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### An Analysis of Questions Based on Reading Texts in Turkish Textbooks Prepared For Foreigners According to Barrett's Taxonomy

Mehmet Kardoğan<sup>a</sup>  Hulusi Geçgel<sup>b</sup> 

<sup>a</sup> PhD Student, Başkent University, Türkiye.

<https://orcid.org/0000-0002-5620-3371>, E-mail: [mhmtkardogan13@gmail.com](mailto:mhmtkardogan13@gmail.com)

<sup>b</sup> Assoc. Prof. Dr., Çanakkale Onsekiz Mart University, Türkiye

<https://orcid.org/0000-0002-9277-6417>, E-mail: [hgecgel@comu.edu.tr](mailto:hgecgel@comu.edu.tr)

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#### Abstract

The aim of this study is to examine the questions based on reading texts in textbooks prepared for teaching Turkish to foreigners within the framework of Barrett's Taxonomy. Document analysis method, one of the qualitative research designs, was used in the study. The material of the study consists of "Turkish for Foreigners" textbooks prepared by "Van Yüzüncü Yıl University Turkish Teaching Application and Research Centre". Content analysis method was used to analyse the data. As a result of the study, it was determined that the questions based on reading texts in the textbooks were mostly in-text according to the answer source, mostly short answer questions according to the type of questions, and mostly questions at the level of simple comprehension according to Barrett taxonomy. Based on these results, it is recommended that the questions should be distributed in a balanced way while preparing the textbooks and as the course level progresses, it is suggested to include more questions for higher level cognitive skills.

**Keywords:** Barrett taxonomy, subtext questions, teaching Turkish as a foreign language.



## **Introduction**

In today's world, people's need to learn a foreign language varies due to reasons such as migration, education, tourism and politics. Especially in this age of rapid progress in science and technology, people have felt the need to learn a foreign language other than their mother tongue, even a second foreign language. Because the world is globalising and with the globalising world, many people seek to learn a foreign language (Güzel & Barın, 2016). The globalisation of the world has also led to the disappearance of state borders and this situation has led each society to make great efforts to learn and teach its own language (Kardaş, 2019). In this context, in 2001, the member states of the Council of Europe came together and published a Framework Text "Common European Framework of Reference For Language, Learning, Teaching, Assessment" (CEFR, 2001; MEB, 2009), stating that language teaching should be done in line with a specific language policy. The aims and objectives of the Framework Text related to language policy are as follows:

1. The linguistic and cultural diversity and rich heritage of Europe must be preserved and developed. It is a common resource and a major effort is needed in the field of education to transform this diversity from a barrier to communication into a mutual enrichment and understanding.
2. In order to increase European mobility, to strengthen common understanding and co-operation, to overcome prejudice and discrimination, communication and interaction between Europeans with different mother tongues must be facilitated. This will only be possible through a better knowledge of modern European languages.
3. If the Member States adopt or develop national principles in modern language teaching and learning, greater convergence at the European level can be achieved by making appropriate adjustments in co-operation and co-ordination in their existing principles" (MEB, 2009, s. 2).

When the aims and objectives of the Framework Text are examined, it is clearly seen that the member states are trying to create a multilingual and multicultural European civilisation. The fact that Turkey is a member of the Council of Europe, its geopolitical position and development, as well as hosting thousands of refugees as a result of the recent events in neighbouring countries, has made the teaching of Turkish as a foreign language important.

It is not known exactly when the teaching of Turkish to foreigners started. However, according to some sources, it started during the Uygur period (Güzel & Barın, 2016). In particular, Caferoğlu (1984) stated that since the Mongols did not have their own alphabet, they learned writing from the Uygurs, that the Uygur clerks in the Mongolian state administration carried out the official correspondence of the state, and that these clerks taught the Mongols the stamp and state correspondence over time. Similarly, Ögel (2002, s. 95) stated that "there is also a text by T'u Chi that Aşığ Tâmur, who was the teacher of the Mongol emperors Tâmur Han and Qaişan Han, taught Uygur Turkish to the emperors". Based on this information, it can be said that Turkish started to be learnt directly or indirectly for different purposes during the Uygur period. In this regard, Kardaş and Kaya (2019a, s. 4) stated that during the Hun, Gokturk and Uygur periods, Turks did not have the aim and concern of teaching Turkish systematically, on the contrary, foreigners learnt Turkish with their own

efforts within the framework of different purposes such as espionage, missionary, trade, etc. and thus interacted more closely with Turks.

The systematic teaching of Turkish to foreigners, which started with Kâşgarlı Mahmud, continued until the Turkish period. Looking at the Republican period, the first institution to make an attempt in this field in 1958 was Boğaziçi University, also known as Robert College (Şahin, 2008). Later, Istanbul University and METU started to teach Turkish to foreign students studying in their own organisations. However, the first TÖMER, which was opened institutionally within Ankara University in 1984, was the breaking point in this field (Biçer, 2012; Kardaş, 2019; Köse & Özsoy, 2020). This first institutional step taken under the leadership of Ankara University paved the way for the establishment of TÖMERs in other universities in Turkey in the following period. This situation has led to a rapid increase in scientific studies such as books and articles on the literature.

Teaching Turkish correctly and effectively and identifying the problems in the field is only possible by producing correct solutions (Kardoğan & Kardaş, 2023). One of the most important educational tools used in this context is textbooks. In other words, despite the developments in science and technology, textbooks are the most frequently used materials in educational environments (Akkaya, 2013; Coşkun, 2014; Maden, 2020; Özbay, 2003).

Looking at the history of Turkish teaching, it is seen that textbooks have always been the most important resource used. Because textbooks affect what will be learnt and taught in the educational environment (Küçükahmet, 2023), are used alone in many cases (Halis, 2002) and are an integral part of the education and training process (Demirel, 1993).

There are many different reading texts in the textbooks for foreign students learning Turkish to make sense of what they read. In order to test whether the students who read these texts understand what they read, different types of questions are used at the end of the text. It is very important to ask students questions about the text (Fordham, 2006). Questions are important measurement tools that help students comprehend the text (Çeliktürk Sezgin & Gedikoğlu Özilhan, 2019) and are used in making meaning with what they read (Akyol et al., 2013). Thanks to the questions, students' prior knowledge can be activated and students can be guided to concept formation and high-level thinking (Gunning, 2008). In addition, questions play an important role in reinforcing students' interest in the lesson during the learning process and keeping their curiosity alive for further questions (Harvey, 2006), gaining new knowledge and skills (Kocaarslan & Yamaç, 2018), retrieving information, making sense and encouraging deep thinking (Morgan & Saxton, 1994).

Many taxonomies (Akyol, 1996; Barrett, 1968; Bloom, 1956; Nicholas & Tarabasso, 1979; Pearson & Johnson, 1978; Sanders, 1966; Wallen, 1972) have been developed about how and what kind of questions to ask. Barrett's taxonomy, which is one of these taxonomies and the subject of this study, is very important in terms of helping educators in planning educational activities. Clymer introduced this taxonomy, which is known by his own name, to the literature (Pearson, 2009). While developing his taxonomy, Barrett was inspired by the taxonomies in the field and included the affective dimension as well as the cognitive dimension in his taxonomy.

Barrett developed this taxonomy in order to eliminate misconceptions that occur in the comprehension process and to create a controlled and understandable process (Clymer, 1968; Yıldırım, 2012). Barrett's Taxonomy is listed as "simple understanding, reorganisation, in-depth understanding, evaluation and satisfaction".

When the literature is examined, studies that address the questions of Turkish as a mother tongue teaching textbooks (Çeçen & Kurnaz, 2015; Durukan & Demir, 2017; Eroğlu & Sarar Kuzu, 2014; Kaplan, 2021; Kaya Özgül & Çetinkaya Özdemir, 2022; Kurt, 2020; Sallabaş & Yılmaz, 2020; Sarar Kuzu, 2013; Ulum & Taşkaya, 2019); there are studies examining the questions of Turkish language teaching to foreigners textbooks (Çırak, 2023; Göçer, 2007; Kana & Güney, 2020; Oktay, 2015; Tekşan & Kaynak, 2023; Ulutaş & Kara, 2019). When the studies are examined, it is seen that the studies are generally examined within the framework of Bloom's taxonomy. There are also studies analysed within the framework of Barrett taxonomy (Akyol et al., 2013; Ateş et al., 2016; Çeliktürk Sezgin & Gedikoğlu Özilhan, 2019; Sallabaş, 2023). However, the number of studies in the relevant literature is quite limited. Based on this limitation, it is thought that this study will contribute to the related field.

### **Purpose of the Study**

The aim of this study is to determine the distribution of questions and cognitive levels in Van Yüzüncü Yıl University Turkish for Foreigners textbooks (A1-A2, B1-B2-C1-C2) by analysing the questions based on reading texts in terms of different question types, answer sources and Barrett Taxonomy.

Within the framework of this aim, answers to the following questions were sought:

- What is the number of reading texts in Van Yüzüncü Yıl University Turkish Language Teaching for Foreigners A1-A2-B1-B2-C1-C2 level textbooks and the total number of questions related to these texts?
- What is the distribution of the questions belonging to the reading texts in Van Yüzüncü Yıl University Turkish Language Teaching for Foreigners A1-A2-B1-B2-C1-C2 level textbooks according to question type?
- How is the distribution of these questions according to the answer?
- How are the questions distributed according to Barrett's Taxonomy?

## **Method**

### **Research Design**

Document analysis, one of the qualitative research methods, was used in this study in which the activities of reading texts in textbooks prepared for teaching Turkish to foreigners were analysed. Document analysis involves the analysis of written materials containing information about the subject or events targeted to be researched (Yıldırım & Şimşek, 2016).

### **Object of Study**

The material of the study consists of "Turkish for Foreigners" A1-A2-B1-B1-B2-C1-C2 level textbooks prepared by Van Yüzüncü Yıl University Turkish Language Teaching Application and Research Centre in 2018-2020. Information about the textbooks is shown in Table 1.

**Table 1:** Information on The Textbooks Analysed in The Study

Name of the Book	Editor	Publisher	Year of Publication
Turkish Basic Level A1 for Foreigners	Zeki Taştan ve A. Mecit Canatak	Hiperyayın	2018
Turkish Basic Level A2 for Foreigners	Zeki Taştan ve A. Mecit Canatak	Hiperyayın	2019
Turkish Textbook for Foreigners Intermediate Level B1	Zeki Taştan ve A. Mecit Canatak	Hiperyayın	2019
Turkish Textbook for Foreigners Intermediate Level B2	Zeki Taştan ve A. Mecit Canatak	Hiperyayın	2019
Turkish Textbook for Foreigners Advanced Level C1-C2	Zeki Taştan ve A. Mecit Canatak	Hiperyayın	2020

### Data Collection and Analysis

Firstly, the questions based on the reading texts in the textbooks were determined and transferred to the computer environment. However, free and external reading texts were excluded from the scope. Then, the questions belonging to the text types were classified according to their types (short answer, present-absent, ranking, multiple choice, true-false and matching), according to their answer sources (in-text, out-of-text and intertextual) and according to the five domain levels of Barrett's Taxonomy (1968) (simple comprehension, reorganisation, inferential comprehension, evaluation and satisfaction). Akyol's (1997) classification was used when classifying the questions according to the answer sources. In addition, the short answer category consists of fill-in-the-blank and "5N1K" questions. The classified questions were first analysed by the researcher and then the opinions of three experts in the field were consulted. Because in the process of coding the data collected as a result of qualitative research, it is difficult for. Therefore, it is very important to code the collected data by different coders and to make the reliability of these coded data (Baltacı, 2017). For this reason, Miles and Huberman's formula, calculated as "Reliability = Number of Agreement / Total Number of Agreement + Number of Disagreement \* 100", was used to test the reliability of the feedback from the experts. A reliability rate of .80 and above is considered reliable (Miles & Huberman, 2016, s. 64). Content analysis technique was used to analyse the data obtained in the study. In content analysis, the data collected by the researcher are organised within the framework of a certain theme and presented to the reader in an interpreted way (Yıldırım & Şimşek, 2016).

## Findings

In this section, the findings obtained from the questions based on the reading texts in Van Yüzüncü Yıl University Turkish for Foreigners A1-A2-B1-B2-C1-C2 level textbooks are presented. In this context, firstly, information about the number of reading texts and questions based on these texts in the textbooks examined within the scope of the research is given in Table 1.

### Findings Related to the First Sub-Problem Question of the Research

**Table 2.** Information on the Number of Reading Texts and Questions Based on Reading Texts in Textbooks

Level	Number of Reading Texts	Number of Questions
A1	19	180
A2	21	165
B1	20	172
B2	27	200
C1-C2	29	206
Total	116	923

When Table 2 is analysed, 19 reading texts 180 questions in A1 level textbook, 21 reading texts 165 questions in A2 level, 20 reading texts 172 questions in B1 level, 27 reading texts 200 questions in B2 level, 29 reading texts 206 questions in C1-C2 (single book) level. In total, 116 reading texts and 923 questions based on these texts were identified.

### Findings Related to the Second Sub-Problem Question of the Study

The distribution of questions based on reading texts in the textbooks according to question types is given in Table 3.

**Table 3:** Distribution of Questions Based on Reading Texts According to Question Types

Level	Short Answer		Matching		True-False		Multiple Choice		Yes-No		Ranking	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
A1	109	60,5	61	33,8	5	2,77	3	1,66	2	1,11	0	0
A2	94	56,9	35	21,1	18	10,9	4	2,42	0	0	14	8,48
B1	131	76,1	6	3,48	27	15,6	3	1,74	0	0	5	4,65
B2	179	89,5	0	0	21	10,5	0	0	0	0	0	0
C1-C2	194	94,1	0	0	12	5,82	0	0	0	0	0	0
Total	707	76,5	102	11,0	83	8,99	10	1,08	2	0,21	19	2,05

When Table 3 is analysed, it is found that 76,5% (f:707) of 923 questions are short answer, 11% (f:102) are matching, 8,99% (f:102) are true-false, 2,05% (f:19) are ranking, 1,08% (f:10) are multiple choice, 0,21% (f:2) are exist-no type.

Some examples of the question types of the questions based on the reading texts in the textbooks are given below:

**Short Answer**

- Where is Eyüp from and how old is he? (A1 Level, 2018, s. 14).
- How old is Aziz Sancar? (A2 Level, 2019, s. 2).
- Who is Aliye Berger, where and when was she born? (B1 Level, 2019, s. 9).
- Who is Ezop? (B2 Level, 2019, s. 2).
- What is the disease? (C1-C2 Level, 2020, s. 66).

**Matching**

- Can you make the salad?  
Permission
- Saba, can I go to Izmir?  
Recommendation
- You can visit Anıtkabir in Ankara.  
Talent
- I can draw a picture.  
Request
- Can you speak a little quietly?  
Ability
- You can visit museums.  
Request
- I can play the violin.  
Possibility
- Otobüs gelmeyebilir.  
Recommendation

(A1 Level, 2018, s. 56)

**True-False**

Tick ( True ✓ False X )

1. Derya has three sisters. ( )
2. Pelin's father is an architect. ( )
3. Pelin wants to be a dentist. ( )
4. Derya's brother is a lawyer. ( )
5. İstanbul is a very calm city. ( ) (A1 Level, 2018, s. 34)

**Multiple Choice**

According to the text, which of the following is incorrect?

- a) Pedestrians should obey the signs of traffic police.
- b) They should not pass immediately in front of or behind a stopped vehicle.
- c) They should walk on the left side of the road where there is no pedestrian pavement.

- d) They should always walk on the road in the streets. (Level B1, 2019, s. 30).

### Yes-No

A: Do you have lemon?  
tomatoes?

A: Do you have

B: .....  
Level, 2018, s. 9)

B: ..... (A1

### Ranking

Number the following sentences according to the order of events

- He was born on 20 December 1873 in Istanbul.
- He took Arabic, Persian lessons and studied at the Baytarlik school.
- A total of 724 poets participated in the competition and Mehmet Akif Ersoy's poem "To Our Heroic Army" was very popular.
- At the meeting held on 12 March 1921, Mehmet Akif Ersoy's poem was chosen as the National Anthem
- His poems, writings and translations were published in various newspapers and magazines
- In 1921, the "National Anthem Writing Competition" was organised by the Ministry of National Education.
- Mehmet Akif Ersoy died on 27 December 1936 in Istanbul
- Mehmet Akif Ersoy, the poet of the National Anthem, did not accept the state's 500 lira award; he dedicated this award to our heroic army (A2 Level, 2019, s. 47).

### Findings Related to the Third Sub-Problem Question of the Research

The distribution of the questions based on the reading texts in the textbooks according to the answer source is given in Table 4.

**Table 4.** Distribution of Questions Based on Reading Texts According to The Answer Source

Level	In- Text		Non- Text		Intertextuality	
	f	%	f	%	f	%
A1	104	57,7	76	42,2	0	0
A2	133	80,6	32	19,3	0	0
B1	172	100	0	0	0	0
B2	200	100	0	0	0	0
C1	206	100	0	0	0	0
Total	815	88,2	108	11,7	0	0

Table 4 shows the distribution of the questions based on the reading texts in the Turkish Language Teaching for Foreigners textbooks according to the answer source. When the data in the table are analysed, 88,2% (f:815) of the questions are in-text questions and 11,7% (f:108) are out-of-text questions. Intertextual questions were not included at all.

Some examples of the answer source of the questions based on the reading texts in the textbooks are given below:



**In-Text**

Answer the questions according to the letter above.

1. Where are Vera and Peter?
2. whom is Peter writing the letter?
3. What does Peter send to Jim?
4. Which tourist attractions does Peter mention in the letter? (A1 Level, 2018, s. 59).

**Non-Text**

Turn the following sentences into a meaningful paragraph.

- 1. He wrote many poems and theatre works.
- 2. He graduated from Heybeliada Naval School in 1919.
- 3. He died in Russia in 1963.
- 4. Nazım Hikmet was born in Thessaloniki in 1901.
- 5. After graduating from the school, he served as an officer.
- 6. Despite his illness, he attended meetings in Prague, Berlin, Leipzig, Bucharest in 1962. (A2 Level, 2019, s. 21)

**Findings Related to the Fourth Sub-Problem Question of the Research**

The distribution of questions based on reading texts in the textbooks according to Barrett's Taxonomy is given in Table 5.

**Table 5.** Distribution of Questions Based on Reading Texts According to Barrett Taxonomy

	Simple Comprehension		Re-Organisation		In-Dept Meaning		Evaluation		Satisfaction	
	f	%	f	%	f	%	f	%	f	%
A1	174	96,6	6	3,33	0	0	0	0	0	0
A2	149	90,3	6	3,63	9	5,45	1	0,60	0	0
B1	155	90,1	12	6,97	4	2,32	0	0	1	0,58
B2	192	96,0	0	0	6	3,00	0	0	2	1,00
C1-C2	175	84,9	1	0,48	25	12,1	5	2,42	0	0
Total	845	91,5	25	2,70	44	4,76	6	0,65	3	0,32

Table 5 shows the distribution of the questions based on the reading texts in the Turkish Language Teaching for Foreigners textbooks according to Barrett's Taxonomy. When the data in the table are examined, it is seen that 91,5% (f:845) of the questions consist of simple comprehension, 4,76% (f:44) in-depth comprehension, 2,70% (f:25) reorganisation, 0,65% (f:6) evaluation and 0,32% (f:3) satisfaction questions.

**Simple Comprehension**

- What time does the plane leave? (Level A1, 2018, s. 27)
- What is artificial intelligence? (Level A2, 2019, s. 6)
- What is a middle play? (Level B1, 2019, s. 12)
- In what year was Necip Fazıl born and died? (B2 Level, 2019, s. 27)

- What is healing? (Level C1-C2, 2020, s. 66)

### **Re-organisation**

List the following sentences in a meaningful paragraph.

( ... ) **a)** The oldest means of communication is a primitive instrument.

( ... ) **b)** With the discovery of fire, the method of communication with smoke emerged.

( ... ) **c)** Modern means of communication are telephone and internet.

( ... ) **d)** People live in society and are in constant communication with each other.

( ... ) **e)** It is known that the oldest tribes used this method of communication.

(Level B1, 2019, s. 18)

### **In-Dept Meaning**

- What can you say about the language of Reşat Nuri Güntekin's novels? (B2 Level, 2019, s. 24).
- In which ways does art affect the individual? (Level B1, 2019, s. 11)
- Why do people need communication? (Level B1, 2019, s. 18)
- What could be the reason for local differences in traditional clothing?

(C1-C2 Level, 2020, s. 8).

### **Assessment**

- What is success and failure according to you? (A2 Level, 2019, s. 65)
- Which social media tool is more functional in terms of socialising?

(C1-C2 Level, 2020, s. 34).

- What are the similarities and differences between nomophobia and Crackberry diseases? (C1-C2 Level, 2020, s. 69).
- What is the difference between fear and phobia? (C1-C2 Level, 2020, s. 49)

### **Satisfaction**

- Which of the above sports do you do/would you like to do? Why?

(Level B1, 2019, s. 40).

- Would you like to participate in the Holi Festival? Why? (Level B2, 2019, s. 42).
- What does Mother Teresa's quote mean to you? (B2 Level, 2019, s. 52)

### **Conclusion and Discussion**

In this study, in which the questions based on reading texts in Van Yüzüncü Yıl University Turkish for Foreigners A1-A2-B1-B2-C1-C2 level textbooks were analysed according to Barrett's Taxonomy, the results

obtained from the findings were discussed within the framework of the results of other studies conducted in the related field and suggestions were made to those concerned.

### **The Result Related to the First Sub-Problem Question of the Research**

Within the scope of the research, a total of 116 texts and 923 questions were identified from Turkish for Foreigners A1-A2-B1-B2-C1-C2 level textbooks.

### **Conclusion and Discussion Related to the Second Sub-Problem Question of the Research**

When the findings related to the type of questions based on the reading texts in the textbooks are analysed, short answer questions (f:707) were the most common type of questions and there-no questions (f:2) were the least common type of questions. This result coincides with the results of the studies conducted by Sallabaş (2023) in the field of teaching Turkish to foreigners, Kocaarslan and Yamaç (2018) in the field of teaching Turkish as a mother tongue, Kaya Özgül and Çetinkaya Özdemir (2022). However, in the study conducted by Çeçen and Kurnaz (2015), it was determined that multiple-choice questions were mostly used. The reason why short answer questions are included so much can be attributed to the fact that they are easy to remember, easy to score, objective, low chance success and applicable to all levels. In this context, Sallabaş (2023) stated that short-answer questions can be used at all levels, are easy to prepare, are at a simple comprehension level and are generally asked to be answered with fill-in-the-blank or one or two sentences. These types of questions are especially used to measure the comprehension language skills of individuals learning a language at the basic level (Boylu, 2021).

### **Conclusion and Discussion Related to the Third Sub-Problem Question of the Research**

When the findings related to the answer source of the questions based on the reading texts in the textbooks are analysed, in-text questions (f: 815) are mostly included. While out-of-text (f: 108) questions were very few, it was determined that there were no intertextual questions at all. This result coincides with the results of various studies conducted in the field (Ateş et al., 2016; Akyol et al., 2013; Çeliktürk Sezgin & Gedikoğlu Özilhan, 2019; Kocaarslan & Yamaç, 2017; Sallabaş, 2023; Tekşan & Kaynak, 2023). However, in the study conducted by Kaya Özgül and Çetinkaya Özdemir (2022), it was determined that intertextual questions were included, albeit to a lesser extent. In-text questions are generally at the level of simple comprehension, mobilise students' prior knowledge, and can be easily answered with attention and recall (Sallabaş, 2023). Therefore, it is expected that there are so many text-dependent questions at the basic level "A1-A2". However, it is noteworthy that there are so many such questions at "C1 and C2" level. Because as the level of language use increases, "C1-C2" should include questions that mobilise the high-level cognitive skills of individuals. In this context, as the level of language learning increases, it is expected to include more out-of-text and intertextual questions. Otherwise, asking in-text questions frequently at all levels will lead language learners to monotonous thinking and rote learning (Tekşan & Kaynak, 2023).

### **Conclusion and Discussion Related to the Fourth Sub-Problem Question**

When the findings related to Barrett's Taxonomy of the questions based on the reading texts in the textbooks are examined, it is seen that the most common questions are simple comprehension (f: 845), in-depth comprehension (f: 44), reorganisation (f: 25), evaluation (f: 6) and satisfaction (f: 3). Based on these results, it can be said that all level textbooks generally include questions that can be answered with very little mental effort. In other words, the textbooks analysed within the scope of the study include very few questions that mobilise high-level cognitive skills. Sallabaş (2023) analysed the "Yeni İstanbul Turkish for International Students" set according to Barrett's taxonomy and found that questions at the level of simple comprehension were mostly used. Çeliktürk Sezgin and Gedikoğlu Özilhan (2019) examined primary school 1st and 8th grade Turkish textbooks according to Barrett's Taxonomy and found that questions at the simple comprehension level were mostly used. Ateş et al. (2016) analysed the questions obtained from 3 teachers and 59 students according to Barrett's Taxonomy and found that they mostly asked questions at the simple comprehension level. Akyol et al. (2013), in their study conducted within the framework of Barrett's Taxonomy, determined that simple comprehension questions were used the most. In addition, when the results of various studies (Çeçen & Kurnaz, 2015; Çırak, 2023; Durukan & Demir, 2017; Eroğlu & Sarar Kuzu, 2014; Kana & Güney, 2020; Kaplan, 2021; Kurt, 2020; Oktay, 2015; Sallabaş & Yılmaz, Sarar Kuzu, 2013; Sur, 2022; 2020; Ulum & Taşkaya, 2019; Ulutaş & Kara, 2019) conducted within the framework of Bloom's taxonomy in the literature are examined, it is seen that questions at the level of recall and comprehension are mostly asked. Kocaarslan and Yamaç (2017) analysed the questions prepared by 35 classroom teachers within the framework of Day and Park Taxonomy and found that questions at the basic comprehension level were used the most.

As a result, whether in teaching Turkish as a mother tongue or teaching Turkish as a foreign language, textbooks should not only include questions at the simple comprehension level that mobilise students' prior knowledge. As a matter of fact, the frequent inclusion of questions at simple comprehension level limits students' ideas (Applegate, Quinn & Applegate, 2002). Therefore, in order for meaningful learning to take place, questions that direct students to critical thinking, questioning and problem solving should be included more as the level progresses. As the level of the "Van Yüzüncü Yıl University Turkish for Foreigners" textbooks analysed within the scope of the research increased, it was found that there were very few questions to measure cognitive skills. In this context, it can be stated that the related textbooks are far from measuring students' high-level cognitive skills.

### **Suggestions**

- In order to gain the targeted skills, a needs analysis should be conducted before preparing the textbooks.
- Since teaching Turkish to foreigners is taught according to the course system, questions that stimulate cognitive skills should be included more as students progress from basic level to advanced level.

- In order for students to establish a meaning relation with the texts they read, more questions should be included in non-text and intertextual questions.
- Considering the results obtained within the scope of the research, the textbooks in question can be revised again.
- This research was conducted based on "Barrett's Taxonomy and Akyol's (1997) classification". Similar studies can be conducted by using different classifications and taxonomies.

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