

AN ANALYSIS OF TEXTS IN TURKISH COURSEBOOKS STUDIED AT OPEN EDUCATION SECONDARY SCHOOL

Assoc. Prof. Dr. Emine KOLAC
Faculty of Education, Anadolu University,
Eskisehir, TURKEY

ABSTRACT

Head spinning pace of change and development in information and technology has not yet discredited coursebooks as the major classroom tool and equipment. Coursebooks, as they have always been, are still the primary source and tool of teaching and learning process. As with the mainstream education, well-prepared coursebooks and texts are also a necessity for a high-quality Turkish course within distance education. Distance education is a legitimate education activity providing opportunities for students, teachers, and materials located in different places to meet. All the responsibility of teaching within distance education falls onto the course material. Among the printed materials, it is almost solely the coursebook and class notes that shoulder this responsibility. Texts within the current coursebooks should be analyzed in order to depict the current status, which will help increase the quality of distance education. Designed on the basis of this need, this study is expected to contribute to teaching Turkish through a realistic analysis of the texts in Turkish coursebooks studied at Open Education Secondary School (5th, 6th, 7th, and 8th grades). Bearing a descriptive research design, this paper aims to examine and assess the texts in Turkish coursebooks used in Open Education Secondary School in terms of genre, topic, and moral lessons. Research data has been collected through document analysis, one of the qualitative research methods. Each of 96 texts found in Turkish coursebooks were meticulously analyzed, and findings are presented in frequency tables.

Keywords: Open education, secondary school, Turkish coursebooks, text

INTRODUCTION

Rapid innovation in information and technology and gray scale borders as a byproduct of globalization fueled competition among countries, modified the needs of individuals and societies, and underpinned the significance of well-educated workforce. Since well-educated people mean a stronger society and country, expansion of education and reaching out to more people has become inevitable for all the countries. This, in turn, disappeared time, place, and age barriers in education, and produced the concept of lifelong learning.

Velocity of development in information and technology produces changes that exceed average lifespan (Akbas & Ozdemir, 2002). Therefore, education can be viewed as a lifelong process rather than a period to be completed at schools (Sonmez, 2005). Human is the most salient component of education. Education cannot be excluded from the amendments and improvements experienced in a society. In order to match with lifelong learning understanding, educational systems have to be modified and restructured in accordance with arising requirements emerging as a result of constantly evolving science and technology.

Free from chronological and spatial limits, lifelong learning can be accomplished at any age and any place. It includes all kinds of educational and instructional endeavors such as mainstream learning, public education, etc. Lifelong learning should be conceived as an opportunity for individuals—and at their own disposal—to complete what is incomplete after mainstream education rather than as an alternative to mainstream education provided during the early years of life (Oktaç, 2001).

Distance education is one of the venues of lifelong learning. Individuals can choose to learn what they need among available study fields independent of any time or place restraints. Distance education offers individuals the opportunity to enhance their potentials, complete what they missed, and improve their skills (Demirel, 2004). Distance education is a medium where students, teachers, and instructional materials at different locations meet via communication technologies (Simonson, Smaldino, Albright & Zvacek, 2009; Verduin & Clark, 1994). Being practical and flexible, distance education can be regarded as a useful alternative for the developing part of any society (Brown, 2001). Institutions are the service providers of distance education, including all the instructional materials. The communication between teachers and learners and the distribution of course contents are achieved through printed, auditory, and visual media (Keegan, 1996).

Education is a process of interaction taking place among the individual, teacher, and learning materials (Moore, 1989). Along with developing technologies, portable computers and hardware systems that can transfer high capacity data began replacing books, and online classrooms and libraries started to substitute school and library buildings (Shachar & Neumann, 2003). Teaching and learning process within distance education can be conducted via broadcast, face-to-face, printed materials, and other resources (Gokdag 1986). Tools and technologies employed in distance education are printed, auditory, visual, and electronic materials (Ozunlu, Ozfirat & Yorukler, 2002). Among the printed materials are coursebooks, class notes, and supplementary books. All are easily accessible by everyone on demand. While coursebook refers to physically printed material, open coursebook points to online books (Frydenbeg & Matkin, 2007).

Distance education programs have been growing in number both in our country and in the world due to its several positive aspects such as expansion of education, reaching out to more people, providing students with equal opportunities, achieving standardization in educational programs, increasing quality of education, offering a rich variety of learning environments, freeing students from the constraints of time and place, and individualizing education along with widening its borders (Kaya, 2002).

There are four schools within distance education managed by the Ministry of Education: Open Education Secondary School, Open Education High-School, Open Education Vocational High-School, Open Education Vocational and Technical High-School. Supervised by the General Directorate of Lifelong Learning, Open Education Secondary School aims to offer the chance to compensate for those who were not able to complete their secondary education and who are above the legal age limit to attend any compulsory secondary education institution. Commenced with 68.886 students during the academic year of 1998 and 1999, Open Education Secondary School graduated 2.897 students within that educational year. Fifteen years after its start, there are more than 250 thousand active students within the system, and the number of graduates is 432.829.

Approximately 200 thousand of its graduates chose to pursue their education at Open Education High-School and Open Education Vocational High-School. Since the academic year of 1998 and 1999, this school has been providing distance education to its students living in Turkey (cities and provinces), Western Europe, Saudi Arabia, Libya, Kuwait, TRNC, and Iran. "Open Education Primary School" became "Open Education Secondary School" as a result of "Amendment on the Regulation of Open Education Primary School supervised by the Ministry of National Education" on the 21st of July, 2012. Registration procedure and data upload entries of students at Open Education Secondary School were transferred to Public Education Centers and Directorates of Vocational Education Centers

with the enactment of the circular 2012/45 (MEB, 2014a). The curriculum followed at Open Education Secondary School is the same as that of mainstream secondary schools, but the conduction of training takes place through distance education techniques (MEB, 2014b). All tasks and transactions carried out by Open Education Secondary School comply with the "Regulations on Open Education Secondary School supervised by the Ministry of National Education" published in the official gazette on the 22nd of October, 2001.

Research Aim

Coursebooks bear a paramount significance in attaining desired goals within native language instruction. Books that do not match with the children's language and meaning inventory may have a negative influence over appreciation and awareness of native language (Sever, 2003).

Children start to develop awareness and conscientious use of native language during primary education years. In this sense, Turkish coursebooks play a crucial role. Since currently people seem to be losing their language identity, there is a growing need for Turkish coursebooks that are consistent with the goals within Turkish program, that plant native language love into children's souls, that equip children with native language insights, and that lead them to use their native language consciously, carefully, and confidently (Kolac, 2003).

Carefully selected pieces of art from Turkish and world literature presented to students through coursebooks are vital in terms of turning language insights into behaviors and eventually habits. Therefore, coursebooks should contain texts compatible with program goals and with literary value (Ozbay, 2006).

Within the 'Regulations on Open Education Secondary School', there are several examples pointing that Turkish education is specifically important. The 6th item of the Regulation states that one of the general aims is to use Turkish correctly not only in Turkish classes but in all the classes (MEB,2001).

The basic aim of this research is to determine the structure of texts in Open Education Secondary School Turkish coursebooks in terms of genre, topic, and moral lessons.

The Importance of Research

Printed materials are a crucial component of teaching-learning process in distance education systems. Known as "individual learning materials", this kind of materials are designed to be used by learners anytime, anywhere, and as long as they want (Lockwood, 1992, 1998 & Akyurek, 1998). Printed media have been used since the beginning of distance education, and they also serve as a basis for other communication methods (Demiray, 1999). Aiming to expand education to individuals who could not complete or has never gone through education for various reasons (Bates, 2005), distance education mainly employs coursebooks and class notes during teaching-learning process. Among the printed materials, coursebooks and class notes are almost alone in undertaking all the responsibility. Choosing and preparing these printed materials and the texts in them carefully may eventually improve the quality of instruction.

Level-appropriate and proper examples of literary works from both national and universal literature have a major role in the perception of native language rules and in both turning these insights into behavior—eventually habits—and arousing a sense of esthetics in students' minds. It is of great significance to expose students to all kinds of texts compatible with the program goals in order to raise individuals who are language conscious, who use their native language with care, and who can think, criticize, and question creatively.

An overview of the primary goals within Turkish Instructional Program (1st to 5th grade) clearly shows that 8 of 13 goals (more than half) to be attained are directly dependent on the texts (MEB, 2009).

It is compulsory to take these functions of texts into consideration and to scrutinize the selection of texts during the preparation of Turkish language coursebooks. Texts used in Turkish language coursebooks should be examined to depict the current status, to lay out the problems, and to make solution driven suggestions, which in turn will lead to a more qualified Turkish instruction.

Designed on the basis of this need, this research is expected to contribute to Turkish instruction by realistically displaying the genres, topics and moral lessons of the texts in Turkish coursebooks used in Open Education Secondary School and by offering practical solutions to the current problems.

Other Relevant Studies

In her study titled "Analysis of Texts in Turkish Class Notes for 6th Graders at Open Education Secondary School in terms of Genre and Learning Fields" (Altunkaya, 2013) in 2013, assessed the texts in Turkish Class Notes in terms of genre and learning fields. Research results revealed that some text genres that should have been included according to Turkish instructional program were missing and listening learning field was neglected.

Sahin (2006) administered a research through her Ph.D dissertation titled "Level of Match between the Turkish Questions in Turkish Coursebooks Studied at Open Education Primary School and Regular Primary Schools and those Asked in High-School Entrance Exams (HEE)" in 2006. In her study, HEE questions and those in Turkish coursebooks employed during the second echelon of primary education were compared and contrasted based on Bloom's taxonomy. Research findings concluded that Turkish coursebooks were inefficient in preparing students for HEE and that the questions both in HEE and Turkish coursebooks were not consistent with cognitive development sequence.

Ozen designed a research for his MA thesis titled "An Analysis of Turkish Class Notes for 8th Graders at Open Education Primary School" (Ozen, 2002) in 2002. In this study, Turkish Class Notes for 8th Graders were examined in terms of content, text types, checking understanding questions, and its consistency with 8th Graders Turkish Instructional Program. At the end of his research, the author suggested that Class Notes should be reviewed and reorganized by many aspects, that a face-to-face learning environment should be added to the program especially for topics difficult to teach in distance education such as pronunciation and punctuation, and that training on these topics should be given by Public Education Centers, Center for Educational Tools, and Learning Centers.

Another MA thesis titled "Printed Materials in Open Education High-School (Mathematics Coursebook)" by Gocmenler (1996) should also be noted since it examines a coursebook. In her study, the compatibility of Mathematics Coursebooks I and II with distance education was investigated through student opinions. The study pointed that Mathematics Coursebooks I and II were sufficient enough in terms of form and instruction, yet needed to be improved with respect to characteristics and expectations of the target population.

METHOD

Descriptively designed, this study aims to analyze the texts in Turkish Coursebooks used in Open Education Secondary School in terms of genre, topic, and moral lessons.

Research Model

This research is a descriptive study conducted with the help of qualitative data collection techniques. Descriptive survey model tries to explain and describe what the events, objects, entities, institutions, groups and various disciplines are. Thus, it creates the possibility of understanding and grouping them better and also the relationships among them are determined (Kaptan, 1998).

Survey models are research approaches aiming to identify past or present cases as they are. The event, the person or the object that is going to be researched is tried to be identified within its own conditions and as it is. No effort is made to change or affect it (Karasar, 2009).

Research data was collected through document analysis, one of the qualitative research methods. Document analysis refers to the examination of printed materials containing information about the phenomena to be studied (Yildirim & Simsek 2005). In educational research, coursebooks, student and teacher books, lesson and unit plans, and program guidelines can constitute the source of data (Bogdan & Biklen, 1998).

There is a range of phases while conducting document analysis. However, these phases should be considered as more of a general instruction. Every researcher can reinterpret these phases according to the research question, the data s/he aims to obtain after the research or to what extent s/he would like to analyze the documents. Document analysis can be done according to certain 5 phases: (1) reaching the documents, (2) checking their originality, (3) understanding the documents, (4) analyzing the data, (5) using the data (Forster, 1995; Akt. Yildirim & Simsek, 2005).

Population and Sample

The population of this study is Turkish coursebooks studied at Open Education Secondary School. The study deals with all the population, not a specific sample.

Data Collection and Analysis

Descriptive analysis technique was used to analyze the texts in Turkish coursebooks studied at open education secondary school in terms of "genre", "topic" and "moral lessons". Descriptive analysis, which includes summarizing and interpreting the data that are collected through various data collection techniques according to predetermined themes, is a kind of qualitative data analysis. In this analysis, the researcher can use direct quotations in order to reflect the views of the people s/he interviewed. The main aim in this analysis type is to present the obtained data to the reader in summarized and interpreted way (Yildirim & Simsek, 2005). "To enlighten the specified issue, to make evaluation in line with the standards and to find out the possible relationships between events" is aimed with descriptive analyses (Cepni, 2005).

While conducting descriptive analysis, the researcher follows certain procedures / phases. In the first phase, the researcher creates a framework for data analysis by considering the research question and the results of interviews and observations. Thus, the themes under which the obtained data will be organized and presented are determined (Yildirim & Simsek, 2005).

Accordingly, in this study three categories: "genre, topic and moral lessons" were determined. Turkish coursebooks studied at Open Education Secondary School were investigated under three main titles.

In the next phase, the researcher reads and organizes the data according to the framework s/he has created beforehand. In this phase it is important to gather the data in a meaningful and rational way (Yildirim & Simsek, 2005).

Accordingly, in the current study a total of 96 texts used in 5th, 6th, 7th, and 8th grade (40+16+28+12 respectively) Turkish coursebooks studied at Open Education Secondary School were analyzed one by one with regard to genre, topic and moral lessons.

First of all, a literature review was completed to determine the theoretical background of the study, and Primary Education Turkish Instructional Program were analyzed in terms of "text" and "genre". Then, each of 96 texts used in 5th, 6th, 7th, and 8th grade (40+16+28+12 respectively) Turkish coursebooks employed in Open Education was assessed with regard to genre, topic, and moral lessons.

All tasks related with data analysis were carried out by the researcher and another field expert independently. Subsequently, the researcher and the expert came together to compare their analyses and to establish the reliability of the study. This process was finalized when the researcher and the expert reached a consensus. The reliability of the study was established through Miles and Huberman's (1994) reliability formula [$\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}}$], which revealed 93% reliability for the present study. Any value higher than 70% is enough for a study to be reliable (Miles & Huberman, 1994). Findings are presented in frequency tables.

In the last phase the researcher defines the data s/he has put in order. While doing this, s/he may have to give direct quotations. At the end of this phase, the researcher explains, correlates and gives the meaning of the findings s/he has defined (Yildirim & Simsek, 2005).

With this regard, the texts in Turkish coursebooks studied at Open Education Secondary School were investigated under three categories; the obtained data were presented with frequencies in tables.

Table 1 depicts quantitative information regarding the texts in Open Education Turkish Coursebooks.

Table: 1
Quantitative Information Regarding the Texts in Turkish Coursebooks

Grade	Number of Texts
5	40
6	16
7	28
8	12
Total	96

As can be seen in Table 1, total number of texts in Open Education Turkish coursebooks is 96. Turkish coursebook for the 5th graders include 8 themes; Individual and Society, Ataturk, Health and Environment, Our Values, Our World and Space, My Beautiful Country Turkey, Innovations and Developments, and Fine Arts. As for themes, the coursebook complies with Turkish Instructional Program (MEB, 2009).

Each theme has 5 texts two of which are free and 3 of which are compulsory, reaching up to a total of 40 texts. Turkish Instructional Program (1st to 5th grades) preordains 4 texts for each theme. The program emphasizes that three of these texts should be included in student's book and one has to be a listening text with an audio-script only in teacher's book. Furthermore, the program also states that each theme should consist two free reading texts (MEB, 2009). Based on these explanations, one can conclude that 5th Grade Turkish coursebook meets the quantitative criterion of the program. Since the coursebook

is used in distance education, the listening texts mentioned in the program can be found in the student's workbook rather than teacher's manual.

6th Grade Turkish coursebook consists of Units. Totally, there are 6 units in the book. The number of texts within each unit varies across different units. The 1st and 6th units have 2 texts each, and each of the remaining units contain three texts. Overall, total number of texts in the coursebook is 16.

Similarly, 7th Grade Turkish coursebook studied at Open Education includes 4 units. There is no set number of the texts in each unit, yet 28 is the total number of all the units in the book. It mostly contains theoretical information and grammar subjects concerning four basic language skills. Texts and poems are utilized to practice and reinforce theoretical information presented in the unit. The length of the texts is not consistent; some are paragraphs and some others contain more than one paragraph.

Likewise, 8th Grade Turkish coursebook contains 6 each of which contains 2 texts, making a total of 12.

FINDINGS

This part presents interpretation of findings produced after document analysis. Findings are given under three subtitles categorized according to genre, topic, and moral lessons.

1. Findings Regarding The Genres of The Texts in Open Education Turkish Coursebooks.

Texts in 5th Grade Turkish Coursebook are classified under three themes as stated by Turkish Instructional Program (MEB, 2009); narrative, informative, and poem. Table 2 depicts information on the distribution of genres across different grades.

Table: 2
Distribution of Genres in 5th Grade Turkish Coursebook

Genre	f	%
Narrative	10	25
Informative	18	45
Poem	12	30
Total	40	100

As clearly shown in Table 2, there are 40 texts in 5th Grade Turkish Coursebook. The distribution of texts across genres is as follows: 10 narrative, 18 informative texts, and 12 Poems. Related percentages of texts are 25, 45, and 30 respectively. The numbers in Table 2 signify that mostly informative texts are employed at this grade, and narrative texts are the least frequent ones.

Table 3 displays the distribution of genres identified in the 6th, 7th, and 8th Grades Turkish Coursebooks.

Table: 3
The distribution of genres identified in the 6th, 7th, and 8th Grade Turkish Coursebooks

Genre	Grade			Total
	6 th Grade	7 th Grade	8 th Grade	
	f	f	f	f
Essay	7	9	1	17
Interview	1	2	-	3
Article	-	1	-	1
Anecdote	1	1	-	2
Story	2	3	2	7
Novel	-	1	1	2
Poem	2	2	1	5
Biography	1	1	1	3
Tale	1	-	1	2
Legend	-	-	1	1
Discourse	-	2	1	3
Letter	-	2	1	3
Travelogue	-	1	1	2
Drama	1	2	1	4
News	-	1	-	1
TOTAL	16	28	12	56

Table 3 shows that 6th Grade Open Education Turkish Coursebook makes use of more genres such as essay, interview, anecdote, story, poem, biography, tale, and drama. It seems that essay (7) is the most frequently encountered genre in this book, and story (2) and poem (2) are the next. On the other hand, interview, anecdote, biography, tale, and drama occur only once in the coursebook.

According to the Turkish Instructional Program, mandatory genres to be studied in 6th Grade Turkish Coursebook are poem, story, anecdote, tale, fable, essay, drama, and letter (MEB, 2006, 57). So, texts in 6th Grade Open Education Turkish Coursebook do not fulfill this requirement of the Program; and two genres missing are letter and fable.

The genres provided in 7th Grade Open Education Turkish Coursebook are essay, interview, article, anecdote, novel, poem, discourse, letter, travelogue, and drama. Once again, it is the essay (9) that is studied most often while story (3) comes next and interview, poem, discourse, letter, and drama follow with two examples each. Finally, the remaining genres (article, anecdote, novel, travelogue, and news) are represented with one example each.

Similarly, 8th Grade Open Education Turkish Coursebook consists of genres such as essay, story, novel, poem, biography, tale, legend, discourse, letter, travelogue, and drama. In this book, there are only 2 texts as stories and the other genres are employed only once. To summarize, essay has the highest percentage of occurrence, followed by story (7), poem (5), drama (4), interview, discourse, letter, biography (3), anecdote, novel, tale, travelogue (2), and article, legend, news (1).

2. Findings Regarding The Topics Of The Texts in Open Education Turkish Coursebooks. Below, in Table 4, you will find the distribution of topics across texts in Open Education Turkish Coursebooks.

Table: 4
The Distribution of Topics across Texts in Open Education Turkish Coursebooks

Topics	Grade				Total
	5 th Grade	6 th Grade	7 th Grade	8 th Grade	
	f	f	f	f	
Patience	2				2
Carefulness	3		1		4
Knowing oneself				1	1
Importance of working	1			1	2
Perseverance			2	1	3
Friendship	1		1	2	4
Curiosity	1				1
Benevolence	2		1	1	4
Women				1	1
Habits		1	1		2
Importance of health			1		1
Communication		2	1		3
Speaking		1	5		6
Listening			3		3
Reading			2		2
Writing			3		3
Love					
The Power of love	1	2	1	1	5
Love for teachers		1			1
Love for homeland		1		1	2
Lie		1			1
Environment, Nature					
<i>Pollution</i>		1			1
<i>Ecological balance</i>		1	1		2
Ataturk					
<i>Ataturk's thoughts</i>	2	1	1	1	5
<i>Loving Ataturk</i>			1		1
<i>Ataturk and language</i>	1	1	1		3
<i>Ataturk lands in Samsun</i>		1			1
<i>Ataturk's love for trees</i>	1	1			2
<i>Ataturk and history</i>		1			1
<i>Ataturk's love for people</i>				1	1
Frugality	1				1
Animal Kingdom					
<i>Butterfly's Life Circle</i>	1				1
<i>The World of Bees</i>	1				1
Forest	1				1
Nutrition	1				1
Haci Bektas Veli	1				1
Karagoz and Hacivat	1				1
Mimar Sinan	1				1
Our cultural values	1				1
Language awareness	1				1
Natural beauties of our country	5		1	1	7
History and cultural awareness	1		1		2
Space	1				1
Science and technology	4				4
Fine arts	4				4
Total	40	16	28	12	96

As presented in Table 4, topics covered in 5th grade Open Education Turkish Coursebook are patience, carefulness, importance of working, friendship, curiosity, benevolence, the power of love, Ataturk's thoughts, Ataturk and language, Ataturk's love for trees, frugality, butterfly's life circle, the world of bees, forest, nutrition, Hacı Bektas Veli, Karagoz and Hacivat, Mimar Sinan, our cultural values, language awareness, natural beauties of our country, history and cultural awareness, space, science and technology, and fine arts.

As for the frequency of topics, what comes first is "natural beauties of our country" (5). Following respectively are science and technology, fine arts (4), carefulness (3), patience, benevolence (2), and Ataturk's thoughts,

Likewise, topics studied in 6th Grade Open Education Turkish Coursebook are habits, communication, speaking, the power of love, love for teachers, love for homeland, lie, pollution, ecological balance, Ataturk's thoughts, Ataturk lands in Samsun, Ataturk's love for trees, and Ataturk and history. The most repeated topics are communication, and the power of love (2). Other topics occur only once throughout the coursebook.

In addition, following topics are included in 7th Grade Open Education Turkish Coursebook: carefulness, perseverance, habits, importance of health, communication, speaking, listening, reading, writing, the power of love, ecological balance, Ataturk's thoughts, love for Ataturk, Ataturk and language, natural beauties of our country, and history and cultural awareness. Speaking (5), listening (3), writing (3), reading, and perseverance (2) are most frequently analyzed topics, which is followed by other topics with one occurrence each.

Besides, the topics covered in 8th Grade Open Education Turkish Coursebook are knowing oneself, importance of working, perseverance, friendship, benevolence, women, the power of love, love for homeland, Ataturk's thoughts, Ataturk's love for people, and natural beauties of our country. Of all the topics, friendship is the most frequently repeated one whereas the other topics occur only once throughout the entire book.

An overall analysis considering all the grades reveal that "natural beauties of our country" (7) has the highest number of occurrence in Open Education Turkish Coursebooks. What follows are speaking (6), the power of love (5), Ataturk's thoughts (5), carefulness (4), friendship (4), benevolence (4), science and technology (4), fine arts (4), perseverance (3), communication (3), listening (3), writing (3), Ataturk and language (3), patience (2), importance of working (2), habits (2), reading (2), love for homeland, ecological balance (2), Ataturk's love for trees (2), and history and cultural awareness (2). Moreover, the remaining topics are the next with one-time occurrence.

3. Findings Regarding the Moral Lessons of The Texts in Open Education Turkish Coursebooks.

Below are the findings regarding the moral lessons of the texts in Open Education Turkish Coursebooks.

Table: 5
Moral Lessons of the Texts in Open Education Turkish Coursebooks

Lessons	Grade				Total
	5 th	6 th	7 th	8 th	
	Grade	Grade	Grade	Grade	
	f	f	f	f	f
Haste makes waste.	2		1		3
Everything has a right time and place.	1				1
We are the reason for both success and failure.	1		1		2
Teachers mean a lot for children.	1			2	3
We should help the needy.	1		1		2
Spirituality matters as much as economy in warfare.	1				1
Ataturk's thoughts are constructivist, rational, and based on scientific grounds.	3	3	3	2	11
Ataturk valued Turkish significantly, and worked hard to improve it.	1				1
Recycle of goods is the first step in frugality.	1				1
Life circle differs for every creature.	2				2
We should be conscious about and responsible for the nature and environment.	4	3	1	2	10
Our country has countless natural beauties.	4	1	2		7
Sufficient and balanced nutrition is the first step of being healthy.	1				1
Together, we're stronger.	1				1
We should be more conscious about and responsible for our language.	1				1
We should embrace our history and cultural values.	2	2			4
Success belongs to the one who believes and works for it.	1				1
Space exploration requires tiring and longitudinal efforts.	1				1
All creatures are naturally curious.	1		1		2
Each invention begins with simple steps.	1				1
Each region's name has a story.	2				2
Information technologies have eased communication dramatically.	2				2
Best investment is on people and knowledge.	1		1		2
Sculpting is an ancient branch of art affecting other branches as well.	1				1
Traditional arts should be sustained and publicized.	1				1
Fine arts embrace the mankind.	1				1
Loving animals is loving the beings.		2			2
Nothing can be a secret forever.		1			1
Homeland is a sacred thought growing with lands.	1			2	3
Love is the strongest power we have.		1	1		2
Proper communication is the key to solving all problems.		2			2
Habit is a tremendous power.		1	1		2
Listening is the prerequisite for understanding.			4		4
One should go after what s/he believes in.			1	1	2
Friendship is hard to make but easy to break.			1	1	2
Turkish women are the heroines of independence war.				1	1
Love is a very strong power.			1	1	2
Speaking is one of the building blocks of communication.			5		5
Reading is the building block of culture.			2		2
Writing is a part of life.			1		1
Total	40	16	28	12	96

As depicted in Table 5, most often underlined moral lessons in 5th Grade Open Education Turkish Coursebook are "We should be conscious about and responsible for nature and environment" and "Our country has countless natural beauties" with four occurrences. What comes next with 3 examples is "Ataturk's thoughts are constructivist, rational, and based on scientific grounds". Other lessons with 2 times repetition are "Haste makes waste", "Life circle differs for every creature", "We should embrace our history and cultural values", "every region's name has a story", and "Information technologies have eased communication dramatically". On the other hand, those with a one-time occurrence are "Everything has a right time and place", "We are the reason for both success and failure", "Teachers mean a lot for children", "We should help the needy", "Spirituality matters as much as economy in warfare", "Ataturk valued Turkish significantly, and worked hard to improve it", "Recycling goods is the first step in frugality", "Sufficient and balanced nutrition is the first step of being healthy", "Together, we are stronger", "We should be more conscious about and responsible for our language", "Success belongs to the one who believes and work for it", "Space exploration requires tiring and longitudinal efforts", "All creatures are naturally curious", "Each invention begins with simple steps", "Best investment is on people and knowledge", "Sculpting is an ancient branch of art affecting other branches as well", "Traditional arts should be sustained and publicized", "Fine arts embrace the mankind", and "Homeland is a sacred thought growing with lands".

Analysis of moral lessons in 6th Grade Turkish Coursebook shows that the first 2 most frequent ones are "Ataturk's thoughts are constructivist, rational and based on scientific grounds" and "We should be conscious about and responsible for nature and environment" with 3 times of occurrence. Following lessons are repeated two times in the coursebook: "We should embrace our history and cultural values" and "Loving animals is loving the beings", "Proper communication is the key to solving all problems". The 3rd most often underlined moral lessons in the book have one-time occurrence, which are "Our country has countless natural beauties", "Nothing can be a secret forever", "Love is the strongest power we have", and "Habit is a tremendous power"

The order of moral lessons in 7th Grade Turkish Coursebook in terms of their frequency is as follows: "Speaking is one of the building blocks of communication" (5), "Listening is the prerequisite for understanding", "Ataturk's thoughts are constructivist, rational, and based on scientific grounds" (3), "Our country has countless natural beauties", (2) "Love is the strongest power we have", "Reading is the building block of culture", "Haste makes waste", "We are the reason for both success and failure", "We should help the needy", "We should be more conscious and responsible for the nature and environment", "All creatures are naturally curious", "Best investment is on people and knowledge", "Love is the strongest power we have", "Habit is a tremendous power", "One should go after what s/he believes in", "Friendship is hard to make but easy to break", "Love is a very strong power", and "Writing is a part of life" (1).

Likewise, the frequency of moral lessons in 8th Grade Turkish Coursebook is as follows: "Teachers mean a lot for children", "Ataturk's thoughts are constructivist, rational, and based on scientific grounds", "We should be conscious about and responsible for the nature and environment", "Homeland is a sacred thought growing with lands" (2), "One should go after what s/he believes in", "Friendship is hard to make, but easy to break", "Turkish women are the heroines of independence war, and "Love is very strong power" (1).

An overall examination of the moral lessons in terms of their frequency across Turkish Coursebooks used in all grades indicate the following sequence: "Ataturk's thoughts are constructivist, rational, and based on scientific grounds" (11), "We should be conscious and responsible for the nature and environment" (10), "Our country has countless natural beauties" (7), "Speaking is one of the building blocks of communication" (5), "We should embrace our history and cultural values", "Listening is the prerequisite for understanding" (4), "Haste makes waste", "Teachers mean a lot for children", "Homeland

is a sacred thought growing with lands" (3), "We are the reason for both success and failure", "We should help the needy.", "Life circle differs for every creature", "All creatures are naturally curious", "every region's name has a story", "Information technologies have eased communication dramatically", "Best investment is on people and knowledge", "Loving animals is loving the beings", "Love is the strongest power we have", "Proper communication is the key to solving all problems", "Habit is a tremendous power", "One should go after what s/he believes in.", "Friendship is hard to make, but easy to break", "Love is a very strong power", and "Reading is the building block of culture."

CONCLUSION AND SUGGESTIONS

Based on the research findings, one can conclude that Turkish Coursebooks do not match with the underlined points in Turkish Instructional Program. As for genres, 5th Grade Open Education Turkish Coursebook mainly uses informative texts. This implies a drift away from Turkish Instructional Program's emphasis on language skills; (MEB, 2009) hence, Turkish course focuses almost only on information.

Turkish Instructional Program clearly states the text types that should be included in each grade. For instance, the compulsory genres to be included in 6th Grade Turkish Coursebook are poem, story, anecdote, tale, fable, essay, drama, and letter (MEB, 2006). Yet, two of the compulsory genres (letter and fable) are missing in 6th Grade Open Education Turkish Coursebook, which shows a deviation from the underpinned points in Turkish Instructional Program. This finding is also consistent with that of Altunkaya's (2013).

The most frequently studied topic in Open Education Turkish Coursebooks is "the natural beauties of our country", which led to a limited room for other topics. This is not compatible with the principle of whole development approach within Turkish Instructional Program (MEB, 2006).

The above picture concerning topics is not very much different for the moral lessons within Open Education Turkish Coursebooks. Of course, moral lessons regarding nature and environment and our country's natural beauties are important, but Turkish Instructional Program underpins many more lessons to be learned from texts used in Turkish Coursebooks. So, it is possible to state that the coursebooks do not match with Turkish Instructional Program (MEB, 2006; 2009) either in terms of topics or moral lessons.

Following suggestions can be made based on the research findings:

- A closer look at the primary goals of Turkish Instructional Program yields that 8 of totally 13 goals are directly related with coursebooks and texts. So, printed materials and texts undertaking all the responsibility of learning in distance education should be carefully designed and prepared in accordance with the goals of the Program. This is one of the ways to improve the quality of instruction.
- A majority of texts in 5th Grade Open Education Turkish Coursebook is informative. It should not be neglected that Turkish is a skill-based course aiming to improve students' listening, speaking, reading, and writing skills. Therefore, texts to be used in Open Education Turkish Coursebooks should be chosen accordingly.
- All genres should be discovered, learned, and internalized through texts in Open Education Secondary School Turkish Coursebooks rather than focusing on several genres and ignoring several others.
- The criteria underlined in the Turkish Instructional Program should be followed for the distribution of genres across all grades at Open Education Secondary School Turkish Coursebooks.

- The distribution and weight of topics and moral lessons in the texts employed in Open Education Secondary School Turkish Coursebooks should be compatible with the guidelines in the Turkish Instructional Program.
- The topics and moral lessons in Open Education Secondary School Turkish Coursebooks should serve as a basis for the goal "Improving basic skills such as scientific, constructivist, critical, and creative thinking, expressing one's opinions, communicating, cooperating, problem-solving, and entrepreneurship" within Turkish Instructional Program.
- Studies on Open Education Turkish Coursebooks are very few. Increasing the number of research studies is crucial in terms of promoting the quality of instruction.

Author's Note: This article is the revised form of the paper presented at the International Conference on New Trends in Education - ICONTE-2014 on 24-26 April 2014, Antalya, Turkey.

BIODATA and CONTACT ADRESSES of the AUTHOR

Assoc. Prof. Dr. Emine KOLAC is a member faculty of Anadolu University, Department of Primary Education, Social Studies Education Program. She completed her bachelor's and MA degree on Turkish Language and Literature. Her Ph.D dissertation is on teaching reading & writing. She became an Associate Professor in Turkish Education. She still works at Faculty of Education, Anadolu University. Furthermore, she is the head of Turkish Language Department, and Director of the Center for Research and Practice in Turkish World.

Her research interests are coursebooks, Turkish instruction in distance and mainstream education, cultural values, children's literature.



Assoc. Prof. Dr. Emine KOLAC
 Anadolu University
 Educational Faculty, Eskisehir, TURKEY
 Tel: +90 (222) 335 0580 Ext: 3436
 Mobile: 0507 772 9647
 Email: ekolac@anadolu.edu.tr

REFERENCES

Akbas, O. & Ozdemir, S. M. (2002). Avrupa birliğinde yaşam boyu öğrenme [Lifelong learning in European union]. *Milli Eğitim Dergisi*, 155 (156), 112-126.

Akyurek, S. (1998). Açık öğretim lisesi öğrencilerinin öğretime ilişkin sorunlarının belirlenmesi [Determining open education high school students problems regarding the instruction]. Yayımlanmamış yüksek lisans tezi. [Unpublihed MA Thesis]. Ankara: Ankara Üniversitesi.

Altunkaya, H. (2013). Açık öğretim ortaokulu altıncı sınıf Türkçe ders notunun metin türleri ve öğrenme alanları açısından incelenmesi [An analysis of 6th grade open education secondary school Turkish class notes in terms of text type and learning fields]. *Ana Dili Eğitimi Dergisi*, 1(3), 1-11.

Bates, A.W.T. (2005). *Technology, e-learning and distance education*, Routledge Published, USA.

Bogdan R. C. & Biklen, S. K. (1998). *Qualitative research for education. and introduction to theory and methods*. Third Edition., MA, Allyn&Bacon.

Brown, R. E. (2001). The process of community building in distance learning classes. *Jaln*, 18.

Demiray, U. (1999). AÖF mezunlarının sektördeki konumları [Sectoral positions of open education graduates]. *Uzaktan Eğitim*, Uzaktan Eğitim Vakfı Yayın Organı, Yaz, 3-22

Demirel, O. (2004). *Kuramdan uygulamaya eğitimde program geliştirme* [Program development in education: from theory to practice]. Ankara: Pegem Yayıncılık.

Frydenbeg, J. & Matkin, G. W. (2007). *Open textbooks: Why? What? How? When?*, William and Flora Hewlett Foundation Published, USA.

Gocmenler, G. (1996). Açıköğretim lisesi uygulamasında basılı materyaller (Matematik ders kitapları örneği) [Printed materials in open education high-school (Mathematics coursebooks)]. Yayımlanmamış yüksek lisans tezi [Unpublihed MA Thesis]. Ankara: Ankara Üniversitesi.

Gokdag, D. (1986). *Uzaktan öğretimde basılı materyaller, açıköğretim fakültesi örneği* [Printed materials in distance education: open education faculty]. Eskişehir: A.Ü.Basımevi.

Kaya, Z. (2002). *Uzaktan eğitim [Distance education]*. 1. Baskı. [1st Edition]. Ankara: Pegem A Yayıncılık.

Keegan, D. (1996). *Foundations of distance education (3 st Edition,)*. London: Routledge

Kolac, E. (2003). İlköğretim dördüncü sınıf Türkçe ders kitaplarının öğretmen görüşlerine dayalı olarak değerlendirilmesi [Assessment of primary school 4th grade Turkish courseboos based on teachers' opinions]. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 17 (1), 105-137.

Lockwood, F. (1992). *Activities in self-instructional texts*. London: Kogan Page.

Lockwood, F. (1998). *The design and production of self-instructional materials*. London: Kogan Page.

MEB. (2001). Açık Öğretim Ortaokulu Yönetmeliği [Regulations on Open Education Secondary School] Retrieved on January 12, 2014, from <http://mevzuat.basbakanlik.gov.tr/Metin.Aspx?MevzuatKod=7.5.4808&MevzuatIliski=0&sourceXmlSearch=açık>

MEB. (2006). *İlköğretim Türkçe dersi (6-8. sınıflar) öğretim programı ve kılavuzu* [Primary school (6th to 8th grades) Turkish instructional program and guide]. Ankara: Devlet Kitapları Müdürlüğü Basımevi.

MEB. (2009). *İlköğretim Türkçe dersi (1-5. Sınıflar) öğretim programı ve kılavuzu* [Primary school (1st o 5th grades) Turkish instructional program and guide]. Ankara: Devlet Kitapları Müdürlüğü Basımevi.

MEB. (2014a). Açık öğretim ortaokulu (Open education secondary school) Retrieved on January 12, 2014, from <http://aio.meb.gov.tr/sayfa.php?id=53>

MEB. (2014b). Açık öğretim ortaokulu (Open education secondary school) Retrieved on January 12, 2014, from <http://aio.meb.gov.tr/sayfa.php?id=58>

Miles, M. B., & Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. thousand Oaks, California: Sage Publications.

Moore, M.G. (1989). Three types of interaction, *The American Journal of Distance Education*, 3(2),1-6

Ozbay, M. (2006). *Türkçe özel öğretim yöntemleri* [Special education methods for Turkish]. Ankara: Öncü Kitap Basımevi.

Ozen, S. (2002). Açık ilköğretim okulu sekizinci sınıf Türkçe ders notu üzerine bir inceleme [An analysis of 8th grade open education primary school Turkish class notes]. Yayınlanmamış yüksek lisans tezi. [Unpublished MA thesis]. Ankara: Gazi Üniversitesi.

Ozunlu, A., Ozfirat, A. & Yoruker, S. (2002). Uzaktan eğitimde işitsel materyalin önemi ve yapım özellikleri, açık ilköğretim ve açık öğretim lisesi örnekleri [Importance of auditory materials in distance education, open primary school and open high-school]. *II. Uluslararası Eğitim Teknolojileri Sempozyumu*.

Sever, S. (2003). *Çocuk ve edebiyat* [Children and literature]. Ankara: Kök Yayıncılık.

Simonson, M., Smaldino, S., Albright, M. & Zvacek, S. (2009). Teaching and learning at a distance: foundations of distance education. Upper Saddle River, NJ: Pearson Education, Inc.

Shachar, M. & Neumann, Y. (2003). Differences between traditional and distance education academic performances: a meta-analytic approach. *International Review of Research in Open and Distance Learning*, 4 (2).

Sonmez, V.(2005). *Program geliştirmede öğretmen el kitabı* [Teachers' manual in program development]. Ankara: Anı yayıncılık.

Sahin, E. (2006). *Açık ilköğretim ve ilköğretim Türkçe ders kitaplarındaki soruların OKS türkçe sorularıyla örtüşme düzeyi* [Match level between the questions in open primary school and primary school and those asked in hee].Yayımlanmamış doktora tezi [Unpublished Ph.D dissertation]. Erzurum: Atatürk Üniversitesi.

Verduin, J., Clark, R. & Thomas, A. (1994). *Uzaktan eğitim: Etkin uygulama esasları* [Distance education: Effective implementation principles]. Çeviren [Translated]: İlknur Maviş. Eskişehir: Anadolu Üniversitesi Yayınları.

Yildirim, A. & Simsek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in social sciences]. Geliştirilmiş 5. Baskı [Revised 5th Edition]. Ankara: Seçkin Yayıncılık.