



6. VE 7. SINIF TÜRKÇE DERS KİTAPLARININ METİN TÜRÜ AÇISINDAN İNCELENMESİ¹

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Makale Bilgisi	Özet
Anahtar Kelimeler Türkçe Ders Kitapları Türkçe Eğitimi Tema Metin Türleri Ders Kitapları	Çalışmada 2018-2019 eğitim-öğretim yılında 6 ve 7. sınıf Türkçe ders kitaplarındaki metin türleri incelenmiştir. Ders kitapları öğretim programlarının uygulanmasında en temel kaynaklardır. Bu bağlamda kitaplar içinde yer alan metinler ve bu metinlerin türleri önem arz etmektedir. Çalışmada doküman analizi yöntemi kullanılmıştır. Farklı yayınevlerine ait 6. ve 7. sınıf ders kitaplarında okuma metinlerinin türleri belirlenmiş ve bu türler aynı sınıf düzeyinde farklı yayınevleri arasında karşılaştırılmıştır. Farklı yayınevlerine ait ders kitaplarındaki türler 2018 Türkçe Dersi Öğretim Programı'nda yer alan türler ile karşılaştırılmıştır. İncelenen ders kitaplarındaki okuma metinleri beş farklı Türkçe öğretmenin de incelemesine sunulmuş ve ortaya çıkan metin türleri belirlenmiştir. Çalışmada 6. sınıflarda MEB ve Eksen yayınlarına ait ders kitapları ile 7. sınıflarda MEB ve Dersdestek yayınlarına ait ders kitapları incelemeye alınmıştır. İnceleme sonucunda aynı sınıf düzeyinde farklı yayınevlerinde birbirinden farklı türlerin kullanıldığı sonucuna ulaşılmıştır. Özellikle bazı metinlerin türlerinin doğru belirlenemediği ya da metinlerin türlerinin özelliğini yansıtacak şekilde verilmediği görülmüştür. Bazı metin türlerinin birbiri ile çok karıştırıldığı ve programa uygun olarak verilmeyen metin türleri olduğu tespit edilmiştir. Sonuç olarak metinlerin seçiminde ve metin türlerinin belirlenmesinde daha titiz davranılması gerektiği görülmüş ve buna yönelik önerilerde bulunulmuştur.
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EXAMINATION OF 6TH AND 7TH GRADE TURKISH TEXTBOOKS IN TERMS OF THEME AND LITERARY GENRES

Article Info	Abstract
Keywords Turkish Coursebooks Turkish Education Theme Text Types Textbooks	This study examines the genres of texts in the 6th and 7th-grade Turkish textbooks used during the 2018-2019 academic year. Textbooks serve as fundamental resources for implementing educational curricula. In this context, the texts included in textbooks and their genres hold significant importance. The study employed the document analysis method to identify the genres of reading texts in textbooks published by different publishers for the 6th and 7th grades. These genres were compared across publishers at the same grade level and with the text genres specified in the 2018 Turkish Language Curriculum. Additionally, the reading texts in the textbooks were reviewed by five Turkish language teachers to ensure comprehensive analysis of the identified text genres. The study focused on textbooks published by MEB and Eksen for the 6th grade and by MEB and Dersdestek for the 7th grade. The findings revealed that different text genres were used across publishers for the same grade level. It was observed that some genres of texts were inaccurately classified or did not sufficiently reflect the characteristics of their respective genres. Furthermore, certain text genres were often confused with one another, and some did not align with the curriculum's specifications. In conclusion, the study highlights the need for greater diligence in the selection of texts and the identification of text genres in textbooks. Recommendations were provided to address these issues.
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Introduction

An educational process begins with the aim of creating desired changes in an individual's behavior. Education plays an active role in the transmission of general norms that exist in society from generation to generation, while also providing the necessary knowledge, skills, and developmental levels, allowing individuals to reach a certain accumulation and become independent in life (Şişman, 2006: 6).

It is clear that there is a continuous change in all areas of life, including education (Erdem, Gün, Şengül, and Şimşek, 2015: 460). In this phase of development and change in education, the most effective material source on individuals is textbooks. Textbooks are also the most commonly used resources in the teaching of Turkish lessons (Baş, 2003: 257-266; Uzuner, Aktaş, and Albayrak, 2010: 721-733; Kırbaş, Orhan, and Topal, 2012: 2225-2235; Bulut and Orhan, 2012: 297-311). Almost all Turkish teaching programs have been shaped around the teaching of the Turkish language.

Textbooks are written resources that generally organize all subjects in a systematic way and support students in learning according to their own cognitive levels, created in accordance with the educational programs of countries (Çakır, 1997: 7). According to Güneş (2002: 5), textbooks are a resource that has been adapted to be in line with the curriculum, prepared for students at every level, made learning as easy as possible for children, and the topics are arranged from easy to difficult.

Especially in recent times, it has been observed that children's vocabulary is gradually decreasing, and they are struggling to express their problems. Perhaps the most significant reason for this is that the words in the prepared textbooks have been compiled without paying attention to this issue (Karakuş, 2005: 233). In recent years, with the introduction of environments such as social media, online games, and live streaming platforms into our lives, a significant number of foreign words have entered our language, causing some words in our language to be replaced by these words (Şimşek and Direkci, 2019; Şimşek, 2023). In this way, our language has started to slowly lose its words. There is a much greater need for textbooks that are in line with Turkish programs and that will make our children love their native language and enable them to use the language comfortably during the periods when their language begins to form and develop (Kolaç, 2003: 107; Koparan and Bıçaklı, 2023). Likewise, when selecting texts in textbooks, it is important to choose texts that are appropriate for the theme they are part of. Care should also be taken regarding this matter when determining the genres of texts. Indeed, a text that is not chosen appropriately for its theme will not ensure adequate learning in children. A text that is not chosen according to its genre will also pose a problem for students in terms of grasping text genres.

It is very valuable in this context for children to understand the text in the best way and to grasp the genre of text it was written in. Because having mastery of text genres in both the understanding and narration processes facilitates writing literary texts and ensures the best development of language awareness.

With this study, it is possible to have knowledge about the genres of texts within the themes found in the Turkish textbooks belonging to the 6th-grade MEB and Eksen publications and the 7th-grade MEB and Dersdestek publications. It has been

determined how much the literary genres in the 2018 Turkish Course Curriculum are represented in these textbooks. The genres of texts included in books from different publishers used in 6th and 7th grades were examined, comparisons were made, these were compared with the genres in the Turkish Course Curriculum, and the results were tabulated.

Research on Text Genres

When examining the research conducted on this topic, it has been observed that many studies have been carried out in the form of theses and articles. It has been determined that these studies cover a variety of topics, such as the distribution of themes and text genres in Turkish textbooks, the suitability of text genre distribution according to the curricula, and the textual features of the texts.

Baş (2003) examined the distribution of text genres in 6th-grade Turkish textbooks in his study titled "An Examination of Text Genres in 6th Grade Turkish Textbooks." As a result of this research, it was stated that the texts and their genres selected are appropriate for the cognitive and social development levels of 6th-grade children. However, despite a greater emphasis on fictional literary genres, there are insufficient genres available for children who are capable of understanding literary genres that provide information in terms of cognitive and social development. Kolaç (2009): In his study titled "Evaluation of Texts in Primary School Turkish Textbooks in Terms of Genre", he conducted an examination on how the genres of texts in Turkish textbooks from 1st to 8th grades are distributed. Since the genres of texts in Turkish textbooks are classified as specified in Turkish curriculum (1-5; 6-8), he conducted the research accordingly. He mentioned that when selecting texts to be included in primary school Turkish textbooks, attention should be paid to whether they reflect the characteristics of their genres and that the texts that best reflect their genres should be included. Sulak (2009): In his study titled "Evaluation of the Structures of Texts in 1-5th Grade Turkish Textbooks in Terms of Genre", he determined the genres of texts in textbooks and examined the structure of these texts. As a result of the study aimed at this purpose, he mentioned the imbalance in the distribution of texts according to their genres and stated that there should be a balanced distribution. Solak and Yaylı (2009) conducted a study in their study titled "Analysis of Primary School Second Level Turkish Textbooks in Terms of Genres" on the text genres and frequencies in the books of four different publishing houses, the extent to which the genres that should be given according to the new program are given place and how many different genres are given place in the books. The studies concluded that there is an imbalance in the numerical distribution of text genres. Üründü (2011), in the study titled "Examination of Themes and Text Genres in Turkish Textbooks for Grades 6-8," analyzed the distribution of themes, sub-themes, and text genres across different grade levels in Turkish textbooks. The research focused on how themes and text genres were distributed according to the Turkish Education Program. Üründü emphasized the need for greater care in selecting texts and their genres, advocating for the inclusion of

clearer and more specific text genres such as novels, stories, essays, and articles, instead of relying solely on narrative and informative texts.

Pilav and Oğuz (2013), in their study titled "A Research on the Text Genres in Turkish Textbooks," examined the genres, proportions, and frequency of texts included in Turkish textbooks for grades 7 and 8 prepared by the Ministry of National Education (MEB). They focused on the inclusion of mandatory text genres, themes, and the extent to which reading and listening texts were integrated. The study highlighted the need to diversify text genres to foster reading habits among students.

Şahin and Bayramoğlu (2016), in their work "An Evaluation of the 2015 Turkish Curriculum in Terms of Text Genres and Theme Selection," analyzed the text genres and themes selected for grades 1-8 in the Turkish Education Program. They compared the 2015 program with previous curricula and emphasized the importance of specifying which text genres should be taught at each grade level in the 2015 Turkish Program. Temizyürek and Delican (2016): In their study titled "Analysis of Texts in Primary School Turkish Textbooks in Terms of Genre and Theme", they conducted a study on the distribution of texts in primary school Turkish textbooks according to themes and genres and the themes contained in the texts. As a result of the study, it was seen that approximately 50% of primary school textbooks were narrative, 30% were informative and 20% were poetry. They observed that narrative texts were given more in lower grades and informative texts were given more in upper grades. Aytan and Güneş (2017): In their study titled "An Evaluation of the Themes and Genres of Texts in 5th Grade Turkish Textbooks Prepared According to the 2017 Turkish Curriculum", they aimed to determine how the text genres in 5th grade Turkish textbooks were distributed and how the themes were distributed. As a result of this study, they stated that the ratios in the distribution of text genres would change depending on the situation, but this ratio should be distributed as balanced as possible.

Education, Textbook, Text and Text Genres

Textbooks are the most important resource that is a tool for achieving the objectives of educational programs in a country. While textbooks are the most widely used material, there are also many cases where they are used as the sole source of material under certain conditions. The books should contain information that appeals to both the intellectual and emotional worlds of the child. At the same time, textbooks have an extremely important place in acquiring language skills. In Turkish lessons, they have a very important share in understanding the characteristics of that language, and this is achieved through the texts placed in those books (Çeçen and Çiftçi, 2003; cited in Payza, 2015: 9). Again, according to Demirel (2010), textbooks that will be created in full compliance with the rules of Turkish will contribute greatly to the effective and proper use of the Turkish language. The most fundamental aspect of learning Turkish depends first on the textbook and then on the characteristics of the texts placed in this

textbook (Çalışkan, 2010; cited in Kemiksiz, 2018: 945-967). Texts are structures in which all information, knowledge, emotions and thoughts are placed according to very different narrative and spelling features. According to Günay (2003: 35), a text is expressed as a whole structure formed by language elements with a beginning and an end. In other words, a text is the whole of the meaningful structure formed with all the features of the formal, narrative and spelling rules of a piece of writing (TDK, 1994: 524). Erkul (2007: 96) defined the text as a complex whole of meaning that is not composed of sentences but is encrypted only with them and is created in depth. This placement process is planned in a logical order, not in a ranking (Güneş, 2013: 606). Gürel, Temizyürek and Şahbaz (2007) emphasize that texts should be selected that contribute to the development of children's spiritual world, color their world and also include ethical rules adopted by society, in addition to having universal qualities, Aytaş (2001: 162-163) emphasized that texts should be created in a way that will develop children's mother tongue awareness and facilitate language development, as well as arouse the desire to learn in students, and Öz (2012) emphasized that texts should provide important examples from Turkish and world literature and thus encounter many writers and poets, which in turn allows children's emotional and inLiterary genres, in general, are writings that are diversified by looking at the content, form and technical features of the written works (Kavcar, Oğuzkan, Aksoy, 2007). It is impossible to make literary genres fixed. While new genres emerge according to the conditions of the period, genres that do not appeal to the present day gradually disappear. More precisely, they fall into disuse. Many writers have classified literary genres in different ways.

Cemiloğlu (2004) divided text genres into three groups as emotion-, thought- and event-based genres based on the three learning areas in educational sciences - affective, cognitive and kinesthetic areas. In another classification of literary genres, Aytaş (2006: 261-276) Poetry; lyric, didactic, pastoral, dramatic, epic poetry. Theater; tragedy, comedy, drama. Narrative genres; novel, story, tale, legend. Thought genres; He made the classification as article, interview, essay, letter, aphorism, travel writing, memoir, interview. Again, another classification by Aytaş (2006): Main genres (epic, tale, folk tales, fable, story, novel). Representation genres (theatrical works). Thought genres (article, conversation, anecdote, essay). Auxiliary genres (biography, memoir, travel writing, letter, speech, aphorism etc.).tellectual accumulations to reach wider cultures. Karasoy, Yavuz, Direkci and Kayasandık (2016: 345-393) classified the genres of written compositions as event writings, opinion writings, research and review writings, letter-genre writings and verse writings. Ağca (2001: 109-223)'s classification is as follows: "Oral narrative genres, oral-anonymous verse genres, written narrative

genres with a certain owner, genres where ideas, feelings, dreams and fantasies are intensively processed, genres written in verse." According to Aktaş and Gündüz (2013: 243-353), the genres are: Form writings, didactic texts and literary genres.

All these classifications actually differed according to the thought and research structures of the writers. However, although there are some differences in general terms, almost all of them meet at similar points. Çeçen and Çiftçi (2007: 39-49) argued that every genre should be included as much as possible so that children can better comprehend them. Solak and Yaylı (2009: 444-453) argued that the important thing is not to use a wide variety of genres in books, but to present the given genre in the best way possible. In the study conducted by Yağmur (2009: 53-64), it was mentioned that despite the creation of much more advanced textbooks, there was little genre diversity and problems in the texts providing the desired skill level.

Genre usage should be different according to age. Since the concrete development phase is at the forefront in first-grade children, more emphasis should be given to event-based genres, while opinion writings should be given more to second-grade children. Especially, the frequent use of works in the story and tale genres in the first grade is important in terms of children perceiving events and being able to pay attention to them. In the light of the information on text genres and classifications, the information and classification on text genres in the newly created 2018 Turkish Course (Grades 1-8) Curriculum has been carried out as follows (MEB, 2018: 16-17).

Table 1. *Distribution of Text Genres in the 2018 Turkish Course Curriculum According to Grade Levels*

Genres	1	2	3	4	5	6	7	8
Informative Texts								
Memoir		+	+	+	+	+	+	+
Biographies, Autobiographies							+	+
Blog						+	+	+
Petition					+		+	+
Ephemera and brochures (mixed-content texts such as lists, diagrams, tables, graphs, sketches, maps, posters, etc.).		+	+	+	+	+	+	+
E-mail			+	+	+	+	+	+

Diary		+	+	+			+	+
News Text, Advertisement		+	+	+	+	+	+	+
Postcard		+	+	+				
Guides (user manuals, specifications, instructions, etc.).		+	+	+	+	+	+	+
Travel writing							+	+
Article / Anecdote / Interview / Essay						+	+	+
Letter						+	+	+
Aphorisms (proverbs, idioms, wall writings, slogans, etc.).	+	+	+	+				
Aphorisms (maxims, proverbs, idioms, aphorisms, wall writings, mottos, slogans, etc.).						+	+	+
Social Media Messages						+	+	+
Narrative Texts								
<i>Comics</i>		+	+	+	+	+	+	+
Fable		+	+	+	+	+	+	+
Story		+	+	+	+	+	+	+
Cartoon		+	+	+	+	+	+	+
Tale / Legend/ Epic		+	+	+	+	+	+	+
Humorous Anecdote		+	+	+	+	+	+	+
Novel					+	+	+	+
Theater		+	+	+	+	+	+	+
Poetry								
Folk Song / Lullaby		+	+	+	+			
Song/ Folk song		+	+	+	+	+	+	+
Poem		+	+	+	+	+	+	+
Tongue twister / Jingle / Riddle		+	+	+	+			

According to the 2018 Turkish Language Curriculum, the genres that should be introduced in the achievements according to the classes in the second stage are:

In the 5th grade; story, fable, tale, news text.

In the 6th grade; memoir, letter, theater, travel writing.

In the 7th grade; interview, biography, autobiography, diary.

In the 8th grade; opinion column, article, essay, novel, epic. However, it has also been stated that detailed information should not be given for all classes regarding these genres (MEB, 2018: 37-50).

Considering all these classifications, it would be more up-to-date and useful to define the genres under the main headings of 'informative, narrative, poetry' in the light of the recently published Turkish Language Curriculum.

When examining studies on text types, attention has been drawn to how the distribution of types and themes is structured in textbooks, and what should be considered when distributing text types. In this study, the types of texts in the Turkish textbooks for 6th and 7th grades from the 2018-2019 academic years were examined, differences in type distribution were analyzed, and it was determined whether the texts reflected the characteristics of their types. Five different Turkish teachers were asked to identify the text types, and the distribution of these text types according to the Turkish Language Teaching Program was examined. In doing so, the following questions were addressed:

1. What is the distribution of text types in Turkish textbooks from different publishers used at the same grade level?
2. Do the texts in Turkish textbooks reflect the characteristics of their types?
3. According to Turkish teachers, what types do the texts in the examined textbooks belong to?
4. What is the distribution of text types in the textbooks according to the text types specified in the Turkish Language Teaching Program?

Method

In this section of the research, the research model, data collection sources, how the data was collected and analyzed were emphasized.

Research Model

The document analysis method was used in the research. Document analysis is the process of collecting existing records and documents related to the study to be conducted, coding them according to certain rules and systems, and examining them. Document analysis is also defined as documentary observation or documentary scanning (Çepni, 2009: 76). In this study, the genres of texts in the 6th and 7th grade Turkish textbooks in the 2018-2019 academic year were determined and the document analysis method was used.

Data Collection

Text genres were tried to be explained in the theoretical framework section. In 2018, the Turkish Course Curriculum was changed and a new program was created for themes and text genres. The principles determined in this program constituted the criteria of the research. In accordance with the theoretical framework created, the texts in the 6th and 7th grade textbooks accepted as Turkish textbooks by TTKB were examined.

The reading texts in the textbooks examined were evaluated and their genres were specified. In the 6th grade Eksen publications, the genre of each text was given at the beginning of the text. The text genres of other publishing houses were determined by looking at which authors, which books and magazines, and which sources the texts were taken from and the content of the texts. The text genres in the textbooks belonging to different publishing houses were compared with each other. Findings were created for texts that did not reflect the characteristics of their genres and whose genres could not be determined correctly. Similarly, the genres in the textbooks were evaluated in terms of the genres that should be included in the Turkish Course Curriculum.

Data Collection Sources

The study used the 6th grade MEB and Eksen Publications and 7th grade MEB (Ed: Nurcihan DEMİRER) and Dersdestek Publications Turkish textbooks, which were decided to be used in the 2018-2019 academic year with the curriculum program.

There are a total of 8 themes in each publishing house's book. Each theme includes 3 reading, 1 listening-watching, and 1 free reading text. The reading texts in the themes were included in the research. A total of 24 texts were examined in each book and their genres were determined. A total of 96 texts were examined in 4 books.

The 96 texts in the four books were read to 5 different Turkish teachers and their answers about the genres of the texts were received and the genres of the texts they found different were tabulated.

Data Analysis

The genres of reading texts in 6th grade MEB and Eksen publications and 7th grade MEB and Dersdestek publications were determined and compared with publications at the same grade level. It was examined whether the texts in 6th and 7th grade textbooks reflected the characteristics of their genres. The texts in the textbooks belonging to 4 publishing houses were read to 5 different Turkish teachers and their answers about the genres of the texts were obtained. Then, a consensus was reached based on the principle of consensus/difference of opinion and a definitive judgment

was reached about the genres of the texts. The distribution of text genres in the publishing houses was examined according to the 2018 Turkish Course Curriculum.

Findings and Comments

The distribution of text genres in 6th grade MEB and Eksen publications and 7th grade MEB and Dersdestek publications was examined. While making the distribution, the text genres were grouped as informative, narrative and poetry texts as included in the Turkish Course Curriculum.

Table 2. *Distribution of Text Genres in 6th Grade Textbooks Prepared by MEB and Eksen Publishing Houses*

		MEB	Eksen
Genres		Publications	Publications
		<i>f</i>	<i>f</i>
<i>Informative Texts</i>	Memoir	2	0
	Biography	0	0
	Autobiography	1	0
	Blog	0	0
	Petition	0	0
	Brochure	1	0
	E-mail	0	0
	Diary	0	0
	News Text	0	0
	Postcard	0	0
	Travel writing	1	1
	Article	7	4
	Anecdote	0	0
	Interview	1	2
	Essay	0	0
Letter	0	1	
Conference Paper	1	0	
<i>Narrative Texts</i>	Comics	0	1
	Fable	0	2
	Story	5	4
	Fairy Tale	0	1
	Legend	0	0
	Epic	0	0
	Humorous Anecdote	0	1
	Novel	0	0
	Theatre	1	2
<i>Poetry Texts</i>	Poem	4	5
<i>Total</i>		24	24

In 6th grade MEB publications, the number of informative texts is more than twice the number of narrative texts. The number of poetry texts is less than the ratios of informative and narrative texts. It is noticeable that the distribution of genres in MEB

publications is not very balanced. In 6th grade Eksen publications, the number of narrative texts is more than the number of informative texts. The number of poetry texts is less than informative and narrative texts. While it is noticeable that the ratios of informative text genres are used more in MEB publications than in Eksen publications, it is seen that Eksen publications are used more in narrative texts than in MEB publications.

There is no significant difference in the texts included in the poetry genre. While MEB publications include memoirs, brochures and notices, Eksen publications do not include texts related to these genres. Eksen publications include letter, fable, tale and humorous anecdote genres, while MEB publications do not include texts related to these genres. Some genres are used in a way that is not the same in these two publishing houses. Therefore, there will be a difference in terms of recognizing the genres among the students using these books. Again, some genres are included only once. Students encountering some genres once throughout the year may cause problems in terms of comprehending the genres. This situation also does not give students the opportunity to compare text genres (Çeçen and Çiftçi, 2007: 39-49). Although there are differences in the number of narrative and informative text genres in both publishing houses, it has been observed that children in schools using both publishing houses encounter almost the same number of different genres within a year.

Table 3. *Distribution of Text Genres in 7th Grade Textbooks Prepared by MEB and Dersdestek Publishing Houses*

		MEB Publications	Dersdestek Publishing
Genres		<i>f</i>	<i>f</i>
<i>Informative Texts</i>	Memoir	2	0
	Biography	1	1
	Autobiography	0	0
	Blog	0	0
	Petition	0	0
	Brochure	0	1
	E-mail	0	0
	Diary	1	0
	News Text	0	1
	Postcard	0	0
	Travel writing	1	1
	Article	3	1
	Anecdote	0	0
	Interview	2	3
	Essay	1	1
	Letter	0	0
	Conference Paper	0	0

	Comics	1	0
	Fable	1	0
	Story	2	8
	Fairy Tale	0	1
<i>Narrative Texts</i>	Legend	0	0
	Epic	0	0
	Humorous Anecdote	1	0
	Novel	1	0
	Theatre	2	0
	Science Fiction	1	0
	<i>Poetry Texts</i>	Poem	4
	Total	24	24

The ratio of narrative texts to MEB publications is less than informative texts. In Dersdestek publications, narrative texts and informative texts are used at the same rate. In both publications, no sample texts were given for informative texts such as autobiography, blog, petition, letter, e-mail, postcard, anecdote, and conference paper, and no sample texts were given for narrative texts such as legend and epic. While MEB publications gave examples of memoir, diary, comic book, humorous anecdote, novel, theater, and science fiction text genres, these genres were not included in Dersdestek publications. While Dersdestek publications included brochure, fairy tale, and news text genres, these genres were not used in MEB publications. Including so many different genres in different publishing houses in the same year may cause children of the same age group to recognize different genres and not be aware of some genres at all. Another striking point in the table is that there is a very serious difference in the story genre. While there are 2 text genres in MEB publications, there are 8 in Dersdestek publications. In other words, it is 4 times more. While children taking lessons from one publishing house learn different genres of narrative texts, children taking lessons from another publishing house always focus on the same genre. In general, it is striking that texts in the genres of story, interview and poetry are handled more heavily.

One of the most important points to be emphasized in Turkish textbooks is that the texts given in the book reflect the characteristics of the genre. Because children grasp the characteristics of that genre in the light of what is given in that text. When they are going to write about that genre themselves, they create texts by accepting the texts they have learned as examples. If the genre of the texts is not given correctly, it will be a problem for children to learn that genre. In the light of this problem statement, the findings that some of the text genres were not determined correctly in two different publishing houses in the 6th and 7th grades are as follows

MEB 6th Grade Textbook

Table 4. *Texts Thought Not to Reflect the Characteristics of the Genre in MEB Publications 6th Grade Textbook*

Texts	Genre Specified in the Book	Type Determined as a Result of Examination
Bu da Benim Öyküm	Story	Memoir- Interview
Aziz Sancar	Autobiography	Comics
İnsanlar Zamanı Eskiden Nasıl Ölçerdi?	Article	Interview
Teknoloji Bağımlılığı	Article	Brochure
Su Kirliliği	Article	Opinion Column-Brochure
Tarhananın Öyküsü	Article	Informative Text
Bisiklet Zamanı	Article	Informative Text
Yemek, İçmek ve Sindirmek	Article	Story-Memoir

When the texts in the MEB Publications 6th grade textbook were examined, it was determined that 8 texts did not fully reflect the characteristics of the genre and were more suitable for another text genre. It is particularly striking that 6 texts determined as articles reflect the characteristics of another genre.

Eksen 6th Grade Textbook

Table 5. *Texts in the Eksen Publications 6th Grade Textbook That Are Thought Not to Reflect the Characteristics of Their Genre*

Texts	Genre Specified in the Book	Type Determined as a Result of Examination
Kaynatılmış Tohum	Story	Story
Boş Bir Kümes, Birkaç Dolu Kalp	Story	Memoir
Atatürk Orman Çiftliği	Story	Memoir
Teknolojik Bayram Kutlamaları	Interview	Memoir

In the 6th grade Eksen publications, the genre of 4 texts does not reflect the characteristics of the genre they are given. It has been determined that the genres determined as stories in particular reflect the characteristics of the memoir genre more.

MEB 7th Grade Textbook

Table 6. *Texts Considered Not to Reflect the Characteristics of Their Genre in the MEB Publications 7th Grade Textbook*

Texts	Genre Specified in the Book	Type Determined as a Result of Examination
Anıların İlhamı	Fable	Story
Ordular! İlk Hedefiniz	Memoir	Story
İnsanlarla Geçinme Sanatı	Interview	Essay
2100'deki Yaşamdan Bir Gün	Science Fiction	Diary -Story-Novel
Okumak Deyince	Interview	Essay
Okumak Ayrıcalıktır, Herkes Okuyamaz	Essay	Interview
Lavanta Kokulu Köy	Travel writing	Article
Moena Türk Köyü	Article	Legend- Travel writing

It has been determined that the 8 text genres in the 7th grade MEB publications do not reflect the characteristics of the genre they are given. It has been determined that the texts reflect different text genre characteristics in both informative and narrative text genres.

Dersdestek 7th Grade Textbook

Table 7. *Texts Considered Not to Reflect the Characteristics of the Genre in Dersdestek Publications 7th Grade Textbook*

Texts	Genre Specified in the Book	Type Determined as a Result of Examination
Yer Çekimsiz Yaşam	Interview	Article
Ülkem'in Renkli Haritası	Story	Travel writing
Sorumluluklarımız	Essay	Interview
Yeterli ve Dengeli Beslenme	Brochure	Article
Geleneksel El Sanatları Çarşısı	Travel writing	Article
Buluşa Doğru	Interview	Article
Medya Yalnızca Televizyon ve Gazeteden İbaret Değildir	Interview	Article

It was determined that 7 text genres in 7th grade Dersdestek publications did not reflect the characteristics of the genre they were written in. It was determined that there was no clarity in the text genres, especially among the interview and article genres.

The evaluation of the genres of the texts in 6th grade MEB and Eksen publications and 7th grade MEB and Dersdestek publications was made by 5 different teachers. The answers given by the teachers regarding the genres of the texts are as follows.

Table 8. Table Including the Responses of Turkish Teachers Regarding the Genre to Which the Texts in MEB and Eksen Publications 6th Grade Textbooks Belong

By Class texts	Genres	A Öğrt.	B Öğrt.	C Öğrt.	D Öğrt.	E Öğrt.
6th Grade MEB						
1.Bu da Benim Öyküm	Story	Memoir	Story	Interview	Story	Interview
2.Aziz Sancar	Autobiography	Comics	Autobiography	Comics	Autobiography	Autobiography
3.İnsanlar Zamanı Eskiden Nasıl Ölçerlerdi?	Article	Essay	Article	Interview	Article	Essay
4.Su Kirliliği	Article	Opinion Column	Article	Opinion Column	Article	Article
5.Yemek, İçmek ve Sindirmek	Article	Story	Article	Memoir	Memoir	Story
6.Dostluğa Dair	Interview	Essay	Essay	Interview	Interview	Essay
6th grade Eksen						
1.Kaynatılmış Tohum	Story	Story	Story	Story	Story	Story
2.Boş Bir Kümes, Birkaç Dolu Kalp	Story	Memoir	Story	Memoir	Story	Memoir
3.Teknolojik Bayram Kutlamaları	Interview	Memoir	Memoir	Story	Memoir	Memoir

In the 6th grade MEB publications, 5 different teachers who participated in the research determined different genres for a total of 6 texts. In addition to the genres determined for 6 different texts, 9 different genre answers emerged. In the 6th grade Eksen publications, 5 different teachers who participated in the research determined different genres for a total of 3 texts. In addition to the genres determined for 3 different texts, 4 different genre answers emerged. The fact that the genre of a text was different even for 5 different teachers constitutes one of the striking aspects of the study.

Table 9. Table Including the Responses of Turkish Teachers Regarding the Genre to Which the Texts in the 7th Grade Textbooks of MEB and Dersdestek Publications Belong

By Class texts	Genres	A Öğrt.	B Öğrt.	C Öğrt.	D Öğrt.	E Öğrt.
7th grade MEB						
1.Arıların İlhamı	Fable	Story	Story	Story	Fable	Fable
2.Ordular İlk Hedefiniz	Memoir	Story	Memoir	Story	Memoir	Story
3.İnsanlarla Geçinme Sanatı	Interview	Essay	Interview	Essay	Interview	Essay
4.2100'deki Yaşamdan Bir Gün	Science Fiction	Novel	Novel	Novel	Story	Story
5.Okumak Deyince	Interview	Essay	İnterview	Essay	Essay	İnterview
6.Okumak Ayrıcalıktır, Herkes Okuyamaz	Essay	Interview	Essay	Interview	Interview	Essay
7.Lavanta Kokulu Köy	Travel writing	Article	Travel writing	Article	Travel writing	İnterview
8.Moena Türk Köyü	Article	Article	Article	Travel writing	Article	Travel writing
7th grade Dersdestek						
1.Yer Çekimsiz Yaşam	Interview	Essay	Essay	Essay	İnterview	İnterview
2.Ülkem'in Renkli Haritası	Story	Travel writing	Story	Travel writing	Story	Travel writing
3.Sorumluluklarımız	Essay	Interview	Interview	Interview	Interview	Essay
4.Yeterli ve Dengeli Beslenme	Brochure	Article	Brochure	Article	Brochure	Brochure
5.Geleneksel El Sanatları Çarşısı	Travel writing	Article	Travel writing	Article	Travel writing	Article
6.Buluşa Doğru	Interview	Article	Interview	Article	Article	İnterview
7.Medya Yalnızca Televizyon ve Gazeteden İbaret Değildir	Interview	Brochure	Interview	Brochure	Essay	Essay

5 different teachers who participated in the research in 7th grade MEB publications determined different genres for a total of 8 texts. In addition to the genres determined for 8 different texts, 9 different genre answers emerged. 5 different teachers who participated in the research in 7th grade Dersdestek publications determined different genres for a total of 7 texts. In addition to the genres determined for 7 different texts, 8 different genre answers emerged. When the 4 publishing houses examined were examined, 5 different teachers gave a total of 30 different genre answers for 24 texts. The total number of texts examined was 96. The emergence of different genre answers

for 24 texts out of a total of 96 texts showed that an average of 25% different answers were given.

The fact that 24 out of 96 texts had different answers indicates that there are serious problems in determining the genre. When the aim is to teach genre, using texts that cannot give the exact genre not only does not teach genre, but also causes confusion in children. Üründü (2011: 96) stated that textbooks have some problems in determining the text genres correctly, especially the essay-interview-article genres are sometimes mixed up, and that not determining the text genres correctly can have negative results in the writing education process. The findings also led to the conclusion that many text genres are not given in a way that clearly expresses their genres. The distribution of text genres in 6th grade MEB and Eksen publications and 7th grade MEB and Dersdestek publications according to the genres determined in the 2018 Turkish Course Education Program was examined. It was determined that 25 different genres can be included in 6th grade textbooks according to the 2018 Turkish Course Education Program. Of these, 14 are informative text genres, 10 are narrative text genres, and 1 is a poetry genre. The distribution is as follows.

Table 10. *Distribution of Genres Used in MEB and Eksen Publications 6th Grade Textbook According to Genres Determined in the Turkish Course Curriculum*

Genres That Should Be Included in 6th Grade Textbooks	6th Grade MEB	6th Grade Eksen
INFORMATIVE TEXTS		
Memoir	2	-
Blog	-	-
Ephemera and brochures (mixed-content texts such as lists, diagrams, tables, graphs, sketches, maps, posters, etc.).	1	-
E-mail	-	-
News Text, Advertisement	-	-
Guides (user manuals, specifications, instructions, etc.).	-	-
Travel writing	1	1
Article	7	4
Interview	1	2
Anecdote	-	-
Essay	-	-
Letter	-	1
Aphorisms (maxims, proverbs, idioms, aphorisms, wall writings, mottos, slogans, etc.).	-	-
Social Media Messages	-	-
NARRATIVE TEXT		
Comics	-	1

Fable	-	2
Story	5	4
Cartoon	-	-
Story	-	1
Legend	-	-
Epic	-	-
Humorous Anecdote	-	1
Novel	-	-
Theatre	1	2
Poetry		
Poem	4	5
Total	22	24

In MEB publications, an example text is given for the ‘Conference Paper’ genre, which is not included in the Turkish Course Curriculum at all. In addition, there is an example text in the 6th grade MEB publications for the autobiography genre, which is not included in the 6th grade. The texts other than this are compatible with the Turkish Course Curriculum. All of the genres included in the 6th grade Eksen publications are genres included in the Turkish Course Curriculum. It is seen that the distribution in both informative and narrative texts is more in Eksen publications.

In the 2018 Turkish Course Curriculum, “memoir, letter, theater and travel writing” are given as new genres to be introduced for the 6th grades (MEB, 2018: 42). While MEB publications include memoir, travel writing and theater genres, the letter genre is not included. In Eksen publications, however, there are travel writing, letter and theater genres, but the memoir genre is not included. It was seen that a genre that should be introduced was not introduced in either publishing house.

According to the 2018 Turkish Language Curriculum, it has been determined that 29 different genres can be included in 7th grade textbooks. 18 of these are informative texts, 10 are narrative texts and 1 is a poetry text. The distribution is as follows.

Table 11. *Distribution of Genres Used in the 7th Grade Coursebook of MEB and Dersdestek Publications According to Genres Determined in the Turkish Course Curriculum*

Genres That Should Be Included in 7th Grade Textbooks	7th grade MEB	7th grade Dersdestek
Informative Texts		
Memoir	2	-
Biographies	1	1
Autobiography	-	-
Blog	-	-
Petition	-	-
Ephemera and Brochures (mixed-content texts such as lists, diagrams, tables, graphs, sketches, maps, posters, etc.).	-	1

E-mail	-	-
Diary	1	-
News Text, Advertisement	-	1
Guides (user manuals, specifications, instructions, etc.).	-	-
Travel writing	1	1
Article	3	1
Anecdote	-	-
Interview	2	3
Essay	1	1
Letter	-	-
Aphorisms (maxims, proverbs, idioms, aphorisms, wall writings, mottos, slogans, etc.).	-	-
Social Media Messages	-	-
Narrative text		
Comics	1	-
Fable	1	-
Story	2	8
Cartoon	-	-
Story	-	1
Legend	-	-
Epic	-	-
Humorous Anecdote	1	-
Novel	1	-
Theatre	2	-
Poetry		
Poem	4	6
TOTAL	23	24

The 7th grade MEB publications included the Science Fiction genre, which was not included in the 2018 Turkish Course Curriculum. While some genres that should have been included were not, the fact that this genre was also included was a striking aspect of this publishing house. The 19 genres that should have been included in the Turkish Course Curriculum were not included in the 7th grade Dersdestek publications. However, no genre that was not included in the Turkish Course Curriculum was used in the book.

In the 2018 Turkish Course Curriculum, “interview, biography, autobiography and diary” were given as the new genres to be introduced for 7th grades (MEB, 2018: 46). While the interview, biography and diary genres were included in MEB publications, the autobiography genre was not included. In Dersdestek publications, the interview and biography genres were included, but the autobiography and diary genres were not included. In other words, 1 new genre that needed to be introduced in MEB

publications and 2 new genres that needed to be introduced in Dersdestek publications were not included at all.

Conclusion, Discussion and Suggestions

As a result of examining the distribution of text genres in Turkish textbooks of different publishing houses at the same grade level in the research, it was seen that the number of different genres that children in the 6th grade will learn in a year is 10 in MEB publications and 11 in Eksen publications. This shows that the numbers are very close to each other. It was also determined that some genres are not included at all in both publishing houses. While children taking lessons in MEB publications in the 7th grade encounter 14 different text genres in a year, children taking lessons with Dersdestek publications see 9 different genres. It is concluded that some children taking lessons from two different publishing houses have the chance to learn or reinforce fewer genres, while the other has the chance to recognize more genres. Again, it was determined that some genres are not included at all in the 7th grade as in the 6th grade. A balance should be provided between the distribution of texts in primary school Turkish textbooks according to their genres (Sulak, 2009: 63). It is seen that some genres are constantly repeated in publications at both grade levels. It has been concluded that some genres are not given any place at all. It has been concluded that children who take lessons from publishing houses that constantly repeat similar genres learn the same genres very well, but pass by some genres without even knowing them.

The study examined whether the texts reflected the characteristics of their genres. It was concluded that the genres of 8 texts in the 6th grade MEB publications could not be determined correctly. It has been concluded that especially the texts given in the article genre are generally more suitable for other genres. Considering that the articles were scientific texts, it was seen that the texts were created without paying much attention to this. In Eksen publications, it was concluded that the genres of 4 texts were given incorrectly. It was determined that the texts in the story and memoir genres were not fully clear. It was observed that 7 text genres were determined incorrectly in the 7th grade MEB publications, which were memoirs. It was concluded that the texts were given without clearly specifying which genre they belonged to, especially because the interview and essay genres were very close to each other. It was concluded that the genres of 7 texts were given incorrectly in Dersdestek publications. Again, it was seen that the texts were not selected correctly in determining the article genre. The confusion of thought-based text genres with each other is due to the lack of attention to language and style; because these genres are distinguished from each other by

language and style features (Üründü, 2011: 97). Including texts whose genres are either given incorrectly or are not fully clear will result in an unsuccessful education-training process in terms of genre teaching.

The research includes the responses of Turkish teachers regarding the genres of the texts in the books. In the 6th grade publications, different responses were received from the teachers for 9 texts. Especially in the texts given as article and story genres, the fact that 5 different teachers determined the text genre differently led to the conclusion that there was a problem in the genres of the texts when selecting them. Another striking situation is that a text given as a tale was accepted as a story by all teachers. It was concluded that not much attention was paid when creating the text genre. When the 7th grade publications were examined, the teachers gave different responses for 15 texts. Here, it was determined that different views were dominant in terms of interview, essay, travel writing, and article genres. The fact that contradictions constantly arise on similar genres reveals the need to be more careful when selecting texts for these genres. An incorrectly given genre may cause problems in the student's ability to distinguish genres (Üründü, 2011: 99). The research is about the distribution of text genres in the textbooks according to the text genres determined in the Turkish Course Curriculum. As a result of the examination, it was stated that approximately 25 different genres could be included in the program for the 6th grade. However, it was observed that the books examined did not include even half of this number of genres. Although this is positive for a better understanding of a genre, it is thought that this situation will prevent children from recognizing different genres. In the 2018 Turkish Language Curriculum, "memoir, letter, theater and travel writing" are the new genres that need to be introduced for the 6th grade. Of these genres, the letter genre was not included in the MEB publications. However, the memoir genre was not included in Eksen publications. This result revealed that children in that age group were deprived of a genre that they needed to learn. Another striking result was that the "Memorandum Text and Autobiography" genre, which was included in the MEB publications, was included in the 6th grade MEB book, although it was not included in the 6th grade of the Turkish Language Curriculum. While it was stated that a total of 29 different genres could be included in the 7th grade publishing houses, it was seen that no genres were included even half of this number. In the 2018 Turkish Language Curriculum, the genres that are given as "interview, biography, autobiography and diary" for the 7th grades are the genres that need to be introduced. The autobiography genre is not included in the MEB publications. However, the autobiography and diary genres are not included in Dersdestek publications. In the light of these results, it has been concluded that the students who study in these publishing houses have

completed the year without learning some of the genres that they were supposed to learn in that academic year.

Suggestions

When distributing the genres in Turkish textbooks, each publishing house should not make a distribution according to its own. Instead, expert commissions on the subject should be established throughout the country. These commissions should determine the genres suitable for each grade level. When distributing the text genres, publishing houses should either distribute the same genres or genres very close to each other according to the criteria determined by the commissions. In this way, children of the same age group can learn the same genres. The distribution of text genres should be made in a balanced way at the narrative, informative and poetic levels. It is extremely important that the texts reflect the characteristics of the genre when creating texts. When texts are read, they should not have characteristics similar to more than one genre. Texts that reflect the characteristics of the genre for which they are written should be included, without causing confusion both at the level of educators and for children. Particularly, including a text so occasional that it creates confusion between informative text genres and narrative text genres will cause that genre to never be understood at a child level. When texts are created, it is necessary to indicate which genre the text is for, either openly or secretly in preparation questions or activities. Especially after the removal of teacher guide books, some publishing houses do not contain any information about which text is which genre. Some texts have been tried to be given their genres based on activities related to their genres. However, there is no information about the genre in some texts. It will be very difficult for teachers to determine the genre of the texts correctly and to make students comprehend them correctly. As in the 6th grade Eksen publications, it would be correct to specify the genre of the text processed at the beginning of the text in other publishing houses. At least 4 different genres that need to be introduced for each grade level are specified in the 2018 Turkish Curriculum. At least one sample text for these genres must definitely be included in the textbook. Students should not finish the academic year without getting to know that genre. It is striking that the genres of texts are mixed up a lot among the essay, interview, travel writing, story, memoir, and article genres. It would be correct to choose the texts more carefully when creating texts for these genres.

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