

Analysing the Listening Texts in the Textbooks Used in Teaching Turkish to Foreigners in Terms of Word Types: New Istanbul Turkish for International Students Course Book A1

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Abstract

The purpose of this study is to examine the vocabulary included in listening texts in the textbooks used in teaching Turkish to foreigners according to their types. The study was limited to New Istanbul Turkish For International Students Course Book—A1 level. Accordingly, a total of eighteen listening texts in six units were analyzed. The document analysis method was used in the study. For this purpose, the words in the listening texts were analyzed as nouns, verbs, and phrases according to the distinction in the word list in the source of the study. In the analysis of the texts, the word types in the listening texts were compared with the word list shared with the reader at the end of each unit, and this ratio was reflected in the word types of tables with numerical values. Accordingly, a total of 592 words were included in eighteen listening texts. Of these, 429 are nouns, 129 are verbs and 34 are phrases. While a total of 957-word types are included in the word lists given in the book, 754 of them are nouns, 179 of them are verbs and 24 of them are phrases. When the word types within the listening texts in the book were analyzed, it was found that 149 out of 592-word types were used again. Another comparison is related to common uses. The word types in the listening texts were compared with the word lists in the textbook and 137 common word types were found. When at the distribution of word type preferences in the listening texts from the first unit to the last unit, it is observed that nouns, verbs, and phrases are partially distributed in a balanced way.

Keywords: teaching Turkish to foreigners, listening, listening texts, word types, textbooks

1. Introduction

Language is an expression that affects the lives of society and people, integrates innovations with society; a system of secret agreements that brings together feelings, thoughts, information, and news with individuals; an oral and written communication system that provides interaction between people and is also the carrier of culture. Language, a social entity constantly developing and changing within its own rules, is an indicator of human thought and intelligence, the foundation of which was laid in unknown times. As such, language is the art of communication in its most basic sense. Language, which is part of a sociocultural learning tool, is an effort to make sense of the world in which human beings live. The individual, who is socialized through language, transforms this effort into learning areas by interacting with his/her environment. These areas overlap with Schieffelin and Ochs' (1986, p. 163) goals of "socialization" in order to be able to use language and "socialization through the use of language" within the scope of language socialization. In the process of mother tongue acquisition, people who can access language use through the natural course of life may exhibit a partially passive attitude in this process. This period, which is spent silently to assimilate or acquire language sounds, can also be considered the incubation phase (Karakuş Tayşi, 2017). In this period, the individual's innate ability to use the language turns into active production over time through physical maturation and observation/imitation. Language learning is a concept formed by the gradual development of language proficiency and language skills. Karatay (2011, p. 21) states that being proficient in any language is explained by an individual's ability to use basic language skills based on understanding and expression effectively. Accordingly, while listening and reading constitute comprehension skills, speaking and writing are competencies related to expression. In reading and writing skills, the individual naturally does not interact much with his/her environment, whereas he/she is generally more active in listening and speaking skills. When basic language skills are examined, it is noticeable that listening and speaking skills are learned from family and close environments while reading and writing

skills are taught by educational institutions. In other words, the individual interacts more with his/her environment both physically and mentally during listening and speaking. Demircan (2013, p. 6) explained the reasons for people to learn a foreign language as follows: “It is necessary to learn international common languages other than the mother tongue in order to establish and carry out all kinds of bilateral and multiple relations in the fields of trade, economy, politics, military service, science, work, tourism, education, culture, art, communication at individual, institutional, national level among people, societies and nations” and emphasized the importance of language teaching depending on the changing living conditions today.

Turkey, which has been hosting international students from all over the world for many years, was able to receive 40 thousand applications in 2012 and 165 thousand applications from 178 countries in 2021 with the scholarships (Turkey Scholarships Programme). According to the official number for the 2021–2022 period, 260,289 students are studying at Turkish universities. Considering all these, teaching Turkish as a foreign and second language is gaining importance day by day, and the textbooks created by researchers in the process become much more important in terms of the linguistic qualities they contain.

2. Listening

Listening is the most frequently used skill type among language skills. This is because listening, unlike hearing, is a language skill that starts to be acquired from the womb and is the ability to recognize and understand what other individuals say. Because listening is the first mother tongue and comprehension activity in the child’s life (Sever, 1997, p. 11). Schmitt (2010) defines listening as a skill that involves making sense of the spoken language with the help of the relevant prior knowledge and the context in which we listen, accompanied by the sounds and visual inputs around us, and according to Jafari and Hashim (2015), listening acts as a channel for comprehensible inputs to reach the individual and meets more than 50% of the interpretation time that students spend in foreign language learning processes. According to a study, humans spend 9% of a day writing, 16% reading, 30% speaking, and 45% listening (Buzan, 2001, p. 97). According to Tüm (2016, p. 125), in the first stages of learning, the primary skills that the learner is exposed to the target language while learning a foreign language are receptive skills, which are reading and listening. Listening skill can be defined as making sense of physically heard information in the brain (Mete & Bağcı Ayrancı, 2016, p. 4961). For this reason, listening is extremely important for the learner to recognize the words s/he hears and to perceive and apply their pronunciation features correctly. Listening, which is in the first place according to the order in which the individual acquires learning skills and, in this respect, forms the basis of language skills, is the activity of clearly understanding the message that the speaker wants to give and reacting to the stimulus in question (Demirel, 1999, p. 33; Doğan & Erdem, 2017; Sarıkaya, 2018; Özkan & Başkan, 2019).

If the definitions made at a common point are combined; listening, unlike hearing, is a language activity that is one of the four basic functions of language, involves interpersonal communication, is done for a specific purpose and reflects the freedom of choice, is intertwined with the complex processes of the human brain, and can be learned. Listening in daily life takes place *as individual, interpersonal, and group listening* (Doğan, 2013, p. 29). In listening, which is divided into two structures as interactive and non-interactive listening, interactive is defined as the listener’s response to a message that reaches him/her, while non-interactive implies the opposite situation. The situation of the listener during a conversation is an example of interactive listening, while the situation of an individual listening to television or radio is an example of non-interactive listening. Turkish textbooks prepared for foreign students can provide basic language skills in different ways. While some of these books provide grammar skills separately, others aim to teach them in an integrated manner. The listening learning field is transferred to both the instructor and the student with both CD and QR code in each text; listening/watching texts are presented separately in some publications and a complete form at the end of the book.

3. Method

This study was conducted according to the qualitative research method. Qualitative research is obtained by observing, interviewing, or evaluating documents, and developing theories by analyzing this information (Özdemir, 2010). Söylemez (2018, p. 352) states that qualitative research has six characteristics. These are: *sensitivity to the natural environment, the participatory role of the researcher, holistic approach, revealing perceptions, flexibility in research design, and inductive analysis*. When the literature is examined, it is seen that three methods are preferred as information collection methods in qualitative research: Interviews, observation, and analysis of written documents. In this research, document analysis was used. Document analysis involves the analysis of written materials containing information about the phenomenon or phenomena to be investigated (Yıldırım & Şimşek, 2005, p. 187).

3.1 Data Collection Tools

The “New Istanbul Turkish For International Students Course Book—A1” course material was used as a data collection tool in this study.

3.2 Data Analysis

Descriptive analysis was used in this study. Descriptive analysis is a type of qualitative analysis that involves summarising and interpreting the data collected using various data collection techniques in line with predetermined themes (Yıldırım & Şimşek, 2005). According to the statement in the preface of the textbook used in the study, *in the vocabulary list section, the new words in that learning unit are grouped as nouns, verbs, and phrases*. In the study, listening texts were grouped and analyzed according to these word types. The word types in the textbook, which has a total of six units and eighteen listening texts, were compared with the words in the vocabulary list at the end of each unit and their usage status was analyzed.

4. Findings and Interpretation

There are six units in the textbook subject to the research and a total of eighteen listening texts, three in each unit. The words in the listening texts were analyzed by grouping them into *nouns, verbs, and phrases*, and their commonality was checked with the unit word list given at the end of each unit.

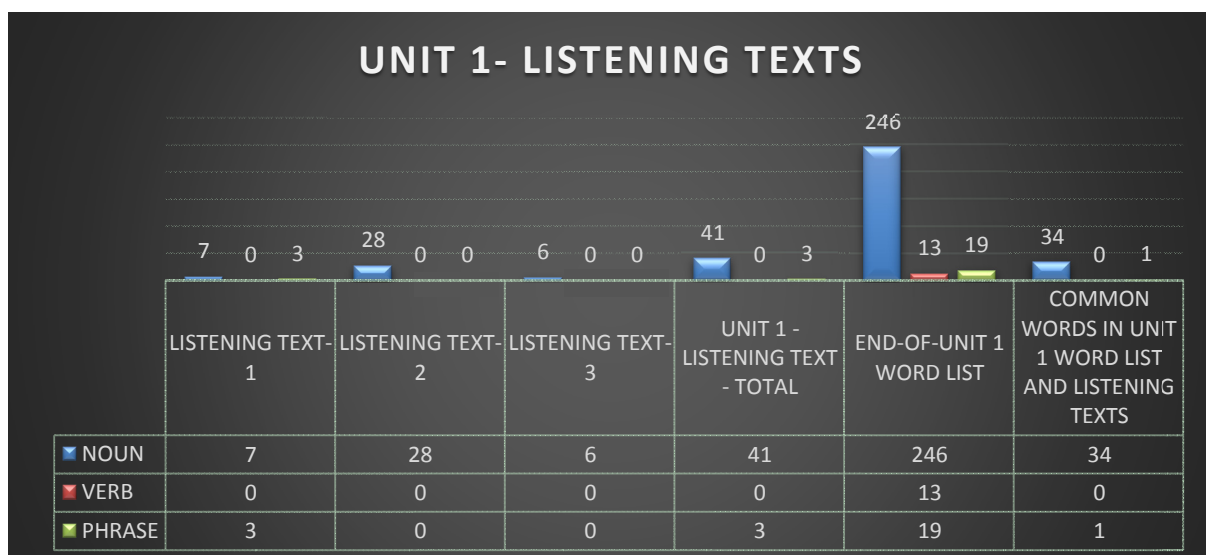


Figure 1. The status of word types in the listening texts of New Istanbul Turkish for international students course book—A1 Unit 1 according to the Unit 1 word list

According to Figure 1, while a total of 41 nouns and 3 phrases were used in the three listening texts in Unit 1, 246 nouns, 13 verbs, and 19 phrases were included in the word list given at the end of the unit. When the common words were analyzed, it was found that there was a partial commonality in the nouns, while no verb was encountered in the listening texts. Only one of the phrases was used in common.

The words and word types in the listening texts in Unit 1 are as follows:

Listening Text 1

NOUN: *Name, Turkish, Korean, Russian, Egyptian, German, Iranian.*

VERB: -

PHRASE: *Hello, hi, have a nice day.*

Listening Text 2

NOUN: *Car, baby, ruler, bag, sea, apple, hazelnut, eye, carpet, spinach, cow, coin, dog, lemon, stairs, pomegranate, bus, duck, orange, radio, clock, umbrella, chicken, airplane, grape, wagon, star, giraffe.*

VERB: -

PHRASE: -

Listening Text 3

NOUN: *Grand Bazaar, tourist, bazaar, cafe, shop, big.*

VERB: -

PHRASE: -

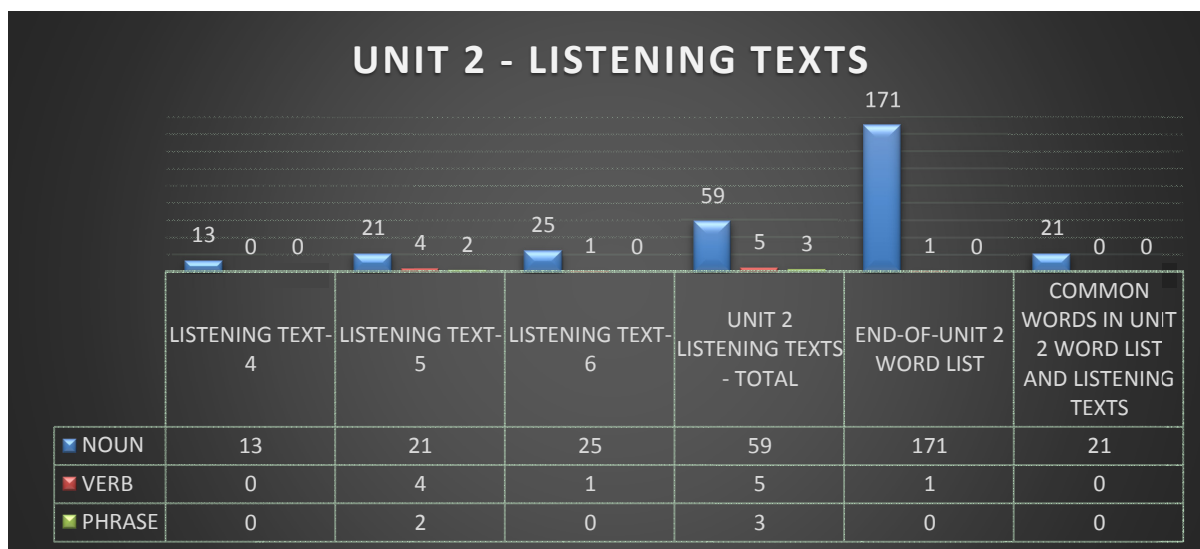


Figure 2. The status of word types in the listening texts of New Istanbul Turkish for international students course book—A1 Unit 2 according to the Unit 2 word list

According to Figure 2, while a total of 59 nouns, 5 verbs, and 3 phrases were used in the three listening texts in Unit 2, 171 nouns and 1 verb were included in the word list given at the end of the unit. When the common words are examined, the commonality in nouns has decreased to a great extent and there is no commonality in the use of verbs and phrases.

The words and word types in the listening texts in Unit 2 are as follows:

Listening Text 4

NOUN: *Room, bed, white, table, chair, pillow, mirror, yellow, wardrobe, floor, lamp, wall, shelves.*

VERB: -

PHRASE: -

Listening Text 5

NOUN: *Virtue, hotel, reservation, address, rose, neighbourhood, seventh, street, number, thirty-four, telephone, November, twenty-nine, five hundred twenty-five, three hundred forty, eighty-four, sixty-seven, day, four, registration, three hundred fifteen.*

VERB: *Make, want, come, stay.*

PHRASE: *Come in, hello.*

Listening Text 6

NOUN: *very, good, same, workplace, architect, character, some, different, hardworking, regular, careful, work, slow, fast, social, many, friends, quiet, calm, funny, fun, serious, always, together, human.*

VERB: *love.*

PHRASE: -

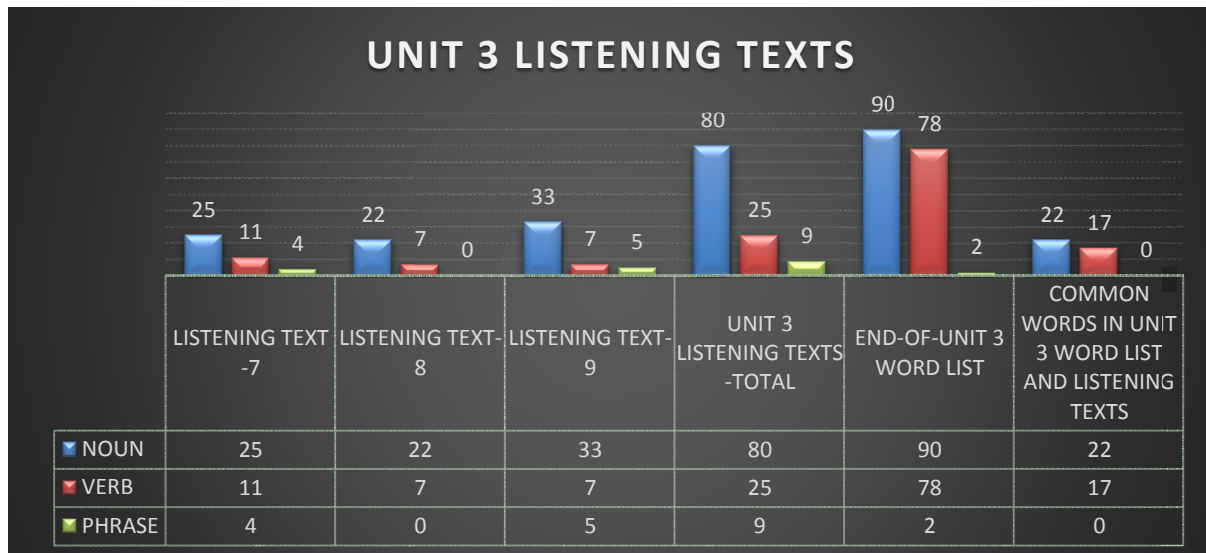


Figure 3. The status of word types in the listening texts of New Istanbul Turkish for international students course book—A1 Unit 3 according to the Unit 3 word list

According to Figure 3, while a total of 80 nouns, 25 verbs, and 9 phrases were used in the three listening texts in Unit 3, 90 nouns, 78 verbs, and 2 phrases were included in the word list given at the end of the unit. When the common words are examined, while the numerical value of the nouns is close to each other, the commonness has decreased again to a great extent. While the numerical increase in the number of verbs is a positive situation in terms of acquiring language skills, the shareholding in terms of verb use is largely similar.

The words and word types in the listening texts in Unit 3 are as follows:

Listening Text 7

NOUN: *office, school, weekday, weekend, university, student, French, economy, Istanbul, Turkish, people, hot, helpful, leisure, time, thing, historical, place, museum, concert, food, cinema, book, now, again.*

VERB: *look, work, do, learn, love, travel, go, eat, read, meet, wait.*

PHRASE: *How are you? Fine, nice to meet you, see you.*

Listening Text 8

NOUN: *Ankara, nurse, usually, hospital, Moscow, factory, worker, every, morning, early, wife, child, shopping, out, Paris, businessman, busy, late, different, country, month, photo.*

VERB: *live, pass, enjoy, get tired, lie, get out, withdraw.*

PHRASE: -

Listening Text 9

NOUN: *master, hair, short, another, manicure, bread, litre, milk, egg, five, all, lira, seven, trousers, size, thirty-six, color, black, beautiful, fifty, film, ticket, session, fifteen, have, front, back, discount, full, twelve, two, seat, thirty-five.*

VERB: *cut-, sit-, be-, buy-, wear-, try-, watch-.*

PHRASE: *good afternoon, please, good morning, thank you, welcome.*

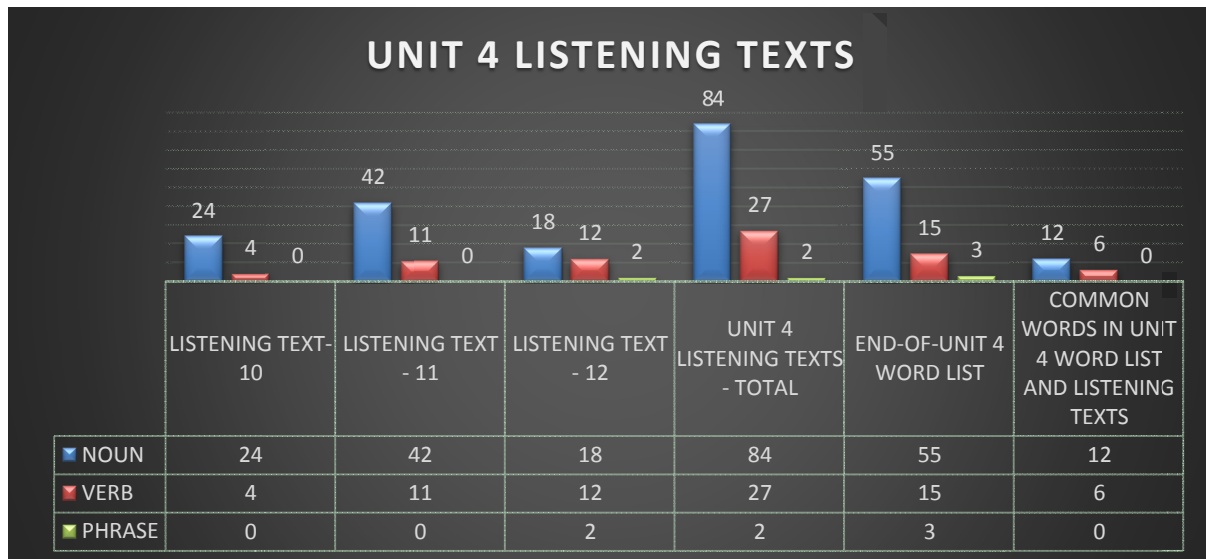


Figure 4. The status of word types in the listening texts of New Istanbul Turkish for international students course book—A1 Unit 4 according to the Unit 4 word list

According to Figure 4, a total of 84 nouns, 27 verbs, and 2 phrases were used in the three listening texts in Unit 4, while 55 nouns, 15 verbs, and 3 phrases were included in the word list given at the end of the unit. When the number of words used in the listening texts in this unit is considered compared to the other units, it is more than the word types in the word list at the end of the unit.

The words and word types in the listening texts in Unit 4 are as follows:

Listening Text 10

NOUN: *Age, retired, teacher, husband, sixty-two, veterinarian, son, daughter, date, thirty-eight, married, bride, picture, eighteen, high school, last, class, nine, elementary, all, time, grandchild, play, young.*

VERB: *go, spend, play, watch.*

PHRASE: -

Listening Text 11

NOUN: *Persian, Tehran, maths, business, student, music, guitar, Greek(nationality), Greek(language), Athens, mannequin, advertisement, film, fun, different, dress, photo, sport, Japanese(nationality), third, class, Tokyo, Japanese(language), leisure, time, dance, course, Jordanian(nationality), Arabic(language), Amman, doctor, hospital, picture, Russian(nationality), Russian(language), Moscow, businessman, one, company, empty, chess, book.*

VERB: *speak, live, play (an instrument), play, wear-, pull-, do-, dance-, work-, tire-, read-.*

PHRASE: -

Listening Text 12

NOUN: *very, sad, problem, family, mother, father, absent, letter, evening, alone, fun, for example, house, everything, Russia, computer, good, idea.*

VERB: *seem, miss, call, talk, write, feel, ask permission, come late, get up late, listen to music, hear, see.*

PHRASE: *Hello, thanks.*

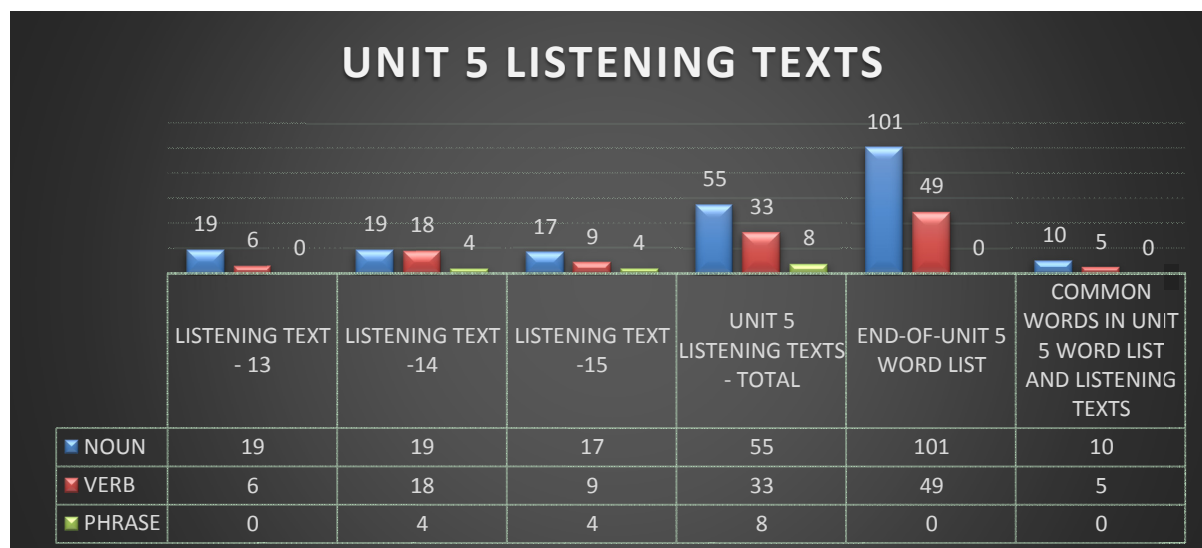


Figure 5. The status of word types in the listening texts of New Istanbul Turkish for international students course book—A1 Unit 5 according to the Unit 5 word list

According to Figure 5, a total of 55 nouns, 33 verbs, and 8 phrases were used in the three listening texts in Unit 5, while 101 nouns and 49 verbs were included in the word list given at the end of the unit. The number of words used in the listening texts in this unit is less than the word types in the word list at the end of the unit, except for the phrase. The increase in verbs and nouns in this unit, which is the first to last unit in the textbook, supports the theoretical dimension of vocabulary teaching.

The words and word types in the listening texts in Unit 5 are as follows:

Listening Text 13

NOUN: busy, week, Monday, job, morning, nine, eleven and a half, meeting, tooth, Tuesday, afternoon, hour, four, dentist, appointment, evening, Thursday, basketball, lesson.

VERB: ache-, wait-, meet-, pass-, stay-, play-.

PHRASE: -

Listening Text 14

NOUN: festival, holiday, full, Erzurum, Palandöken, early, flight, ticket, beautiful, reservation, hotel, airport, cold, road, central heating, broken, hot, water, night.

VERB: know, ski, want, go bad, return, get up late, go, break down, ride, wait, dislike, change, switch, stay, regret, rest, spend time, meet.

PHRASE: Hi, see you, get well soon, see you soon.

Listening Text 15

NOUN: gift, dress, color, evening, plan, mind, meal, year, birthday, one, place, cinema, romantic, film, theatre, idea, play.

VERB: call, love, do, do not know, eat, go, do not go, drink, meet.

PHRASE: Happy birthday, happy new year, thank you, see you.

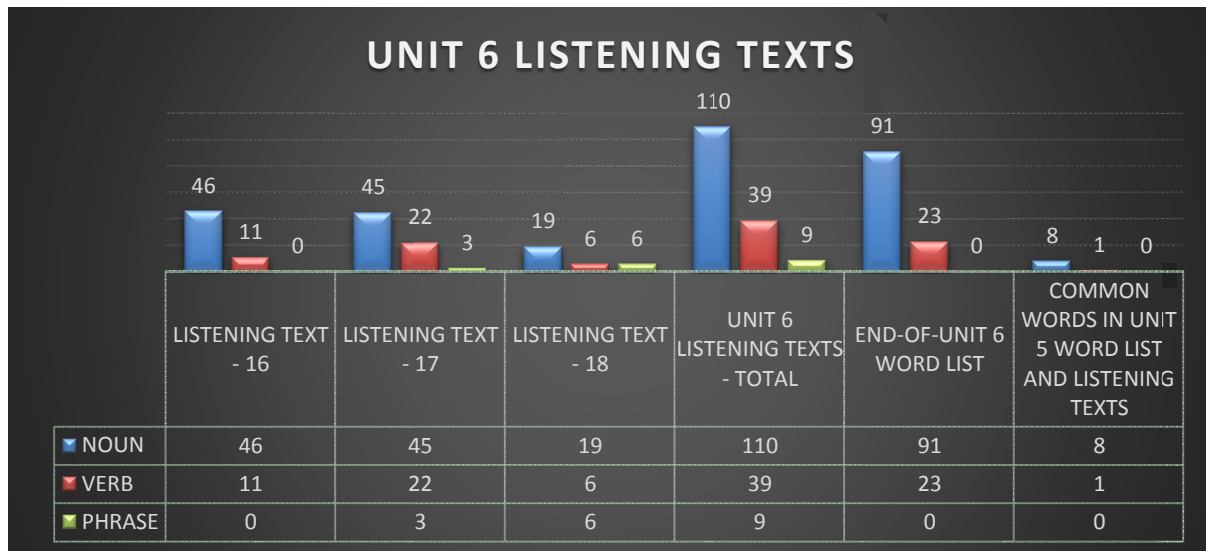


Figure 6. The status of word types in the listening texts of New Istanbul Turkish for international students course book—A1 Unit 6 according to the Unit 6 word list

According to Figure 6, a total of 110 nouns, 39 verbs, and 9 phrases were used in the three listening texts in Unit 6, while 91 nouns and 23 verbs were included in the word list given at the end of the unit. The total number of word types used in the listening texts in this unit is more than the word types in the word list at the end of the unit.

The words and word types in the listening texts in Unit 6 are as follows:

Listening Text 16

NOUN: *close, friend, twenty-five, age, school, date, teacher, year, together, family, father, mother, engineer, architect, construction, company, two, sister, brother, name, three, month, engaged, empty, time, separate, Germany, telephone, internet, twenty-one, university, law, lawyer, Egypt, childhood, holiday, company, manager, housewife, Istanbul, help, empty, chat, smart, someone, out.*

VERB: *read, marry, travel, talk, miss, be, want, meet, go, do, enter.*

PHRASE: -

Listening Text 17

NOUN: *good, tomorrow, excited, plan, everything, plane, hotel, house, place, absent, item, room, restaurant, food, meatball shop, existent, museum, mosque, Istanbul, Bosphorus, fish, restaurant, view, Asia, Europe, Anatolia, side, breakfast, day, Üsküdar, Maiden’s Tower, cafe, Turkish, coffee, Taksim, Kabataş, ferry, subway, center, store, evening, Sultanahmet, back, trip, airport.*

VERB: *do, get off, take away, stay, place, buy, eat, travel, spend, see, want, go, tie, start-, drink-, pass, love-, return, leave, think, look forward, say.*

PHRASE: *hello, how are you? see you.*

Listening Text 18

NOUN: *Pharmacist, prescription, medicine, three, grain, morning, evening, abdominal, painkiller, antibiotic, cold, twelve, hours, cough syrup, head, blood pressure, illness, two, day.*

VERB: *take, look, turn, measure, sleep, rest.*

PHRASE: *Hello, welcome, thanks, here you are, get well soon, thank you.*

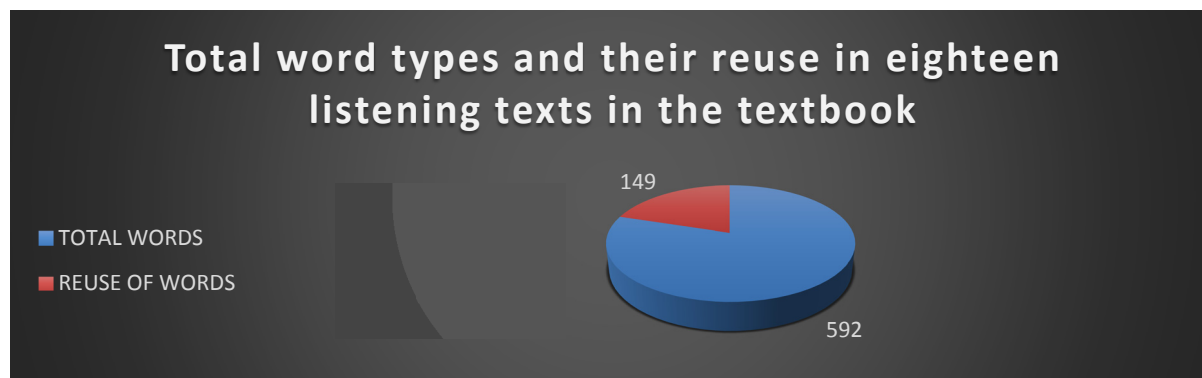


Figure 1. Total word types and their reuse in eighteen listening texts in New Istanbul Turkish for international students course book—A1

Eighteen listening texts subject to the research are analyzed in Figure 7. In eighteen listening texts, a total of 592 lexical types were used. 149 of these word types were used again in the texts in the textbook. This situation can help repetition and effective learning in language teaching as well as showing the numerical usage values of word types at the A1 level in listening texts.

The types of reused words used at least twice in the listening texts in the textbook are as follows:

carpet, pillow, chair, table, mirror, name, number, day, room, same, some, character, very, good, friend, work, hello, pleased, to work, weekday, yes, to like, many, to do, Turkish(nationality), name, time, empty, cinema, book, to read, factory, to go, weekend, meal, to eat, to live, office, businessman, to come, every, different, to want, come in, to cut, good morning, okay, another, thing, hello, please, yes, lira, to buy, hour, session, place, student, existent, fifteen, ticket, thirty-four, retired, teacher, child, big, Iranian(nationality), film, fun, different, to wear, photo, class, hospital, picture, Moscow, to talk, family, alone, to miss, to call, to feel, thanks, busy, morning, nine, four, evening, to wait, to meet, to pass, to play, full, holiday, early, plane, beautiful, reservation, hotel, to get up late, hot, dress, color, idea, game, see you, twenty-five, age, school, date, year, together, father, mother, engineer, architect, company, two, girl, to travel, telephone, university, to be, close, friend, sibling, Istanbul, out, plan, to stay, absent, museum, to spend, to see, cafe, to drink, to take away, Üsküdar, to pass, store, restaurant, item, welcome, to look, three, to return, to rest, medicine, thank you.

5. Conclusion and Recommendations

A large part of linguistic transfer in language teaching and learning reaches individuals through listening/watching. Considering the language skills in all languages, listening skill comes to the forefront in terms of both usage and order of skill acquisition. Therefore, it can be said that listening skill is the basis for other language skills. The transfer and presentation of listening education in textbooks, which should be positioned in a separate place in both mother tongue and foreign language teaching, is extremely important. The teaching of listening, which is considered as a key to stepping into communication, with foreign nationals learning Turkish is directly proportional to the quality of the listening texts in the textbooks and the quantity of the types of words used. In this study, in which listening texts that reveal the power of correct reception of what is listened to or watched are analyzed in terms of word types, a total of eighteen listening texts in six units in the book that is the subject of the study were analyzed. This analysis revealed the use of nouns, verbs, and phrases. The word types in the listening texts were compared with the word list shared with the reader at the end of each unit, and this ratio was reflected in the word types of tables with numerical values. Accordingly, a total of 592 words were used in eighteen listening texts. Of these, 429 are nouns, 129 are verbs and 34 are phrases. While a total of 957-word types are included in the word lists given in the book, 754 of them are nouns, 179 of them are verbs and 24 of them are phrases. When the word types within the listening texts in the book were analyzed, it was found that 149 out of 592-word types were used again. Another comparison is related to common uses. The word types in the listening texts and the word lists in the textbook were compared and 137 common word types were found. It may not be expected that the word types in the listening texts and the word types in the vocabulary lists are used exactly the same. However, the fact that the words in the target language are inclusive and complementary to each other may lead to more effective results in terms of speaker use. For this reason, the word types and numerical distribution of listening texts should be formed by grammatical and semantic criteria; these quantitative data should be transferred to the covers of the books if necessary, considering the level of

language learning.

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