekliği ve çocuğa görelilik*. Ankara: Eğiten Kitap.
- Göğüş, B. (1978). *Orta dereceli okullarımızda Türkçe ve yazın eğitimi*. Ankara: Kadioğlu Yayınları.
- Güneş, F. (2013). Türkçede metin öğretimi yerine metinle öğrenme. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11, 603-637. DOI: 10.14520/adyusbd.454.
- Kavcar, C. (2017). *Edebiyat ve eğitim*. Ankara: Anı Yayıncılık.
- Mlcakova, Eva B. (2013). *Teaching literature in secondary schools*. Masaryk University Faculty of Arts Master's Diploma Thesis. Brno; Çekya.
- Padurean, A.N. (2015). Approaches to teaching literature in efl classrooms. *Journal Of Romanian Literary Studies*, 6, 195-200.
- Polat, T. (1990). Kültürlerarası bildirişimde etkin bir süreç: Yabancı dilde okuma-anlama. *Alman Dili ve Edebiyatı Dergisi*, 7, 69-90.
- Widdowson, H. G. (1983). *Stylistics and the teaching of literature*. London: Longman.