Sınırsız Eğitim ve Araştırma Derneği
Limitless Education and Research Association

3. ULUSLARARASI SINIRSIZ EĞİTİM VE ARAŞTIRMA SEMPOZYUMU (USEAS 2019)

3rd INTERNATIONAL SYMPOSIUM OF LIMITLESS EDUCATION AND RESEARCH (ISLER 2019)

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İletişim

Adres: Cebeci Mahallesi Tanyeli Sokak Yaman Apt. 22/A Çankaya /Ankara

Telefon: 0530 8646078-0530 8646079

Web Sitesi: www.sead.com.tr useas.sead.com.tr

e-mail: sead@sead.com.tr useas@sead.com.tr

ÖNSÖZ

Preface

Değerli Akademisyen, Öğretmen ve Öğrenciler,

Sınırsız Eğitim ve Araştırma Derneği olarak düzenlediğimiz 3.Uluslararası Sınırsız Eğitim ve Araştırma Sempozyumu (USEAS 2019), *3rd International Symposium of Limitless Education and Research (ISLER 2019),* 24-27 Nisan 2019 tarihlerinde Muğla Bodrum'da yapılmıştır. Sempozyum Bilim Kurulu ve Düzenleme Kurulunda 127 akademisyen görev almıştır. Üç gün süren Sempozyumda, 6 panel, 2 konferans, 3 atölye ve 1 kapanış paneli gerçekleştirilmiş, 16 paralel oturumda 236 sunu yapılmıştır. Sempozyuma davetli konuşmacı olarak yedi farklı ülkeden 9 akademisyen, ülkemizdeki çeşitli üniversitelerden 300'den fazla akademisyen ile öğretmen ve öğrenci katılmıştır.

Bu yıl "Öğrenme ve Araştırma" temasıyla düzenlenen Sempozyumda eğitim alanında yapılan nitelikli araştırma ve uygulamaları paylaşmak, bilimsel üretime katkı sağlamak, yeni düşünce ve çalışmalara ortam hazırlamak, sınırsız öğrenme, eğitim ve araştırmaya dikkat çekmek, bilgi toplumuna uyum sağlamak amaçlanmıştır. Bunun yanında akademisyen, öğretmen ve öğrencileri bir araya getirmek, bilimsel ve sosyal etkileşimi üst düzeye çıkarmak, işbirliği ve eşgüdüm sürecini canlandırmak ön plana alınmıştır. Bu anlayışla Sempozyumda okul öncesinden yükseköğretime kadar 20 den fazla konu alanına yer verilmiş ve gelen bildiriler hakemlerin görüşleri doğrultusunda kabul edilmiştir. Böylece bilimsel ve nitelikli çalışmalara öncelik verilmiştir.

Günümüzde ülkelerin gelişmesi, kalkınması ve gelecek yüzyıla hazırlanması, nitelikli eğitim uygulamaları ile bilimsel araştırmalara bağlı bulunmaktadır. Bu süreçte öğrenme ayrı bir önem taşımaktadır. Bilindiği gibi öğrenme bireyi değiştirmekte ve geliştirmektedir. Bu değişim önce zihinde başlamakta, giderek davranış ve tutumlara yansımaktadır. Bu amaçla okullarda öğrenme, öğrenmeyi öğrenme, sınırsız öğrenme becerilerini geliştirme üzerinde durulmalıdır. Diğer taraftan bilginin sürekli artması, teknolojinin hızla gelişmesi ve değişmesi, bilginin çeşitli kaynaklardan sunulması, bilgi toplumuna uyum sağlama gibi durumlar sınırsız öğrenmeyi zorunlu kılmaktadır. Sınırsız öğrenmeyi gerçekleştirmek, öğrenen bir toplum ve dünya oluşturabilmek için eğitimin önündeki engeller aşılmalıdır. Özellikle yer, zaman, araç gereç, ekonomik vb. engelleri aşmak için sistemli çalışmalar yapılmalıdır. Böylece sürekli öğrenen, düşünen, araştıran, sorgulayan ve ülkemizin geleceğine yön veren bireyler yetiştirilmelidir.

Sempozyumun ikinci teması olan "Araştırma" ile ülkemizde bilimsel ve nitelikli araştırmalara dikkat çekilmiştir. Bilimsel araştırmanın temel amacı sorulara cevap aramak, sorunları çözmek ve bilimsel bilgi üretmektir. Bu amaçla nicel ve nitel araştırmalar yapılmaktadır. Son yıllarda eğitim alanında nitel araştırmalar giderek artmaktadır. Bu araştırmalarla birlikte nesnellik, geçerlik ve güvenirlik ile genelleme sorunları da sürekli dile getirilmektedir. Üç-beş kişiden görüş alınan, yarı yapılandırılmış görüşme formu uygulanan, öğretmen görüşlerine dayalı araştırmalar hızla çoğalmaktadır. Bazı nitel araştırmalar teorik arka plandan yoksun ancak istatistik harikası olarak karşımıza çıkmaktadır. Bazıları birbirinin tekrarı niteliğinde

olduğundan bilimsel bilgi üretimi düşmektedir. Bazı araştırmalarda ise uygulanabilir sonuçlar ortaya çıkmamaktadır.

Sınırsız Eğitim ve Araştırma Derneği olarak düzenlediğimiz 3. Uluslararası Sınırsız Eğitim ve Araştırma Sempozyumunun (USEAS 2019) ülkemizdeki eğitim ve araştırma çalışmalarının niteliğini artırmaya katkı getirmesini umuyoruz.

Sempozyuma davetli konuşmacı olarak katılan ve destek veren Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi Dekanı Sayın Prof. Dr. Bilal DUMAN'a, Manisa Celal Bayar Üniversitesi Demirci Eğitim Fakültesi Dekanı Sayın Prof. Dr. Ahmet ATAÇ'a ve Ankara Üniversitesi Güzel Sanatlar Fakültesi Dekanı Prof. Dr. Ömer ADIGÜZEL'e teşekkür ederiz.

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Sempozyum sonunda gönderilen bildiri tam metinleri gerekli düzeltmelerden geçirilmiş, USEAS 2019 Bildiri Kitabında alanlara ve alfabetik sıraya göre verilmiştir.

Sempozyumun gerçekleştirilmesi ve USEAS 2019 Bildiri Kitabının yayınlanmasında emeği geçen bütün düzenleme, bilim, danışma ve hakem kurulu üyelerine, SEAD üyelerine, yurt içi ve yurt dışından katılarak bilimsel destek veren araştırmacı, bilim insanı ve eğitimcilere, maddi destek sağlayan sponsorlara, haber yapan yayın organlarına Sınırsız Eğitim ve Araştırma Derneği adına teşekkür ederim.

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Öğr. Gör. Figen Yılmaz YANPAR

Karatay Üniversitesi, Türkiye

figen.yilmaz@karatay.edu.tr

Doç. Dr. Gülden TÜM

Çukurova Üniversitesi, Türkiye

guldentum@gmail.com

Abstract: Reading has been the most important skill in the process of teaching foreign languages (FL). The selection and application of reading texts have been questioned by FL teachers and institutions as well as researchers in the field within a remedy of using and applying the reading texts in textbooks. However, what teachers lead students to read is one of the most crucial points in FL teaching and in line with this view, the present study holds the matter under the light of Critical Discourse Analysis (CDA) as language is a way of expressing social concern and struggles within societal and institutional levels since "language is power". Therefore, what is selected as a reading text gains importance in terms of the social practice, ideology, power and social contexts conveyed through these texts. In this sense, the study investigates the topics of the reading texts grounded by CDA revealing the social implications in topic selection of reading texts and the type of gender that they refer to. The study seeks for an explanation to whether there are differences between the EFL and TFL textbooks in terms of the topics involved in reading texts and of the reference of gender regarding the selected topics in each set of textbooks. For this reason, two sets of EFL textbooks and two sets of Turkish language textbooks randomly chosen among the most commonly used textbooks in Turkish Universities were evaluated. The results are expected to shed light on the mostly preferred topics in each sets of textbooks and on bias, if any, in omitting some topics in these textbooks in terms of CDA.

Keywords: Critical Discourse Analysis, reading, textbooks, social implication.

Satır Aralarını Okuma: İngilizce ve Türkçe Ders Kitaplarında Yer Alan Okuma Metinlerinin Konuları Üzerine Çıkarımlar

Özet: Yabancı dil öğretimi sürecinde kazanılan en önemli becerilerden birisi okuma becerisidir. Okuma metinlerinin seçimi ve uygulanması, bu alandaki araştırmacılar tarafından olduğu kadar yabancı dil kurumları ve bu kurumların öğretmenleri tarafından da sorgulanmış ve bu kuruluşlar ve öğretmenler, bu temel soruna, eğitim sürecinde kullanmaları için sunulan kitapların okuma parçalarını koşulsuz bir biçimde uygulamayı tercih ederek çözüm bulmuşlardır. Bununla birlikte, öğretmenlerin öğrenciyi okumaya yönlendirdiği konular, yabancı dil öğretiminde en önemli noktalardan biridir. Bu çalışma da dili, toplumsal ve kurumsal anlamda sosyal endişelerin ve mücadelelerin ifade şekli olarak değerlendiren Eleştirel Söylem Analizi (CDA) doğrultusunda incelemeyi amaçlamıştır. Bu nedenle ders kitaplarında yer alan okuma metinleri, aktarılan sosyal, pratik, ideolojik, güç ve sosyal bağlamlar açısından önem kazanmaktadır. Bu bağlamda, çalışmanın amacı iki boyutludur: Okuma metinlerinin konularının çağrıştırdığı sosyal etkilerini ve atıfta bulundukları cinsiyet türünü CDA açısından incelemek ve EFL ile TFL ders kitapları arasında, okuma metinlerinde yer alan konuların ve hitap ettiği cinsiyet grubu arasındaki farklılıkları ortaya koymaktır. Bu nedenle Türkiye'deki üniversitelerde en çok tercih edilen ders kitapları arasından rastgele seçilen iki set EFL ve iki set TFL ders kitabı incelenmiştir. Her bir ders kitabı setinde en çok tercih edilen konuların belirlenmesi ve bu ders kitaplarındaki bazı konuların ihmal edilmesine ilişkin önyargılara Eleştirel Söylem Analizi (CDA) ışığında açıklama getirilmesi hedeflenmiştir.

Anahtar Sözcükler: Eleştirel Söylem Analizi, okuma, ders kitapları, sosyal uygulamalar.

1. Introduction

Reading, being a very important skill for learners, involves a kind of coding in which an interaction between the reader and the text exists eventually. In order to achieve a successful interaction of this kind, it is important to aim the teaching process of this skill from different perspectives. Therefore, the present study deals with the coding of reading texts in Turkish as a Foreign Language (TFL) and English as a Foreign Language (EFL) textbooks in terms of the topics they cover and the gender that they refer to. In order to achieve this goal, the study also examines topics of these texts from the perspective of Critical Discourse Analysis (CDA) within the perspective of macropropositions suggested by van Dijk (1984).

CDA deals with meanings that can be traced to a product of social and cultural relationships and then it turns to see how these may be realized in language. The positions and controversies in the world are important in order to get specific information of histories, beliefs and attitudes within the societal processes. In this way, CDA is an inevitable source for acknowledging ourselves as group members. The idea is also valid for the present study, which helps one to see the ideological struggle that societies may have in order to survive and how this struggle is mirrored in language through topics of the texts involved in EFL and TFL textbooks. The present study, therefore, is a cornerstone in being an important personal cognition in terms of the belief systems shared in society.

Most studies in literature, deal with the complexity of reading process for learners in terms of lexis, grammar and vocabulary. However, there are also some specific points to consider reading as a significant part of language learning process. One of the most important of these points is the hidden message conveyed through texts, which can be achieved by the help of CDA. In this sense, there is a gap in literature because the studies related to reading text topics haven't been studied within the light of CDA, to the knowledge of authors.

The only study that involves topics of texts in EFL textbooks is Arıkan's study (2008). However, the study does not handle the issue involving CDA, but rather the author examines the topics of 15 ELT textbooks using quantitative and qualitative measures. He has found that the favorite topics are family and housing and that some values such as love, work life, education and values are not involved in those textbooks. He has also detected that the claimed topic and the actual topic are different in texts and that students are not interested in topics involving values, but in crime.

Pae (2004) copes with the matter of reading comprehension in terms of gender performance. In the study, Pae (2004) concludes that passage content is not a reliable factor that predicts interaction between gender and performance in reading comprehension, hence suggesting that future studies about gender effect on second language reading comprehension should consider item type as well as item content. Other studies in EFL literature refer to CDA with different theories they refer to. For example, Branch and Branch (2015) have studied gender representation in two series of EFL textbooks and they have found that one of the series of textbooks address male characters more than female ones. Also, Arabmofrad (2015) has used CDA to investigate linguistic representation of male and female social actors in one of the series of EFL textbooks. He has indicated that the series have a "sexist attitude" in favor of social actors.

Also, to the knowledge of the authors, reading texts in TFL textbooks have been studied in terms of the levels or vocabulary that they cover. Şimşek (2017), stemming from her study with reading texts in TFL textbooks proposes the approaches that should be taken to create a reading text and reading books that supports learning foreign language. Şeref and Yılmaz (2013) has examined a series of TFL textbooks regarding the harmony between reading texts and their visuals, which is in fact a kind of theory for interpretation in CDA though they do not name it in that way. In addition to these studies, Serin and Turan (2015) have investigated the reading texts in a series of TFL text books considering the relevance of type, theme and originality of the texts to the development of language learners.

In this sense, the present study holds the floor as an innovative one as previous studies in terms of both EFL and TFL textbooks have dealt with the issue within different perspectives. It is expected to inspire more research on CDA and the texts learners are engaged with since "language is power".

2. Literature Review

2.1 Teaching Reading

Reading is a very important skill throughout language learning process. In order to develop the ability to read, learners have to be good at some other subskills, as well. Since reading is recognized as one of the most complex processes, Grabe (as cited in Alyousef, 2006, p. 64) determines six components of reading as a skill to interfere the complexity of it and help learners:

1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge
4. Content / world background knowledge
5. Synthesis and evaluation skills
6. Metacognitive knowledge and skills monitoring

The complexity of reading as a process deals with the above-mentioned sub-skills and the ability to comprehend it is handled through a cognitive point of view. It is beyond doubt that the cognitive strategies would help reading skills of learners improve; however, there are also some other factors that may reduce the burden of complexity of reading on learners and that would help them learn more about the language that they are learning. The classification of Harmer (1998, p. 68) on the reasons for teaching reading is a good way to conceptualize the matter; reading should be taught:

- ✓ for students' careers
- ✓ for study purposes
- ✓ simply for pleasure
- ✓ because the language in texts sticks in students' minds as part of the process of language acquisition
- ✓ as texts provide good models for writing
- ✓ since texts provide opportunities to study language (vocabulary, grammar, punctuation, sentences, paragraphs and texts)

The first three reasons and the opportunity to study language by the help of texts can be achieved by the learner, herself. However, on considering the reasons for teaching reading, two critical issues emerge: the language in texts stick in students' minds as part of the process of language acquisition and texts provide good models for writing (Harmer, 1998, p. 68). This signifies the fact that teachers should be careful about "sticking ideas in students' minds" through texts involved in textbooks. In this sense, teachers should be careful about the texts involved in textbooks or the materials that they have prepared themselves because reading is not a passive skill as perceived and indeed:

- ➢ students should be "fired up by the topic" to get much more from what is in front of them
- ➢ students should respond to the content of the text, not just to the language concerning the meaning and the message of the text since the text is important for students to respond to the message
- ➢ prediction is important because book covers, headlines, word processed pages are all hints of the text and the message

Since the importance of teaching reading stems from the fact that texts stick in students' minds and that they provide models for students, from the CDA point of view, there are some principles to follow in presenting the right texts to learners as given below:

- ➢ students should be stimulated by the topic
- ➢ students should be able to respond to the content of the text
- ➢ students should be able to respond to the message (Harmer, 1998, p.69)

In addition to the above-mentioned principles in selecting reading texts for learners, there should be another principle for teachers to consider the texts, which can briefly be called as reading between/through the lines. When the importance and principles of teaching reading are considered, the notion of Critical Discourse Analysis (CDA) emerges as a guide for teachers to lead the hidden

messages in texts, which help learners think critically and get the right message between the lines of any text.

2.2 Critical Discourse Analysis (CDA)

Language is a way of expressing social concern and struggles within societal and institutional levels since "language is power" (Fairclough, 1989). Therefore, language plays a crucial role when it comes to social practice. Any kind of speech, language or even signs are evaluated as discourse, which is shaped by participants, contexts and assumptions. Therefore, discourse in critical discourse analysis can be defined as the use of language as social practice. In this sense, language is described as a reflection and construction of the social world, which means that language is beyond being neutral since it is "caught up in political, social, racial, economic, religious, and cultural formations" (Rogers et al., p.369; Tüm and Uğuz, 2014; Tüm and Sarkmaz, 2012).

Upon consideration all these above, theories of discourse is the cornerstone in social sciences (Foucault, 1972: cited in Rogers et al., p.369). Foucault proposed to release ourselves from the structure of language and tried to find ways to understand the constructs of power or knowledge relationships. Though there are many other theoretical frames of discourse, the main principles of CDA are briefly summarized by Fairclough and Wodak (as cited in van Dijk, 1984, p.353):

1. CDA addresses social problems
2. Power relations are discursive
3. Discourse constitutes society and culture
4. Discourse does ideological work
5. Discourse is historical
6. The link between text and society is mediated
7. Discourse analysis is interpretive and explanatory
8. Discourse is a form of social action

CDA deals with meanings that can be traced to a product of social and cultural relationships and then it turns to see how these may be realized in language. In other words, the positions and controversies in the world are important in order to get specific information of histories, beliefs and attitudes within the societal processes. In this way, CDA is an inevitable source for acknowledging ourselves as group members.

Besides, CDA is defined as doing "discourse analysis with an attitude" (van Dijk, 1984: cited in Wodak and Meyer, 2001, p. 96). In other words, it tackles with real world problems analyzing a piece of discourse in terms of communication and interaction. This is certainly a kind of cognition, which involves the social cognition, beliefs, goal, mental structures and representations conducted by any kind of discourse (van Dijk, 1984: cited in Wodak and Meyer, 2001, p. 98).

In order to read between the lines from the perspective of CDA, van Dijk (1984) proposes the semantic macrostructures in analyzing topics of discourse as they have a significant role in interaction and they should be analyzed by what he calls as "macropropositions". According to him, these structures "derived from the local (micro) structures of meaning, topics represent what a discourse "is about" globally speaking, embody most important information of a discourse, and explain overall coherence of text and talk" (van Dijk, 1984). In this vein, topics are units that can only be derived from the titles, headlines, abstracts or thematic sentences, which speakers or writers attach meaning, "control comprehension and influence the formation of so-called 'mental models' of the event the discourse is about" (van Dijk, 1980).

Topics play a fundamental role and it can be applied to other larger corpora since it has a control over other aspects of discourse. The idea is also valid for the present study, which helps one to see the ideological struggle that societies may have in order to survive and how this struggle is mirrored in language through topics of the texts involved in textbooks. Therefore, teachers should be concerned with the underlined meaning of texts that their students are supposed to read. These involve the questions such as:

- What kind of audience is the text directed to?
- What norms are given in the text?
- What types of values are given throughout the text?
- Are there any specific values that readers are directed to?

- Who are the characters in the text?
- Which places, countries or occupations are mentioned specifically in the text?
- Is the culture is conveyed by the very language through the text?
- Do those cultural beliefs harm readers or do they benefit from it?

The present study, therefore, is a cornerstone in being an important personal cognition in terms of the belief systems shared in society. The texts displayed in textbooks are mostly not questioned and they are just presented in a way of spoon-feeding whereas it should be questioned, evaluated and defined by the macropropositions they mention. These macropropositions, first of all, should be gathered from the topics that texts involve in order for teachers to be able to recognize the values, norms or other features that is attached to learners.

2.3 Method

2.3.1 Research Questions

To understand the commonly used topics and their underlying macropropositions, two sets of TFL and EFL textbooks were examined to find the answers to the following questions:

1. Which topics are commonly involved in EFL and TFL textbooks?
2. What are the social implications of topics involved in EFL and TFL textbooks?
3. How do the selected topics in EFL and TFL textbooks contribute to a broader socio-cultural, political, ideological or knowledge-based relationship regarding English and Turkish?
4. Are there any social implications of gender in selected topics of the EFL and TFL textbooks under investigation?

2.3.2 Materials and Context:

Two sets of EFL and TFL textbooks are all randomly chosen among the most preferred textbooks in universities in Turkey. The EFL textbooks are Speakout (printed by Pearson) with the levels of A1, A2, B1, B1+, and B2; and Headway (printed by Oxford University Press) having levels as A1, A2, B1, B1+, B2, and C1. Two sets of Turkish textbooks for foreigners, which are commonly preferred to teach Turkish to foreigners are Yeni Hitit (printed by TÖMER, Ankara University), which is made of four levels as Level 1 (A1 and A2), Level 2 (B1 and B1+), and Level 3 (B2 and C1); and Istanbul Yabancılar İçin Türkçe (printed by Kültür Sanat Basımevi, Istanbul) that includes four levels as A1, A2, B1, and B2.

2.3.3. Data Collection

Both of the sets of textbooks were examined regarding the topics of reading texts within all the levels of the textbooks. Speakout has 10 units and Headway has 12 units in each level and each of them covers at least one text in each level in a unit whereas Yeni Hitit has 12 units and Istanbul has 6 units in all the levels and they cover at least two texts in each level in a unit. All the text topics in each level of the textbooks were listed and categorized and the common topics were depicted in tables. The topics of the texts were analyzed within the headlines, subtitles and the main ideas they have. The macropropositions each topic of the text were listed and the most common ideas were presented in the study. Also, EFL and TFL textbooks were compared with each other in terms of the topics they involve and of the social implications they serve within the principles of Critical Discourse Analysis proposed by van Dijk (1984) within the perspective of macropropositions the texts involve.

2.3.4 Data Analysis

Data gathered from the examination of the topics of texts were first listed among themselves depending on the type of textbooks as TFL and EFL textbooks and then compared to each other with the emergence of the topics they involve.

Table 1. Topics Involved in EFL Textbooks

Speakout	*Headway*	Common Topics in *Speakout* and *Headway*

Computers	Restaurants	People
Lies and Trust	History	Food
Personality	Friendship	Jobs
Popular culture	Love	Movies
Relationships	Fashion	Television
Basic emotions	The Internet	TV programs
Work and life	Happiness	Art
Family histories	Family	Men and women
Improving English	Billionaires	Teenagers
Millionaires	The Universe	
School life	Historical figures	
Misunderstanding	Culture	
Holiday	Br. E. and Am. E.	
Childhood dreams	Music	
Crime	Medicine	
Technology	Changes in life	
Charity	Brands	
	Time	
	Football	
	Kitchen	

As observed in Table 1, eight of the topics involved in EFL textbooks were the common ones which can be classified as the general topics usually found in most of the EFL textbooks. The macropropositions in the common topics of the EFL textbooks are as follows:

1. The world is changing and the roles of men and women are changing; they perform different jobs.
2. Hollywood films may not be real.
3. Jobs for boys and girls are changing. Both genres do different jobs.
4. Films, which depict pop culture, are selected.
5. The food of the countries in Headway is from the inner or outer circle countries.
6. People are depicted as different personalities – they escape from the crowd of the real world.
7. BBC programs are emphasized as the leading programs.
8. Teenagers are different from the crowd with their communication and life styles.

Different topics in both sets of the EFL textbooks are also handled in different ways. Some of the significant macropropositions from the topics of the selected reading text topics are as follow:

1. The important varieties of English are Br. Eng. and Am. Eng. (Headway).
2. There are important brands, which rule the world today like Starbucks (Headway).
3. After the World War II, people led to harm; they did not do any good for themselves. (Headway)
4. People do not get married, do not have children, but are they happy? (Speakout)
5. The Internet shapes teenagers' world. (Headway)
6. Success can be traced with the treasure you have. (Headway)
7. Success can be traced with money but the charity works that people do, as well. (Speakout)
8. Time and future self – are people happier today and will they be happier in the future? (Headway)
9. Prince Charles and Diane should be recalled and reconsidered. (Headway)
10. Is culture clash a good thing? (Headway)
11. English can be improved by different ways. (Speakout)
12. Technology and computers may not be good things. (Speakout)

Table 2. Topics Involved in TFL Textbooks

Yeni Hitit	***Istanbul***	**Common Topics in *Yeni Hitit* and *Istanbul***

Entertainment	Daily activities	Love
World views	School	Family
Mysterious events	Relatives	Friendship
Believing in one's self	Knowledge	Inventions
Brain and intelligence	Mistakes	Health
Culture	Natural events	Past and present
Differences in personality	Talents	Special days
Reading	Changes in life	Food
Burocracy	Dreams about life	Myths
Media	People	Education
Art	Luck	Job
Language	Wishes	Future life
Music	Complaints	Fashion
Relationships		Tourism and travel
Television		Movies
Space		
Money		
Sports		

As is obvious in Table 2, TFL textbooks have used more common topics compared to the EFL textbooks. The macropropositions inferred by the common topics in TFL textbooks are:

1. Love should be questioned.
2. Brand addiction is a dangerous thing.
3. Past was good and it is in the hands of people to make today worth living.
4. Legends and myths set examples for people's lives.
5. Dream jobs can come true.
6. Believe in yourself.
7. People living in luxury are not good examples as they have bad features.
8. Food is culture.

Some of the significant macropropositions from the topics of the selected reading text topics are:

1. Television programs may lead to addiction. (Yeni Hitit)
2. Richness is something that prevents people from being happy. (Yeni Hitit)
3. Being intelligent may cause unhappiness. (Yeni Hitit)
4. Challenging the conditions in one's life leads to happiness and success. (Istanbul)
5. People are all unique with their different features. (Yeni Hitit)
6. Luck is created by people, themselves. (Istanbul)
7. Mistakes are what make people who they are. (Istanbul)

As to gender implications in terms of topic selection in both sets of the textbooks, it was found that most topics are arranged in balance depending on gender differences. So, one cannot mention of a sexist attitude among the topics of texts. Only sports can be considered to be an interest of men, but the underlying message involves avoiding hooliganism and dangers that are caused by hooliganism – therefore, it has a general implication in the selection of the topic in EFL and TFL textbooks. Also, fashion can be considered to be the women's interest but since it is given as a personality trait in TFL textbooks, it also has general implications on avoiding brand addiction and its dangers.

3. Conclusion, Discussion and Suggestions

The present study dealt with EFL and TFL textbooks in terms of the reading topics they present by the help of CDA. Reading comprehension is an important skill and should be given primary importance by teachers. However, it is also of importance for teachers to questions what learners are reading since "language is power" (Fairclough, 1989) and what learners read stick to their minds.

In examining the two sets of textbooks by the help of CDA, it was seen that there are some "mental models" (van Dijk, 1984) hindered in texts. The fact that language is conveyed through culture can easily be traced in both sets of the textbooks. For example, while Turkish textbooks revolve around the topics such as love, sports, special days and relationships, English textbooks involve thought-provoking topics such as personality, today's teenagers, changes in life, etc.

While the topics of the texts in TFL textbooks aims at giving a moral lesson with the reading texts and the message is conducted with the lines in the texts. For example, sports is presented with different texts all signifying the harms of hooliganism in sports, EFL textbooks encourages critical thinking by imposing issues like men & women, misunderstanding and charity.

Headway, though it is not mentioned directly in the texts, is a keen supporter of Standard English by choosing texts involving inner circle countries and people from those countries. There is stress on literature concerning Shakespearean; therefore, British English would be expressed more than the other world Englishes.

Both *Speakout* and *Headway* have chosen topics of "wealth" with a difference from each other: *Speakout* handles the matter within a different perspective; it gives clues about different people who are wealthy – people who donate everything they have while Headway mentions famous wealthy people or famous brands. On the other hand, TFL textbooks handle the issue of wealth and money in a different way. The macroproposition of money is that rich people have bad habits and success is not related to being rich whereas success is related to the money that people have earned throughout their lives.

The implication of the topic "job" is significant in that it is associated with burocracy in TFL textbooks whereas the most implied jobs are doctor, businessman, or engineer in EFL textbooks. This implies that job perception is conveyed and implied through culture. Besides, differences between men and women are, pleasingly, introduced within the implication that the professions attributed to men or women are now made by all genders, which are discerned by the topics in the texts in both sets of the textbooks. It is noticeable in terms of critical discourse analysis to observe that the so called differences implied by society between men and women disappear in texts. However, some jobs are still considered to be superior to others as seen in topics of the "family" texts.

A more significant point found in TFL textbooks is that especially Yeni Hitit includes texts by specific journalists or writers who give moral lessons like friendship, individualism, or culture through their articles, which is an indicator of critical discourse analysis implying the hidden messages through the lines. Within these lines, it is emphasized that believing oneself is the key to accept oneself as a being and it brings happiness.

Language and literature are specific to TFL textbooks in addition to culture specific topics such as myths, stories, and legends, which aim at giving a moral lesson whereas EFL textbooks cover more up-to-date topics like technology, television programs, and/or the Internet. The macropropositions driven from this very fact is that TFL textbooks convey culture more specifically than EFL textbooks and the aim of the texts selected in TFL textbooks is to teach deeds that every person should have.

Gender implications in terms of topic selection hinder no sexist attitude in terms of topic selection. Most topics are designed to appeal to both genders and the macropropositions are satisfying in that the world is changing and sometimes men and women have to change their roles in order to pace with those changing circumstances.

All in all, since texts stick in students' minds and provide models for learners, students should be able to respond to the content of the text, to the message, which is according to critical discourse analysis is historical and which constitutes society and culture. Therefore, teachers of languages should be careful about the selection of the texts; it should be born in mind that the messages are hidden between the lines of a text.

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