

An Analysis of Teachers' Views Toward the Teaching of Text Type and Structure

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Abstract

It is important to supply students with skills about text type and structure in educational environments. To have such skills gives the student many advantages in the process of comprehending, and evaluating any text. This study aims to bring out the opinions of Turkish language teachers and elementary school teachers about teaching text type and structure. In this study, a descriptive research design was employed and the participants consisted of 55 Turkish language teachers and elementary school teachers. Content analysis was utilized for data analysis. In this study, to check reliability and validity, the statements of participants were transferred directly, participant confirmation and the percent of agreement (approximately % 0, 81) between two researchers were used. It was found that Turkish language teachers and elementary school teachers generally adopted a different teaching approach, and used the text-based, production and conversion, information transfer, and audience-centred activities. The participants stated that there are different problems in Turkish textbooks concerning the teaching. It is suggested that studies should be carried out to solve the problems that teachers have stated in the teaching of text type and structure.

Keywords: Textlinguistic, Writing Training, Text Type and Structure.

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INTRODUCTION

Reading, which is a process of meaning, is guided by the text format in addition to the reader's life experiences, prior knowledge, motivation, and intellectual accumulation. Especially, text format; in other words, the text type and structure expect the reader to carry out specific responsibilities.

The reader prefers a comprehension position in line with the expectations of the text. In this process, the primary determinant of the reader's comprehension position is text type and structure. Many field experts also agree that type and structure of the text drive or stipulate the reader's reception pattern, and require a specific reading style (Applebee et al., 2002, p. 1326; Dilidüzgün, Çetinkaya-Edizer, Ak-Baçoğul & Karagöz, 2019; Knapp & Watkins, 2005, p. 29; Özdemir, 2007, p. 53; Wellek & Warren, 1982, p. 317). For example; an informative text expects from assertions, advocated thoughts, discussed cases or situations to be continuously associated with the real world, to be examined in various ways, to be controlled by objective data, and to be questioned by logical inferences. However, a fictional text expects the reader to prop up temporarily information -even if in a short time- related to real-world and to accept that the narratives are fictional. What is essential in such passages is the internal consistency of what happens in fiction and the balance in the way they are jointed. Thence, in a fictional passage, "internal logic independent from the external world" in the imaginary universe becomes more critical than logical inferences.

The text structure is rhetorical patterns that reflect universal cognitive processes (Carey, 1995). Balcı (2018, p. 199) points out that the passageal structure is formed as a consequence of a cognitive method and developed through the function of the passage. Whatever text is organized in the form of "introduction, body, and conclusion" aims to be transferred or shared in this order. Nevertheless, in the field of text linguistics, this structure is the topic of examination in "microstructure, macrostructure, and superstructure". Günay (2017, p. 71-72) states that these three structures (microstructure, macrostructure, and superstructure) will be mentioned in the text analysis in terms of linguistic and passageal theories. In the microstructure related to the inter-sentence arrangement, situations such as relations, repetition, cataphora, anaphora, elliptical structure, tense, inter-sentence relations, passage qualifier, implications are considered. The macrostructure focuses on differently sized units of passageal matter. The main parts of the passage (paragraph, chapter, fascicle, volume), the various components of the passage (plot, narrative vocabulary, narrator, point of view, setting) and consistency are the macrostructure's subject of examination. In other words, any kind of study related to the holistic assessment or summarization of the passage is the subject of this dimension—the superstructure deals with the main components of all texts. Text types and genres are examined in this structure. When an interpretation beyond the text conpassage is intended, the superstructure is referred.

Text types can also be classified or arranged in a variety of ways as daily, formal, entertaining, informative, instructional, literary, fiction, real-life genres, thought-knowledge-based genres (Adalı, 2011, p. 240; Knapp & Watkins, 2005, p. 29; Özdemir, 2007, p. 37-44). Nonetheless, it is difficult to say of a definite consensus on the classification of text types in the literature when the studies in the field of text linguistics are examined (İşeri, 2007). Particularly nowadays, transitions and fusions between genres are more common. Therefore, the classification of genres is not very healthy, and some classifications can be made only based on the most basic and obvious features (Adalı, 2011, p. 240).

In the most general form, passages can be categorized into three categories: narrative, informative and poetry. Informative passages are created to inform the reader of any topic, change or strengthen his/her thoughts or convictions (Aktaş & Gündüz, 2001, p. 135). Such texts contain different discursive structures such as comparison, deduction, argument and evidence, and various abstract and logical relationships. Narrative passages are structured based on basic components such as setting, narrator, character, and plot. The familiarity of the regulated forms for children makes the texts easier to understand. (Akyol, 2006, p. 141; Anthony & Raphael, 2004, p. 315; Best & O'Reilly, 2007,

p. 481; Camp, 2006, p. 55; Sözer & Aksan, 2008, p. 738; Williams, 2007, p. 201). In the current Turkish Curriculum, it is seen that the text types are categorized in three groups as narrative, informative, poetry and different gains and explanations are presented about the text type and structure (MoNE, 2018):

T.2.3.16. Recognize text types.

Given short information about prose and poetry by supporting with examples

T.3.3.20. Distinguish text types.

General short information is given by using examples of narrative, informative, and poetry.

T.6.3.22. Determine the story elements in the text.

Plot, setting, characters, narrator are emphasized.

T.7.1.12. Evaluate the content of what they listen/watch.

a) Identify the implicit meaning in media passages.

b) It is provided to examine the target audience and intention of the media passages.

T.8.3.20. Determines the story elements in the texts he/she read.

Plot, setting, characters, narrator are emphasized.

There is a close relationship between the text type and structure. In one aspect, the preferred text type is the primary determinant of the features that the passage structure will have. According to Coşkun (2009, p. 252), the preferred text type determines the passage structure. The passage type directs the reader to constitute some expectations. Any topic can be told in different formats by the text type. For instance; the fact that a murder is committed in a news article is different from the way it is considered in a fictional story. Naturally, the expectation of the reader for both of the text types differently.

It is important to supply students with skills related to text type and structure in educational environments. To have such skills gives the student many advantages in the process of evaluating, comprehending, understanding, and interpreting any text. According to Dilidüzgün (2013, p. 51), to have knowledge about the superstructure categories specific to text types has a function that facilitates the process of reading, understanding, remembering and producing. Tankersley (2005, p. 108-109) states that readers who know the text type, structure and style can comprehend better what they read and make a prediction of what awaits them in the passage. Therefore, while analyzing the text, the reader does not waste his cognitive energy in vain.

Having information about the text type and structure provides the reader/student with the following opportunities during the reading process (Armbruster, 1984; Camp, 2006, p. 61; Çeçen, 2011, p. 133; Prior, 2006, p. 16; Williams, 2007, p. 202):

- It helps to comprehend familiar texts or texts arranged differently.
- It enables the understanding of passageal discourse and the production of a new discourse.
- It leads students in simplifying and rearranging passages that are more complex or unqualified.

- It assists the reader to focus on the passage much more.
- It facilitates the student to create a purpose to read more books.
- It helps to run through the passage to reveal the information needed.
- It enables the author's purpose to be noticed.
- It teaches how to use and determine the style, expression, and ways of developing thought in the process of producing passage.

This study aims to bring out the opinions of Turkish language teachers and elementary school teachers about teaching text type and structure. Thusly, the problems encountered in educational environments in the teaching text type and structure will be revealed, and possible solutions will be put forward. The problem of the study can be summarized as follows: "What are the opinions of Turkish language teachers and elementary school teachers about teaching text type and structure?" For this purpose, answers to the following questions were sought:

1. What activities do Turkish language teachers and elementary school teachers in teaching text type and structure?
2. What are the opinions of Turkish language teachers and elementary school teachers about Turkish textbooks on teaching the text type and structure?
3. What are the matters that Turkish language teachers and elementary school teachers have difficulty in teaching the text type and structure?
4. According to the Turkish language teachers and elementary school teachers, what are the text characteristics that attract the students' interest in the process of teaching the text type and structure?
5. According to Turkish language teachers and elementary school teachers, which elements do students have difficulty in understanding the text types and structure?

METHOD

In this section, research design, data collection and study group, analyzing of data, reliability and validity studies are presented.

Research Design

In this study, a descriptive research design was employed. "Descriptive research design is describe systematically and accurately the facts and characteristics of a given population or area of interest" (Isaac & Michael, 1995). In this study, descriptive research design was used as it was aimed to determine the opinions of Turkish language teachers and elementary school teachers, who constitute a certain group among all teachers, on text type and structure teaching.

Data Collection and Study Group

In qualitative research, the researcher himself/herself is a tool. Also, the main concern of such research is to obtain detailed and in-depth information on a less number of individuals and situations (Patton, 2014, p. 14). In this study, which was conducted with 55 Turkish language teachers and elementary school teachers, it was proposed to obtain in-depth and detailed information about the

teaching of text type and structure. In this regard, the study has a qualitative and descriptive qualification.

The study group consists of 55 Turkish language teachers and elementary school teachers.

Table 1. Demographics information on the study group

		f	%
Gender	Male	30	54,5
	Female	25	45,5
Experience	1-5	21	38,2
	6-10	18	32,7
	11-15	12	21,8
	16+	4	7,3
Teaching Education Level	Undergraduate	47	85,5
	Master's Degree	6	10,9
	Master's Degree Without Thesis	2	3,6

Table 1 provides the demographics information about the Turkish language teachers and elementary school teachers in the study group. Accordingly, 55 Turkish language teachers and elementary school teachers (30 male and 25 female) participated in the study. In terms of teaching experience, there are 21 participants (1-5 years); 18 participants (6-10 years); 12 participants (11-15 years) and 4 participants (16+ years). Forty-seven of the participants were undergraduate, and six of them were master's degree; two of them received a master's degree without thesis.

Analyzing of Data

Content analysis was utilized for data analysis. Content analysis is a scientific approach that looks into social reality objectively and systematically by classifying, transforming, and inferring the message contained in verbal, written and other materials in terms of meaning and grammar or both (Tavşancıl & Aslan, 2001, p. 22). The following stages were taken to analyze the data:

In the beginning stage, interview forms were put down on paper, main and subcategories were acquired, starting from responses of Turkish language teachers and elementary school teachers. For example, two teachers responded; "With a question (what way would you follow if you had the chance to change the passage after a certain chapter?) we do creative thinking and good writing" (T10) and "Students find different titles. They talk about how to append if they were the author or poet of the passage" (T14). It comes into view that the teachers have carried out activities focusing on making changes in the passage regarding the text type and structure. Consequently, these tendencies of the two participants were evaluated under the main category of "production and conversion". A similar procedure was followed for other statements, and the process was continued.

The categories and subcategories obtained in the second stage were tabularized conveniently according to the aim of the study. The distribution of the determined categories and to which teacher it belongs is presented in the tables. The same subcategories are combined to convey the gathered data in the first analysis more simply and understandably. For instance; in the first analysis of the activities practiced by Turkish language teachers and elementary school teachers for teaching text type and structure, 34 subcategories were identified, and 31 subcategories were reached in this sub-aim with review and evaluation. The same itinerary was followed for other sub-aim. Likewise, sub-categories were trying to be structured in a way that was more simple, understandable and independent from subjective interpretations. For example; "using images" category is evaluated under "benefitting from visual materials."

In the third stage, the interview forms were examined again. New categories that were attained or excluded were mentioned in the tables. Hence, the findings received their final form. Besides, some teachers have stated that Turkish textbooks are sufficient in terms of teaching the text type and

structure. Teachers said not to confront any problem related to Turkish course books, and this was not shown in the table.

Reliability and Validity

Different ways have been used validity and reliability. The validity in qualitative research is closely related to the way that the researcher is as unbiased as possible and conveys the phenomenon researched. Criteria for validity are the detailed reporting of the collected data, explaining the way the researcher achieved the findings, being consistent in all stages of the research (data collection, analysis, interpretation), and explaining. These are important to assure internal and external validity (Yıldırım & Şimşek, 2018, p. 269-272). To provide the validity of this study, firstly, all stages were explained and reported in detail.

The strategies by LeCompte and Goetz (as cited in Yıldırım & Şimşek, 2018, p. 275-276) are used to secure the internal reliability in qualitative research, respectively: In the first strategy, the researcher shares the data with the reader without any comments. The second strategy allows different researchers to take part in the same research. In the third strategy, the collected data by observation are verified through interview. The fourth strategy is to include another researcher to help in the analysis of the collected data and verify the results obtained. The fifth and last strategy, data analysis based on a pre-established and circumstantial defined conceptual framework, is a factor that enriched internal reliability. Thusly, the researcher is expected to explain to the reader, if any, how he/she has formed such a conceptual framework and how he/she has analyzed the data upon this framework.

In this study, to ensure internal reliability, firstly, the statements cited in the interviews were shared with the reader just below the tables without any comment. Because clear descriptions and references are the raw data for qualitative research (Patton, 2014, p. 27). Then, participant confirmation was received. In this method, the researcher can tell the interviewee what he/she has ascertained as a summary and ask whether his/her perception reflects the data correctly (Yıldırım & Şimşek, 2018, p. 280). For this purpose, the summary of the interviews was shared with the participants, who provided their contact information at the interview stage, and their opinions about the analysis were taken. There was no objection to the analysis from any of the participants who gave feedback. The excerpts of participants' confirmations can be presented in the following:

T12: I agree with analyzes you made in the interview we had about the text type and structure and the determinations obtained from these analyses.

T32: I agree with the determinations: 1) we comprehend the passage structure by asking the question. 2) There is no diversity in the activities, and the activities are really long. 3) Abstract thought, complicated language and passages those are not suited for the age.

T33: I agree with the determinations of the study. Especially in the teaching of text type and structure, students' lack of vocabulary creates great problems in understanding and analyzing the passage.

T34: You have briefly summarized my answers to the interview form regarding the passage type and structure. I affirm the accuracy of all the outlined information.

T37: I approve the inferences in the participant confirmation created in the study I participated in. I agree with these inferences.

One of the ways to control reliability in content analysis is to look at the correlation between two different researchers, which is called inter-rater reliability. In this way, documents are assigned to different researchers in a single period, and the correlation among them are analyzed. The percentage of agreement among the researchers is tested with the formula "Reliability Percentage=

Agreement/Agreement+Disagreement". The percentage of agreement with this formula is expected to yield a result of more than 70% (Tavşancıl & Aslan, 2001, p. 80-81). At the final stage, five interview forms that were randomly chosen for testing reliability were re-analyzed by two different researchers and the agreement among them was examined. As a result, the correlation between the researchers was determined as 0.81 [36 (the number of agreements)/[36 (the number of agreements)+8 (the number of disagreements)]. In this regard, it can be said that the study is reliable.

RESULTS

In this part, the collected data by analyzing the interviews with Turkish language teachers and elementary school teachers about teaching the text type and structure are presented.

Table 2. Activities carried out by teachers in teaching the text type and structure

Rank	Main Category	Subcategory	Distribution(n)	Participant	
	Strategy, Method and Technique	Questioning	18	T2, T6, T7, T9, T10, T12, T16, T18, T28, T31, T32, T33, T34, T37, T38, T40, T49, T52	
		Text type comparison	10	T3, T9, T20, T23, T24, T26, T43, T44, T48, T54	
		Implication	6	T16, T17, T18, T28, T31, T34	
		Benefitting from visual materials	4	T7, T24, T31, T45	
		Giving clues	3	T2, T13, T18	
		Taking notes	3	T3, T37, T40	
		Estimating	3	T14, T41, T46	
		Summarization	2	T7, T10	
		Group evaluation	1	T37	
		Participatory argument	1	T27	
		Concept map	1	T47	
			Total: 52		
		Text-based	Giving different sample passages	16	T3, T13, T16, T20, T23, T25, T26, T28, T29, T31, T37, T39, T45, T47, T50, T54
	Various activities according to the text type (word choir, reading theatre, dramatization, and so forth.)		8	T4, T11, T12, T15, T38, T42, T46, T54	
	Finding a distinctive feature		6	T28, T37, T39, T46, T51, T54	
	To move from passageal traits		5	T5, T6, T9, T12, T13	
	Reviewing content		2	T18, T53	
	Style analyzing		1	T18	
	Analyzing parts of the text		1	T35	
	Repeated readings		1	T8	
	Emphasizing keywords		1	T47	
			Total: 41		
	Production and Conversion	Generating a new passage	15	T1, T2, T9, T14, T17, T20, T21, T29, T34, T36, T37, T40, T46, T50, T55	
		Make modifications to the text (part, title and the like)	3	T10, T14, T26	
		Place oneself in character's shoes	1	T7	
		Take on the role of the author	1	T14	
		Convert passage to a different text type	1	T4	
		Total: 21			
	Information Transfer	Defining the text type	10	T21, T24, T33, T37, T38, T40, T41, T48, T49, T51	
		Do test	1	T51	
		Total: 11			
	Target audience-centered	Activating preliminary information	3	T41, T43, T48	
		Homework	2	T21, T36	
		Preliminary	2	T7, T8	
		Total: 7			

Table 2 shows the activities carried out by Turkish language teachers and elementary school teachers for teaching the text type and structure. Findings reveal that the educational activities of teachers in the process of teaching the text type and structure are grouped in 5 categories as "strategy, method and technique", "text-based", "production and conversion", "information transfer", and "target audience-centered". Turkish language teachers and elementary school teachers use the most strategy, methods, and technique (n: 52) in teaching the text type and structure. This is followed by "text-based" (n: 41), "production and conversion" (n: 21), "information transfer" (n: 11) and "target audience-centered" (n: 7) activities. Among the teaching approaches, there are "questioning" (n: 18) ranked as the first and "text type comparison" (n: 10) ranked as the second. In text-based activities, "giving different sample passages" (n: 16) is ranked the first, "various activities according to the text type" (word choir, reading theatre, dramatization, and so forth.) (n: 8) is ranked the second; in production and conversion "generating a new passage" (n: 15) is the first; "make modifications to the text (path, title...)" (n: 3) is ranked as the second. In the main category of information transfer, "defining the text type" (n: 10) and "do test" (n: 1); in target audience-centred, the categories of "activating preliminary information" (n: 3), "homework" (n: 2) and "preliminary" (n: 2) were discovered. The same assessments maybe got for all other subcategories.

Turkish language teachers' and elementary school teachers' opinions about the activities they conducted for teaching the text type and structure can be presented as follows:

T2: Regarding the text structure (characters, plot, setting), we also ask students to describe and write an event appropriate for their level and about their own lives. To do so, we tell them to express the plot according to chronological order and logic flow, and before that, they need to remark characters, setting.

T12: By asking questions to determine the text type, I make them think about what type of text it might be. For example; "Do you think that this passage is about an event, or does it give us information?" Then, while guiding them with new questions together with the child's answers, to find them the answer and to create an infrastructure for the text type.

T28: I start to study with the implication method of detecting the text types we read. I am trying to ask questions and receive answers from the students of the finding distinctive features method. Then try to make comprehension by reading sample paragraphs.

T37: I ask highlighting questions with distinctive characteristics that appropriate for the text type. If the passage is a letter, I speak about how it starts, whether the thoughts are personal, why the date was written, how it finishes. After the features of the passage are adumbrated with questions, I explain the features and read notes. I desire them to bring different passages to the class that fit the passage structure. We read the passage in the class and evaluate whether it is appropriate for the passage structure.

T49: First, I read the given passage. Then reading is carried out by students. The student asks questions about the text type and structure. The correct answers are rewarded according to the answers. Incorrect answers are corrected by the teacher. Information about the passage is transferred, and the student gives an answer about the passage.

Table 3. Problems in Turkish course books on teaching text type and structure

Rank	Main Category	Subcategory	Distribution(n)	Participant
	Activity and Question	Lack of variety	11	T3, T15, T20, T28,T29, T31, T32, T33, T35, T37, T48, T54
		Quantitative and qualitative insufficiency	11	T15, T17, T21, T24, T29, T33, T34, T39, T41, T46, T47
		Excessive details	2	T6, T44
		Uninteresting examples	2	T35, T38
		Not leading to inquiry	1	T27
		Information transfer only	1	T12
		Virtually no information on the text type	1	T18
		Disconnection from daily living	1	T46
		More themes	1	T1
		Superficiality	1	T48
		Inability to develop metacognitive skills	1	T53
		Total: 33		
	Text	Lack of qualification	6	T23, T25, T29 T34, T37, T38
		Long texts	5	T12, T29, T31, T39, T42
		Lack of type variety	4	T10, T37, T49, T50
		Unknown words	3	T13, T39, T43
		Abbreviated passages	3	T10, T37, T51
		Careless, superficial and same topics	2	T10, T25
		More variety in text types	2	T4, T29
		Far from actuality	2	T1, T7
		Too much passage	1	T2
		Moral anxiety only	1	T25
		Total: 29		
	Target Audience	Ignoring student level	10	T1, T15, T11, T23, T26, T27, T31, T39, T41, T43
		Failure to address the student's interests	4	T1, T7, T41, T30
		Total: 14		

Table 3 shows the problems that Turkish language teachers and elementary school teachers see in the Turkish course books regarding teaching the text type and structure. Teachers state that there are three categories of problems connected to Turkish course books: "activity and questions", "text" and "target audience". The data acquired shows that the most of the problems related to teaching text type and structure belong to the category of "activity and question" (n: 33), followed by "text" (n: 29) and "target audience" (n: 14) categories in terms of distribution. The most important problems related to the activities and questions were "lack of variety" (n: 11), "quantitative and qualitative insufficiency" (n: 11); the first three problems with the text are "lack of qualification" (n: 6), "long texts" (n: 6), "lack of type variety" (n: 4); and the first problem of the target audience are the "ignoring student-level" (n: 10). The same assessments may be obtained for all other subcategories.

The following examples exemplify the problems conveyed by the participants regarding the Turkish course books in teaching the text type and structure:

T17: Especially the 6th-grade Turkish course books are inadequate in every aspect. Texts in the course books can be utilized, but the activities are inadequate. Even there is not any text type related to activities.

T39: I think that the text type and structure are not suitable for student's levels. Particularly, I think that the number of words that the students do not know is too much in the texts and the texts are long according to the students' grade level. In addition, I believe that the activities aimed at comprehending the passage are not sufficient, and there should be more examples of this activity.

T51: Texts in course books are generally good, but sometimes they do not adequately reflect the features of the text type in abbreviated text.

Table 4. The problems encountered in teaching text type and structure

Rank	Main Category	Subcategory	Distribution(n)	Participant
	Text Characteristics	Close text types	15	T2, T12, T18, T26, T28, T31, T36, T39, T43, T47, T48, T50, T51, T52, T54
		Abstract concepts	7	T1, T5, T6, T16, T25, T44, T49
		Complicated language	7	T11, T15, T19, T32, T33, T34, T42
		Abstract thought	6	T18, T32, T39, T40, T44, T54
		Figurative language	2	T6, T16
		Long sentence structure	2	T8, T23
		Intensity of unknown words	2	T8, T9
		Terminological expressions	2	T16, T54
		Intense thought	1	T15
		Requires high-level thinking skills	1	T2
		Lack of passageual integrity	1	T10
		Inverted sentence structure	1	T23
		The complex structure of texts	1	T25
		Total: 48		
	Originating from Student	The absence of reading culture	11	T5, T7, T14, T24, T27, T29, T35, T37, T46, T49, T55
		Insufficiency of vocabulary	7	T5, T27, T30, T33, T34, T49, T52
		Indifference	6	T1, T3, T8, T14, T28, T29
		Lack of interpretation power	5	T28, T34, T39, T41, T46
		Inability to show passageual differences	2	T4, T22
		Lack of motivation	1	T31
		Unfamiliar texts	1	T38
		Use of social media	1	T46
		Total: 34		
	Passageual content	Non-interesting	7	T9, T17, T19, T26, T30, T32, T33
		Hard to understand	3	T1, T11, T41
		Foreign place and character names	2	T2, T44
		Reflection of information from different disciplines in content	1	T4
		Total: 13		
	External Factors	Exam anxiety	2	T44, T46
		Insufficient course duration	2	T17, T20,
		Incompatibility of content and curriculum targets	2	T5, T8,
		Condensed curriculum	1	T2
		Classroom environment	1	T8
		Total: 8		
	Transmissibility	The inability to implement that learned	5	T5, T20, T23, T33, T40
		Disconnection from daily living	3	T5, T13, T25
		Total: 8		

Table 4 shows the problems Turkish language teachers and elementary school teachers faced in the process of comprehending the text type and structure. The collected data show that Turkish language teachers and elementary school teachers meet most of the problems related to "text characteristics" (n: 48) in teaching the text type and structure. This is continued by "originating from student" (n: 34), "passageual content" (n: 13), "external factors" (n: 8) and "transmissibility" (n: 8). The first three of the problems related to the text characteristics are "close text types" (n: 15), "abstract concepts" (n: 7) and "complicated language" (n: 7). In the originating from student category, "the absence of reading culture" (n: 11) is the first, "insufficiency of vocabulary" (n: 7) is ranked as the second and "indifference" (n: 6) is ranked as the third. In the passageual content category, "non-interest" (n: 7), "hard to understand" (n: 3); in external factors "exam anxiety" (n: 2), "insufficient course duration" (n: 2), "incompatibility of content and curriculum targets" (n: 2); in the transferability category, "the inability to implement that learned" (n: 5) and "disconnection from daily living" (n: 3)

are at the forefront in terms of distribution. The same assessments may be obtained for all other subcategories.

The following examples can be given to the views expressed by Turkish language teachers and elementary school teachers about the problems they encounter in the process of comprehending the text type and structure:

T2: The common features of text types create serious problems in understanding the text types. For example, novel and story have the same nature and structure; personalization and speech of non-human beings in fairy tales and fables; verse writing of poetry and fables; objective and subjective judgments in articles and essays. The fact that an author conveys the effects and images that he/she has noticed about the places he/she has seen to the reader brings to mind the travel writing as well as the memoir.

T10: Some texts have been abbreviated from long chapters and given to children in a summary that cannot be united. They have difficulty completing them

T18: Students confuse the features of similar text type. For example; they confuse the style of the interview with the essay.

T26: In particular, a small number of distinguishing factors in the think pieces may have difficulty in determining the text type. For instance; the student can call an interview where question sentences are few as an essay.

T44: Our students are trying to overcome the problem of inability to comprehend the thought article by memorization method because of exam anxiety. 8th-grade students prepare for the exam by memorizing the differences between the text types but lose the difference between the topics.

T49: Students have difficulty in an understanding message, transition and connection expressions, and theme components. The cause for this is that they do not know clearly what these components mean.

Tablo 5. Text characteristics that attract students' interest

Rank	Main Category	Subcategory	Distribution(n)	Participant
	Text Content	Noticeability	6	T16, T21, T38, T42, T43, T45
		Brief and concise	6	T2, T33, T35, T42, T49, T55
		Setting imagination in motion	6	T17, T22, T26, T38, T53, T55
		Creating curiosity and excitement	5	T12, T17, T34, T43, T48
		Including events	5	T9, T13, T20, T48, T55
		Distinctive passageual traits	4	T27, T28, T39, T49
		Entertaining	4	T1, T23, T29, T53
		Extraordinary elements	4	T2, T49, T50, T53
		Harmony elements (rhythm, and the like)	3	T14, T30, T54
		Escapist style	2	T6, T7
		Identification characters	2	T7, T18
		Few characters	1	T49
		Few dialogues	1	T8
		Addressing emotions	1	T49
		Humour element	1	T25
		Up-to-date information	1	T5
		Pellucidity	1	T40
		Fictiveness	1	T50
		Happy ending	1	T53
		Explicit Characterization	1	T11
			Total: 56	

Appropriateness for the reader	Age level	12	T5, T10, T12, T15, T16, T23, T28, T31, T37, T44, T50, T51
	Interest and need	2	T5, T51
	Reflecting the child's world	2	T4, T55
	Familiarity	1	T47
		Total: 17	
Type-specific	Type-specific reading style	3	T3, T9, T12
	Encouraging active participation	2	T52, T54
		Total: 5	

Table 5 shows the text characteristics interest the students in teaching the text type and structure according to the opinions of Turkish language teachers and elementary school teachers. The collected data show that the text characteristics catching the attention of students have been grouped into three main categories: "text content" (n: 56), "appropriateness for the reader" (n: 17) and "type-specific" (n: 5). In the passage content dimension "noticeability" (n: 6), "brief and concise" (n: 6), "setting imagination in motion" (n: 6), "creating curiosity and excitement" (n: 5), "including events" (n: 5), "distinctive passage traits" (n: 4), "entertaining" (n: 4), "extraordinary elements" (n: 4), in category appropriateness for the reader "age level" (n: 12), "interest and need" (n: 2), "reflecting the child's world" (n: 2), "familiarity" (n: 1), and in the type-specific category "type-specific reading style" (n: 3), "encouraging active participation" (n: 2) are the text characteristics drawing attention of the students. The same assessments may be obtained for all other subcategories.

The following examples can be given to the opinions of Turkish language teachers and elementary school teachers about the text characteristics interest the students in the process of teaching the text type and structure:

T3: They are especially interested in poetry. Because its reading style is different from the prose.

T4: The students are more interested in the text, which is connected with curiosity and excitement and fictional texts. Like a fairy tale, story, fable. I think they get more attention because they are a reflection of the students' own fictional universe.

T7: Stories, novels, and fairy tales attract further attention. Even the most indifferent student can attend the lesson when you heroize him/her –put himself/herself character's shoes- or ask a question as "what would you do?" about text?

T53: Students are mostly interested in fairy tale and legend passages. The reason may be that he/she dreams, entertains and enriches his/her imaginary world through fantastic elements. Perhaps the most important thing is that fairy stories have a happy ending.

T55: I see that students are more interested in stories and fairy tales. Because these text types address to students' daily or imaginary world.

Table 6. The passageal components that students have difficulty in understanding

Rank	Main Category	Subcategory	Distribution(n)	Participant
	The Interpretive components	Main idea	22	T1, T2, T4, T9, T11, T13, T14, T16, T17, T19, T21, T23, T25, T26, T29, T34, T39, T41, T42, T48, T51, T54
		Purpose of the text	14	T1, T3, T4, T11, T13, T16, T17, T20, T37, T38, T39, T46, T47, T55
		Theme	12	T2, T11, T28, T34, T37, T39, T44, T46, T47, T48, T49, T50
		Message	9	T14, T16, T31, T37, T39, T43, T46, T47, T49
		Main emotion	4	T13, T26, T37, T54
		Secondary thought	4	T14, T16, T39, T41
		Cause and effect	3	T35, T37, T54

	Implicit meaning	3	T13, T37, T46
	Subjective and objective judgments	2	T11, T37
	Purpose and result	1	T37
	Indirect meaning	1	T16
	Image	1	T2
	Total: 76		
Main Components	Plot	9	T1, T2, T3, T8, T10, T31, T34, T39, T52
	Narrator	5	T12, T15, T37, T39, T43
	Topic	3	T25, T50, T51
	Title	1	T27
	Introduction-body-conclusion	1	T29
	Content	1	T46
	Character	1	T35
	Event	1	T34
	Total: 22		
Grammatical components	Transition and connection expressions	16	T4, T6, T7, T10, T12, T14, T15, T18, T20, T27, T35, T40, T42, T44, T45, T49
	Total: 16		

Table 6 shows the passageal components that students have difficulty in comprehending during the teaching of the text type and structure according to the opinions of Turkish language teachers and elementary school teachers. The passageal components that students have difficulty in understanding are grouped into three main categories: "interpretive components", "main components", and "grammatical components". The data acquired show that students have difficulty in inferring the most interpretive components (n: 76). This is followed by the main components (n: 22) and grammatical elements (n: 16), respectively. The students have difficulty in understanding the "main idea" (n: 22), "purpose of the text" (n: 14), "theme" (n: 12), "message" (n: 9) and "main emotion" (n: 4) which are interpretive components according to the distribution. They have difficulty in understanding "plot" (n: 9), "narrator" (n: 5), "topic" (n: 3) and grammatical components of the "transition and connection expressions" (n: 16). The same assessments may be obtained for all other subcategories.

The following statements can be conveyed for the opinions of Turkish language teachers and elementary school teachers about the passageal components that the students have difficulty in understanding during the process of teaching the text type and structure:

T9: My students experience no difficulty in identifying the title, setting, event, narrator, cause and effect. However, they always have trouble in determining the main idea.

T14: Students have difficulty in finding, grasping the message and transition and connection of expressions. Because the student does not have thought as "what does the author want to convey to me?" when he/she is reading or listening to the passage. Although we constantly ask, he/she often says the main idea and often summarizes it.

T40: Transition and connection expressions. Because they do not know which transition and connection expressions to use after the sentence.

T47: Grades 5 and 6 have difficulty in all except the narrator, plot, setting, title. In the upper classes, the purpose of the passage, theme and message can force students a bit.

T48: They find it hard to find the theme and the main idea, and they confuse both. They determine the main idea instead of the theme, and the theme instead of the main idea.

T55: Our students frequently have difficulty in finding the purpose of the text. Because sometimes they cannot compose the whole writing in one element.

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

The aim of this study, 55 Turkish language teachers and elementary school teachers participated, is to analyze the teaching of the text type and structure. The data acquired show that Turkish language teachers and elementary school teachers utilize 11 different strategies, methods, and techniques in the teaching of the text type structure. When the literature is reviewed, there are many strategies suitable for the text type that the reader can utilize in the process of comprehending or evaluating the passage. Dilidüzgün et al. (2019) are mentions the metacognitive strategies (asking questions, taking notes, marking, predicting, summarizing and associating them with passages, flexible, creative, associating with visual passages, selective reading) that can be used in text types. In general, Turkish language teachers and elementary school teachers benefit from many of these strategies. However, the teachers have not made any reference to marking, flexible, and elective reading strategies. In this regard, it can be said that Turkish language teachers and elementary school teachers try to approach the text as a whole instead of focusing on the important points of the texts they utilize in the course.

While selecting text in Turkish course books, text type diversity is an important matter besides the number of texts. In the literature, different opinions are suggested about the genre diversity of the passages to be selected in Turkish course books. Instead of increasing the number of types, some researchers draw attention to the importance of teaching any type of pupil very well. Some defend that different passage types should be included as much as possible and that the number of passages should be increased (Coşkun & Taş, 2008; Okur, 2010; Solak & Yaylı, 2009). Of course, the student's frequent reading of a text type will help his/her become competent. Nevertheless, another point to be considered here is the success of the selected passage in reflecting the text characteristics (Özbay & Çeçen, 2012, p.75).

In Turkish course books, it is seen that the participants exemplify two similar opinions about diversity in terms of distribution. It was put forward by the participants that "lack of type variety" (n: 4) and "more variety in text types" (n: 2) in Turkish course books. Nevertheless, the idea lackness of text type variety is more in terms of distribution. This data is consistent with the results of different studies in the literature. In a study conducted by İşeri (2007, p. 11), it was seen that the texts that would reach the curriculum's goals related to the text types and contain the text type characteristics are not included in the course books enough.

In another study, conducted by Konuk (2018, p. 434), it was stated that informative texts were more intensive in the course books (39.4%) when compared with other text types, and it was difficult to notice a balance in terms of text types distribution. For this reason, the text type diversity in Turkish course books should be assisted with qualified and useful text types. A balance should be achieved among the passage types. Likewise, in many studies examining Turkish course books, it has been revealed that there is variability in the distribution of passage types and some passage types take an important place (Temizyürek & Delican, 2016).

The text selected for Turkish course books should be included in the course books as a whole to jog the student's memory in all facets. Nevertheless, for some text types, this is not possible. When adapting the texts to the course books in their abbreviated form, it should be paid attention to protect semantic integrity (Okur, 2010, p.119). The problems that Turkish language teachers and elementary school teachers participating in the study have seen in Turkish course books in terms of teaching the text type and structure are "long texts" (n: 5) and "abbreviated passages" (n: 3). Hence, the course duration and semantic integrity should be considered together in the choice of passage. Parallel to this, the protection of passageal and structural features should be paid attention in abbreviated passages.

Teachers stated that the texts awakened students' interest in the following characteristics: noticeability, brief and concise, setting imagination in motion, creating curiosity and excitement, appropriateness for age level, catering interest and needs and having distinctive passage traits. These findings are supported by different studies conducted in the literature. In a study led by Aslan and Doğu (2015) with secondary school students, passages that have enjoyable, entertaining, remarkable, excited, arousing curiosity, appropriateness for their level, structured with best-known words, having adventurous events, including emotional and imaginary elements, full of adventure attracted their attention. The Turkish language teachers who participated in the study indicated that qualifications such as "age level" (n: 12), "extraordinary elements" (n: 4), catering "interest and needs" (n: 2), "reflecting the child's world" (n: 2) and "fictiveness" (n: 1) awakened student's attention. It can be said that these passage features are supported by the findings of different studies.

Tavşanlı (2018) found out that in a study in which primary school students preferred the text type the preferred in their written expressions and writing topics, a large proportion of students moved from their own lives in writing activities. In some cases, they found that the passage they created was ornamented with extraordinary events. Thus, it can be precipitate that students are more interested in passages enriched with fiction and reflecting their lives. This result can be handled as a criterion for the selection of passage, especially in course books. The chosen texts should be based on the child's life and enriched with the elements as fiction, extraordinariness, the excitement that interest him/her.

Many different studies based on both teacher opinions and content analysis, there has been brought out that Turkish course books have many problems and deficiencies (Epçaçan & Okçu, 2010; Öztürk & Razgathioğlu, 2013; Şen, 2020). Field experts point out that the activities in Turkish course books are not eligible (Çevik & Güneş, 2017). In addition, in different studies, it was found that Turkish course books have problems in terms of the text type. In a study conducted by Arı (2011), it was revealed that Turkish course books do not overlap with the curriculum in terms of text type, there are problems in terms of terminological in the presentment for the text types, and there are imbalance and inconsistency between text types and writing tasks. In a study conducted by Temizkan (2016), it was found that the activities in the student workbooks were not focused on all dimensions (micro, macro, and superstructure) of the text. It was found that the activities linked to the text structure do not match up with the curriculum. On the other side, although gains related to macrostructure prioritizes in the course books, reading activities in the student workbooks mostly include activities related to microstructure.

In this study, findings that match up with the opinions and results presented above. Turkish language teachers and elementary school teachers stated that the course books have problems of activity and question (n: 33), text (n: 29) and ignore the target audience (n: 14) in terms of teaching text type and structure. Lack of diversity, quantitative and qualitative insufficiency, excessive details, and including uninteresting examples are the main problems identified in terms of activities and questions.

Nowadays, it was seen that writers or poets integrate and produce different text types. In daily life, a person encounters the texts do not belong to an exact category in terms of text type. In particular, it is clear that some texts go beyond conceptual definitions or typical characteristics. In this respect, it is almost impossible to distinguish text types with precise lines. This causes to occur some difficulties in teaching the text type and structure. Turkish language teachers and elementary school teachers who participated in the study stated that the transitivity between passage types [close text types (n: 15)] is an important problem in teaching the text type and structure. Therefore, it is perceived to student that classifications are "artificial" and "arbitrary" and it is difficult to speak of a definite classification. It should be remarked to the text producers (the writer or the poet) to benefit easily from the potentiality of different text types and that there is a dialogue between the texts. Moreover, this opinion should be concretized by giving examples from several texts.

It is seen that the students do not have any problems while identifying information-based components (n: 22) in general. However, it was found that they could not distinguish the components based on interpretation (theme, message, and the purpose of the passage...) (n: 76). It can be reasoned that the students' interpretation skills are not sufficient. Because the concepts connected to text type and structure are abstract, students have difficulty in distinguishing some of them from each other. They often confuse the theme with the topic, the summary with the plot. Participants stated that the students had difficulty in detecting the main idea (n: 22). In a survey conducted by Çetinkaya et al. (2013) with 233 fifth-grade students, the results obtained were consistent with the other studies in the literature. It was found out that the students who participated in the study had difficulty in detecting the main idea. It was brought out that the students confused the main idea with the topic, read the text over and over to detecting the main idea, and regard the teacher as the fundamental source in bringing out the main idea. Also, one of the main problems in revealing the main idea is based on the difficulty level of the passage.

The plot (n: 9) is one of the other passageal elements that students have difficulty in understanding. The inability of students to comprehend this component causes to reduce their writings' quality. In many studies, it was brought out that students could not use the plot component adequately and competently (Kaynaş, 2014; Kılıç, 2014; Küreci & Özden, 2017; Yasul, 2014; Yaylacık, 2014). This problem was also expressed by the participating teachers. Thus, it can be said that not filling the conceptual gaps in the process of teaching text type and structure causes deficiencies in students' writings. To fill these deficiencies, awareness should be raised on the passageal components with different enriched activities and practices, especially applications for filling conceptual gaps. In the beginning, to eliminate conceptual complexity, texts not having typical transitivity and having distinctive characteristics can be used.

One of the problems encountered in the process of comprehending the text type and structure in Turkish course books is the disconnection of them from daily living. The inability to apply what is learned (n: 5) and disconnection from daily living (n: 3) [transferability (n: 8)] are among the primary problems in this respect. Different studies had put forth regarding this problem. In a study conducted by Şen and Turhan (2013), it was determined that the activities linked to daily living in Turkish course books were deficient in terms of quality and quantity and these activities were structured in a way disconnected from daily living. Ören et al. (2017) compared the text types used to measure reading skills in PISA with the text types in the Turkish curriculums. Granting to the data obtained, it was determined that the texts in the curriculums are less encountered less in daily life and do not include the text types in information communication technologies. Thus, to overcome this deficiency, it can be said that the text types referred to in the curriculum and taken into the course books should be updated and the passages related to daily life should be included.

The inverted sentence structure (n: 1), the long sentence structure (n: 2), the intensity of unknown words (n: 2) are some of the problems Turkish language teachers and elementary school teachers face in the process of comprehending the text type and structure. In a survey conducted by İskender and Yiğit (2015) with a group of middle school students [20 students (4 boys, 16 girls)], the participants also mentioned the length of the text and sentences, the overturned and mixed sentences and the intensity of unknown words among the reasons make the passage difficult to understand. Thus, there may be an overlap between the results talked in the study conducted with students and the results of this study based on teacher views.

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