

An Investigation of the Textbooks Used in Teaching Turkish to Foreigners with the Dimension of Instructional Design: Yeni Hitit, Yedi İklim and Yeni İstanbul Examples

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Abstract

When the course materials prepared in the field of teaching Turkish to foreigners are carefully examined, there is no holistic consistency regarding the instructional design. Dimensions such as theme and unit starters, to what extent and how grammar is handled, to what extent and with what kind of design skills are included, what kind of strategy is followed in terms of vocabulary teaching, to what extent and with what road map cultural dimensions are included, what kind of perspective is taken on assessment and evaluation, instructional language, theme naming and sequencing are very important in terms of the instructional design of textbooks. In this study, the above-mentioned dimensions were analyzed comparatively in Yedi İklim, Yeni Hitit and Yeni İstanbul textbooks. The study was based on a case study from qualitative research methods. Each textbook was accepted as a document and data were collected through document analysis. Inspired by McGrath's (2002) study, a review form was developed to examine the pedagogical design of textbooks. In this context, the researcher collected the data through document analysis by creating an evaluation form titled "Examination of Teaching Turkish to Foreigners Textbooks in terms of Pedagogical (instructional) Design" by taking expert opinion and revealed the findings through content analysis.

Keywords: teaching Turkish to foreigners, textbook review, instructional design

DOI: 10.29329/epasr.2023.600.23

Submitted: 22 June 2023

Accepted: 01 September 2023

Published: 30 September 2023

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Introduction

There have been significant advances and developments in the teaching of Turkish to foreigners in recent years. One of these developments is the opening of Turkish Language Learning Centers (TÖMER) in almost every university with the increasing number of international students. Turkish is used by millions of people as a second language or general foreign language. In addition to institutional Turkish teaching centers like those of the Ministry of National Education of Turkey, the Yunus Emre Institute, and centers operating under the umbrella of various universities that teach Turkish at home and abroad, private corporations also operate in this field (Nurlu, 2019).

While the growth in the institutional dimension and the increase in the number of instructors are considered as important developments, many course materials are being prepared in the field of teaching Turkish to foreigners. The most important of these are textbooks/teaching sets. The textbooks/sets fill an important gap in the field. However, studies conducted in the field in terms of quality reveal that there are significant problems and deficiencies. In this study, the sets used in teaching Turkish to foreigners were analyzed. When the literature is examined, there are many textbook review studies. The most important point that distinguishes this study from other studies is the examination of the instructional design, also known as pedagogical design, of the textbooks. The term design should not only refer to formal design elements, image selection and quality, typesetting and page dimensions. The design dimension focused on in the research is more on how the cognitive load in the teaching and learning process is programmed and presented in the textbook.

In order to evaluate this design comprehensively, the place of textbooks in the teaching process must first be understood correctly. In this respect, Bamberger's (1975, p. 5) statements are noteworthy: "In terms of education, a book is a tool that is easy to use, accessible to every student, provides direct information, can be used continuously, can be consulted at any time, and can fill the gaps of verbal teaching."

The basic concepts at the center of language teaching are student, instructor, program and materials (especially textbooks). In the language teaching process, textbooks have a central position in the teaching process. Textbooks are the most frequently and intensively used material in the teaching process. While textbooks show the content and flow of the lessons for the students, they also have a guiding/leading feature for the instructors. Language teaching is a practical field rather than theoretical and uniform information. In practice, teaching methods and even teaching environments are often organized on the basis of textbooks.

Textbooks are a resource that significantly affects what students will learn and what teachers will teach in the teaching-learning process, especially in planned education practices (Küçükahmet,

2011, p. 18). Gün, Akkaya and Kara (2014, p. 3) underline that "textbooks are the most important source in teaching Turkish to foreigners...".

Reliable information can only be obtained through reliable means. A quality textbook will serve both teachers and students for this purpose. When we look for an answer to the question of what a good textbook should look like, we first think about the content of the book and, within this context, the amount of information and exercises it contains. Content is of course important. However, for some reason, we do not think about the visual and formal qualities of the book reaching the students first, the priority of this dimension in making students love the lesson and the book, and its effect on understanding the content (Duman & Çakmak, 2011, p. 28-29). In the light of this information, it is necessary to include the definitions of textbooks in order to concretize the subject. Demirel (2010, p. 34) defines a textbook as "A book prepared to teach knowledge related to various disciplines, consisting of systematic and programmed texts ranging from easy to difficult, is called a "textbook"."

Textbooks can be evaluated under two different headings: formal and content features. In terms of its formal characteristic, Arı (2014, p. 39), "The fact that a textbook has the necessary physical qualities such as cover, weight, paper and cardboard quality, binding, size, usefulness and durability is called the "form (al) feature of books"."

The content feature of the textbooks is defined as "the content feature of the textbooks", which includes chapters (theme/unit), activities within the chapter, achievements, assessment and evaluation steps, spelling, punctuation, language expression features and sociological aspects of the textbooks. The content of the textbook should be organized in parallel with the elements of the curriculum, consistent with the book volumes given in the curriculum, in line with the appropriate mental processes and learning principles; from concrete to abstract, simple to complex, known to unknown, in accordance with the developmental characteristics of the individual, and in connection with the related fields and subjects (Kılıç & Seven, 2011, p. 87).

After determining the basic features of the textbooks, it is necessary to discuss the efficiency of the textbooks / sets prepared in teaching Turkish to foreigners. It is seen that the textbooks written/prepared in the field are very new. Therefore, it can be said that discussions in this context will serve to revise and improve the books. One of the most important shortcomings in the preparation of textbooks in general is "lack of criteria".

There is no common criterion for books to be used in teaching Turkish to foreigners. However, with the "Common Framework for the Teaching of European Languages" prepared by the Council of Europe and accepted and shared by the Ministry of National Education, the decisions taken by the Council in Stockholm (Stockholm Criteria) are seen as criteria to be followed. The Common European Framework of Reference for Languages (CEFR) is an internationally recognized standard

and policy instrument for defining language-related abilities (Celik et al., 2022, p. 275). According to Mirici (2014), Türkiye joined the Socrates Project, which envisages common educational practices in Europe, on January 24, 2000 with the European Council Decision No. 253/2000/EC. For this reason, foreign language teaching practices in Europe have also been adopted in Türkiye. Thus, it is expected that a common program for teaching Turkish to foreigners will be established and the books to be prepared will be organized according to this program.

The framework is officially aimed at solving the possible communication problems language professionals, including administrators, course and materials designers, teachers and teacher trainers, language testers, and examiners encounter due to diverse education systems across Europe (CEFR, 2001). In its own words, it “provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, across Europe” by offering them the means “to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible” (CEFR, 2001, p. 1).

At this point, there is a strong and close relationship between the syllabus and the textbook. A syllabus must first be created for the textbook. Akbulut and Yaylı (2015, p. 36) share the following important information on the importance of the syllabus: "It usually refers to the decision-making processes involved in deciding what to teach in a language program and includes how to carry out the teaching process.

For example;

- Which teaching methods and tools are needed to achieve the objectives?
- How much time is needed?
- What will be the sequence of activities in the classroom and how will they be organized?
- What types of placement or achievement tests or other types of tests will be used?
- The answers to questions such as how the program will be evaluated point to what the syllabus is (Akbulut & Yaylı, 2015, p. 36).

It is an obligation that the books prepared for teaching Turkish to foreigners take into account certain principles. These principles are as follows in terms of the basic and general principles of foreign language teaching stated by Barın (2004), Demirel (2012) and İnce (2013): Developing four basic skills, planning language teaching, learning from simple to complex, from concrete to abstract, presenting a single structure at a time, the relevance of the information and examples given to life, making students active, taking individual differences into account, making use of visual and auditory

tools, learning the current language, giving importance to pronunciation, giving students the opportunity to use what they have learned, giving students responsibility, directing students for individual work, forming new sentences based on the words students know, giving culture along with language, including various applications that will save the lesson from being boring, not asking what is not taught, giving as much information as the student will learn, etc.

Many studies have been conducted on the qualities and characteristics of textbooks in teaching Turkish to foreigners. In the field of teaching Turkish to foreigners, studies on textbooks, culture transfer, exercises and activities, reading, writing, speaking, listening skills, vocabulary teaching, phrases, idioms, grammar teaching methods, program (syllabus), text selection, readability, examination/evaluation of visual elements, studies conducted within the scope of the European Common Framework Text, vocabulary, etc. (Yalap & Bakkal, 2022).

The most important aspect that distinguishes this study from the aforementioned studies is the dimension of instructional design (pedagogical design), which was not seen in previous studies. The focus of the study is on how the content presented in the textbooks is planned with an instructional design, how the content is presented to the student, how the cognitive load is structured with an approach, and the sensitivity points in the books. On the other hand, the fact that it is a comparative study broadens and deepens the scope of the research.

Shulman (1987) has expressed professional knowledge of teachers in a classification of seven types; content knowledge, curricular knowledge, general pedagogical knowledge, knowledge of learners and their characteristics, knowledge of education contexts, pedagogical content knowledge (PCK) and aims, values related to education and their philosophical and historical knowledge.

Among these categories, pedagogical content knowledge has raised a particular interest because it represents a unique area of expertise that discriminates teachers from content experts (Chan & Hume, 2019). Yıldırım (2023) emphasizes the importance of pedagogy in teaching in his study.

The pedagogical approach has become more important today and is used in conjunction with technology. In fact, a technopedagogical approach, a teaching approach in which pedagogy is the main concept, has been developed for today.

Technopedagogical education competence is the ability to apply the components of technological pedagogical content knowledge effectively in the teaching-learning environment. Today, using technology effectively in the teaching-learning environment is increasingly important. In this regard, prospective teachers' having technopedagogical competence can use their skills to organize the learning-teaching environment effectively (Aslan, 2022, s.123).

Technological pedagogical content knowledge (TPACK) is information that goes beyond the three “core” components (content, pedagogy, and technology). Technology is an understanding that emerges from the interactions between pedagogy and field knowledge (Koehler & Mishra, 2009, p. 66). The TPACK model has seven structures: technology knowledge (TK), pedagogy knowledge (PK), area knowledge (AK), pedagogy area knowledge (PAK), technology area knowledge (TAK), technology pedagogy knowledge (TPK), and technological pedagogical content knowledge (TPACK) (Mishra & Koehler, 2006).

In this context, it may be necessary to clarify the concepts of instruction and instructional design. Instruction is defined as "lives and experiences planned for the learner to reach the specified goals more quickly, easily and effectively". Teaching, on the other hand, is defined as "the name for the experiences of learning that are controlled by a person" (Tomlinson et al., 2011, p. 3). There are various definitions of instructional design, but if it is considered as a process, it refers to the systematic development of teaching by utilizing learning and teaching theories to improve the quality of teaching (Tomlinson et al., 2011, p. 6). Materials are prepared with a certain systematic and background knowledge. In Tomlinson's study (2011), there is the concept of "pedagogical realization" in these material development steps. This concept can be translated as pedagogical realization/pedagogical design. This concept emphasizes a pedagogical perspective in structuring and designing activities and texts (Tomlinson, 2011, p. 114)

Pedagogical principles and criteria should be taken into account in foreign language teaching (Güngör, 2022, p. 116). Materials are considered as pedagogical tools, i.e. teaching aids in foreign language learning. We need a teaching approach to guide us in identifying the important aspects of the materials. This is called the pedagogical perspective. From this point of view, the framework of pedagogical design consists of elements such as the purpose of creating the material, the principles of selection and sequencing in the content, the targeted subject and its focal points, the types of activities used in teaching/learning, and the roles of students and instructors (Tomlinson, et al., 2011).

What is essential in the preparation of textbooks is instructional design. In order for the student to benefit from the textbook at the highest level, attention should be paid to instructional design, in other words, pedagogical design. Text design features on pages include the content of the text as well as the way it is placed on the page. In textbooks, the presentation of the texts that make up the book to students is at least as important as the books themselves (Okur, 2014, p. 115). When preparing books to be taught as textbooks, taking instructional design models into account is extremely important for the success of the book (Usta, 2011, p. 70). These design features draw more attention to formal elements. However, how the cognitive load that the learner will be exposed to is more important than the formal design.

Textbooks prepared for teaching Turkish to foreigners have been the subject of research in many aspects. However, it was concluded that the content of the books was not analyzed in terms of multidimensional and comprehensive instructional design in these studies. The instructional design in the books facilitates this process as well as making the students' learning process efficient. An effective instructional design leads to effective learning. What is meant by instructional design is the instructional designs through which the vocabulary, language structures and skills to be developed are presented to students in textbooks. For example, is grammar taught explicit or implicit? Does the order of skills follow a standard or is it random? Is the number of pages the same or different for each theme? Has a mode of presentation for vocabulary teaching and culture transfer been identified? These questions are essential for instructional design processes in textbooks. This study aims to evaluate the instructional design processes of the content in textbooks. It is aimed to provide suggestions for the preparation of existing books and future books within the framework of these criteria.

Method

Universe and Sample

In recent years, many new textbooks on teaching Turkish to foreigners have been prepared or existing books have been revised and updated. Textbooks are expected to comply with international standards for language teaching. In this field, the evaluation studies of McGrath (2002), McDonough, Shaw and Masuhara (2013) stand out among systematic approaches to the evaluation of language learning materials. There is a unit evaluation criterion for the design and evaluation of materials in language teaching known as Materials Evaluation and Design for Language Teaching belonging to McGrath (2002, p. 240). For this purpose, the retrospective evaluation approach used in the evaluation processes of Ellis (1997) and McGrath (2002) was used. Retrospective evaluation is a careful review of the course materials that are being used or have been used and examine their appropriateness. Studies in the literature show that especially retrospective evaluation is an important part of a program. Because in this way - as mentioned above - the strengths and weaknesses of the course materials can be identified and useful feedback can be given to the instructors and programmers, the validity of the predictive assessment and the course materials can be measured, and the deficiencies of the materials used can be completed and the program can be improved (Ellis, 1997; McGrath, 2002). In such evaluation designs (or retrospective evaluation), the evaluator has the opportunity to reflect on the quality and effectiveness of the course material after it has been used in a specific learning/teaching situation (Mukundan et al., 2011). Based on this criterion, the researcher created an evaluation form named "Examination of Teaching Turkish to Foreigners Textbooks in terms of Pedagogical (instructional) Design" by taking expert opinion and used this form as a criterion. The researcher placed the instructional design at the center of the study in the evaluation of the units.

In this context, textbooks from Yeni Hitit, Yeni Istanbul and Yedi Iklim Turkish language learning sets were determined as the textbooks to be examined for the study. The 5th units from the A1 level of these books were accepted as the sample. Textbooks were accepted as documents and selected units were subjected to content analysis. The selection of these 3 textbooks was determined by the fact that many universities use these textbooks. The books were first analyzed internally to determine whether they were consistent and coherent. Then, they were examined comparatively to determine what similarities and differences they have in the design dimension. After it was understood that the books progressed consistently and in accordance with integrity at all levels and units, the review was completed by selecting a sample unit from the same level in each book.

Data Collection Tools

In this study, data were collected through document analysis, one of the qualitative data collection methods. At this point, Yeni Hitit, Yeni Istanbul and Yedi Iklim Turkish language learning sets and the 5th Unit from A1 level were accepted as a document and analyzed. Document analysis is evaluated in terms of whether the subject to be researched is healthy or not, together with the sources suitable for the purpose (Çepni, 2007). Document analysis also constitutes the analysis of written or printed documents related to the units to be studied (Yıldırım & Şimşek, 2006). Document analysis involves the analysis of written materials containing information about the phenomena and events targeted for research" (Yıldırım & Şimşek, 2013, p. 217).

The data for the study were obtained by analyzing the books in terms of instructional design. The analyze was carried out in accordance with the unit evaluation form (questions) created within this framework. Necessary arrangements were made for the questions by taking expert opinion and the following questions were sought in the textbooks:

1. How is the theme and unit introduced?
2. How are skills positioned in the textbook?
3. How is the flow of the activities organized according to skills in the textbook?
4. What is the approach to vocabulary teaching?
5. What approach is adopted in grammar teaching?
6. What is the approach to culture?
7. What is the process for evaluation?

Data Analysis

In the analysis of the data, the evaluation form titled "Examination of Teaching Turkish to Foreigners Textbooks in terms of Pedagogical (instructional) Design" created by the researcher was taken as a basis. According to the questions in this form, the books were subjected to content analysis and the data were presented. Content analysis technique was used to analyze the data within the scope of the study. Content analysis brings together similar data within the framework of certain concepts and themes, and organizes and interprets them in a way that the reader can understand (Yıldırım & Şimşek, 2013). For this purpose, the data collected are first defined/conceptualized and then interpreted by bringing together similar data under certain concepts and themes (Yıldırım & Şimşek, 2013, p. 242). In order to increase the validity and reliability of the study, expert opinion was taken in examining the textbooks and analyzing the data.

Results

In the analysis of the textbooks, first of all, the syllabus sections at the beginning of the textbooks were shared separately for each textbook. In this way, it will be possible to understand the dynamics within the book itself, and it will also make it easier to make comparisons between books.

5th Unit's syllabus of Yeni Hitit textbook is shared in the table below.

Yeni Hitit Book Sample

Unit 5 at A1-A2 level is examined as an example.

Table 1. Structure of Yeni Hitit- a1-a2 textbook- 5. unit

THEME	Sub-Themes	Grammar	Derivational Morphology
5. BON APPETIT	What shall we eat?	-Imperatives (-sin, -iniz, -sinler) -Subjunctive (-e)	-Clichés (get well soon, good luck, bon appetit, let's see) -Food and drink names/ -Shopping expressions/ -Measurement units/ -Qualifying adjectives
	What would you like to ...?	-adjectivization -li, -siz	-Words related to the form of payment (cash, credit card, installments) -Words in the instructions for use of various products -Adjectives derived with -li, -siz suffixes -Expressions for taking and giving orders
	World Cuisines	-Comparatives (-den daha) -Superlatives (en)	-Comparatives and superlatives/ -Food and drink names/ -Words related to eating habits

How is the theme and unit introduced in the textbook?

- ✓ The beginning of the theme or topic starts with an activity. This activity is usually based on teaching the vocabulary within the theme.
- ✓ At the beginning of the unit, the title of the vocabulary part is used and the vocabulary is stated in general terms (e.g. shopping expressions).
- ✓ Grammar topics are mentioned in the syllabus and at the beginning of the unit.
- ✓ Under the heading of skills, learning outcomes ranging from 3-5 are specified. These outcomes were not distributed to activities. While preparing the activities, it was requested to pay attention to the aforementioned outcomes.
- ✓ How many hours the unit can be completed is specified (e.g. normal - 16 hours, intensive - 12 hours).
- ✓ Each unit includes vocabulary, grammar, skills and time.
- ✓ The number of activities and pages in the themes are the same. In this respect, there is an integrity between the units.

How are skills positioned in the textbook?

- ✓ Each unit includes reading, writing, speaking and listening skills as well as grammar.
- ✓ Skills do not progress in a certain order. The flow of skills within the unit does not follow a certain systematic pattern. The order of skills also changes in different units.
- ✓ There is no equality in terms of the number of activities allocated to skills. It is seen that reading and writing activities are predominantly included.
- ✓ At the end of the theme, a heading has been created in the form of a conversation. According to this title, 2 activities consisting of 2 scenarios have been prepared and speaking activities have been organized as group activities according to the scenarios in these activities.
- ✓ The activities in the skills have been generally selected from topics from life.
- ✓ It is seen that language teaching strategies are not used sufficiently.

How is the flow of the activities organized according to skills in the textbook?

- ✓ Activity numbers do not restart when moving from one unit to another, but continue without interruption. Thus, the integrity between the units under the theme are preserved.
- ✓ Activity titles such as sorting, placing, completing, marking, answering (written and oral), sorting, matching, selecting, etc. have been used. There is diversity in terms of types of activities.
- ✓ Tables are included in the grammar section.
- ✓ Expressions such as "let's answer" and "let's mark" have been used as activity language.
- ✓ It is seen that Turkish in daily life is not much included except for stereotypical expressions.

What is the approach to vocabulary teaching?

- ✓ Although vocabulary teaching has not been included in every sub-theme, it is seen that activities have been allocated in sub-themes.
- ✓ The vocabulary is selected and given to students according to the topic and context.
- ✓ There is no mention of any frequency list in vocabulary teaching.
- ✓ It is seen that visuals are used in vocabulary teaching.

What approach is adopted in grammar teaching?

- ✓ Grammar is taught explicitly; the grammar topic is indicated with tables and then activities are included.
- ✓ The grammar tables include example and non-example sentences for the relevant structure.
- ✓ At the end of the book, under the supporting grammar section, detailed explanations and sample sentences are given unit by unit.

What is the approach to culture?

- ✓ Although there are no activities organized under a title for cultural transmission in the units, it is seen that activities for cultural elements are partially included within the scope of the unit.
- ✓ In the context of daily life, cultural elements and vocabulary are not included much.

What kind of evaluation process is followed?

- ✓ No evaluation methods have been included at the end of themes and units.

Yedi İklim Turkish Preparation Set

Unit 5 at A1 level is examined as an example.

Table 2. Structure of Yedi İklim - a1 textbook - 5. unit

THEME	Sub-themes	Skills	Grammar	Derivational Morphology
5. OCCUPATIONS	5.1. Let's Recognize Professions	-Recognizing professions -Telling hobbies	Noun clauses/phrases	-Professions (teacher, driver, doctor, engineer, worker, janitor, barber, dentist, cleaner, etc.) -Hobbies (listening to music, cycling, walking, keeping pets, etc.)
	5.2. What do you want to be?	-Recognize organ names	+9	-Names of organs in the human body at a basic level.
	5.3. My Hobbies			

How are the theme and unit introduced?

- ✓ At the beginning of the theme, achievements have been created for each skill. Before the learning outcomes, skills in general are also written on the introduction page.
- ✓ In the guidebook, what to do in each activity is written step by step in a clear and detailed manner.
- ✓ Information and guidance regarding the student's learning process is also provided.
- ✓ There is an explanation section about the learning outcomes. Here it is explained how the relevant outcomes will be achieved by the student.
- ✓ There are also chapter notes in the teacher's book. Here again, information is provided about the relationship between learning outcomes and activity. Information on grammar is also provided in the chapter notes.

- ✓ Each theme starts with an image related to the theme title. The visuals are catchy.
- ✓ In the teacher's guidebook, after the theme cover, sub-subjects, vocabulary, grammar, learning outcomes and preparation sections have been placed.
- ✓ There is a unit preparation section at the beginning of the unit. In this section, general questions related to the theme are asked.
- ✓ Each unit consists of 20 pages: 1 page of unit syllabus, 1 page of assessment test, 1 page of self-assessment and 17 pages of unit contents. Units may have different numbers of pages and activities.
- ✓ The themes have been prepared with a certain planning based on basic life areas. This situation creates subject integrity among the themes.

How are skills positioned in the textbook?

- ✓ Each theme includes reading, writing, speaking and listening skills as well as grammar.
- ✓ Although skills are included in each unit, the intensity of their use varies. Reading, listening and writing are the more frequently used skills.
- ✓ Tables on grammar are included.
- ✓ It is seen that the Turkish language in daily life is not much included except for stereotypical expressions.
- ✓ There is a reading passage at the end of the unit. The reading passage consists of topics related to culture in general.
- ✓ It is seen that language teaching strategies are not used sufficiently.

How is the flow of the activities organized according to skills in the textbook?

- ✓ Skills do not follow a specific sequence. The unit usually starts with reading and listening activities.
- ✓ Activity numbers start again in each unit. Units are interrelated.
- ✓ Activity titles such as reviewing, sorting, placing, completing, marking, answering (written and oral), categorization, matching, selecting, etc. have been used.
- ✓ Expressions such as "let's answer" and "let's mark" have been used as activity language.
- ✓ Additional exercises have been prepared for some skills. When it is thought that the student has not sufficiently acquired the relevant outcome, it is expected to be reinforced with additional work.

What is the approach to vocabulary teaching?

- ✓ The book includes a part on vocabulary teaching. Here, the words related to the theme are sometimes listed one by one and sometimes mentioned in general and the teacher is asked to teach them.
- ✓ Vocabulary teaching is done in context. Care is taken to ensure that the vocabulary to be taught is within the scope of the theme.
- ✓ There are writing and speaking activities for the use of the taught vocabulary.
- ✓ At the end of the theme, there is an activity titled "kelime dünyası". It is an activity based on the repetition and reinforcement of the words in the theme.
- ✓ The words to be taught are not clearly indicated in the text.
- ✓ At the end of the book, there is an index organized alphabetically according to each unit.

What approach is adopted in grammar teaching?

- ✓ Information boxes are used in grammar teaching. In these boxes, the relevant grammar structure is given by giving examples on the suffix and the word. In the teacher's guidebook, there is an information box with examples.
- ✓ Students are guided/supported with the help of grammar notes.
- ✓ For grammar teaching, the relevant language structures are not directly given to the students, but they are made to do review activities. Afterwards, activities are designed for the student to concretize the information in the box. These activities are generally based on visual elements.
- ✓ Activities are organized for each grammar structure.
- ✓ At the end of the book, a brief summary and examples are given for grammar

What is the approach to culture?

- ✓ Reading passages at the end of the theme are generally selected from cultural items.
- ✓ The teaching of words in everyday language is included from time to time. While topics with a cultural background are preferred in the selection of topics, attention is paid to the inclusion of cultural elements in the selection of visuals.

What kind of evaluation process is followed?

- ✓ At the end of each theme there is an assessment test and scale. A multiple-choice test and a self-assessment questionnaire have been placed at the end of the themes. In the self-assessment questionnaire, students are asked to mark whether they have gained the competencies related to the theme. At the end of the theme, while the student's knowledge about the content is measured, at the same time, it is tried to measure whether the student has acquired the outcomes through self-assessment.

Yeni Istanbul A1 Book

Unit 5 at A1 level is examined as an example.

Table 3. Structure of Yeni Istanbul - a1 textbook - 5. unit

THEME	Sub-Themes	Grammar	Derivational Morphology
5. TIME TIME	When?	-hours, from...to ...	Watch-Learn/Daily Expressions/Shoot Yourself You have the microphone / From culture to culture / One step beyond
	1.1. Alphabet	- Turkish alphabet	-For how long? - New decisions/ Reactions/ Festival Promotion Designing a festival poster/ Interesting festival/
	1.2. What is this? Who is he?	-This, that, -who?, what?, -plural suffix (-lar) -question suffix (mı?) -Where is this place?	Time adverbs

How are the theme and unit introduced?

- ✓ At the beginning of the theme, achievements are not included. Very basic skills are included. (telling the time, congratulating, etc.)
- ✓ When starting the theme, it is started with a detailed description. Necessary explanations are given to the instructors for each skill.
- ✓ Grammar topics are mentioned at the beginning of the theme.
- ✓ Each theme starts with an image related to the theme title.
- ✓ In the preparation part, the student is prepared for the theme by making an introduction about the topics that the student will learn.
- ✓ The theme starts with questions and activities enriched with visuals within the scope of the subject with the title of Preparation.
- ✓ Each theme is divided into 3 units and the units are separated from each other by different coloring structures on the unit pages.
- ✓ Each theme consists of 18 pages.
- ✓ Themes and units are prepared with a certain planning based on basic life areas.
- ✓ Information and guidance regarding the student's learning process is also provided.
- ✓ The units include activities supported by videos.

How are skills positioned in the textbook?

- ✓ In each unit, the flow of skills is standardized. The units proceed as follows:
-1. Reading, 2. What about you? (speaking), 3. Grammar, 4. Listening, 5. Writing, 6. Speaking
- ✓ Reading, writing, speaking and listening skills are covered along with grammar.
- ✓ The skills progress through the units in a certain order and each skill is given a prominent place separately.
- ✓ Skills are included in the units with as balanced an intensity as possible.
- ✓ At the end of each unit, there are titles such as "watch-learn", "daily expressions", "you have the microphone", "shoot yourself", "culture to culture", "one step beyond", "let's have fun and learn" and "what have we learned" and a list of important words within the scope of the theme.
- ✓ It is seen that language teaching strategies are used while organizing activities related to skills in the units.

How is the flow of the activities organized according to skills in the textbook?

- ✓ Activity numbers start again in each unit.
- ✓ Activity titles such as reviewing, sorting, placing, completing, marking, answering (written and oral), sorting, matching, selecting, etc. have been used. There is a rich distribution of activity types.
- ✓ Expressions such as "let's answer" and "let's mark" have been used as activity language.
- ✓ Each unit has a title related to Turkish in daily life and the topic is emphasized by including expressions used in daily life.
- ✓ The headings at the end of the theme include reading and listening passages. Additional grammatical structures are also taught.

What is the approach to vocabulary teaching?

- ✓ At the beginning of the unit, vocabulary parts are given in general and students are prepared for thematic vocabulary teaching.
- ✓ At the end of the theme, students are given a list of important words in the theme.
- ✓ There are vocabulary activities in the preparatory part of the units. However, it is observed that vocabulary activities have not been included in reading-listening activities in general.
- ✓ In the daily expressions section, activities and teaching are carried out through words in daily life.
- ✓ Vocabulary teaching is done within a context. Care is taken to ensure that the vocabulary to be taught is within the scope of the theme.
- ✓ There are no writing and speaking activities for the use of the taught vocabulary.
- ✓ The words to be taught are not specified in the text as separators and vocabulary teaching is not generally done under the text in relation to the text.

What approach is adopted in grammar teaching?

- ✓ In grammar teaching, students are exposed to the relevant language structure by making sentences with plenty of examples before the activities. Visuality is included in the examples, albeit limited.
- ✓ In beginner grammar, the English title is written next to the topic. In addition, explanations for some topics are provided in Turkish and English. Students are supported to learn the subject autonomously.
- ✓ Explanations are also included as an appendix in the teacher's guidebook, creating a more supportive situation for the teacher.
- ✓ Activities are organized for each grammar structure. This situation constitutes an important center of gravity in grammar teaching.
- ✓ At least two different activities are organized for one grammar topic. In addition, the evaluation section at the end of the theme measures whether these structures have been learned or not.
- ✓ In the preparation part for grammar, example sentences and expressions are used and the student's attention is drawn to the relevant structure in the context of the sentence.
- ✓ Under grammar title, there are explanatory notes, information boxes, examples and activities for students.
- ✓ At the end of the unit, the student is prepared for the next language structure by sharing examples of the language structure he/she will see in the next unit. In addition, topics that cannot be given in detail within the theme can also be given in this section.
- ✓ Tables and explanations on grammar are frequently included.

What is the approach to culture?

- ✓ At the end of the unit there is a heading "from culture to culture". This shows that culture is given special importance.
- ✓ The teaching of everyday language words in cultural contexts is partially included. While topics with a cultural background are preferred in the selection of topics, cultural values are also included in the selection of visuals.
- ✓ Topics are selected and activities are organized in the context of intercultural communication.

What is the process for evaluation?

- ✓ At the end of the theme, what the student has learned is evaluated with different measurement tools.
- ✓ At the end of the theme there is a test called "what have we learned". There is also a self-assessment test.
- ✓ By assigning research tasks to students, the learning process is taken outside the classroom and they are encouraged to work together on a project basis.

Discussion and Conclusion

The findings on starting the theme and unit in the textbooks are listed below.

The most important elements in textbooks, from text selection to the preparation of activities, are competencies and outcomes. It is important to include the outcomes at the beginning of the theme, but they need to be associated with the activities and guide the teachers in this sense. It is seen that the Yeni Hitit book does not carry enough sensitivity in this regard. There is a more decisive difference in the design dimension in the teaching process of grammar. Ünlü's (2015) study also supports these findings. Doyumğaç (2017, p. 130), on the other hand, stated that the grammar distribution of the Yeni Hitit textbook should be reorganized and listed suggestions in this regard. On the other hand, the guidance on how much time should be allocated to themes and units is quite striking. It is seen that there is no such practice in other teaching sets. The fact that the themes have the same number of pages creates a design integrity. At the beginning of the themes, there are visuals that draw attention to the topic.

It is seen that the Yedi İklim textbook is supported by a strong program in terms of theme and unit initiation. In the teacher's guidebook, learning outcomes and competencies for the teachers are created and explained. Başar's (2016) study also shows that a strong program and content study was conducted for the Yedi İklim textbooks (p. 63). Teachers are also guided step by step and in detail about the implementation of the activities and their association with the learning outcomes. For instructors with insufficient teaching experience, these instructions are quite functional. The preparation process at the beginning of the theme is also very useful in terms of preparing the student for the topic. Effective visuals related to the topic are shared at the beginning of the theme. On the other hand, necessary guidance is given for the words that need to be learned within the scope of the theme. It is seen that the themes that follow each other are formed in a unity and based on basic life areas. One theme consists of 3 units. The units are related to each other but prepared separately. The beginning, content and evaluation parts of the unit start, continue and end in a standardized way in terms of the number of pages. In this respect, it can be said that there is a unity in the book.

In the Yeni İstanbul textbook, competencies are included in simple expressions and in limited numbers. It can be said that the link between activities and competencies and outcomes is not strong enough. However, there are detailed explanations and information for teachers and students at the

beginning of the theme. Themes start with an effective visual. Adequate information on skills and grammar is provided. In terms of preparation, questions are asked and learners' attention is drawn to the topic. One of the main strengths of the book is the preparation for the theme. Unlike other teaching sets, each unit is colored separately and the units are made clear. One theme is prepared in 3 units. The themes have the same number of pages. The fiction of the themes starts, continues and ends in the same way. In this respect, there is a unity in the book. Another distinctive point of the Yeni Istanbul textbook from the other sets is the presence of informative and guiding videos that support the learning process of the students. The textbooks are interactive and collaborative as they are prepared according to the enriched book format. When the relationships between the themes are examined, it is seen that they proceed with a systematic consistency. It is seen that basic living spaces are determinant in the themes. Çekici's (2018) research is also in line with the data here.

The findings on how skills are positioned in the textbooks are discussed below.

Yeni Hitit includes reading, writing, speaking and listening skills as well as grammar. Skills do not start and progress with a certain standard. There is no unity in this respect. On the other hand, there can be great differences in the intensity of use of skills and the number of activities. While reading and writing activities are more intensive, speaking and listening activities are less intensive. It is seen that language teaching strategies are not used sufficiently in skills. In this context, Yılmaz (2104) points out that there are deficiencies especially in writing activities in Yeni Hitit.

The Yedi İklim textbook includes reading, writing, speaking and listening skills as well as grammar. However, it is not possible to talk about a balance in the frequency and intensity of use of skills. In particular, it is seen that speaking skills are given very little space. There is no such thing as starting and continuing with a particular skill between units. It is not possible to speak of a unity in terms of skill ranking. On the other hand, language teaching strategies are of great importance in the effective use of skills. However, it is concluded that language teaching strategies are not used very often in the context of skills. In addition to these findings, Yaylı and Yaylı (2018) also mention in their study that real-life writing activities are limited in Yedi İklim textbooks.

One of the strongest aspects of the Yeni Istanbul textbook is that the skills are presented to students in a standardized presentation in terms of instructional design. 4 basic skills and grammar parts are included in the units. One of the main strengths of the book is the emphasized and remarkable presentation of skills not seen in other sets. Skill parts are presented with a title at the beginning of the activities. The skills are presented in a standardized flow within the unit. At the same time, the skills largely have a close intensity of use. There are also standard activity headings at the end of the unit. The fact that the book has a certain systematization is an element that will increase student productivity in terms of instructional design. On the other hand, another point that

distinguishes it from other teaching sets is the use of language teaching strategies in the units. Şimşek's (2016) study is similar to the findings on this issue.

The structure and flow of activities organized according to skills in the textbooks are evaluated below.

In the Yeni Hitit textbook, activities do not restart when moving from one unit to another. They are a continuation of each other. This situation creates an ambiguity in the distinction of the units and makes it necessary to evaluate the theme as a whole. Skills do not progress in a systematic way, but rather haphazardly. When we look at the types of activities, it is seen that there is a diversity in general terms. Although there are activities for each skill, it is seen that the activities do not progress with an equal distribution in terms of skills. Expressing the activity titles in “I” language and with short, clear titles has a facilitating effect on student comprehension. The absence of words from daily life in the content of the activity is another noteworthy issue.

It is possible to say that the skills in the Yedi İklim textbook do not progress in a systematic way. The units start with either reading or listening activities. There is a clear distinction between the units. In each unit, the activities start again. This does not prevent the units from being related to each other. There is a diversity in terms of types of activities. It is facilitating for the student to write the activity titles using “I” language and short clear expressions. Additional activities have been created to support some skills. This is considered an important advantage for students.

In the Yeni İstanbul textbook, skills progress in a systematic way, while there is a sharp distinction between the units. Mutlu's (2020) study also shows a great deal of similarity with the data on this subject (p. 384). In each unit, the activities start again. There is a rich distribution of activity types. As in the other sets, short, simple and clear expressions are used in the activity titles, while “I” language is used. At the end of the theme, students are supported with additional reading and listening passages and grammar activities. The presence of examples of the language used in daily life in the skills is a supportive situation for the student in the communicative context.

The approach to teaching vocabulary in the textbooks is described below.

It is seen that there is no systematic approach to vocabulary teaching in the Yeni Hitit textbook. In the context of vocabulary teaching, there are activities distributed randomly across the units. Attention is paid to context in vocabulary teaching and activities are organized by carefully selecting words within the scope of the unit/subject. In the syllabus section, it provides a scope and guidance on vocabulary under a heading called the vocabulary part. On the other hand, the use of visuals in vocabulary teaching activities from time to time is also seen as a positive approach. There is

no list of vocabulary at the end of the book, theme and unit. In the syllabus section, it provides a scope and guidance on vocabulary under a heading called the vocabulary part.

In the Yedi İklim textbook, there is no separate activity or area systematically organized for vocabulary teaching. Although it varies from unit to unit, activities for teaching vocabulary have been organized from time to time. In these activities, attention is paid to the context and the words targeted to be taught are selected from the scope of the subject in the unit. Linking vocabulary activities with writing and speaking skills is an important instructional design. In the syllabus section, it provides a scope and guidance on vocabulary under a heading called the vocabulary part. It is also positive that there is an activity for vocabulary teaching at the end of the theme. In this activity, the words included in the theme are repeated and reinforced. The words to be taught are not specified in the text as separators and vocabulary teaching is not generally done under the text. However, it is seen that there are activities for the use of some words in speaking and writing. There seems to be a gap at this point. In other words, although vocabulary teaching is one of the topics emphasized in the book and an activity is allocated at the end of each unit on this subject, it is concluded that strategies have not been used sufficiently in vocabulary teaching. It has been determined that all of the vocabulary activities given within the scope of the unit are associated with writing skills. On the other hand, at the end of the book, there is an index organized alphabetically according to each unit. The collective vocabulary required for students is an important aid.

In the Yeni İstanbul textbook, there is no systematic structure divided under the title of vocabulary teaching as it is divided into skills. In the syllabus and at the beginning of the theme, the vocabulary part and the vocabulary targeted to be taught are given within the scope. However, this part does not continue as a systematic part of activity. Vocabulary activities have been planned from time to time during the unit. Organizing activities related to words used in daily life is highly appropriate in terms of communicative contexts. Vocabulary teaching is done contextually and within the scope of the subject. There are deficiencies in matching vocabulary activities with skills. At the beginning of the theme, attention is drawn to the words through related activities. On the other hand, at the end of the theme, the selected words are published as a list, which is an important convenience for the student. Uğur and Azizoğlu's (2016) findings on vocabulary teaching in textbooks used in teaching Turkish to foreigners confirm the accuracy of the data in the study.

The approach to grammar teaching in the textbooks is given below.

Yeni Hitit textbook adopts an open teaching approach in grammar teaching. Grammar occupies a central position in the book in terms of density and intensity. There are information tables, correct and incorrect example sentences of the relevant structure and plenty of activities related to the grammar structure that is aimed to be taught. In the syllabus, grammar structures are indicated, and at

the end of the book, explanations and examples are given regarding the language structures in the units. The guidebook also contains explanations and guidance for the students.

In the Yedi İklim textbook, grammar is allocated a place both in the syllabus and in the units. However, this situation is not very intense. There are information boxes in the units related to grammar teaching. In these boxes, there are examples of structures, affixes and words. In the teacher's guidebook, there are also instructions for teachers on grammar and examples that they can use in the lesson. In terms of teaching strategy, the relevant language structures are first intuited to the students through the activities and they are asked to analyze the text/sentences containing the structures. Instead of direct grammar teaching, more indirect teaching is adopted. It is used in visualization to concretize language structures and ensure their comprehensibility. There are activities related to grammar structures, and at the end of the book there are notes and sample sentences in the form of a summary of grammar.

In the Yeni İstanbul textbook, it is seen that a separate place is allocated for grammar teaching in the syllabus as in other sets. There are sufficient explanations, examples and activities related to language structures. At the beginning of the unit, preparatory activities in the relevant language structure are included. Although limited, visual elements are used in grammar teaching. There are Turkish and English explanations, information, sample sentences, tables, information boxes about the relevant language structures. Beforehand, students are compared with the relevant language structures through sample sentences and asked to analyze them. With beginner-level explanations in English, English-speaking students have the opportunity to self-study or review the topic. The teacher's guidebook also contains supportive information for teachers. An important aspect of Yeni İstanbul that distinguishes it from other sets is that the assessment test at the end of the theme tests whether the grammar structures have been learned. It also prepares students for the grammar structures in the next unit. It can easily be said that grammar occupies a central position in the book. Kayasandık (2018) makes the same evaluations in the comparison of the grammar structure in books on teaching Turkish to foreigners.

The approach to culture transfer and intercultural communication in the textbooks is described below.

One of the most important limitations of the Yeni Hitit textbook is the lack of a cultural background. There is no systematic activity or structure related to culture. It is observed that the cultural background is not sufficiently used in the content. With this situation, the fact that many intercultural activities are organized is considered an important plus. The fact that cultural elements are not included in the context of daily life is one of the elements that should be improved in terms of the book.

It is seen that cultural elements are frequently used in the content of Yedi İklim textbook. It is seen that the reading passages at the end of the theme are given with attention to a cultural background. There is a strong sense of cultural transmission in the book. In this context, visual elements are frequently used.

One of the important features of the Yeni İstanbul textbook is its special emphasis on cultural transmission. In this framework, there is an activity systematically included in each unit. On the other hand, visuals related to cultural elements are also used in a strong way. The concept of culture does not remain as a one-dimensional transfer, but activities are also organized in the context of intercultural communication. The use of words from everyday life and language with cultural care is also an important positive aspect of the book. Studies on the cultural elements of books in the field of teaching Turkish to foreigners differ considerably from each other (Ayrancı, 2019).

How the textbooks are evaluated is described below.

One of the most important shortcomings of the Yeni Hitit textbook is the lack of any evaluation method for the themes or units. There is no structure to measure whether students have achieved the targeted outcomes and competencies.

The Yedi İklim textbook includes an assessment test at the end of each theme and a self-assessment questionnaire in which students evaluate themselves. While the knowledge of the students within the scope of the theme is measured with the exam, it is tried to measure whether they have reached the competencies within the scope of the theme with the answers they will give to the evaluation form.

In the Yeni İstanbul textbook, an evaluation is made at the end of each theme. At this point, although the evaluation methods in the themes are generally similar, different measurement tools are also used. At the knowledge level, there is a test consisting of a certain number of questions on themes. There is also a self-assessment questionnaire. Project-based work for students based on themes is one of the main advantages of the book.

Recommendations

In textbooks, the beginning of the theme is the first part that students encounter before the theme. Therefore, it is important to make an effective introduction to the theme and units. At this point, the use of effective visuals and even video-supported activities will prepare students for the subject. Here, questions and short texts that will reveal students' prior knowledge about the theme and draw their attention to the subject will make the learning process more efficient. The book is expected to progress in a standardized way and to be consistent throughout. The point to be considered here is that there are standard theme and unit entries, and the number of unit and theme pages should proceed

in the same way. On the other hand, the syllabus section in the introduction of the book should be sufficiently informative and guiding for the student. The information here should also be used at the beginning of the theme. The units, grammar structures, vocabulary parts and communication contexts within the theme should be shared with students in a simple and understandable way. On the other hand, providing student competencies and achievements within the scope of the theme in this section will enable the student's learning process to progress in a more controlled manner. It is also important to provide the necessary information and guidance in the instructor's guidebooks in terms of achieving the outcomes, because it is not possible to give everything in a book. Supporting the teacher during the lesson process is only possible with a teacher's guidebook. Guidebooks are not just tools with the correct answers to activities. It should not be forgotten that they are teaching materials in which the instructor is guided in a functional way.

Textbooks for teaching Turkish to foreigners are based on four basic skills and grammar parts. One of the most important problems of textbooks is the lack of a balanced distribution and intensity of use of skills in textbooks. This situation brings along some problems in the learning of skills. At this point, speaking is one of the most neglected skills. Of course, depending on the level and the needs of the target group, the density of the skills may vary. However, this process needs to be carried out in a planned and systematic manner according to the needs of the target group. On the other hand, the fact that the books have a certain and systematic flow allows students to adapt to the subject more easily in terms of design. For this reason, the progression of the skills in the units with a certain planning and similar flow affects the student's attention and efficiency.

The structuring of activities in textbooks, i.e. the design process, can also have a direct impact on learning. In particular, the use of rich activity types will support students to use their cognitive skills more effectively. In order for the activities to be structured in a functional way, especially the Revised Bloom's Taxonomy should be taken into account. If activities are designed in line with the taxonomy, students will be able to use language skills much more effectively according to their areas of use. When we consider the areas of use as communicative and academic dimensions, language skills should be supported by language learning strategies. It is seen that this sensitivity is generally absent in the books. However, language learning strategies are a construct that should be one of the main elements of the learning process. This process should not be ignored in activity designs.

Vocabulary teaching is not seen as a separate part in the textbooks. However, one of the key elements of language learning is vocabulary learning. This process cannot be designed haphazardly. Vocabulary teaching should be considered as a field like grammar and planned and systematic activities should be designed in each unit. In vocabulary teaching, bridges should be built with all skills, and not only remembering the word but also actively using it should be supported. The vocabulary within the theme should be shared with the student at the beginning of the theme to draw

his/her attention. On the other hand, the use of visuals in vocabulary teaching will also serve the concretization and permanence of the teaching process. The words to be taught in the texts should be clearly written and colored. Questions related to words should be included in sub-text questions. There should be enough activities related to vocabulary teaching in the units, and questions related to vocabulary should be included in the evaluation tests at the end of the theme. Summarizing information should be given at the end of the theme and carefully selected words should be reminded again. Again, at the end of the theme, the words within the scope of the theme should be listed taking into account the frequency of use and shared with the student. When preparing activities related to vocabulary, care should be taken to select the words from the frequency of use lists within the scope of the theme.

There are different practices in the books on grammar teaching. Some prefer implicit grammar teaching, others explicit grammar teaching. Since Turkish is an agglutinative language due to its structure, grammar teaching should be included in the books in a strong way. At beginner levels, grammar may have a central position, but at advanced levels, grammar should give way to skills and be designed implicitly. The presentation of grammar should primarily take place in its context and students' attention should be drawn to the relevant structure. Then, language structures should be emphasized with the use of visual elements through sample sentences. After that, the subject should be explained. At this point, information boxes and examples of correct and incorrect use can be presented to students. In the last part, starting from the simplest, the learner should be made to do mechanical activities and finally the learner should be aimed to use the relevant language structure independently on the basis of a skill. If the design dimension in grammar is not carefully structured, the book can turn into a grammar teaching book. For this reason, explicit grammar teaching should be preferred at the beginning and implicit grammar teaching should be preferred after reaching a certain stage. In order to further support the students, at the end of the book, there should be summary information and sample sentences summarizing and explaining the relevant grammar structures, and even explanations in different languages. For the instructors, the presence of detailed explanations, instructions and examples of the relevant grammar structures in the teacher's guidebooks will support the teaching process much more.

It is inconceivable that there are no cultural elements in the teaching process of a language. There may be different approaches in textbooks on this issue. Cultural elements should not be presented with an imposing approach, but should be integrated into the language teaching process. At this point, which cultural values and to what extent should be planned at the preparation stage of the book. These cultural values should be conveyed in a contextualized way and students should be encouraged to make comparisons with their own culture. At this point, the concept of intercultural communication should have a central position in books. Cultural elements should be presented to

students through rich activities. For this, effective visual and audio elements and videos should be used.

Measurement and evaluation in teaching Turkish to foreigners is one of the most neglected areas. This is also reflected in textbooks. Students should be assessed at the end of each theme. End-of-the-theme comprehensive assessment tests are important at this point. However, these tests should have content validity and be administered with competent measurement tools. When a theme is moved on to the next theme without full learning in one theme, the learning deficit will multiply and become unrecoverable. This will lead to significant level differences among the students in the class. For this reason, students' assessment tests/forms should be evaluated effectively and feedback should be given to them. The diversity of assessment approaches in the books is considered as a richness. For this, measurement and evaluation experts should definitely be utilized in book preparation processes.

The number and quality of textbooks prepared for teaching Turkish to foreigners is increasing day by day. There is no doubt that the preparation of a textbook requires many dynamics to work together and in a powerful way. Many elements such as the correct selection of themes, the correct positioning of units and their interrelatedness, the effective design of skills and their similar intensity of use as the standard progresses, the support of effective visuals, the vocalization of listening texts, the design of the correct vocabulary through activities, the presentation of grammar with a correct instructional design, the effective use of teaching strategies, the effective use of cultural elements, and the correct and functional design of assessment should be paid attention with the same importance and sensitivity. This is undoubtedly a very difficult process. However, the fact that all these processes are designed consciously and thoughtfully directly affects the learning process. The preferences, sensitivities, and effective instructional designs in the presentation of the book to the student have an importance that cannot be ignored in order to achieve the targeted learning.

Policy Implications

The field of teaching Turkish to foreigners is quite new. Today, the number of textbooks used in teaching Turkish as a foreign language is quite limited. There are important problems regarding the quality of these limited number of materials. One of these problems is that they are prepared without taking an approach based on pedagogical design.

Academic studies on the evaluation of materials will lead to the emergence of much more qualified textbooks. Especially in the educational policies to be established in teaching Turkish to foreigners, it is clear that course programs should include course material design and material evaluation. There is no undergraduate program for teachers who will work in this field. In master's and doctoral programs, there are no courses on material design and evaluation. Therefore, the problems regarding the quality of course materials make it necessary to create courses in this field. It is thought

that such studies will serve to review the functional courses in the field of teaching Turkish to foreigners. It is predicted that the importance of pedagogical design will be more understood especially in the textbooks to be prepared in the field of Turkish for foreigners.

Textbooks written in the field of teaching Turkish to foreigners are largely prepared by academics working in the field and instructors who teach the courses. For the textbooks prepared in the field, situations such as theme and sub-theme selection, grammar order, 4 basic skills, word frequency list are generally taken into consideration. However, while preparing the materials, how the student will structure the cognitive load, how to establish a priority-sequence relationship between knowledge and skills, the relationship between themes and sub-themes, activity structure and design, subject and visual harmony, and the structuring of cultural elements that should be given in context require a pedagogical design. When we look at the results of the research, it is noticeable that the pedagogical design aspect of the textbooks is weak. In order to overcome this situation, pedagogical design seminars should be given to textbook authors. Thus, it will be possible to prepare more qualified textbooks in teaching Turkish to foreigners. It is thought that one of the basic trainings to be given to the teachers who will work in the field of language teaching will be the pedagogical design dimension. This situation will come to the agenda of the responsible and decision makers in the field of teaching Turkish to foreigners and constructive discussions will be made on this issue.

Conflict of Interest

No potential conflict of interest was declared by the author.

Funding Details

The author did not receive any funding or financial support for the research, authorship, and/or publication of this article.

Ethical Statement

This study did not involve human participants, so ethical approval was not required.

Credit Author Statement

The author confirms sole responsibility for the following: study conception and design, analysis and interpretation of the literature, and manuscript preparation.

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