



# International Journal of Languages' Education and Teaching

Volume 5, Issue 3, September 2017, p. 37-51

Received	Reviewed	Published	Doi Number
21.06.2017	18.07.2017	27.09.2017	10.18298/ijlet.1805

## An Analysis on Reading Texts in Teaching Turkish to Foreigners

Adem İŞCAN<sup>1</sup> & Beytullah KARAGÖZ<sup>2</sup> & Neşe BOZOĞLU<sup>3</sup>

### ABSTRACT

Being one of the four basic language skills, reading has a great importance in teaching Turkish to foreigners. It is required to develop reading skills to develop vocabulary. There have been some problems in teaching Turkish as second language. These problems are generally related to difference in alphabet, inadequacy of the sources used in teaching Turkish, methods and techniques used and the texts used. The basic sources used in teaching Turkish to foreigners are texts. This study aims at determination of the opinions of students in Gaziosmanpaşa University and Ondokuz Mayıs University Turkish Education and Application Center (TOMER) concerning Turkish reading texts. General browsing method was used in the study. The questionnaire comprising of 24 items was applied to 25 students in beginner level and 7 students in advanced level. With this study, it is foreseen to arrange the texts being the key stone according to the wishes of and in compliance with the levels of students; giving importance to pre-reading, reading and post-reading activities and including questions with short-answer about the text as well as questions to develop high level skills. .

**Key Words:** Turkish education to foreigners, reading skills, reading texts.

## 1. Introduction

Being social entities, humankind has to be in communication continuously. The most significant means of communication is language. Language is the understanding that human-beings use by means of words or signs to state their thoughts and emotions (Turkish dictionary, 2005: 526). Language is a multi-directional and advanced system providing transmission of thoughts, emotions and desires to others in a society by using common elements and rules in terms of sounds and meaning (Aksan, 1977: 55). Besides being forwarder of culture and moral values maintained orally, language is the heart of learning and a limitless skill of human brain. Individuals interact with their surrounding thanks to language and this contributes to the integration of individual with outer world. Therefore, teaching culture to young generations or cultural transmission to next generations is provided through language (Güneş, 2007; Cemiloğlu, 2004).

In our age when information is rapidly spread, individuals' and societies' accessing, using and reproducing information is probable with advanced basic language skills in individuals (Girmen, et.al. 2010: 133). Mother tongue teaching has four basic fields of skills: reading, writing, listening, speaking. Two of those skills (reading, listening) are accepted as "receptive skills" and other two (speaking, writing) are as "productive skills" (Razı, 2008).

<sup>1</sup> Assoc. Prof. Dr. Gaziosmanpaşa University, Department of Turkish Language, adem.iscan@gop.edu.tr

<sup>2</sup> Assist. Prof. Dr. Gaziosmanpaşa University, Department of Turkish Language, beytullah.karagoz@gop.edu.tr

<sup>3</sup> Gaziosmanpaşa University, Department of Turkish Language, graduatestudent, nese.bozoglu4816@gop.edu.tr

### 1.1. Reading skills

Being one of four basic language skills, reading has various definitions. Akyol (2002: 1) defined reading as “process of setting up a meaning actualized in a regular environment within the direction of a proper method and purpose conforming to effective communication between author and reader using prior knowledge”. Harris and Spay (1990: 10) expressed reading as “meaningful interpretation of written language”. According to Yalçın (2006: 47) reading is “the process of evaluation of the special symbols previously decided by people by being perceived by means of sense organs and interpreted by brain.” Karatay (2010: 459) stated reading as: “apprehending emotions, thoughts and messages in a written text beyond resolution of known typefaces orally or silently.” Reading, as per constructivist approach, is “an active process in which individual creates new meanings by integrating prior knowledge and the knowledge in text.” (Güneş, 2009: 3).

Being basis of learning, reading is a complex process that is comprising of eye, sound and various brain functions such as seeing, perceiving, vocalizing, understanding and structuring in mind and affected by several human beings (Güneş, 2009). Reading is a formative developable skill (Akçamete and Güneş, 1992).

Reading and vocabulary are nested one another. Vocabulary improves as long as reading and meaning will improve as long as vocabulary improves. The elements being indicator of understanding are determined as follows in the research conducted (Güneş, 1997): knowing the understanding of the words, being able to find the type of the text, determination of supporting ideas and main ideas, being able to answer the questions in the text, summarizing the things told, determination of the writing purpose of the text, determination of the subject matter of the text.

### 1.2. Reading processes

- Physical and Mental Processes:

Eye movements, turn around movements, vocalization etc. transactions are performed in the physical processes of reading. Eye progresses with bounces while reading.

Mental process starts with perception of lines, letters and symbols. Necessary information is selected by focusing the attention. The information selected is processed mentally. Physical and mental processes are run in parallel during reading.

- Application processes

Prior knowledge is reviewed in the pre-reading phase. Estimations are made in relation with the text. The student reads the text in reading phase and applies various techniques as per objective of reading. Students checks what he understands in the post-reading phase.

### 1.3. Types of reading

Oral reading: Eye receives the images of writing and these are pronounced via speech organs. The content of the text is transmitted to audience with emphasis and toning.

Silent reading: The type of reading by following up by eye without vocalizing. Speed of reading and level of understanding increase with silent reading.

The most important difference between oral and silent reading is that oral reading not only covers understanding but also telling.

Full reading: notes are taken, the things deemed significant are underlined.

Selective-flexible reading: it is the determination of speed and type of reading according to the phrase of text, objective and timing.

Glancing down: eyes are rapidly glanced at the text to understand the subject of the text.

Reading by summarizing: the section read is summarized by interrupting the reading process.

Reading by note taking: notes are taken as per the purposes of reading during oral and silent reading. Remembering important knowledge, thoughts and incidents is provided.

Reading by marking: the things deemed important are marked on the text.

Reading by estimating: the text is estimated with reference to the heading of the text and the images. The reading process is interrupted and the things in the continuance of the text are estimated.

Reading by asking questions: answers to the questions arouse in mind are found.

Words choir: reading all together, mutually or in group.

Closet drama: text is converted to dialogues and theater script after being read.

Memorizing: poems, short stories, words of wisdom etc. are memorized.

Associating with texts: the text read and other texts are interrelated.

Reading by discussing: knowledge, thoughts and emotions related to the subject discussed are shared with others.

Speed reading: act of reading and understanding more words in a certain time period.

Critical reading: questions related to the text read are asked, and the text is assessed with positive and negative perspectives with an objective point of view.

#### 1.4. Reading skills in teaching Turkish to foreigners

People and societies need learning international common languages other than mother tongues to establish all kinds of bilateral and multiple relationships at different densities in fields such as trade, economy, politics, military, science, employment, culture, communication etc. at national level and individual and institutional at international level (Demircan, 1990: 17). Foreign language is “a language that is not traditionally spoken by people living in a country and learned later with various purposes. Foreign language trainings are generally provided in schools or private courses” (Durmuş and Okur, 2013: 183). The objective in learning a foreign language is to provide communication being the basic function of language (Koç, 1979: 43). Learning a foreign language means understanding the world and a foreign culture (Bölükbaş and Keskin, 2010: 228).

Known history of teaching Turkish to foreigners starts with *Dīwān Lughāt al-Turk* written by Kaşgarlı Mahmut in 11<sup>th</sup> century. This work was written to teach Turkish to Arabs. In our day, there are Turkish Education Centers (TOMER) established in universities and public schools dependent to Yunus Emre Institute. In TOMER, course books are created, language courses are provided in Turkish and other languages, assessment and evaluation are performed, Turkish proficiency is determined and scientific papers are published by making researches related to languages.

Advantages of learning a foreign language: to receive education abroad, to become aware of developments to make the country we live in more livable country, to provide convenience in the travels abroad, to read publications in foreign language and pursue innovations, to do an academic career, to improve understanding and remembering skills, to be able to make a successful business call, to deliver education seminar speech etc., to introduce and represent our culture, to work abroad and follow up artistic and literary activities (Vahapoğlu, 2009: 4-11).

The principles based on in foreign language education are as follows: developing four basic skills, planning teaching activities beforehand, teaching from simple to complex, from concrete to abstract, using visual and audible tools, using mother tongue when necessary, providing transmission of the information given to daily life, ensuring efficient participation of students into courses, taking care of individual differences, motivating and encouraging students (Demirel, 2014: 29-32).

European Language Development File: it is a document recording the achievements and acquisitions obtained by language students while learning foreign language and revealing language development competence. This document is comprised of three sections as “language passport, language background and file” (Demirel, 2004: 19).

It is comprised of A fundamental level: A1 (beginning/introduction or exploration level), A2 (interim or remaining in communication “essential requirement” level), B at Inter-level: B1 (threshold level), B2 (advanced or independent level), C at advanced level: C1 (autonomous), C2 (mastership) levels. (MEB Translation Commission, 2009: 22, 31). Reading acquisitions in European Languages Common Framework program are as in the following according to student levels:

A 1: I can understand the known names, words and very simple sentences in written texts such as catalogues, announcements or signboards.

A 2: I can read short and simple texts. I can apprehend general information in simple daily texts such as announcements, user's manuals, menus and timetables and I can understand short personal letters.

B 1: I can understand the texts containing most frequently used words related to occupation or daily language. I can understand incidents, emotions and wishes in personal letters.

B 2: I can read the articles and reports related to current problems that authors adapted a certain attitude or opinion. I can understand modern literary prose.

C 1: I can understand long and complex, concrete or literary texts by distinguishing wording differences, I can understand articles and long technical information about any profession even not related to my field of interest.

C 2: I can easily read and understand almost all types of texts that are abstract, structural and complex in terms of grammar such as user's manuals, articles for field of expertise and literary works.

Reading skill has a significant place in the process of learning a language. First of all, reading skill is required to be improved to get to know a culture of a country, to make researches, and to acquire information on daily life.

As in mother tongue, reading is of great importance in learning Turkish as foreign language. In fact, in the sequence of listening-speaking-reading-writing in acquisition of basic language skills, reading gains more importance as four is not available in foreign language education. The reason for that is reading is more needed in acquisition of other skills (Durmuş and Okur, 2013: 293).

While literary works in which language is used in best and most efficient manner are reflecting cultural values of the society in one hand, mediate development of people by addressing emotions on the other hand. Literary works embody various elements as cultural values in terms of society and as amusing and savoring elements in individual terms. In this regard, literary texts are indispensable elements in teaching and learning mother tongue and foreign language (Demirand Açıık, 2011).

Candaş Karababa (2009) expressed that it is required to develop programs compliant with the necessities and levels of learners in teaching Turkish as foreign language and it is a necessity that books containing proper texts and pictures suitable for the children learning Turkish as foreign language shall be prepared and course programs appropriate for their age levels.

In consequence, being one of the four fundamental language skill, reading has significant place in teaching Turkish to foreigners. It is required to improve reading skill first to improve other skills. However, there have been some problems faces during gaining reading skills. The most important one of these problems is the texts that individuals continuously interact with. The purpose in this study is to provide arrangement of texts according to interests and levels of students. Therefore, the problems related to texts, being one of the greatest problems of reading will tried to be solved.

## 2. Method

### 2.1. Research model

General purpose of the research is to determine the texts arousing interest of students in Turkish education to foreigners and to provide arrangement of texts with which students will be in continuous interaction in entertaining manner and suitable for the levels of the students.

General browsing method was used in this research. General browsing method is “browsing arrangements carried out on whole universe or a group examples or sample to be taken from the universe to pass judgment on universe in a universe comprising of wide ranges of elements.”(Karasar, 1994: 79)

### 2.2. Research group

This research was applied to 32 foreign national students in total as 7 advanced level students in Ondokuz Mayıs University TOMER and 25 beginner level students in Gaziosmanpaşa University TOMER. The countries of these foreign national students are:Iraq, Turkmenistan, Iran, Afghanistan, Syria, Egypt, Palestine, Azerbaijan and Uganda.

### 2.3. Assessment instrument, collection and analysis of data

A survey of Pınar ŞİMŞEK (2011) comprising of 24 items was used as assessment instrument. It was observed in the questionnaire carried out that all students came to Turkey with the purpose of “education” and needed to learn Turkish for “education”. The results obtained in the study were analyzed by using SPSS-16 statistics program.

## 3. Findings and Comments

The findings on the texts used in teaching Turkish to foreigners are shown in tables and these tables are interpreted.

**Table 1: Does it difficult to learn Turkish?**

Options	F	%
Too hard	3	9,4
Hard	10	31,2
Easy	18	56,2
Veryeasy	1	3,1
<b>Total</b>	<b>32</b>	<b>100</b>

59.35 of the students replied in affirmatively to the question “does it difficult to learn Turkish?”.This case shows that more than half of the students do not have difficulty in learning Turkish. 40,6% of the students have difficulty in learning Turkish. The reason for that must be researched and solutions must be found for that and thus Turkish education must be made easier. The principle of “from simple to complex” must be paid attention.

**Table 2: WhatcompelsyouwhilelearningTurkish?**

Options	F	%
Speaking	6	18,8
Writing	9	28,1
Reading	3	9,4
Listening	11	34,4
Grammar	3	9,4
<b>Total</b>	<b>32</b>	<b>100</b>

As a response to “what compels you while learning Turkish”, 34.4% of the students said listening, 28,1% saidwriting, 18,8% said speaking, 9% said grammar and 9% said reading. According to the result of the table, it is observed that students have difficulty in listening at the most. The least difficult ones as per the students are reading and grammar. Listening skills of the students must be improved thanks to reading skills.

**Table 3: Do Turkish texts attract your attention?**

Options	F	%
No	9	28,1
Yes	23	71,9
<b>Total</b>	<b>32</b>	<b>100</b>

71.95 of students said yes to the question “do Turkish texts attract your attention?”. This result shows that texts attract the attention of students. 28,1% of students said no to the same question. Interests of these students must be identified and texts must be configured.

**Table 4: Whatshall be thesubjects of thereadingtext in youropinion?**

Options	F	%
Currentissues	5	15,6
Education	17	53,1
Work life	4	12,5
Turkishculture	3	9,4
Universal	3	9,4
<b>Total</b>	<b>32</b>	<b>100</b>

The question of “what shall be the subjects of the reading texts in your opinion?”was responded by 53,1% of students as education, by 15,6% as current issues, by 12,5% as business life, by 9,4% as Turkish culture and 9,4% as universal. The ideas of the students on the issue must be paid attention while determining the subjects of the texts and texts about education weighted. It was observed that the purposes of Gaziosmanpaşa and Ondokuz Mayıs TOMER students coming to Turkey and reason for needing Turkish is education.

**Table 5: In your opinion, are reading texts adequate?**

Options	F	%
No	4	12,5
A little	11	34,4
Yes	17	53,1
<b>Total</b>	<b>32</b>	<b>100</b>

The question of "in your opinion, are reading texts adequate?" was responded by 53,1% of students as yes. This shows that more than half of the students think that texts are adequate. 12,55 of the students said no. Opinions of these students must be taken and texts must be diversified by increasing the number of texts.

**Table 6: Do you read Turkish magazine and newspapers?**

Options	F	%
No	13	40,6
Sometimes	16	50,0
Yes	3	9,4
<b>Total</b>	<b>32</b>	<b>100</b>

50% of students said sometimes and 40.6% of the students said no to the question of "do you read Turkish magazine and newspapers?". It is observed that students do not read magazines and newspapers regularly. Students' subscribing to magazines and newspapers and reading magazines and newspapers regularly shall be provided.

**Table 7: Do you need reading Turkish book other than course book?**

Options	F	%
No	1	3,1
A little	11	34,4
Yes	20	62,5
<b>Total</b>	<b>32</b>	<b>100</b>

As response to the question of "do you need reading Turkish book other than course books?" 62,5% of the students responded yes. This answer given by majority of the students shows that they need to read books other than course books. Attractive books with pictures and suitable with their levels must be identified and students' reading shall be provided.

**Table 8: I can understand means of communication in Turkish.**

Options	F	%
No	5	15,6
A little	10	31,2
Yes	17	53,1
<b>Total</b>	<b>32</b>	<b>100</b>

It was observed from the item "I can understand means of communication in Turkish." That 84,3% of the students understand. The means of communication that we frequently use have significant place in our lives. 15,6% of the students cannot understand means of communication in Turkish. Various activities shall be performed to ease understanding of those students.

**Table 9: I can understand fundamental information questions.**

Options	F	%
No	2	6,2
A little	5	9,4
Yes	27	84,4
<b>Total</b>	<b>32</b>	<b>100</b>

In "I can understand fundamental information questions.", 93,8% of the students expressed that they can understand. As the students participating in the study are in beginner level in general, they do not experience problems in fundamental information questions. The questions shall be prepared by taking the levels of the students into consideration.

**Table 10: I can understand the texts in which Turkish address and direction descriptions are provided.**

Options	F	%
No	1	3,1
A little	11	34,4
Yes	20	62,5
<b>Total</b>	<b>32</b>	<b>100</b>

It was observed that 96,9% of the students can understand the item "I can understand the texts in which Turkish address and direction descriptions are provided.". This item complies with European Languages Common Framework Program beginner level reading acquisitions. As the students attending the questionnaire are generally in beginner level, they can understand the texts giving Turkish address and direction descriptions.

**Table 11: I can understand the Turkish commands on internet.**

Options	F	%
No	4	12,5
A little	15	46,9
Yes	13	40,6
<b>Total</b>	<b>32</b>	<b>100</b>

It was seen from "I can understand the Turkish commands on internet." that 87,5% of students can understand and 12,5% of students cannot understand. Turkish words must be used on internet that we continuously use in daily our lives and internet shall be benefitted from in language education.

**Table 12: I can understand the things written in daily language.**

Options	F	%
No	2	6,2
A little	16	50,0
Yes	14	43,8
<b>Total</b>	<b>32</b>	<b>100</b>

“I can understand the things written in daily language” was answered positively by 93, 8% of students. The texts written in daily language are suitable for the students in beginner level. Studies must be carried out for 6,2% of the students saying no and they shall be helped to improve their vocabularies and understand the texts written in daily language.

**Table 13: I can understand what an article/essay in Turkish is about.**

Options	F	%
No	6	18,8
A little	20	62,5
Yes	6	18,8
<b>Total</b>	<b>32</b>	<b>100</b>

“I can understand what an article/essay in Turkish is about.” It was understood that 18, 8% of students can fully understand this item. Essay text type shall be used for high level students according to European Languages Common Framework Program Reading Acquisitions. The levels of students shall be taken into consideration while choosing texts. Students participating to the survey are generally at beginner level shall be read simpler texts in compliance with their levels. If essays will be included, texts shall be submitted to students in simplified manner.

**Table 14: I can understand simple messages, business letters and official letters.**

Options	F	%
No	3	9,4
A little	11	34,4
Yes	18	56,2
<b>Total</b>	<b>32</b>	<b>100</b>

It was observed that 90,6% of students can understand “I can understand simple messages, business letters and official letters.” item. Texts with simple messages can be brought together.

**Table 15: I can understand the topic of the story.**

Options	F	%
No	3	9,4
A little	17	53,1
Yes	12	37,5
<b>Total</b>	<b>32</b>	<b>100</b>

As for "I can understand the topic of the story.", %53,1 of students stated that they can understand the item to a degree. One of the clues that text is understood is to make students find the topic of the text. 9,4% responded no and this shows that they cannot understand the text being read. The texts shall be read by paying attention to pre-reading, reading and post-reading phases. Therefore, students will understand the text read better and will not have difficulty in finding the topic.

**Table 16: I can understand the articles on theater, cinema or book.**

Options	F	%
No	6	18,8
A little	18	56,2
Yes	8	25,0
<b>Total</b>	<b>32</b>	<b>100</b>

"I can understand the articles on theater, cinema or book." 25% of the students understand the item exactly. 18,8% of the students who participated the questionnaire cannot understand these texts. Essay text type shall be used for high level students according to European Languages Common Framework Program Reading Acquisitions. The levels of students shall be taken into consideration while choosing texts. Students participating to the survey are generally at beginner level shall be read simpler texts in compliance with their levels.

**Table 17: I can understand any correspondence by using a dictionary.**

Options	F	%
No	6	18,8
A little	8	25,0
Yes	18	56,2
<b>Total</b>	<b>32</b>	<b>100</b>

In relation with "I can understand any correspondence by using a dictionary." item, it was observed that 81,2% of the students can understand. The most important source of a student learning a foreign language is dictionaries. Dictionaries are benefitted from to learn the unknown words. It shall be provided that students can understand the text without looking up dictionaries by helping improvement of their vocabularies and they can deduct the meaning of the words within the direction of the context of the text.

**Table 18: I can understand the texts of different types.**

Options	F	%
No	12	37,5
A little	16	50,0
Yes	4	12,5
<b>Total</b>	<b>32</b>	<b>100</b>

"I can understand the texts of different types." This item shows that 50% of the students can understand a little, and 37,55 cannot understand. The students at beginner level have difficulty in understanding texts in different types such as poem, theater script etc. text types such as poem,

theater script etc. shall be used for students at higher levels. Shorter, simplified text types shall be used for beginner students.

**Table 19: I can understand the texts including idioms and slang words.**

Options	F	%
No	15	46,9
A little	13	40,6
Yes	4	12,5
<b>Total</b>	<b>32</b>	<b>100</b>

"I can understand the texts including idioms and slang words." It was observed that 12,5% of students can exactly. As idioms have figurative meaning, they are not suitable for beginners. Idioms shall be included in the texts to be read by high level students.

**Table 20: I can perceive social, political or historical background of a literary work.**

Options	F	%
No	10	31,2
A little	16	50,0
Yes	6	18,8
<b>Total</b>	<b>32</b>	<b>100</b>

"I can perceive social, political or historical background of a literary work." This item can be understood by 18,8% of students exactly. In general, it was observed that these kinds of texts are difficult for students at beginner level. Levels of students shall be paid attention in selection of the texts.

**Table 21: I can understand occupational and scientific articles by sometimes looking up dictionary.**

Options	F	%
No	5	15,6
A little	14	43,8
Yes	13	40,6
<b>Total</b>	<b>32</b>	<b>100</b>

It was understood that the item of "I can understand occupational and scientific articles by sometimes looking up dictionary." 84,6% of students can understand by looking up dictionary. As articles are scientific writings, the number of terms is considerable. Essay text type shall be used for high level students according to European Languages Common Framework Program Reading Acquisitions. It shall be provided that students can understand the text without looking up dictionaries by helping improvement of their vocabularies.

#### 4. Conclusion

In this study, it was targeted to determine the opinions of students in Gaziosmanpaşa University and Ondokuz Mayıs University Turkish Education and Application Center (TOMER) concerning Turkish reading texts. The questionnaire of Pınar Şimşek (2011) comprising of 24 items was applied to 32 students in total as 25 students at beginner level in Gaziosmanpaşa University TOMER and 7 students at advanced level in Ondokuz Mayıs University TOMER. As the majority of students are at beginner level, items of survey were presented both in English and Turkish.

According to the results of the questionnaire, students have difficulty in listening at most and in reading at the least. Improving other skills shall be provided by improving reading skills at first in teaching Turkish to foreigners.

The students who participated in the survey came to Turkey for education. They desire that the subjects of the texts shall be about education. It is observed that Turkish reading passages attract the interest of students. The requests of the students shall be considered in the selection of texts and subject of education shall occupy an important place. The passages are quite important in transmission of culture. The expressions reflecting Turkish culture shall be included in the texts.

It was observed that majority of the students at beginner level sometimes read Turkish newspapers and magazines. It shall be provided that interests of the students shall be drawn to newspapers and magazines and therefore their levels of Turkish will improve and they can be able to follow up current issues. Students also need reading Turkish books other besides course books. It is a necessity that books containing proper texts and pictures suitable with their levels and attracting their interest shall be identified and students shall meet up with books various.

We use communication instruments in our daily lives frequently. It was observed that students can understand the communication instruments in Turkish. The students at beginner level in general, can understand basic questions, Turkish address and direction tariffs, the things written in daily language and simple messages. The passages shall be selected by taking the levels of students into consideration.

It was observed that the students attending the survey can understand the correspondence by using dictionary. It shall be provided that students can find the meaning of the words within the direction of the context of the text by improving their vocabulary. As idioms have generally figurative meaning, the beginner students have difficulty in understanding the texts embodying idioms. The idioms shall be contained in the passages to be chosen for high level students.

It was also seen that it is difficult for students to understand different types of texts such as theatre scripts and poems. Texts in different types shall be presented to the beginners in simplified and short versions. The students at fundamental level have difficulty in understanding essays. Essays are suitable for high level students according to European Languages Common Framework Program Reading Acquisitions.

The texts shall be read by paying attention to pre-reading, reading and post-reading phases. Therefore, students will understand the text read better and will not have difficulty in finding the topic. Short answered questions related to the text shall be asked to students as well as questions directed to improving high level thinking skills. Vocabulary teaching studies shall be performed related to unknown words and it shall be provided that students pronounce the words correctly while reading the text.

Text shall not contain ambiguities and miswriting and use of Turkish words shall be paid attention. Self-assessment, peer assessment etc. shall be carried out to evaluate whether the text is understood or not.

Erdem, Gün, Şengül and Şimşek (2015) stated that the program of teaching Turkish as a foreign language should be organized according to the realistic goals and the level of culture transfer according to the levels of the text books and grammar experts. In this study, it is seen that 12.5% of the learners can fully understand the article "I can understand the texts with idioms and slang" in the questionnaire applied to the students shows that reading texts should pay attention to the level of vocabulary teaching. Toprak (2011) stated that the deficiencies in reading materials used in teaching Turkish to foreigners and that the works used should be prepared with care.

This study also shows that students need to read Turkish books besides course books are deficiencies in used books. Barın (2003) emphasized that the existence of basic vocabulary in the courses and work books used in teaching Turkish to foreigners should be determined particularly well at basic and intermediate levels. This study also stated that 25% of the students fully understood the article "I can understand the articles written about theater, cinema or book" in the questionnaire applied to the students. The vocabulary used in the articles makes it difficult for learners at the beginning level to understand. For this reason, text types in textbooks should be determined according to the level of vocabulary of students. Şimşek (2011) has studied the reading and auxiliary books used in teaching foreign languages to foreigners and found that supplementary books are inadequate. In this study, 62.5% of the students answered "yes" to the question "Do you need to read Turkish books besides the course book" in the questionnaire applied to the students? The fact that the vast majority of the students responded "yes" shows that the books used in the teaching of foreigners in foreign languages are inadequate. Şimşek (2011) stated that, according to the questionnaire survey to TÖMER students, students understood the functional texts used in everyday life better and that they had difficulties in the sense of scientific and literary texts. In this study, it was seen that students easily understood the texts used in everyday life and difficult to understand texts at high level. With therefore mentioned study, it seems that the results of this research overlap.

## References

- Akçamete, G. ve Güneş, G. (1992). *Üniversite Öğrencilerinin Okumalarının değerlendirilmesi*. Ankara University Eğitim Bilimleri Fakültesi Dergisi, 22(2), 463-471.
- Aksan, D. (1977). *Her Yönüyle Dil, Ana Çizgileriyle Dilbilim I*. Ankara: TDK Yayınları.
- Akyol, H. (2012). *Türkçe İlk Okuma Yazma Öğretimi (yeni programa uygun)*. Ankara: Pegem

Akademi Yayıncılık.

- Barın, E. (2003). *Yabancılara Türkçenin Öğretiminde Temel Söz Varlığının Önemi*, TÜBAR-XIII.
- Bölükbaş, F. ve Keskin, F. (2010). *Yabancı Dil Olarak Türkçe Öğretiminde Metinlerin Kültür Aktarımındaki İşlevi*. *TurkishStudies*, 5(4), 221-235.
- Cemiloğlu, M. (2004). *İlköğretim Okullarında Türkçe Öğretimi*. İstanbul: Aktüel.
- Demir, A. ve Açık, F. (2011). *Türkçenin Yabancı Dil Olarak Öğretiminde Kültürlerarası Yaklaşım ve Seçilecek Metinlerde Bulunması Gereken Özellikler*. TÜBAR, 30, 51-72.
- Demircan, Ö. (1990). *Yabancı Dil Öğretim Yöntemleri*. İstanbul: Ekim Yayınları.
- Demirel, Ö. (2004). *Yabancı Dil Öğretimi*. (2. Baskı). Ankara: Pegem A Yayıncılık.
- Güneş, F. (1997). *Okuma Yazma Öğretimi ve Beyin Teknolojisi*. Ankara: Ocak Yayınları.
- Demirel, Ö. (2014). *Yabancı Dil Öğretimi: Dil Pasaportu, Dil Biyografisi, Dil Dosyası* (8. Baskı). Ankara: Pegem Akademi Yayınları.
- Erdem, M.D., Gün, M., Şengül, M. ve Şimşek, R. (2015). *Yabancılara Türkçe Öğretiminde Kullanılan Okuma Metinlerinin Öğretim Elemanlarınca Diller için Avrupa Ortak Başvuru Metni ve İşlevsel Metin Özellikleri Kapsamında Değerlendirilmesi*, *Turkish Studies*, 10/3:455-476.
- Göçer, A. , Moğul, S. (2011). *Türkçenin Yabancı Dil Olarak İle İlgili Çalışmalara Genel Bir Bakış*. *TurkishStudies Volume 6/3 Summer*, p.797-8
- Görmen, P.; Kaya, M. F. ve Bayrak, E (2010). *Türkçe Eğitimi Alanında Yaşanan Sorunların Lisansüstü Tezlere Dayalı Olarak Belirlenmesi*. 9.Ulusal Sınıf Öğretmenliği Eğitimi Sempozyumu. s. 133-138, Elazığ.
- Güneş, F. (2007). *Türkçe Öğretimi Ve Zihinsel Yapılandırma*. Ankara: Nobel Yayın Dağıtım.
- Harris, A. J. ve Sipay, E. R. (1990). *How to increase reading ability*. New York: Longman.
- Candaş Karababa, C. (2009). *Yabancı Dil Olarak Türkçenin Öğretimi ve Karşılaşılan Sorunlar*. Ankara University Eğitim Bilimleri Fakültesi Dergisi, S. 42(2), s. 265-277.
- Karatay, H. (2010). *İlköğretim öğrencilerinin okuduğunu kavrama ile ilgili bilişsel farkındalıkları*. *Türklük Bilimi Araştırmaları Dergisi*, (27), 457-475.
- Koç, S. (1979). *BAYDÖ'de Öğrencilerin Dil Gereksinimlerinin Saptanması: İşlevsel/İletişimsel Yaklaşım*. *İzlem*, 3, 41-49.
- MEB Talim ve Terbiye Kurulu Başkanlığı Çeviri Komisyonu, (2009). *Diller İçin Avrupa Ortak Başvuru Metin Öğrenme-Öğretme-Değerlendirme*. Ankara: Talim Terbiye Kurulu Başkanlığı Yayınları.
- Özbay, M. (2007). *Türkçe Özel Öğretim Yöntemleri II*. Ankara: Öncü Kitap.
- Razı, S. (2008). *Okuma Becerisi Öğretimi ve Değerlendirilmesi*. İstanbul: Kriter Yayıncılık.
- Şimşek, P. (2011). *Yabancılara Türkçe Öğretiminde Okuma Metinleri ve Yardımcı Okuma Kitapları Üzerine Bir Araştırma. (Yayımlanmamış Yüksek Lisans Tezi)*. Afyon: Afyon Kocatepe University/Sosyal Bilimler Enstitüsü.
- Toprak, F. (2011). *Yabancılara Türkçe Öğretimi Kitaplarındaki Okuma Parçaları ve Diyaloglar Üzerine Bir Değerlendirme*, *Türkiyat Araştırmaları Dergisi*.
- Vahapoğlu, E. (2009). *Yabancı Dil Öğrenme Yolları*. İstanbul: Alfa Yayınları.
- Yalçın, A. (2006). *Türkçe öğretim yöntemleri yeni yaklaşımlar*. Ankara: Akçağ Yayınları.