



A review on the activities and questions related to text type and structure in the secondary school Turkish textbooks

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Abstract. In this study, activities and questions connected to text type and structure in Turkish textbooks of secondary schools were examined. In this descriptive qualitative study, content analysis method is used to examine the data. It was found that activities and questions in the secondary school 5th-8th-grade Turkish textbooks that are published and approved by the Ministry of National Education in the 2018-2019 academic year were not balanced or systematic in terms of numerical and class levels. It is determined that students are intensively introduced with informational text types. In terms of frequency, it was determined that narrative texts were second, poetry was third. It is observed that the structure of informational texts is not adequately focused in terms of structural components. The elements of the narrative texts have been taken more places in terms of frequency. In this respect, it is difficult to mention a parallel between the types of texts discussed and the structural or types of components that are taken into consideration. Hence, it can be said that activities related to the structure of informational texts in textbooks remain superficial.

Keywords: Turkish textbooks, activities and questions, type of text, text structure, content analysis

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INTRODUCTION

The expectations of the text types are different from each other. Therefore writers firstly select a text type and structure appropriate to the topic or purpose they will write. For example; a writer who aims to inform his audience will probably prefer a more terminological language and mechanical structure. On the contrary, the writer, who wants to give pleasure to the reader or to change his/her emotional world, will try to create a more aesthetical text.

Texts are the main source of language and literature teaching (Güneş, 2013, p. 60; Sever, 2013, p. 24). The concept of text, which is frequently encountered by the individual in both daily life and formal education environments, refers to a multiple meaning. According to Adalı (2011, p. 221), the concept of text has a very broad meaning. It includes everything from writing to newspaper or magazine articles to literary products.

Although it can be defined in different versions, in other words, the text is a meaningful structure in which the linguistic signs, which form a closed structure with its beginning and end, come consecutively (Günay, 2017, p. 47). The text, a meaningful unity of existence through signs, is structured with different patterns. What the author aims or the needs and target audience's characteristics are the basic determinants of the text production process.

Writers organize their texts with a structure or pattern that will help the reader to see how the thoughts relate. If the readers understand how the text is organized, they can analyze the semantic pattern more easily (Applebee, Bermudez, Blau, Caplan, Elbow, Hynds, Langer and Marshall, 2002, p. 1338). Readers should choose a reading method appropriate for the text type to comprehend fully (Dilidüzgün, Çetinkaya Edizer, Ak Başoğul, Karagöz, 2019, p. 179). In this respect, the basic pattern that guides reading and comprehending is closely related to the text type and structure.

To comprehend or analyze the text in more depth, awareness should be created about the text type and structure (Coşkun, 2009, p. 252; Dilidüzgün, 2008, p. 222). For this reason, beginning from the first grades of education, especially Turkish education, it is necessary to create an awareness in the individuals about the organization, type, and structure of the text.

The student's interest in reading, analyzing, evaluating, interpreting or creating new texts should draw attention to the pattern of the text.

The textual structure is one of the most commonly used concepts in text analysis (Coşkun, 2009, p. 239). Analyzes based on the text structure can help to capture deep meaning. The reader can more closely grasp how meaning emerges by separating the components that make the text visible. According to Armbrusters (2004, p. 49), the textual structure or organization refers to how the thoughts that make up the text are articulated to each other, the way they are organized and the relationship that integrates them. The structure of the text is mainly determined by the author's purpose and content.

In terms of linguistics and text theories, three structures can be mentioned in the text analysis: The first is a microstructure that deals with the inter-sentence arrangement (correlation, repetition, postposition, preposition, subtractive structure...). The second is a macrostructure that focuses on the arrangement of text units of different sizes (paragraph, volume, fascicle, consistency, plot, narrator, space, time). The third is the superstructure that deals with the features of genres. The specific characteristics of a text type (such as informational, explanatory, authoritative, epic, letter) are the matter of the superstructure (Günay, 2017, p. 71-72).

When the literature is examined, it is seen that text types are classified under different titles by many researchers (Adalı, 2011; Balcı, 2018; Demircan, 1990; Günay, 2017; İşeri, 1996; Kıran and Kıran, 2007; Özdemir, 2017). In the current Turkish Curriculum (2018), a simple classification was made and the texts were collected under three titles as "informational, narrative and poetry. It is stated that 8 themes and 4 texts should be used at all grade levels, and the choice of text types to be included in the themes is left to the preference of the author/authors provided that this number is adhered to. Flexibility is left in determining the text types under the content of the theme. For example; informational texts can be included more in the theme of Science and Technology (MEB, 2018, pp. 17-18).

It is seen that various acquisitions and explanations regarding the text type and structure are also included in the Turkish Curriculum (MEB, 2018):

T.3.3.18. Determine the elements of the story in the text he/she read.

It is mentioned textuality elements such as plot, place, characters (people and other beings as an animal, plant).

T.3.3.21. Recognizes the elements of the text.

a) Brief information is given about the title and paragraph.

T.4.3.23. Distinguish text types.

General, brief information is given by giving stories, informational texts, and poetic examples.

T.5.3.12. Distinguish text types.

The story, fable, fairy tale, news text types are introduced. No detailed information about text types is provided.

T.5.3.16. Determine the story elements in the text.

It dwells on story elements such as plot, setting, characters (people and other beings as animals, plants), narrator.

T.6.3.27. Explain the shape features of poetry.

In the poem, the elements of harmony such as rhyme and redife (repeated voice/word after rhyme) are emphasized, but their kinds are not mentioned.

T.7.3.25. Compares between texts.

The viewpoint and messages are compared.

Generally, narrative texts are easier to comprehend and analyze than informational texts. The narrative texts are more familiar to them since students encounter components that makeup fiction such as setting, character, narrator, and point of view in the early stages of their lives. On the contrary, informational texts that contain various abstract and logical connections with different discursive structures such as comparison, deduction, induction, assertion and evidence are more difficult to understand (Akyol, 2006, s. 141; Anthony and Raphael, 2004, s.

315; Best and O'Reilly, 2007, s. 481; Camp, 2006, s. 55; Sözer and Aksan, 2008, s. 738; Williams, 2007, s. 201).

Informational texts are created to give information to the reader, change or strengthen his thoughts or convictions (Aktaş and Gündüz, 2001, p. 135). The structure of the informational texts is not pure. On the contrary, different patterns come together to be present. The structure of these texts is composed of five basic patterns that reflect the functioning of the human mind: definition, comparison and contrast, sequencing or process, cause and effect, problem and solution (Akyol, 2006; Applebee et al., 2002; Armbrusters, 2004; Barone, 2011; Jenkins and Earle, 2006; Özmen, 2001).

The narrative texts are aesthetically based narratives aimed at presenting a series of related events to the reader, aimed at entertaining and giving pleasure. Elements as plot, character, narrator, point of view, setting, message, a theme consist of the story structure and give it concrete (Applebee et al., 2002; Beard, 2003; Gamble and Yates, 2002; Şen, 2018). Readers or researchers also refer to these components when evaluating or discussing any story.

Among other linguistic texts, poetry is one of the genres that have a unique structure. Besides, the definition of poetry is one of the most difficult issues in genre teaching (Aytaş, 2006, p. 265). This literary genre, unlike other genres, draws attention to itself and focuses on itself. If expressed in a linguistic discourse, the signifier outweighs signified (Eagleton, 2011, p. 66). What is more important than this is the way it is expressed. For example; many poems can handle the same subject, but the main point that makes it possible for us to evaluate them is a form of expressing. Here, the elements of the poetry in the form of expression, clustering, line of poetry, rhyme and its elements such as the structure of the poem constitutes (Adalı, 2011, p. 249). Also, the measurement, image, figurative language, and repetition elements that determine and direct the way the language is presented among the determinants of this type structure (Şen, 2018, pp. 144-145).

In the studies carried out on Turkish textbooks, mostly texts have been subject to examination (Canlı, 2015). In these studies, it is seen that the texts were examined in the following ways: the distribution and diversity of texts, topics, content, consistency with the Turkish curriculum (Baş, 2003; Pilav and Oğuz, 2013; Türkben, 2018; Yurt and Arslan, 2014), textuality criteria (Güven, Halat, and Bal, 2014; Mert, 2011; Temizyürek and Delican, 2016; Türkben, 2018), readability (Bağcı ve Ünal, 2013; Çiftçi, Çeçen, ve Melanlıoğlu, 2007; Karatay, Bolat, ve Güngör, 2013; Mert, 2018; Okur ve Arı, 2013; Zorbaz, 2007).

Apart from these studies, activities and questions in Turkish textbooks were examined in terms of reflecting the level of figurative language (Aslan, Güldenoğlu, and Altuntaş, 2018); competence in developing linguistic skills (Çevik and Güneş, 2017; Ülper and Karagül, 2010), correspondence level with the Turkish curriculum (Dilidüzgün, 2010), visual reading (Göçer and Tabak, 2012) and reflecting the level of summarizing skills (Karadağ, 2019).

In this study, the activities and questions in Turkish textbooks are discussed in terms of the dimension of text type and structure. The textbook is not only a one-dimensional tool consisting of texts but rather a resource that becomes more functional by enriching with activities. Therefore, systematically configuring activities and questions related to text types can help the student to understand the textual structure and pattern.

In summary, the main purpose of this study is to reveal the quantitative and qualitative aspects of the activities and questions related to the text type and structure in secondary school Turkish textbooks. The problem of the study can be defined as "How do the activities and questions related to the text type and structure show the characteristics in Turkish textbooks?"

The study sought answers to the following sub-questions:

Related to the type and structure of the text in secondary school Turkish textbooks;

1. What is the distribution of activities and questions according to grade levels?
2. What kinds of texts are the students asked to analyze with activities and questions?
3. What types of texts are the students asked to produce with activities and questions?
4. What are the distribution of structural components and specific features in the activities and questions?

5. What methods and approaches are the students directed to produce a text with the activities and questions?
6. Are the activities and questions qualified to help the student understand the textual pattern?
7. Are the activities and questions consistent with the Turkish Curriculum?

METHODS

Research Model

This study, based on the qualitative approach was carried out descriptively. The main reason why such an approach is preferred is to conduct an in-depth and qualitative analysis and to reveal the quantitative distribution. In qualitative research, generalization is not seen as a fundamental aim. It is more important to study a situation or event adequately and in detail and to understand the previously undiscovered relationships within a limited framework (Yıldırım and Şimşek, 2016, p. 56).

Data Collection and Analysis

The data source of this study consists of secondary Turkish textbooks (5th-8th-grade levels) published and approved by the Ministry of National Education in the 2018-2019 academic year. Secondary Turkish textbooks examined are given in Appendix-1.

In this study, the Turkish Curriculum (2018) was used as the basis for the classification of text types. Under the aim of the study, the data related to text type and structure in Turkish textbooks were collected by document analysis. The distribution level of the activities and questions related to the text type and structure, how it differs according to the grade, how it changes in the distribution levels, how the text types that the students are asked to produce and analyze, the functionality and consistency with the curriculum of the activities and question were analyzed with content analysis. Content analysis is a systematic, reproducible method in which certain words of a text are summarized in smaller content categories with codings based on certain rules (Büyüköztürk, Çakmak, Akgün, Karadeniz, and Demirel, 2013, p. 240).

In the study, “text type and structure” was taken as the analysis unit (main category). “Activity” and “Question” were chosen as the context unit since only the activities and questions included in the textbooks were included in the analysis and counting. Only activities and questions related to linguistic texts were analyzed. Visual texts (video, caricature, short films, documentaries), independent reading texts, end-of-theme evaluation tests were excluded from the analysis. Besides, only text writing studies related to writing skills were included in the analysis scope. When determining the structural components, the characteristics of the text types were taken into consideration. For example; in narrative texts, exposition, rising action, climax, falling action, and elements are integrated and evaluated under the plot, and in informational texts, the pattern of the text is discussed under the title of “introduction, argument, and conclusion.”

In some activities and questions, it was seen that the concepts with the same content were transferred with different words or phrases. For example; in cases where “main idea” and “main opinion” concepts are given separately, these elements are evaluated under the title of “main idea”.

Reliability and Validity

The reliability of the content or descriptive analysis in qualitative research depends on the coding process. Therefore, to increase the reliability and objectivity of the analysis, at the first stage, categories should be identified and clearly defined. In this way, differences in interpretation can be avoided in the analysis of other researchers or different times on the document. Two techniques are proposed for testing reliability: First, documents are reviewed by different researchers and the correlation between them is calculated. Secondly, the same documents are examined by the same researcher in different periods and the correlation between them is calculated. This approach is called temporal correlation. Coding reliability is

calculated as a percentage of agreement. The percentage of agreement is an index obtained by calculating the ratios between agreement and disagreement situations on the same coding. The percentage of agreement obtained with the formula [Reliability Percentage=Agreement/(Total Agreement + Disagreement)] is expected to be higher than 70%. It is considered that the study is reliable by obtaining this percentage of adaptation (Tavşancıl and Aslan, 2001, p. 80-81).

In this study, the temporal correlation technique was used. Three steps were followed in the analysis of secondary school Turkish textbooks: Firstly, textbooks were analyzed and categories were clearly defined. Then a randomly selected textbook was re-analyzed at two-week intervals, and the categories that were discussed were reviewed. If deemed necessary, the classification of the categories was changed and interpretation differences were tried to be prevented. For example; in the first analysis, “anthropomorphism” was seen as a dissimilar category, but in the process, it was seen that this category could be considered under the figurative language (as personification). Thus, the final form is given to the categories. In the second stage, textbooks were analyzed one by one within the scope of redefined categories. During this process, when the analysis of the documents was completed, it was also noted in the textbooks. In the third stage, the 7th-grade Turkish textbook, randomly selected from the study group, was re-analyzed for approximately four weeks (first analysis: 03.02.2019 and last analysis: 28.02.2019). The number of agreement 224; the number of disagreements was determined as 30. The reliability percentage (224/254) was obtained as “0.88. In this respect, it can be said that the study is reliable.

RESULTS

In this part of the study, the data obtained from the activities and questions related to the text type and structure in the secondary school Turkish textbooks are presented.

Table 1. *Distribution of activities and questions related to text type and structure in secondary school Turkish textbooks according to grade level*

	Grade					
	5th Grade	6th Grade	7th Grade	8th Grade		
	N	N	N	N		
Distribution of activities and questions related to text type and structure	90	133	108	116	101	104

Table 1 shows the distribution of activities and questions related to text type and structure according to grade levels in Turkish textbooks. These activities and questions in the 5th grade level textbook 90; in two textbooks at the 6th grade level, 133 and 108; in the two textbooks prepared for 7th grade 116 and 101; in the textbook prepared for the 8th grade level, 104 activities were found to be related to the text type and structure. 6th-grade textbook highest (n: 133); the 5th-grade level has a minimum (n: 90) distribution. There is no systematic increase or decrease in the level of distribution in the activities and questions related to the text type and structure.

Table 2. *The distribution of the text types to be analyzed by the students in the activities and questions related to text type and structure in secondary school Turkish textbooks*

Text Type	Grade					Total	
	5th	6th	7th	8th			
	N	N	N	N	N		
Informational	12	13	26	19	17	10	97
Narrative	10	12	16	9	12	13	72
Poetry	9	7	7	5	3	7	38

Table 2 shows the distribution of the text types that the students are asked to analyze in the activities and questions related to the text type and structure in Turkish textbooks. When the table is examined, informational texts have the highest distribution degree (n: 97), narrative texts have the second distribution degree (n: 72), and poetry has the third distribution degree (n: 38). In terms of grade levels, informational texts (n: 12, n: 13, n: 26, n: 19, n: 17, n: 10) were the first, narrative texts (n: 10, n: 12, n: 16), n: 9, n: 12, n: 13) were second, and poetry texts (n: 9, n: 7, n: 7, n: 5, n: 3, n: 7) were third.

The following examples can be given to the activities and questions related to the analysis of text types in secondary school Turkish textbooks:

Activity 2: A) Answer the following questions from the text.

1. Why did Kemal ask his father for help? Do tell.

2. What did Kemal compare the bird between his palms? Do tell.

3. What can we do to protect street animals? Share your thoughts with your friends

B) From the text, you read, prepare three questions to ask your friends.

C) What is the main idea of the text? Explain (Secondary School and Imam Hatip Secondary School Turkish 6 Textbook, 2018, p. 120).

When listening to the text, take note of the information requested in the plot map below (Secondary School and Imam Hatip Secondary School Turkish 7. Textbook, 2018, p. 115).

Fill in the following spaces according to the text. (event, main idea, subject, time, place, characters) (Secondary School and Imam Hatip Secondary School Turkish 8 Textbook, 2018, p. 141).

Table 3. *The distribution of the text types that the students are asked to produce through the activities and questions related to text type and structure in secondary school Turkish textbooks*

	Grade					Total	
	5th	6th	7th	8th			
Text Type	N	N	N	N	N	N	
Informational	15	16	30	20	22	19	122
Narrative	13	8	16	6	4	5	52
Poetry	5	5	6	4	4	4	28
Selection of text type depends on student preference	-	7	-	-	1	1	9

Table 3 shows the distribution of the text types that students are asked to produce through the activities and questions related to the type and structure of the text in Turkish textbooks. Firstly, when the general collection is examined, it is seen that most text types that students are asked to produce are informational texts (n: 122). This is followed by narrative texts (n: 52) and poetry type (n: 28). In the six textbooks examined, "selection of text type depends on student preference" remained at the lowest degree (n: 9). However, informational texts have the highest distribution (n: 15, n: 16, n: 30, n: 20, n: 22, n: 19) at each grade level. In terms of distribution, narrative texts (n: 13, n: 8, n: 16, n: 6, n: 4, n: 5) were in second; poetry (n: 5, n: 5, n: 6, n: 4, n: 4, n: 4) were in the third.

Examples of activities and questions determined in producing text in secondary school Turkish textbooks are:

Put yourself in place of the poplar tree in the poem and write a poem about your feelings and thoughts. Identify a suitable title for your poetry (Secondary School and Imam Hatip Secondary School Turkish Textbook 5, 2018, p. 176).

Imagine you're an astronaut. Write a narrative text about a day in space. Don't forget to put a suitable title for your story (Secondary School and Imam Hatip Secondary School Turkish 6 Textbook, 2018, p. 142).

Write an informational text on the "Çanakkale War" and "Love of the Fatherland". Identify a suitable title for your article (Secondary School and Imam Hatip Secondary School Turkish 7. Textbook, 2018, p. 57).

Please write any subject and type of your choice. Edit your writing in terms of spelling and punctuation and share it with your friends (Secondary School and Imam Hatip Secondary School Turkish 8 Textbook, 2018, p. 163).

Table 4. The distribution of the generic features and the structural components in the activities and questions related to text type and structure in secondary school Turkish textbooks

Sequence	Structural Component and Properties	Grade				Total		
		5th	6th	7th	8th			
		N	N	N	N	N		
1.	Title	10	41	22	13	21	12	119
2.	Characters	23	21	17	11	21	22	115
3.	Topic	8	36	9	10	11	11	85
4.	Main Idea	4	26	10	10	9	9	68
5.	Figurative Language	8	7	8	8	5	7	43
6.	Event	8	7	7	3	5	9	39
7.	Purposefulness	2	30	2	2		1	37
8.	Place	6	7	8	4	5	6	36
9.	Time	6	8	7	4	5	6	36
10.	Plot	11	12	4	3	1	2	33
11.	Fictionality and Reality	8	9	4	1	4	3	29
12.	Problem and Solution	7	3		2	9	7	28
13.	Language and Expression	4	4	5	6	4	4	27
14.	Main Emotion	5	8	1	4	2	5	25
15.	Ways to Improve Thought		5	6	5	4	4	24
16.	Message	1	9		5	7		22
17.	Line of Petry	2	6	3		2	6	19
18.	Narrator	1	4	3	5	4	1	18
19.	Subjective and Objective Judgments		1	2	3	6	5	17
20.	Content	6				3	5	14
21.	Verse	1	2	3	4		3	13
22.	Hominoid Characters	5	1	2	1	2	1	12
23.	Secondary Ideas		1		4	3	4	12
24.	Point of View	2	3	1	1	2	2	11
25.	Expression Format	1			2	5	2	10
26.	Introduction, argument, and conclusion	1	2	2	2	2	1	10
27.	Theme	1	2	1	4	1		9
28.	Transition and Connection Expressions		3	2	1	2		8
29.	Sound Similarities		4	2				6
30.	Harmony		3	1			1	5
31.	Rhyme		3	2				5
32.	Greetings		1	3				4

Sequence	Structural Component and Properties	Grade				Total
		5th	6th	7th	8th	
		N	N	N	N	N
33.	Bibliography			1	2	3
34.	Redif (repeated voice/word after rhyme)		3			3
35.	Consistency			1	2	3
36.	Dialogue	2				2
37.	Clichéd Expression (nursery rhyme)	2				2
38.	Table and Graphics			1	1	2
39.	Indicating Date		2			2
40.	Representation of gestures and gestures in parenthesis in theater texts		2			2
41.	Toning		1	1		2
42.	Break (in poetry)			1		1
43.	Nodus			1		1
44.	Humour Element		1			1
45.	Actuality	1				1
46.	Syllable Measure		1			1
47.	Attractiveness	1				1
48.	Persuasiveness		1			1
49.	Speaker (in letter)		1			1
50.	Emphasis			1		1

Table 4 shows the distribution of structural components and specific features in the activities and questions related to text type and structure in secondary school Turkish textbooks. In these activities and questions, 50 different components and features related to text type and structure were determined. When the top 10 components and features are examined, the title (n: 119) has the highest distribution degree. This is followed by characters (n: 115), topic (n: 85), main idea (n: 68), figurative language (n: 43), event (n: 39), purposefulness (n: 37), place (n: 36), time (n: 36), and plot (n: 33). The same considerations can be made for all other elements.

The following are examples of the structural components and specific features that are remarked in the activities and questions in the secondary school Turkish textbooks:

Answer the following questions to determine the appropriate title for the content of the text.

- *Why do you think the author might have used the title “Forsa” for the text you read?*
- *Do you think this title is compatible with what is described in the text? Please explain.*
- *If you were the author of the text, which title would you use for the text? (6th Grade Middle School Turkish Textbook, 2018, pp. 16-17).*

Find the main idea and secondary ideas of the text you read (Secondary School and Imam Hatip Secondary School Turkish 7. Textbook, 2018, p. 106).

Identify and write the real and fictional elements in the text “Yusufçuk” (Secondary School and Imam Hatip Secondary School Turkish Textbook 7, 2018, p. 176).

Find subjective and objective judgments from the text and write to the relevant sections below (Secondary School and Imam Hatip Secondary School Turkish 8 Textbook, 2018, p. 48).

Table 5. The distribution of the methods and approaches that students will benefit in the process of creating text in activities and questions related to text type and structure in secondary school Turkish textbooks

Seque nce	Method and Approach	Grade					Total	
		5th	6th	7th	8th			
		N	N	N	N	N		
1.	Giving a topic	13	13	30	21	12	18	107
2.	Organizing a new text from another text	4	9	3	5	2	7	30
3.	Comparison of texts	6	3	4	9	2	1	25
4.	Selective Writing from Word and Concept Pool	3	1	6	7	4	1	22
5.	Completing unfinished text	8		6	1	4	1	20
6.	Moving from the senses	1	5	4	1	3	1	15
7.	Topic selection is left to the student		10				1	11
8.	In the role of another character	1		4	1	3	1	10
9.	Moving from Visuals	3	1	2	1	2	1	10
10.	Moving from the story map	1		3	4	1		9
11.	Moving from a proverb	2		2		1	3	8
12.	Collaboration	2	5	1				8
13.	5W1H	1			1		1	3
14.	Converting text	1	1		1			3
15.	Creating text from a sentence			1			1	2

Table 5 shows the distribution of the methods and approaches that the students will benefit from in the process of creating text in the activities and questions related to the text type and structure in Turkish textbooks. In the analyzed secondary school Turkish textbooks, 15 different methods and approaches were encountered. Looking at the top 10 methods and approaches that students may encounter in the process of creating text, “giving a topic” (n: 107) takes the first place. Respectively, “organizing a new text from another text” (n: 30), “comparison of texts” (n: 25), “selective writing from word and concept pool” (n: 22), “completing unfinished text “ (n: 20), “moving from the senses” (n: 15), “topic selection is left to the student “ (n: 11), “in the role of another character” (n: 10), “moving from visuals” (n: 10)”, and “moving from the story map” (n: 9) follow this to create a new text. Similar considerations may be made for other methods and approaches.

The following are examples of the methods and approaches that the students will benefit from in the process of creating text:

Write an informational text using data from the senses of sight, hearing, smell, tasting and touch (Secondary School and Imam Hatip Secondary School Turkish Textbook 5, 2018, p. 117).

In this section, you will do writing as a group. Separate into groups. Together with your friends, identify a writing topic appropriate to the theme “Science and Technology (Example: the importance of scientific studies). When writing as a group, pay attention to writing the text in collaboration (6th Grade Middle School Turkish Textbook, 2018, p. 256).

Write an informational text moving this statement: “I don't owe any success to chance. My discoveries are not coincidental; they are the work of my work.” Use of phraseology in your writing (Secondary School and Imam Hatip Secondary School Turkish Textbook 7, 2018, p. 143).

Among the sub-aims of the study, “Do the activities and questions help the student to understand the textual pattern?” And “Are the activities and questions consistent with the Turkish Curriculum?”

The principal determinant of the structuring of textbooks in terms of content is the curriculum. It is seen that more and more determinative expressions have been included in the selection of text types in the Turkish Curriculum from past to present (Coşkun and Taş, 2008). In light of the findings in this study, it was determined that the activities linked to the text type and structure had aspects that were overlapping and non-overlapping with the Turkish Curriculum.

It was determined that “title” (n: 119) was the element that most dwelt on at all grade levels in the activities and questions. This component part is also included in every grade level (5-8th grade) in the Turkish Curriculum (MEB, 2018). In this respect, there is a great overlapping between the curriculum and the activities and questions in terms of the title element. The dispersion of the plot, place, time and character components in the top 10 in terms of frequency is an indication of consistency with the program. This is because the gains related to these components are included in all secondary school grade levels (5-8th grade).

Apart from these, it is difficult to allege that the elements of “narrator” (n: 18) and “point of view” (n: 11), which are emphasized as textual elements in the program, are reflected in a sufficient degree in the activities and questions. However, determining the narrator or point of view of any textual matter is important for critical literacy. In especial, the discovery of narrators in language and literature teaching mediates how the author is positioned in the face of the reader (Barone, 2011, pp. 118-119). Nevertheless, it can be said that the activities related to the narrator and point of view in Turkish textbooks in secondary school remained superficial. In these activities, the narrator or point of view is only required to be fixed on a conceptual level. The donation of these components to the fictional universe or the function of shaping the fiction has not been evaluated.

The following examples can be given to concretize the determination:

The narrator in the text has a “hero, observer, judge-divine hang perspective? Explain your thoughts on the grounds. (6th Grade Middle School Turkish Textbook, 2018, p. 18)

Who speaks of the events in the text? (Secondary School and Imam Hatip Secondary School Turkish 6 Textbook, 2018, p. 47)

Who is the narrator of the text “My Left Foot” that you read? (Secondary School and Imam Hatip Secondary School Turkish 7. Textbook, 2018, p. 75).

At the 6th grade level, students are expected to evaluate and understand the content of the texts they encounter (MEB, 2018). Nevertheless, looking at the activities and questions in Turkish textbooks addressing this grade level, it can be said that the “content” dimension is ignored.

In the Turkish Curriculum, especially the 7th and 8th-grade students were asked to question and define the purpose of the text (MEB, 2018). It is determined that “purposefulness” which is one of the textual criteria does not have sufficient distribution (n: 3) in the activities and questions in the Turkish textbooks analyzed in the study. In this regard, there is a deep gap between secondary school Turkish textbooks and the curriculum. Yet, in contrast to this, although there is no attention to this feature in the 6th-grade achievements in the curriculum, the number of activities including “purposefulness” (n: 30) criterion in the textbook of this grade level is high.

The bibliography, which is a component of the informational texts, was marked only in the 3rd grade level in the Turkish Curriculum: “The contents of the reading materials, dictionary and bibliography sections are introduced and their functions are briefly mentioned (MEB, 2018, p. 28). In the Turkish textbooks examined, this element (n: 3) was included only at the 7th-grade level. Thus, a discrepancy arises again with the curriculum. Also, another point that should be questioned is why the bibliography is not cited or included in other grade levels.

In character development, making heroes talk is one of the most frequently used ways (Sever, 2013, p. 97). Dialogues are an important component, particularly in terms of narrative texts. Because dialogues have a significant function in discovering the nature and motivation of the characters. It is seen that this element is often ignored in the textbooks examined. It was observed that this element was included only twice in the 5th-grade Turkish textbook. It can be

attributed to the lack of the “dialogue” component in the Turkish curriculum. Therefore, foremost of all, deficiencies related to such issues in the curriculum should be eliminated.

Harmony is different in verse from other genres. When Turkish textbooks are analyzed, it is discovered that this dimension of poetry is not included in activities and questions in general terms. The rhyme (n: 3, n: 2) and redif (n: 3), which form the harmony, are only included in the 6th-grade Turkish textbooks. It can be said that the harmony element is not handled sufficiently when compared to the number of poetry writing styles that are desired to be produced (in: 5, n: 6) or analyzed (n: 7, n: 7) at this class level. The components of rhyme and redif were not included in grades 5, 7 and 8. In this regard, there is a concordance between the Turkish Curriculum and secondary school Turkish textbooks. In the curriculum, only at the 6th grade level, outcomes and explanations regarding these components and feature are stated as follows: In the poem, the elements of harmony such as rhyme and redif (repeated voice/word after rhyme) are stressed and their types are not mentioned” (MEB, 2018, p. 42). However, the reason for not getting hold of these outcomes at the other grade level is not stated. This can be thought as a deficiency in terms of the curriculum.

One of how text types are sorted is whether they carry a resemblance to the real world (Adalı, 2011, p. 221; Demircan, 1990, p. 99). In the Turkish Curriculum, at all secondary school grade levels, with the statement “distinguishes between reality and fiction elements in the text” (MEB, 2018), was taken into the relationship of texts with reality and fiction. In this respect, it can be stated that there is a consistency between the secondary school Turkish textbooks examined and this achievement. The fact that this dimension of the texts is placed at every grade level and that the frequency level is ranked 11th [fiction and reality (n: 29)] can be interpreted as a positive aspect.

We mentioned that the activities and questions about the informational texts occupy an important position in the Turkish textbooks studied in secondary school. Graphics, tables or charts have an important role in the general structure of such texts. However, it is found out that the tables and graphics (n: 2) are included only in the 7th and 8th-grade levels in the activities and questions in the Turkish textbooks studied in secondary school. It is hard to say that this distribution is sufficient to comprehend the informational texts.

DISCUSSION and CONCLUSIONS

This study was held out to reveal the distribution and quality of the activities and questions related to the text type and structure in the secondary school Turkish textbooks (5th-8th grades) published by the Ministry of National Education in the 2018-2019 academic year. Foremost of all, the distribution of the activities and questions connected to the text type and structure was determined. Informational texts are the first, narrative texts are the second and poetry is the third in terms of the text type that is stated to be analyzed and produced. In this respect, informational texts occupy an intense place in secondary school Turkish textbooks. In that respect is an imbalance in terms of text types. In many studies examining the text types on the Turkish textbooks, it was stated that the text types were unbalanced, inconsistencies in the substance of the book and at the grade level, and there was accumulation in some text types. Consequently, there may be an overlap between the results of this study and other studies (Baş, 2003; Keklik, 2009; Kolaç, 2009; Üründü, 2011; Pilav and Oğuz, 2013; Solak and Yaylı, 2009; Türkben, 2018; Yurt and Arslan, 2014).

There is no great difference between informational (an: 97) and narrative texts (n: 72) in terms of the texts that are required to be analyzed through the activities and questions in the secondary school Turkish textbooks. Nevertheless, there is a significant difference between informational texts (n: 122) and narrative texts (n: 52) in terms of producing texts. The intense place of informational texts can be interpreted as a consequence of the innovations brought by the Turkish Curriculum (2018). In a review conducted by Konuk (2018), it was said that many informational texts (such as blogs, brochures, ephemera, diagrams) entered the curriculum with this new program and the informational texts were given more place in the secondary school Turkish textbooks. Prioritizing the informational texts, especially in the activities and questions

in Turkish textbooks may cause the student's power to produce narrative texts in the background. However, the main aim of teaching literary genres is to give the student the ability to make written or oral practices (Aytaş, 2006).

The activity-based approach has been espoused since 2005 in Turkey. Yet, in general, it is seen that the activities in Turkish textbooks are not at the desired level and quality (Çevik and Güneş, 2017). In our study, the distribution of the text elements and features that were remarked in the activities and questions in secondary Turkish textbooks did not show a systematic trend. It is difficult to refer to a mathematical option. In this regard, it can be said that randomness is the main determinant in the structuring of textbooks.

It is difficult to refer a parallel between the textual components and features involved in the activities and the types of text that the pupils are asked to analyze or produce. While informational texts take the first place in terms of both total and grade level in terms of distribution, it is found out that the main components and characteristics (character, plot, event, place, time, figurative language) are mostly related to narrative texts. In this regard, it can be said that the activities related to the structure of informational texts in textbooks remain superficial. It is seen that the top 10 elements and features identified with the activities are intensely connected to the macrostructure (character, topic, plot, place and time). Therefore, it can be said that the focal point is on the macrostructure in the activities and questions in the secondary school Turkish textbooks.

It is seen that the questions and activities in secondary school Turkish textbooks focus on one facet of the text type and structure or that some features are not adequately included. This result is coherent with the findings of different studies. In a study carried out by Yazar (2018), it was stated that the questions prepared for the comprehension of the genre in Turkish textbooks remained superficial and that these questions covered only a part of the subject, style, and expression related to the textual genre. In a different study conducted by Çoban and Tabak (2011), it was noted that there were deficiencies regarding the components of the story genre in the 6th-grade Turkish textbooks and that such texts did not adequately reflect the narrative elements. İşeri (2007) concluded that the texts in the 6th-grade Turkish textbook did not adequately reflect the specific features.

One of the standards of textuality is purposefulness. In one aspect, it is a characteristic that makes texting a text. The aim of the writer should be clearly understood in any text. The writer should also formulate his/her ideas within the framework of a certain design and logical coherence. If this is not achieved, neither the purpose of the text can be revealed, nor fluency can be achieved (Balçı, 2018, p. 165). In different studies conducted on Turkish textbooks, it was found that most of the texts were consistent with the principle of purposefulness. Hence, it is seen that the principle of purposefulness is taken into consideration in the choice of text types (Güven, Halat, and Bal, 2014; Türkbən, 2018). In the scope of this study, when the questions and activities in secondary school Turkish textbooks are examined, the "purposefulness" criterion ranks seventh in terms of distribution (n: 37). However, just the 6th-grade Turkish textbook is mostly (n: 30) included this criterion. The distribution of this criterion is really low-level (n: 7) in all other grades. It can be averred that the activities and questions in the secondary school Turkish textbooks examined in this aspect carry a great lack of awareness about the purpose of the text or the writer.

When the activities are examined, it is seen that the individual predilections of the student are ignored intensifying. For instance; it is at the lowest level that students decide on the text type they will produce (n: 9) or choose a subject (n: 11) on their own. On the contrary, it takes great space for students to produce "giving a topic" (n: 107) and determined text type (n: 122, n: 52, n: 28). This insight is the main determinant of the process. In this respect, it can be said that in this aspect, an over-controlling approach predominantly ignores the preferences of the child or the decisions are deferred.

Within the scope of the study, these suggestions can be put forward: It may be necessary to restructure the textual components or features discussed in the secondary school Turkish textbooks. For instance; to raise awareness of the narrator's function in fiction, existing narrative texts can be reproduced by students from different perspectives or narrators.

Through different studies, it is possible to determine which textual elements or features students have difficulty in understanding and to make new arrangements in Turkish textbooks. The components related to text type and structure can be revised in the Turkish Curriculum. For example; the “dialogue” element which has an important role in terms of narration can be included.

Especially during the undergraduate education process, awareness and knowledge levels of Turkish teacher candidates about text type and structure should be increased. In a study conducted by Bozkurt (2019), it was found that the majority of Turkish teacher candidates did not have the conceptual and theoretical knowledge they could use two different text types. It was found that preservice teachers did not realize the superstructure, focused on micro-units, referred the features that could not be related to the text structure when deciding the text type, and could not distinguish any text types from each other.

The Turkish course is not primarily a knowledge course. One of the main aims of this course is to educate individuals who have acquired aesthetic sensitivity. However, the intensive use of informational texts, especially in terms of textbook analysis and production, may cause literary literacy to remain secondary. Thence, it should be achieved in the balance in the distribution of questions and activities regarding the text type and structure. For this aim, especially objective data in the literature can be used.

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Appendix-1: Secondary Turkish textbooks examined in the scope of the study

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