Examination of auxiliary teaching materials in the field of Turkish at science and art centres in terms of text types

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Abstract

This study examines the types of texts in the auxiliary teaching materials used in the Turkish language field at Science and Art Centers (BİLSEM). Content analysis was utilized as the qualitative research method. Data were collected by analyzing all texts in the auxiliary teaching materials prepared for BİLSEM students. Text types in Turkish Language Teaching Programs and the literature are classified as original and special, narrative, informative, and poetry texts. The study identified the types of texts in the auxiliary teaching materials in the Turkish language field that were published digitally by the Directorate of Special Talents Development of the Ministry of National Education. The results indicate that most materials contain narrative and informative/instructive texts. At the same time, there is insufficient inclusion of original and special texts that could serve as resources for creative writing and reading. This is a significant shortcoming in developing students' writing skills and literary appreciation. Therefore, it is recommended that teaching materials be diversified and text types be included as resources for creative writing and reading activities.

Keywords: Science and art centres (BILSEM), Turkish language education, auxiliary teaching materials, text types

Bilim ve sanat merkezi Türkçe alanı yardımcı ders materyalinin metin türleri açısından incelenmesi

Özet

Bu çalışmada, Bilim ve Sanat Merkezi (BİLSEM) Türkçe alanı yardımcı ders materyalinin metin türleri açısından incelenmesi amaçlanmıştır. Nitel araştırma yöntemi olarak içerik analizi kullanılmıştır. Veriler, BİLSEM'e devam eden öğrenciler için hazırlanan yardımcı ders materyalindeki tüm metinler incelenerek toplanmıştır, Türkçe Öğretim Programlarında ve alan yazında metin türleri özgün ve özel, öyküleyici, bilgilendirici ve şiir metinleri olarak sınıflandırılmaktadır. Millî Eğitim Bakanlığı Özel Yeteneklileri Geliştirme Daire Başkanlığının dijital olarak yayınladığı BİLSEM Türkçe alanı yardımcı ders materyalindeki tüm metinlerin türleri çalışmada tespit edilmiştir. Materyalin büyük çoğunluğunun öyküleyici, bilgilendirici/öğretici metin türlerinden oluştuğunu, ancak yaratıcı yazma ve yaratıcı okumaya kaynaklık edecek özgün ve özel metinlere yeterince yer verilmediğini göstermektedir. Bu durum, öğrencilerin yazma becerilerini ve edebi zevklerini geliştirme açısından önemli bir eksiklik olarak değerlendirilmiştir. Bu nedenle, ders materyallerinin çeşitlendirilmesi ve yaratıcı yazma ve yaratıcı okuma etkinliklerine kaynaklık edecek metin türlerine daha fazla yer verilmesi önerilmektedir.

Anahtar Kelimeler: Bilim ve sanat merkezi (BİLSEM), Türkçe eğitimi, yardımcı ders materyalleri, metin türleri

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Introduction

Science and Art Centers (BİLSEM) in Turkey are special education institutions established to support the education of gifted students (MEB, 2020). These centres use various instructional materials that enable students to develop their talents and interests. This study aims to examine the text types of the material in the Turkish language auxiliary teaching material (2018) published digitally by the Directorate of Special Talents Development of the Ministry of National Education (MEB) for Science and Art Centers (BİLSEM). Using qualitative research methods and descriptive content analysis, the types of texts included in the teaching materials were identified, and the effects of these text types on student achievement were examined. Science and Art Centers aim to maximize the potential of gifted students by implementing special education programs that allow students to develop their talents in various fields. Turkish education plays a crucial role in developing students' language skills and literary appreciation. In this context, the quality of teaching materials is of great importance (Sever, 2004).

Literary texts used in Turkish teaching are fundamental for developing students' language skills and literary sensitivity. They also contribute to students' linguistic and aesthetic abilities. Literary texts can be examined in narrative, informative, and poetic text types.

Literary texts and educational use

Studies on the educational use of literary texts in Turkish education focus on the role of original and special texts in education and their contributions to students' language development (Güneş, 2013a; Günay, 2007).

According to Güneş (2013b), original and special texts are crucial for developing students' language skills, critical thinking abilities, and creative writing skills. Original texts, nourished by the author's personal experiences, observations, and thoughts, typically contain more creative and individual expressions. These texts allow students to explore different perspectives and develop their skills in expressing their thoughts (Akyol, 2011; Çeçen, 2006).

Special texts, on the other hand, are prepared for specific purposes. They usually support educational goals and are didactic. These texts are effective in increasing students' knowledge levels and helping them understand specific topics in depth. For example, scientific articles, instructional essays, and informative writings fall into this category.

Another important point emphasized in Güneş's (2013a) studies is the balanced use of original and unique texts. Focusing solely on informative texts can limit students' opportunities to develop creative thinking skills and literary sensitivity. Therefore,

including original and special texts in educational materials is crucial for students to develop their language and literature skills comprehensively.

Narrative texts

Narrative texts are a form of expression that develops around specific events in a certain time frame, place, and characters. These texts are essential in developing students' imagination, creative thinking, and writing skills. Narrative texts enrich students' literary tastes and language skills through elements such as character development, plot, and narrative techniques. They stimulate students' imagination and contribute to developing their writing abilities.

Informative texts

Informative texts aim to provide students with Information on a specific topic. These texts help increase students' knowledge levels and develop their analytical thinking skills. Informative texts are usually based on real events, facts, and data. They are used to increase students' general knowledge and ensure they have Information on various subjects. These texts help students gain knowledge in different areas and apply it daily.

Poetry

Poetry texts highlight language's aesthetic and rhythmic features and express emotions and thoughts in an impactful manner. Poems play a significant role in developing students' language skills and enhancing their literary appreciation. Enriched with word choice, rhythm, rhyme, and symbols, poetry texts increase students' linguistic sensitivity. According to Dilçin (2006), poetry is a literary genre that intensively expresses emotions, thoughts, and images using language's aesthetic and rhythmic features. Poetry requires using a particular language created by word selection, arrangement, and sound harmony. Therefore, poetry offers a dense and concise expression of content and form. These poetry texts help students explore the aesthetic aspects of language and develop their skills in emotional expression.

Original and special texts

Original texts

These texts are selected and prepared primarily for communication rather than language teaching. They can be divided into two main categories:

1. Original texts from daily life:

   These are unmodified or uncorrected original texts found in newspapers, magazines, and various publications. They are used to support students in directly using the language they have learned and developing their skills.

2. Graded and corrected original texts:

   These are original texts selected according to students' language levels, experiences, and interests, either graded or corrected.

Special texts

These texts are specifically prepared for language teaching purposes and can be divided into various subcategories:

1. Texts prepared for listening comprehension:

   These are texts voiced by artists, prepared similarly to original texts, and specially designed to develop listening comprehension skills.

2. Texts suitable for course content:

   These texts are prepared to present the planned linguistic content within specific contexts, usually included in a course unit.

3. Texts for practice purposes:

   These texts are composed of independent sentences, interpreting phonological and grammatical topics, and are created for practice.

4. Education-related texts:

   These include various special texts used in the educational process, such as textbook instructions, explanations, test and exam descriptions, and explanations used by teachers in the classroom for class management and guidance. These two main categories encompass text types that can be used for different purposes in language learning and teaching (Güneş, 2013a; Günay, 2007).

PISA 2018-2020 and 2022 results and text types

The PISA 2018 results provide important insights into Turkey's educational performance. Turkish students scored 466 points in reading skills, below the OECD average of 487 points, indicating difficulties in reading comprehension and critical analysis. Although Turkey has made some progress in recent years, ongoing efforts are needed to improve educational outcomes and equity nationwide (PISA Internationally, MEB Measurement and Examination Services, Anadolu Agency).

The constructive approach and the text understanding outlined in the Common European Framework of Reference for Languages are used in many countries' educational systems and international studies, particularly in research such as PISA

and PIRLS. In these studies, students' reading skills and abilities in reading various text types that they will use in their daily lives are evaluated. For this purpose, two types of texts are used: long (continuous) and short (discontinuous).

Continuous/long texts:

These texts are narrative, informative, explanatory, descriptive, and event-based. Students' reading and comprehension skills of such texts help them acquire more comprehensive knowledge and process complex thoughts.

Discontinuous/short texts:

These texts include diagrams, graphs, tables, maps, and formulas. They help students develop their skills in analyzing and applying Information quickly and effectively.

The topics of texts addressed in PISA studies are generally related to students' personal and social lives and vocational education contents. For example, texts on technology, dialogues, stories, sports-related content, criminology, scientific methods, art, and health are included. These texts aim to develop students' skills such as:

- Finding Information: Skills like finding helpful Information from the text, selecting, discovering, and researching are developed.

- Understanding the Text: Skills such as forming a general view of the text, determining the main idea and supporting ideas, and identifying the topic are emphasized.

Developing Thought: Skills such as profoundly understanding the content and logic of the text, making inferences, discovering connections, and finding titles are developed.

- Applying Information in the Text: Skills such as thinking, questioning, sorting, classifying, problem-solving, evaluating, relating to daily life, and using this Information in different examples are aimed to be developed.

-Evaluating the Text: Skills such as understanding the structure and type of the text, discovering the linguistic structure, and evaluating the text's structure and form are worked on.

These skills aim to enable students to interact effectively with texts and derive maximum benefit from them. In this context, literary texts used in Turkish teaching are essential tools for developing students' language skills and literary appreciation. The richness of these texts in narrative, informative, and poetry genres contributes to developing students' linguistic and aesthetic abilities.

This study aims to analyze the auxiliary teaching materials used in BİLSEM regarding text types. In light of the findings, the study is believed to contribute to the preparation

of competent teaching materials that will effectively develop the language skills and abilities of gifted students at Science and Art Centers (BİLSEM).

Method

This study examines the text types in the auxiliary teaching materials used in the Turkish language field at Science and Art Centers (BİLSEM). A qualitative research method was employed, and the descriptive content analysis method was applied. The research process was carefully structured following the qualitative research principles detailed by Yıldırım and Şimşek (2018).

This study used descriptive content analysis, one of the qualitative research methods. This method involves collecting, analyzing, and interpreting data related to a specific topic. It aims to systematically examine the content of texts to identify specific themes and categories (Krippendorff, 2004).

All texts in the digital Turkish auxiliary teaching materials, published by the Directorate of Special Talents Development of the Ministry of National Education (MEB) in 2018, which are publicly accessible and available to BİLSEM teachers through the e-BİLSEM module, were examined in terms of text types. The findings were then classified according to the text types accepted in the Turkish Teaching Program (2019).

The study's population consists of the auxiliary teaching materials used in the Turkish language field at BİLSEM during the 2023-2024 academic year. The sample consists of all the texts in the auxiliary teaching materials. During the data collection process, the teaching materials were analyzed in terms of text types, and the findings were analyzed using descriptive content analysis.

Research Design

Descriptive content analysis was chosen as the research design. This method enables the systematic and objective examination of texts according to specific themes or categories. In this method, data are coded and divided into themes, and the relationships between these themes are analyzed (Karasar, 2005). In this study, all texts in the auxiliary teaching materials used in BİLSEM Turkish language classes were examined in terms of text types, and the obtained data were analyzed descriptively.

Sample

The study sample consists of the auxiliary teaching material used in the Turkish language field at BİLSEM across Turkey during the 2023-2024 academic year. Purposeful sampling was used to select the sample. According to Yıldırım and Şimşek (2018), purposeful sampling involves selecting the most appropriate sample units that will provide Information for a specific purpose. In this study, the following criteria were considered in sample selection:

1. Auxiliary materials used in BİLSEM: Turkish language auxiliary teaching materials used in BİLSEM across Turkey were selected.

2. Different grade levels were examined: Texts at the Support (primary school) and Individual Skills Recognition (ISR - middle school) levels.

3. Various text types: Informative, narrative, poetry, and special and unique texts were included.

Based on these criteria, a total of 59 texts were selected as the sample. (all texts in the book)

Data collection

The teaching materials selected as the sample were examined during the data collection process. All texts in the materials published digitally by the Ministry in 2018 were evaluated by the researcher and two field experts.

Data analysis

Data analysis was conducted using the descriptive content analysis method proposed by Yıldırım and Şimşek (2018). The following steps were followed in this process:

1.   **Classification**: The texts in the teaching materials were classified by field experts according to predetermined text types—informative, narrative, poetry, original, and special texts—based on their specific features such as subject, language use, narrative style, etc.
2.   **Consideration of Characteristics and Purposes**: The text types' characteristics and intended uses were considered.
3.   **Descriptive Analysis**: The data were analyzed descriptively. In this phase, each text type's inclusion in the teaching materials, characteristics, and usage were examined in detail.
4.   **Interpretation of Results**: The findings were interpreted in line with the research questions, and conclusions were drawn. The distribution and use of text types in the teaching materials were evaluated in terms of developing students' language and literary skills.

Reliability and validity

Various measures were taken to ensure the reliability and validity of the research. Two experts reviewed all texts and determined their types. In qualitative studies, the inter-coder reliability, calculated using Miles and Huberman's (1994) formula (agreement-disagreement), is considered reliable if it is 90% or above, according to Saban (2009).

This research agreed with the two experts and the researcher on all texts, ensuring complete reliability.

As a result, this study's descriptive content analysis method allowed for a comprehensive examination of the text types in the auxiliary teaching materials used in the Turkish language field at BİLSEM. This method facilitated the systematic and objective acquisition and interpretation of the research findings.

Findings

Write the entry here without changing the format and style. According to research findings, various text types are included in the auxiliary teaching material used in the Turkish language field at Science and Art Centers (BİLSEM). These text types include stories, poems and informative texts. The research findings indicate that most auxiliary teaching material used in the Turkish language field at BİLSEM consists of informative and instructive texts. These types of texts aim to provide students with Information on specific topics and help them understand them. The materials examined consist of original and special texts, narrative texts, informative texts, and poems, which are accepted in Turkish Teaching Programs and the literature.

1. Narrative texts

Narrative texts help students develop their reading skills and enhance their creative thinking abilities. An example of a story used is "The Little Prince." This text contributes to students' ability to empathize and understand different perspectives. In "The Little Prince," there are in-depth reflections on human nature and values through the main character's experiences on various planets.

The narrative texts used in the support group activities are Welcome!, The Three Brothers, One Sentence, One Story, Stop Global Warming, My Fable, Doors, Traveling Between Texts, Turkish Legends, Perspective, From Imagination to Reality, Sentence Chain, Proverb Hunt, Literary Devices, My Hero, Heroes in Action, Learn/Teach Story, I Read Empathize, How Many Stories Can We Write?, and The Three Oranges.

The narrative texts used in the BYF group activities are Epic Laws, Keloğlan and the Giants, Opening Sentences, Listen a Thousand Times, Say Once, and Story Pudding.

2. Poetry

Poems enhance students' language skills by highlighting the language's aesthetic and artistic aspects. For example, Yunus Emre's poem "I Asked the Yellow Flower" helps students understand the language's imagery and symbols. This poem, with its emotional and cultural richness, also contributes to students' spiritual development.

The poetry texts used in the support group activities are Poetry and Music, Poetry in My Mind, Patterned Poems, and Welcome!

The poetry text identified in the BYF group activities is The Clip of My Poem.

3. Informative texts

Informative texts aim to provide students with Information on various subjects. These types of texts enhance students' general knowledge and information base. These texts are prepared to increase students' level of knowledge.

Articles improve students' analytical thinking and ability to develop information-based arguments. It has been observed that students' scientific thinking and research skills develop with these types of texts. These texts also support students' critical thinking skills.

Biographies help students recognize role models and draw inspiration from their lives. These types of texts increase students' interest in history and allow them to learn about the success stories of important figures in the past.

The informative texts used in the support group activities are Six Hats, Petition, My Sky Dream, and Who Is Right? Let's Read and Question, Let's Solve the Problem, I Express My Troubles Through Art, From Cover to Book, Convince Me!, My Flying Dream, Get the News from the Letter, Electronic Mail, Our Wall Newspaper, I Look at the Pandemic from Another Angle.

The informative texts used in the BYF group activities are Foreign Accent Syndrome, Various Cartoons, Scientific Talks, Ballpoint Pen, Bursa of Evliya Çelebi, Water Literacy Awareness Movement, Power of Persuasion, and Texts Together.

4. Original and special texts

These texts are prepared and selected to communicate rather than teach the language; they are original texts, especially those prepared for language-teaching purposes.

The original and special texts used in the support group activities are Worth or Not Worth, Provincial Representative, Comment with Graphics and Tables.

The original and unique texts used in the BYF group activities are Bursa of Evliya Çelebi, Puzzle World, As a Language of Expression, and I Draw and Write/Science Fiction Magazine.

Table 1. Text types of auxiliary teaching materials in the Turkish language field, class level frequencies, percentages

Text Types/Class Levels	Support	BYF	Support (%)	BYF (%)	Frequency (f)	Percentage (%)
Narrative	20	5	48.7	27.7	25	42.3
Informative	14	8	34.1	44.4	22	37.2
Poetry	4	1	9.7	5.5	5	8.4
Original and Special	3	4	7.3	22.2	7	11.8
Total (∑)	41	18	69.4	30.5	59	100

According to Table 1, out of the 59 texts in the Auxiliary Teaching Material for the Turkish Language Field at BİLSEM, 41 (69.4%) are at the support level, and 18 (30.5%) are at the BYF level. There are 25 (42.3%) narrative texts, 22 (37.2%) informative texts, 5 (8.4%) poems, and 7 (11.8%) unique and special texts. Of the narrative texts, 20 (48.7%) are at the support level, and 5 (27.7%) are at the BYF level; of the informative texts, 14 (34.1%) are at the support level, and 8 (44.4%) are at the BYF level; of the poems, 4 (9.7%) are at the support level, and 1 (5.5%) is at the BYF level; of the unique and special texts, 3 (7.3%) are at the support level, and 4 (22.2%) are at the BYF level.

Conclusion and Discussion

This research shows that the auxiliary teaching material used in the Turkish field at Science and Art Centers (BİLSEM) includes various text types, and these text types positively affect students' language skills, thinking abilities, and general culture. Therefore, it is important to diversify the teaching materials and ensure that students are introduced to different text types. Additionally, it is recommended that teachers effectively use these materials to engage students and ensure their active participation in the learning process.

The research findings indicate that enriching the course materials used in BİLSEM regarding text types will positively contribute to students' academic and personal development. Therefore, it is suggested that attention be paid to the diversity of text types in the preparation of educational materials and that students interact more with such materials.

This article presents a descriptive content analysis study on the text types of auxiliary teaching material used in the Turkish field of BİLSEM. The study guides educators and material developers, emphasizing the importance of text types in the education of gifted students.

As a result of the research, by taking expert opinions, it was determined that 41 (69.4%) of the 59 texts included in the BİLSEM Turkish Area Auxiliary Teaching Material are supportive, and 18 (30.5%) are at the Performance Development Stage (BYF) level. There are 25 (42.3%) narrative, 22 (37.2%) informative, 5 (8.4%) poetry, and 7 (11.8%)

original and special texts. Of the narrative texts, 20 (48.7%) are supportive, 5 (27.7%) are at BYF level; of the informative texts, 14 (34.1%) are supportive, 8 (44.4%) are at BYF level; of the poetry texts, 4 (9.7%) are supportive, 1 (5.5%) is at BYF level; of the original and special texts, 3 (7.3%) are supportive, 4 (22.2%) are at BYF level.

The findings obtained in this study show that the auxiliary teaching material used in the Turkish field at BİLSEM mainly consists of informative and instructional texts. However, there is not enough emphasis on creative writing and literary text types. This situation can be considered a significant deficiency in developing students' writing skills and literary tastes. Therefore, it is recommended that the course material be diversified and that creative writing activities be given more space.

Discussion

This AI aims for the auxiliary teaching material used in the Turkish field at Science and Art Centers (BİLSEM) regarding text types. Using the content analysis method, it was found that the majority of the material consists of informative and instructional texts, but there is not enough emphasis on creative writing and literary text types. These findings reveal significant deficiencies in developing students' language skills and literary tastes.

The Dominance of informative and instructional texts

According to the research results, informative and instructional texts are predominantly included in the auxiliary teaching material used at BİLSEM. While these types of texts effectively provide students with knowledge on specific topics, they offer limited contributions in terms of the aesthetic and creative use of the language. Informative texts develop students' analytical thinking and knowledge-based interpretation skills; however, they do not sufficiently encompass the emotional and artistic dimensions of the language.

Lack of creative writing and literary texts

The finding that there needs to be more emphasis on creative writing and literary text types in the teaching material has been evaluated as a significant deficiency in developing students' language and literature skills. Literary texts are essential in developing students' imagination, emotional expressions, and aesthetic sensitivities. As Güneş (2013a) emphasized, original and special texts allow students to gain different perspectives and discover their creative potential. Similarly, according to Dilçin (2006), the poetry genre develops the ability to express intense emotions using the aesthetic and rhythmic features of the language. Therefore, the teaching material should include more creative writing and literary texts.

Diversification of Educational Materials

The findings of this study indicate that the teaching material used at BİLSEM should be diversified in terms of text types. For students to develop their language and literature skills in a multifaceted manner, it is important to include narrative, creative writing activities, poetry texts, and informative texts in the materials. This diversity allows students to increase their knowledge levels and explore the artistic and aesthetic dimensions of the language.

Pedagogical approaches and practices

The research results reveal that educators and material developers need to reconsider their pedagogical approaches. Language and literature education should be structured to focus on knowledge transfer and develop students' creative thinking, emotional expression, and aesthetic sensitivities. In this context, teachers need to use more diverse and balanced course materials, contributing to the comprehensive development of students' language skills.

Suggestions and future research

This study presents important findings regarding the text types of auxiliary teaching materials used in the Turkish field at BİLSEM. However, conducting such analyses with a larger sample group and at different educational levels in future research will allow for more comprehensive results. Examining students' attitudes and perceptions towards text types can significantly contribute to material development.

In conclusion, diversifying the auxiliary teaching materials used at BİLSEM regarding text types will contribute to the multifaceted development of students' language and literature skills. Studies in this direction will help gifted students maximize their potential.

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