

Research Article

A Study on Vocabulary Frequencies in Textbooks For Teaching Turkish to Foreigners

Yabancılara Türkçe Öğretimi Ders Kitaplarında Sözcük Sıklıkları Üzerine Bir Araştırma

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Abstract

Learning a language different from the mother tongue offers an individual the opportunity to look at life from different perspectives and engage in new experiences. Teaching Turkish as a foreign language (TTFL) has been given more importance in recent years with the increase in the number of people coming to Turkey from different countries for various reasons, and thus the diversity of studies in this field has increased. The more audio-visual and written materials are introduced into the classroom environment, the more the learners' vocabulary and conceptual world will develop. However, these should not be expected from every teacher, so there is a need for language teaching textbooks to have a qualified structure. A great care should be taken for textbooks to appeal to the age group of learners, for texts in these textbooks to include carefully selected words and for textbooks to develop vocabulary in students to the greatest extent because textbooks are given great responsibility in helping learners to develop their vocabulary. There are many textbooks belonging to different institutions and organizations used in TTFL. Word frequency studies will contribute to the formation of vocabulary, to get an idea about the development process of the language, to make text analysis healthier and to understand the cultural change based on words. The purpose of the current study is to determine the total number of words and the number of unique words in the texts included in the Textbook A (Gazi Turkish for Foreigners) and Textbook B (İstanbul Turkish for Foreigners) A1, A2, B1, B2 and C1 level textbooks.

Keywords: Language teaching, teaching Turkish to foreigners, vocabulary teaching, word frequencies, course books for teaching Turkish to foreigners.

Öz

Ana dilinden farklı bir dil öğrenmek bireye yaşama farklı bakış açılarıyla bakma ve yeni deneyimler yaşama fırsatı sunmaktadır. Yabancı dil olarak Türkçe öğretimine (YTÖ), Türkiye'ye farklı ülkelerden çeşitli nedenlerle gelenlerin sayılarının artmasıyla son yıllarda daha çok önem verilmiş ve böylece bu alandaki çalışmaların çeşitliliği artmıştır. Sınıf ortamına ne kadar çok görsel işitsel ve yazılı araç-gereç girerse öğrencilerin sözcük dağarcığı ve kavram dünyası da oranda gelişecektir. Ancak bunları her öğretmenden beklememek gerekir, bu yüzden dil öğretimi ders kitaplarının kısa bir zaman içerisinde nitelikli yapıya kavuşturulmasına gereksinim duyulmaktadır. Ders kitaplarının öğrencilerin yaş grubuna hitap etmesi, metinlerdeki sözcüklerin özenle seçilmesi ifadesi ve öğrencilerin söz dağarcığını geliştirmesine dikkat edilmelidir. Çünkü etkili ve geniş bir söz varlığı oluşturmada ders kitaplarına büyük sorumluluk yüklenilmiştir. YTÖ'nde kullanılan farklı kurum ve

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kuruluşlara ait birçok ders kitabı bulunmaktadır. Sözcük sıklığı çalışmaları, temel söz varlığının ve sözcük hazinesinin oluşturulmasında, dilin gelişim süreci hakkında fikir edinmede, metin çözümlemelerinin daha sağlıklı yapılmasında ve kelimelerden hareketle kültür değişimini anlamada katkı sağlayacaktır. Araştırmanın amacı, Ders Kitabı A (Gazi Yabancılar İçin Türkçe) ve Ders Kitabı B (İstanbul Yabancılar İçin Türkçe) A1, A2, B1, B2 ve C1 seviyelerindeki ders kitaplarında yer alan metinlerdeki toplam sözcük sayısını ve benzersiz sözcük sayısını belirlemektir.

Anahtar Sözcükler: Dil öğretimi, Yabancılar Türkçe öğretimi, sözcük öğretimi, sözcük sıklıkları, yabancılar Türkçe öğretimi için ders kitapları.

1. Theoretical Framework

The goal of language education is to teach individuals to think and to enable them to communicate effectively by expressing themselves well. Today, countries pay attention to mother tongue teaching in education, because teaching the mother tongue well ensures the transfer of culture and enables individuals to get closer. In addition, good and effective use of language brings success in life as well as success in school (Kavcar, 2017: 124-125). Kavcar, Oğuzkan, and Hasırcı (2016: 12) explained the objectives of Turkish teaching as developing the understanding power of students, equipping them with expression skills and habits, creating listening-reading habits and pleasure in them, improving their vocabulary and understanding of grammar rules, raising love and awareness towards language. Language teaching is carried out within the framework of various principles. The basic principles of Turkish teaching have been determined in the literature as teaching the language in a natural environment, teaching in the native language of the student, providing interdisciplinary interaction in teaching, giving importance to developing four basic language skills together and making use of different course materials.

Learning a language different from the mother tongue offers an individual the opportunity to look at life from different perspectives and live new experiences (Yaylı and Bayyurt, 2019: 9). Teaching Turkish to foreigners is a huge multidimensional structure. It is not possible to create a complete learning environment while understanding, following and applying it in all aspects. This huge structure includes everything related to linguistics, teacher training, social life, culture and life, as well as approaches and methods. Understanding language teaching processes is possible through the understanding of life as a whole (Yaylı and Bayyurt, 2019: 14). With the increase in the number of people coming to Turkey from different countries for various reasons, teaching Turkish as a foreign language has been given more importance in recent years and thus the diversity of studies in this field has increased. TTFL studies started under the leadership of Boğaziçi and Ankara University. When the Turkish Teaching Application and Research Centre (TÖMER) was opened in Ankara University, the first step towards institutionalization was taken in TTFL (Yılmaz, 2020: 63). Another institution related to TTFL is the Turkish Cooperation and Development Administration (TİKA) and “it cooperates with the Turcology departments of foreign universities abroad to provide them with course materials and lecturers” (Arslan, 2012, 181; as cited in Yılmaz, 2020: 63).

There are some basic principles that must be followed when teaching a foreign language as in the mother tongue. According to Demirel (2012: 30-33), the basic principles to be considered while teaching a foreign language are as follows;

- *Developing the four basic skills,*
- *Planning teaching activities in advance,*
- *Teaching from simple to complex, from concrete to abstract,*
- *Using visual and audio tools,*
- *Using the mother tongue when necessary,*
- *Presenting one thing at a time,*
- *Ensuring the transfer of given information to daily life,*
- *Encouraging students to participate more effectively in the lesson,*
- *Considering individual differences,*
- *Motivating and encouraging students (as cited in Bozkurt, 2015: 12).*

1.1. Tools and Equipments Used in TTFL and Textbooks in TTFL

Today, different tools and equipments are used to create multi-stimulus educational environments. The tools and materials used increase the effectiveness of teaching by keeping the interest of the language learner high. The tools and materials to be used in language teaching should have some features. Duman (2013: 6-7) stated that the features of the tools-equipments should be suitable for the learner's level of knowledge, that they should be from simple to complex, that is, they should be designed in accordance with the principle of gradualism and that they should be suitable for developing four language skills.

“Since the use of visual and auditory materials will increase permanence in learning, teaching concrete words should be given priority within the scope of the principle from concrete to abstract, and visual materials such as photographs, cartoons, video-clips should be used” (Şenyiğit, 2020: 33). Arslan and Adem (2010: 66-67) classified the audio-visual tools that can be used in TTFL as follows:

- a. Audio-visual tools and equipments
- b. Visual tools and equipments

The more audio-visual and written materials enter the classroom environment, the more learners' vocabulary and conceptual world will develop. However, these should not be expected from every teacher, so there is a need for make the content of language teaching textbooks qualified (Karatay, 2007; as cited in Aydın, 2015: 35). Although tools and equipments used in TTFL differ, textbooks are the primary source and/or tool in TTFL as in mother tongue teaching. *“A textbook is a book consisting of systematic and programmed texts ranging from easy to difficult, prepared to teach information about various disciplines”* (Richaudeau and Gauquelin, 1997: 30; as cited in Ömeroğlu, 2016). A great care should be taken for textbooks to appeal to the age group of learners, for texts in these textbooks to include carefully selected words and for textbooks to develop vocabulary in students to the greatest extent because textbooks are given great responsibility in helping learners to develop their vocabulary (Aydın, 2015: 33).

There are many textbooks produced by different institutions and organizations to be used in TTFL. The following can be given as examples to them; Gazi Türkçe (Gazi Turkish), İstanbul Türkçe (İstanbul Turkish), Yeni Hitit Türkçe (New Hittite Turkish), Yedi İklim Türkçe (Seven Seasons Turkish), Lale Türkçe Öğretim Seti (Lale Turkish Teaching Set), Türkçe Okuyorum (I'm Reading Turkish), Türkçe Öğreniyorum (I'm Learning Turkish), Yabancı Dilim Türkçe (Turkish is My Foreign Language)...etc.

1.2. Vocabulary and Vocabulary Teaching

The word is defined in the online dictionary of Turkish Language Association (TDK) as “Meaningful sound or unity of sound, lexicon.” Many definitions have been made in the literature for the word. Ergin (1977) defined the word *“as a sound or a collection of sounds that has a meaning or grammatical function and is used alone, and as a unit of language that has a meaning alone or gains meaning when used with other words”*. Aksan (2006), on the other hand, made the following definition; *“Words are meaningful units that transform a certain concept into an utterance on their own”* (Aydın, 2015: 12).

Language is limited by the number of words it contains and the meanings they carry. Some words are used more frequently than others; they are richer than others in terms of polysemy. While the meanings of some words are clear, others gain their meanings from the context they are in. In this respect, learning a language is actually learning words. However, learning a word does not mean memorizing lists of words that are associated with one or more meanings (Şenyiğit, 2020: 1).

It can be said that there is a direct relationship between vocabulary knowledge and the richness of the language, and the ability of the individual to use the language in writing or orally. It is not enough to have other structural features of the language at the stages of linguistic production, either orally or in writing. It is clear that a learner who knows the rules of grammar completely cannot be successful even in receptive processes of language such as listening comprehension and reading comprehension, if his/her vocabulary has not reached a sufficient level. It is not enough to know a large number of words in the productive processes of language such as speaking and writing. It is also necessary to have knowledge of the collocational features of these words, their order of combination, which word should

be used in which situations and what meaning the word has in which clustering order. In this respect, vocabulary teaching should not be neglected in foreign language teaching (Şenyiğit, 2020: 20).

The main goal of vocabulary teaching is to give the learner “*the word to be taught in an effective and meaningful way in the shortest time possible*”. It can be said that another goal of vocabulary teaching is “*to make sure that the target words are suitable for the level of the student and to determine these words in advance by the teacher and to plan the method through which they will be taught*” (Taşdemir, Bilkan and Can, 2004; Aydın, 2015: 3).

Making use of appropriate and effective methods and techniques while teaching vocabulary will allow the individual to use the newly learned words correctly in different usage areas of the language. “*Healthy conduct of vocabulary teaching has a very important place in both comprehension and expression activities of the student. The most basic task of a teacher serving in foreign language teaching is to transfer a subject, structure or word to his/her students in the shortest time possible*” (Benhür, 2002: 120; Büyükkiz and Hacırcı, 2013:149).

The words aimed to be taught at the beginning of education should be determined in a way that they are directly related to the course content. Moreover, the words related to the instructions in the textbook should also be added to the list of things to be taught, the selected words should be used in different sentences as a part of oral communication in the classroom in the first lessons, and short writing exercises should be done for students to practice these words (Şenyiğit, 2020: 31).

1.3. Word Frequency

Word frequency is defined as “the rate of use of a word in the language” in the online dictionary of TDK. Frequency is the focus of studies on vocabulary. In languages, some words are repeated more than others, so frequency studies are needed (Aydın, 2015: 21).

Word frequency studies will contribute to the formation of basic vocabulary and vocabulary repertoire to get an idea about the development process of the language, to make text analysis healthier and to understand cultural changes based on words (Aydın, 2015: 4). The results of frequency studies can guide people working in this field or preparing resources in deciding which words can be taught across the levels in language teaching (Şenyiğit, 2020: 50).

Word frequency studies are equally important for mother tongue and foreign language teaching. Aksan (2004) said the following about frequency studies:

“In every language, some words are used much more frequently than other elements. It is necessary to know the frequency of the elements in the language while preparing mother tongue and foreign language dictionaries that meet different needs, while determining which words are to be taught to first graders in elementary school who have just started reading or to the learners who are in the first stage of foreign language learning and while deciding on the order in which the words of the language should be introduced” (Aydın, 2015: 21).

It would be useful for teaching Turkish to pay attention to the word frequency of the texts when choosing or creating texts for textbooks. When choosing words according to frequency, care should be taken to ensure that the words are suitable for the content of the text. Including words that are frequently used in daily life in these texts is important for students to communicate in a simple way and to increase their motivation at basic levels (Aydın, 2015: 209).

Another feature as important as the words to be included in the textbook is the number of unknown words that can be included in a text. Not only the number of words to be taught but also how often they should be repeated is important. In this connection, it can be benefited from the knowledge of how many words are learned in a lesson in the mother tongue and how many times it is repeated for the permanence of the learning (Aydın, 2015: 209).

1.4. TTFL and Vocabulary Teaching

Aşık (2007) determined the most used words in the spoken language in order to create a basic vocabulary for foreigners learning Turkish. He classified the words he determined as elementary, intermediate and advanced (Aşık, 2007).

Bozkurt (2015) determined the words that can be taught at B1-B2 levels in teaching Turkish to foreigners. A word pool was created by choosing various textbooks. Based on the Common European Framework of Reference for Languages and Turkish textbooks for foreigners, A1-A2/B1-B2 level subjects were determined. The words obtained as a result of the study were classified according to their types (Bozkurt, 2015). Şengen (2020) examined the words in Yedi İklim textbooks (A1-A2 levels) used in teaching Turkish to foreigners in terms of the dimensions of depth and width. As a result of the study, the number of words that underwent changes in the dimensions examined at A1 and A2 levels was found to be 594. In general, a positive change was observed “(...) *but it was found that the depth dimension was insufficient compared to the width (...)*” (Şengen, 2020). Şenyiğit (2020) determined the most used words in the spoken language and prepared a basic level (for A1-A2) dictionary that foreigners learning Turkish can refer to. In the dictionary having 1,000 words, the distribution of these words across types is as follows; 219 verbs, 695 nouns, 56 prepositions and 30 phrases (Şenyiğit, 2020).

2. Purpose and Significance of the Study

The purpose of the current study is to determine the total number of words and the number of unique words in the texts in the Textbook A (Gazi Turkish for Foreigners) and Textbook B (Istanbul Turkish for Foreigners) A1, A2, B1, B2 and C1 level textbooks.

One of the important issues in language teaching is vocabulary. As long as the vocabulary is not developed, the individual has difficulty in expressing himself/herself fully and effectively either orally or in writing. For this reason, it is beneficial to teach the frequently used words in the language to the individuals who want to learn this language. In addition, the order in which words are taught and which meanings should be taught at the target level are also important for educators. Textbooks are one of the resources that are widely used in teaching vocabulary, and by making frequency studies on the words in the texts in textbooks, the words that should be first taught can be revealed. The results of such studies can make up a very useful resource that can be used in vocabulary learning/teaching for language learners or language teachers.

The data collected in the study were limited to the words used in the texts (except for the listening texts) in the Textbook A (for A1, A2, B1, B2 and C1 levels) and in the reading and listening texts in the Textbook (A1, A2, B1, B1 and C1/+ levels).

3. Database and Data Collection

Data were collected by using the document analysis method to determine the number of words and the number of unique words used in the texts in the Textbook A and Textbook B. Document analysis refers to the collection and analysis of the data on the subject being researched (Yıldırım and Şimşek, 2006:187).

While the universe of the study is comprised of textbooks used in teaching Turkish to foreigners and the sample of the study consists of;

- Words in reading and listening texts in the Textbook B.
- Words used in texts (except listening texts) in the Textbook A.

Table 1. Information about the Sample / Database

Textbook	Level	Date of Publication
Textbook A	A1, A2, B1, B2, C1	2019
Textbook AB	A1	2016
	A2	2017
	B1	2017
	B2	2014
	C1/+	2016

The texts in the Textbook A and Textbook B, which constitute the sample, were converted into Word files and the number of words and the number of unique words in the texts were determined by using the “Word Counter” accessed over the internet.

The word counter can be accessed online at <https://ozdemirburak.com/kelime-sayaci>. The word counter is an online program used to calculate the number of words and to reveal the total number of words in the text. There is no specific word limit in the application and the application allows the word counting process to be done again. It is a free and open-access application. The number of texts analyzed according to their levels in the two books; in the Textbook B and Textbook A, are as follows; in the in the Textbook A, there are 55 texts at A1 level, 47 texts at A2 level, 54 texts at B1 level, 44 texts at B2 level and 46 texts at C1 level and in the Istanbul Turkish for Foreigners textbooks, there are 42 texts at A1 level, 42 texts at A2 level, 42 texts at B1 level, 42 texts at B2 level and 84 texts at C1 level. The total number of the texts analysed from the two sets of textbooks is 498 including 97 texts from A1, 89 texts from A2, 96 texts from B1, 86 texts from B2 and 130 texts from C1/+.

The reading and listening texts in the Textbook B and the texts that would improve reading, writing and speaking skills in the Textbook A were included in the study sample. In the findings section, there are activity texts other than reading and listening texts and activity texts used to develop the remaining two basic language skills (writing and speaking) under the name of “other texts”.

Table 2. Information about the Sample

Textbook	Number of Texts from A1	Number of Texts from A2	Number of Texts from B1	Number of Texts from B2	Number of Texts from C1/+	Total
Textbook A	55 (24 O, 31 others)	47 (20 O, 27 others)	54 (20 O, 34 others)	44 (20 O, 24 others)	46 (20 O, 26 others)	246 (104 O, 142 others)
Textbook B	42 (24 O, 18 others)	42 (24 O, 18 others)	42 (24 O, 18 others)	42 (24 O, 18 others)	84 (48 O, 36 others)	252 (144 O, 108 others)
Total	97	89	96	86	130	498

4. Data Analysis

In the analysis of the data collected from the textbooks, a page that functions as a word counter over the internet was accessed to determine the total number of words and the number of unique words and this counter was used to analyze the data. The relevant page was accessed from <https://ozdemirburak.com/kelime-sayaci> on April 5, 2022 and is still active.

When determining the total number of words and the number of unique words:

- Words were added to the data in their suffixed forms.
- The spelling mistakes in the texts were corrected and added to the data.
- Compound words and reduplications written separately were counted as separate words, not as a single word.
- The word “one”, which is both an indefinite and number adjective, is accepted as the same.
- Numbers that are written in numbers and that indicate date and time were excluded.
- The names of the text writers were excluded. Abbreviations were added to the data in their abbreviated forms.

Figure 1.

Figure 1 above shows the analyzed version of the “Duygusal Zeka (Emotional Intelligence (EQ))” reading text taken from the 3rd theme of the İstanbul Turkish for Foreigners B2 Level textbook as an example. The total number of words in the text is 320 and the number of unique words is 232. The ten most common words in the text are as follows: ve (and) (17), bir (one) (10), duygusal (emotional) (9), zekâ (intelligence) (5), iyi (good) (5), için (because) (5), yüksek (high) (4), kişiler (persons) (4), da (too or a suffix used to indicate being in a place) (4).

5. Findings and Interpretations

In the study, the total number of words and the number of unique words in the texts used in the 10 textbooks prepared for five different levels in the Textbook A and Textbook B sets were examined.

Textbook A A1 Level textbook consists of 6 themes while there are 5 themes in the other levels (A2, B1, B2, C1) and each theme includes four reading texts. At the A1 level, simple and dialogic texts are frequently included in order to be suitable for the level of the students. At the other levels, the number of texts in the dialogue types gradually decreased.

Table 3 shows the distribution of the total number of words (TW) and the number of unique words (UW) in the reading texts.

Table 3. The Total Number of Words and the Number of Unique words in the Reading Texts from the Textbook A

Textbook A												
A1	1 st Theme		2 nd Theme		3 rd Theme		4 th Theme		5 th Theme		6 th Theme	
	TW	UW	TW	UW	TW	UW	TW	UW	TW	UW	TW	UW
1st Text	50	27	95	80	92	56	50	44	137	105	92	70
2nd Text	93	69	96	69	60	53	78	62	95	75	43	34
3rd Text	60	48	96	68	22	20	87	64	80	57	89	83
4th Text	97	76	75	62	80	58	97	54	110	92	195	136

A2										
1st Text	94	82	157	122	154	120	134	107	148	113
2nd Text	50	43	44	41	59	59	166	108	145	113
3rd Text	81	71	118	87	105	79	115	86	165	130
4th Text	96	76	153	113	179	144	223	167	100	82
B1										
1st Text	229	175	352	277	374	266	234	175	204	162
2nd Text	137	105	178	153	195	148	175	151	286	249
3rd Text	236	178	306	221	205	163	245	195	195	148
4th Text	145	117	238	191	196	174	235	195	311	252
B2										
1st Text	277	203	579	426	354	246	271	226	648	475
2nd Text	271	200	594	395	372	296	380	286	331	267
3rd Text	565	411	586	406	373	282	494	355	378	278
4th Text	350	225	490	359	356	254	429	300	252	192
C1										
1st Text	463	350	473	326	583	434	560	418	457	352
2nd Text	454	324	457	306	643	445	865	553	445	323
3rd Text	680	507	212	149	454	326	614	414	317	238
4th Text	622	465	466	321	528	416	337	239	537	352

It was revealed that the number of words increases from A1 to C1 level. In this respect, the textbook is in line with the expected result on word frequency.

The total number of words in A1-level reading texts is 2034, the number of unique words is 1075, and the ten most frequent words are shown below:

Table 4. Top Ten Words and Their Visibility Numbers in the Textbook A A1 Level Texts

Word	Visibility Number
bir (one)	55
var (have)	42
ve (and)	37
çok (many, much)	28
ben (I)	24
de (too or a suffix used to indicate being in a place)	17
bu (this)	16
sonra (then)	15
iyi (good)	15
için (because)	12

The most repeated words at A1 level are as follows: bir (55), var (42), ve (37), çok (28), ben (24), de (17), bu (16), sonra (15), iyi (15), için (12). It is thought that the frequent use of the word “bir” is due to the excessive use of nouns at the first level. It is thought that it is natural that the word “var” is in the list of the most frequent ten words since the sentences including “var” and yok “don’t have” are frequently used at the first level. It is thought that the conjunctions “ve” and “de” are included in the list because of the widespread use of these conjunctions by native Turkish speakers.

The total number of words in A2-level reading texts is 2486, the number of unique words is 1472, and the ten most frequent words are shown below:

Table 5. Top Ten Words and Their Visibility Numbers in Textbook A A2 Level Texts

Word	Visibility Number
ve (and)	121
bir (one)	98
çok (many, much)	80
bu (this)	68
için (because)	62
de/da (too or a suffix used to indicate being in a place)	41/35
sonra (then)	38
ben (I)	34
bey (Mr.)	32
var (have)	28

The most repeated words at A2 level are as follows: ve (121), bir (98), çok (80), bu (68), için (62), de/da (41/35), sonra (16), ben (34), bey (32), var (28). “ve” was frequently used as a conjunction in the texts. It is thought that sentences including “var” and yok “don’t have” are frequently used at this level.

When moving from A1 to A2, the visibility of the words increased in direct proportion to the increase in the number of words used in the texts. The ten most frequent words at A1 and A2 levels are the same except for the words “bey” and “iyi”. This is due to the addition of the names of the people speaking in the dialogue texts to the data. The fact that the word “ben” finds a place in the most frequent word lists at the two levels is due to the use of pronouns at the beginning because instead of sentences such as “Ben geliyorum” (I am coming) frequently used at the beginning level, sentences such as “Geliyorum” (I am coming) without the pronoun in Turkish start to be used more frequently at higher levels. It is thought that the frequent use of the word “then” stems from the more frequent use of narration at the first levels.

The total number of words in B1-level reading texts is 2486, the number of unique words is 1472, and the ten most frequent words are shown below:

Table 6. Top Ten Words and Their Visibility Numbers in the Textbook A B1 Level Texts

Word	Visibility Number
bir (one)	227
ve (and)	197
bu (this)	124

çok (many, much)	96
için (because)	90
de/da (too or a suffix used to indicate being in a place)	69/43
en (the most)	48
o (he, she, it)	36
kadar (until)	36
gibi (like, as)	33

The most repeated words at B1 level are as follows: bir (227), ve (197), bu (124), çok (96), için (90), de/da (69/43), en (16), o (48), kadar (36), gibi (33). Different from the basic level, at this level, words such as “en, o, kadar” are included in the list of the most frequent words. It is thought that the reason for this is the increase in the use of other types of words besides nouns and verbs as the level increases.

The total number of words in B2-level reading texts is 2486, the number of unique words is 1472, and the ten most frequent words are shown below:

Table 7. Top Ten Words and Their Visibility Numbers in the Textbook A B2 Level Texts

Word	Visibility Number
bir (one)	354
ve (and)	340
bu (this)	201
için (because)	97
da/de (too or a suffix used to indicate being in a place)	92/82
çok (many, much)	80
olarak (by being)	70
gibi (like, as)	50
olan (being)	50
daha (more)	50

The most repeated words at B2 level are as follows: bir (354), ve (340), bu (201), için (97), de/da (92/82), çok (80), olarak (70), gibi (50), olan (50), daha (50). Different from the other levels, at this level the verbals such as “by being” and “being” are included in the list. Therefore, it is thought that the number of verbals included in the texts increased at this level.

When we look at the most frequent words at B1 and B2 levels, it is seen that the first three words “bir, ve, bu” are the same.

Table 8. Top Ten Words and Their Visibility Numbers in Textbook A C1 Level Texts

Word	Visibility Number
bir (one)	403
ve (and)	403
bu (this)	251
için (because)	125
de/da (too or a suffix used to indicate being in a place)	124/90
çok (many, much)	100
daha (more)	73
her (each, every)	72
gibi (like, as)	66
olarak (by being)	61

The most repeated words at C1 level are as follows: ve (403), bir (403), bu (251), için (125), de/da (124/90), çok (100), daha (73), her (72), gibi (66), olarak (61). It is seen that the words “ve, bir, bu” are also the three most repeated words at this level. As in the other levels, it is seen that nouns (adjective, preposition, conjunction) are frequently used at this level. It is seen that the verbal “by being” is also used frequently here as at B2 level.

Textbook B C1 Level textbook consists of 12 themes while there are six themes at the other levels, three readings and one text under the heading of Kültürden Kültüre (From Culture to Culture) in each theme. The listening texts are placed at the end of the textbook under each theme in the A2, B1, B2 and C1 level textbooks but without placing under each theme at the end of the A1 level textbook.

Table 9. The Total Number of Words and the Number of Unique words in the Reading Texts from the Textbook B

Textbook B													
A1	1 st Theme		2 nd Theme		3 rd Theme		4 th Theme		5 th Theme		6 th Theme		
	TW	UW	TW	UW	TW	UW	TW	UW	TW	UW	TW	UW	
1st Text	45	27	89	61	213	132	87	34	78	57	274	158	
2nd Text	34	18	43	34	146	109	140	87	166	112	177	119	
3rd Text	45	27	80	47	159	97	128	93	194	121	132	86	
4th Text	47	27	70	49	80	58	84	48	167	167	103	59	
5th Text	21	14	30	24	149	83	89	60	73	58	190	114	
6th Text	28	28	37	32	84	64	155	90	130	101	238	156	

7th Text	24	19	66	41	128	72	149	101	126	83	110	79
A2												
1st Text	63	50	52	41	150	116	209	131	253	163	261	176
2nd Text	88	55	136	93	174	122	265	148	176	120	208	124
3rd Text	71	49	85	63	175	113	103	68	195	131	197	159
4th Text	58	38	81	62	89	65	227	141	121	78	120	91
5th Text	96	59	103	79	68	54	154	122	118	79	150	84
6th Text	96	77	128	82	152	122	110	74	154	98	222	146
7th Text	61	51	115	92	71	36	167	124	51	39	220	150
B1												
1st Text	251	142	243	178	166	133	374	265	221	156	318	238
2nd Text	259	145	325	253	244	169	155	113	312	232	270	186
3rd Text	232	174	240	154	268	194	218	138	236	186	218	186
4th Text	87	75	114	95	275	202	192	156	132	111	307	225
5th Text	161	112	171	136	186	100	195	153	182	125	227	166
6th Text	185	114	208	165	98	84	236	180	197	136	207	154
7th Text	190	151	171	125	146	114	285	228	205	144	186	149
B2												
1st Text	334	250	418	292	329	232	374	265	221	156	318	238
2nd Text	356	251	260	183	443	300	155	113	312	232	270	186
3rd Text	305	206	220	171	320	233	218	138	236	186	218	186
4th Text	267	190	181	129	196	146	192	156	132	111	307	225
5th Text	155	123	308	211	51	45	205	169	324	228	233	152
6th Text	204	144	248	197	33	32	279	205	217	157	126	104
7th Text	385	272	398	226	6	6	91	70	149	133	261	174
C1												
1st Text	697	425	551	375	522	365	183	163	443	339	607	375
2nd Text	692	461	590	421	454	286	320	241	786	497	338	227
3rd Text	617	443	793	496	999	647	421	278	516	355	696	473
4th Text	108	76	160	136	266	195	423	300	330	206	199	145
5th Text	244	81	201	142	428	266	103	85	416	286	147	108
6th Text	81	52	514	350	517	336	108	84	236	185	130	110
7th Text	428	322	278	228	371	304	304	245	371	304	196	153
	7th Theme	8th Theme	9th Theme	10th Theme	11th Theme	12th Theme						
1st Text	432	310	525	360	727	503	741	510	300	226	220	161
2nd Text	439	280	404	291	381	282	485	310	285	209	602	361

3rd Text	566	358	600	377	155	130	586	418	452	320	502	385
4th Text	242	185	177	141	248	181	242	176	220	161	347	276
5th Text	555	365	83	73	71	52	358	246	449	310	357	283
6th Text	408	299	238	176	137	104	188	140	564	369	302	228
7th Text	535	368	497	344	188	141	239	175	403	289	260	170

The total number of words in A1-level reading texts is 2785, the number of unique words is 1115, and the ten most frequent words are shown below:

Table 10. Top Ten Words and Their Visibility Numbers in the Textbook B A1 Level Texts

Word	Visibility Number
ve (and)	124
bir (one)	104
çok (many, much)	93
ben (I)	90
var (have)	86
benim (my)	65
o (he, she, it)	41
bu (this)	38
her (each, every)	36
sonra (then)	34

The most repeated words at A1 level are as follows: ve (124), bir (104), çok (93), ben (90), var (86), benim (65), o (41), bu (38), her (36), var (34). It is seen that nouns are frequently repeated, which shows that the use of nouns is high at the basic level. It is understood from the fact that the word “var” is included in the list that sentences including “var (have)” and “yok (don’t have)” are frequently used at this level. When the list is examined, it is seen that the most repeated word is the conjunction “ve”. Although words are included in the study without making a distinction between types of words, it is understood that pronouns are frequently included in the texts from the frequent appearance of words such as “ben, benim, o, bu”. It is thought that the frequent use of the word “sonra” stems from the more frequent use of narration at the first levels.

The total number of words in A2-level reading texts is 3565, the number of unique words is 1773, and the ten most frequent words are shown below:

Table 11. Top Ten Words and Their Visibility Numbers in the Textbook B A2 Level Texts

Word	Visibility Number
ve (and)	154
bir (one)	139
çok (many, much)	92
bu (this)	67
bey (Mr.)	40

için (because)	38
de/da (too or a suffix used to indicate being in a place)	37/29
ben (I)	31
sonra (then)	30
her (each, every)	24

The most repeated words at A2 level are as follows: ve (154), bir (139), çok (92), bu (67), bey (40), için (38), de/da (37/29), ben (31), sonra (30), her (24). As in A1 level, “ve, bir, çok” are the three most repeated words at this level. As at A1 level, nouns are also frequent at this level and the conjunction “da/de” is also among the most frequent words here. It is understood that the use of pronouns decreased at this level with 31 repetitions of the word “ben” compared to its repetition of 90 times at A1 level. This is an expected result because the use of pronouns decreases as the level increases. The excessive use of dialogue texts made the word “bey” enter the list. Since the texts at the basic levels are usually narrative, the word “sonra” may have taken its place in the list in the texts at this level as well.

The total number of words in B1-level reading texts is 5574, the number of unique words is 2827, and the ten most frequent words are shown below:

Table 12. Top Ten Words and Their Visibility Numbers in the İstanbul Turkish for Foreigners B1 Level Texts

Word	Visibility Number
bir (one)	246
ve (and)	244
bu (this)	148
çok (many, much)	95
için (because)	93
da/de (too or a suffix used to indicate being in a place)	70/67
her (each, every)	52
daha (more)	49
iyi (good)	47
sonra (then)	45

The most repeated words at B1 level are as follows: bir (246), ve (244), bu (148), çok (95), için (93), de/da (70/67), her (52), daha (49), iyi (47), sonra (45).

Table 13. Top Ten Words and Their Visibility Numbers in the İstanbul Turkish for Foreigners B2 Level Texts

Word	Visibility Number
bir (one)	284
ve (and)	258
bu (this)	164

çok (many, much)	95
için (because)	92
da/de (too or a suffix used to indicate being in a place)	81/69
en (the most)	50
daha (more)	47
insanlar (people)	39
her (each, every)	36

The most repeated words at B2 level are as follows: bir (284), ve (258), bu (164), çok (164), için (95), de/da (81/69), en (16), daha (34), insanlar (39), her (36).

When B1 and B2 levels are examined together, it is seen that seven words out of ten are the same and the remaining three words are different. While the first six words in the lists are the same, the different ones are “iyi”, “en” and “insanlar”. Different from the other lists, the noun “insanlar” is in the list of B2 level. The inclusion of the word “sonra” in the list of B1 level suggests that narrative texts are included at this level. The word “ben” seen at A1/A2 levels is not seen in these lists, and this is a positive finding.

The total number of words in C1-level reading texts is 21463, the number of unique words is 8984, and the ten most frequent words are shown below:

Table 14. Top Ten Words and Their Visibility Numbers in the Textbook B C1 Level Texts

Word	Visibility Number
bir (one)	965
ve (and)	837
bu (this)	455
da/de (too or a suffix used to indicate being in a place)	252/235
için (because)	92/82
çok (many, much)	194
daha (more)	181
en (the most)	161
olarak (by being)	155
o (he, she, it)	126

The most repeated words at C1 level are as follows: bir (965), ve (837), bu (455), da/de (252/235), için (233), çok (235), daha (181), en (161), olarak (155), o (126). Since there are 84 texts in the textbook examined at this level, the total number of words and the number of unique words are quite high. The first six words in the list are also among the most repeated words at the other levels. The verbal “by being” is among the most frequent words, which can be considered as a change at this level where nouns are again used a lot. As in B2 level, the word “en” has entered the list at this level. It is thought that the frequent use of the word “o” at C1 level is due to the fact that it is a word that can be used in texts with different functions.

Table 15. General Outlook of the Total Number of Words and the Number of Unique Words in the Texts (Reading and Other Texts) in the Textbook A Textbooks

Levels	Reading		Other Texts		Total
	Total number of words	Number of Unique Words	Total number of words	Number of Unique Words	
A1	2034	1075	1950	984	3983/1731
A2	2486	1472	2767	1358	5253/2490
B1	4776	2731	3633	2046	8409/4226
B2	8351	4358	4253	2360	12604/5920
C1	10165	5087	4884	2732	15049/6905

Table 16. General Outlook of the Total Number of Words and the Number of Unique Words in the Reading and Listening Texts in Textbook A

Levels	Reading		Listening		Total
	Total number of words	Number of Unique Words	Total number of words	Number of Unique Words	
A1	2785	1115	1820	837	4605/1532
A2	3563	1773	2235	1198	5798/2608
B1	5574	2827	3436	1886	9010/4169
B2	6284	3365	3693	2033	9977/4847
C1	21856	8984	11088	5388	32944/12528

At A1 level, the total number of words in the analyzed texts is 3983 and the number of unique words is 1731; at A2 level, the total number of words in the analyzed texts is 5253, the number of unique words is 2490; at B1 level, the total number of words in the analyzed texts is 8409, the number of unique words is 4226; at B2 level, the total number of words in the analyzed texts is 12604, the number of unique words is 5920 and at C1 level, the total number of words in the analyzed texts is 15049, the number of unique words is 6905. It is seen that the total number of words and the number of unique words in the reading texts are higher than the total number of words and the number of unique words in other texts. It is thought that this is due to the fact that reading texts are included in the textbooks in order to improve the reading skills of the foreign language learner. Other texts may be shorter than reading texts as they focus on other language skills of learners such as speaking and writing.

As can be seen in the table, at A1 level, the total number of words in the analyzed texts is 4605, the number of unique words is 1532; at A2 level, the total number of words in the analyzed texts is 5798, the number of unique words is 2608; at B1 level, the total number of words in the analyzed texts is 9010, the number of unique words is 4169; at B2 level, the total number of words in the analyzed texts is 9977, the number of unique words is 4847 and at C1 level, the total number of words in the analyzed texts is 32944, the number of unique words is 12528. It is seen that the total number of words and the number of unique words in the reading texts is higher than the total number of words and the number of unique words in the listening texts. This may be due to the fact that the texts used to improve the reading skill

of foreign language learners have depth and width compared to the texts aimed at improving their listening skill.

Table 17. General Outlook (Sample)

Textbook A	Total Number of Words	Number of Unique Words
A1	8588	2821
A2	11051	3740
B1	17419	7282
B2	22581	9394
C1	47980	16680

When the general outlook of the two samples is examined, it is seen that; at A1 level, the total number of words is 8588 and the number of unique words is 2821, at A2 level, the total number of words is 11051 and the number of unique words is 3740, at B1 level, the total number of words is 17419 and the number of unique words is 7282, at B2 level, the total number of words is 22581, the number of unique words is 9394 and at C1 level, the total number of words is 47980 and the number of unique words is 11680.

6. Results and Suggestions

Today, people try to learn other languages besides their mother tongue in order to improve themselves for various reasons. They apply different methods to learn the target language. One of these methods is to receive language training by applying to institutions and organizations that offer language courses. Although language education institutions and organizations benefit from various resources in language teaching, they prefer textbooks as the most common source. In our country, textbooks are widely used in teaching Turkish to foreigners.

In the current study, 498 texts taken from the Textbook A (A1, A2, B1, B2 and C1 levels) and Textbook B (A1, A2, B1, B2 and C1 levels) textbooks were examined for word frequency by using an online word counter. While determining the word frequency, the words were added to the data in their suffixed forms, by correcting the spelling mistakes and without making any distinction between genres. The numbers written with numbers and indicating the date and time were excluded from the texts. Since the words were included in the data with their suffixed forms, words in their simple forms could be accessed as the most repetitive ones. A total of 246 texts; 55 at A1 level, 47 at A2 level, 54 at B1 level, 44 at B2 level and 46 at C1 level, were taken into the sample from the Textbook A. Since the listening texts could not be reached, the sample consisted of texts for the other basic language skills. The most repeated words are; “bir, ve, çok, ben, o, de/da, bu sonra, iyi, her, için, bey, var, gibi, kadar, daha, olan, olarak”.

A total of 252 texts from the İstanbul Turkish for Foreigners textbooks were taken into the sample and the distribution of these texts across the levels are as follows; 42 texts from A1 level, 42 from A2 level, 42 from B1 level, 44 from B2 level and 84 from C1 level. Reading and listening texts formed the sample of the study. The most frequent words were found to be “bir, ve, bu, o, ben, benim, çok, iyi, var, bey, en, her, daha, sonra, olarak, insanlar”.

As a result of the current study, it was found that the Textbook B is superior to the Textbook A in terms of the total number of words and the number of unique words. This is thought to be because of the fact that the number of themes in the Textbook A is lower than the number of themes in the Textbook B. The most frequent words in both samples are as follows: ve, bir, da/de, ben, o, bu, iyi, çok, daha, sonra, için, her, olarak. The words that were found to be in the most frequent list but not common to both samples are as follows: en, gibi, kadar, olan, insanlar. When we look at the repeated words, it is seen that the words that do not have a meaning on their own are used more than other words. It was seen that the word “insanlar” which is a noun and the words “olan, olarak” produced from the verb root of “ol-” (be) are frequently used in the texts.

In light of the findings of the study, the following suggestions can be made:

- a. The words used in the textbooks can be analyzed by separating them according to word types, and the most used words can be included in the textbooks by preparing separate lists for different word types.
- b. In teaching vocabulary, word lists suitable for levels and picture word cards can be used in teaching environments.
- c. Language learners can learn while having fun through online games focused on word lists suitable for levels.
- d. The textbooks used by Turkish as a foreign language students and the books they read outside the classroom can be examined together in terms of word frequency.
- e. The change between pre- and post-reading vocabulary can be observed by making learners of Turkish read one or more qualified works of the Turkish language.
- f. Research can be conducted on passive-active vocabulary of individuals learning Turkish as a foreign language.

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Araştırma Makalesi**A Study on Vocabulary Frequencies in Textbooks For Teaching Turkish to Foreigners***Yabancılara Türkçe Öğretimi Ders Kitaplarında Sözcük Sıklıkları Üzerine Bir Araştırma*

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Genişletilmiş Türkçe Özet

Dil eğitiminde amaç, bireylere düşünmeyi öğretmek ve kendilerini iyi ifade etmelerini sağlayarak etkili iletişim kurmalarını sağlamaktır. Bugün ülkeler eğitimde ana dili öğretimine özen göstermektedir çünkü ana dilinin iyi öğretilmesi kültür aktarımını sağlar ve bireylerin yakınlaşmasını sağlar. Ayrıca dili iyi ve etkili kullanma bireylere okul başarısı yanında yaşamda başarısı da getirir (Kavcar, 2017: 124-125). Ana dilinden farklı bir dil öğrenmek bireye yaşama farklı bakış açılarıyla bakma ve yeni deneyimler yaşama fırsatı sunmaktadır (Yaylı ve Bayyurt, 2019: 9). Yabancılara Türkçe öğretimi çok boyutlu dev bir yapıdır. Onu her yönüyle anlamak, takip etmek uygularken eksiksiz bir öğrenme ortamı yaratmaya olanak yoktur. Bu dev yapı, yaklaşım ve yöntemlerin yanında dil bilim, öğretmen yetiştirme, sosyal yaşam kültür ve yaşamla ilgili her şeyi içinde bulundurur. Dil öğretim süreçlerini anlamak, yaşamı bütünüyle anlamaktan geçer (Yaylı ve Bayyurt, 2019: 14). Yabancı dil olarak Türkçe öğretimine, Türkiye'ye farklı ülkelerden çeşitli nedenlerle gelenlerin sayılarının artmasıyla son yıllarda daha çok önem verilmiş ve böylece bu alandaki çalışmaların çeşitliliği artmıştır. YTÖ çalışmaları, Boğaziçi ve Ankara Üniversitesi önderliğinde başlamıştır. Türkçe Öğretimi Uygulama ve Araştırma Merkezi (TÖMER), Ankara Üniversitesinde açıldığında YTÖ'nde kurumsallaşma yolunda ilk adım atılmıştır (Yılmaz, 2020: 63). YTÖ'yle ilgili bir diğer kurum ise Türk İşbirliği ve Kalkınma İdaresi Başkanlığı (TİKA)'dır ve "yurt dışındaki yabancı üniversitelerin bünyelerinde bulunan Türkoloji bölümleri ile iş birliği yaparak onlara ders materyali ve öğretim üyesi desteğinde bulunmaktadır" (Arslan, 2012, 181; akt: Yılmaz, 2020: 63).

Günümüzde çok uyaranlı eğitim-öğretim ortamları yaratmak için değişik araç-gereçlerden yararlanılmaktadır. Yararlanılan araç-gereçler dil öğrencisinin ilgisi yüksek tutarak öğretimin etkililiğini arttırmaktadır. Dil öğretiminde kullanılacak araç-gereçlerin bir takım özellikler taşıması gerekmektedir. Duman (2013: 6-7), çalışmasında araç-gereçlerin taşıması gereken özelliklerle ilgili öğrencinin bilgi düzeyine uygun olması, araç-gereçlerin kolaydan zora basitten karmaşığa yani aşamalılık ilkesine uygun olması, dört dil becerisini geliştirmeye uygun olması gerektiğini belirtmiştir. Sınıf ortamına ne kadar çok görsel işitsel ve yazılı araç-gereç girerse öğrencilerin sözcük dağarcığı ve kavram dünyası da o oranda gelişecektir. Ancak bunları her öğretmenden beklememek gerekir, bu yüzden dil öğretimi ders kitaplarının kısa bir zaman içerisinde nitelikli yapıya kavuşturulmasına gereksinim duyulmaktadır (Karatay, 2007; akt: Aydın, 2015: 35). Her ne kadar YTÖ'de kullanılan araç

gereçler farklılık gösterse de ana dili öğretiminde olduğu gibi YTÖ’de de ders kitapları birincil kaynak ve/veya araç gereç konumundadır. “*Ders kitabı, çeşitli disiplinlerle ilgili bilgileri öğretmek amacıyla hazırlanan, kolaydan zora uzanan sistemli ve programlı metinlerden oluşan kitaptır*” (Richaudeau ve Gauquelin, 1997: 30; akt: Ömeroğlu, 2016). Ders kitaplarının öğrencilerin yaş grubuna hitap etmesi, metinlerdeki sözcüklerin özenle seçilmesi ifadesi ve öğrencilerin söz dağarcığını geliştirmesine dikkat edilmelidir. Çünkü etkili ve geniş bir söz varlığı oluşturmada ders kitaplarına büyük sorumluluk yüklenilmiştir (Aydın, 2015: 33).

Sözcük, TDK’nin çevrimiçi sözlüğünde “Anlamli ses veya ses birliđi, söz, sözcük, lügat.” olarak tanımlanmıştır. Sözcük üzerine alan yazında birçok tanımla yapılmıştır. Sözcük bilgisi ile dilin zenginliđi, bireyin dili yazılı ya da sözlü kullanabilme becerisi arasında doğrudan bir ilişki olduğu söylenebilir. Yazılı ya da sözlü olarak dilsel üretim aşamalarında dilin diđer yapısal özelliklerine sahip olmak yeterli olamamaktadır. Dil bilgisi kurallarını eksiksiz olarak bilen bir öğrenenin sözcük bilgisi yeterli düzeye ulaşmamışsa hem dinleme anlama hem de okuma-anlama gibi dilin algısal süreçlerinde bile başarılı olamayacağı açıktır. Sözcük öğretiminin ana amacı, “*öğretilecek olan kelimenin en kısa zamanda etkili ve anlamlı bir şekilde*” öğrenciye verilmesidir. Başka bir amacının “*hedef sözcüğün öğrencinin seviyesine uygun olması ve bu sözcüklerin tespitinin öğretici tarafından önceden yapılması ve hangi yöntemle öğretileceğinin planlanması*” olduğu söylenebilir (Taşdemir, Bilkan ve Can, 2004; Aydın, 2015: 3). Sözcük öğretimi yapılırken uygun, etkili yöntem ve tekniklerden yararlanmak bireyde yeni öğrendiđi sözcükleri dilin farklı kullanım yerlerinde doğru kullanmasını sağlayacaktır.

Sözcük sıklığı, TDK’nin çevrimiçi (online) sözlüğünde “Dilde bir sözün kullanılma oranı” şeklinde tanımlanmıştır. Sıklık, söz varlığı ile ilgili yapılan çalışmaların odak noktasıdır. Dillerde bazı sözcükler başkalarından daha çok tekrarlamaktadır, bundan dolayı sıklık çalışmalarına gereksinim duyulmuştur (Aydın, 2015: 21).

Sözcük sıklığı çalışmaları, temel söz varlığının ve sözcük hazinesinin oluşturulmasında, dilin gelişim süreci hakkında fikir edinmede, metin çözümlemelerinin daha sağlıklı yapılmasında ve kelimelerden hareketle kültür deđişimini anlamada katkı sağlayacaktır (Aydın, 2015: 4). Ders kitaplarına metin seçerken ya da oluştururken metinlerin sözcük sıklığına dikkat etmek Türkçe öğretimi için faydalı olacaktır. Sıklık derecesine göre sözcük seçerken sözcüklerin metin içeriğe uygun olmasına özen gösterilmelidir. Temel düzeyde günlük yaşamda yer alan, çokça kullanılan sözcükleri gündeme getirmek basit şekilde iletişim kurmak öğrencilerin motivasyonunu arttırmak için önemlidir (Aydın, 2015: 209).

Ders kitabında yer alacak sözcükler kadar önemli başka özellik de bir metinde yer alabilecek bilinmeyen sözcük sayısıdır.

Aşık (2007), yüksek lisans tezinde Türkçe öğrenen yabancılar için temel söz varlığı oluşturmak amacıyla konuşma dilinde en çok kullanılan sözcükleri belirlemiştir. Belirlediđi sözcükleri temel, orta ve ileri düzey olarak sınıflandırmıştır (Aşık, 2007). Bozkurt (2015), yüksek lisans tezinde yabancılar Türkçe öğretiminde B1-B2 seviyesinde öğretilebilecek sözcükleri belirlemiştir. Çeşitli ders kitapları seçilerek sözcük havuzu oluşturulmuştur. Avrupa Dilleri Öğretimi Ortak Çerçeve Programı ve yabancılar için Türkçe kitaplarında hareketle A1-A2/B1-B2 düzeyinde konular belirlenmiştir.

Araştırmanın Amacı ve Önemi

Araştırmanın amacı, Ders Kitabı A ve Ders Kitabı B A1, A2, B1, B2 ve C1 seviyelerindeki ders kitaplarında yer alan metinlerdeki toplam sözcük sayısını ve benzersiz sözcük sayısını belirlemektir.

Veritabanı ve Verilerin Toplanması

Bu araştırmada veriler, araştırmacının erişebilirlik ilkesi bağlamında elde ettiđi Ders Kitabı A (A1, A2, B1, B2 ve C1 seviyeleri için) kitabındaki metinlerde (dinleme metinleri dışında) kullanılan sözcükler ve Ders Kitabı B (A1, A2, B1, B2 ve C1/+ seviyeleri için) okuma ve dinleme metinlerindeki sözcüklerle sınırlandırılmıştır. Ders Kitabı A ve Ders Kitabı B metinlerinde kullanılan sözcüklerin sayısını ve benzersiz sözcük sayısını belirlemek için veriler doküman inceleme yöntemiyle toplanmıştır. Doküman inceleme, konuyla ilgili verilerin toplanarak analiz edilmesidir (Yıldırım ve Şimşek, 2006:187).

Kelime sayacı çevrimiçi (online) olarak <https://ozdemirburak.com/kelime-sayaci> adresinden erişilebilmektedir. Kelime sayacı, metindeki toplam sözcük sayısını ortaya koyan sözcük sayısı hesaplama yarayan çevrimiçi (online) bir programdır. Uygulamada belirli bir sözcük limiti bulunmamakta ve uygulama sözcük sayma işleminin yeniden yapılmasına olanak vermektedir. Herkese açık ve ücretsiz bir uygulamadır.

Verilerin Çözümlemesi

Ders kitaplarından toplanan verilerin analizinde, toplam ve benzersiz sözcük sayısını belirlemek için internet üzerinden sözcük sayma işlevi gören bir sayfaya erişilmiş ve verilerin çözümlenmesinde bu sayfa kullanılmıştır. İlgili sayfaya 5 Nisan 2022 tarihinde <https://ozdemirburak.com/kelime-sayaci> adresinden ulaşılmış ve halen aktiftir. Toplam ve benzersiz sözcük sayısını belirlerken çalışma içinde bazı ilkeler belirlenmiştir.

Bulgular ve Yorumlar

Çalışmada, Ders Kitabı A ve Ders Kitabı B’de kullanılan beş farklı düzeye göre hazırlanmış 10 ders kitabında yer alan metinlerdeki toplam ve benzersiz sözcük sayıları incelenmiştir. Ders Kitabı A ders kitabı A1 seviyesi 6 temadan, diğer seviyeler (A2, B1, B2, C1) 5 temadan oluşmaktadır ve her temada dörder okuma metni bulunmaktadır. A1 seviyesinde, öğrencilerin düzeylerine uygun olması bakımından basit ve diyalog türündeki metinlere sıkça yer verilmiştir. A1 seviyesinden diğer düzeylere geçildikçe diyalog türündeki metinler azalmıştır. A1 seviyesinde en çok tekrar eden sözcükler sırasıyla şöyledir: bir (55), var (42), ve (37), çok (28), ben (24), de (17), bu (16), sonra (15), iyi (15), için (12). “”Bir sözcüğünün sık kullanılmasının ilk seviyede isim soylu sözcüklerin fazlaca yer verilmesinden kaynakladığı düşünülmektedir. Var- yok tümcelerinin ilk seviyede sıkça kullanıldığından “var” sözcüğünün ilk onda yer almasının doğru olduğu düşünülmektedir. “ve”, “de” bağlaçlarının ana dili Türkçe olanların bu bağlaçları yaygın kullanımıyla listeye girdiği düşünülmektedir. Veritabanına ilişkin diğer bulgular çalışma tam metninde ayrıntılı biçimde tablolaştırılarak verilmiştir.

Sonuçlar ve Öneriler

Günümüzde insanlar çeşitli nedenlerle kendilerini geliştirmek için ana dillerinin yanında başka dilleri de öğrenmeye gayret etmektedirler. Hedef dili öğrenmek amacıyla değişik yöntemler uygulamaktadırlar. Bu çalışmada Ders Kitabı A (A1, A2, B1, B2 ve C1 seviyeleri için) ve Ders Kitabı B (A1, A2, B1, B2 ve C1 seviyeleri için) ders kitaplarından alınan 498 metin, çevrimiçi (online) erişilen bir sözcük sayacıdan yararlanılarak sözcük sıklığı bakımından incelenmiştir. Sözcük sıklığına belirlerken sözcükler; ek almış halleriyle, yazım yanlışları düzeltilerek ve tür ayırımına gidilmeden verilere eklemiştir. Rakamla yazılan, tarih ve saat bildiren sayılar metinlerden çıkarılmıştır. Sözcükler ek almış halleriyle verilere dâhil edildiğinden yalın halde bulunan sözcükler en çok tekrar edenler olarak erişilebilmiştir. Ders Kitabı A A1 seviyesinde 55, A2 seviyesinde 47, B1 seviyesinde 54, B2 seviyesinde 44, C1 seviyesinde 46 toplam 246 metin örnekleme alınmıştır. Dinleme metinlerine ulaşamadığından örneklem diğer temel dil becerilerine yönelik metinlerden oluşmaktadır. En çok tekrar eden sözcükler “bir, ve, çok, ben, o, de/da, bu sonra, iyi, her, için, bey, var, gibi, kadar, daha, olan, olarak” sözcükleridir.

Ders Kitabı B A1 seviyesinde 42, A2 seviyesinde 42, B1 seviyesinde 42, B2 seviyesinde 44, C1 seviyesinde 84 toplam 252 metin örnekleme alınmıştır. Okuma ve dinleme metinleri çalışmanın örneklemini oluşturmuştur. En çok tekrar eden sözcükler “bir, ve, bu, o, ben, benim, çok, iyi, var, bey, en, her, daha, sonra, olarak, insanlar” şeklindedir.