The International Congress of Educational Sciences and Linguists (ICEL 2022)
29-30 November 2022, The Netherlands

Examining Narrative Based and Informative Texts in Terms of Word and Sentence Usage in Teaching Turkish as a Foreign Language

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Abstract

This study was conducted to detect numbers of sentences and words in those sentences of the narrative based and informative texts in teaching Turkish as a foreign language, and to determine how numbers of sentences and words differ by levels. Accordingly, a text from both types of coursebooks that prepared for A1, A2, B1, B2, C1 and C2 levels of Yedi İklim Turkish Education Set used in teaching Turkish to foreigners commonly at home and abroad. Data acquired by using document analysis technique in the study conducted with the qualitative method. It is determined that numbers of sentences and words in narrative based texts did not increase by levels while numbers of sentences and words in informative texts increased regularly from A1 to C2 level as a result of the study conducted. When one compares narrative based and informative texts by numbers of sentences and words, it is found that number of words in narrative based texts at A1, A2, and B1 levels is larger than that of informative one whereas number of words in informative texts at B2, C1, and C2 levels is larger than that of narrative based one. It is found that average numbers of words in sentences are similar in narrative based and informative texts when comparing them by levels; average numbers of words in informative texts except C1 level are larger than those of narrative based texts when comparing average numbers of words in sentences. Numbers of words used in the longest sentences in narrative based texts by levels are 13 at A1 level, 20 at A2 level, 13 at B1 level, 17 at B2 level, 29 at C1 level, and 17 at C2 level. Numbers of words used in the longest sentences in informative texts by levels are 13 at A1 level, 27 at A2 level, 27 at B1 level, 18 at B2 level, 26 at C1 level, and 30 at C2 level. As a consequence, it is

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found that numbers of sentences and words in only informative texts increased by levels, and numbers of sentences and words in narrative based texts did not increase by levels systematically.