

An Overview of the Coursebooks for Teaching Turkish as a Foreign Language Within the Context of Core Values in Education

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ABSTRACT

The objective of this research is to examine the reading texts in the coursebooks for teaching Turkish as a foreign language in terms of their reflection of core values. Employing a qualitative research model, data were collected through document analysis method. The data set of this study comprises 124 reading texts in the B1 and B2 level of coursebooks published by Yedi İklim, Gazi, and Yeni İstanbul publishing companies. These texts were scrutinized according to ten core values in Education (justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, altruism) determined by the Board of Education of the Ministry of Education, Turkey in the year of 2017, and the obtained data were analyzed using content analysis technique. The results of the study have revealed that Yedi İklim B1 Textbook contains 90 core values, whereas B2 Textbook contains 156 core values. Likewise, Gazi B1 Textbook comprises 82 and B2 Textbook has 152 core values. It has also been determined that Yeni İstanbul B1 Textbook is composed of 156 core values and B2 Textbook contains 87 core values. In total, it has been found out that, 723 core values are comprised across all texts in the dataset. Among these values in the texts, altruism (f=91), honesty (f=88), and self-control (f=78) are the most frequently addressed core values while justice (f=64), patience (f=63), and love (f=62) are the least addressed ones.

Keywords: Teaching Turkish as a Foreign Language, coursebooks, core values, reading texts, B1 level, B2 level

INTRODUCTION

Education encapsulates the process of transformation instigated by various interactions within individuals. According to Varış (1994), education signifies the amalgamation of social and cultural phenomena with individual variables. Hence, education could be construed as a fusion of individual endeavors to acquire knowledge and the amalgamation of social and cultural elements. Among the pivotal priorities of education lie sociability and cultural education. Societies necessitate values education for their sustenance and to foster the development of individuals within the society (Güven, 2014).

Education encompasses advancements in cognitive, affective, and psychomotor domains of individuals. Although cognitive and psychomotor domains are accorded precedence in educational endeavors, the affective dimension is frequently neglected (Kılıç, 2002). The affective dimension, comprising feelings, joys, beliefs, preferences, emotions, expectations, desires, appreciation, values, moral and ethical values, etc., holds an indispensable status both in individual and societal realms (Ulusoy and Dilmaç, 2020). While cognitive domain is globally perceived as a priority in education, affective and cognitive processes are interdependent domains that bolster each other (Bacanlı, 2017). The attainment of enduring behavioral transformations in individuals constitutes one of the ultimate goals of education, which also underpins the

fundamental goals of values education. This shared goal finds inclusion in educational programs. In 2017, the Ministry of National Education delineated ten core values deemed obligatory to inculcate across all disciplines. These core values, comprising justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, and altruism, are deemed fundamental values envisaged to be inherent in every individual (MEB, 2017).

Values education in Turkish language instruction for foreigners assumes significance in facilitating learners' understanding of the cultural traits of the new language

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alongside insights into their own culture. It aids in effectuating changes in learners' behavior and attitudes (Temel Eğinli, 2012). Values education in Turkish language teaching holds pertinence in enabling learners to assimilate into the society they inhabit, as acquainting oneself with the societal values fosters awareness. Learning societal values facilitates both the recognition of the cultural and societal attributes of the target language and the comparison of the cultural codes of learners' own culture with those of the target language (Amanvermez, 2018). Consequently, the significance of values education in teaching Turkish to foreigners lies in furnishing learners with a broader cultural perspective. By amalgamating their own value system with that of another society, language learners can attain a broader universal understanding of values.

Coursebooks represent a primary resource utilized in teaching Turkish as a foreign language. They constitute printed products with the broadest universal utilization. Deemed as the fundamental tool for knowledge acquisition, coursebooks are indispensable elements of the educational process and are characterized by their ease of use (Güneş, 2002). Coursebooks, viewed as the primary source of education across all levels and the most widely employed tool in schools, ought to reflect both universal and national values. The content of coursebooks employed for values education, commencing in the family and extending into schools, assumes significance. Thus, coursebooks ought to be organized in a manner conducive to values education (Eken and Öksüz, 2019; Koral & Mirici, 2021).

The Turkish language course and the texts utilized therein constitute an important reservoir for values education. Turkish language lessons, owing to their communicative elements and their emphasis on text-based instruction, emerge as robust in their social aspect (Şakiroğlu, 2020). Given that Turkish language instruction is communication-based, it lends itself to effective values education through texts. While fostering sociality through texts, value transmission can be rendered experiential (Gereken, 2018). Considering the role of coursebooks in Turkish language instruction, language teaching is realized through texts in language teaching coursebooks. Texts rich in values content can aid learners in multifaceted development and in internalizing the cultural and societal values of the society they inhabit (Ketenalp, 2020).

A review of extant literature revealed the existence of some studies on values education in teaching Turkish to foreigners (Amanvermez, 2018; Boztilki, 2018; Erçelik and Yeşilyurt, 2020; Erdiç, 2022; Güzel Öncel, 2021; Işıkoğlu, 2019; Kaliyevva, 2015; Karakuş, 2018; Satık and Kesin, 2019). However, this study delves into the examination of three different textbook sets commonly used for teaching Turkish as a foreign language, thereby describing the current state of

core values based on a comparative approach. It is envisaged that this study will contribute to the existing literature on the subject. In this study, aimed at examining the reading texts in coursebooks used for teaching Turkish as a foreign language in terms of core values, the following sub-problems were addressed based on the main research question of "What is the level of reflection of core values in the reading texts in coursebooks used for teaching Turkish as a foreign language?"

1. What is the distribution of core values in Yedi İklim Turkish Teaching Set B1 and B2 coursebooks?
2. What is the distribution of core values in Gazi Turkish Teaching Set B1 and B2 coursebooks?
3. What is the distribution of core values in Yeni İstanbul Turkish Teaching Set B1 and B2 coursebooks?
4. What is the distribution of core values in Yedi İklim, Gazi, and Yeni İstanbul coursebooks at the independent language level?

METHOD

Research Design

This study was conducted using a qualitative research model aimed at determining the core values present in the reading texts of coursebooks used in teaching Turkish as a foreign language. Qualitative research is a type of study that utilizes qualitative data collection methods such as observation, interviews, and document analysis, with the aim of presenting perceptions and events in a realistic and comprehensive manner in their natural context (Yıldırım and Şimşek, 2013). Document analysis, one of the qualitative data collection techniques, was employed in this study. Altheide (1996) explains document analysis as a process involving determining the criteria for examining the document, accessing and obtaining data from the document, determining the data analysis to be used for the document, coding the findings obtained from the document, verifying the reliability of the data obtained, and expressing the resulting conclusions by classifying them.

Data Set

The data set of this study consists of coursebooks at the B1 and B2 levels from the Yedi İklim, Gazi, and Yeni İstanbul series used in teaching Turkish as a foreign language. The Yedi İklim coursebooks contain a total of 48 reading texts across 16 themes, with eight texts each at the B1 and B2 levels. The Gazi coursebooks contain 40 reading texts across 10 themes, with five texts each at the B1 and B2 levels. The Yeni İstanbul coursebooks contain 36 reading texts across 12 themes, with six texts each at the B1 and B2 levels. Accordingly, a total of 124 reading texts were examined for core values in this study.

Data Collection

To determine the core values present in the coursebooks used in teaching Turkish as a foreign language, and the attitudes and behaviors related to these values, the document prepared by the Board of Education titled “Our Renewal and Change Studies in the Curriculum” (MEB, 2017) was used as a criterion. This document provides examples of core values and associated attitudes and behaviors, as presented in Table 1.

Data Analysis

The data collected in the study was analyzed through content analysis. Content analysis is an analysis method that involves the creation of categories based on predefined rules, the coding of some words in a text according to these categories, the division of coded units into smaller units, and the systematic summarization of the findings obtained by combining the separated units into certain themes (Büyüköztürk et al., 2021). Based on the tables created during data collection, all the books in the dataset were described in terms of root value frequencies to answer the sub-problems of the study. Through prepared graphs, the total number of core values in the three sets of books was determined, and the reflection of the 10 core values in Turkish language teaching coursebooks at the independent language level was numerically expressed.

Validity and Reliability

In qualitative research, reliability is associated with the repeatability of results. This repeatability is possible through consistency between different coders, consistency of the study in yielding the same results at different times, and not including the researcher’s personal interpretations in the examined documents, thus ensuring an objective

description of the study (Yıldırım & Şimşek, 2013). To ensure the reliability of the collected data, the opinion of another field expert was consulted. Two random reading texts were selected from each book and sent to a total of 12 texts for review by the expert. The core values identified in the texts were jointly checked by the researcher and the expert, and a joint evaluation was made on the differing results. Eventually, it was concluded that the findings were largely consistent with each other. After demonstrating consistency between coders, the sentences coded for core values in each text were counted during the data analysis stage, and root value tables were prepared for the texts. In qualitative research, the validation of findings is referred to as validity (Creswell, 2020). In the findings section of the study, the sentences containing core values found in the selected texts in all the books examined were provided in quotation marks, along with the book, page number, represented root value, and sub-attitude. Showing how root value expressions were identified through examples from texts in the study increases the validity of the study.

FINDINGS

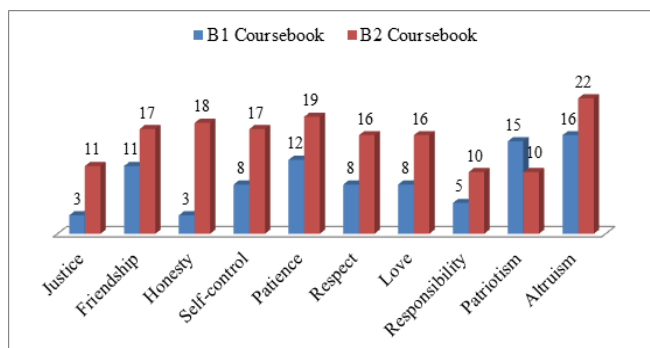
In this section, the core values found in the reading texts in Turkish language teaching coursebooks are presented according to the sub-problems of the study.

Findings on Core values in Yedi İklim B1-B2 Coursebooks

The findings related to the distribution of core values in the Yedi İklim Turkish Teaching Set 1 and B2 coursebooks for the first sub-problem of the study are presented in Graphic 1.

Table 1: Core values and Associated Attitudes and Behaviors (MEB, 2017).

<i>Values</i>	<i>Some Attitudes and Behaviors Associated with Values</i>
Justice	being fair, treating equally, sharing...
Friendship	altruism, trust, being understanding, solidarity, loyalty, altruism
Honesty	being clear and understandable, speaking truthfully, being reliable, keeping promises...
Self-control	controlling behaviors, taking responsibility for actions, having self-confidence, apologizing when necessary...
Patience	being persistent, being tolerant, knowing how to wait...
Respect	being humble, treating others as one would like to be treated, valuing the personalities of others, considering the position, characteristics, and situation of the interlocutor...
Love	valuing family unity, making sacrifices, trusting, being compassionate, being faithful...
Responsibility	being responsible for oneself, one’s surroundings, one’s country, one’s family; keeping promises, being consistent and reliable, accepting the consequences of one’s actions...
Patriotism	being hardworking, solidarity, complying with rules and laws, being loyal, being sensitive to historical and natural heritage, caring for society...
Altruism	being generous, collaborating, being compassionate, being hospitable, sharing...



Graph 1: Numerical Distribution of Core values in Yedi İklim B1 and B2 Coursebooks

As seen in Graph 1, a total of 90 core values were identified in the Yedi İklim B1 Textbook. Among these core values, the most frequently occurring in the texts are “altruism” (f=16), “patriotism” (f=15), “patience” (f=12), and “friendship” (f=11). They are followed by “love” (f=8), “respect” (f=8), and “self-regulation” (f=8), while the least addressed core values in the texts are “responsibility” (f=6), “justice” (f=3), and “honesty” (f=3). In the Yedi İklim B2 Textbook, a total of 156 core values were identified. Among these core values, the most frequently occurring in the texts are “altruism” (f=22), “patience” (f=19), “honesty” (f=18), “self-regulation” (f=17), and “friendship” (f=17). They are followed by “respect” (f=16), “love” f=16), while the least addressed core values in the texts are “patriotism” (f=10) and “responsibility” (f=10).

Examples of sentences containing core values identified in the relevant coursebooks are provided below.

“He maintains his health by eating balanced meals. He goes to the gym every morning.” Responsibility/self (Genç İhtiyarlar, B1, p. 10)

“My friend has a beautiful voice, she accompanies me with her songs. We are a great duo.” Friendship/support (Yetenek İş, B1, p. 21)

“I told someone at the bus station, ‘I’m going to Istanbul but I don’t have any money.’ I had my saz with me. ‘Play the saz,’ he said.” Altruism/collaboration - Honesty/being truthful (Türkü Baba, B1, p. 28)

“Istanbul, a city of empires... It has gathered the masterpieces of Rome, Byzantium, and the Ottoman Empire within itself.” Patriotism/sensitivity to historical and natural heritage (Living Art in Istanbul, B2, p. 102)

“You are married now and your family is more important than your friends.” Responsibility (Half an Apple, Half Me, B2, p. 109)

“Great artists are also such people. We always remember with gratitude the great artists who put aside their own lives

and were beneficial to the society they lived in, even if centuries have passed.” Friendship/loyalty (A Life Dedicated to Art, B2, p. 113)

Findings on Core values in Gazi B1-B2 Coursebooks

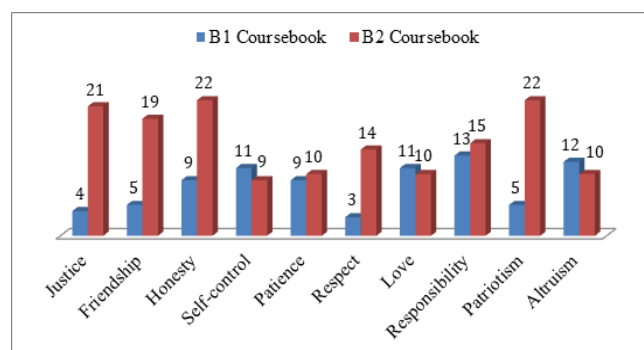
The findings regarding the distribution of core values in the Gazi Turkish Teaching Set B1 and B2 coursebooks for the second sub-problem of the study are shown in Graph 2.

As depicted in Graph 2, a total of 82 core values were identified in the Gazi B1 Textbook. Among these core values, the most frequently occurring in the texts are “responsibility” (f=13), “altruism” (f=12), “love” (f=11), and “self-regulation” (f=11). They are followed by “patience” (f=9), “honesty” (f=9), “patriotism” (f=5), and “friendship” (f=5), while the least addressed core values in the texts are “justice” (f=4) and “respect” (f=3). In the Gazi B2 Textbook, a total of 152 core values were identified. Among these core values, the most frequently occurring in the texts are “patriotism” (f=22), “honesty” (f=22), “justice” (f=21), “friendship” (f=19), and “responsibility” (f=15). They are followed by “respect” (f=14), “love” (f=10), “altruism” (f=10), and “patience” (f=10), while the least addressed root value in the texts is “self-regulation” (f=9). Examples of sentences containing core values identified in the relevant coursebooks are provided below.

“In addition, everyone can express themselves equally on social media. This also contributes to the development of democratic thinking.” Justice (Virtual World, B1, p. 8)

“Let’s not forget that pains that seem unbearable at first may be an invitation to happiness mailed to your address.” Patience/ knowing how to wait (Ways to Cope with Stress, B1, p. 22)

“Especially, there were many projects that emerged from the minds of young brains such as the ‘matchstick candle’ machine, made by a little inventor to make his ‘candle lighting’ grandfather’s job easier, the ‘toothbrush’, ‘non-melting ice



Graph 2: Numerical Distribution of Core values in Gazi B1 and B2 Coursebooks

cream' and the 'electronic fishing line' which took into account the position, characteristics, and situation of the interlocutor." *Altruism-Respect (Discover Your Talents, B1, p. 26)*

"In this struggle, defeated Don Quixote prefers to die rather than lose his essence in this materialistic world, and he closes his eyes to life by repenting." *Self-regulation (Don Quixote and His Helper, B2, p. 78)*

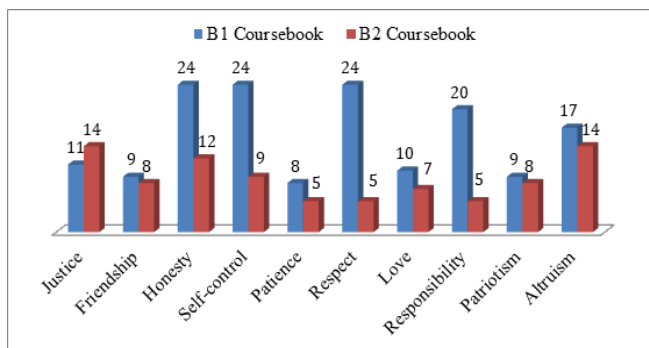
"Ways to gain consciousness about earthquakes, undoubtedly, it is necessary to listen to the experiences of experts who have made progress in living with earthquakes, and to heed their experiences." *Collaboration (Living with Earthquakes..., B2, p. 84)*

"In the gamification method conducted in small groups, students are asked to simulate the task by putting themselves in the shoes of a patient or doctor." *Friendship/altruism (Simulation and Medicine, B2, p. 94)*

Findings on Core values in Yeni İstanbul B1-B2 Coursebooks

The findings regarding the distribution of core values in the Yeni İstanbul Turkish Teaching Set B1 and B2 coursebooks for the third sub-problem of the study are presented in Graph 3.

As illustrated in Graph 3, a total of 156 core values were identified in the Yeni İstanbul B1 Textbook. Among these core values, the most frequently occurring in the texts are "respect" (f=24), "self-regulation" (f=24), "honesty" (f=24), and "responsibility" (f=20). They are followed by "altruism" (f=17), "justice" (f=11), "love" (f=10), "patriotism" (f=9), and "friendship" (f=9), while the least addressed root value in the texts is patience (f=8). In the Yeni İstanbul B2 Textbook, a total of 87 core values were identified. Among these core values, the most frequently occurring in the texts are "altruism" (f=14), "justice" (f=14), "honesty" (f=12), and "self-regulation" (f=9). They are followed by "friendship" (f=8), "patriotism" (f=8), and "love" (f=7), while the least addressed core values in the texts are "responsibility" (f=5), "respect" (f=5), and "patience"



Graph 3: Numerical Distribution of Core values in Yeni İstanbul B1 and B2 Coursebooks

(f=5). Examples of sentences containing core values identified in the relevant coursebooks are provided below.

"Demet: I think so too. Then I'll subscribe to electricity and water. You subscribe to natural gas, telephone, and internet." *Justice/sharing (Where Are You Going?, B1, p. 13)*

"A new life, a new city, and culture were waiting for me. Welcome to Izmir." *Self-regulation/having self-confidence (My Second Homeland Turkey, B1, p. 17)*

"For most people, choosing a profession is a problem. According to experts, a person should choose a profession according to their own qualifications in order to love their job and be happy at work." *Responsibility-Self-regulation-Love (Choosing a Profession, B1, p. 38)*

"You can be a thief, a murderer, or a fraudster. Whatever your crime is, you will pay the price." *Justice (Sorry, It Was a Mistake, B2, p. 77)*

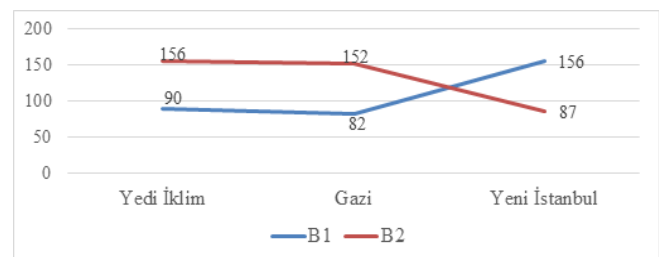
"A modern historian was saying that Shahzade Hürrem had infinite love for his wife Mümtaz Mahal." *Love (Taj Mahal, B2, p. 101)*

"Scientists have managed to reach human genetic information through DNA tests thanks to evolving technology." *Patience/determination (What Are the Limits of DNA Testing?, B2, p. 118)*

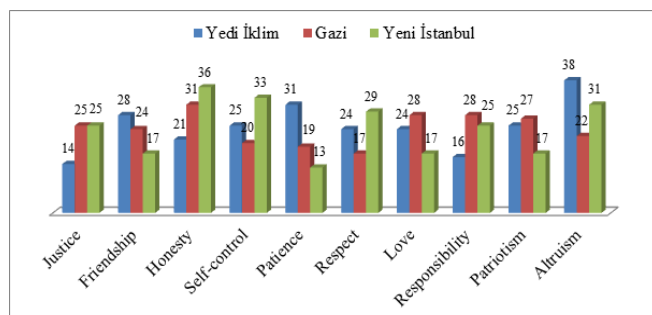
Findings on the Distribution of Core values in Yedi İklim, Gazi, and Yeni İstanbul Coursebooks at the Independent Language Level

The findings regarding the distribution of core values in the Yedi İklim, Gazi, and Yeni İstanbul coursebooks at the independent language level for the fourth sub-problem of the study are presented in Graph 4.

As depicted in Graph 4, a total of 246 core values were identified in the Yedi İklim coursebooks, with 90 in the B1 Textbook and 156 in the B2 Textbook. In the Gazi coursebooks, there were 234 core values, with 82 in the B1 Textbook and 152 in the B2 Textbook. Lastly, in the Yeni İstanbul coursebooks, there were 243 core values, with 156 in the B1 Textbook and 87 in the B2 Textbook. When all textbook sets are considered



Graph 4: Comparison of Root Value Counts by Textbook Sets



Graph 5: Distribution of Core values in Yedi İklim, Gazi, and Yeni İstanbul Coursebooks

together, a total of 723 core values were found in the reading texts. The distribution of these 723 values by publishing houses is illustrated in Graph 5.

According to Graph 5, friendship, patience, love, and altruism are the most frequently identified core values in the Yedi İklim coursebooks. Responsibility and patriotism are the core values most prominently featured in the Gazi coursebooks. Meanwhile, honesty, self-control, and respect are predominantly found in the Yeni İstanbul coursebooks. The root value of justice is equally present in both Gazi and Yeni İstanbul textbook sets. In the Yedi İklim set, altruism is the most emphasized root value, while justice is the least emphasized. In the Gazi set, honesty is the most emphasized root value, while respect is the least emphasized. In the Yeni İstanbul set, honesty is the most emphasized root value, while patience is the least emphasized.

Discussion and Conclusions

The most common core values among the 90 core values identified in the texts of Yedi İklim B1 level of the coursebook were helpfulness, patriotism, patience and friendship, while the least the core values in these texts were found to be justice and honesty. In the B2 level coursebook of the same publishing house, it was determined that there were 156 core values in the reading texts. Where the values of helpfulness, patience and honesty were more frequently included in the texts, the core values of justice, patriotism and responsibility were found to be less emphasized. Accordingly, when Yedi İklim B1 and B2 level of coursebooks are compared, it is seen that there are more core values in the B2 level. In the research, where other core values were detected more at the B2 level, except for the core value of patriotism, it was seen that the core value of helpfulness was included the most in both of the books. Justice and responsibility values were similar in that they were the least mentioned core values in both books. While the core value of honesty was used more in the B1 level of the coursebook, it was one of the core values that was utilized less

at the B2 level. Again, while the value of patience was one of the most frequently comprised values at the B1 level, it was one of the least referred values at the B2 level. Based on this, it is understood that some core values vary from book to book within the same publishing house, depending on the language level. It is seen that these results are parallel to the findings of similar studies in the literature. In studies examining literary works (Utku, 2020) and Turkish Coursebooks (Durhat and Ökten, 2020), the value of helpfulness came to the fore in the texts. Deniz and Karagöl (2018) state that the most frequently mentioned value in the texts of 6th grade Turkish coursebooks is friendship. In the study where Erdem and Bahşi (2022) have examined the core values in the book sets published by Yedi İklim Turkish Teaching Set and Gazi University Turkish Language Teaching Center (TÖMER), it is concluded that the core value of friendship is one of the most frequently included values in the books. The research results that are responsibility and/or justice values, which are the values least included in the texts in Yedi İklim B level of coursebooks, are mentioned in Turkish coursebooks (Şimşek, 2021), in coursebooks for teaching Turkish to foreigners (Erdem and Bahşi, 2022), in children's books (Çetin Efe, 2019) and in cartoons (Güden Altmış, 2021) are consistent with the findings of this study.

In the Gazi B1 level of the coursebook, 82 core values were identified in the reading texts. Among these core values, the most frequently mentioned in the texts are responsibility, helpfulness and self-control, whereas the least mentioned core values in the texts are patriotism, friendship, justice and respect. In the B2 level coursebook of this publishing house, there are 152 core values identified in the reading texts. Among these values, patriotism, honesty and justice are the most frequently mentioned ones in the texts but helpfulness, patience and self-control are the least processed core values. It is understood that the results in the Gazi B level of the set are parallel to the results of similar studies in the literature. The core value of responsibility is found the most in the texts in cartoons on cartoon channels (Turp Özdemir, 2020), in secondary school Turkish coursebooks (Derse, 2019), in Gazi coursebooks teaching Turkish to foreigners (Erdem and Bahşi, 2022). It is also determined that patriotism is the most included core value in secondary school chemistry and biology books (Koltaş, 2020). The least mentioned values in the texts of Gazi B level of coursebooks are self-control, patience and respect. In Mutlu and Dinç's (2019) research, the least detected values in Turkish coursebooks are found patience, self-control, respect and justice. Likewise, in Demirel's (2022) research, the least used root values in the social studies coursebook are patience, honesty and self-control. Again, in the literature, the value of patience appears as the least discussed value in Yılmaz Boyunağa's works (Akay, 2018)

and in religious culture books (Eker and Ünlü, 2020). It was also concluded that the self-control value is the least included value in Ömer Seyfettin's works (Kılıç, 2019) and Turkish coursebooks (Cin and Tanrıseven, 2020). It is understood that the root values, which are least included in the studies in the literature, and the Gazi B level findings of the study support each other in this respect. In the Gazi B1 coursebook, out of 82 identified core values, responsibility, altruism, and self-control are the most frequently mentioned, while patriotism, friendship, justice, and respect are less emphasized. In the B2 level coursebook of the same publisher, 152 core values are identified in the reading texts. While patriotism, honesty, and justice are the most highlighted, altruism, patience, and self-control are the least emphasized ones. The findings from Gazi coursebooks are consistent with the previous research, where responsibility is emphasized in Turkish coursebooks (Mutlu & Dinç, 2019; Demirel, 2022), and patience, self-control, and respect are identified as the least mentioned values (Yılmaz Boyunağa, 2018; Eker & Ünlü, 2020; Cin & Tanrıseven, 2020).

In the reading texts of the Yeni Istanbul B1 level coursebook 156 root values were identified. It was understood that the values most frequently included in the texts were respect, self-control, honesty and responsibility. The values of love, patriotism, friendship and patience were the root values that were least discussed in the texts. In the Yeni Istanbul B2 level coursebook, it was determined that the most frequently mentioned among 87 root values in the texts were helpfulness, justice and honesty. The values of love, responsibility, respect and patience are among the least detected values in the texts. In the literature, the root value of honesty in Ömer Seyfettin's works (Sallabaş, 2013); in the Rafadan Tayfa cartoon (Şahin, 2019) and in Haldun Taner's Works (Ergül Özkul, 2019) the root value of self-control was determined as the most frequently included one. The fact that the most frequently included values at the Yeni Istanbul B level coursebook were honesty and self-control was similar to the results of these studies. Related to teaching values to children, the values that were least included in the book set were determined to be friendship, love, patriotism and patience, and research on fairy tale books (Topbaş, 2015), magazines (Cengiz, 2020) and cartoons on TV channels (Taştımır, 2019), shows parallelism with the results.

When the B level findings of the three book sets are compared, Yedi İklim has 90 points in B1 Coursebook, 156 points in B2 coursebook; there are 82 root values in the Gazi B1 Coursebook, 152 in the B2 coursebook, 156 in the Yeni İstanbul B1 Coursebook, and 87 in the B2 coursebook. It is seen that the most utilized root values in the reading texts at the B1 level are found in the Yeni Istanbul book, and at the B2 level the most root values are found in the Seven Climates

book. Among the three book sets, the lowest root value was found in the Gazi book at the B1 level, and in the Yeni İstanbul book at the B2 level. The findings of Yeni Istanbul Publishing House are among the most striking results of the research. At the B1 level, the most referred root values were found in this publishing house, with a significant difference compared to other books. At the B2 level, the least root values were determined in this book, with a significant decrease compared to other publishing houses. It is understood that in other book sets, the number of root values increases as the language level increases, and that the number of root values is close to each other according to the levels in both book sets. Okur and Keskin (2013), Amanvermez (2018) and Erçelik and Yeşilyurt (2020) stated that the rate of including values in coursebooks is expected to increase as the language level increases. In the research, as the language level reached increases, the number of the root values in the books increases. This fact also supports the above views.

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