



READABILITY LEVEL OF THE TEXTS IN OPEN EDUCATION SECONDARY SCHOOL TURKISH COURSEBOOKS

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Abstract

In Open Education System all the responsibility of teaching is on teaching material. Within the published materials, nearly all the responsibility is carried by coursebooks and lecture notes. In order to improve the quality in Open Education system, the reading texts in coursebooks should be analysed and their current situation should be unveiled. This study, which was designed with this necessity in mind, aims to evaluate the texts in Open Education Secondary School Turkish Coursebooks (5, 6, 7, and 8) in terms of their readability levels. Data were collected through document analysis technique, one of the qualitative research methods. Each of 74 texts found in Turkish coursebooks were meticulously analyzed, and findings are presented in frequency tables and then interpreted. At the end of the study, it was discovered that there were significant differences in word length and sentence length of the texts in 5, 6, 7, and 8th grade Turkish coursebooks; the difference among the sentence length was remarkable; readability level of the texts were centered mainly on moderate and easy levels; there were also few difficult and very difficult level reading texts.

Keywords: Open Education, secondary school, Turkish coursebooks, readability.