



Çetin, B. (2024). Views of prospective classroom teachers on language and expression of life studies and social studies textbooks before and after 2005. *International Online Journal of Education and Teaching (IOJET)*, 11(1). 131-144.

Received : 09.09.2029
Revised version received : 15.11.2023
Accepted : 17.11.2023

Views of Prospective Classroom Teachers on Language and Expression of Life Studies and Social Studies Textbooks Before and After 2005

Research article

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Views of Prospective Classroom Teachers on Language and Expression of Life Studies and Social Studies Textbooks Before and After 2005

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Abstract

This study was conducted to determine the views of prospective classroom teachers on the language and expression of Life Studies and Social Studies textbooks before and after 2005. The research employed a qualitative research method, specifically a case study. The study group consisted of 10 prospective teachers studying in the Department of Elementary Education, Faculty of Education, Çanakkale Onsekiz Mart University, Turkey selected through purposive sampling. The data for the research were collected using a Document Review Form and analyzed using inductive analysis. In the research, the 2002 and 2018 Life Studies textbooks for second-grade elementary students were compared in terms of criteria such as the use of punctuation marks, sentence structure, and adherence to spelling rules. The data obtained revealed that the textbook written in 2002 was more successful in meeting these criteria. Furthermore, the study also compared the 2019 Social Studies textbook for fourth-grade elementary students with the 2004 Social Studies textbook for the same grade. It was found that the 2019 textbook was more adequate in the use of punctuation marks, adherence to spelling rules, and the arrangement of sentence elements compared to the textbook written in 2004.

Keywords: Textbooks, elementary school, Life Studies, Social Studies, language and expression.

1. Introduction

Textbooks are defined as printed educational and teaching materials prepared according to the objectives and principles of the curriculum, taking into account the affective and cognitive characteristics of students at each grade level (Çiftçi et al., 2014). Textbooks provide a framework for students to develop their first awareness and knowledge related to the scientific field (Kabapınar, 2006).

They assist teachers in actively involving students in the learning process and enable students to relate what they learn to their lives. Textbooks present knowledge while considering an education approach that revolves around the student. They aid students in processes such as reasoning, analysis, and evaluation. Moreover, textbooks provide opportunities for students to work independently and encourage them throughout this process (Demirel and Kiroğlu, 2005). They also guide teachers in developing and preparing additional materials, offer ready-made measurement questions and assessment examples, and serve as a resource for student assignments. Textbooks give students the chance to review what they have learned and provide them with sufficient time and opportunities (Kılıç and Seven, 2004).

Textbooks provide guidance to teachers regarding the information that should be presented in the teaching process; at the same time, these resources play a predominant role in the

knowledge acquired by students (Tertemiz et al., 2004). Being a fundamental teaching tool for educators, textbooks enable teachers to utilize their skills more effectively and deliver lessons in a more systematic manner (Küçükahmet, 2004). Among the instructional materials that significantly contribute to the cognitive, affective, and psychomotor development of children, textbooks hold a prominent position (Kılıç, 2005). Textbooks serve as the main educational materials that facilitate students' learning process and are the most commonly used resources (Coşkun and Taş, 2008; Küçükahmet, 2011; Özkan and Tutkun, 2014; Kolaç, 2003; Topses, 2001; Kılıç et al., 2001).

The primary purpose of a textbook is to demonstrate to students how they can access information about their peers and how to use that information (Ceyhan and Yiğit, 2004). Textbooks and instructional materials should be free of scientific errors, cover the intended outcomes of the educational program, and be free of language and expression errors. These resources, prepared by considering the developmental characteristics of students, should also have visual and content designs that support learning (Resmi Gazete [Official Newspaper], 2021).

A textbook should initially capture students' attention, stimulate their interest in the subject, and enhance their motivation to read (Kılıç et al., 2001). Furthermore, the format and content of the book should support the achievement of the desired goals (Yaylı and Solak, 2009). In this research, the examined second-grade Life Studies and fourth-grade Social Studies textbooks should have specific criteria in terms of grammar rules, language, and expression, particularly concerning vocabulary, sentence, and paragraph topics.

In textbooks, punctuation marks should be appropriate for the grade level. In elementary school textbooks up to the fourth grade, expressions requiring the use of semicolons should be avoided as much as possible. The language and expression in textbooks should adhere to the most recent edition of the Turkish Dictionary and Spelling Guide published by the Turkish Language Institution (TDK) (Kılıç and Seven, 2004).

To achieve the desired success in conveying information in textbooks, different types of words should be included in the expression. To avoid negatively affecting the student's level of comprehension, short words should be used as much as possible. Words with a lower number of syllables should be preferred according to language and cognitive development. In other words, the concepts related to the subject being conveyed should be used correctly, and the selection of words should be based on students' developmental characteristics (Kılıç and Seven, 2004).

The number of words in a sentence should be appropriate for the grade level. For fourth-grade students, the number of words in a sentence should not exceed twelve. Unnecessary words should not be used in sentences. Short sentences should be preferred for a fluent and simple expression (Kılıç and Seven, 2004). To maintain the overall coherence of the text, the distinction between the main introduction, development, and conclusion sections should be perceptible to the reader. To convey the context correctly, connections between paragraphs should be established accurately. Moreover, each paragraph should begin with an introductory sentence, continue with a development sentence, and end with a concluding sentence (Kılıç and Seven, 2004).

The language used in textbooks should be as simple and understandable as possible. The number of sentences and the number of words in sentences should be increased or decreased according to the grade level. Additionally, when selecting words, students' ages should be taken into consideration, and abstract concepts beyond their level should be avoided (Erol and Kiroğlu, 2012).

Since 2005, textbooks have been produced following a constructivist learning approach (Erol, 2010). A well-prepared Life Studies textbook allows for more effective and efficient teaching, making the learning process enjoyable for students (Batmaz, 2022).

The elementary school period marks the beginning of a child's education. Textbooks taught during this period should be appropriately prepared, capturing the child's interest and being correct in terms of language and expression. It is difficult for a student of this age to recognize mistakes made in textbooks. This situation leads to problems in students' correct usage of Turkish and can cause them to learn incorrectly.

In the literature, limited research was found regarding the language and expression of Life Studies and Social Studies textbooks before and after 2005, specifically from the perspectives of prospective classroom teachers. Moreover, most of the existing studies seem to have been conducted with practicing classroom teachers. Therefore, it is thought that conducting such a study would contribute to the literature on this subject. This research aims to evaluate the second-grade Life Studies and fourth-grade Social Studies textbooks prepared by the Ministry of National Education in Turkey in terms of language and expression, based on the opinions of prospective classroom teachers.

1) What are the opinions of prospective classroom teachers regarding the language and expression of second-grade Life Studies textbooks taught before and after 2005?

2) What are the opinions of prospective classroom teachers regarding the language and expression of fourth-grade Social Studies textbooks taught before and after 2005?

2. Materials and Methods

In this study, a case study method was used to examine the opinions of the prospective classroom teachers studying in the Department of Elementary Education, Faculty of Education, Çanakkale Onsekiz Mart University (ÇOMÜ), Turkey regarding second-grade Life Studies and fourth-grade Social Studies textbooks.

Case studies gather various types of data, including interviews, observations, documents, and visual-auditory materials. To maintain this comprehensive understanding, it is generally not sufficient to rely on a single source of data (Creswell, 2013). The contents of documents provide details related to the research site or information about the public and private records of participants in a study. Archival materials in libraries are examples of public document sources (Creswell, 2012).

2.1. Study Group

The study group consisted of 10 prospective teachers who were enrolled in the fourth year of the Department of Elementary Education, Faculty of Education, Çanakkale Onsekiz Mart University, Turkey, selected through purposive sampling. The inclusion criteria for participating in this study were that the prospective teachers must have taken courses in Research Methods in Education, Life Studies Teaching, Social Studies Teaching, and Analysis of Elementary School Textbooks.

2.2.Data Collection Instrument

The data for the research were collected using a document review form. The researcher conducted a literature review and prepared a document review form related to the topic. This form included questions about the language and expression of the elementary school textbooks taught before and after 2005.

2.3.Data Source

Table 1. *Life Studies and Social Studies Textbooks Examined in the Study*

Book Name	Publisher	Author	Publication Place	Year-	Number of Pages
Social Studies	Tuna Matbaacılık	Sami Tuysuz	Ankara,	2019	208
Elementary Social Studies	Üner Yayınları	Erol Ünal Karabıyık, Figen Tiryaki	Ankara,	2004	110
Life Studies	MEB Yayıncılık	Komisyon	İstanbul,	2002	215
Life Studies	SDR İpek Yolu	Çiğdem Kuşkaya	Ankara,	2018	246

2.4. Data Collection and Analysis

As part of the research, the data were collected in the 2021-2022 academic year's spring semester from the fourth-year prospective teachers, who were studying in the Department of Elementary Education, Faculty of Education, Çanakkale Onsekiz Mart University, Turkey and we willing to participate in the study, using a document review form. The textbooks examined in this research include the Life Studies and Social Studies textbooks approved by the Board of Education for primary schools, both before and after 2005.

Thematic analysis was used for data analysis. The fundamental process of thematic analysis involves gathering similar data related to a specific concept or topic, interpreting them in a way that the reader can understand, and drawing conclusions (Yıldırım and Şimşek, 2021). The obtained data from this research were first coded. The codes were then grouped into themes based on their common characteristics. The frequency values of the data in the themes were calculated depending on their repetition. The findings of the research were supported with direct quotations from the prospective teachers' views on the language and expression of the textbooks.

3. Findings

In this section of the study, the grammar rules present in the second-grade Life Studies and fourth-grade Social Studies textbooks taught before and after 2005 were examined, along with the language and expression aspects, including word, sentence, and paragraph structures. Subsequently, the findings related to the views of the prospective classroom teachers were presented.

Table 2. *Results Regarding the Views of Prospective Classroom Teachers on the Language and Expression of the 2002 Second-Grade Life Studies Textbook*

Theme Name	Code/Concept	f
Grammar rules	The language used is simple and understandable.	1
	There are errors in punctuation marks.	1
	Mistakes are made regarding the spelling of affixes.	1
Word in language and expression	The number of words in sentences is few.	1
	There are unnecessary words used.	1
	There is a high number of unknown words.	2
	Words have short syllable lengths.	1
	Different word types are used.	1
	Texts are suitable for students' cognitive levels.	1
Sentence in language and expression	Sentences have proper structures.	2
Paragraph in language and expression	They are consistent within themselves and within the text.	1

According to Table 2, there are both sufficient and insufficient expressions regarding grammar rules. No issues were encountered in sentence structure and paragraph composition in terms of language and expression. However, there seems to be a significant lack of content related to words in language and expression.

In the textbook, examples related to grammar rules can be given as follows: The spelling "Andı'mız" is incorrect (Ministry of Education, 2002, p. 12). In the 2002 second-grade Life Studies textbook, examples of incorrect spelling, especially regarding affixes, can be found in phrases such as "bin dokuz yüz otuz sekizde" (Ministry of Education, 2002, p. 69) and "Macaristanla" (Ministry of Education, 2002, p. 55). Regarding words in the context of language and expression, some examples of unknown words can be given as follows: "anjın" (throat inflammation, redness) (Ministry of Education, 2002, p. 211), "Tak" (decorative arches placed on streets during national holidays) (Ministry of Education, 2002, p. 213), "döviz, direnç, broşür, büst, çelenk, mera, kereste" (currency, resistance, brochure, bust, wreath, pasture, timber) (Ministry of Education, 2002, p. 212), and "tiz" (Ministry of Education, 2002, p. 213).

Table 3. *Results Regarding the Views of Prospective Classroom Teachers on the Language and Expression of the 2018 Second-Grade Life Studies Textbook*

Theme Name	Code/Concept	f
Grammar rules	The number of words in sentences is few.	1
	Spelling rules are followed.	2
	Words have short syllable lengths.	1
Word in language and expression	No incorrect usage is found.	1
	There are unknown words.	1
	Different word types are included.	1
	Texts are suitable for the developmental level.	1
Sentence in language and expression	Sentence structures are correct.	1
Paragraph in language and expression	Meaning and logical relationships are established.	1

According to Table 3, the textbook is sufficient in terms of grammar rules. When the sentences are examined in the context of language and expression, it is observed that attention was paid to the arrangement of sentence elements. The paragraphs in the book show coherence

and logical consistency. Some of the unfamiliar words found in this book are: Alerji (allergy), empati (empathy), hisim (relative), kombi (heating system), muayene (examination), and tramvay (tram) (MEB, 2018, pp. 239-243).

Table 4. *Results of Prospective Classroom Teachers' Opinions on the Language and Expression of the 2002 and 2018 Second-Grade Life Studies Textbooks*

Theme Name	Code/Concept	2002 Life Studies	2018 Life Studies
Grammar rules	Language and expression characteristics	Simple and understandable	Simple and understandable.
	Use of punctuation marks	Correct.	Correct.
	Compliance with spelling and grammar rules	Appropriate.	Appropriate.
Word in language and expression	Use of unnecessary words	Not found.	Not found.
	Number of unknown words	Few.	Few.
	Use of different word types	Used.	Used.
	Suitability of texts for the developmental level	Appropriate.	Appropriate.
Sentence in language and expression	Number and length of words	Few and short.	Few and short.
	Arrangement of sentence elements	Properly structured.	Properly structured.
Paragraph in language and expression	Logical relationship between paragraphs	Yes	Yes

According to Table 4, both textbooks have a simple and understandable language and style. The 2002 second-grade Life Studies textbook shows better compliance with spelling and grammar rules compared to the 2018 second-grade Life Studies textbook. The words found in the 2002 and 2018 second-grade Life Studies textbooks are suitable for children's developmental levels, and unnecessary words are not used. In both the 2002 and 2018 second-grade Life Studies textbooks, the arrangement of sentence elements in language and expression is correct, and there is coherence and logical consistency between paragraphs.

Table 5. *Results Regarding the Views of Prospective Classroom Teachers on the Language and Expression of the 2004 Fourth-Grade Social Studies Textbook*

Theme Name	Code/Concept	f
Grammar rules	Punctuation is not suitable for the grade level.	1
	There are mistakes in spelling rules.	1
	There is non-compliance with spelling rules.	1
Word in language and expression	Concepts are used correctly.	1
	Different word types are used.	1
	Words are not suitable for the developmental level.	2
	Words are not suitable for the reading level.	1
Sentence in language and expression	There is a high number of unknown words.	1
	There are deficiencies in the arrangement of elements.	1
	Sentences are not suitable for the grade level.	1
Paragraph in language and expression	Texts consist of introduction, development, and conclusion sections.	2
	Texts are appropriately prepared.	1
	Different text structures are included.	1
	Connections between paragraphs are established.	1

According to Table 5, the 2004 fourth-grade Social Studies textbook is not sufficient in terms of grammar rules. When it comes to language and expression, the words used in the textbook are not suitable for the student's developmental and reading level. There are deficiencies in the arrangement of sentence elements. The paragraphs consist of introduction, development, and conclusion sections, and connections between paragraphs are clearly established.

In this textbook, the following examples can be given regarding grammar rules. Although not included in the Social Studies curriculum, semicolons are used: "O; "Medeniyetin esası, ilerlemenin ve kuvvetin temeli aile hayatındadır" ("S/he; "The essence of civilization, the foundation of progress and power is family life") (Karabıyık and Tiryaki, 2004, p.10). In the text titled "Rules that Organize Social Life and Our Responsibilities," commas are used after gerunds even though there should be no punctuation mark: "Yaşadığımız toplumda mutlu ve huzurlu olmak için toplum hayatını düzenleyen kuralları öğrenmeli ve bu kurallara severek, isteyerek uymalıyız" (In order to be happy and peaceful in the society we live in, we must learn the rules that organize social life and follow these rules lovingly and willingly) (Karabıyık and Tiryaki, 2004, p.25). In the text titled "School, Family Cooperation," there is a mistake in the spelling of the word "İş birliği" (Cooperation) (Karabıyık and Tiryaki, 2004, p.19).

In terms of language and expression, the following examples can be given regarding the use of words in this textbook: The concepts related to the subject are correctly used in this textbook. The concepts of "minerals" and "energy" are used appropriately in the context of the topic of "Minerals and Energy" (Karabıyık and Tiryaki, 2004, p.64).

Regarding the suitability of the words in the textbook to the student's reading level, the following examples can be provided: In the text titled "Earthquake," there is a use of words with too many syllables: "Bilgilendirilmelidirler" (They should be informed) (Karabıyık and Tiryaki, 2004, p.57) and "Güzelleştirilmesi" (Beautification) (Karabıyık and Tiryaki, 2004, p.19).

As for whether the words in the textbook are suitable for the student's vocabulary, the following examples can be given: In different texts, many unfamiliar words such as "esenlik" (serenity), "müsamer" (performance), "Atatürkçü Düşünce Sistemi" (Atatürkist Thought System), "yurt erginliği" (maturity of homeland), "vasita" (means), "plüvyometre" (pluviometer), "yuğcu" (gatherer), "ağlayıcı" (mourner), "buyruk" (order) are used (Karabıyık and Tiryaki, 2004).

As for the sentence structure and rules in language and expression in the textbook, the following examples can be given: In the text titled "Okulda Uyulması Gereken Kurallar" (Rules to be Followed at School), there is a missing indirect object in the following sentence: "Okula zamanında gelmek, derslere zamanında girip çıkmak" (Arriving at school on time, getting in and out of classes on time) (Karabıyık and Tiryaki, 2004, p.18).

Regarding the suitability of the sentences in the textbook to the grade level, the following example can be given: In the text titled "Okulumuzu Tanıyalım" (Let's Get to Know Our School), the following sentence contains too many words: "Atatürk; Milli eğitimin gayesi yalnız hükümete memur yetiştirmek değil, daha çok memlekete ahlaklı, karakterli, cumhuriyetçi, atılgan, başladığı işleri başarabilecek kabiliyette, dürüst, düşünceli, iradeli hayatta rastlayacağı engelleri aşmaya kudretli karakter sahibi genç yetiştirmektir" ("Atatürk; The aim of national education is not only to train civil servants for the government, but rather to raise young individuals who are ethical, principled, republican, enterprising, capable of succeeding in their endeavors, honest, thoughtful, determined, and capable of overcoming the obstacles they will encounter in life) (Karabıyık and Tiryaki, 2004, p.10).

Table 6. Results Regarding the Views of Prospective Classroom Teachers on the Language and Expression of the 2019 Fourth-Grade Social Studies Textbook

Theme Name	Code/Concept	f
Grammar rules	It is not appropriate for the grade level	1
	There are violations of spelling rules	2
Word in language and expression	Concepts are used correctly	2
	Different word types are used	1
	Words are suitable for the developmental level	1
	Words are not suitable for the reading level	1
	Words are not suitable for the vocabulary level	1
	There are too many unfamiliar words	1
Sentence in language and expression	There are deficiencies in the arrangement of elements	1
	The number of words is not suitable for the grade level	1
Paragraph in language and expression	It consists of introduction, development, and conclusion sections.	1
	Connections between paragraphs are established.	1
	Texts are prepared appropriately.	1
	Different text structures are included.	1

According to Table 6, the 2019 fourth-grade Social Studies textbook is insufficient in terms of grammar rules. The concepts related to the subject area are used correctly. The paragraphs in the textbook consist of introduction, development, and conclusion sections. It is observed that the connections between paragraphs are clearly established. However, the vocabulary utilized in the textbook is not appropriate for students' level of understanding. There are many unknown words for students. It is also evident that there are deficiencies in the arrangement of elements in the sentences, and that the number of words in the sentences exceeds the appropriate level for the grade.

Regarding grammar rules in the textbook, the following examples can be given: "Ojigi; teşekkür ederken, vedalaşırken ve özür dilerken de kullanılır" (Ojigi is also used when expressing gratitude, saying goodbye, and apologizing) (Tüysüz, 2019, p.191). The use of punctuation marks in the textbook is not appropriate for the grade level. In the text titled "Onun Yerinde Olsaydım" (If I Were in His/Her Place) (Tüysüz, 2019, p.25), a comma should have been used, but it is missing. In the text "Farkındayım Farklıyım" (I am Aware, I am Different), the word "ön yargı" (prejudice) that should be written separately is written as a single word: "Önyargılarıyla" (With Their Prejudices) (Tüysüz, 2019, p.29).

In terms of language and expression, the following examples can be provided regarding the use of words in the textbook: In the topic "Childhood Games from Past to Present", relevant concepts to the subject area are employed. For instance, "Biz çocukluğumuzda çelik çomak, beştaş, seksek, körebe, saklambaç, yakan top, istop, aç kapıyı bezirgânbaşı, dalye gibi oyunlar oynardık" (In our childhood, we used to play games like tipcat, jackstones, dodgeball, blind man's buff, hide and seek, stopping, and many more" (Tüysüz, 2019, p.44). In the text titled "If I Were in His/Her Shoes," there is an abundance of long words with multiple syllables. For example, "Uzağındaydılar" (They were far away) and "Hüzünlenebilirler" (Tüysüz, 2019, p.26).

In the text titled "Everyone Has an Identity," there are several words that students may not understand the meaning of: "kafa kâğıdı" (ID card), "kafa koçanı" (ID card), and "Devlet-i Aliyye-i Osmaniyye tezkire" (ID card during the Ottoman State) (Tüysüz, 2019, p.12).

Additionally, terms such as "müfreze" (guard) and "oymak" (tribe) are used (Tüysüz, 2019, p.52, 53). In the same text, the concept of "identity" is referred to sometimes as "kimlik belgesi" (identity document) and sometimes as "kimlik kartı" (identity card): "Resmî kimlik belgemin ön ve arka yüzünü incelediğimde her bölümün Türkçe ve İngilizce olarak uluslararası standartlara uygun şekilde düzenlendiğini gördüm. Yeni hâliyle kimlik kartlarımızı yurt dışında kullanmanın nüfus cüzdanlarına göre daha kolay olacağını düşündüm" (When I examined the front and back of my official identity document, I noticed that each section was arranged in Turkish and English according to international standards. With its new format, I thought using identity cards abroad would be easier than using identity papers) (Tüysüz, 2019, p.13).

In the textbook, regarding sentence structure and grammar, the following examples can be given: From the text "What Do I Like? What Can I Do?," there is a sentence with missing elements. "Biri Türkiye birinciliği aldı, diğeri dünya ikinciliği" (One took the first place in Türkiye, the other took the second place in the world) (Tüysüz, 2019, p.22). In this sentence, the predicate is missing.

In the text "If I Were in His/Her Place," the following sentence contains an excessive number of words. "Yandaki sayfada gördüğünüz haberde küçük yaşlarda babasını kaybetmiş çocuklar için sorumluluk hissederek harekete geçen bir öğretmenin ve öğrencilerinin yaptıklarını okuyacaksınız" (In the news you see on the next page, you will read about the actions of a teacher and her/his students who felt responsible for the children who lost their father at a young age) (Tüysüz, 2019, p.26).

Table 7. Results Regarding the Views of Prospective Classroom Teachers on the Language and Expression of the 2004 and 2019 Fourth-Grade Social Studies Textbooks

Theme Name	Code/Concept	2019 Social Studies	2004 Social Studies
Grammar rules	Appropriateness of punctuation marks	Partially No	No
	Correct use of punctuation marks	Partially Yes	Yes
	Conformity to spelling and grammar rules	Partially No	No
	Accuracy in the use of concepts	Yes	Yes
Word in language and expression	Use of different word types	Yes	Yes
	Suitability of words for reading level	No	No
	Suitability of words for developmental level	No	No
Sentence in language and expression	Attention to the arrangement of elements	Partially No	No
	Suitability of word count for grade level	No	No
Paragraph in language and expression	Inclusion of introduction, development, and conclusion sections	Yes	Yes
	Inclusion of different text structures	Yes	Yes

According to Table 7, punctuation and spelling rules are more sufficient in the 2019 fourth-grade Social Studies textbook compared to the 2004 version. However, both textbooks contain words that are not suitable for the students' reading and developmental levels.

Furthermore, both textbooks use different types of words to enhance expression in sentences. In the 2019 fourth-grade Social Studies textbook, there is more attention given to the arrangement of sentence elements compared to the 2004 version. Both the 2004 and 2019 fourth-grade Social Studies textbooks consist of paragraphs with introduction, development, and conclusion sections.

4. Conclusion, Discussion and Recommendations

The purpose of this study is to examine and evaluate the opinions of prospective classroom teachers regarding the language and expression of the 2002 and 2018 second-grade Life Studies textbooks, as well as the 2004 and 2019 fourth-grade Social Studies textbooks.

The prospective classroom teachers identified that the 2002 second-grade Life Studies textbook lacked adherence to grammar rules. Regarding their evaluations of language and expression, the number of positive and negative opinions appeared to be similar. However, in terms of sentence and paragraph construction, no negative views were encountered. On the other hand, the prospective classroom teachers expressed that the 2018 second-grade Life Studies textbook was sufficient in terms of language and expression, specifically regarding words and grammar rules. They also pointed out that the rules of sentence structure were taken into consideration, and that the paragraphs exhibited coherence in meaning and logic.

The research findings supporting the conclusions reached in this study are as follows. İnal (2010) determined that the sentence structures and words used in the third-grade Life Studies textbook for primary education were appropriate for the grade level. İnal (2010) concluded that teachers' opinions regarding the language and expression aspect of the third-grade Life Studies textbook for primary education were generally positive. Yıldırım (2006) found that primary school teachers observed a fluent language usage in Life Studies textbooks. Güven (2010) identified that the appropriateness of concepts used in Life Studies textbooks for primary education to students' level was sufficient or partly sufficient.

The research findings that do not support the conclusions reached in this study are as follows: Batmaz (2022) stated that the majority of first- and second-grade teachers, as well as a significant portion of third-grade teachers, found the Life Studies textbooks inadequate. Gözütok et al. (2015) found that there were numerous language and expression errors in the textbooks, that some statements and visuals were not suitable for the target group's developmental level, and that some activities and visuals were not in line with learning and teaching principles. Erol and Kıroğlu (2012) determined that Life Studies textbooks published for grades 1, 2, and 3 between 2005 and 2008 did not pay sufficient attention to punctuation and spelling rules, and that the number of words in sentences exceeded the appropriate level for the grade.

When the 2002 and 2018 second-grade Life Studies textbooks are compared and analyzed, it can be stated that both textbooks use a simple and understandable language and expression. The 2002 Life Studies textbook demonstrates a better adherence to spelling and punctuation rules compared to the 2018 textbook. In both examined books, the level of vocabulary is suitable for children's levels of understanding, and unnecessary words are not used in the sentences. Additionally, the arrangement of sentence elements in both textbooks follows the rules, and there is coherence in meaning and logic between paragraphs.

As for the 2004 fourth-grade Social Studies textbook, it lacks adequacy regarding grammar rules. The words used in the textbook are not appropriate for students' developmental and reading levels. There are deficiencies in the arrangement of sentence elements. However, the paragraphs are structured with introduction, development, and conclusion, and there is coherence between paragraphs.

In the 2019 fourth-grade Social Studies textbook, it is observed that the textbook is not sufficient in terms of grammar rules. The words used in the textbook are not appropriate for students' developmental and reading levels. There are deficiencies in the arrangement of sentence elements. However, the paragraphs are structured with introduction, development, and conclusion, and there is coherence between paragraphs.

When the opinions of the prospective classroom teachers regarding the language and expression of the 2004 and 2019 fourth-grade Social Studies textbooks are examined, it is seen that the 2019 textbook is more sufficient in terms of punctuation and spelling rules. The lengths of the words in both textbooks are not suitable for students' reading and developmental levels. Both textbooks use different word types to enhance the expression in sentences. It is observed that there is more attention to the arrangement of sentence elements in the 2019 fourth-grade Social Studies textbook compared to the 2004 one. Moreover, both the 2004 and 2019 textbooks consist of paragraphs with introduction, development and conclusion sections. Based on the results of this research, the following suggestions are provided:

- 1) The language and expression errors in the 2002 and 2018 second-grade Life Studies textbooks, as well as the 2004 and 2019 fourth-grade Social Studies textbooks, should be corrected by Turkish language experts.
- 2) Research can be conducted to determine the opinions of classroom teachers regarding the language and expression of the 2002 and 2018 Life Studies textbooks and the 2004 and 2019 Social Studies textbooks.
- 3) The 2002 and 2018 Life Studies textbooks, as well as the 2004 and 2019 Social Studies textbooks, should be reevaluated in terms of sentence and word counts, taking into account students' developmental characteristics.

Research Ethics: The research was reviewed for ethical considerations by the Çanakkale Onsekiz Mart University Graduate Education Institute Ethics Committee; and it was found to be ethically appropriate with decision number 05/40 on 03.03.2022.

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