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**Ethical Statement**

This research is based on document analysis and therefore does not require an ethical committee decision.

**Declaration of Generative AI Use**

This study was prepared without any contribution from generative AI.

# An Analysis of the Texts in the Special Education “Children” Magazine in Terms of Developing the Word Stock of Primary School Students<sup>1</sup>

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## Abstract

In the process of language development in children, word stock items are of great importance. One of the materials used in word stock acquisition is children's magazines. The Special Education “Children” magazine, which is followed with great interest by children, is published by the Turkish Ministry of National Education. The magazine, which appeals to children of all age groups, includes various types of articles in its content. The aim of this study is to examine the word stock of the texts in the Special Education Children's magazine, which children enjoy following. Document analysis was used as the method in the study. All texts in the first 11 issues of the magazine were converted to Word format, analyzed, and scanned for word stock items. The data obtained were indexed using the Cibakaya indexing software. The findings were presented in tables according to frequency. As a result, it was determined that the Special Education “Children” magazine is a very rich source in terms of word stock items.

**Keywords:** *children magazine, primary school, word stock*

## 1. Introduction

One of the main purposes of magazines designed for children is to contribute to their language development. One of the most important data in this regard is obtained from studies examining word stock. The development of children's language skills is also important for the development of their social and cognitive skills (Akbaba-Altun, 2009). Research in this field shows that the variety of words children encounter at an early age contributes to their language development (Hart and Risley, 1995). Children who grow up in a linguistically rich environment, especially in early childhood, are positively influenced in their academic achievements in later years (Snow, 2010). When child language skills are supported, their cognitive and social development is also indirectly supported, contributing to their holistic development.

As the variety, quantity, and quality of words children encounter increase, their thinking and communication skills develop; this even positively affects their academic achievement (Aydın, 2010). From this perspective, children's magazines are important materials in terms of developing reading habits, improving language skills, and enriching vocabulary (Çelen, 2012). Given the important functions of children magazines, it is crucial to consider the word stock item in the texts of the magazines. A review of the literature reveals that this topic has not been sufficiently addressed.

Vocabulary diversity specific to each age group in children is one of the determining factors in their language development. Different teaching stages are applied at each age level in the language learning process. The vocabulary children possess and their richness in this area are key

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<sup>1</sup> This research is based on data from the thesis entitled "Analysis of texts in special education children's magazine in terms of vocabulary development in primary school students"

items for success in ensuring age-appropriate language development (Yılmaz, 2011). This highlights the importance of examining the word stock of the texts in the magazines offered to children. There has been no comprehensive study on the extent to which the texts in children's magazines contribute to child language development and meet their linguistic needs (Güler, 2013). This situation necessitates an examination of the contribution of children's magazines published in Turkey to word stock.

Coşkun (2003) emphasizes in his study that reading materials are important resources for language development. Children magazines are one of these resources. The Special Education Children magazine, published by the Ministry of National Education, is a children magazine that continues its publication life with the slogan "Every child is special." The magazine includes reading texts of various types. The starting point of this research is to examine the texts in children magazines in terms of word stock and to draw conclusions in this direction. For this purpose, the Special Education Children magazine, which is read with pleasure and followed with enthusiasm by children, was chosen for the research.

It is possible to conclude that the frequency with which children are exposed to linguistic elements is decisive in terms of their language skills, communication skills, academic achievement, and many other aspects. For all these reasons, it is thought that researching the linguistic richness and word stock of texts in children magazines, which are an important material for children in terms of linguistic elements, will contribute to improving the quality of writing activities.

Children's literature is very important in the development of language skills in children. In this context, children's magazines are one of the important sources. Children's magazines contain many short texts of different types. In his study, Karatay (2007) reveals that the development of vocabulary, the acquisition of reading habits, and the development of comprehension skills in children are very important. Therefore, examining and researching the word stock of texts in children magazines is also of great importance. However, a review of the literature reveals that there are not enough studies comprehensively examining children's magazines in terms of word stock. For this reason, the Special Education Children magazine, published by the Ministry of National Education, was purposefully selected as the data source for this study. This specific magazine was chosen because it appeals to a broad demographic of children across all age groups and features carefully curated texts contributed by distinguished authors, illustrators, and educators. Furthermore, its inclusive approach and widespread readership make it a highly representative and rich material for examining children's vocabulary exposure. Examining the word stock of this particular magazine will make important contributions to the field. Furthermore, this study may also contribute to the linguistic development of future issues of this magazine and other reading materials with similar content.

### **1.1. Literature Review**

The history, traditions, cultural transmissions, ways of life, etc., of a nation-in short, all the items that make a nation a nation-are items that develop, nourish, and mature its language. Thanks to these elements, a language develops and grows. The richness of a language is also indicated by its word stock. Word stock is a concept that refers to linguistic richness, such as the treasure of words that individuals possess in their native language, the values created in the language by cultural accumulation, and fixed expressions (Aytan, 2016). Word stock is a concept that refers to the richness of words in a language and how those words are used. From this perspective, word stock is an item that directly affects cognitive processes and communication skills in the

development of individuals. In the language teaching process, the correct and nuanced use of word stock items is very important for learning the language. According to the definition in the TDK Turkish Dictionary (2005), the concept of lexicon is expressed as “the totality of words in a language, vocabulary, word stock, word treasure.” Word stock is also a concept related to communication skills. Gökçe (2024) emphasized the positive effects of developing word stock on listening skills in language acquisition processes. He also mentioned the contributions of listening to language acquisition and word stock development studies. In his study, Memiş & Kalyoncu (2024) examined the word stock in textbooks, which are one of the important materials used in the process of teaching Turkish as a foreign language, in comparison with the academic word stock of students. This study is also valuable for evaluating the importance of word stock in teaching Turkish as a foreign language.

Aksan (2000) emphasizes that word stock is a phenomenon that cannot be described and understood solely through sounds and their symbols and explains that word stock is a reflection of a society's cultural heritage and way of life. This view highlights the value of word stock. This is because a language can undergo many changes and developments over the years. Time represents a maturation process for every language. Therefore, word stock is shaped in this way. For this reason, when a society is studied, examining the items of its word stock can give us an idea about that society.

Word stock contains many items. Therefore, in order to fully understand word stock, it must be examined in parts that cover these items. These parts are the items that reveal the entire word stock of a language (Memiş & Kalyoncu, 2024).

Word stock plays a very critical role in the linguistic development of children. This is because texts addressed to children that are high-quality in terms of word stock support and develop children in the context of linguistic and communicative skills (Baş, 2010). High-quality texts contribute to the development of children's vocabulary and also help them become more effective in communication by contributing to their linguistic sensitivity (Aytan, 2016). Considering all this, the earlier word stock items in written materials presented to children are introduced to them, the more developed their language awareness will be passed on to the future. This transfer is a cross-cultural transfer. Language is a living phenomenon, and passing on its richness to future generations is also part of social development processes (Haldan and Pekbak, 2019). Therefore, the development of word stock should not be considered solely on an individual basis.

Every individual raised is a part of society. For this reason, the development of the individual means the development of society. Research shows that the rich inclusion of vocabulary items in literary genres prepared for children also supports their language education processes. Word stock contains various items. Some of these items are as follows (Gökçen and Yalçın, 2023; Ayan and Baş, 2015):

- Basic word stock
- Proverbs
- Idioms
- Phrases
- Terms
- Set phrases
- Riddles
- Tongue twisters

- Regional dialects

Basic word stock consists of concepts that individuals use in their daily lives and that arise in line with basic needs (Şenyıldız, 2022). Sakaoğlu and Alptekin (2006) state that proverbs are concise sayings used to express the truth in a simple manner. When defining idioms, Şalvarlı (2010) refers to them as fixed expressions that enable attractive narration by being used outside their literal meaning. Hatiboğlu (1971) refers to antitheses as the use of words with similarities side by side or the repetition of the same word. Terms are an important item of word stock in language acquisition. They generally express technical words in art or scientific subjects (Aksan, 2006). Set phrases are word clusters formed by the common decision of society and used in interpersonal relationships (Batur and Yücel, 2012; Aktaş, 2016). Riddles, which are not only entertaining but also quite important in developing thinking skills, are short phrases with a hidden meaning (Metem, 2016; Can, 2014; Yavuz, 2019). Nursery rhymes take on important tasks such as developing language and intercultural language communication, as well as developing individuals' word stock and contributing to linguistic skills (Uysal, 2021). Regional dialects are one of the important indicators of a nation's cultural richness. The differences in pronunciation that arise according to region among a nation that shares the same feelings and history are a reflection of the aesthetic features of the language and its word stock (Gök, 2022).

The variety of words and linguistic richness encountered by children in primary school, who are in the language learning stage, are important in terms of children's cognitive development, reading comprehension, and interpretation skills (Kieffer and Lesaux, 2012). The aim of this study is to examine the word stock of texts found in children magazine and to draw conclusions about their contribution to children's language development.

## **2. Methodology**

### **2.1. Research Design**

The research design establishes a framework for determining the methods to be applied regarding the approach researchers will follow in their studies (Creswell et al., 2007). Qualitative research methods were used in this study, which aimed to identify the word stock items in the Special Education Children magazine published by the Ministry of National Education. Specifically, document analysis was employed as the research method. Qualitative research methods generally aim to collect data through means such as document analysis, observation, and interviews and to present this data objectively (Yıldırım and Şimşek, 2013). Within this scope, the main focus of document analysis is on systematically examining an existing written document and documenting the data obtained within the relevant context (Karasar, 2019). Altheide (1996) outlines the stages of document analysis in the process of obtaining the data to be documented as follows:

- Obtaining the entire document to be researched in its entirety.
- Determining the headings regarding the areas in which the data obtained from the research will be analyzed.
- Determining the criteria for how the data will be collected in order to achieve the aim.
- Coding the data according to the areas of analysis.
- Collecting data from relevant materials within the framework of the aims and methods.

- Reviewing the data obtained and confirming its accuracy.
- Objective interpretation of the analyzed data in line with the aim of the research.

The research design establishes a framework for determining the methods to be applied regarding the approach researchers will follow in their studies (Creswell et al., 2007). This study was designed as a qualitative document analysis. Qualitative research methods aim to collect data through means such as document analysis, observation, and interviews, and to present this data objectively (Yıldırım and Şimşek, 2013). Accordingly, document analysis—a qualitative research design—was utilized as the primary method to systematically identify and evaluate the word stock items in the Special Education Children magazine published by the Ministry of National Education.

## **2.2. Research Materials**

The magazine ‘Special Education: Child,’ published by the Turkish Ministry of National Education since 2020, is a children magazine published four times a year. Published as an electronic document, the magazine's aim is children of all ages. The works contained within are created with contributions from distinguished writers, illustrators, and poets of our country. True to its name, the magazine draws attention to special education and emphasizes the richness of diversity, appealing to all children, whether they have special needs or special talents. The magazine, which contains different types of articles, is a source that is followed with interest by children.

Related issues:

- Hello with our excitement!
- With the Joy of Reading!
- Come, Children, Let's Play!
- Friends, a Journey Awaits Us
- We Stand at the Water's Edge
- On Fertile Ground
- Our Own Sky Dome
- Back to the Earth, Fire, and Water
- There's a Village Far Away
- A Flag Waits for the Wind
- My Turkish Language, My Voice Flag.

## **2.3. Data Collection and Analysis**

All issues of the Special Education children magazine, published under the auspices of the Ministry of National Education, are available in full text on its official website. Additionally, all issues of the magazine can be accessed and downloaded in PDF format from the Ministry of National Education's Education Information Network (EBA) website. All issues of the magazine were downloaded via EBA and analyzed using document analysis methods, examining word stock items within their context. Document analysis is a method that allows written materials to be examined and analyzed within the relevant context to present information (Yıldırım and Şimşek, 2013). For this reason, document analysis was used in the study to examine written electronic documents and convert them into data.

Each issue of the Special Education Children magazine was examined separately, and the information obtained was listed under subheadings in the context of word stock items. The indexing program 'Cibakaya 2.4.1', developed by Ceval Kaya, was used during the indexing of the listed data. The program lists how many times each word appears in the texts. However, it cannot be used for the categorization of word stock items. Therefore, guided by the elements of word stock identified in the literature, the data were categorized and coded under specific themes: basic vocabulary, proverbs, idioms, phrases/reduplications, terms, clichés, riddles, rhymes, and regional dialects. The word stock items appearing in the texts covered in the journals were first identified individually and noted down according to these themes. Since the program works on a word-by-word basis, the spaces between the identified word stock items were deleted to ensure that the program recognized the word stock items as single words. The numbers indicating how many times each word stock item appeared in the texts in the journals were then tabulated and presented in the findings section under their respective themes.

#### **2.4. Validity and Reliability**

In scientific research, studies conducted in terms of validity and reliability are crucial for proving the accuracy of results (Başkale, 2016). However, reliability and validity in qualitative studies are conducted in different ways compared to quantitative studies (Yıldırım and Şimşek, 2013). Expert opinion in the field of Turkish Education was sought regarding the categorization of the lexical items created within the scope of the study. To ensure internal validity, the data was checked and the journals were re-examined at different times to clarify the accuracy of the results. Purposeful sampling, one of the non-random sampling methods, was used to ensure external validity. At the same time, for external validity, the data were analyzed within the context of the subject of the study and the study was conducted within the established boundaries. Consistency, one of the reliability criteria in qualitative research, is important for strengthening reliability by ensuring consistency in the observations of different researchers (Lincoln and Guba, 1986; Morrow, 2005). To ensure the consistency of the study, one of the 11 journals in which the study was conducted was randomly selected and reviewed by an expert in the field of Turkish Education, and the similarities between the data obtained were examined. According to the reliability formula developed by Miles and Huberman (1994) ( $\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}}$ ), the compatibility of the examined data was calculated as 93%. A result above 70% is considered sufficient for reliability. Therefore, the data of the two researchers largely overlap.

#### **2.5. Ethical Principles**

This research is based on document review and therefore does not require an ethical committee decision.

#### **2.6. Data Availability**

The data used in this study can be made available upon reasonable request.

### 3. Findings

This study examines the word stock items of the journal “Special Education Children”, published as an e-journal by MoNE. The word stock items in the texts featured in the journal are presented under separate headings for each issue.

**Table 1.** Findings on the Word Stock of the First Issue of “Hello with Our Excitement”

	<b>Word Stock</b>	<b>f</b>	<b>Word Stock</b>	<b>f</b>	<b>Word Stock</b>	<b>f</b>	<b>Vocabulary</b>	<b>f</b>
Basic Vocabulary	Mother	38	Father	36	Head	46	Laughing	41
	Foot	8	To look	30	Know	48	Day	47
Proverbs	You reap what you sow	1	A single stone does not make a wall	2	Every day is a holiday for the madman	1		
Sayings	He who knows not himself	5	To get puffed up	3	Suffering harm	3	Understanding	2
Dilemmas	Junk food	2	Restless	2	Endless	3	To your heart's content	2
	One by one	3	Willingly	2	Slowly	3	Haphazardly	2
Terms	Flower disease	2	Down syndrome	1	Paralympic	1	Sports psychologist	2
Clichés	Not worth a dime	1	Get well soon	1	Thank God	2	May you leave an inheritance	1
	May your resting place be paradise	1	A source of joy	2	A source of pride	1	To dull one's talents	1
Riddles	What do you call someone who eats the best apple?	1	I lay down, slept softly, warm warm	1	Which ball doesn't bounce?	1	It faints on land, it revives in water.	1
Nursery rhymes	The branch sways, the eagle soars. The eagle soars, the branch sways.	1	This corner is the summer corner, that corner is the winter corner, in the middle is a water bottle.	1	Should we store the yogurt with garlic, or should we store it without garlic?	1		

Table 1 shows that the most frequently recurring basic lexical items are 8 in number. An analysis of the data in the table reveals a clear difference in the frequency of use between the different layers of language. The most frequently used elements are the basic vocabulary, i.e., the indispensable words of everyday life; words such as “mother, father, head, day, to know” form the most basic building blocks of communication with their high frequency. In contrast, proverbs, idioms, and phrases are elements that reflect cultural heritage and expressive power, although they are less common in everyday language. For example, proverbs such as “You reap what you sow” or “One stone does not make a wall” play an important role in cultural transmission despite their low frequency. Idioms and phrases add naturalness and color to speech. Terms and clichés are limited but functional elements used in specific situations. Riddles and rhymes, on the other hand, play an important role in children's language and oral cultural transmission. Overall, the table shows that basic words dominate everyday communication, but proverbs, idioms, and rhymes, which carry cultural values, are complementary elements that enrich the language. To illustrate this qualitative depth, the cultural transmission function of proverbs is clearly seen in the text where it is stated, “[*Atalarımız 'Ne ekersen onu biçersin' demiş. Şimdiden düzenli çalışmaya başlarsan ilerde ünlü bir ressam olabilirsin*]” (Issue 1, p. 39). These direct excerpts demonstrate that the vocabulary is not randomly selected but purposefully integrated into the narrative to contextualize cultural teachings for children.

**Table 2.** Findings on the Word Stock of the Second Issue of “With the Joy of Reading!”

	<b>Word Stock</b>	<b><i>f</i></b>	<b>Word Stock</b>	<b><i>f</i></b>	<b>Word Stock</b>	<b><i>f</i></b>	<b>Vocabulary</b>	<b><i>n</i></b>
Basic Vocabulary	To understand	47	To be	137	To know	38	To throw	24
	To read	94	Work	22	Finding	20	Look	21
Idioms	To mock	2	Keep your eyes peeled	5	Standing at the head	3	To react	2
			Endless	4	Novel	7		
Phrases	Ton ton	5	Internet	2	Unable to hold back tears	2	To come to an end	2
Terms	Dyslexia	4						
Clichés	Continue	5						
Regional Dialects	Singing folk songs	2						

When the data in the table is evaluated, it is seen that the highest frequency of use is found within the basic vocabulary. Verbs such as “to be” (137), “to read” (94) and “to understand” (47) stand out as the most frequently used words in daily communication and the learning process. These words form the most fundamental building blocks of the language and play a functional role in almost all communication contexts. In contrast, idioms, set phrases, and clichés, although used in more limited numbers, add different layers of meaning to communication and enrich its cultural and emotional dimension. For example, expressions such as “keep your eyes peeled” or “unable to hold back tears” may appear infrequently but are preferred in certain emotional or situation-focused

narratives. To illustrate, the emotional weight of the narrative is evident and supported by the text when it states, '[Her yaprağı farklı bir renk olan minik çiçek, durumunu farkedince gözyaşlarına engel olamamış]' (Issue 2, p. 59). Similarly, the situational focus is clearly demonstrated in the excerpt, '[Hemen anlatayım, gözünüzü dört açın ve beni iyi dinleyin]' (Issue 2, p. 45). Providing these direct excerpts confirms that these idioms are intentionally chosen to deepen the specific context rather than just for casual use. The inclusion of concepts such as “novel, dyslexia, internet” among the terms demonstrates the functionality of language not only in everyday but also in academic and technical contexts. Furthermore, the inclusion of examples of regional expressions such as “singing folk songs” in the table highlights the cultural diversity of the language and its richness in local contexts. Overall, this table shows that the basic vocabulary plays the most dominant role in language learning and daily communication, while other language elements serve a complementary function in terms of cultural depth, emotional expression, and specific contexts.

**Table 3.** Findings on the Word Stock of the Third Issue of “Come, Children, Let's Play!”

	Word Stock	<i>f</i>	Word Stock	<i>f</i>	Word Stock	<i>f</i>	Vocabulary	<i>f</i>
Basic Vocabulary	Game	286	Mother	56	Tree	24	Work	24
Idioms	To come to mind	6	To shed tears	4	To set an example	2	Posing	2
Phrases	All kinds	2						
Terms	Braille	3	Conservatory	1	Mathematics	3	Veterinary	3
	Olympics	2						
Clichés	Continue	8	To lend	3	To thank	4	To pass away	3
Rhymes	Head merchant	3						
Regional Dialects	Hımbıl	2						

When examining the data in the table, it is evident that the basic vocabulary again has the highest frequency. In particular, the word “game” stands out with a remarkably high number of 286, far exceeding all other words; this indicates that games occupy a central place in children's daily lives, learning processes, and communication. In addition, words such as “mother” (56), ‘tree’ (24) and “work” (24) are also among the frequently used words that directly relate to individuals' daily lives. The lower frequency of idioms (“to come to mind” 6, “to shed tears” 4, etc.) reveals that they are preferred in specific situations in everyday speech. For instance, the context-specific emotional depth of such idioms is evident in the excerpt, '[Annem babam günlerce gözyaşı dökmüşler hastane koridorlarında benim için.]' (Issue 3, p. 13). Providing this context confirms that the idiom is utilized intentionally to convey a specific emotional state. Looking at the terms, it can be seen that more academic, scientific, or field-specific words such as “Braille, mathematics, veterinary, Olympics” are present and used with low frequency. Clichés (“continue”, “to thank”, “to pass away”) have a limited but functional place as ready-made expressions used in cultural and social contexts. Furthermore, the inclusion of a regional word such as “hımbıl” in the table shows that it also reflects the regional differences and diversity of the language. This reflection of cultural

richness is directly substantiated by the text when it notes, '[*Akşam yemeğinden sonra Ayşe, amcasının çocukları ile himbil oynadı*]' (Issue 3, p. 57). Overall, the table reveals the dominance of basic words that directly correspond to everyday life, while idioms, terms, clichés, and regional expressions are complementary elements that add cultural depth and diversity.

**Table 4.** Findings on the Word Stock of the Fourth Issue of “Friends, a Journey Awaits Us”

	Word Stock	<i>f</i>	Word Stock	<i>f</i>	Word Stock	<i>f</i>	Vocabulary	<i>f</i>
Basic Vocabulary	We	67	Stop	24	Mother	49	Father	38
Idioms	To attract attention	3	Receive training	2	To permit	4	To pass through	2
	To excite	2	To fall asleep	2				
Phrases	One by one	2	Restless	2				
Terms	Athletics	2	Molecule	2	Veterinary	2		
Clichés	To thank	8	Welcome	2	To continue	7		
Regional Dialects	To go to Attaya	2						

When examining the data in the table, it is clear that the most frequently used words are part of the basic vocabulary. Words such as “we” (67), ‘mother’ (49) and “father” (38) represent both family relationships and the most common concepts in daily life. The word “stop” (24), on the other hand, has a more functional usage and stands out for its practical aspect in communication. The low frequency of idioms (such as “to attract attention”, “to permit”, “to fall asleep”) indicates that they are context-dependent expressions specific to certain situations. This contextual dependency is clearly demonstrated in the text, as seen in the excerpt, '[*Zeynep o gece karavanda uykuya dalmadan önce bir karar verdi*]' (Issue 4, p. 13)., which shows how the idiom anchors a specific narrative moment. Similarly, the infrequent use of fixed expressions such as “one by one” or ‘restless’ supports this view. The presence of terms such as “athletics”, “molecule”, and “veterinary”, which belong to different fields, shows that the language encompasses not only everyday life but also academic or professional contexts. The relatively high frequency of clichés such as “to thank” (8) and “to continue” (7) reveals that these patterns play an important role in social relationships and polite language. Furthermore, the inclusion of a regional expression such as “to go to Attaya” in the table shows that language is also enriched by cultural diversity and regional differences. This cultural enrichment and localization are directly illustrated in the sentence, '[*Annesinin ellerinden tutup attaya gidecek*]' (Issue 4, p. 37). Overall, the table reveals that the basic vocabulary is the dominant element in communication, while idioms, clichés, terms, and regional expressions are complementary elements that enrich the cultural and functional dimensions of language.

**Table 5.** Findings on the Word Stock of the Fifth Issue of “We Stand at the Water's Edge”

	Word Stock	<i>f</i>	Word Stock	<i>f</i>	Word Stock	<i>f</i>	Vocabulary	<i>n</i>

Basic Vocabulary	Day	40	Water	149	Head	43	Mother	15
Proverbs	Even a snake won't touch someone drinking water	1	Water belongs to the young, words to the old	1				
Idioms	To name it	4	To make a decision	2	To come out	2	To come to the rescue	2
Phrases	Sparkling	2	Tick-tock	2	Not easily	2	Cluster by cluster	2
Terms	Aquarium	2	Mythology	2	Igloo	2		
Clichés	Continue	3	To accompany	2				

Looking at the data in the table, it is clear that the most dominant element is the basic vocabulary. In particular, the word “water” has been used much more frequently than all other words, with a frequency of 149; this indicates that water is a central concept in both daily life and cultural contexts. In addition, basic words such as “day” (40) and ‘head’ (43) are also indispensable concepts frequently encountered in daily communication. Although the word “mother” (15) has a lower frequency, it has an important place in social and emotional terms. The inclusion of water-related cultural expressions in the proverbs category, such as “Even a snake won't touch someone drinking water” and “Water belongs to the young, words to the old”, shows that water is not only a practical element but also a cultural symbol conveyed through values and advice. This symbolic and advisory function is explicitly visible in the text, as demonstrated by the excerpt: '[*Su içene yılan bile dokunmaz*]' (Issue 5, p. 25). Idioms and set expressions (“to name it”, “to come to the rescue”, “sparkling”, “tick-tock”), although low in frequency, add variety and color to the narrative. To illustrate how these expressions vividly color the narrative, the text utilizes them in context, such as: '[*Pırl pırl parlamaya başladılar*]' (Issue 5, p. 21). The presence of words from different fields among the terms, such as “aquarium”, “mythology”, and “igloo”, shows that the language can address broad contexts. Clichés (“continue”, “to accompany”) play a more limited but functional role in social interactions. Overall, the table reveals that the basic vocabulary is the most dominant element in communication, with the word “water” occupying a central place in the language at the cultural, everyday, and symbolic levels.

**Table 6.** Findings on the Word Stock of the Sixth Issue of “On Fertile Ground”

	Word Stock	<i>f</i>	Word Stock	<i>f</i>	Word Stock	<i>f</i>	Vocabulary	<i>f</i>
Basic Vocabulary	Soil	157	Mother	29	Know	27	To find	19
Proverbs	Better to have a handful of soil than a handful of gold	2						

Idioms	To invite	4	To give an opportunity	4	To make a decision	2	To promise	2
Dilemmas	Ton ton	2	Waiting and waiting	2	Giggling	2		
Terms	Compost	5	Ecosystem	2	Laboratory	2	Melody	2
Clichés	Continue	6	Hosting	2				
Regional Dialects	Whimsical squeak	1						

When examining the data in the table, it is noteworthy that the word “soil” is the most dominant element in the basic vocabulary with a frequency of 157. This situation shows that soil occupies an important place in both daily life and cultural perception, standing out as the direct source of life and the fundamental symbol of production. Words such as “mother” (29), ‘know’ (27) and “to find” (19), although occurring at lower frequencies, are fundamental building blocks of daily communication. The proverb “A handful of soil is better than a handful of gold” reflects not only the material value of soil but also its spiritual and cultural significance. This spiritual and cultural value is explicitly illustrated in the text, as seen in the sentence: '[*Bir avuç altının olacağına bir avuç toprağın olsun!*]' (Issue 6, p. 39). Idioms (“to invite”, “to give an opportunity”, “to make a decision”) enhance the expressive power of the language, even if they are used with limited frequency depending on the context. Phrases like “ton ton” or “waiting and waiting” and everyday expressions like “giggling” also add naturalness and rhythm to the language. Among the terms, “compost” (5) stands out and offers a usage area related to ecology; concepts such as “ecosystem, laboratory, melody” also enrich the scientific and cultural aspects of the language. Clichés (“continue”, “hosting”) are ready-made phrases frequently used in a social context. Overall, the table reveals that soil is the most dominant element in the language, both practically and symbolically, while other language elements are complementary elements that add color to communication and functionality in cultural and scientific contexts.

**Table 7.** Findings on the Word Stock of the Seventh Issue of “Our Own Sky Dome”

	Word Stock	<i>f</i>	Word Stock	<i>f</i>	Word Stock	<i>n</i>	Vocabulary	<i>n</i>
Basic Vocabulary	To understand	41	Knowing	48	Air	119	Work	29
Proverbs	The shelter from the windy weather, the sleep of rainy weather	2						
Idioms	To need	2	To open one's arms	3	To take on	4		
Phrases	Tools	2	Colorful	2				
Terms	Oxygen	6	Laboratory	3	Melody	2	Panel	2
Clichés	Take a deep breath	2	Finding what you're	2				

		looking for			
Rhymes	Stork, stork, stork, where's my seed?	1			
Riddles	In what kind of weather does it not snow?	2	What do you call a dog that wants to fly?	2	Why don't cats go to the airport? 2

Looking at the data in the table, it can be seen that the word “air” has the highest frequency of 119 in the basic vocabulary; this shows that air is both essential for life and a concept that frequently appears in everyday conversation. Other words such as “knowing” (48), “to understand” (41) and “work” (29) are also important words that reflect learning, comprehension, and production processes. Expressions in the proverbs category, such as “The shelter of windy weather, the sleep of rainy weather”, reveal that natural phenomena hold an important place in cultural memory. This embedding of nature in cultural memory is explicitly demonstrated in the text, as seen in the excerpt: '[*Annem, rüzgarlı havanın kuytusunu, yağmurlu havanın uykusu, atasözünü çok kullanır*]' (Issue 7, p. 33). Idioms (“to need”, “to open one's arms”, “to take on”) are used to express emotional and social relationships in daily life, while fixed expressions such as ‘tools’ and “colorful” add variety to the narrative. The prominence of scientific concepts among the terms, such as “oxygen” (6) and ‘laboratory’ (3), points to a nature- and science-focused context. Clichés (“take a deep breath”, “finding what you're looking for”) are phrases used more in figurative or emotional contexts. The figurative use of such expressions is clearly anchored in the narrative, for instance: '[*Gözlerini kapatıp derin mi derin bir nefes aldı*]' (Issue 7, p. 11). In addition, nursery rhymes (“stork, stork, stork...”) and riddles (“What do you call a dog that wants to fly?”) add a fun and cultural dimension to the table. Overall, the table shows that air and natural elements occupy a central place in language, and that scientific, cultural, and entertaining elements also enrich the diversity of language.

**Table 8.** Findings on the Word Stock of the Eighth Issue of “Back to the Earth, Fire, and Water”

	Word Stock	f	Word Stock	f	Word Stock	f	Vocabulary	f
Basic Vocabulary	Fire	92	Mother	39	To burn	43	I	50
Proverbs	Don't play with fire.	2	Every beauty has a flaw.	2				
Idioms	To be to one's liking	3	To find peace	2	To come to mind	2	Making a decision	3
Dilemmas	Blazing hot	2	Inside and out	2	Bubbling	2		
Terms	Rhythm	6	Ceramics	2	Autism	2	Composition	2

Clichés	Chatting	2	Helping	3	Being conscious	4
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Looking at the data in the table, the word “fire” stands out in the basic vocabulary with a frequency of 92, followed by words such as ‘I’ (50), “to burn” (43) and “mother” (39). The high usage of the words “fire” and “to burn” shows that fire plays a central role in language, both as a direct element of nature and as a metaphorical symbol. Related to this, the presence of expressions such as “Don't play with fire” and “Every beauty has a flaw” in the proverbs category is noteworthy as cultural elements that both warn and reflect the realities of life. This cultural warning function is explicitly grounded in the text, as demonstrated by the excerpt: '[*Kızım bu oyuncak değil, bunu bir daha eline alma*]' (Issue 8, p. 39). Idioms (“to be to one's liking”, “making a decision”, “to find peace”) are functional elements that express decision-making, the search for peace, and preferences in daily life. Phrases such as “blazing hot” or “inside and out” make the language more vivid and rhythmic. For instance, the vividness of the narrative is heightened in the text when it describes a scene using such phrases: '[*Otlar, yapraklar hepsi alev alev yanıyordu*]' (Issue 8, p. 37). Among the terms, “rhythm” (6) stands out, pointing to contexts related to art and music; other concepts such as “ceramics, autism, composition” reveal the scientific and cultural dimensions of language. Clichés (“being conscious”, “helping”, “chatting”) are used as ready-made patterns in social relationships. Overall, the table shows that the theme of fire occupies a strong place in language, both concretely and symbolically, while other elements diversify language in contexts related to daily life, cultural values, science, and art.

**Table 9.** Findings on the Word Stock of the Ninth Issue of “There's a Village Far Away”

	Word Stock	f	Word Stock	f	Word Stock	f	Vocabulary	f
Basic Vocabulary	Mother	25	Day	74	To understand	49		
Proverbs	People understand each other through conversation	1						
Idioms	To cope	3	Expecting something in return	3	To cope	3	To shoot like an arrow	3
Dilemmas	On top of that	2	Twisting and turning	2				
Terms	Planet	28	Atmosphere	6	Wolf's ear	6	Saturn	5
Clichés	If you love your life, run away	2	Fight	2	To be courageous	2		

Looking at the data in the table, words such as “day” (74), “to understand” (49) and “mother” (25) stand out in the basic vocabulary. These words form the cornerstones of communication in daily life and reflect fundamental human experiences such as the concept of time, family, and understanding. In the proverbs category, the expression “People understand each other through conversation” emphasizes the importance of empathy and understanding through

communication and dialogue. Although it has a low frequency, it is meaningful in terms of cultural value. This emphasis on empathy and dialogue is clearly reflected in the text, as seen in the excerpt: '[*İnsanlar konuşa konuşa anlaşır*]' (Issue 9, p. 27). Idioms (“to cope”, “expecting something in return”, “to shoot like an arrow”) are functional patterns that express social interactions and emotional processes in daily life and have a frequency of around 3. Phrases (“on top of that”, “twisting and turning”) increase the rhythm and fluency of the language, while terms such as “planet” (28), “atmosphere” (6), “wolf’s ear” (6) and “Saturn” (5) contribute to learning and knowledge transfer. To illustrate how these idioms and phrases create rhythm and vividly depict actions within the narrative, the text uses them contextually, such as: '[*Kırmızı balık gölde, kıvrıla kıvrıla yüzüyor*]' (Issue 9, p. 46). Clichés (“if you love your life, run away”, “fight”, “to be courageous”) have been added to the table as ready-made expressions that enrich communication in a social and emotional context. Overall, the table shows that basic vocabulary dominates communication, while idioms, clichés, and terms enrich the language in cultural, social, and scientific contexts.

**Table 10.** Findings on the Word Stock of the Tenth Issue of “A Flag Waits for the Wind”

	<b>Word Stock</b>	<i>f</i>	<b>Word Stock</b>	<i>f</i>	<b>Word Stock</b>	<i>f</i>	<b>Vocabulary</b>	<i>f</i>
Basic Vocabulary	Mother	31	Pass	32	Day	57	I	68
Proverbs	The giving hand is superior to the receiving hand.	1						
Idioms	To win someone's heart	4	To do one's best	3	To take a step	3	To be forced to	2
Dilemmas	To birds and beasts	2	Buzzing	2				
Terms	Archery	23	Mathematics	2	Formula	2		
Clichés	Getting what you deserve	2	Hosting	2				

Looking at the data in the table, the words “I” (68), “day” (57), ‘pass’ (32) and “mother” (31) stand out in the basic vocabulary. These words form the cornerstones of daily communication and individual experiences by expressing both the concepts of subject and time as well as family relationships. The proverb “The giving hand is superior to the receiving hand” is a low-frequency but semantically powerful example that reflects cultural values and social norms. This transmission of social norms is explicitly visible in the text, as demonstrated by the excerpt: '[*Sevgili Peygamberimiz "Veren el alan elden üstündür" buyurmuş*]' (Issue 10, p. 26). Idioms (“to win someone's heart”, “to do one's best”, “to take a step”, “to be forced to”) are functional patterns that express emotional and social interactions in daily life, with frequencies ranging from 2 to 4. Phrases (“to birds and beasts”, “buzzing”) make the language more lively and rhythmic, adding color to the

narrative. To show how these expressions add rhythm and emotional depth to social interactions, the text utilizes them contextually. Among the terms, “archery” (23) stands out prominently, while concepts such as ‘mathematics’ and “formula” represent the academic and technical dimensions of the language. Clichés (“getting what you deserve”, “hosting”) are included in the table as ready-made expressions used in social interactions. Overall, the table reveals that the basic vocabulary is the dominant element in communication, while idioms, clichés, and terms serve complementary functions that enrich the language in cultural, social, and academic contexts.

**Table 11.** Findings on the Word Stock of the Eleventh Issue of “My Turkish Language, My Voice Flag.”

	<b>Word Stock</b>	<i>f</i>	<b>Word Stock</b>	<i>f</i>	<b>Word Stock</b>	<i>f</i>	<b>Vocabulary</b>	<i>f</i>
Basic Vocabulary	Mother	51	Sound	52				
Proverbs	Haste makes waste.	2	Mountains cannot withstand what is ready-made.	2				
Idioms	My heart skipped a beat	2	To prick up one's ears	2	To be on one's mind	3	To be lifted off the ground	2
Phrases	Shouting	2	Roaring	2	Jumping up and down	3	Slowly	2
Terms	Braille	2	People with Down syndrome	3	Narcissus	2		
Clichés	As pure as mother's milk	2	Remembering with longing	5	To invite	5		
Rhymes	My friend, your shoe is half off, Come out, let's play	2	Grandpa drank soup. Playtime is over.	1				

Looking at the data in the table, it can be seen that the words “mother” (51) and “sound” (52) have the highest frequency in the basic vocabulary. These words represent both family and close relationships as well as sensory experiences, forming the fundamental elements of daily life and communication. Expressions in the proverbs category, such as “Haste makes waste” and “The mountain cannot stand in the way of the prepared”, although they occur at a low frequency, play an important role in the transmission of cultural knowledge and moral teachings. This role in moral teaching is concretely evident in the text, as seen in the excerpt: '[*Acele işe şeytan karışır*]' (Issue 11, p. 43). Idioms (“my heart skipped a beat”, “to prick up one's ears”, “to be on one's mind”, “to be lifted off the ground”) are functional patterns that express emotional and physical reactions in

everyday language, with frequencies ranging from 2 to 3. Phrases and idioms (“shouting”, “roaring”, “jumping up and down”, “slowly”) make the language livelier and more rhythmic, adding movement and emotion to the narrative. For example, the text captures these intense emotional and physical reactions effectively in context. Terms such as “Braille”, “People with Down syndrome”, and “Narcissus” reflect the educational, scientific, and cultural contexts of the language. Clichés (“as pure as mother's milk”, “remembering with longing”, “to invite”) stand out as patterns used in social and emotional communication, while rhymes play a fun and rhythmic role in children's language. Overall, the table shows that the basic vocabulary is dominant in communication, while idioms, clichés, terms, and rhymes are complementary elements that enrich the language in cultural, emotional, and educational contexts.

#### **4. Discussion and Conclusion**

This study examines the lexical elements of the “Special Education Children” magazine published by the Ministry of National Education (MEB) in both electronic and print formats. The lexical elements in the texts of the journal are presented under separate headings for each issue. Examining the lexical elements in children's magazines is important in terms of improving the quality of the magazines. This is because the development of vocabulary improves children's knowledge of words and their vocabulary while also contributing to the development of basic language skills. It would be incorrect to assume that children's magazines are written solely for the purpose of providing information or entertaining children (Bozbıyık-Ergen and Kara, 2021). A study on vocabulary in the Doğan Kardeş children's magazine also concluded that children's magazines play a very important role in developing vocabulary in children (Gürler and Yıldız, 2024).

A detailed examination of the tables reveals important findings about the frequency and functions of different layers of language. Research conducted by Montag and colleagues (2015) shows that the vocabulary richness of children's literature products is much greater than the number of words used in everyday life. Nation and colleagues (2022) argue in their study that increasing the variety of words children are exposed to is necessary for language development. Therefore, it is emphasized that the variety of words found in children's literature cannot be derived from randomly written texts. The data analyzed clearly shows that the basic vocabulary is the dominant element in daily communication. Words such as “mother, father, day, water, soil, air, fire, game, I, we, to be, to read, to understand”, in particular, form the most basic building blocks of communication with their high frequency. The importance of these words lies in their reflection of both individual experiences and social relationships. For example, the frequent use of words related to family (“mother, father, we”) shows that they play a fundamental role in expressing individuals' social and emotional contexts in communication. Similarly, the high frequency of words related to nature and the environment, such as “day, water, air, soil, fire”, reveals that the physical elements of daily life occupy a central place in language. This finding emphasizes both the communicative and experiential functions of language.

Aytan (2016) examined the use of proverbs in children's literature in his study. A total of 67 different proverbs were found in the 106 works of 11 authors examined solely in terms of proverbs. When this number is calculated as a ratio, a rate of 0.6 per work is determined. This number is quite

low. Similarly, in this study, proverbs and idioms play important roles in cultural and value transmission, even though they are used with low frequency. Expressions such as “you reap what you sow”, “haste makes waste”, and “the giving hand is superior to the receiving hand” serve to convey social norms, moral teachings, and cultural knowledge. These findings show that language is not only a means of communication but also a tool for transmitting cultural memory and social norms. Idioms and fixed expressions add emotional or contextual depth to communication in certain situations; for example, expressions such as “to keep your eyes peeled” or “unable to hold back tears” can be functional in describing individuals' specific emotional states or situations requiring attention. This situation shows that word frequency alone is not an indicator of meaning or function, and that context-specific expressions play a strategic role in language.

Terms and academic concepts, while drawing attention with their low frequency, reveal the functionality of language in technical and educational contexts. Words such as “Braille, mathematics, veterinary, Olympics, planet, atmosphere, molecule” facilitate communication in specific areas of expertise and serve the transfer of knowledge. This finding demonstrates the multidimensional structure of language, functioning in ways that encompass both everyday life and academic or professional contexts. Similarly, regional expressions and culturally unique words (“hımbıl”, “to go to Attaya”, “whimsical squeak”) reflect the regional diversity of language and the cultural richness of local contexts. These findings show that language functions at both universal and local levels and relates communication not only to information but also to cultural and social contexts.

Phrases, rhymes, and expressions with rhythmic or repetitive structures play an important role, especially in children's language and oral culture transmission. Examples such as “ton ton”, “waiting and waiting”, “stork, stork, stork...” make the language more natural and rhythmic while also supporting learning and entertainment functions. This highlights the pedagogical dimension of language and its function in oral culture. In children's language development, such repetition and rhythm-focused structures both expand vocabulary and facilitate the transmission of cultural norms.

Clichés and ready-made expressions are useful in social and emotional interactions and also play specific roles in everyday communication. Expressions such as “to thank”, “to continue”, “to accompany”, and “getting what you deserve” serve both politeness and social relationship management functions. This situation shows that language is not only a means of conveying information but also a central tool in maintaining social norms and forms of interaction.

The central role of natural elements (water, air, fire, soil) in language highlights the importance of concepts with cultural and symbolic meaning. For example, proverbs such as “Even a snake won't touch someone drinking water” or “A handful of soil is better than a handful of gold” show that natural elements are intertwined with social and spiritual values. In this context, language both reflects the concrete elements of daily life and conveys symbolic and cultural meanings. Similarly, the high frequency of the concepts of fire and air reveals how people express their relationship with nature and their experiences of survival through language.

The analyzed tables clearly reveal the multi-layered structure of language through different frequencies of use. While the basic vocabulary forms the core of communication, idioms, proverbs,

and set expressions add cultural and emotional depth. While terms function in scientific and academic contexts, regional expressions and rhymes reinforce the local and oral cultural dimensions of language. These findings support the importance of basic vocabulary in language teaching and learning, while also showing that cultural expressions and idioms should be included in the learning process. Furthermore, it is understood that language serves not only for daily communication but also for multidimensional functions such as cultural transmission, social interaction, and academic knowledge sharing.

In conclusion, the findings reveal the need to evaluate the functional and cultural layers of language as an inseparable whole. While the dominance of basic vocabulary is at the center of daily communication and learning processes, idioms, proverbs, clichés, terms, regional expressions, rhymes, and puns enrich the cultural, social, emotional, and pedagogical dimensions of language. These results reveal that in language education and child language development studies, word choice and forms of expression must be considered in both their functional and cultural contexts. Therefore, when language is evaluated as both a means of communication and cultural transmission, frequency and function analyses of different layers serve as a guide in the development of educational programs and teaching strategies. Overall, the data reveals the dominance of the basic vocabulary of the language, the complementary role of cultural and social expressions, and the academic functionality of terms, while reinforcing the rhythmic and local dimensions of the language through idioms, rhymes, and regional expressions. These findings offer important insights into understanding the multidimensional structure of language, developing teaching methods, and supporting cultural transmission processes. Thus, language can be evaluated not only as a means of communication but also as a central element of cultural heritage, social norms, and knowledge transmission.

## **5. Recommendations**

Based on the findings of this study, the following recommendations can be made:

- Proverbs, idioms, and set phrases, despite their low frequency, provide cultural and emotional depth. In educational programs, students should be encouraged to learn these expressions by using them in context. For example, teaching proverbs through daily life or stories both fosters cultural awareness and reinforces the functional use of language.
- Terms such as “Braille, mathematics, veterinary, planet” represent the academic and technical dimensions of language. Students should be introduced to these concepts in a manner appropriate to their age and level, so that language becomes functional not only in everyday communication but also in learning and professional contexts. This approach supports multidimensionality and flexibility in language teaching.
- Phrases, rhymes, and regional expressions (“ton ton”, “stork, stork, stork...”, “himbil”) strengthen the rhythmic, fun, and cultural dimensions of the language. Especially in education aimed at children, working with such expressions supports language development while also facilitating the transmission of oral culture. Adding local and cultural examples to teaching materials will increase students' interest in language learning.

- Ready-made expressions such as “to thank”, “to continue”, and “getting what you deserve” play an important role in social interactions. Learning and using such expressions in social and emotional contexts strengthens students' communication skills. Especially in the language learning process, applying expressions that reflect politeness and social norms supports both the functionality of the language and social harmony.

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