An observational look at classroom practices in the Turkish language teaching process

Mustafa Koroglu [1,*], **Ahmet Balci** [2]

[1]Hatay Mustafa Kemal University, Faculty of Education, Department of Turkish Language, Hatay, Türkiye
[2]Hatay Mustafa Kemal University, Faculty of Education, Department of Turkish Language, Hatay, Türkiye

Abstract: The aim of this study is to determine the practices of middle school 8th grade Turkish teachers towards comprehension (reading) teaching in the process of learning-teaching Turkish lessons and how long they allocate for these practices. The model of the research is the case study model, which is one of the qualitative research methods. The participants of the study consist of five Turkish teachers who gave eighth grade Turkish lessons in the 2019-2020 academic year and participated in the study voluntarily. In the study, an "Observation Form" developed by the researcher was used as the data collection tools. Literature review was used in the development of measurement tools, expert opinion was obtained, and the level of harmony between coders was examined. Descriptive statistical techniques (frequency, percentage, average, etc.) were used to analyze the data. In the study, each of the teachers wrote five to the poem text "Kaldırımlar" (Sidewalks) in the theme "Individual and Society", the informative text "Gündelik Hayatımızda E-Hastalıklar" (E-Diseases in Our Daily Life) in the "Science and Technology" theme and the narrative text "Göç Destanı" (Epic of Migration) under the theme "Our National Culture" lesson time (600 minutes) had been allocated. Accordingly, 75 lesson hours (3000 minutes) of five Turkish teachers were observed in total. As a result, it was seen that 8th grade Turkish lesson teachers, whose teaching process was observed in our study, used only the texts and activities related to the texts while applying comprehension (reading) strategies in the Turkish lesson learning-teaching process.

1. INTRODUCTION

The human being, who lives in the community and stands out with his social presence, takes this most important feature from interpersonal communication. Language is the element that enables people to communicate with those around them. In its simplest definition, language is a tool that provides communication and agreement between people (Ergin, 2003). In the Turkish Dictionary (2011) language is defined as "the agreement people make with words or signs to express their thoughts and feelings, language". Language is the most important feature distingushing humans from other living things. Language is a human-specific feature that consistof comprehension and expression skills. People develop listening and speaking skills

*Corresponding Author: Mustafa Koroglu ✉ koroglumustafa_z@hotmail.com ▣ Hatay Mustafa Kemal University, Faculty of Education, Department of Turkish Language Education, Hatay, Türkiye.

starting from their early ages while they acquire the ability to read and write later. In this respect, the ability to understand language is important for human life.

Reading by which students can access new information in all processes of education is the most basic means of acquiring knowledge among the four basic language skills and is the transfer of symbols and signs perceived by the eye to the brain and their interpretation and interpretation by the brain. Thus, students acquire different sources of information by accessing various sources thanks to their reading skills. Many definitions of reading have been made, some of which are as follows:

"One of the ways of understanding and acquiring knowledge" (Özbay, 2014, p.10); "A meaningful interpretation of written language" (Haris & Sipay, 1990, p.18); and "An active process in which a person creates new meanings by combining what they already know with what they learn from the text" (Güneş, 2013, p.13).

As can be understood from these definitions, it is understood that the ultimate goal of reading is comprehension since reading has been seen as understanding and making sense and it has been accepted as linking people's previous knowledge with newly learned information. As reading is defined as the process of perceiving and interpreting words and sentences or a text as a whole (Temizkan, 2009), the purpose of reading is for the reader to comprehend the text, make sense of it, and make connections with the text (Pressley & Allington, 2015).

Comprehension is defined as perceiving the message that the text and the speaker want to say (Göğüş, 1978). According to Özbay (2014), comprehension takes place in a known language and knowing the word !!!read is not sufficient for comprehension. It is stated that the punctuation marks of that language are also necessary for understanding. The RAND Reading Working Group (2002) defined reading comprehension as the process of simultaneously extracting and constructing through interaction and participation with written language, and stated that it consists of three elements: reader, text and reading purpose.

Teaching reading comprehension strategies is defined as one of the five focal points of literacy programs, and reading for understanding is at the center of all educational reading programs. (National Reading Panel, 2000). This involves teaching and applying strategies that develop students' ability to extract meaning from what they read (Pressley, 2006; Rand Reading Study Group, 2002). The act of reading is meaningless if students can decode words, read fluently, but cannot make sense of what is being read. Comprehension education should therefore be an integral component of teaching reading.

Although many innovations have been made in the field of education in our country in recent years, it is seen that the reading comprehension levels of the students are still below the expected level. This result is also seen in the scores obtained from the national and international exams. The correct answer average of the 40-question Turkish course questions, mostly consisting of reading comprehension questions, in the 2019 higher education institutions entrance exam is 14.67. While this average was 16.18 in the exam in 2018, it was determined as 17.28 in 2017. According to these results, it can be concluded that the correct answer averages in Turkish lessons have been gradually decreasing.

According to Programme for International Student Assessment (PISA), fluent reading is the ability of students to read the given text easily and effectively, that is, to be able to read, analyze and express the text correctly so that they understand the meaning of the text. The process of accessing information was divided into two sub-headings. The first of these is scanning and finding information in the text. Accordingly, although the requested information is included in the text, the person reading the text is required to scan and find this information. Secondly, it is emphasized that the reader should work with more than one text in the process of accessing information, and this process is more needed, especially during the digital reading. As the

reason for this, it was emphasized that the reason for these readers would encounter too many texts in the digital environment and that they should search for and select these texts. Another cognitive process in the reading skills assessment process is comprehension. Comprehension is divided into two sub-processes: expressing literal meaning and combining inferences. Accordingly, it is required that the readers of the text should be able to interpret sentences and short paragraphs and make inferences about what is being in the given text. In the last skill of evaluation and reflection, the readers of the text are asked to evaluate the content, quality and reliability of the text and go beyond the real meaning and inferences in the text. Understanding questions constitute 45% of the questions asked in PISA 2018 (OECD, 2019). Table 1 shows Türkiye's performance in reading skills by years.

Table 1. *Turkey's reading skills performance between PISA 2003-2018.*

Years	Score
PISA 2003	441
PISA 2006	447
PISA 2009	464
PISA 2012	475
PISA 2015	428
PISA 2018	466

In Table 1, it can be seen that the average scores of Türkiye in the field of reading skills varied between 428 and 475 between the years 2003 and 2018, the average score increased from 2003 to 2012, but there was a significant decrease in 2015 and the average score started to rise again as of 2018. According to the preliminary report of the last 2018 PISA, although students' reading skills performance scores increased, this result was below the average of OECD countries. According to the results of national and international exams, it is seen that there are problems in terms of teaching reading and reading comprehension in our country, as in most countries in the world.

Therefore, such results nationally and internationally raised the question, "What happens in the classroom when teaching reading comprehension?". Durkin (1978-79), who made the first landmark study in this field, revealed the lack of understanding teaching in classrooms through the observation of behaviors of the students as well as the teacher's practices in 39 classes in Reading and Social Studies courses in 14 different schools. Durkin (1978-79) stated in his study that teachers do not teach comprehension, however they evaluate using the question strategy, they spend too much time on applications that are not related to comprehension, and they neglect teaching comprehension in their lessons. In many studies conducted in the following years, similar results to the study of Durkin (1978) were obtained (Ateş, 2011; Brevik, 2015, 2017; Dole et al., 1991; Dole et al., 1996; Ness, 2009, Pressley & Allington, 2015; Pressley et al., 2006; Pressley et al., 2007; Taylor, Pearson, Peterson, & Rodriguez, 2003). On the other hand, many researchers working in the field of reading agree that teachers can help their students understand the text while reading (Stahl, Jacobsen, Davis, & Davis, 1989; Taylor et al., 2003). Despite this, many teachers do not implement practices that improve reader's comprehension in their classrooms (Pressley, 2006).

After Durkin's (1978-79) study, more than one strategy was developed by researchers working in the field of reading and many studies were conducted on the effects of these strategies on reading comprehension (Duke & Martin, 2015; Emre, 2014; Epçaçan, 2008; Garner, 1987; Karatay, 2007; Luttenegger, 2012; McCown & Thomason, 2014; McIntyre & Hulan, 2013; Neuman & Gambrell, 2013; Palincsar & Schutz, 2011; Pearson, 2009). However, very little attention has been given to observational studies on what happens in classrooms related to the process of teaching comprehension (reading). The only study conducted in this area in our

country is Ateş (2011) on the teaching process of the 4th grade Turkish lesson. In the literature review conducted by the researcher, it has been determined that such a study has not been carried out at the secondary and higher grade levels in Turkey. In this study, it has been tried to determine what the 8th grade Turkish teachers' practices for teaching comprehension (reading) in the process of learning-teaching Turkish lessons are and how much time they devote to these practices.

2. METHOD

2.1. Research Design

The case study model, which aims to examine the practices of secondary school 8th grade Turkish teachers in teaching comprehension (reading) in the Turkish lesson teaching process. Case studies are defined as "the method in which one or more events, environments, programs, social groups, or other interconnected systems are examined in depth." (Büyüköztürk et al., 2013).

Creswell (2018) defined the case study as a multifaceted study in the qualitative tradition. Yin (2014), on the other hand, defined case studies as identifying and capturing the conditions of a daily situation. A case study is also known as a case study. Case studies have begun to be recognized as a more valid research method today. Flyvbjerg (2006) explains the value of case studies as follows:

A scientific discipline without many in-depth case studies is one without the systematic production of examples, and a discipline without examples is ineffective. Social sciences can be strengthened by conducting many good case studies (Flyvbjerg, 2006, p.221).

Yin (2014) pointed out that the case study is a preferred research method "when examining current events, but when relevant behaviors are not manipulated". In this study, the researcher examined the practices of secondary school 8th grade Turkish teachers in teaching comprehension (reading) in the Turkish lesson teaching process; observed how they teach comprehension (reading) strategies in poetry, informative and narrative text types. These observations helped answer the research questions. Furthermore, it provided guidance on how to implement the current curriculum, which includes poetry, informative and narrative text at the 8th grade level of secondary school.

2.2. Participants

The participants of the research were five Turkish teachers who taught eighth grades in the 2019-2020 academic year and participated in the study voluntarily. The Turkish language teachers participating in the study worked in public schools with the same socio-economic level in the same district in Hatay, Türkiye. Table 2 presents information about the teachers who took part in the study in their own time.

Table 2. *Information about the participants of the study.*

Participants	Working year (Seniority)	Number of students
Teacher A	12	32
Teacher B	8	16
Teacher C	6	25
Teacher D	5	28
Teacher E	5	21

The names of the Turkish teachers participating in the research were coded and given as Teacher A, B, C, D and E. In addition, the names of teachers will be mentioned in this way in the following parts of the study. Detailed information about the teachers participating in the study is presented below:

2.2.1. *Teacher A*

As of the 2019-2020 academic year, Teacher A has been working as a Turkish teacher for 12 years. He stated that he took Turkish lessons in 8th grades throughout his working life. There are 32 students studying in Teacher A's class. The characteristics of the class taught by Teacher A are as follows:

• The teacher's desk is located directly opposite the entrance door of the classroom, on the left side of the classroom according to the seating plan of the students.

• The smart board was hung centered on the wall directly opposite the students.

• It has been observed that the students sit in the classical seating arrangement due to the large class size.

• Teacher A said that since there is a library in the school, there is no library in the classroom.

2.2.2. *Teacher B*

Teacher B has been working as a Turkish teacher for 8 years as of the 2019-2020 academic year. She stated that she attended 8th grade Turkish lessons throughout her working life. 16 students are studying in Teacher B's class. Teacher B stated that she had a master's degree with a thesis regarding her education level. The characteristics of the class taught by Teacher B are as follows:

• The teacher's desk is located directly opposite the entrance door of the classroom, on the left side of the classroom according to the seating plan of the students.

• The smart board was hung centered on the wall directly opposite the students.

• Students sit according to the classical classroom seating plan.

• There is a library on the right and left of the teacher's desk.

• There is also a cassette player in the classroom.

• There are boards on the back and right walls of the classroom. There is a poetry corner for Turkish lessons on the back panel.

2.2.3. *Teacher C*

As of the 2019-2020 academic year, Teacher C has been working as a Turkish teacher for 6 years. She has been taking Turkish lessons for the 8th grades since the last three years of her working life. 25 students are studying in the classroom where the application is made. The characteristics of the class taught by Teacher C are as follows:

• The teacher's desk is located directly opposite the entrance door of the classroom, on the left side of the classroom according to the seating plan of the students.

• The blackboard was hung centered on the wall directly opposite the students.

• Students sit according to the classical classroom seating plan.

• There is a library in the middle of the classroom on the right side.

2.2.4. *Teacher D*

Teacher D has been working as a Turkish teacher for 5 years as of the 2019-2020 academic year. She has been taking Turkish lessons for the 8th grades since the last two years of her working life. 28 students are studying in the classroom where the application is made. The characteristics of the class taught by Teacher D are as follows:

• The teacher's desk is located directly opposite the entrance door of the classroom, on the left side of the classroom according to the seating plan of the students.
• The smart board was hung centered on the wall directly opposite the students.
• Students sit according to the classical classroom seating plan.
• There is a library on the right side of the teacher's desk.

2.2.5. *Teacher E*

Teacher E has been working as a Turkish teacher for 5 years as of the 2019-2020 academic year. She has been taking Turkish lessons for the 8th grades since the last three years of her working life. 21 students are studying in the classroom where the application is made. The characteristics of the class taught by Teacher E are as follows:

• The teacher's desk is located directly opposite the entrance door of the classroom, on the left side of the classroom according to the seating plan of the students.
• The smart board was hung centered on the wall directly opposite the students.
• Students sit according to the classical classroom seating plan.
• There is a library on the right side of the teacher's desk.
• There are boards on the back and right walls of the classroom.

2.3. Data Collection

2.3.1. *Observation Form*

With the semi-structured observation technique, it was aimed to determine the practices of the 8th grade Turkish teachers in secondary school for comprehension (reading) education and the time they allocated to these practices. The applications made by the teacher during the observation were coded into the observation form by the researcher. In addition, the researcher made a sound recording during the observation.

Turkish lessons in our country are carried out through the texts included in the themes in the textbooks. A total of 5 Turkish teachers were observed for 75 lesson hours (3000 minutes) in the study. The process of processing poetry, informative and narrative text types of all teachers participating in the research was observed by the researcher.

An observation form (Appendix 1) was developed to observe the practices of the 8th grade Turkish lesson teachers in the reaching of Turkish lesson comprehension (reading) lesson. The procedures performed during the development phase of the observation form created to have information about the practices carried out by the Turkish lesson teachers are as follows:

a) Research obtained from the literature in the development of this form (Ateş, 2011; Brevik, 2015, 2017; Dole et al., 1991; Dole et al., 1996; Durkin, 1978-1979; Durkin, 1989; Ness, 2009; Pearson, 2010b; Pressley & Allington, 2015; Pearson et al., 2009; Pressley et al., 1998; Pressley et al., 2006; Pressley et al., 2007; Taylor et al., 2003) were examined so that the content validity of the observation form was tried to be ensured.

b) The draft observation form was presented to 10 experts in the field. For the expert opinion, an information note was created that briefly introduces and exemplifies the units of the observation form, and the experts were asked to evaluate the draft observation form accordingly.

c) Based on the expert's opinions, the observation form was given its final form. All these stages were deemed sufficient for the validity of the observation form.

d) The last stage of qualitative data analysis is that of checking the accuracy of the findings. Confirmation of the findings can be achieved by testing the results obtained (Merriam, 1998). In qualitative research, the results obtained after controlling the codes and categories can determine the level of representation of the data included in the analysis (Poggenpoel &

Myburgh, 2003). In order to get rid of the researcher's own influence and to make a coding, it is important that different coders code for the same data set. According to Fidan and Öztürk (2015), it is important that different coders encode the same data set and that this coding has a high similarity rate. The closeness of this similarity ratio is important in determining the reliability of qualitative research. In order to ensure the reliability of the form, the method of "consistency among the evaluators" was used. This method, also called inter-rater agreement, is used to examine the reliability of the scores given by two or more independent observers regarding the degree to which a large number of objects possess a certain feature. It can be said that reliability will increase as the scores given by the observers get closer to each other (Büyüköztürk et al., 2013:114).

For this purpose, the researcher studied the qualities of the observation form with the second observer who is an expert in the field of Turkish teaching. For the reliability study of the content analysis codes in the evaluation of the observation form, the formula $\Delta = \mathsf{C} \div (\mathsf{C} + \partial) \times 100$ developed by Miles and Huberman (1994) to determine the reliability level between the coders in qualitative studies was used. In the formula, Δ: Reliability coefficient, C: Number of subjects/terms on which consensus is reached, ∂: Number of subjects/terms on which there is no consensus. According to the coding control, which gives internal consistency, the consensus among coders is expected to be at least 80% (Miles & Huberman, 1994; Patton, 2002).

The reliability result of the observation form (.93) was found by using the reliability formula developed by Miles and Huberman (1994). Based on these results, it was accepted that the agreement between the coders was sufficient in the observation form.

2.4. Data Analysis

The case study is a multidimensional research. As the type of research in the data analysis process, the researcher has followed several consecutive steps from specific to general in qualitative data analysis. These steps are as follows:

Step-1: Observation data were arranged and prepared for analysis. This step is the stage of recording the voice recordings of teacher observations on the computer, writing, categorizing and classifying the notes kept in the field.

Step 2: All data were read and analyzed by the researcher and an expert in his field. This step allowed us to reveal the general structure of the research. It gave the researcher an idea about which comprehension (reading) methods the participants used and what their applications were in this subject.

Step 3: The researcher started to encode all the data he collected into the observation form. At this stage, the audio recordings were also printed in written form and the data was organized by marking the words representing a comprehension (reading) category.

Step 4: The researcher created themes for teaching comprehension (reading) and explained the information to be encoded in these themes. Themes in this category; It has been examined under two headings as comprehension-related and non-comprehension categories.

Step 5: In this last step, the researcher has revealed the value of his original work by interpreting the coded form of the data obtained as a result of his observations. He interpreted what the data he obtained meant, what strategies were used by 8th grade Turkish teachers in teaching comprehension (reading), and how much time he spent on these strategies.

3. RESULTS

The researchers observed teachers' (Teachers A, B, C, D and E) applications of Kaldırımlar (poetry), Gündelik Hayatımızda E-Hastalıklar (Informative), and Göç Destanı (Narrative) and obtained data as to their classroom practices, the course hours when they performed the practices, and the time they allocated for such practices.

3.1. Findings About to Teacher A's In-Class Practices

Under this title, Teacher A's in-class practices, the course hours he performed the practices while he was teaching the texts "Kaldırımlar" (poetry), "Gündelik Hayatımızda E-Hastalıklar" (informative) and "Göç Destanı" (narrative) in the Turkish lesson teaching process, and how they were taught. There are findings about the time allotted.

The findings regarding the classroom practices of Teacher A in the teaching-learning process of the Turkish lesson of the poem "Kaldırımlar" and the time allocated to these practices are presented in Table 3:

Table 3. *In-class practices of Teacher A's poem "Kaldırımlar" and the time allocated to these practices.*

In-class activities	Time	Lesson hours
Taking attendance before starting the lesson, introductory speech Preparatory work (activating prior knowledge)	5 minutes	
The 1st preparatory study question in the textbook (the teacher's reading of poems about expatriation)	20 minutes	Lesson 1
Informing the teacher about the author	5 minutes	
Teacher listening to the poem in N. Fazıl Kısakürek's own voice	5 minutes	
Teacher's vocalization of the poem	5 minutes	
Student reading the poem	5 minutes	
Asking inference questions about poetry by the teacher	10 minutes	
The teacher gives short information about the poet and reads examples from her other poems.	10 minutes	Lesson 2
Student on duty coming to the classroom and making an announcement, Students' complaints about each other, talking about other lessons, talking about the practice exam, talking about football	15 minutes	
Rereading the poem Kaldırımlar by another student	5 minutes	
Activity 1 in the textbook (Vocabulary Teaching)	10 minutes	
Activity 2 in the textbook (Questions about poetry)	15 minutes	Lesson 3
The teacher's re-information about the poet	6 minutes	
Extracurricular conversations about football	4 minutes	
Taking attendance, speaking on a subject outside the class, opening the smart board.	5 minutes	
Don't talk about the Kara Tren folk song about expatriate	5 minutes	
The teacher gives information about the poet	5 minutes	Lesson 4
3rd activity in the textbook (Theme and main emotion of the poem)	10 minutes	
Talking about extracurriculars and exams	5 minutes	
4th activity item a in the textbook (verbal arts)	10 minutes	
Teacher entering the lesson, preparing lesson material	3 minutes	Lesson 5
Solving multiple choice exam questions for LGS exam	37 minutes	
Total	200 minutes	5 Lessons

Table 3, displays that Teacher A was observed during 5 lesson hours (200 minutes) while lecturing the poem "Kaldırımlar" in the Turkish lesson learning-teaching process. In the process of learning-teaching the poem "Kaldırımlar" Teacher A spent the most time on the 1st activity in the textbook (37 minutes) to solve the multiple-choice exam questions for LGS in the 5th lesson hour and to activate the students' prior knowledge in the 1st lesson hour (20 minutes). When the 8th grade Ministry of Education (MEB) Publications Turkish textbook is examined, it is seen that there are seven activities related to the poem "Kaldırımlar".

Table 4. *In-class practices and the time allocated to these practices by Teacher A in the text "Gündelik Hayatımızda E-Hastalıklar".*

In-class activities	Time	Lesson hours
Attendance and extracurricular speaking before starting the class	5 minutes	
Preparatory work in the textbook (activating prior knowledge-talking about technology addiction and technology usage time)	20 minutes	
Estimating the content of the text based on the images in the text and the title of the text	10 minutes	Lesson 1
The time given for the activities (preparatory work) in the textbook in the 1st lesson	5 minutes	
Reading the text by students (silent-aloud)	15 minutes	
The teacher interrupts and explains while the text is being read.	20 minutes	
Time given for the 1st activity in the textbook (Vocabulary Teaching)	5 minutes	Lesson 2
Speech	5 minutes	
Activity 1 in the textbook (Vocabulary Teaching-unknown words)	10 minutes	
Activity 2 in the textbook (Questions about the text)	25 minutes	Lesson 3
Extracurricular speech	5 minutes	
The time given to the students for the 3rd activity in the textbook	6 minutes	
Activity 3 in the textbook (Inference questions)	10 minutes	
The time given for the 4th activity in the textbook	5 minutes	
Activity 4 in the textbook (Determination of words and phrases)	15 minutes	Lesson 4
Talking about an extracurricular topic	4 minutes	
Attendance, speaking on an extracurricular topic	4 minutes	
Time given for the 5th activity in the textbook	5 minutes	
5th activity in the textbook (determining the text type)	14 minutes	
The time given for the 6th activity in the textbook	5 minutes	Lesson 5
6th activity in the textbook (visual-graphic interpretation)	12 minutes	
Total	200 minutes	5 Lessons

According to Table 4, teacher A was observed for a total of 5 lesson hours (200 minutes) while he was processing the text "Gündelik Hayatımızda E-Hastalıklar" in the Turkish lesson learning-teaching process. According to Table 4, Teacher A spent the most time in the process of learning-teaching the text "Gündelik Hayatımızda E-Hastalıklar", in the 3rd lesson hour, on questions about the text, which is the second activity in the textbook (25 minutes), and on the preparation in the textbook in the 1st lesson hour (20 minutes) and making explanations (20 minutes) while reading the text in the 2nd lesson hour.

Table 5. *In-class practices and the time allocated to these practices by Teacher A in the text of "Göç Destanı".*

In-class activities	Time	Lesson hours
Attendance, speaking before starting the lesson	5 minutes	
Preparatory work in the textbook	18 minutes	
Silent reading of the text by the students	7 minutes	Lesson 1
Reading aloud by students	10 minutes	
Studies of summarizing the text	10 minutes	
The time given for the 1st activity in the textbook	6 minutes	Lesson 2
Activity 1 in the textbook (vocabulary teaching)	20 minutes	
Talking about an extracurricular topic	4 minutes	
Reading aloud by students	10 minutes	
Silent reading of the text by the students	10 minutes	
The time given for the second activity in the textbook	10 minutes	Lesson 3
2nd activity in the textbook (questions about the text) (for lack of time)	10 minutes	

Table 5. *Continued*

Class start, attendance	5 minutes	
Activity 2 in the textbook (questions about the text)	10 minutes	
The time given for the 3rd activity in the textbook	5 minutes	Lesson 4
3rd activity in the textbook (topic-main idea)	10 minutes	
homework, extracurricular speaking	5 minutes	
Starting the lesson, preparing for the lesson	4 minutes	
The time given for the 4th activity in the textbook	6 minutes	
Activity 4 in the textbook (detection of real and fictional elements)	12 minutes	
The time given for the 5th activity in the textbook	5 minutes	Lesson 5
5th activity in the textbook (activity related to the text type)	10 minutes	
Assigning homework for the next lesson	3 minutes	
Total	200 minutes	5 Lessons

According to Table 5, teacher A was observed for a total of 5 lesson hours (200 minutes) while he was processing the text "Göç Destanı" in the Turkish lesson learning-teaching process. It is understood that in the learning-teaching process of this narrative text type, Teacher A spent the most time for the 1st activity in the textbook (20 minutes) in the 2nd lesson hour and the preparatory studies (18 minutes) in the 1st lesson hour.

3.2. Findings About Teacher B's In-Class Practices

Under this title, Teacher B's in-class practices and practices in the text processing process of "Kaldırımlar" (poetry), "Gündelik Hayatımızda E-Hastalıklar" (informative) and "Göç Destanı" (narrative) in the Turkish lesson teaching process, and at what time There are findings regarding the time devoted to the implementations. The findings regarding the classroom practices of Teacher B in the teaching-learning process of the Turkish lesson of the poem "Kaldırımlar" and the time allocated to these practices are presented in Table 6.

Table 6. *In-class practices of Teacher B's poem "Kaldırımlar" and the time allocated to these practices.*

In-class activities	Time	Lesson hours
Attendance before starting the class, extracurricular speaking	4 minutes	
Homework (for the next lesson)	4 minutes	
The teacher gives brief information about the type of poetry.	2 minutes	
Having the teacher listen to the composed version of the poem	10 minutes	Lesson 1
Talking about how the composed poem makes students feel	5 minutes	
Before starting to read the poem, the time given to underline the places where the words given in the first activity are used in the poem.	5 minutes	
Reading the poem aloud (each student read a stanza)	10 minutes	
The teacher's reading of the poem	8 minutes	
Activity 1 in the textbook (word meaning-prediction)	15 minutes	Lesson 2
Giving time to do the 2nd activity in the textbook	4 minutes	
Activity 2 in the textbook (questions about poetry)	13 minutes	
Preparation to start the lesson	5 minutes	
3rd activity in the textbook (detection of subject-main emotion)	10 minutes	
The time given for the 4th activity in the textbook	4 minutes	Lesson 3
4th activity item a in the textbook (verbal arts)	15 minutes	
4th activity item b in the textbook (comment on the contribution of rhetoric to the meaning)	6 minutes	
Preparation for starting the lesson, speaking on extracurricular topics	3 minutes	
5th activity item a in the textbook (talk about urban life, modernization and neighborhood)	10 minutes	Lesson 4
Solving multiple choice questions to prepare for LGS exams	27 minutes	
Teacher coming to class, speaking on an extracurricular subject	4 minutes	Lesson 5
Solving multiple choice questions to prepare for LGS exams	36 minutes	
Total	200 minutes	5 Lessons

According to Table 6, while Teacher B was processing the text of the poem "Kaldırımlar" in the Turkish lesson learning-teaching process, it was observed for a total of 5 lesson hours (200 minutes). It is seen that Teacher B spends the most time (63 minutes) on multiple choice questions to prepare for the LGS exams in the 5th and 4th lesson hours in the course of the "Kaldırımlar" text.

Table 7. *In-class practices and the time allocated to these practices by Teacher B in the text "Gündelik Hayatımızda E-Hastalıklar".*

In-class activities	Time	Lesson hours
Attendance, speaking on extracurricular topics, checking the class library before starting the class	10 minutes	
Preparatory work in the textbook (activating prior knowledge) (talking about technology addiction and technology use time)	20 minutes	Lesson 1
Estimating the content of the text based on the images in the text and the title of the text	10 minutes	
Text reading and reading (silent-aloud)	23 minutes	
The time given for the 1st activity in the textbook (Vocabulary Teaching)	5 minutes	Lesson 2
Activity 1 in the textbook (Vocabulary Teaching-unknown words)	12 minutes	
Speaking on extracurricular topics	5 minutes	
The time given for the 2nd activity in the textbook	7 minutes	Lesson 3
Activity 2 in the textbook (Questions about the text)	28 minutes	
Speaking on extracurricular issues, preparing for the lesson, extracting materials	5 minutes	
The time given to the students for the 3rd activity in the textbook	5 minutes	
Activity 3 in the textbook (inference questions)	10 minutes	Lesson 4
The time given for the 4th activity in the textbook	8 minutes	
Activity 4 in the textbook (detection of words and phrases)	12 minutes	
Speaking on extracurricular topics	4 minutes	
Course preparation, preparation of course materials	5 minutes	
Announcement by the student on duty and speaking about the announcement	5 minutes	
The time given for the 5th activity in the textbook	3 minutes	Lesson 5
5th activity in the textbook (determining the text type)	10 minutes	
The time given for the 6th activity in the textbook	7 minutes	
6th activity in the textbook (visual-graphic interpretation)	10 minutes	
Total	200 minutes	5 Lessons

According to Table 7, while teacher B was processing the text "Gündelik Hayatımızda E-Hastalıklar" in the Turkish lesson learning-teaching process, it was observed for a total of 5 lesson hours (200 minutes). It is seen that Teacher B spends the most time in the text processing process for text reading and reading (23 minutes) in the 2nd lesson and for the preparation work in the textbook (20 minutes) in the 1st lesson.

According to Table 8, Teacher B was observed for a total of 5 lesson hours (200 minutes) while he was processing the "Göç Destanı" text in the Turkish lesson learning-teaching process. It is seen that in the process of processing the "Göç Destanı" text, Teacher B devoted the most time to questions about the text in the textbook in the 4th lesson (25 minutes) and to the preparatory work in the textbook (20 minutes) in the 1st lesson.

Table 8. *In-class practices and the time allocated to these practices by Teacher B in the text of "Göç Destanı".*

In-class activities	Time	Lesson hours
Preparation of materials, attendance, waiting for the smart board to be opened to start the lesson	8 minutes	Lesson 1
Preparatory work in the textbook	20 minutes	
Students reading the text silently	12 minutes	
Students reading the text aloud	11 minutes	Lesson 2
Students summarizing the text	9 minutes	
The time given for the 1st activity in the textbook	12 minutes	
Activity 1 in the textbook (half)-(vocabulary teaching)	8 minutes	
Course preparation, attendance, preparing course material	5 minutes	Lesson 3
Teacher reading the text aloud	10 minutes	
Students reading the text silently	12 minutes	
Activity 1 (half) in the textbook- (vocabulary teaching)	13 minutes	
Lesson start preparation	5 minutes	Lesson 4
The time given for the 2nd activity in the textbook	10 minutes	
Activity 2 in the textbook (questions about the text)	25 minutes	
Starting the lesson, preparing for the lesson	5 minutes	Lesson 5
The time given for the 3rd activity in the textbook	4 minutes	
3rd activity in the textbook (topic-main idea)	10 minutes	
The time given for the 4th activity in the textbook	4 minutes	
Activity 4 in the textbook (detection of real and fictional elements)	10 minutes	
The time given for the 5th activity in the textbook	3 minutes	
5th activity in the textbook (activity related to the text type)	4 minutes	
Total	200 minutes	5 Lessons

3.3. Findings About Teacher C's In-Class Practices

Under this title, while teaching the texts "Kaldırımlar" (poetry), "Gündelik Hayatımızda E-Hastalıklar" (informative) and "Göç Destanı" (storyteller) in the Turkish lesson teaching process, teacher C, in-class applications, the lesson time he performed the applications and the information on these applications. There are findings about the time he spends.

The findings regarding the classroom practices of Teacher C in the learning-teaching process of the Turkish lesson of the poem "Kaldırımlar" and the time allotted to these practices are presented in Table 9:

Table 9. *In-class practices of Teacher C's poem "Kaldırımlar" and the time allocated to these practices.*

In-class activities	Time	Lesson hours
Attendance before starting the lesson, speaking on extracurricular issues, waiting for the smart board to open	10 minutes	Lesson 1
Question about the theme and subject to be covered, giving information about the author	10 minutes	
Student reading the poem	7 minutes	
Talking about unknown words in the poem	13 minutes	
Playing a recorded voiceover of the poem	6 minutes	Lesson 2
Guess the unknown words in the poem	5 minutes	
Speaking on extracurricular topics	5 minutes	
The time given for the 1st activity in the textbook	5 minutes	
Activity 1 in the textbook (Vocabulary Teaching)	13 minutes	
The time given for the second activity in the textbook	6 minutes	

Table 9. *Continued*

Activity 2 in the textbook (questions about poetry)	15 minutes	
The time given for the 3rd activity in the textbook	5 minutes	
Explaining the difference between main emotion and main idea in poetry	3 minutes	Lesson 3
3rd activity in the textbook (Theme and main emotion of the poem)	12 minutes	
The time given for the 4th activity in the textbook	5 minutes	
Giving information about the arts of speech	10 minutes	
4th activity item a in the textbook (verbal arts)	10 minutes	
4th activity item b in the textbook (contribution of rhetoric to expression)	10 minutes	Lesson 4
Assigning homework for the next lesson	5 minutes	
Talking about extracurricular topics, talking about the exam	5 minutes	
Teacher coming to class, attendance	4 minutes	Lesson 5
Solving multiple choice questions to prepare for LGS exams	36 minutes	
Total	200 minutes	5 Lessons

According to Table 9, Teacher C was observed for a total of 5 lesson hours (200 minutes) while he was processing the text of the poem "Kaldırımlar" in the Turkish lesson learning-teaching process. In the process of teaching the poem "Kaldırımlar" by Teacher C, the most time was spent on solving multiple-choice questions (36 minutes) to prepare for LGS exams in the 5th lesson and answering questions about the text, which is the 2nd activity in the textbook, in the 3rd lesson (15 minutes). It appears to be separated.

Table 10. *In-class practices and the time allocated to these practices by Teacher C in the text "Gündelik Hayatımızda E-Hastalıklar".*

In-class activities	Time	Lesson hours
Teacher entering the class, preparing to start the lesson, talking about an extracurricular subject, attendance	10 minutes	
Introducing the subject and theme to be covered, opening the textbooks	3 minutes	Lesson 1
Preparatory work in the textbook	15 minutes	
Informing the teacher about current e-diseases	12 minutes	
Teacher entering the lesson, starting the lesson	4 minutes	
The teacher asks the students to guess the content of the text and the mutual guesses are spoken (based on the pictures and the title)	12 minutes	Lesson 2
Reading the text aloud by the teacher	11 minutes	
Making students read the text paragraph by paragraph	13 minutes	
Teacher coming to class, material preparation, attendance	5 minutes	
Silent reading of the text by the students	8 minutes	
Detection of unknown / incomprehensible words by students	10 minutes	Lesson 3
The time given for the 1st activity in the textbook	5 minutes	
Activity 1 in the textbook (Vocabulary Teaching-unknown words)	12 minutes	
Teacher coming to class, talking about extracurricular	3 minutes	
The time given for the second activity in the textbook	5 minutes	
Activity 2 in the textbook (Questions about the text)	20 minutes	Lesson 4
Time given to do the 3rd activity in the textbook	4 minutes	
Activity 3 in the textbook (Inference questions)	8 minutes	
The teacher's arrival in the classroom, preparation for the lesson	4 minutes	
The time given for the 4th activity in the textbook	3 minutes	
Activity 4 in the textbook (Determination of words and phrases)	6 minutes	
The time given for the 5th activity in the textbook	2 minutes	
5th activity in the textbook (determining the text type)	3 minutes	Lesson 5
The time given for the 6th activity in the textbook	4 minutes	
6th activity in the textbook (visual-graphic interpretation)	10 minutes	
10th activity in the textbook grammar subject processing (subject-verb)	8 minutes	
Total	200 minutes	5 Lessons

According to Table 10, while Teacher C was processing the text "Gündelik Hayatımızda E-Hastalıklar" in the Turkish lesson learning-teaching process, it was observed for a total of 5 lesson hours (200 minutes). It is seen that Teacher C spends the most time for the 2nd activities (20 minutes) in the textbook in the 4th lesson and the preparatory work (15 minutes) in the 1st lesson in the process of processing the text "Gündelik Hayatımızda E-Hastalıklar".

Table 11. *In-class practices and the time allocated to these practices by Teacher C in the text of "Göç Destanı".*

In-class activities	Time	Lesson hours
The teacher's coming to the classroom, attendance, preparation of the course material	10 minutes	
The teacher tells the students about the subject to be covered and the page in the textbook.	4 minutes	
Explain the meaning of the word millet and epic before starting the text	5 minutes	Lesson 1
Predicting the content of the text based on the visuals and title of the text	8 minutes	
Silent reading of the text by the students	13 minutes	
Teacher entering the class, filling the class notebook	3 minutes	
Reading the text aloud by the students (by split reading method)	12 minutes	
The teacher informs the students about the text type	8 minutes	Lesson 2
The study of determining the keywords of the text	7 minutes	
Summing up the text by the students	10 minutes	
Preparation to start the lesson, the teacher coming to the class	3 minutes	
Giving time to do the 1st activity in the textbook	5 minutes	
Activity 1 in the textbook (vocabulary teaching)	18 minutes	Lesson 3
Giving time to do the 2nd activity in the textbook	5 minutes	
2nd activity in the textbook (first 2 questions) (questions about poetry)	9 minutes	
The teacher's arrival in the classroom, the start of the lesson	3 minutes	
Activity 2 in the textbook (continued) (questions about poetry)	25 minutes	Lesson 4
The time given for the 3rd activity in the textbook	4 minutes	
3rd activity in the textbook (topic-main idea)	8 minutes	
Teacher entering the class, attendance	4 minutes	
The time given for the 4th activity in the textbook	5 minutes	
Activity 4 in the textbook (detection of real and fictional elements)	12 minutes	
The time given for the 5th activity in the textbook	4 minutes	Lesson 5
5th activity in the textbook (activity related to the text type)	6 minutes	
Assigning homework for the next lesson	5 minutes	
Talking about an extracurricular topic	4 minutes	
Total	200 minutes	5 Lessons

According to Table 11, teacher C was observed for a total of 5 lesson hours (200 minutes) while lecturing the text "Göç Destanı" in the Turkish lesson learning-teaching process. In the process of processing the text of "Göç Destanı", it is seen that Teacher C spent the most time for the 2nd activity (25 minutes) in the textbook in the 4th lesson and the silent reading activity (13 minutes) of the students in the 2nd lesson hour.

3.4. Findings About Teacher D's Classroom Practices

Under this heading, Teacher D's classroom practices and the time he devoted to these practices while he was teaching the texts "Kaldırımlar" (poetry), "Gündelik Hayatımızda E-Hastalıklar" (informative) and "Göç Destanı" (storyteller) in the Turkish lesson teaching process are included.

The findings regarding the classroom practices of Teacher D in the teaching-learning process of the Turkish lesson "Kaldırımlar" and the time allocated to these practices are presented in Table 12:

Table 12. *In-class practices of Teacher D's poem "Kaldırımlar" and the time allocated to these practices.*

In-class activities	Time	Lesson hours
Teacher entering the class, taking attendance before starting the lesson, speaking about extracurricular	10 minutes	
Teacher playing the recorded composition of the poem	5 minutes	
Teacher's explanation about expatriate	5 minutes	Lesson 1
The teacher asks the students questions about the visuals in the poem	10 minutes	
Silent reading of the poem by students	10 minutes	
Teacher entering the lesson, starting the lesson	4 minutes	
Reading the poem aloud (students reading by sharing the quatrains)	7 minutes	
Identifying keywords	8 minutes	Lesson 2
Teacher reading the poem aloud	6 minutes	
Giving time to do the 1st activity in the textbook	4 minutes	
Activity 1 in the textbook (Vocabulary Teaching)	11 minutes	
The teacher's arrival in the classroom, the start of the lesson	4 minutes	
Reading aloud by students	6 minutes	
Giving time to do the 2nd activity in the textbook	5 minutes	
Activity 2 in the textbook (Questions about poetry)	15 minutes	Lesson 3
Giving time for the 3rd activity in the textbook	4 minutes	
3rd activity in the textbook (Theme and main emotion of the poem)	6 minutes	
Teacher entering the lesson, starting the lesson	3 minutes	
Giving time for the 4th activity in the textbook	5 minutes	
4th activity item a in the textbook (verbal arts)	10 minutes	
4th activity item b in the textbook (contribution of rhetoric to expression)	5 minutes	Lesson 4
Grammar topic (elements of the sentence)	17 minutes	
The teacher enters the lesson, starts the lesson	4 minutes	
Solving multiple choice questions to prepare for LGS exams	36 minutes	Lesson 5
Total	200 minutes	5 Lessons

According to Table 12, Teacher D was observed for a total of 5 lesson hours (200 minutes) while teaching the poem "Kaldırımılar" in the Turkish lesson learning-teaching process. It is seen that in the process of teaching the poem "Kaldırımılar", Teacher D spends the most time on solving multiple-choice questions (36 minutes) in preparation for the LGS exam in the 5th lesson and on the grammar subject (elements of the sentence) in the 4th lesson (17 minutes).

Table 13. *In-class practices and the time allocated to these practices by Teacher D in the text "Gündelik Hayatımızda E-Hastalıklar".*

In-class activities	Time	Lesson hours
Teacher entering the class, taking attendance before starting the lesson, speaking about extracurricular	10 minutes	
Talking about technology and addiction	7 minutes	
Teacher talking about the topic to be covered	3 minutes	Lesson 1
Preparatory work in the textbook	15 minutes	
Informing the teacher about technology diseases	5 minutes	

Table 13. *Continued*

The teacher's arrival in the classroom, the start of the lesson	2 minutes	
Making guesses about the content of the text based on the images in the text and the title of the text	10 minutes	
Silent reading of the text by the students	10 minutes	Lesson 2
Writing unknown words in the text on the board	4 minutes	
Reading the text aloud	10 minutes	
Identifying keywords	4 minutes	
Arrival of the teacher, starting the lesson	5 minutes	
Silent reading of the text	10 minutes	
Summing up the text by the students	5 minutes	Lesson 3
Giving students time to do the 1st activity in the textbook	5 minutes	
Activity 1 in the textbook (Vocabulary Teaching-unknown words)	10 minutes	
Giving students time to do the 2nd activity in the textbook	5 minutes	
Teacher coming to class, talking about extracurricular	3 minutes	
Activity 2 in the textbook (questions about the text)	17 minutes	
Giving time to do the 3rd activity in the textbook	4 minutes	Lesson 4
Activity 3 in the textbook (Inference questions)	8 minutes	
Giving time to do the 4th activity in the textbook	3 minutes	
Activity 4 in the textbook (Determination of words and phrases)	6 minutes	
The teacher's arrival in the classroom, the preparation to start the lesson	3 minutes	
5th activity in the textbook (determining the text type)	5 minutes	
Giving time to do the 6th activity in the textbook	4 minutes	Lesson 5
6th activity in the textbook (visual-graphic interpretation)	6 minutes	
Conversations about where it falls in Turkish grammar (transition between activities)	2 minutes	
Solving multiple choice questions to prepare for LGS exam	20 minutes	
Total	200 minutes	5 Lessons

According to Table 13, teacher D was observed for a total of 5 lesson hours (200 minutes) while processing the text "Gündelik Hayatımızda E-Hastalıklar" in the Turkish lesson learning-teaching process. In the process of teaching the text "Gündelik Hayatımızda E-Hastalıklar", Teacher E spent the most time on solving multiple-choice questions (20 minutes) to prepare for the LGS exam in the 5th lesson and a question-answer activity related to the text, which is the 2nd activity in the textbook, in the 4th lesson (17 minutes).

Table 14. *In-class practices and the time allocated to these practices by Teacher D in the text of "Göç Destanı".*

In-class activities	Time	Lesson hours
Teacher's arrival, attendance, preparation of course material	10 minutes	
Informing the teacher about the concepts of nation and nationality, introduction to the subject	6 minutes	
Preparatory work in the textbook	10 minutes	Lesson 1
Giving information about epic	5 minutes	
Silent reading of the text by students	9 minutes	
Teacher entering the class, preparing material	3 minutes	
Reading the text aloud by the students (Unknown words in the text were asked to be underlined and the text was divided into parts and read)	13 minutes	
Giving time to do the 1st activity in the textbook	5 minutes	Lesson 2
Activity 1 in the textbook (vocabulary teaching)	10 minutes	
Silent reading of the text by students	9 minutes	

Table 14. *Continued*

Teacher entering the class, attendance	3 minutes	
Giving time to do the 2nd activity in the textbook	5 minutes	
Activity 2 in the textbook (questions about the text)	18 minutes	Lesson 3
Giving time to do the 3rd activity in the textbook	5 minutes	
The 3rd activity in the textbook (detection of the subject-main idea)	9 minutes	
Teacher entering the class, preparing material	5 minutes	
Silent reading of the text by students	10 minutes	
Giving time to do the 4th activity in the textbook	5 minutes	Lesson 4
Activity 4 in the textbook (detection of real and fictional elements)	8 minutes	
Giving time to do the 5th activity in the textbook	4 minutes	
5th activity in the textbook (activity related to the text type)	8 minutes	
Teacher entering the class, preparing material	4 minutes	
Solving multiple choice questions for grammar teaching (verb topic) and preparation for LGS exam	36 minutes	Lesson 5
Total	200 minutes	5 Lessons

According to Table 14, Teacher D was observed for a total of 5 lesson hours (200 minutes) while lecturing the "Göç Destanı" text in the Turkish lesson learning-teaching process. In the process of teaching the text of "Göç Destanı", Teacher D spent the most time on grammar teaching (verb in verb) and solving multiple-choice questions (36 minutes) for preparation for the LGS exam in the 5th lesson, and with the text, which is the 2nd activity in the textbook, in the 3rd lesson. It is seen that he allocates (18 minutes) to the relevant question-answer activity.

3.5. Findings about Teacher E's classroom practices

Under this title, Teacher E's classroom practices and the findings of the time he devoted to these practices while he was teaching the texts "Kaldırımlar" (poetry), "Gündelik Hayatımızda E-Hastalıklar" (informative) and "Göç Destanı" (storyteller) in the Turkish lesson teaching process are included.

The findings regarding the classroom practices of Teacher E in the teaching-learning process of the Turkish course "Kaldırımlar" text and the time allocated to these practices are presented in Table 15:

Table 15. *In-class practices of Teacher E's poem "Kaldırımlar" and the time allocated to these practices.*

In-class activities	Time	Lesson hours
The teacher's arrival in the classroom, attendance before starting the lesson, opening the smart board, preparing the course materials	7 minutes	
Giving information about the poem "Kaldırımlar" to be processed and the poet	6 minutes	
Predicting the content of the text based on the visuals in the text of the poem.	5 minutes	Lesson 1
Preparatory work in the textbook	5 minutes	
Silent reading of the poem by students	7 minutes	
Poetry teacher reading aloud (with attention to emphasis and intonation)	5 minutes	
Students reading the poem aloud (each stanza was read by a student)	5 minutes	

Table 15. *Continued*

The teacher's arrival in the classroom, the preparation to start the lesson	4 minutes	
Giving time to do the 1st activity in the textbook	5 minutes	
Activity 1 in the textbook (Vocabulary Teaching)	10 minutes	
Giving time to do the 2nd activity in the textbook	5 minutes	Lesson 2
Activity 2 in the textbook (Questions about poetry)	12 minutes	
Giving homework (Teacher asked students to find and bring poems and songs about expatriate)	4 minutes	
The teacher's coming to the classroom, preparation to start the lesson, taking attendance	5 minutes	
Silent reading of the poem by students	6 minutes	
Reading aloud by the student	5 minutes	
3rd activity in the textbook (detecting the subject and main emotion of the poem)	5 minutes	Lesson 3
Informing the teacher about rhetoric	5 minutes	
Giving time to do the 4th activity in the textbook	4 minutes	
4th activity item a in the textbook (finding the rhetoric)	6 minutes	
4th activity item b in the textbook (contribution of rhetoric to expression)	4 minutes	
The teacher's arrival in the classroom, the preparation to start the lesson	3 minutes	Lesson 4
Grammar teaching	37 minutes	
The teacher's arrival in the classroom, the preparation to start the lesson	5 minutes	Lesson 5
Solving multiple choice questions to prepare for LGS exam	35 minutes	
Total	200 minutes	5 Lessons

According to Table 15, the teacher was observed for a total of 5 lesson hours (200 minutes) while teaching the poem "Kaldırımlar" in the learning-teaching process of the Turkish lesson. It is seen that Teacher E spends the most time on grammar teaching (37 minutes) in the 4th lesson and solving multiple-choice questions (35 minutes) in preparation for the LGS exam in the 5th lesson.

Table 16. *In-class practices and the time allocated to these practices by Teacher E in the text "Gündelik Hayatımızda E-Hastalıklar".*

In-class activities	Time	Lesson hours
Teacher's attendance, attendance, preparation of course materials, speaking about extracurricular	10 minutes	
Preparatory work in the textbook (talk about technology and addiction)	15 minutes	Lesson 1
Estimating the content of the text based on the visuals in the text and the title of the text	15 minutes	
The teacher enters the lesson, the lesson begins	3 minutes	
Silent reading of the text by students	10 minutes	
Reading aloud by students	10 minutes	Lesson 2
Summarizing the text	7 minutes	
Writing keywords on the board and guessing the meanings of unknown words	10 minutes	
Teacher entering the lesson, starting the lesson, attendance	4 minutes	
Silent reading of the text by the students	6 minutes	
Giving time to do the 1st activity in the textbook	4 minutes	Lesson 3
Activity 1 in the textbook (Vocabulary Teaching-unknown words)	8 minutes	
Activity 2 in the textbook (Questions about the text)	18 minutes	

Table 16. *Continued*

The teacher enters the lesson, the lesson begins	4 minutes	
Giving time to do the 3rd activity in the textbook	4 minutes	
Activity 3 in the textbook (Inference questions)	8 minutes	
Giving time to do the 4th activity in the textbook	5 minutes	Lesson 4
Activity 4 in the textbook (Determination of words and phrases)	7 minutes	
5th activity in the textbook (determining the text type)	8 minutes	
Talking about the exam	4 minutes	
The teacher enters the lesson, the lesson begins	3 minutes	
Making the 6th activity in the textbook (visual-graphic interpretation)	8 minutes	Lesson 5
Talking about where to stay on grammar topics	3 minutes	
Solving multiple choice questions to prepare for LGS exam	26 minutes	
Total	200 minutes	5 Lessons

According to Table 16, Teacher E was observed for a total of 5 lesson hours (200 minutes) while he was processing the text "Gündelik Hayatımızda E-Hastalıklar" in the Turkish lesson learning-teaching process. In the process of teaching the text "Gündelik Hayatımızda E-Hastalıklar", Teacher E spent the most time on solving multiple-choice questions (26 minutes) to prepare for the LGS exam in the 5th lesson, the preparatory work activity in the textbook (15 minutes) in the 1st lesson, and the visuals in the text. It is seen that he allocates (15 minutes) to the activity of estimating the content of the text.

Table 17. *In-class practices and the time allocated to these practices by Teacher E in the text of "Göç Destanı".*

In-class activities	Time	Lesson hours
Teacher's attendance, attendance, preparation of course materials, talking to students about extracurricular issues	8 minutes	
Giving information about the "Göç destanı" to be processed, giving information about the epic type	5 minutes	
Preparatory work in the textbook	6 minutes	Lesson 1
Silent reading of the text by students	9 minutes	
Reading aloud by students	8 minutes	
Determining the meanings of unknown words in the text	4 minutes	
The teacher arrives in the classroom and the lesson begins	3 minutes	
Activity 1 in the textbook (vocabulary teaching)	15 minutes	
Giving students time to do the 2nd activity in the textbook	5 minutes	Lesson 2
Activity 2 in the textbook (questions about the text)	17 minutes	
The teacher enters the lesson and the lesson begins	5 minutes	
Silent reading of the text by students	10 minutes	
Carrying out the 3rd activity in the textbook (detection of the subject and main idea)	5 minutes	
Giving time to do the 4th activity in the textbook	4 minutes	Lesson 3
Activity 4 in the textbook (detection of real and fictional elements)	7 minutes	
Giving time to do the 5th activity in the textbook	3 minutes	
5th activity in the textbook (activity related to the text type)	6 minutes	
Teacher entering the class and starting the class and attendance	5 minutes	
Giving homework (related to the 7th Activity)	4 minutes	
Conversation about where you fall in grammar	2 minutes	Lesson 4
Grammar lecture	29 minutes	
Teacher entering the lesson, starting the lesson	3 minutes	Lesson 5
Solving multiple choice questions to prepare for LGS exam	37 minutes	
Total	200 minutes	5 Lessons

According to Table 17, Teacher E was observed for a total of 5 lesson hours (200 minutes) while he was processing the text of "Göç destanı" in the Turkish lesson learning-teaching process. It is seen that Teacher E spends the most time on solving multiple-choice questions (37 minutes) to prepare for the LGS exam in the 5th lesson and grammar lectures in the 4th lesson (29 minutes) in the process of processing the "Göç destanı" text.

Teacher E had his students do only the first five of the nine activities in the textbook during the process of processing the "Göç destanı" text. For teaching comprehension; the practice of activating the prior knowledge (11 minutes), the reading-to-speech practice (27 minutes), the vocabulary teaching activity (15 minutes), the question-answer practice about the text (17 minutes), the practice of determining the subject/main idea of the text (5 minutes) and It has been determined that he allocates time (6 minutes) to the activity related to the detection of the text type.

In addition, according to Table 17, it was observed that Teacher E devoted 29 minutes of the fourth lesson and 37 minutes of the fifth lesson to grammar and multiple-choice problem solving practices for preparation for the LGS exam in the process of processing the "Göç destanı" text.

4. DISCUSSION and CONCLUSION

In this study, it was aimed to examine the practices of 8th grade Turkish teachers in secondary school in teaching comprehension (reading) in the process of learning-teaching Turkish lessons. In this direction, first of all, the classroom practices of the 8th grade Turkish teachers in the Turkish lesson teaching process, the lesson time they performed the applications and the time they allocated for these applications were determined. Each of the teachers spent five lesson hours on the "Kaldırımlar" poem in the "Individual and Society" theme, the informative text "Gündelik Hayatımızdaki E-Hastalıklar" in the "Science and Technology" theme, and the "Göç Destanı" narrative text under the "National Culture" theme. 600 minutes) time. Accordingly, a total of five Turkish teachers were observed for 75 lesson hours (3000 minutes).

Research in the field of reading comprehension strategy education can be divided into intervention and observation studies. Although most of the studies (Boardman et al., 2017; Meyer, Wijekumar, & Lei, 2018; Plonsky, 2011) have focused on the effectiveness of strategy teaching, classroom observation remains an unexplored area (Pearson & Cervetti, 2017).

In recent years, researchers working in the field of reading have examined comprehension instruction in detail and published a list of comprehension strategies that have proven to be effective (Duke & Martin, 2015; Dymock & Nicholson, 2010). The following strategies are included in this the list published by the researchers: Bringing students' prior knowledge into the reading environment, teaching with text structure, practicing for the mental preparation process, and summarizing. In our study, it was observed that the teachers who participated in the practice used these strategies. In addition, it has been observed that teachers use other comprehension (reading) strategies that are not included in this list. An evaluation has been made about the classroom practices of the teachers participating in the study for teaching comprehension (reading), how much time they spare for these practices, and how they perform these practices.

The only study conducted in our country that overlaps with the purpose and results of our study is Ateş's doctoral thesis in 2011. In his study, Ateş (2011) observed five primary school teachers teaching Turkish in the fifth grade for 74 lesson hours (2960 minutes). In Ateş (2011) study, teachers; They concluded that they could not use the teaching time efficiently, that the strategy they used the most was the question-answer strategy, that they did not teach comprehension strategies, and that they conducted their lessons according to the textbook.

Outside of Turkey, studies on teaching comprehension started with Durkin (1978-79). Durkin (1978-79) observed 39 classes in reading and social studies lessons in 14 different schools. While doing this research, he observed the behaviors of the students as well as the teacher practices. In this study, he stated that teachers do not teach comprehension, they evaluate using the question strategy, they spend too much time on practices that are not related to comprehension, and they neglect teaching comprehension in their lessons. Durkin's (1978-79) work formed the basis of many studies on teaching comprehension. Other studies related to our study in the literature are those of Rieckhoff (1997) and Ness (2009).

Rieckhoff (1997) stated that he carried out his study to determine whether there is understanding teaching in classroom practices, as in Durkin's (1978-79) study. He made his observations with 872 minutes of observation in social studies and reading lessons in 20 classes in four different schools. The results of Rieckhoff's (1997) study also overlap with the results of Durkin's (1978-79) study. Rieckhoff (1997) concluded that in the lessons in which he observed 872 minutes, the duration of teaching comprehension was 112 minutes, which corresponds to 12% of the total time. He also stated that this result, which he reached according to his observations, did not reflect the real time for teaching comprehension, and that most of the comprehension practices he observed were related to the evaluation of comprehension.

Ness (2009) made observations for 2400 minutes in her study with teachers attending secondary school science and social studies classes. He concluded that the teachers allocated only 3% to teaching comprehension in their lessons, 12% to non-teaching activities and 12% to uninstructed transitions. Looking at the results obtained from the Ness (2006) study, it is seen that little change has occurred in the classroom practices for teaching comprehension after Durkin's (1978-79) study.

The findings and results obtained from the above studies carried out in different countries and different cultures; are similar to the findings and results of teachers not including teaching comprehension in the teaching process, the question-answer strategy being the most used strategy for teaching comprehension, neglecting comprehension teaching, and giving too much space to non-teaching practices that are not related to comprehension.

As a result, it was seen that the 8th grade Turkish language teachers, whose teaching process was observed in our research, only benefited from the texts in the textbook and activities related to the texts while applying the comprehension (reading) strategies in the Turkish lesson learning-teaching process. Temizkan (2009) emphasized that mother tongue education is done with texts, and this education should be a skill lesson, not a knowledge lesson. It is an indisputable fact that textbooks are the most effective tool for acquiring skills in schools. In the studies carried out, it was concluded that the teachers who carry out the educational activities in Turkey stick to the textbooks (Akyol, 2005; Yalçın, 1996), while the Turkish lessons are carried out according to the textbooks at a rate of 94.44% (Özbay, 2003). All these results show that the texts and text activities in the textbooks should be carefully prepared and selected.

Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest. This research study complies with research publishing ethics. The scientific and legal responsibility for manuscripts published in IJATE belongs to the authors. **Ethics Committee Number**: Hatay Mustafa Kemal University/ Social Science Institution, 01-10-2020/08.

Authorship Contribution Statement

Orcid

Mustafa Koroglu ⬤ https://orcid.org/0000-0003-4701-8120
Ahmet Balci ⬤ https://orcid.org/0000-0002-7424-592X

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APPENDIX

Appendix 1. Observation Form

Observed School: Observed Class: Observed Teacher: Class size:			Theme of the Observed Text: Observed Text: Date and time: Course start-end time:	

	Sub Categories	Encodings	Time
Understanding Practices	Practices for the Mental Preparation Process	- Prediction applications based on the title and images of the text - Reading intent building apps - Applications to bring prior knowledge to the reading environment - Applications of detecting keywords in the text	
	Reading-Reading Applications	- Teacher reading aloud - Student reading aloud - Silent reading by students - Students reading by sharing - reading by discussion - reading by marking	
	Practices for understanding the text (Strategy Usage/Teaching)	- Practice for teaching vocabulary - Teaching applications with text structure - Practice for summarizing text - Practice to determine the main idea / main emotion - inference practice - Forecasting practice	
Non-Comprehension Practices	Time without instruction	- This code was used when the teacher did not engage in any teaching behavior.	
	Activities outside of the classroom	- This code was used when the teacher was talking to students on a topic other than Turkish. (For example, when he talks about football, basketball, or an event at school.)	
	Technology-based activities	- In this coding, the teacher uses technology as a teaching resource to expand and reinforce comprehension (reading) education. This code contains technology-based instructions such as internet searches and computer games usage. If the teacher tries to find an activity by opening the smart board or cassette player, this category is coded.	
	Grammar teaching/test solving	- This code was coded when the teacher made applications for the central exam that the students would take at the end of the year, apart from the text that the teacher was teaching.	
	Time given to students for activities	- This code was coded when the teacher gave students extra time to do the activities in the textbook.	