



THE EXAMINATION OF THE VISUAL-TEXT HARMONY OF ISTANBUL FOR TEACHING TURKISH TO FOREIGNERS

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Abstract

The importance of Turkish is increasing day by day with the geographical location of Turkey and the development it has shown in every field. With this importance, an increase is observed in the number of those who want to learn Turkish as a foreign language. Those who want to learn Turkish as a foreign language apply to Turkish Teaching Centers (TÖMER) and learn Turkish with the teaching principles and methods determined. Some books and publications are used during this teaching. One of these publications and books is Istanbul Turkish for Foreigners B1 Textbook. In order to teach Turkish correctly and quickly, these books should be rich in visual content. It is important that the images also evoke the relevant text and enable the student to make inferences about the text. In this study, the importance of Turkish, its development, the reason for the increase in the need to learn Turkish as a foreign language and its consequences are mentioned. Then, the visual-text harmony in the 4th Unit of the Istanbul Turkish for Foreigners Textbook B1 Textbook was examined, and the visual elements and visual order in the text, and the text-visual layout of the Educational Life unit were mentioned. In this study, it was concluded that some images were compatible with the text and the images were smaller than the texts.

Keywords: Teaching Turkish to foreigners, Istanbul textbook, visual-text harmony

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1. Introduction

Throughout history, all nations have used their language as one of their greatest strengths. They brought their language to every place where the borders of the country reached, and they wanted to teach their languages to different nations. The fact that a language is known by different societies is the country that speaks it as the mother tongue; It reflects its power politically, militarily, economically, culturally and technologically. However, the geographical structure of the country also affects the importance of the language. The value of Turkish is increasing in Turkey as it has the title of a developing country due to its strategic geographical location, commercial and economic power, military and historical structure. The increasing importance of Turkey and Turkish reveals the importance of teaching Turkish as a foreign language (Göçer, Moğul, 2011: 798). As a result of this situation, Turkish has spread to different continents and countries for centuries and still continues to spread. Today, the aims of foreigners to learn Turkish differ. In his study, Erdem (2009: 889) “Academic studies, commercial activities, diplomatic contacts, love for Turks, wondering about Turkish culture, getting to know a Turkey in the European Union membership stage, etc. For these purposes, it is desired to learn Turkish.” he states.

In his study on teaching Turkish to foreigners, Karababa (2009: 276) states, “Various materials are used to gain basic language skills in foreign language teaching, but these materials are the textbooks prepared for foreign language teaching.” He mentioned the importance of the books, which are among the materials used in language teaching. With the development of technology, printing and publishing opportunities, books are becoming more modern in appearance. The variety of publications in the learning of the relevant language is increasing.

With the increase in the need for teaching Turkish as a foreign language, an increase is observed in the number of publications in this field. Books prepared for the teaching of the Turkish language, which have attracted a lot of attention recently and spread over wide continents, consist of plenty of visuals due to the above reasons (İşcan, Kanca, 2021). The basic elements of language teaching are reading and listening, which are the ability to understand, and speaking and writing, which are the skills of expression. Books for teaching Turkish to foreigners should also contain texts and activities that develop these skills. Among these skills, speaking and reading skills develop after the individual's listening skills (Gün, Ünal, 2019).

It is important to support texts and activities that provide language transfer and development skills with visuals. In the books; Since the student can understand the text more easily, read it, not get bored while learning, and appeal to the visual intelligence of the student, plenty of visual elements are used (İşcan, Kanca, 2021). Texts containing visuals attract the attention of the student and enable the student to adapt to the subject in a more self-sacrificing way. Books have important functions such as attracting the attention of the learners with the information and visual elements they contain and directing them to the subjects to be taught, preparing the

environment for the students to reach the information themselves, and individualizing the teaching with their guidance (Toprak, 2011). Paintings and the artistic qualities of the paintings affect the reading-comprehension process of the student (Gün, Ünal, 2019). Whether used alone or in combination with writing, the contribution of visual elements to learning is an undeniable fact (Gün, Ünal, 2019). Visuals increase the intelligibility of the text, enable the student to focus on the subject without getting bored of the lesson, and increase the interest in the text. Visual content provides rich content in the development of basic language skills, understanding the social and cultural dimensions of language, and increases learning motivation (Gün, Ünal, 2019). Pictures related to the visual perception of the student It is important that the illustrations in the picture books interact with the visual perception and cognitive system of the reader (Kayabekir, Tepecik, 2019: 407). The comprehensibility of texts containing visuals is perceived more easily. It is known that in messages where written and visual text are used together, the word plays an important role in defining the signifieds of the image” (Öztokat, 1999: 140 cited in Oymak 2018: 335). It is known that we grasp the information that we perceive visually more permanently. People remember what they see with their eyes more than what they hear with their ears (İřcan, Kanca, 2021). When a multi-stimulus environment is presented to the individual during teaching, the permanence period of the learned knowledge is extended (Batur 2010: 180). It is important that the texts and activities in the books are created with visual messages in foreign language teaching, where perception and understanding are essential. Because it helps to encode visual information in the mind and therefore to remember (İřcan, Kanca, 2021). Illustrations direct the student's perception by creating a visual focal point in the page layout (Gün, Ünal, 2019).

A student learning Turkish has the opportunity to guess the words that he cannot understand in the book he uses as a material, with the visual in the text. It is important in terms of embodying a complex structure, a text (Gün, Ünal, 2019). It enables the targeted gain to be gained faster. While teaching a new word, object, address, color, number, place, person or culture, it is ensured that students gain the targeted achievement more quickly and comfortably by embodying what is said or written with the help of visual elements (İřcan, Kanca, 2021). Teaching can be more permanent if students' perceptions are stimulated with visuals as well as written text. Sarıkaya (2017: 786) states that visual elements are one of the most effective factors in the learning process.

According to Duchastel (1980, cited in Sanwan, Pheasant and Shepherd 2007: 39), visual elements can be used in seven different functions:

1. Images that show what the object actually looks like, ie descriptive images.
2. Visual elements that have an explanatory effect on the learner.
3. Constructivist visuals that focus on the part and the relationship as a whole.
4. Visuals that show how a system or process works, ie functional visual.
5. Logical mathematical visuals such as diagrams, diagrams, drawings used in mathematics.

6. Instructional images used to describe a certain thing.

7. Visuals such as graphics used to display the data (Gün, Ünal, 2019).

In order to establish the standard, the regulation published by the Board of Education and Discipline (TTKB) on the Examining and Evaluation of Textbooks included the following articles about the procedures for the visuals used in the textbooks:

- There should be consistency in the size of the images when using the same object in different places.
- The sections to be drawn attention should be designed effectively using highlighting techniques.
- Unnecessary use of elements that will disrupt the visual integrity should be avoided.
- Visual elements should be used on the page they are associated with the text they belong to.
- Visual elements should be placed in such a way that they do not hinder the flow of reading.
- The movements of the figures used in the visual elements should be drawn reflecting the real situation. For example, a sitting figure should evoke the feeling of sitting in the student.
- Objects and figures in the visual elements should be used to shed light on information and details, and to point out similarities and differences.
- The colors of the objects and figures in the visual elements should be used in a way that sheds light on important information and details, points out similarities and differences, and creates an aesthetic feeling.
- Images (drawings, photographs, etc.) should be consistent throughout the book, in a relationship of integrity and continuity, depending on the nature of the subject and the type of activity.
- Images should be presented in a way that facilitates understanding and interpretation, and the relationship between the elements that make up the image should be designed effectively to facilitate learning. Visual elements should not be placed randomly, they should be distributed horizontally and vertically to the material in equal weight and given in a balanced way.
- Images should be understandable and contain sufficient detail.
- Images should be drawn in accordance with the light source, and the location of the light source should be considered in toning and shading.
- Images should be large enough to be easily perceived.
- Images should reflect real situations depending on the nature of the subject.
- Images should be given in accordance with the principle of proximity in line with their relationship with the text and other elements. Complexity should be avoided by giving interrelated items together and unrelated items further apart.
- Images should be placed in accordance with the page layout.

- Images should be designed in such a way that they do not cause controversy, and the elements in them should be clear.
- The visuals and the verbal/written elements in the visuals should be legible, clear and understandable. • Images and items used in them must be of high resolution and quality.
- Images should be able to convey the desired message clearly.
- Images should not have anatomical defects (Reasonable balance should be observed in drawings, cartoons, etc.).
- Alignment techniques should be used to facilitate understanding in images.
- Living things should be drawn in accordance with the body proportions in the images (However, the requirements for artistic creativity should be evaluated separately.).
- There should not be a lack of elements in the images in accordance with the nature and characteristics of the subject.
- The elements used in the images should be positioned in accordance with the subject, reality and timeliness.
- Symmetrical balance and asymmetrical balance should be used appropriately in images.
- Images should not have perspective errors in terms of height, width and depth features.
- The lines in the images should be used in accordance with their purpose. The lines in the design of visual elements should generally be used for the sense of direction, in particular, for example, curved lines should be used for the sense of movement, horizontal lines for calmness, and vertical lines for the expression of precision and directive.
- The color variety in the images should not be overdone.
- Depending on the characteristics of the images, three dimensions should be added to the image by using various techniques and a sense of reality should be created.
- In the selection of images, the principle of close to far should be observed, and samples from our country, if any, should be given priority depending on the nature of the subject.
- The content should be enriched with a variety of visuals that will support learning, serve the purpose and form integrity with the text.
- The visual elements used in the content should be presented in a way that goes from the immediate environment to the distant environment and from the recent time to the distant time.
- Icons, symbols, warnings, etc. used in the content. The current form of the items should be used.
- Characters should be appropriate for the time and place.
- Clothing should be appropriate for the time, place and characters.

- Diversity should be provided by avoiding visual repetition, except for the visuals that need to be repeated depending on the nature of the subject.
- Objects and assets should be given in terms of proportion and proportion to each other.
- Measures and proportions reflecting line, surface and color changes should be used correctly depending on the distance and proximity of the objects to the eye, whether they are below or above the eye level.
- Colors should be used in clear, vivid and high resolution.
- Colors should be striking in a way that contributes to learning.
- Features such as color, form, shape, line, texture, symmetry, perspective, clarity, proportion, light, atmosphere, harmony, balance, rhythm and composition should be used effectively in page design and visuals to ensure aesthetics.
- A design that will facilitate reading and perception should be preferred in the coloring of the background color and verbal/written and visual elements used on the pages.
- Elements on the pages (headings, paragraphs, images, etc.) should have a systematic integrity. For example, the size, color and font of the main and sub-titles, etc. The features should be distinguished from the text and arranged in a systematic way to gather the subject.
- Design elements must be current according to the nature of the subject, compatible with the relevant time or place, in agreement with real reality, and valid within the framework of the relevant discipline or artistic movement.
- The visual elements used in the design should be created by considering the principle of impartiality.
- Assets and objects should be colored in accordance with the reality. For example, a navy blue chair can be designed, but a purple apple should not be used as it does not match the reality (Artistic creativity requirements should be evaluated separately.).

According to Sertođlu (2019), visual order;

1. Visual layout in textbooks
2. See and visual design
 - 2.1. Visual design in textbooks
 - 2.2. Visual design in foreign language textbooks
2. Visual design principles
 - 2.1. Integrity
 - 2.2. Balance
 - 2.3. Emphasis
 - 2.4. Alignment
 - 2.5. Proximity

- 2.6. Placement
3. Cover and page design
 - 3.1. type of paper
 - 3.2. Page numbers
 - 3.3. Skin
 - 3.4. Use of color
4. Text design
 - 4.1. Font sizes
 - 4.2. Font type
 - 4.3. text color
 - 4.4. Use of horizontal or vertical space between lines
 - 4.5. Conspicuous writing of focal words
 - 4.6. Balanced spacing between words
 - 4.7. The integrity of the text on the page
5. Text – picture relationship

Since we will look at the text-image harmony in the 4th unit of the Istanbul Turkish for Foreigners B1 Textbook, we will only examine the text-picture relationship among the visual layout items.

2. Method

In this study, document analysis, which is a qualitative analysis method, was used. Within the framework of the root values circular published by the Ministry of National Education (MEB), the reading texts included in the Istanbul Turkish for Foreigners B1 Textbook were examined. "Qualitative research can be defined as research in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal facts and events in a natural environment in a realistic and holistic manner" (Yıldırım and ŐimŐek, 2008: 39).

At the first stage, the definition and content of the elements in the Ministry of National Education (MEB) root values circular were determined.

In the second stage, the reading texts in the units in the Istanbul Turkish for Foreigners B1 Textbook were determined.

In the third stage, starting from the first reading text, all reading texts were examined and analyzed according to the root values circular of the Ministry of National Education (MEB).

In the fourth stage, after the root values in the reading texts were determined, they were made into a report.

In the fifth stage, the usage areas and ratios of the root values determined are specified.

All the work done in the sixth stage were combined.

Text-Image Relationship

Making use of visuals in textbooks used in teaching Turkish to foreigners means assigning multiple and different meanings to texts. Different inferences can be made about the text just by looking at the images. Students can make more than one comment about the text by looking at the images (Sertoğlu, 2019). When looking at a text supported with images, it will draw visual attention. Therefore, care should be taken in the selection of images. The selected images must be related to the text. It should allow to make inferences about the text.

Since pictures have an important feature in attracting attention, they have a great place in language teaching. Visuals have an important place in the learning process because they take place in the human brain before words (Sertoğlu 2019). Images should reflect the main idea to be conveyed in the text. The selected image should convey the main idea as well as providing inferences about the subject of the text. Since the images mirror the content of the text, the main point of the text should be prominent in the images (Sertoğlu 2019).

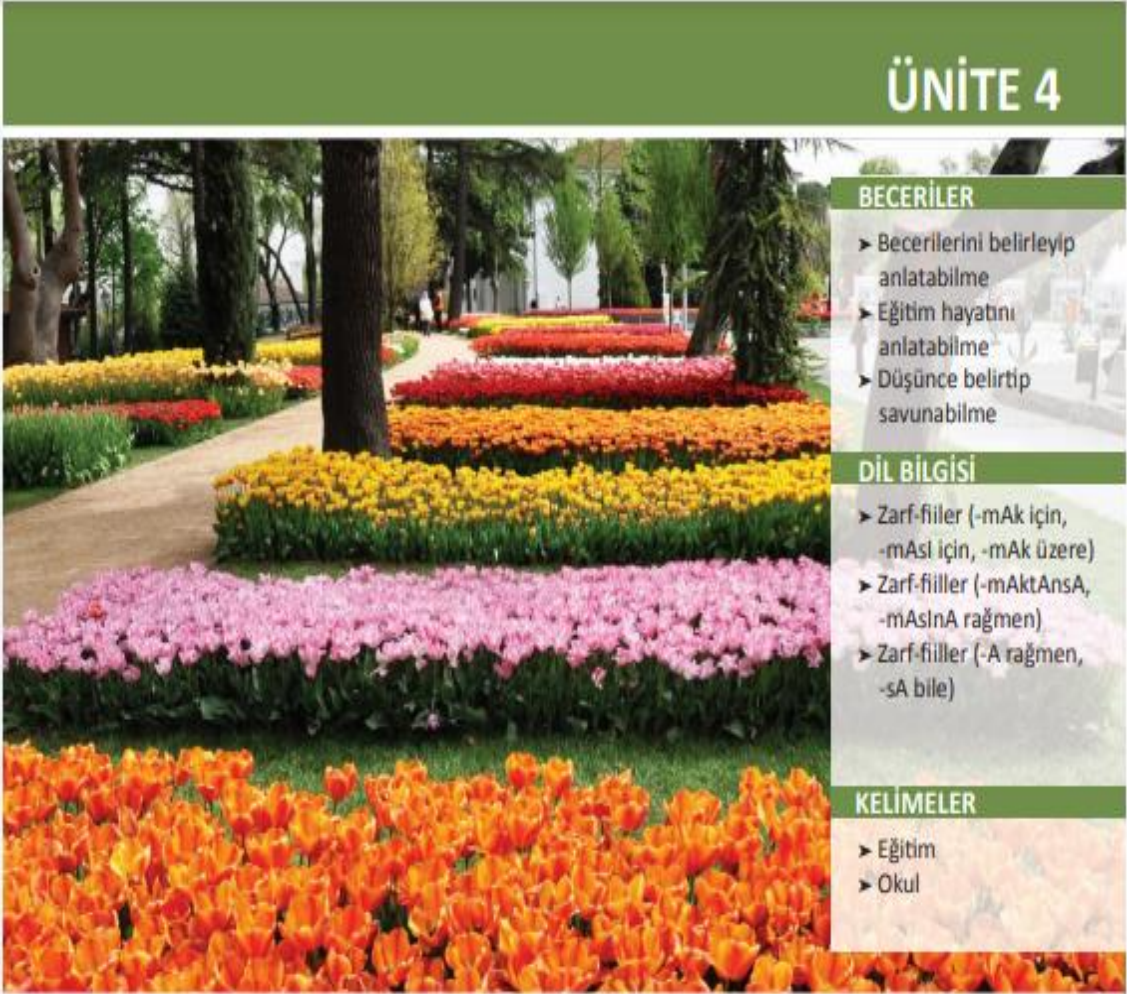
It is important to use visuals in every text and activity to provide clarity and the opportunity to produce comments in Turkish textbooks for foreigners. The higher the quality of the image, the higher the quality of the text will be. Therefore, the efficiency to be obtained from the text or activity will increase and language teaching will be facilitated. Considering that there is a direct relationship between the text and the visual, the quality of the text will decrease as the quality of the picture used decreases and the planned efficiency will be adversely affected. As the relationship between the text and the image decreases or the quality of the picture decreases, the probability of the student's being wrong will increase. The achievement of the targeted gain in the student will be negative. Because the visual will attract the attention of the student first and he will look at the picture first. As a result, it will generate comments and make guesses about the content. Because students first look at the visual, think based on the visual, and finally make a comment (Sertoğlu 2019). Therefore, it is important that the picture is original, high quality and in harmony with the text.

This article seeks to answer the following research questions:

1. Are the images in the 4th unit of the Istanbul Turkish for foreigners B1 textbook in harmony with the text?

2. Do the visuals in Unit 4 of the Istanbul Turkish for Foreigners Textbook B1 enable to make predictions and make inferences about the text?
3. Are the visuals in the 4th unit of the Istanbul Turkish for foreigners b1 textbook suitable for the level of the target audience?

Findings



ÜNİTE 4

BECERİLER

- Becerilerini belirleyip anlatabilme
- Eğitim hayatını anlatabilme
- Düşünce belirtip savunabilme

DİL BİLGİSİ

- Zarf-fiiller (-mAk için, -mAsl için, -mAk üzere)
- Zarf-fiiller (-mAktAnSA, -mAslnA rağmen)
- Zarf-fiiller (-A rağmen, -SA bile)

KELİMELER

- Eğitim
- Okul

EĞİTİM HAYATI

Picture I

Istanbul B1 Book 55. page 4. Although the visual at the beginning of unit education life is not related to any text or activity, there are gains to be gained throughout the unit, grammar rules and keywords to be learned on the visual.

Objectives; It is stated as being able to determine and explain the skills of education, to explain the education life, to express and defend ideas.

Grammar; adverb-verb is specified as -to make, to-make, to-make, -maksı, -despite, -a though, -sa even.

The words, on the other hand, are indicated as education and school.

The number of units is indicated on the image, and the title of the unit is indicated below.

This photo, which I think was taken in the walking park and probably reflects the spring season, where trees grow and flowers bloom, does not match with the title of education life, on which the achievements, grammar, keywords and unit name are written.

The image does not reflect the title of the unit. There is no connection between the content of the unit and the image.

While there should be educational terms, materials, institutions and organizations or similar educational themes, it was not appropriate to include a photograph of nature on the home page of this unit.



Picture II

Page 55 The four images on the home page of the education life unit have nothing to do with the text or the activity. The images in picture 2 were used immediately after the unit name was written. They are small-scale visuals that have been put in order to make predictions about the

title of the unit, to make inferences, to have a foresight about its content, and to have an idea about what will be processed throughout the unit.

All four images were used as part of different activities or texts throughout the unit. Therefore, we will examine these images more individually and in more detail in the following pages.

When we examine the relationship of the visuals with the unit title, they are not visuals that prevent them from being used in the concept of education.

Books, notebooks, pens, etc. Educational life provides the opportunity to make inferences and make predictions about the unit title due to the availability of educational materials.

Images are compatible with the unit title. However, in order to make clearer and more focused estimations about the unit, different visuals could be used apart from the visuals used in the unit, and visual diversity could be increased. In this way, the student would have better grasped which concepts and materials would be included in the education topic.

HAZIRLIK ÇALIŞMASI

1 İkili gruplar oluşturalım ve aşağıdaki karikatürü inceleyelim. Bu karikatürdeki problem nedir? Tartışalım.



Picture III

The visual on page 56 is the first activity of the education life unit. It is not related to any text. It consists of a visual cartoon. Different kinds of animals were asked to climb the tree.


The subject of the image is that every living thing is different and has different abilities.

In the activity that included this image, the students were asked to examine the cartoon and comment on what the problem was.

Every living thing in nature has a different competence and they have abilities in different subjects. Success cannot be achieved in the same subject from different living things. Therefore, they are expected to comment that the tree climbing race is not fair. The subject of being able to do the same thing for different creatures is not success and fair.

There is a relationship between the activity and the visual and it is compatible with the educational life unit. It is the right choice of images. There is harmony between the visual and the unit.

HERKES AYNI ŞEKİLDE Mİ ÖĞRENİR?



Günümüzde IQ, başarılı olmak için çok önemli bir ölçüt değil. Dünyanın en üretken kişileri IQ sınavlarından düşük puanlar almışlar. Düşük IQ puanları sebebiyle bu insanlara zeki diyemiyoruz. O zaman **onları** kendi alanlarında ne bu kadar başarılı yapıyor? Bu başarılı insanların zekâsını, beceri alanlarına göre yeniden tanımlamak gerekir. Çünkü her insan farklı bir şekilde kendini ifade eder. Bir müzisyen beste yaparak, bir tiyatrocu rol yaparak, bir ressam resim yaparak kendini ifade eder.

O halde zekâ sadece tek çeşit değildir, farklı türleri vardır:

- 1. Sözel - Dilsel Zekâ**
Dili ustalık ile kullanırlar. Çok sayıda kelime bilirler. Bu insanlar yabancı dilleri de kolaylıkla öğrenirler. İyi yazarlar. Uzun hikâyeler ve fıkralar anlatırlar. İsimler, yerler ve tarihleri hatırlayabilirler. Tekerlemeleri ve kelime oyunlarını severler; dinleyerek daha iyi öğrenirler.
- 2. Mantıksal - Matematiksel Zekâ**
Mantık kurallarına, neden - sonuç ilişkilerine dikkat ederler. Yeni bilgileri sınıflara ayırarak ve genelleme yaparak öğrenirler. Olaylar hakkında çok soru sorarlar. Soyut düşünebilirler, bilgiler arasında bağlantılar kurarlar. Bulmaca çözmeyi; satranç, dama gibi strateji oyunları oynamayı severler.
- 3. Görsel – Mekânsal Zekâ**
Renk, çizgi, şekil, uzay ve **bunlar** arasındaki ilişkilerle ilgilenir. Renklerle ve resimlerle çalışarak en iyi şekilde öğrenirler. Ha-

Picture IV

ritaları, çizelgeleri, tabloları; yazılı metinlerden daha kolay okurlar. Yaşıtlarına göre daha çok hayal kurarlar. Resim yapabilirler. Film, slayt gibi görsel malzemeyi tercih ederler. Resimli yayınlardan hoşlanırlar. Daha önce gittikleri yerleri kolay hatırlarlar.

4. Bedensel - Kinestetik Zekâ

Koordinasyon, denge, güç, esneklik ve hız gibi bazı fiziksel özellikleri gelişmiştir. Yaparak, yaşayarak, dokunarak ve hareket ederek daha iyi öğrenirler. Duygularını vücut diliyle ifade ederler. El becerileri iyidir. İnsanlara, canlı ve cansız varlıklara dokunmaktan hoşlanırlar. Bir yerde uzun süre kaldıkları zaman hareket etmeye ihtiyaç duyarlar.

5. Müziksel - Ritmik Zekâ

Müziğe ve sese özel ilgi duyarlar. Ritim, melodi ve müzikle daha iyi öğrenirler. Şarkıların melodilerini çok iyi hatırlar, güzel şarkı söyleyebilirler. Sık sık elleri ve ayakları ile ritim tutarlar. Müzikli bir ortamda daha verimli çalışırlar.

6. Kişisel - İçsel Zekâ

Kendilerini objektif olarak değerlendirebilirler. Güçlü ve zayıf yönlerinin farkındadırlar. Olaylara gerçekçi yaklaşır. Amaçları ve davranışları birbiriyile uyumludur. Özgürlüğü severler. Bireysel çalışırken daha başarılıdır. Kendilerine her zaman güvenirlir.

7. Kişilerarası - Sosyal Zekâ

İnsanların seslerine, jest ve mimiklerine dikkat ederler. İnsanların farklı özelliklerini görerek **onları** analiz edebilir, yorumlayabilirler. Problemleri arkadaşlarına her zaman yardım ederler. İnsanlara selam verir, onların hatırlarını sorar, **onları** önemserler. Bir şeyi başkalarıyla işbirliği yaparak ve başkalarına öğreterek daha iyi öğrenirler.

Picture V

Image on page 56, Does Everyone Learn the Same Way on Pages 56 and 57? contained in the text.

In the text, verbal - linguistic intelligence, logical - mathematical intelligence, visual - spatial intelligence, bodily - kinesthetic intelligence, musical - rhythmic intelligence, personal - internal intelligence, interpersonal - social intelligence are defined with examples.

According to the text, does everyone learn the same way?

Those with verbal-linguistic intelligence learn better by listening.

Those with logical-mathematical intelligence learn better by categorizing and generalizing.

Those with visual-spatial intelligence learn better by working with colors and pictures.

Those with bodily-kinesthetic intelligence learn better by doing, experiencing, touching and moving.

Those with musical-rhythmic intelligence learn better with rhythm, melody and music.

Individuals with intrapersonal intelligence are more successful and self-confident when working individually.

Those with interpersonal-social intelligence learn by collaborating and explaining to others.


It has been said that each person has a different type of intelligence and can achieve success in different areas. In this text, in which different types of intelligence are defined and supported with examples, the visual that contains different abilities in and around the human brain is the right choice.

The text and the image are compatible with each other. Music, sports, art, etc. The student, who sees the visuals of the concepts in or around the human brain, will be able to make predictions and inferences about the content of the text.

When he reads and understands the piece, he will grasp the text - visual integrity. Then they will have the knowledge to comment.

He will be able to answer the questions in the activities related to the piece after the text correctly, and if there is a question or part that he cannot understand, he will be able to create integrity in his memory thanks to the visual.

TÜRKÇE FARKLI BİR DİL



Orta Doğu Teknik Üniversitesi diller üzerine bir araştırma yaptı. Bu araştırmaya göre, insan beyni Türkçe cümleleri anlamak için diğer dillerin aksine iki kez işlem yapıyor. İnsanlar, dillerini kullanırken beynin birçok bölümünde karmaşık işlemler gerçekleşiyor. Bilim adamları artık bazı teknikler sayesinde insanların beyindeki dil işlemlerini tanımlıyor. Günümüzde bilim adamları beyin dilbilim çalışmalarına önem veriyor. Geçen yıl ODTÜ beyin dilbilim çalışmaları için bir laboratuvar kurdu. Bu laboratuvarıda bilim adamları insanların dili öğrenme ve kullanma süreçlerini açıklamaya çalışıyor.

Bu çalışmalara göre Türkçe konuşma ve dinleme sırasında insan beyni diğer dillerden farklı olarak daha fazla işlem yapıyor. Bu fazla işlemler İngilizce ve Almancada yok. Bunun sebebi Türkçenin gramer yapısı. Türkçede fiillerin cümlenin sonunda yer alması ve Türkçenin sondan eklemeli bir dil olması nedeniyle, kişi cümleyi anlamak için onu baştan sona kadar aklında tutuyor. Fiili okuduktan sonra cümleyi beyinde tekrar ediyor. İngilizcede bu durum yok. Bu durum Türkçe ve diğer Avrupa dilleri arasında bir fark yaratıyor.

2 Metindeki kelimeleri eş / yakın anlamlılarıyla eşleştirelim.

1. bazı	a. eylem
2. aksine	b. aktivite
3. işlem	c. dilbilgisi
4. gramer	ç. tersine
5. fiil	d. kimi

3 Metinde aşağıdaki bilgilerden hangileri var? İşaretleyelim.

1. Araştırmaların yeri	()
2. Türkçenin diğer dillerden farkı	()
3. Türkçeyi öğrenme hızı	()
4. Araştırmanın aşamaları	()
5. Araştırmanın sonuçları	()
6. Araştırmanın süresi	()
7. Araştırmanın önemi	()

Picture VI

As can be seen in this example, the accuracy of the text and the visual used in the activities is important. It contributes to the student's ability to comprehend information better, to complete the missing information.

The image on page 60 is in a different Turkish language text. The text explains that in Turkish, the verbs are at the end of the sentence and because of the grammatical structure of Turkish,

the listener must keep it in mind from the beginning to the end in order to understand the sentence.

He mentions that Turkish is a difficult language since some other languages do not have such a situation, and according to the researches, the brain performs more processes during speaking and listening in Turkish.

In a text that talks about the process of the brain during speaking and listening in Turkish, a visual that indicates the way the human brain works should be used.

It is observed that the existing image in this text is similar to the situation stated. Therefore, the preferred visual in Turkish is a different language text is the right choice. In the visual of the text, the mechanical operation of the memory is indicated. It has been emphasized that this mechanic, which is stated as a representation during speaking and listening in Turkish, performs more operations.

The visual chosen for the Turkish A Different Language text is correct, but if we interpret the material as a book for teaching Turkish to foreigners, there may be more and larger images in all texts and activities, including this text.


The number and size of the images can be increased as the student will make predictions about the text the first time they look at the image.

To give an example for the Turkish A Different Language text, the presence of Turkish words around a picture representing the mechanical work of the brain, similar to the existing image, may better indicate the work of the human brain during speaking and listening in Turkish.

Therefore, in all texts, including this text, clearer and more emphatic images, as well as images with a large number and size, can be used.

This image has no connection with the activities to be done after reading the text. The visual is not of a quality to trigger correct answers to the questions. It would have been a better move to prefer separate visuals for the text and for the event.

EĞİTİM HABERLERİ

6  11 Metni dinleyelim. Kısa haberlerdeki boşlukları dolduralım, haberlerle başlık önerilerini eşleştirelim.

- a. Ders Dinlemek Hiç Bu Kadar Yorucu Olmamıştı
b. Ne Zaman Başladı Ne Zaman Bitti?
c. Aramak ama nerede?
- ç. Hatırlamanın Kolay Yolu
d. Başarı ve Para İlişkisi

1.



İngiltere'deki bir ortaokulda, ders sürelerini 8 dakikaya indirdiler. Okul yöneticileri, "Beynin bilgileri hafzaya için kısa süreli ve aralıklarla eğitim vermek Öğrencilerimizin 40-50 dakika boyunca sınıfta kısa ve sık dersler planladık. Okulda günde 30 ders yapıyoruz." dedi.

2.

İngiliz bilim insanlarına göre hafzayı güçlendirmek için gözler çok önemli. Günde yarım dakika gözleri sağa sola beynin iki tarafını ve hafzayı %10 güçlendiriyor. Dr. Andrew Parker, "Sınavda önemli bir bilgiyi bu hareketi deneyebilirsiniz." dedi.

3.

ABD'de bir lise, öğrencilerinin ders ilginç bir yöntem uyguluyor: Dersten sonra kursa katılan öğrencilere saatte 8 dolar ödüyor. Okul yönetimi, "Öğren ve Kazan" adlı okul sonrası eğitim programındaki öğrencilere ikramiye de veriyor. 15 haftalık programın amacı, öğrencilere para ödemenin öğrencilerin başarıları üzerindeki etkisini görmek. Okul müdürü "Öğrencilerimizin performansını artırmak için her yolu sonuç alamadık. Bu yöntemden umutluyuz." dedi.



4.



Google faydalı mı? Bilim insanları şüpheli. İngiliz Brighton Üniversitesi'nden Tara Brabazon, "Bilgiye Google arama motoruyla tıpkı ayaküstü yemek yemek gibi." diyor. Medya uzmanı Brabazon'a göre, öğrenciler bilgiyi, kaynağını bilmeden ve üzerinde kullanıyorlar. Bu da onların beyin faaliyetlerini ve düşünme kapasitelerini zayıflatıyor. Brabazon, kendi öğrencilerine okuldaki ilk yıllarında Google ve Wikipedia'yı kitaplara, makalelere ulaşmalarını öneriyor.

5.

Almanya'nın Neumark şehrinde bir ilkokulun spor öğrenciler ayakta daha iyi öğreniyorlar. Öğretmenin bu araştırmasından sonra okulda ayakta eğitim yapılıyor. Sınıfta öğretmen de ayakta duruyor. Şu an sadece deneme aşamasında proje iyi sonuçlar veriyor. Bu projenin bütün eyaletlerde uygulanması planlanıyor.

Picture VII

Education News on page 62 is the listening text. The headings of the paragraphs and some parts of the initials in the text are left blank.

Before the listening text, it was asked to match the titles with the examples given and fill in the blanks. Five different examples are given before the text and the titles of the five paragraphs in the text are indicated with numbers, that is, the place where the matches will be made is shown as the focal point. No numbering is applied to the blanks that do not have a match. In this way, it is possible to determine the gaps that will be matched and those that will not be matched. It is true and beautiful work.

Although there are 5 paragraphs consisting of different topics in the text, title matching and filling in the blanks will be made in all of these paragraphs, there are visuals next to the three paragraphs.

There is no visual about the subject around the remaining two paragraphs. While visuals should be the main emphasis in a book that teaches Turkish at B1 level, such deficiencies should not be present.

There is no factor that will evoke the student about the two paragraphs that do not have a visual.

In the education news text, which I think is a difficult activity, it may have been necessary to make use of the visuals in order to prompt the student to the right answer. However, not a single visual addition has been made to all existing paragraphs.

The subject of the first paragraph with the image explained that a school in England teaches more and more efficiently for 8 minutes. The visual placed in the paragraph includes students and some educational materials. The visual chosen for the paragraph with this subject is mostly correct and related to the subject. However, 3 different images were placed in one frame and therefore the size of the photos was reduced. This negatively affects visibility, intelligibility and attractiveness. It may be more accurate and efficient to place 3 different images in different frames instead of fitting them into one frame.


The second paragraph with the image is the third paragraph of the text. In the paragraph, it is mentioned that students who stay in the course after school are paid, every way is tried to improve performance, and the effect of paying money on the student is observed. In the image, there is a book and notebook in one pouch of the scale and money in the other. The image chosen according to the subject of the paragraph is quite accurate. The fact that money and a book and a notebook are used in the visual of the text, which describes the comparison of money and academic success, has made the visual harmony of the text successful.

The third paragraph with the image is the fourth paragraph of the text. It is mentioned that information can be accessed easily and quickly thanks to Google, but because of this reason, brain activities and thinking capacities decrease. The image used is the Google page open on the computer screen. It was correct to use the Google image in the paragraph whose subject is Google. Since things related to Google or the internet will be mentioned in the paragraph, it is

vivid in the student's memory. Therefore, the text-visual harmony has been successfully achieved.

There are no images in the second paragraph of the text. The subject of the paragraph is eye exercises that should be done to strengthen the brain. Not using visuals in an article that talks about the brain and eyes is a major shortcoming. However, there are many images related to the subject. The absence of visuals in this paragraph causes the text to be more difficult for the student to understand and cannot make predictions about the subject.

There is no visual in the fifth paragraph of the text. Since standing education is more successful, it is explained that in a primary school in Germany, education is done standing up, and teachers and students are standing throughout the lesson. A photo or picture of teachers and students standing at the same time could have been added to this paragraph. The text cannot be revived in the student's memory in its current form and the content cannot be predicted because it is not visual.



VAZGEÇMEK İÇİN ÇOK ERKEN

Bugün her şeye yeniden başlayın. Bugünkü planlarınız geleceğiniz için önemli. Geçmişteki hatalarınızı düzeltebilirsiniz. **Bunu** bilmek size güç kazandıracaktır.

Her kötü olayın içinde içinde mutlaka iyi bir mesaj vardır. Örneğin "Bugüne kadar hiçbir işte neden başarılı olamadım?" diye düşünüyorsanız kendinize şu soruları sorun: Ben bu iş yerlerinde neler öğrendim? Bundan sonra ne yapmam gerekir? Kendimi geliştirmek için neler yapmalıyım? Acaba bu işler benim için gerçekten de doğru işler miydi? Eğer kötü ilişkiler yaşadysanız kendinize şu soruları sorun: Ben **bunlardan** işe yarar ne öğrendim? Her kötü anıdan ders alarak geleceğe daha güçlü bakabilirsiniz. Bugün başarılı ve mutlu insanların sırrı budur. **Onlar** yapabiliyorsa siz de yapabilirsiniz.

Başlamak için geç değil, vazgeçmek için çok erken. Bunu fark ederseniz her şey daha kolay yapacaksınız. 28 yaşında birisi üniversite okumak ya da yeni bir işe başlamak için çok geç diye düşünürken, bugün başka birisi 40 yaşında üniversiteye başlıyor. Bugün 40 yaşında birisi evlenmek için çok geç diye düşünürken, başka birisinin bugün 50 yaşında çocuğu oluyor. 30 yaşında birisi için zayıflamak imkânsızken, bugün 45 yaşında birisi 40 kilo veriyor. Bu örnekler bitmez. Bu insanların aralarındaki fark nedir? Tek fark hayata bakış açılarıdır. Bazı insanlar "Artık çok geç. Ben yapamam." diye düşünürken, bazıları "Başka neler yapabilirim?" diye hayal eder.

Siz de "Bugün neler yapabilirim?" diye güne başlayabilirsiniz. Şimdi aynaya bakın ve gülümseyin hayata, gülümseyin kendinize. Sevgi ve sağlıklı ilerleyin.


Picture VII

In the text, Too Early to Give Up, on page 63, it is mentioned that instead of being disappointed by the negative things experienced, we learn from them and make them an experience, and we do what we want to do regardless of our situation, position or age. . In the image, there is an ornamental fish jumping from a small bowl filled with water to a larger bowl filled with water. If it is necessary to give very deep meanings to the image, the fish never gave up, it always aimed to move to a bigger bowl and finally realized this dream. But will the foreign student looking at the image be able to guess the subject without reading the text? If a visual or images with clearer meanings had been used, the intelligibility would have increased even more.


However, a large image was chosen. The visual appeal has increased. It would have been better if all the images in the book were this size.


Although the text and the visual are not unrelated, a selection of pictures could have been made that would be more compatible with the subject.

TÜRKİYE'DEKİ YABANCI OKULLAR

 **Alman Lisesi:** 1868'de İsviçre ve Alman okulu olarak kuruldu. Bu lise, fen ve matematik ağırlıklı eğitim veriyor. Öğrenciler Alman kültürü ve disipliniyle yetişip üç diploma birden alıyorlar. Biri dil, biri lise, biri de Almanya'da geçerli Abitur diploması.

 **Galatasaray Lisesi:** Bu okulun eski adı Mekteb-i Sultanî. Bu okul Fransız ekolü ile öğrenci yetiştiriyor. Galatasaray Lisesi'nin mezunları birbirlerine çok bağlı. Türkiye'de başka hiçbir okul siyasetten edebiyata, sanattan medyaya, eğlence dünyasına bu kadar çok ünlü yetiştirmedir. O kapıdan Fikret Mualla, Ahmet Haşim, Tevfik Fikret, Çetin Altan, Tahsin Yücel, Haldun Dormen, Mehmet Ali Birand, Barış Manço, Okan Bayülgen gibi pek çok ünlü geçti.

 **İstanbul Robert Lisesi:** Bu okul Arnavutköy sahilinde bulunuyor. Puanının yüksekliği sebebiyle Türkiye'de girmesi en zor liselerden biri. Okul 1863'te Osmanlı topraklarında Amerikan tarzı eğitim vermek üzere kuruldu. Okul yaşamının her alanında özgürlük var. Öğrenciler daha üniversiteye gelmeden derslerini seçme şansına sahip oluyorlar.

 **Saint Benoit:** Okul 1873 yılında kurulmuş. Birinci Dünya Savaşı sırasında bir süre kapalı kalmış. 1919'da 594 öğrenciyle eğitime yeniden başlamış. 1987'ye kadar kız ve erkek öğrenciler tamamen ayrı eğitim görmüşler ama şimdi hepsi aynı çatı altında. Artık kültür ve sanat merkezi olan Karaköy'e dünyanın dört bir yanından öğretmenler geliyor ve Fransızca, İngilizce eğitim veriyorlar.

Aşağıdaki soruları metne göre cevaplayalım.

1. Hangi okulda öğretmenler ve yönetim daha otoriter olabilir?
2. Hangi okul bir ara öğrenci kabul etmedi?
3. Hangi okulun mezunları birbirine çok düşkün?
4. Hangi okula herkes kolay kolay giremiyor?
5. Hangi okul iki dille eğitim veriyor?

Picture IX

The text of Foreign Schools in Turkey is on page 66. In the text, it is mentioned about the schools with foreign schools that carry out educational activities in Turkey. Respectively; German High School, Galatasaray High School, Istanbul Robert High School, Saint Benoit schools are explained.

In the text, which emphasizes the weight of education in schools, the logos of the relevant institutions are placed in the paragraphs of each school. Foreign students who see the logos can guess that these institutions will be mentioned in the text if they can deduce that there is a school logo. The name of the institution is written in the logo of some schools. However, if the visual dimensions were larger, the legibility of the school names would increase, and thus, the students would be able to reach the conclusion that schools would be mentioned in the text more easily and more quickly.

There are five questions about the piece just below the text. The answers to all the questions are in the text. However, these questions and answers have nothing to do with the image.

Therefore, although the logos are small, the text has visual harmony. There is no event visual harmony.

Exterior architectural photographs of the schools could also be added without limiting each paragraph to a single image.

4. Aşağıdaki boşlukları uygun eklerle dolduralım.

1. Akşam trafiği..... konser salonuna zamanında ulaştım.
2. O çok inatçı. Günlerce ısrar et..... sana olayı anlatmaz.
3. Bütün isteklerini yap..... onu mutlu edemezsin.
4. Bu kadar dil dök..... bizimle tatile gelmedi.
5. Tam saatinde gel..... seni göremedim.
6. Yağmur yağ..... pikniğe gideceğiz.
7. Yağmur yağ..... pikniğe gidiyorlar.

ÖZ DEĞERLENDİRME

Bunları Türkçede yapabilir misiniz? Her cümle için kendinize bir puan veriniz.
1: Yapamam, 2: Biraz yapabilirim, 3: Yapabilirim, 4: İyi yapabilirim, 5: Çok iyi yapabilirim.

1. Haber özeti gibi metinlere bakarak kimin, neyi, nerede yapmış olduğuna ilişkin bilgileri bulabilirim.	1	2	3	4	5
2. Başkalarının fikirlerini yorumlayabilirim.	1	2	3	4	5
3. İlgi alanıma giren konulara ilişkin kısa tartışmalara katılabilirim.	1	2	3	4	5

İSTANBUL YABANCILAR İÇİN TÜRKÇE ÖĞRETİM SETİ B1

67

Picture X

Although there is no visual in this activity on page 67, there is a table. A table in which the students who performed the activity will also self-evaluate has been added. In the table, the student scores his achievements. It is a very effective table in which what has been learned throughout the book or at the end of the unit is evaluated by the student. The large number of such tables is important for a more detailed evaluation of the achievements.

Conclusion

In this study, which was conducted to examine the 4th unit of the Istanbul Turkish for Foreigners B1 textbook, the importance and development of Turkish, the reason for the increase in the need to learn Turkish as a foreign language and its consequences, the visual elements and visual order in the text, the text-visual order of the Educational Life unit were mentioned.

Along with our country, our language Turkish is developing and spreading day by day. The number of people who want to learn Turkish is increasing for different reasons. This triggers the need for teaching Turkish as a foreign language and creates the need for appropriate methods, materials and approaches for this teaching.

In order to meet the material need, which is one of them, Istanbul Turkish Textbook for Foreigners has been prepared by scientists who are experts in their fields. This textbook is used in many institutions where Turkish is taught as a foreign language. In this study, it has been examined whether the visuals in a unit of the book used in different institutions are in harmony with the text.

There are many elements of visual elements and visual factors according to the data specified with their sources in the introduction. One of them is visual-text harmony. Although this harmony differs from person to person, it is also based on scientific studies prepared so far. As a result of the data we obtained from the existing scientific studies, the visuals in the 4th unit of the Istanbul Turkish for Foreigners B1 Textbook were examined one by one with subjective observations.

In this context, it has been observed that the visuals in Unit 4 are generally compatible with the text. However, it has been determined that there are also images that cannot provide this harmony.

It has been determined that the number of images that will enable to make inferences about the text is low.

It was observed that the image size was small in most of the images. It reduces the attractiveness of the pictures, makes them difficult to interpret, and negatively affects their intelligibility. All of these make it difficult for the student to comment on the text after examining the image.

The quality of the images is equivalent to the quality of the book and the paper and pulp used. It has been observed that some images are not clear, and if there is text in the image, it is difficult to read.

In the materials used in teaching Turkish as a foreign language, it is expected that the text and visual balance will be compatible. However, it has been determined that the texts are more weighty than the images.

It has been observed that most of the visuals in the book are in the texts. It has been concluded that the number of visuals in the activities in which the student must determine the correct answer is low.

It was seen that the activities were prepared based on text rather than visual.

It has been determined that the color harmony on the page on which the text is written and the color harmony of the images present in the text are largely achieved.

It is thought that the tables in which the gains gained as a result of the discussed subject will be determined by self-evaluation are productive. However, it has been observed that the number of such tables is low, with only one in the 4th unit.

In general;

In the 4th unit of the Istanbul Turkish for Foreigners Textbook, it has been determined that the text-visual harmony is provided in some texts but not in some texts.

Only one of the many sets used in teaching Turkish as a foreign language, a unit of the book prepared at B1 level, was examined. Due to the excess in the number of units, books and sets, and as we mentioned, the examination of visual-text harmony is supported by subjective judgments, it would be appropriate to examine all units, books and sets, including the unit examined, based on scientific studies.

As the number of studies examining visual-text harmony increases, the quality of the materials used in teaching Turkish to foreigners will also increase. In this way, the efficiency of Turkish teaching applied to the target audience will increase.

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