



## A corpus-based research: The vocabulary content and parts of speech of A1 level textbooks used in teaching Turkish as a foreign language

Ramazan Şimşek, <sup>a 1</sup> , Mesut Gün <sup>b</sup> 

<sup>a</sup> Nevşehir Hacı Bektaş Veli University, Turkey  
<sup>b</sup> Mersin University, Turkey

### APA Citation:

Şimşek, R., & Gün, M. (2021). A corpus-based research: The vocabulary content and parts of speech of A1 level textbooks used in teaching Turkish as a foreign language. *Journal of Language and Linguistic Studies*, 17(Special Issue 1), 236-267.

Submission Date: 11/09/2020

Acceptance Date: 26/10/2020

### Abstract

In foreign language education, the importance of corpus-based studies has been increasing. The priorities of the words taught in language education are determined within the framework of international criteria set through corpus-based studies. Corpus and sub-corpus consisting of many layers, written and oral, increase the efficiency of the process for both teachers and learners. In teaching Turkish as a foreign language, the focus is usually on the vocabulary content of course materials. Texts in textbooks are the roof for the curriculum and practitioners. In this study, the vocabulary content of A1-level textbooks used in teaching Turkish as a foreign language was examined based on corpus; the most frequently used 1000 words were identified. These frequency lists were compared to 50 million-words produced by Aksan (2017) based on the corpus and the level of similarity was determined. The vocabulary content of textbooks was examined based on the corpus and then sorted by word forms, the rate of the number of total words and different words (type/token) was determined, and each publication examined in the data set was examined comparatively. In terms of the most frequently used words, the similarity level of the findings of Aksan (2017) conducted based on the corpus, the level of similarity of the vocabulary content of the examined book sets was found not to be an ideal level. Although the vocabulary content in textbooks was not sufficient in terms of the words in noun form, it was found that the diversity of adjectives and verbs (lemma) should be improved.

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*Keywords:* corpus; vocabulary content; reading texts; teaching Turkish as a foreign language; text

### 1. Introduction

It Language is the greatest communication tool of mankind, which has communicated directly and indirectly through history. Language is an agreement that people make with words or signs to let them share what they think and hear (Türkçe Sözlük, 2005, p. 526). Language is multifaceted, and a highly developed system that enables thought, feelings and wishes in society to be conveyed to others through the use of shared elements and rules in terms of sound and meaning (Aksan, 1977, p. 55).

<sup>1</sup> Corresponding author.

E-mail address: [simsekramazan1989@gmail.com](mailto:simsekramazan1989@gmail.com)

The most important one, out of the main factors that drive communication within language actions and carry the semantic burden, is the word. The word can be defined as a ground with meaning or task, ready to be processed with inflexions (Baş, 2011). Human beings, because of being a social entity, express what they want to express through words (Yılmaz & Doğan, 2014). There is a close relationship between the effective use of comprehension and expression skills and the richness of vocabulary treasure (Karatay, 2007, p.143). Vocabulary and sentence knowledge is important for reading at a very basic level (Grabe, 1991, p. 380) because there is a strong connection between vocabulary knowledge and reading comprehension (Matsuoka and Hirsh, 2010, p. 56). The word that serves as a bridge in terms of receiving and transmitting skills and takes on the semantic burden also help the basic language skills to operate.

The main aim of language teaching is to develop the listening, speaking, reading and writing skills of learners, which are called four basic skills. In line with these goals, as in every educational environment, various materials are used to facilitate teaching and to ensure the permanence of language learning. Instructional materials are the teaching-learning assistants aiming to help students learn, to help teachers teach effectively (Demirel, 2005, p. 7). Textbooks have a key function among learning materials, both for teachers and students. Through the texts presented in the textbook, planning and controlling the educational process and transferring social and cultural codes to the target audience are fulfilled. Therefore, the texts to be included in textbooks must have some general characteristics and certain standards in terms of vocabulary content and use.

The inclusion of words is closely related to the quality of texts and the level of semantic submission. According to Aksan (2015), vocabulary is a whole covering not only the words of language but its idioms, stereotyped words, proverbs, terms, and various narrative patterns. The entity described with these terms also reflects the material and spiritual culture, worldview, living conditions and experiences of the nation speaking that language (Aksan, 2014a, p.13). Word Frequency can be defined as the usage rate of a word (Aydın, 2015). Thorndike published the teacher's Word Book in 1921 and mentioned in its introduction section suggesting that frequency is the answer to the question " How often is the word used?" (Reported by Armut. Coxhead, 2000, p. 217). The most frequently used material is the textbook when it is evaluated in terms of content and quality, and the vocabulary content stands out within the evaluation criteria.

In foreign language teaching, vocabulary is the complement of four basic language skills and linguistic knowledge and plays a key role in the development of these skills (Kurudayıoğlu and Dölek, 2019, p. 30). Considering the learners of Turkish as a foreign language, vocabulary learning needs of learners are different than those of native speakers Turkish and require more effort (Karatay, 2020, p. 256). In foreign language education, as in mother tongue education, the factors such as basic vocabulary knowledge, student's motivation to learn and the desire to succeed are important better functional use of the language. The lists about the basic vocabulary knowledge of the target language will break the student's prejudices about the process and enable the student to use the basic language skills effectively. In this context, learner needs will differ from the individuals who learn the target language at an initial level and those who learn it at an advanced level and as a consequence of that, the target word list and the word knowledge will also differ.

When the relationship between literary texts and life is examined, it is seen that the reality of life and the humanness are established and explained in the inner world of the author. In this respect, literary texts have an important role in understanding different aspects of human and society. In the literary texts written in a foreign language, it is possible to find a reflection of the world of that language and the life that may be strange to us (Polat, 2012). In the light of the evaluations made, the textbooks prepared for foreign language education and the texts included in the textbooks, the contents of texts should be

prepared following the level, needs and purposes of the individuals who learn the target language. It is known that vocabulary knowledge studies have been carried out in recent years with a more extensive corpus of linguistics applications. This term, which has been named as “derlem” in Turkish language and whose plural form is “corpora” is a Romance origin word and means “body” and is formed with Latin plural suffixes. McEnery and Hardie (2011, p. 32) defined “corpus” as a whole of text with the highest level of representational power, machine-readable and with certain limits. Weisser (2016, p. 13) defined “corpus” as a collection of oral or written texts selected for use in a linguistic review, based on specific design criteria shaped according to the purpose and scope of a particular linguistic study. Gries (2009, p. 7) defined “corpus” as a collection of machine-readable (written or spoken) texts produced in a natural communication environment. These texts are collected to be representative and balanced in terms of a particular language variable, language cross-section or literary genre, and to conduct linguistic analyses. Dash (2008, p. 27) defines “corpus” as a linguistic database that has been statistically sampled for research, description, application and investigation in all areas of linguistics. Elena (2001, p. 55) defines “corpus” as a computer-rendered set of actual texts that are suitable for automatic or semi-automatic processing and examination. Based on the definitions stated above for the “corpus”; it is observed that the emphasis is on electronic processing of the texts brought together for a specific purpose by transferring them to a computer environment such as text type, word structure, frequency, context analysis.

One of the characteristic environments in which a language is used is the literary language. The literary language, by its nature, provides important data to describe the general structure of that language. On the other hand, the literary language is measured as a research object and easily accessible to researchers. The reliability of the data collected from the corpus in this sense means the reliability of the description to be made (Özkan, 2013). In the design of the corpus, for example, the type of text contained in the content, the number of texts, the selection of specific text parts, the selection of samples from the text parts, the size of the sample, etc. are all considered to be the measures about whether the design has been made deliberately (Sampson et al. 2005, p.174). In terms of written sources in the language teaching process, textbooks are among the basic materials in terms of needs and goals and have the same importance in teaching Turkish. Textbooks used in teaching Turkish as a foreign language may differ in terms of frequency lists. When considered in terms of relevant literature, it is observed that frequency lists are often intuitively determined in teaching Turkish as a foreign language. This study will be carried out as corpus-based research focusing on the words that individuals who learn Turkish as a foreign language need to learn at a basic level.

Vocabulary knowledge forms the basis of frequent studies for the corpus-based studies that began to be conducted in Europe at the beginning of the century. Corpus-based studies have been one of the most interesting areas of study in Turkey in recent years. The most comprehensive corpus-based frequency list published in Turkish is “A Frequency Dictionary of Turkish published by Aksan et al. (2017). Ozkan (2010) stated that the methodological positive outputs of processing of the data belonging to a language were seen significant in the field of linguistics; computer-based language studies which have extended their scope in time have become more visible in the field of the corpus, linguistics, lexicography, morphology, phonology, machine translation, semantics, etc. In this study, the vocabulary of A1(basic) level textbooks used in the teaching of Turkish as a foreign language was examined based on the corpus-based frequency list prepared by Aksan et al. (2017).

## 2. Method

In this study, which was designed as descriptive research, the screening model was used and the A1 level textbooks used in teaching Turkish as a foreign language were examined. Screening models are

the research approaches that aim to describe a past or present situation as it is. The event, individual or object that is the subject of research is attempted to be described in its circumstances. No attempt is made to change or influence them in any way (Karasar, 2010, p. 77).

### *2.1. Sample / Participants*

A1 level textbooks prepared for teaching Turkish as a foreign language were chosen as the population of the research; the following books were chosen as the sample of the research:

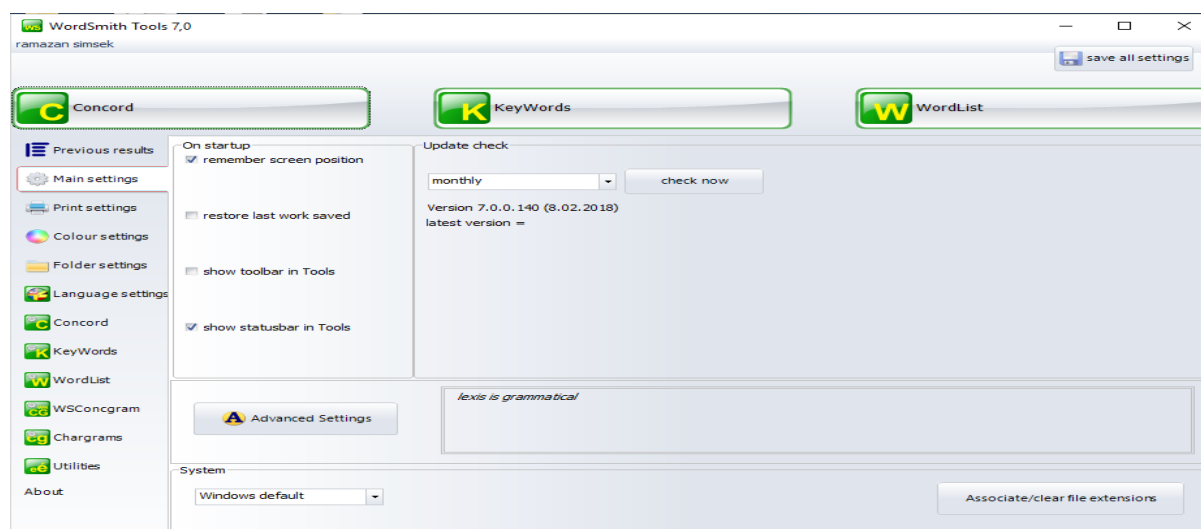
- Altay book set for teaching Turkish as a foreign language, A1 level coursebook
- Gazi book set for teaching Turkish as a foreign language, A1 level coursebook,
- İstanbul book set for teaching Turkish as a foreign language, A1 level coursebook,
- Türkçeye Yolculuk book set for teaching Turkish as a foreign language, A1 level coursebook
- Yunus Emre Enstitüsü book set for teaching Turkish as a foreign language, A1 level coursebook

### *2.2. Data collection procedures*

The A1 level textbooks used in teaching Turkish as a foreign language and examined within the scope of the research were transferred to a computer environment, reading texts in the books were digitized with the use of OCR software and a data set was created through UTF-8 code conversion. The data set was prepared for analysis with Wordsmith Tools 7.0 software, frequency lists were created and tagged according to word forms (noun, verb, adjective, pronoun, adverb, preposition, conjunction).

### *2.3. Data analysis*

The A1 level textbooks used in teaching Turkish as a foreign language and examined within the scope of the research were transferred to a computer environment, reading texts in the books were digitized with the use of OCR software and a data set was created through UTF-8 code conversion. The data set was prepared for analysis with Wordsmith Tools 7.0 software, frequency lists were created and tagged according to word forms (noun, verb, adjective, pronoun, adverb, preposition, conjunction). In this process, word roots (lemma) were obtained by removing the inflexions from the words. For example:” F(1) “was assigned as the frequency value for the word “kitap” by removing the affixes in the words “kitaba, kitabı, kitapta”. Within the framework of the data obtained from the corpus-based study of Aksan (2017), the similarity levels of the first 1000 words used most frequently and the first 1000 words used most frequently in YDTÖ textbooks were investigated. Within this framework, 1000 different word roots (lemma) were taken as the basis on each textbook or relevant calculations were proportioned based on the existing data to achieve the corresponding statistical similarity. Subsequently, frequency lists were established according to the word types obtained from YDTÖ textbooks.



**Figure 1.** The interface of WordSmith Tools Software.

### 3. Results

#### 3.1. Common Words Knowledge in Reading Texts of Textbooks for Teaching Turkish as a Foreign Language

Altay Turkish, Gazi Istanbul, Türkçeye Yolculuk, Yedi İklim book sets for teaching Turkish to foreigners were analyzed by combining 142 reading texts chosen from A1 level textbooks. In this context, the vocabulary content of the reading texts was found to be 19408 words. The number of different words in these reading texts was found to be 5018. The rate of the total number of words to the number of different words can be expressed as 0,26 or 26%. Based on this data, the average of 26, out of every 100 words in textbooks, is different.

**Table 1.** Findings on the vocabulary content of YDTÖ A1 level textbooks

Number of Texts Examined in Books	Total Number of Words (Token)	Number of Different type	of word	Number of the different word in each text	Vocabulary (Type/Token)	Coefficient
142	19408	5018		35	0,26	

The vocabulary content of the reading texts in the textbook sets of Altay, Gazi Istanbul, Türkçeye Yolculuk, Yedi İklim for teaching Turkish as a foreign language to foreigners at A1 level textbooks was examined in terms of word types, and the word forms were tagged. In this process the inflexional and derivational affixes in the word roots and stems have been removed (lemmatization). Therefore, 1 frequency value was assigned to the words created by embedding to the same roots (lemma).

The texts taken from Altay, Gazi, İstanbul, Türkçeye Yolculuk, Yedi İklim A1 level coursebook sets for teaching Turkish to foreigners were combined and examined based on corpus; the most frequently used 1000 words (token) within the examined 5 sets were determined using computer software and compared to the 1000 most frequently used words in “A Frequency Dictionary of Turkish” published by Aksan et. al (2017). In this context, the most frequently used 1000 words in the course books examined based on corpus were compared to the 1000 words most frequently used in Turkish as suggested by Aksan (2017), and it was found that 525 were used in common. It was seen that there was a 52% similarity between

the 1000 most frequently used words in Turkish and the 1000 most frequently used words in the reading texts in Altay, Gazi, Istanbul, Türkçeye Yolculuk, Yedi İklim YDTÖ textbooks. Besides, the number of different words in each text was also found to be 35.

**Table 2.** Findings regarding parts of speech in Türkçeye Yolculuk YDTÖ A1 Level Coursebook.

Form	Noun	Verb	Adjective	Adverb	Pronoun	Conjunction
f	1541	422	286	62	23	24
%	65	18	12	3	1	1

As seen in Table 2, the rate of the noun form and frequency value in YDTÖ A1 level textbooks were 65% - 1541; the rate of the verb form and frequency value was 18%– 422; the rate of the adjective form and frequency value was 12% – 286; the rate of the adverb form and frequency value was 3% – 62; the rate of the pronoun form and frequency value was 1% – 23; the rate of the conjunction form and frequency value was 2% – 24.

### 3.2. Vocabulary used in the texts of Altay A1 Level course books for teaching Turkish to foreigners.

**Table 3.** Findings regarding Altay YDTÖ A1 Level Course Books

Number of Texts Examined in the Book	Number of words (Token)	Number of Different Types (Type)	Number of Different word in each text	Vocabulary coefficient (Type/Token)
38	4346	1631	43	0,3752

A1 level Altay Turkish language teaching kit for foreigners is the first textbook examined in the study. 38 reading texts were examined in the textbook; the number of the word (token) in the reading texts was found to be 4346 words. The number of different words in these reading texts was found to be 1631. The rate of the total number of words to the number of different words can be stated to be 0.3752 or 37%. Based on these data, it was found that 37 out of every 100 words in the textbook were different. Besides, the number of different words in each text was also found to be 43.

Altay A1 level Turkish textbook for foreigners was examined based the corpus and the most frequently used 1000 words (tokens) in the textbook were identified through computer software and they were compared to the 1000 words in the Frequency Dictionary of Turkish published by Aksan et. al. (2017). In this context, the 1000 most frequently used words identified from the coursebook based on corpus were compared to the 1000 most frequently used words suggested by Aksan (2017) and 400 words were found to be common. When proportionately considered, it was found that there was a 40% similarity between the 1000 most frequently used words in Turkish and the 1000 most frequently used words in the Altay YDÖ textbook.

The vocabulary in Altay A1 level Turkish teaching kit for foreigners was examined in terms of word type, and then word forms were tagged. In this process, the inflexional and derivational affixes in the roots and stems of the word were removed (lemmatization). Therefore, the words created by embedding to the same roots were assigned the frequency value of 1.

**Table 4.** Findings regarding part of speech in Altay YDTÖ A1 level coursebook

Form	Noun	Verb	Adjective	Adverb	Pronoun	Conjunction
f	686	165	126	27	17	12
%	66	16	12	3	2	1

As seen in Table 4, the rate of noun form and its frequency value in Altay A1 level YDTÖ coursebook was 63% - 686; the rate of verb form and its frequency value in Altay A1 level YDTÖ coursebook was 16% – 165; the rate of adjective form and its frequency value in Altay A1 level YDTÖ coursebook was 12% – 126; the rate of adverb form and its frequency value in Altay A1 level YDTÖ coursebook was 3% – 27; the rate of pronoun form and its frequency value in Altay A1 level YDTÖ coursebook was 2% – 17; the rate of conjunction form and its frequency value in Altay A1 level YDTÖ coursebook was 2%-40.

The first 100 words most frequently used in the noun form in the Altay YDTÖ A1 level textbook are presented in Table 5.

**Table 5.** The first 100 words most frequently used in the noun form in Altay YDTÖ A1 level textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	Baba	32	35	Arkadaş	11	69	Ara	7
2	Türkiye	31	36	Tarih	11	70	Ödev	7
3	Sema	27	37	Hava	10	71	Anne	7
4	Gün	24	38	Yer	10	72	Akşam	7
5	Merhaba	22	39	İnsan	10	73	Kahvaltı	7
6	Sınıf	21	40	Çocuk	10	74	Ad	7
7	Ülke	20	41	Okul	10	75	Dolap	7
8	Ev	20	42	Sabah	10	76	Dön	6
9	Film	18	43	Araba	10	77	Menü	6
10	Kıta	18	44	Masa	10	78	Can	6
11	Renk	18	45	Kitap	10	79	Yıl	6
12	Şehir	18	46	Efendi	9	80	Sembol	6
13	Zeynep	17	47	Meslek	9	81	Avrupa	6
14	Merkez	17	48	Zaman	9	82	Kuzey	6
15	Teyze	16	49	Su	9	83	Asya	6
16	Mayıs	16	50	Ankara	9	84	Dünya	6
17	Doktor	16	51	Deniz	9	85	Program	6
18	Penguen	15	52	Hafta	9	86	Tamir	6
19	Bey	15	53	Saat	9	87	Terzi	6
20	Üniversite	15	54	Öğrenci	9	88	Çarşı	6
21	Randevu	14	55	Öğretmen	9	89	Antalya	6
22	Garson	13	56	Sunucu	8	90	Kardeş	6
23	Müze	13	57	Ayakkabı	8	91	Hacettepe	6
24	İş	13	58	Şey	8	92	Yardım	6
25	Adım	13	59	Cadde	8	93	Oğul	6
26	Ay	12	60	Başkent	8	94	Yurt	6

27	Yemek	12	61	İzmir	8	95	Ders	6
28	Kilo	11	62	Amerika	8	96	İşlem	5
29	Mevsim	11	63	Yan	7	97	Otobüs	5
30	Konser	11	64	Kırlangıç	7	98	Hayat	5
31	Sınav	11	65	Perşembe	7	99	Dakika	5
32	Otel	11	66	Kız	7	100	Bahar	5
33	Oda	11	67	İstanbul	7			
34	Turist	11	68	Alışveriş	7			

The first 100 words most frequently used in the verb form in the Altay YDTÖ A1 level textbook are presented in Table 6.

**Table 6.** The first 100 words most frequently used in the verb form in Altay YDTÖ A1 level textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	Git	38	35	İN	3	69	Dik	2
2	Et	37	36	Çarp	3	70	Anlat	2
3	Gel	32	37	Gül	3	71	Düzenle	2
4	Yap	30	38	Üzül	3	72	Bul	2
5	İşte	28	39	Getir	3	73	İç	2
6	Ye	18	40	Yağ	3	74	Öğren	2
7	De	17	41	Sür	3	75	Yürü	2
8	Sev	17	42	Başla	3	76	Soy	1
9	Ol	13	43	Aç	3	77	San	1
10	Bak	13	44	Ara	3	78	Sarı	1
11	Oku	12	45	Öksür	3	79	Gir	1
12	Çık	10	46	Yaz	3	80	Dol	1
13	Gör	9	47	Giy	3	81	Koş	1
14	İyi	9	48	Dön	3	82	İnan	1
15	Yaşa	9	49	Yat	3	83	Sor	1
16	Kullan	7	50	Yaş	3	84	Bin	1
17	Otur	7	51	Bağışla	2	85	Giyin	1
18	Al	7	52	Sula	2	86	Yıka	1
19	Ver	7	53	Çek	2	87	Uyan	1
20	Çalış	7	54	Teşekkür Et	2	88	Yor	1
21	Var	6	55	Düşün	2	89	Sevin	1
22	Konuş	6	56	Sinirlen	2	90	Eğlen	1
23	Koy	6	57	Beğen	2	91	Anla	1
24	Ağla	5	58	Dur	2	92	Topla	1
25	Ala	5	59	Yet	2	93	Şaşır	1
26	Bit	5	60	Uç	2	94	Bekler	1
27	Dinle	5	61	Yaklaş	2	95	Uyar	1
28	Bekle	5	62	Bağla	2	96	Bil	1
29	Söyle	5	63	Göster	2	97	Görün	1



30	Tuşla	4	64	Kul	2	98	Acık	1
31	Yala	4	65	At	2	99	Kız	1
32	Oyna	4	66	Çal	2	100	Koru	1
33	Kal	4	67	Ağrı	2			
34	Kalk	4	68	Kes	2			

The first 100 words most frequently used in the adjective form in Altay YDTÖ A1 level textbook are presented in Table 7.

**Table 7.** The first 100 words most frequently used in the adjective form in Altay YDTÖ A1 level textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	Güzel	17	35	Komik	2	69	Dışarı	1
2	İyi	13	36	Sevimli	2	70	Terbiyeli	1
3	Eski	12	37	Yüksek	2	71	Üst	1
4	Ünlü	10	38	Parlak	2	72	İlginç	1
5	Büyük	10	39	Doğru	2	73	Kolay	1
6	Küçük	9	40	Ak	2	74	Buçuk	1
7	Kırmızı	8	41	Pembe	2	75	Kıvırcık	1
8	Uygun	7	42	Krem	2	76	Minik	1
9	Sıcak	7	43	Sarı	2	77	Üçgen	1
10	Açık	6	44	Az	2	78	Göçmen	1
11	Soğuk	6	45	Bol	2	79	Kalmın	1
12	Önemli	5	46	Yarım	2	80	Yalnız	1
13	Turistik	5	47	İlk	2	81	YANLIŞ	1
14	Kalabalık	5	48	Yoğun	2	82	Çeyrek	1
15	Tabii	4	49	Kapalı	2	83	Doğu	1
16	Mavi	4	50	Tarihî	2	84	Temiz	1
17	Siyah	4	51	Ucuz	2	85	Yabancı	1
18	Hız	4	52	Özel	2	86	Yerli	1
19	Fark	4	53	Bütün	2	87	Kel	1
20	Önce	3	54	Kaslı	2	88	Birleşik	1
21	Başka	3	55	Böyle	1	89	Baş	1
22	Yavaş	3	56	Karşı	1	90	Çift	1
23	En	3	57	Uzak	1	91	Mor	1
24	Antik	3	58	Hayatî	1	92	Tek	1
25	Turuncu	3	59	Başörtülü	1	93	Şekerli	1
26	Beyaz	3	60	Kilolu	1	94	Düzenli	1
27	Yeşil	3	61	Hafif	1	95	Dolu	1
28	Yeni	3	62	Boylu	1	96	Boş	1
29	Yakın	3	63	Kısa	1	97	Çalışkan	1
30	Erken	3	64	Ön	1	98	Uzun	1
31	Rahat	2	65	Hayırlı	1	99	Sakin	1
32	Fazla	2	66	Pos	1	100	Sesli	1
33	Yaş	2	67	İç	1			
34	Öyle	2	68	Unlu	1			

### 3.3. Vocabulary Use of the Texts in Gazi A1 Level Course Book for Teaching Turkish to Foreigners

The second textbook examined in the study is Gazi A1 level textbook for teaching Turkish to foreigners. 20 reading texts were examined in the textbook; the number of words in reading texts (token) was found to be 2003 words. The number of different words (type) in these reading texts was found to be 1001. The rate of the total number of words to the number of different words can be expressed as 0.50 or 50%. Based on these data, it could be claimed that 50 out of every 100 words in the textbook are different. The number of different words per text is 50.

Gazi A1 level Turkish book set for foreigners was examined based the corpus and the most frequently used 1000 words (tokens) in the textbook were identified through computer software and they were compared to the 1000 words in the Frequency Dictionary of Turkish published by Aksan et. al. (2017). In this context, the 1000 most frequently used words identified from the coursebook based on corpus were compared to the 1000 most frequently used words suggested by Aksan (2017) and 492 words were found to be common. When proportionately considered, it was found that there was a 49% similarity between the 1000 most frequently used words in Turkish and the 1000 most frequently used words in Gazi YDÖ textbook.

**Table 8.** Findings regarding Gazi YDÖ A1 Level coursebook

<b>Number of texts Examined in the book</b>	<b>Number of Word in Total (Token)</b>	<b>Number of Different (Type)</b>	<b>Number of Words Different in Each Text</b>	<b>Vocabulary Coefficient (Type/Token)</b>
20	2003	1001	50	0,50

The number of texts and words in Gazi A1 level book set for teaching Turkish to foreigners was found to be lower than the other sources; the vocabulary coefficient was found to be quite high. The texts in Gazi A1 level book set for teaching Turkish to foreigners was also examined in terms of vocabulary use and word forms, and the word forms were tagged. In this process, the derivational and inflexional affixes in the roots and stems of the word were removed (lemmatization). Therefore, the words created by embedding to the same roots were assigned the frequency value of 1.

**Table 9.** Findings regarding the parts of speech in Gazi YDÖ A1 Level Course Book

<b>Form</b>	<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>	<b>Pronoun</b>	<b>Conjunction</b>
<b>f</b>	359	117	100	32	11	13
<b>%</b>	55	19	16	5	2	2

As seen in Table 9, the rate of the words in noun form and its frequency in Gazi A1 Level YDÖ textbook was 55% - 359; the rate of the words in a verb form and its frequency in Gazi A1 Level YDÖ textbook was 19% – 117; the rate of the words in adjective form and its frequency in Gazi A1 Level YDÖ textbook was 16% – 100; the rate of the words in adverb form and its frequency in Gazi A1 Level YDÖ textbook was 5% – 32; and the rate of the words in pronoun form and its frequency in Gazi A1 Level YDÖ textbook was 2%-11; the rate of the words in conjunction form and its frequency in Gazi A1 Level YDÖ textbook was 2%- 13; the rate of the words in preposition form and its frequency in Gazi A1 Level YDÖ textbook was 1% – 8.

The first 100 words most frequently used in the noun form in Gazi A1 Level YDTO textbook are presented in Table 10.

**Table 10.** The first 100 words most frequently used in the noun form in Gazi A1 Level YDTO textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	Gün	18	35	Akşam	5	69	Not	3
2	Yol	13	36	İş	5	70	Yıl	3
3	Ev	13	37	Hafta	5	71	Tören	3
4	Yemek	12	38	Yan	5	72	Metre	3
5	Hanım	12	39	Cadde	5	73	Mesaj	3
6	Öğrenci	12	40	Arkadaş	5	74	Makine	3
7	Telefon	11	41	Oğul	5	75	Kahve	3
8	Ad	11	42	Adım	5	76	Sıra	3
9	Yolcu	10	43	Doğum	5	77	Süt	3
10	Yaş	10	44	Tolga	4	78	Numara	3
11	Görev	9	45	Danışma	4	79	Cam	3
12	Müşteri	9	46	Hakan	4	80	Bilet	3
13	Bey	8	47	Sağ	4	81	Türkü	3
14	Temsilci	8	48	Kantin	4	82	Kart	3
15	Banka	8	49	Meltem	4	83	Dakika	3
16	Levent	7	50	Kenar	4	84	Bent	3
17	Turist	7	51	Kilo	4	85	İç	3
18	Tarife	7	52	Liste	4	86	Taraf	3
19	Sütlaç	7	53	Üst	4	87	Eczane	3
20	Elif	7	54	Tatil	4	88	Alışveriş	3
21	Yer	7	55	Öğle	4	89	Şarkı	3
22	Sol	6	56	Ara	4	90	Kız	3
23	İşlem	6	57	Salon	4	91	E-Posta	3
24	Dilek	6	58	Oda	4	92	Öğrenim	3
25	Lira	6	59	Market	4	93	Soyad	3
26	Usta	6	60	Karşı	4	94	Ağabey	2
27	Zaman	6	61	Tiyatro	4	95	Yıldönümü	2
28	Eş	6	62	Hayat	4	96	Telaş	2
29	Dün	5	63	Can	4	97	Sınıf	2
30	Rehber	5	64	Doktor	4	98	Harita	2
31	Teyze	5	65	Durum	4	99	Araba	2
32	Bilgisayar	5	66	Ülke	4	100	Sene	2
33	Para	5	67	Pasta	3			
34	Sunucu	5	68	Masa	3			

The first 100 words most frequently used in the verb form in Gazi A1 Level YDTO textbook are presented in Table 11.

**Tablo 11.** The first 100 words most frequently used in the verb form in Gazi A1 Level YDTÖ textbook

No	İtem	Freq	No	İtem	Freq	No	İtem	Freq
1	Ol	19	35	İzle	2	69	Seç	1
2	Et	11	36	Çık	2	70	Sakla	1
3	İste	10	37	Çalış	2	71	Ayrıl	1
4	Gel	10	38	Yaşa	2	72	Kaydet	1
5	De	9	39	Eğlen	1	73	Dolaş	1
6	Al	8	40	Duygulan	1	74	Mutlu	1
7	Dön	8	41	Doğ	1	75	Al	1
8	Ye	8	42	Hazırlan	1	76	Tüket	1
9	Kal	7	43	Kal	1	77	Bulan	1
10	Yap	7	44	Çal	1	78	Ağrı	1
11	Gör	7	45	Telaşlan	1	79	Üşü	1
12	Git	6	46	Kutla	1	80	Hastalan	1
13	Gül	6	47	Ara	1	81	Öde	1
14	Unut	5	48	Ulaş	1	82	Görün	1
15	Bak	5	49	Kavuş	1	83	Tanı	1
16	Yürü	3	50	Utan	1	84	Yüz	1
17	Tuşla	3	51	Hapşır	1	85	Oku	1
18	Gir	3	52	Konuş	1	86	Dinlen	1
19	Yaz	3	53	Durum	1	87	Sıkıl	1
20	Otur	3	54	Değ	1	88	Seyret	1
21	Bırak	2	55	Zorlan	1	89	Kız	1
22	Heyecanlan	2	56	Yıl	1	90	Ağla	1
23	Dur	2	57	Dinle	1	91	Bekle	1
24	Çek	2	58	Sür	1	92	Söyle	1
25	Sor	2	59	Bil	1	93	Yaşlan	1
26	Anla	2	60	Bit	1	94	Düşün	1
27	Uy	2	61	Bulun	1	95	Esne	1
28	Kullan	2	62	Gönder	1	96	Ders Al	
29	Ver	2	63	İlerle	1	97	Spor Yap	
30	Beğen	2	64	Yaklaş	1	98	Ders Çalış	
31	Aç	2	65	Üniversite	1	99	Mutlu Ol	
32	Gez	2	66	Onayla	1	100	Sez	
33	Buluş	2	67	Geç	1			
34	Sev	2	68	At	1			

The first 100 words most frequently used in the adjective form in Gazi A1 Level YDTÖ textbook are presented in Table 12.

**Tablo 12.** The first 100 words most frequently used in the adjective form in Gazi A1 Level YDTÖ textbook

No	Item	Freq	No	Item	Freq	No	Item	Freq
1	İyi	15	35	Memnun	2	69	Zevk	1
2	Görevli	11	36	Yüksek	2	70	Günlük	1
3	As	8	37	Süs	1	71	Sevgi	1
4	Yeni	7	38	Nice	1	72	Son	1
5	Güzel	6	39	Çabuk	1	73	Tatlı	1
6	Özgür	5	40	Önce	1	74	Gezgin	1
7	Biraz	5	41	Fark	1	75	Sıvı	1
8	Geç	4	42	Yerli	1	76	Düzenli	1
9	Hoş	4	43	Serhat	1	77	Kuru	1
10	Kolay	4	44	Açık	1	78	Üstün	1
11	Büyük	4	45	Kendi	1	79	Pahalı	1
12	İlk	3	46	Yalnız	1	80	Ucuz	1
13	Şekerli	3	47	Güven	1	81	İndirim	1
14	Bol	3	48	Sakin	1	82	Keyifli	1
15	Mutlu	3	49	Yavaş	1	83	Sıkıcı	1
16	Uzun	3	50	Önem	1	84	Yorucu	1
17	Aynı	2	51	Yaklaşık	1	85	Geniş	1
18	Uzak	2	52	Bozuk	1	86	Yakın	1
19	Kart	2	53	Tarihî	1	87	Gürültü	1
20	Aslan	2	54	Sol	1	88	Korkunç	1
21	Dümdüz	2	55	Yan	1	89	Utangaç	1
22	Az	2	56	Yanlış	1	90	Üzgün	1
23	Sınırlı	2	57	Sağ	1	91	Saç	1
24	Uygun	2	58	Yarı	1	92	Sinirli	1
25	Taze	2	59	İri	1	93	Kel	1
26	Hayırlı	2	60	Grup	1	94	Şişman	1
27	Eğlence	2	61	Okul	1	95	Yüz	1
28	Doğru	2	62	Ağaç	1	96	Kısa	1
29	Bütün	2	63	Ferah	1	97	Kahverengi	1
30	Küçük	2	64	Romantik	1	98	Ünlü	1
31	Komik	2	65	Hazır	1	99	Baş	1
32	Neşeli	2	66	Sade	1	100	Çift	1
33	Boy	2	67	Zor	1			
34	Kalabalık	2	68	Başka	1			

### 3.4. Vocabulary Use in the Texts of Istanbul A1 Level Textbook for Teaching Turkish to Foreigners

Another textbook examined in the study is İstanbul A1 level textbook for teaching Turkish to foreigners. 24 reading texts were examined in the textbook; the number of words (tokens) in the reading texts was found to be 2949. The number of different words (type) in these reading texts was found to be 1187.

The rate of the total number of words to the number of different words can be expressed as 0.40 or 40%. Based on these data, it was found that 40 out of every 100 words in the textbook are different. In addition, the number of different words per text was found to be 49.

**Table 13.** Findings regarding İstanbul YDTÖ A1 Level Textbook

Number of Texts Examined in the book	Number of words in total (Token)	Number of different (Type)	Number of words different words per text	Vocabulary (Type/Token)	Coefficient
24	2949	1187	49	0,40	

The reading texts in İstanbul A1 Level book set for teaching Turkish to foreigners were examined in terms of word forms and vocabulary use and then word forms were tagged. In this process, the inflexional and derivational affixes in the roots and stems of the word were removed (lemmatization). Therefore, the words created by embedding to the same roots were assigned a frequency value of 1.

İstanbul A1 level Turkish book set for foreigners was examined based the corpus and the most frequently used 1000 words (tokens) in the textbook were identified through computer software and they were compared to the 1000 words in the Frequency Dictionary of Turkish published by Aksan et. al. (2017). In this context, the 1000 most frequently used words identified from the coursebook based on corpus were compared to the 1000 most frequently used words suggested by Aksan (2017) and 522 words were found to be common. When proportionately considered, it was found that there was a 52% similarity between the 1000 most frequently used words in Turkish and the 1000 most frequently used words in the İstanbul YDÖ textbook.

**Table 14.** Findings regarding Parts of Speech in the İstanbul A1 Level YDTÖ A1 Textbook

Orm	Noun	Verb	Adjective	Adverb	Pronoun	Conjunction
F	471	131	73	24	16	13
%	64	18	10	3	2	2

As seen in Table 14, the rate of the words in noun form and its frequency in İstanbul A1 Level YDÖ textbook was % 64 - 471; the rate of the words in the verb form and its frequency in İstanbul A1 Level YDÖ textbook was % 18 – 131; the rate of the words in adjective form and its frequency in İstanbul A1 Level YDÖ textbook was % 10 – 79; the rate of the words in adverb form and its frequency in İstanbul A1 Level YDÖ textbook was % 3 – 24; and the rate of the words in pronoun form and its frequency in İstanbul A1 Level YDÖ textbook was % 2 – 16; the rate of the words in conjunction form and its frequency in İstanbul A1 Level YDÖ textbook was % 2 – 13; the rate of the words in preposition form and its frequency in İstanbul A1 Level YDÖ textbook was % 1 – 4.

İstanbul A1 level Turkish book set for foreigners was examined based the corpus and the most frequently used 1000 words (tokens) in the textbook were identified through computer software and they were compared to the 1000 words in the Frequency Dictionary of Turkish published by Aksan et. al. (2017). In this context, the 1000 most frequently used words identified from the coursebook based on corpus were compared to the 1000 most frequently used words suggested by Aksan (2017) and 322 words were found to be common. When proportionately considered, it was found that there was a 32% similarity between the 1000 most frequently used words in Turkish and the 1000 most frequently used words in the İstanbul YDÖ textbook.

The first 100 words most frequently used in the noun form in the Istanbul YDTO A1 level textbook are presented in Table 15.

**Table 15.** The first 100 words most frequently used in the noun form in Istanbul YDTO A1 level textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	Ev	34	35	Maç	7	69	Amca	4
2	Gün	32	36	Hep	7	70	Sene	4
3	Ad	29	37	Yer	7	71	Doğum	4
4	İnsan	27	38	Kafe	7	72	Mayıs	4
5	Anne	21	39	Hayır	7	73	Babaaanne	4
6	Öğretmen	20	40	Film	7	74	Bayram	4
7	Arkadaş	19	41	Masa	7	75	İngilizce	4
8	Bayram	17	42	Martin	7	76	İki	4
9	Saat	17	43	Ateş	6	77	Dil	4
10	Okul	17	44	Zaman	6	78	Türkçe	4
11	Yaş	17	45	Üniversite	6	79	Hastane	4
12	Çocuk	16	46	Akşam	6	80	Mert	4
13	İş	16	47	Alışveriş	6	81	Sevim	4
14	Öğrenci	14	48	Eş	6	82	Kaç	4
15	Baba	13	49	Kahvaltı	6	83	Ülke	4
16	Aile	13	50	Sabah	6	84	Hak	4
17	Yemek	13	51	Mehmet	6	85	Sinema	4
18	Hanım	13	52	Konu	5	86	Zehra	4
19	Merhaba	13	53	Mahalle	5	87	Kadıköy	4
20	İstanbul	12	54	Dışarı	5	88	Ofis	4
21	Kendi	11	55	Sohbet	5	89	Ankara	4
22	Doktor	11	56	Şehir	5	90	Sokak	4
23	Hafta	11	57	Ayşe	5	91	Numara	4
24	Sınıf	11	58	Cadde	5	92	Otobüs	4
25	Kardeş	10	59	Domates	5	93	Defter	4
26	Festival	9	60	Televizyon	5	94	Gece	4
27	Kız	9	61	Kantin	5	95	Sağlık	4
28	Türkiye	9	62	Kitap	5	96	İyi	4
29	Spor	9	63	Oda	5	97	Bey	4
30	Ders	9	64	Erkek	5	98	Sivas	3
31	Hediye	8	65	Can	5	99	Bahar	3
32	Serhat	8	66	Selam	5	100	Köy	3
33	Son	8	67	Din	4			
34	Yurt	7	68	Siyaset	4			

In Istanbul YDTO A1 level textbook, the inflexional and derivational suffixes of the most frequently used words in the adjective form were removed and their root forms are presented in Table 16.

**Table 16.** The most frequently used words in İstanbul YDTÖ A1 level textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	Büyük	20	35	Maddi	1	69	Eski	1
2	Güzel	13	36	Günlük	1	70	Hasta	1
3	İyi	10	37	Düş	1	71	Üst	1
4	Küçük	8	38	Kısıık	1	72	Katlı	1
5	Yeni	6	39	Kötü	1	73	Fena	1
6	Farklı	6	40	Mümkün	1	74		
7	Biraz	5	41	Kenar	1	75		
8	Aynı	5	42	Yüz	1	76		
9	Bütün	5	43	Lezzet	1	77		
10	Kalabalık	4	44	Başka	1	78		
11	Uzak	4	45	Yaklaşık	1	79		
12	Mutlu	4	46	Akıllı	1	80		
13	Hoş	4	47	Bahçe	1	81		
14	Memnun	4	48	Meşgul	1	82		
15	Çeyrek	3	49	Mor	1	83		
16	Boş	3	50	Mavi	1	84		
17	Erken	3	51	Yeşil	1	85		
18	Evli	3	52	Sarı	1	86		
19	Yakın	3	53	Kırmızı	1	87		
20	Bol	3	54	Son	1	88		
21	Önem	2	55	Gözde	1	89		
22	Rahat	2	56	Ulusal	1	90		
23	İlk	2	57	Zengin	1	91		
24	Resmî	2	58	Özel	1	92		
25	Millî	2	59	Tek	1	93		
26	Dinî	2	60	Sevgi	1	94		
27	Çeşitli	2	61	Rusya	1	95		
28	Yabancı	2	62	Nere	1	96		
29	Normal	2	63	Heyecan	1	97		
30	Sağlık	2	64	Uygun	1	98		
31	Değişik	2	65	Açık	1	99		
32	Geç	2	66	Sakin	1	100		
33	Yorgun	2	67	Uzun	1			
34	Aşağı	2	68	Hazır	1			

### 3.5. Vocabulary use of the Reading Texts in Türkçeye Yolculuk A1 Level for Teaching Turkish to foreigners

Another textbook examined in the study is Türkçeye Yolculuk A1 level textbook for teaching Turkish to foreigners. 36 reading texts were examined in the textbook; the number of words (tokens) in the reading texts was found to be 5226. The number of different words (type) in these reading texts was found to be 1751. The rate of the total number of words to the number of different words can be



expressed as 0.3350 or % 33. Based on these data, it was found that 33 out of every 100 words in the textbook are different.

**Table 17.** Findings regarding Türkçeye Yolculuk YDTÖ A1 Level textbook

Number of Texts Examined in the book	Number of words in total(Token)	Number of different words(Type)	Number of different words per text	Vocabulary Coefficient(Type/Token)
36	5226	1751	49	0,3350

The reading texts in Türkçeye Yolculuk A1 Level book set for teaching Turkish to foreigners were examined in terms of parts of speech and vocabulary use and word forms were tagged. In this process, the inflexional and derivational affixes in the roots and stems of the word were removed (lemmatization). Therefore, the words created by embedding to the same roots were assigned a frequency value of 1. The number of different words in each text was found to be 49.

Türkçeye Yolculuk A1 level Turkish book set for foreigners was examined based the corpus and the most frequently used 1000 words (tokens) in the textbook were identified through the computer software and they were compared to the 1000 words in the Frequency Dictionary of Turkish published by Aksan et. al. (2017). In this context, the 1000 most frequently used words identified from the coursebook based on corpus were compared to the 1000 most frequently used words suggested by Aksan (2017) and 393 words were found to be common. When proportionately considered, it was found that there was a 39% similarity between the 1000 most frequently used words in Turkish and the 1000 most frequently used words in the Türkçeye Yolculuk YDTO textbook.

**Table 18.** Findings regarding parts of speech in Türkçeye Yolculuk YDTÖ A1 Level Textbook

Form	Noun	Verb	Adjective	Adverb	Pronoun	Conjunction
F	643	188	116	34	20	15
%	64	18	12	3	2	1

As seen in Table 18, the rate of the words in noun form and its frequency in Türkçeye Yolculuk A1 Level YDTO textbook was % 64 - 643; the rate of the words in the verb form and its frequency in Türkçeye Yolculuk A1 Level YDTO textbook % 18 – 188; the rate of the words in adjective form and its frequency in Türkçeye Yolculuk A1 Level YDTO textbook was % 12 – 116; the rate of the words in adverb form and its frequency in Türkçeye Yolculuk A1 Level YDTO textbook was % 3 – 34; and the rate of the words in pronoun form and its frequency was % 2 – 20; the rate of the words in conjunction form and its frequency was % 1 – 15; the rate of the words in preposition form and its frequency was % 1 – 4.

In Türkçeye Yolculuk YDTO A1 level textbook, the inflexional and derivational suffixes of the most frequently used words in the noun form were removed and their root forms are presented in Table 19.

**Table 19.** The most frequently used 100 words in noun forms taken from Türkçeye Yolculuk YDTÖ A1 Level Textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	Ev	34	35	Son	8	69	Sene	4
2	Gün	32	36	Yurt	7	70	Hasta	1
3	İnsan	27	37	Maç	7	71	Üst	1
4	Anne	21	38	Hep	7	72	Katlı	1
5	Öğretmen	20	39	Yer	7	73	Fena	1
6	Arkadaş	19	40	Kafe	7	74	Doğum	4
7	Bayram	17	41	Hayır	7	75	Mayıs	4
8	Saat	17	42	Film	7	76	Babaanne	4
9	Okul	17	43	Masa	7	77	Bayram	4
10	Yaş	17	44	Ateş	6	78	İngilizce	4
11	Çocuk	16	45	Zaman	6	79	İki	4
12	İş	16	46	Üniversite	6	80	Dil	4
13	Adım	15	47	Akşam	6	81	Türkçe	4
14	Öğrenci	14	48	Alışveriş	6	82	Hastane	4
15	Ad	14	49	Eş	6	83	Ülke	4
16	Baba	13	50	Kahvaltı	6	84	Hak	4
17	Aile	13	51	Sabah	6	85	Sinema	4
18	Yemek	13	52	Mehmet	6	86	Kadıköy	4
19	Hanım	13	53	Konu	5	87	Ofis	4
20	Merhaba	13	54	Mahalle	5	88	Ankara	4
21	İstanbul	12	55	Dışarı	5	89	Sokak	4
22	Doktor	11	56	Sohbet	5	90	Numara	4
23	Hafta	11	57	Şehir	5	91	Otobüs	4
24	Sınıf	11	58	Cadde	5	92	Defter	4
25	Sibel	10	59	Domates	5	93	Gece	4
26	Kardeş	10	60	Televizyon	5	94	Sağlık	4
27	Teşekkür	10	61	Kantin	5	95	İyi	4
28	Festival	9	62	Kitap	5	96	Bey	4
29	Kız	9	63	Oda	5	97	Zeynep	4
30	Türkiye	9	64	Erkek	5	98	Sivas	3
31	Spor	9	65	Can	5	99	Bahar	3
32	Ders	9	66	Din	4	100	Köy	3
33	Ali	9	67	Siyaset	4			
34	Hediye	8	68	Amca	4			

The most frequently used 100 words in verb form taken from Türkçeye Yolculuk YDTÖ A1 Level Textbook are presented in Table 20.

**Table 20.** The Most Frequently Used 100 Words in Verb Form Taken from Türkçeye Yolculuk YDTÖ A1 Level Textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	Git	26	35	Topla	3	69	Karşıla	1
2	Et	21	36	İç	3	70	Koru	1
3	Yap	17	37	Oyna	3	71	Götür	1
4	Nasıl	12	38	Tanış	3	72	Benze	1
5	Ol	12	39	Yaz	3	73	As	1
6	İyi	11	40	Bit	3	74	Kavuş	1
7	Kutla	10	41	Buluş	3	75	Atla	1
8	Konuş	9	42	İş	3	76	Kes	1
9	Bil	9	43	Anla	3	77	Şaş	1
10	İste	8	44	Hisset	2	78	Öğret	1
11	Çalış	8	45	Dinlen	2	79	Doğ	1
12	Ye	8	46	Düşün	2	80	Yıl	1
13	Oku	8	47	Yak	2	81	Söyle	1
14	Yaşa	8	48	Katıl	2	82	Öp	1
15	Kal	8	49	Gün	2	83	Hazırla	1
16	Yaş	7	50	Var	2	84	Gecik	1
17	Sev	6	51	Kardeş	2	85	Azal	1
18	İzle	6	52	Bak	2	86	Bulun	1
19	Al	6	53	Geçir	2	87	Getir	1
20	Otur	6	54	Anlaş	2	88	Uy	1
21	Ver	6	55	San	2	89	Özle	1
22	Gör	6	56	Görüş	2	90	Öğren	1
23	Yor	5	57	Bayıl	2	91	Sıkıl	1
24	Başla	5	58	Gir	2	92	Zaman	1
25	Gez	5	59	Yat	2	93	Meşgul	1
26	Gel	5	60	Hasta	2	94	Yüz	1
27	Sür	4	61	Kişi	2	95	Koş	1
28	Geç	4	62	Dile	2	96	Paylaş	1
29	Eğlen	4	63	Gül	2	97	Çek	1
30	Dön	4	64	Öksür	1	98	Patla	1
31	Çık	4	65	Hâlet	1	99	Bin	1
32	Kalk	4	66	Sal	1	100	Piş	1
33	Ağrı	3	67	Yara	1			
34	At	3	68	İlgilen	1			

The most frequently used 100 words in the adjective form taken from Türkçeye Yolculuk YDTÖ A1 Level Textbook are presented in Table 21.

**Table 21.** The Most Frequently Used Words in Adjective Form Taken from Türkçeye Yolculuk YDTÖ A1 Level Textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	Büyük	20	35	Maddi	1	69	Hasta	1
2	Güzel	13	36	Günlük	1	70	Üst	1
3	İyi	10	37	Düş	1	71	Katlı	1
4	Küçük	8	38	Kısıık	1	72	Fena	1
5	Yeni	6	39	Kötü	1	73		
6	Farklı	6	40	Kenar	1	74		
7	Biraz	5	41	Yüz	1	75		
8	Aynı	5	42	Lezzet	1	76		
9	Bütün	5	43	O	1	77		
10	Kalabalık	4	44	Başka	1	78		
11	Uzak	4	45	Yaklaşık	1	79		
12	Mutlu	4	46	Akıl	1	80		
13	Hoş	4	47	Bahçe	1	81		
14	Memnun	4	48	Meşgul	1	82		
15	Çeyrek	3	49	Mor	1	83		
16	Boş	3	50	Mavi	1	84		
17	Erken	3	51	Yeşil	1	85		
18	Evli	3	52	Sarı	1	86		
19	Yakın	3	53	Kırmızı	1	87		
20	Bol	3	54	Son	1	88		
21	Önemli	2	55	Gözde	1	89		
22	Rahat	2	56	Ulusal	1	90		
23	İlk	2	57	Zengin	1	91		
24	Resmî	2	58	Özel	1	92		
25	Millî	2	59	Tek	1	93		
26	Dinî	2	60	Sevgisiz	1	94		
27	Çeşitli	2	61	Nere	1	95		
28	Yabancı	2	62	Heyecanlı	1	96		
29	Normal	2	63	Uygun	1	97		
30	Sağlık	2	64	Açık	1	98		
31	Değişik	2	65	Sakin	1	99		
32	Geç	2	66	Uzun	1	100		
33	Yorgun	2	67	Hazır	1			
34	Aşığı	2	68	Eski	1			

### 3.6. Vocabulary use of the Reading Texts in Yedi İklim A1 Level for Teaching Turkish to foreigners

Another textbook examined in the study is Yedi İklim A1 level textbook for teaching Turkish to foreigners. 24 reading texts were examined in the textbook; the number of words (tokens) in the reading texts was found to be 5028. The number of different words (type) in these reading texts was found to be 1751. The rate of the total number of words to the number of different words can be expressed as 0.3350

or % 33. Based on these data, it was found that 33 out of every 100 words in the textbook are different. The number of different words per text is 83.

**Table 22.** Findings Regarding Yedi İklim YDTÖ A1 Level Textbook

Number of Texts Examined in the book	Number of words total(Token)	Number of different words(Type)	Number of different words per text	Vocabulary coefficient (Type/Token)
24	5028	1995	83	0,40

The reading texts in Yedi İklim A1 Level book set for teaching Turkish to foreigners were examined in terms of parts of speech and vocabulary use and word forms were tagged. In this process, the inflexional and derivational affixes in the roots and stems of the word were removed (lemmatization). Therefore, the words created by embedding to the same roots were assigned the frequency value of 1.

Yedi İklim A1 level Turkish book set for foreigners was examined based the corpus and the most frequently used 1000 words (tokens) in the textbook were identified through computer software and they were compared to the 1000 words in the Frequency Dictionary of Turkish published by Aksan et. al. (2017). In this context, the 1000 most frequently used words identified from the coursebook based on corpus were compared to the 1000 most frequently used words suggested by Aksan (2017) and 411 words were found to be common. When proportionately considered, it was found that there was a 39% similarity between the 1000 most frequently used words in Turkish and the 1000 most frequently used words in the Yedi İklim YDÖ textbook

**Table 23.** Findings regarding parts of speech in Yedi İklim YDTÖ A1 Level Textbook

Form	Noun	Verb	Adjective	Adverb	Pronoun	Conjunction
f	705	200	132	41	16	14
%	64	18	12	4	2	2

As seen in Table 23, the rate of the words in noun form and its frequency in Yedi İklim A1 Level YDÖ textbook was % 64 - 705; the rate of the words in the verb form and its frequency in Yedi İklim A1 Level YDÖ textbook was % 18 – 200; the rate of the words in adjective form and its frequency in Türkçeye Yolculuk A1 Level YDÖ textbook was % 12 – 132; the rate of the words in adverb form and its frequency in Yedi İklim A1 Level YDÖ textbook was % 4 – 41, and the rate of the words in pronoun form and its frequency was % 2 – 16; the rate of the words in conjunction form and its frequency was % 2 – 13.

The most frequently used 100 words in noun form in Yedi İklim YDTÖ A1 Level Textbook are presented in Table 24.

**Table 24.** The most frequently used 100 words in noun form in Yedi İklim YDTÖ A1 Level Textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	Hanım	50	35	Kuaför	10	69	Acente	6
2	Gün	39	36	Yan	10	70	Bel	6
3	Saat	36	37	Kilo	10	71	Yarışmacı	6
4	Ev	30	38	Uçak	10	72	Namaz	6

5	Merhaba	28	39	Aile	10	73	Baş	6
6	Bey	26	40	Kardeş	10	74	Su	6
7	Anne	26	41	Sıra	9	75	Kebap	6
8	Bayram	24	42	Garson	9	76	Düğün	6
9	Baba	24	43	Yol	9	77	Çorba	6
10	Kahvaltı	20	44	Şey	9	78	Taksit	6
11	Buyuru	20	45	Son	9	79	Meltem	6
12	İş	19	46	Öğle	9	80	Otobüs	6
13	Okul	18	47	Hava	9	81	Meyve	6
14	Ahmet	18	48	Ankara	9	82	Masa	6
15	Efendi	17	49	Ad	9	83	Et	6
16	Öğretmen	17	50	Haber	8	84	Bahçe	6
17	Telefon	16	51	Bilgisayar	8	85	Kenan	6
18	Sekreter	15	52	Satıcı	8	86	İstanbul	6
19	Arkadaş	15	53	Şikâyet	8	87	Nergis	6
20	Hafta	14	54	Turgut	8	88	Turizm	5
21	Sabah	14	55	Metro	8	89	Büyükada	5
22	Oda	14	56	Oğul	8	90	Yüz	5
23	Akşam	14	57	Kız	8	91	Görev	5
24	Öğrenci	14	58	Amasra	7	92	Kasa	5
25	Esin	13	59	Fayton	7	93	Merak	5
26	Yemek	12	60	El	7	94	Zaman	5
27	Yer	12	61	Metre	7	95	Sevgi	5
28	Bilet	12	62	Yurt	7	96	Süre	5
29	Üniversite	12	63	Karadeniz	7	97	Piknik	5
30	Adım	12	64	Dağ	7	98	Sofuoğlu	5
31	Deniz	11	65	Esra	7	99	Yarış	5
32	Lira	11	66	Çocuk	7	100	Hostes	5
33	Pazar	11	67	Yaş	7			
34	Yolculuk	11	68	Günaydın	7			

The most frequently used 100 words in verb form in Yedi İklim YDTÖ A1 Level Textbook are presented in Table 25

**Table 25.** The most frequently used 100 words in verb form in Yedi İklim YDTÖ A1 Level Textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	Et	68	35	Kullan	6	69	Çal	2
2	Ol	53	36	Gez	6	70	Heyecanlan	2
3	Git	41	37	Sür	6	71	Evlen	2
4	Gel	35	38	Bak	6	72	Geçir	2
5	İste	31	39	Oyna	6	73	Konuş	2
6	Yap	27	40	Bul	6	74	Kesil	2
7	Çık	27	41	Ara	5	75	Kısal	2
8	De	26	42	Çek	5	76	Topla	2
9	Otur	16	43	Ulaş	5	77	Güneşlen	2
10	Ye	15	44	Doy	4	78	Yüksel	2

11	Gör	13	45	Hazır	4	79	Kay	2
12	Al	13	46	Aç	4	80	Boya	2
13	Kalk	13	47	Öp	4	81	Yak	2
14	Başla	13	48	Anlat	4	82	Keyiflen	2
15	İyi	13	49	Bit	4	83	Dinle	2
16	Ver	12	50	Uyan	4	84	Ağla	2
17	Sev	12	51	Anla	4	85	Dur	2
18	Nasıl	12	52	Tut	4	86	Bil	2
19	Geç	11	53	Tanı	4	87	Taşı	2
20	Gir	10	54	Koy	3	88	İçecek	2
21	Dön	10	55	Görüş	3	89	Dile	2
22	Yaz	9	56	Öde	3	90	Beğen	2
23	Gül	9	57	Unut	3	91	Dolaş	2
24	Bekle	8	58	Eğlen	3	92	Yat	2
25	İç	8	59	Kalaba	3	93	Yüz	2
26	Kal	8	60	Duy	3	94	Yaşa	2
27	Var	8	61	Ağrı	3	95	At	2
28	Yürü	8	62	Sor	3	96	Yakala	2
29	Oku	8	63	Getir	3	97	Bin	2
30	Söyle	7	64	Sevin	3	98	Piş	2
31	Yor	7	65	Tamam	3	99	Dol	2
32	Çalış	7	66	Seyret	3	100	Sağla	1
33	Öğrenci	7	67	Öğren	3			
34	Götür	6	68	Uyu	3			

The most frequently used 100 words in the adjective form in Yedi İklim YDTÖ A1 Level Textbook are presented in Table 26

**Table 26.** The most frequently used 100 words in adjective form in Yedi İklim YDTÖ A1 Level Textbook

No	Word	Freq	No	Word	Freq	No	Word	Freq
1	İyi	36	35	Uygun	2	69	Asıl	1
2	Güzel	16	36	Turistik	2	70	Sakin	1
3	Hoş	14	37	Millî	2	71	Şanslı	1
4	Görevli	11	38	Islak	2	72	Ciddi	1
5	Memnun	11	39	Tarihî	2	73	Tam	1
6	Balık	8	40	Kolay	2	74	Fazla	1
7	Biraz	8	41	Neşe	2	75	Kalabalık	1
8	Geç	8	42	Zor	2	76	Eğlenceli	1
9	Mübarek	7	43	Devam	2	77	Ön	1
10	İlk	7	44	Yakın	2	78	Hafif	1
11	Büyük	7	45	Düzenli	2	79	Karlı	1
12	Boş	7	46	Taze	2	80	Çift	1
13	Uzun	6	47	Çeyrek	2	81	Yüksek	1
14	Bol	6	48	Yaklaşık	2	82	Kısa	1
15	Son	6	49	Emin	2	83	Açık	1

16	Doğru	5	50	Mutlu	2	84	Sıra	1
17	Büyük	5	51	Değişik	1	85	Keyifli	1
18	Tek	5	52	Az	1	86	Gecik	1
19	Küçük	5	53	Temiz	1	87	Şekerli	1
20	Ucuz	4	54	İlgili	1	88	Gelenek	1
21	Eski	4	55	Sıcak	1	89	Serbest	1
22	Uzak	4	56	Şirin	1	90	Çabuk	1
23	Heyecanlı	4	57	Yetişkin	1	91	Yalnız	1
24	Erken	4	58	Yıldız	1	92	Çelimsiz	1
25	Aynı	4	59	Konforlu	1	93	Zayıf	1
26	Kalın	4	60	Yağlı	1	94	Mezun	1
27	Hazır	3	61	Kilometre	1	95	Acı	1
28	Farklı	3	62	Yeşil	1	96	Türlü	1
29	Tatlı	3	63	Gizemli	1	97	Başka	1
30	Soğuk	3	64	Beyaz	1	98	Kapalı	1
31	Önemli	3	65	Özel	1	99	Rahat	1
32	Yeni	3	66	Normal	1	100	Günlük	1
33	Hayırlı	3	67	Acil	1			
34	Ayır	3	68	Üstün	1			

#### 4. Conclusions

Vocabulary teaching affects the quality of output in foreign language education as well as in native language education. Findings about the frequency of words are highlighted in the studies on vocabulary taught in mother language education. In foreign language education, target words and their frequency levels are much more important. In recent years, a similar increase in the number of materials has been observed along with an increase in the demand for learning Turkish as a foreign language. These materials are classified according to their levels and they also offer different content to the target learners at each level. A1 (basic level), which stands out as the most important stage of foreign language education, is the basis of the process in terms of the motivation of language learners to learn and study. The fact that the words to be taught at this stage are identified according to international standards and needs directly affects the success of the process.

In this study, the reading texts in the A1 level textbooks of Altay, Gazi, İstanbul, Türkçeye Yolculuk, Yedi İklim book sets for teaching Turkish to foreigners, which are most commonly used in teaching Turkish were examined based on the corpus. The total number of words in the texts and the number of different words were identified; the words in the texts were categorized according to their parts of speech (noun, adjective, verb, adverb, pronoun, conjunction) after the relevant revisions.

142 reading texts in the A1 level textbooks of the book sets of Altay, Gazi, İstanbul, Türkçeye Yolculuk, Yedi İklim for teaching Turkish were combined first then analyzed in the study. In this context, the number of words (tokens) in the reading texts was found to be 19408. The number of different words (type) in these reading texts was found to be 5018. The rate of the total number of words to the number of different words can be expressed as 0.26 or 26%. Based on this, 26 out of every 100 words on average are different in the textbooks. The number of different words in each text is 35.



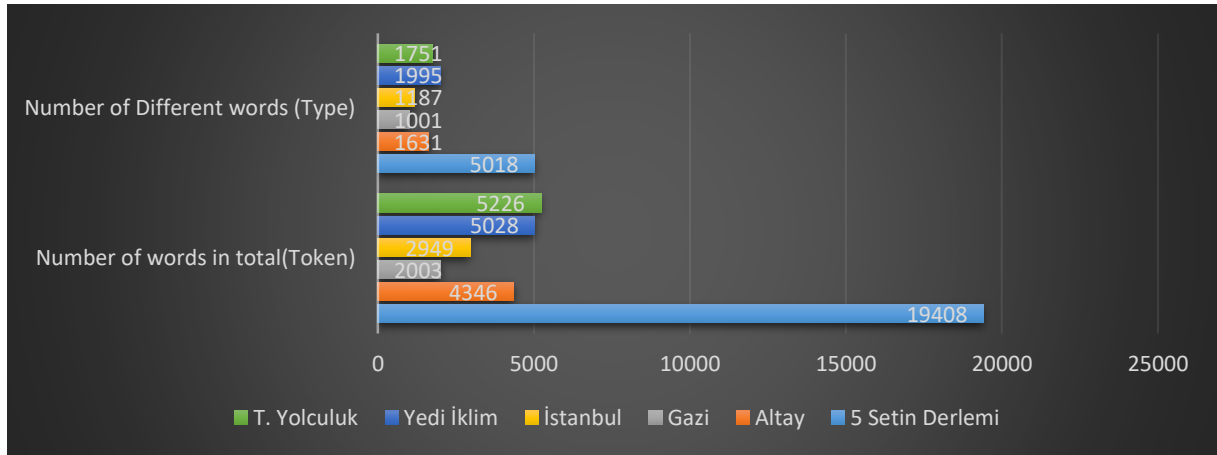


Figure 2. Data Regarding Vocabulary Use in YDTÖ A1 Level

38 reading texts were examined in Altay A1 level textbook for teaching Turkish to foreigners; the number of words in the examined texts (token) was found to be 4346 and the number of different words (type) was found to be 1631. The rate of the total number of words to the number of different words is 0.3752, or 37%. In addition, the number of different words in each text is 43. Based on this, it was found that the total number of words in the Altay YDTO textbook was 0.3752, and this is above the value, 0,26, obtained for the number of words in 5 textbooks examined in the study. It is also above the average with 43 different words in each text.

20 reading texts were examined in Gazi A1 level textbook for teaching Turkish to foreigners; the number of words in the examined texts (token) was found to be 2003 and the number of different words (type) was found to be 1001. The rate of the total number of words to the number of different words is 0.50. In addition, the number of different words in each text is 50. Based on this, it was found that the total number of words in Gazi YDTO textbook was 0.50, and this is above the value, 0,26, obtained for the number of words in 5 textbooks examined in the study. It is also above the average with 50 different words in each text. Gazi A1 level textbook for teaching Turkish to foreigners is below the other book sets examined in the study in terms of the number of words used.

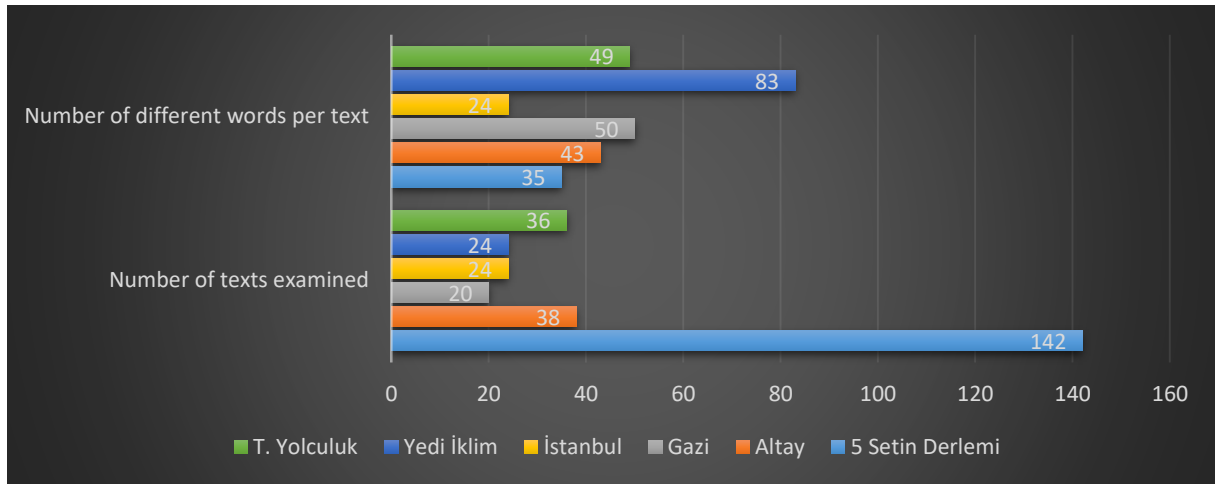


Figure 3. Details about the rate of the word forms and the number of words in YDTÖ A1 Level coursebook

24 reading texts were examined in İstanbul A1 level textbook for teaching Turkish to foreigners; the number of words in the examined texts (token) was found to be 2949 and the number of different words (type) was found to be 1187. The rate of the total number of words to the number of different words is 0.40, or 37%. In addition, the number of different words in each text is 49. Based on this, it was found that the total number of words in İstanbul YDTO textbook was 0.40, and this is above the value, 0,26,

obtained for the number of words in 5 textbooks examined in the study. It is also above the average with 50 different words in each text.

36 reading texts were examined in Türkçeye Yolculuk A1 level textbook for teaching Turkish to foreigners; the number of words in the examined texts (token) was found to be 5226 and the number of different words (type) was found to be 1751. The rate of the total number of words to the number of different words is 0.33. In addition, the number of different words in each text is 49. Based on this, it was found that the total number of words in Türkçeye Yolculuk YDÖ textbook was 0.40, and this is above the value, 0,26, obtained for the number of words in 5 textbooks examined in the study. It is also above the average with 49 different words in each text. The A1 level textbook of Türkçeye Yolculuk book set is noted as the richest book in terms of vocabulary use.



**Figure 4.** Details about the texts examined in YDÖ A1 level coursebooks

36 reading texts were examined in Türkçeye Yolculuk A1 level textbook for teaching Turkish to foreigners; the number of words in the examined texts (token) was found to be 5226 and the number of different words (type) was found to be 1751. The rate of the total number of words to the number of different words is 0.33. In addition, the number of different words in each text is 49. Based on this, it was found that the total number of words in Türkçeye Yolculuk YDÖ textbook was 0.40, and this is above the value, 0,26, obtained for the number of words in 5 textbooks examined in the study. It is also above the average with 49 different words in each text.

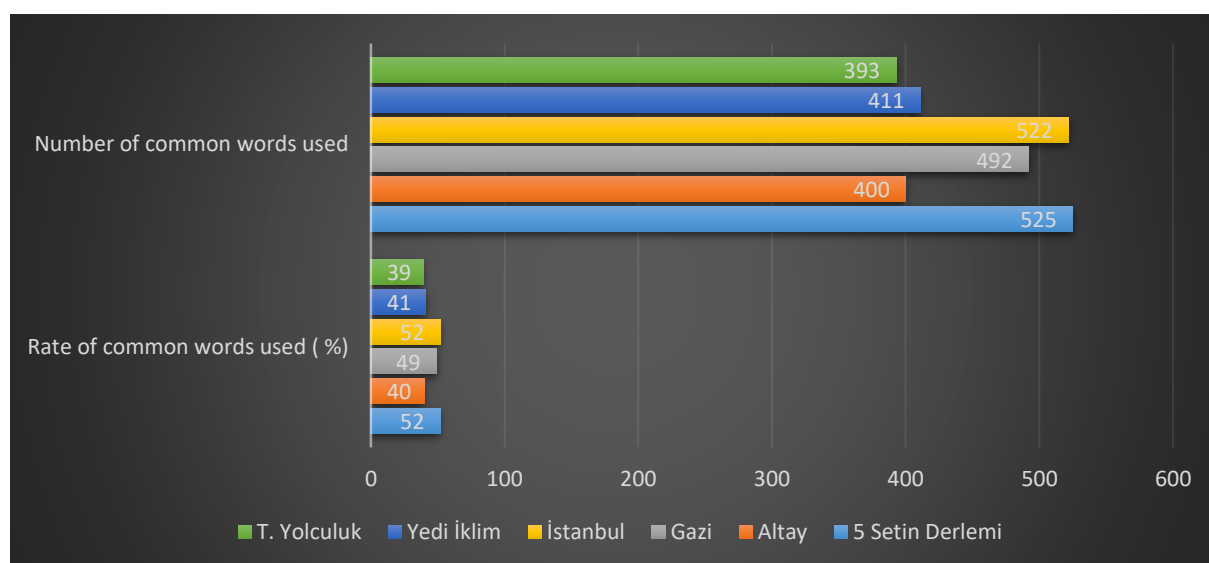
24 reading texts were examined in Yedi İklim A1 level textbook for teaching Turkish to foreigners; the number of words in the examined texts (token) was found to be 5028 and the number of different words (type) was found to be 1995. The rate of the total number of words to the number of different words is 0.40. In addition, the number of different words in each text is 83. Based on this, it was found that the total number of words in Türkçeye Yolculuk YDÖ textbook was 0.40, and this is above the value, 0,26, obtained for the number of words in 5 textbooks examined in the study. It is also above the average with 83 different words in each text, and this is the highest value among the textbooks examined in the study. In addition, Yedi İklim set is noted as the richest material in terms of the number of different words per text.

At the first stage of the study, the vocabulary use of YDÖ A1 level textbooks was examined. The richest set in terms of the number of words is Türkçeye Yolculuk A1-level textbook with 5222 words. Although the number of texts used in textbooks varies, the number of different words used per text is an important indicator for the research. 142 texts were examined in all textbooks, and the average of different words used for each text was found to be 35. In this context, the number of different words per text was found to be 83 in Yedi İklim set, and this is the highest value compared to other sources. In

Istanbul YDTO A1 level textbook, this value is 24, which is both behind the average and is the lowest level compared to other sources.

In terms of the number of words in total and different words (type/Token), the average of 5 book sets is 0.26. Although Gazi YDTÖ A1 level textbook is far behind other sets in terms of vocabulary use, it has the highest value with 0.5 in terms of the number of words in total and different words (type/token) rate, and Altay YDTÖ A1 level textbook has the lowest value with 0.37. In Türkçeye Yolculuk, Yedi İklim, and Istanbul sets, this value was found to be 0.40. Although this value is higher than the average value of 5 sets, it is believed that this rate should be improved.

In the second stage of the research, the reading texts taken from Altay, Gazi, Istanbul, Türkçeye Yolculuk and Yedi İklim book sets for teaching Turkish to foreigners were combined and then examined based on the corpus. The most frequently used 1000 words (token) were identified with the help of computer software and compared to the most frequently used 1000 words suggested in the Frequency Dictionary of Turkish published by Aksan et al. (2017). In this context, 525 words were found to be common when compared to the most common 1000 words used in the examined 5 sets and the 1000 most frequently used words list suggested by Aksan (2017). It was found that there was an average 52% similarity between the 1000 most frequently used words in Turkish and the 1000 most frequently used words in the reading texts in Altay, Gazi, Istanbul, Türkçeye Yolculuk, Yedi İklim YDTO textbooks. It is believed that 52% should be improved when A1 level students and the needs of these students are considered. Considering that there are also words in the specified list, such as prepositions, conjunctions, it could be claimed that the number of words frequently used should be improved.



**Figure 5.** The Level of Shared use of the most frequently used 1000 words in YDTÖ A1 level coursebooks and the most frequently used 1000 words in Turkish

As a result of comparing the most frequently used words found in the study by Aksan (2017) with the 1000 words most frequently used in the Gazi YDTÖ A1 level textbook, it was found that 492 words were common; when evaluated proportionally, 40% of words were common. It was found that this similarity level is slightly behind the average similarity level of 5 textbooks.

As a result of comparison between the most frequently used words found in the study by Aksan (2017) and the 1000 words most frequently used in the Altay YDTÖ A1 level textbook, it was found that 400 words were common; when evaluated proportionally, 49% of words were common. It was found that this similarity level is slightly behind the average similarity level of 5 textbooks.

As a result of comparison between the most frequently used words found in the study by Aksan (2017) and the 1000 words most frequently used in the İstanbul YDTÖ A1 level textbook, it was found that 522 words were common; when evaluated proportionally, 52% of words were common. It was found that this similarity level is slightly behind the average similarity level of 5 textbooks. It was found that, with this level of similarity, the average level of similarity of 5 textbooks was achieved, and the greatest level of similarity compared to other YDTÖ book sets was achieved in this set.

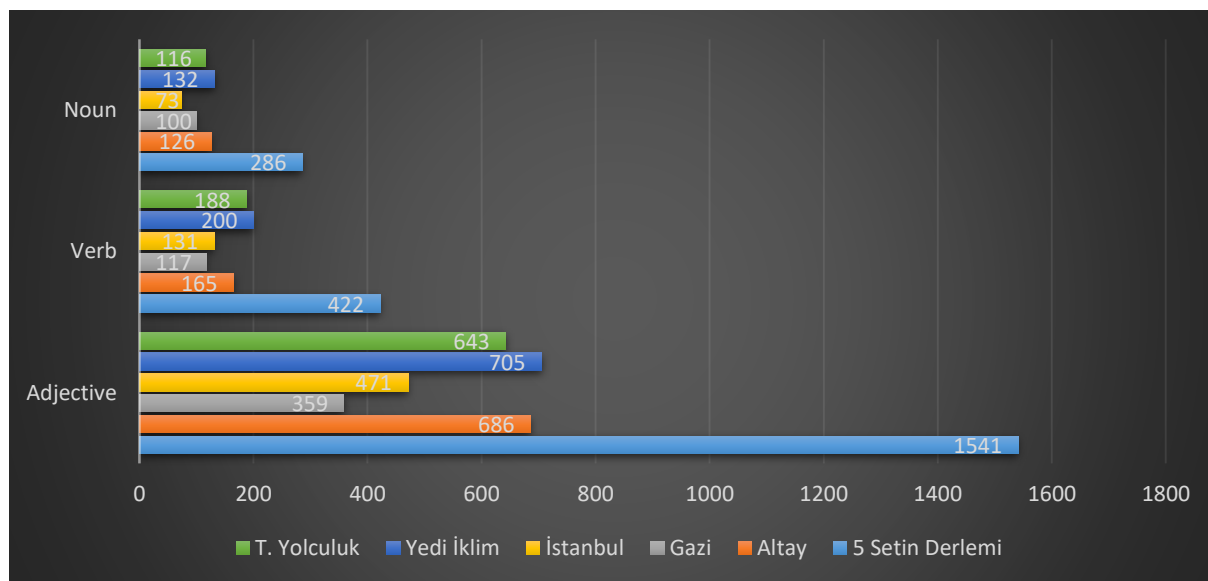
As a result of comparison between the most frequently used words found in the study by Aksan (2017) and the 1000 words most frequently used in the Türkçeye Yolculuk YDTÖ A1 level textbook, it was found that 393 words were common; when evaluated proportionally, 39% of words were common. It was found that this similarity level is slightly behind the average similarity level of 5 sets.

As a result of comparison between the most frequently used words found in the study by Aksan (2017) and the 1000 words most frequently used in the Yedi İklim YDTÖ A1 level textbook, it was found that 411 words were common; when evaluated proportionally, 41% of words were common. It was found that this similarity level is slightly behind the average similarity level of 5 textbooks.

It was found in the research that the common vocabulary use of the examined book sets was behind the level of common vocabulary use in the most frequently used 1000 words in Turkish. As Özdemir (2013: 2052) noted, there should be complete compatibility between the frequency lists and textbooks used in teaching Turkish as a foreign language and the language level of the students. To achieve this, book authors must first consider at what level the materials they prepare will be used and the vocabulary treasure of the students at that stage. In this context, when YDTÖ A1 level textbooks were corpus-based examined in terms of the 1000 most frequently used words, the level of similarity is even below the average; there is a need for the revision of the vocabulary of textbooks based on the corpus.

In the third dimension of the research, the words used in YDTÖ A1 level textbooks were categorized according to the parts of speech following the specified processing. The rate and frequency of the vocabulary use of 5 A1 level book sets in noun form were found to be % 65 - 1541; the rate and the frequency value of the words in the verb form were found to be 18 – 422%; the rate and the frequency value of the words in the adjective form were found to be 12 – 286%.

The vocabulary use of Altay YDTÖ A1 level textbooks was categorized according to word forms following the specified processing. The rate and frequency of the words in Altay YDTÖ A1 level textbook in noun form was 63 - 686%; the rate and the frequency value of the words in the verb form were found to be 16 – 165%; the rate and the frequency value of the words in the adjective form were found to be 12 – 126%. The rate and the frequency value of the words in noun form was 55 - 359%; the rate and the frequency value of the words in verb form was 19 – 117 %; the rate and frequency value of the words in adjective form was found to be 16-100%. It was found that the use of words in adjective and verb form in Gazi YDTÖ A1 level textbook quantitatively falls behind compared to the other sets.



**Figure 6.** Distribution of the words in YDTÖ A1 level coursebooks according to parts of speech

The rate and frequency of the words in noun form taken from İstanbul YDTÖ A1 level coursebook was % 64 – 471; the rate and the frequency value of the words in the verb form were found to be 18 – 131%; the rate and the frequency value of the words in the adjective form were found to be 10 – 79%. The rate and frequency of the words in noun form taken from Türkçeye Yolculuk YDTÖ A1 level coursebook were found to be 64 - 643%; the rate and the frequency value of the words in the verb form were found to be 18 – 188%; the rate and the frequency value of the words in adjective form were found to be 12 – 116%. The rate and the frequency value of the words in noun form were found to be 64 - 705%; the rate and the frequency value of the words in verb form were found to be 18 – 200%; the rate and the frequency value of the words in adjective form were found to be 12 – 132% in the textbook of Yedi İklim YDTÖ A1 level coursebook. It was found that Yedi İklim YDTÖ A1 level textbook is quantitatively superior in all forms of words compared to other sets.

According to Göçen (2019:249), lexical knowledge has significantly different importance in the targeted rules, knowledge and skills in language Teaching because rules, knowledge and skills are transferred to learners through words. In this process, perceptual and productive language skills can be used through words (Okur, 2019: 223). In this research, the vocabulary use and word forms of YDTÖ A1 level coursebooks were examined, the noun, verb, and adjective forms were found to stand out quantitatively in terms of the needs of the target learners studied. It was also found that in all sets the noun form is quantitatively dominant over other forms; in terms of ranking, the verb and adjective forms were found to come behind. It was also found that the nouns used in textbooks (gün, saat, ev...), verbs (git, gel, iste...), adjectives (iyi, güzel, büyük...) are selected considering the basic needs and they are considered to be the words for the functional use of the target language.

#### 4.1. Suggestion

- The vocabulary use of the materials used in teaching Turkish as a foreign language should be organized based on the corpus
- The vocabulary use of the textbooks used in teaching Turkish as a foreign language should be arranged to cover the most frequently used words in Turkish.
- The vocabulary use of the materials used in teaching Turkish as a foreign language should be based on standard measures in terms of word variety.

- Basic word lists to be learned in noun, adjective, verb forms should be created by analyzing the needs of the individuals who learn Turkish as a foreign language.
- Similar corpus-based researches can be conducted

## 5. Ethics Committee Approval

The author(s) confirm(s) that the study does not need ethics committee approval according to the research integrity rules in their country (Date of Confirmation: January 13, 2021).

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## Derlem temelli bir araştırma: Yabancı dil olarak Türkçe öğretiminde kullanılan A1 düzeyindeki ders kitaplarının kelime içeriği ve konuşma bölümleri

### Öz

Yabancı dil eğitimi açısından derlem tabanlı çalışmalarının önemi giderek artmaktadır. Derlem tabanlı çalışmalar aracılığı ile dil eğitiminde öğretilen kelimelerin öncelikleri uluslararası kıstaslar çerçevesinde belirlenmektedir. Yazılı ve sözlü birçok tabakadan oluşan derlemler ve alt derlemler hem öğretici hem de öğrenci için sürecin verimliliğini artırmaktadır. Yabancı dil olarak Türkçe öğretiminde genellikle ders materyallerinin söz varlığı üzerine odaklanılmaktadır. Ders kitapları bünyesinde yer alan metinler öğretim programı ve öğretici için çatı konumundadır. Bu çalışmada da Yabancı dil olarak Türkçe öğretiminde kullanılan A1 düzeyi ders kitaplarının söz varlığı derlem tabanlı olarak incelenmiş; en sık kullanılan 1000 kelime tespit edilmiştir. Bu sıklık listeleri, 50 milyon kelimelik derlem tabanlı Aksan vd. (2017) derlem çalışmasından faydalanılarak oluşturulan sıklık listesi ile kıyaslanmış; benzerlik düzeyleri tespit edilmiştir. Ders kitaplarının söz varlığı derlem tabanlı incelenerek sözcük türlerine göre tasnif edilmiş, type/token oranları tespit edilmiş, veri setinde incelenen her yayın kıyaslamalı olarak incelenmiştir. En sık kullanılan kelimeler bakımından Aksan (2017) derlem tabanlı çalışması ile ders materyalinin söz varlığının benzerlik düzeyi bakımından ideal düzeyde olmadığı saptanmış; Ders kitaplarının söz varlığı isim türündeki kelimeler bakımından yeterli olmasına rağmen sıfat ve fiillerin (lemma) çeşitliliğinin geliştirilmesi gerektiği tespit edilmiştir.

*Anahtar sözcükler:* derlem, söz varlığı, okuma metinleri, yabancı dil olarak Türkçe öğretimi

### AUTHOR BIODATA

Ramazan Şimşek was born in Sivas in 1989. He completed his primary and high school education in Sivas. In 2014, he graduated from Cumhuriyet University Education Faculty Turkish Language Teaching Department. In 2016, he completed his master's degree in Nevşehir University, Department of Teaching Turkish to Foreigners. In 2019, he completed his doctorate in Turkish Education at İnönü University. He is working as a "Lecturer Dr." at Nevşehir Hacı Bektaş Veli University.

Assoc. Prof. Dr. Mesut Gün works at Turkish Language Teaching Department of Mersin University. He has got a PhD in Turkish Language Teaching from Selçuk University. Teaching Turkish as a Foreign Language, language teaching, teacher training, and teaching reading are among his fields of interest.