Foreign-origin words in reading texts in secondary school Turkish textbooks

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Abstract

This study aims to identify foreign-origin words found in reading texts in secondary school Turkish textbooks. The study was conducted in a qualitative research design and the research object is Turkish textbooks prepared by the Ministry of National Education Publications for the 5th, 6th, 7th, and 8th grades of secondary school. A total of 95 reading texts found in these textbooks were evaluated within the scope of the research. The texts were analyzed using the document analysis technique. According to the findings obtained from the reading texts, there are a total of 1995 foreign-origin words (604 different) from 12 languages in the 5th Grade Turkish Textbook; 2537 foreign-origin words (725 different), from 13 languages in the 6th Grade Turkish Textbook; 2851 foreign-origin words (645 different), from 11 languages in the 7th Grade Turkish Textbook; and 2809 foreign-origin words (731 different) from 10 languages in the 8th Grade Turkish Textbook. In all of the books included in the study, it was determined that there were a total of 10192 loanwords, 1565 of which are different, from 15 different languages. The most frequently used origin language of the words were detected as Arabic (57,91%), Persian (25,07%) and French (10,41%), and the most frequently used foreign-origin words were found as ve (f=625), her (f=168), zaman (f=156), insan (f=144), ki (f=143), ama (f=139), şey (f=122), kadar (f=110), saat (f=109), hiç (f=101), ya (f=98), kitap (f=89), adam (f=87), dünya (f=82), efendi (f=81), hep (f=72), bisiklet (f=70), köy (f=70), can (f=65), hâl (f=61), hemen (f=59), renk (f=59), hasta (f=56), kahve (f=55), ebru (f=54), dost (f=50), hareket (f=50) and hem (f=50), respectively.

Keywords: Turkish textbook, reading texts, foreign-origin words

1. Introduction

As social beings, humankind is in need of communicating with others living in the same community for various reasons. As a result of this communication, it is natural for

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people to influence others as it is to be influenced by them. Likewise, different societies living on earth will inevitably be influenced by each other for reasons such as politics, war, migration, and trade. The reflections of such relations established between societies can be seen in the culture, lifestyle, world of thought, etc. of nations. One of the areas where these relations are strongly reflected is undoubtedly language.

Language, which is a system of symbols and signs through which individuals express their feelings and ideas, is a tool that represents the identity and existence of society and ensures communication between members of society. The proliferation of languages has led to the emergence of a human phenomenon called linguistic interaction (Yaqoob, 2021). It is through this interaction that individuals and communities learn from other individuals and communities, relatives, or neighboring tribes who live in different historical and geographical environments, and they pass through different ways of information, and therefore they carry the names of these learnings into their own language and make quotations from others' language (Karaağaç, 1998). Therefore, the vocabulary need of the language is enriched to a certain extent (Memmedova, 2009). According to Sarı (2013), who reports that these interactions can occur between different languages within even distant language families, as well as between variants of the same language, the reasons and processes of interactions may also differ in many respects. The intensity and duration of their interactions also increase or decrease over time depending on various factors. According to Aksan (2003), exchanges and influences between languages can be so great as to change the face of languages in places where different societies live together intertwined. In addition to words and rules exchanged between two languages, there may also be convergences between the phonemes and ways of expression of these languages.

Turkish has interacted with many languages in the same or different groups in the course of its history, and during this interaction, it has taken some elements from other languages and given some elements to these languages (Zengin, 2017). As a natural consequence, the Turks, who have spread over vast geographies over the centuries, have taken and used elements such as words and grammatical structures from the languages of their neighbors. In this way, both Eastern- and Western-origin words began to settle in the Turkish language and became an indispensable element over time (Ece, 2008). Oytun Altun (2012) puts forth that Turkish has been in close relations with Chinese, Russian, Arabic, and Persian languages over a very wide geography and time period, and that the interaction of Turkish with these languages has taken place at various levels such as religion, science, culture, art, trade, war, neighborhood, ruler-governed relations. As a result of such multidimensional relations, Turkish has left deep traces on these languages and vice versa. According to Karaağaç (1998), the exchanges between neighboring languages and Turkish also indicate the exchange of information between neighboring nations and Turks. This is because the information learned by one neighbor from another is generally known by its name in the neighbor's language. Therefore,

determining the relations between Turkish and the languages that have lived and are living as neighbors of Turkish means, in a way, determining the relations between Turks and their neighbors, determining what their neighbors have taught Turks and what Turks have taught their neighbors. For this reason, it is useful to know with which languages the Turkish language has interacted in the past and today, and which factors have been effective in these interactions.

The interaction of Turkish with Chinese, Sanskrit, Tocharian, and Sogdian during the Göktürk and Uyghur Turkish periods, especially after the Uyghurs accepted beliefs such as Manichaeism and Buddhism, partially decreased after the adoption of Islam and was replaced by interactions with Arabic and Persian languages (Sarı, 2013; Zengin, 2017). During the long march from Central Asia to Anatolia, the Turks, who came into contact with and adopted Islam and related civilization, established literary and cultural relations with Arabic and Persian languages and used the Arabic alphabet (Memmedova, 2009). According to Aksan (2003), the influence of Persian on Turkish began especially through literature, the adoption of some verse forms, the writing of nazirs to famous works of art, and the favorable nature of the aruz meter for Arabic and Persian words led to the transfer of these elements into the language. According to Karaağaç (1998), who emphasizes that Arabic means much more to the Turks than just being a neighboring language, Arabic is the carrier of the new religion adopted by the Turks and the Arabic literary tradition learned from the Persians. Therefore, beyond neighborliness, the relationship between the language of the ruler and the ruled exists not only between Persian and Turkish but also between Arabic and Turkish. In addition, the influence of Arabic and Persian on the Turkish language was not only at the level of vocabulary, but some forms of expression and rules of phrasing were also transferred from these languages to Turkish, even if not to a great extent (Aksan, 2004).

During the Ottoman Empire, political, commercial, and cultural convergence with various nations, especially the Venetians, resulted in the interaction of Turkish with languages such as Italian and Greek (Sarı, 2013), and as a result of these relations, many words and terms from Italian entered Turkish (Memmedova, 2009). According to Zengin (2017), who emphasizes that the effects of French on Turkish started as a result of the idea of turning towards the West as of the Tanzimat Edict, the effects of the French language on Turkish have been observed since the 16th century and of English language since the 19th century. In this process, English words used in different fields such as science, technology, and trade had a significant impact on Turkish, and many words from French and English entered Turkish due to the influence of European culture during these periods. According to Sarı (2013), who states that the disappearance of borders between countries with the increase in communication and transportation opportunities since the middle of the twentieth century has changed the course of interaction between languages, the role of mass media is extremely important in this regard. In addition,

factors such as the ease of learning a foreign language have led to an acceleration in the convergence of languages and an increase in the intensity of language interactions.

Vural and Böler (2008) put forth that it is not possible for Turkish, which is spoken in geography of seven million square kilometers, to be completely indifferent to the languages of the nations with which it had neighborhood relations, encountered, and exchanged trade and culture, considering its historical depth. According to Vural and Böler (2008), the fact that there are more than ten thousand Turkish words in foreign languages today shows that Turkish not only takes from the languages it has established relations with, but also manages to give to these languages, and thus is not in a passive position. Compared to other languages of the world in terms of origin, geography, and population, Turkish, which is slightly above the quantitative averages (Uzun, 2012) and spoken by approximately 250-300 million people in the world today, is a rich language with expressive elements such as words, phrases, idioms, metaphors and proverbs, and ways of expression such as analogy, comparison, and meaning transfer. The richness of these elements and ways of expression, which are important in the realization of expression, are indicators of the expressive power of Turkish (Karakuş, 2006). Research on the vocabulary of such a powerful and rich language is important for a closer understanding of both the language and its speakers.

The study of the vocabulary of languages reveals the historical adventure of the speakers of that language and what kind of relations they have with which nations, as well as the world of culture and thought of nations and the world of concepts (Türk, 2018). For this reason, it is possible to obtain information about the life of the nation speaking the language, cultural movements in that society, and relations with other nations only by analyzing the vocabulary of a language (Aksan, 2003). One of the sources where we can see and examine the vocabulary of a language is works of literature. According to Göçer (2012), a language makes its debut through the literary products created with language itself. For this reason, literary works are the most important tools to indicate the possibilities, richness, and beauty of a language. Textbooks are among the sources of reference that offer selected examples from different types of literature to the reader. Turkish textbooks are the most important materials in educational environments in terms of providing students with literary/aesthetic pleasure as well as contributing to the development of their vocabulary. Due to this importance, various studies (Apaydın, 2010; Arslan-Kutlu, 2006; Büyükhellaç, 2014; Kargın, 2019; Öz, 2012; Şimşek, 2021; Yavuz, 2020) have been conducted on the vocabulary of Turkish textbooks. However, there are a limited number of studies (Aslan, 2006; Bozdemir, 2008; Ece, 2008; Gürbüz, 2012; Karasakaloğlu & Bulut, 2021; Satıç, 2021; Yıldız, 2018) aiming to reveal the status of foreign-origin words within the elements of vocabulary. The present study is believed to contribute to the literature as there is no study examining secondary school Turkish textbooks prepared in line with the Turkish Curriculum, which was renewed in 2018, in terms of foreign-origin words at all grade levels. The problem statement of the study can

be put forward as "How are the reading texts in secondary school Turkish textbooks in terms of foreign-origin words?". The sub-questions are as follows:

1) What is the distribution of foreign-origin words in reading texts in secondary school Turkish textbooks by grade levels?

2) What is the distribution of foreign-origin words in the reading texts in the 5th Grade Turkish Textbook by origin languages?

3) What is the distribution of foreign-origin words in the reading texts in the 6th Grade Turkish Textbook by origin languages?

4) What is the distribution of foreign-origin words in the reading texts in the 7th Grade Turkish Textbook by origin languages?

5) What is the distribution of foreign-origin words in the reading texts in the 8th Grade Turkish Textbook by origin languages?

6) What is the distribution of foreign-origin words in the reading texts in secondary school Turkish textbooks by origin languages and which foreign-origin words are found most frequently in the texts?

2. Method

This section of the study presents the research model, the research object of study, and the stages of data collection and analysis.

2.1. Model

This study, which aims to examine the foreign-origin words in the reading texts in secondary school Turkish textbooks, was conducted in a qualitative research design. Qualitative research design, which includes interview, observation, and document analysis techniques, involves the systematic collection, sorting, description, and interpretation of textual data obtained from interviews, observations, or documents (Kitto, Chesters, & Grbich, 2008). According to Khan (2014), qualitative research is based on observations and the interpretation of people's perceptions of different events. Emphasizing that qualitative research is a process of inquiry based on different methodological traditions that investigates a social or human problem, Creswell (1998) points out that the qualitative researcher creates a complex and holistic picture, analyzes the words, reports the information in detail, and conducts the study in a natural environment. Among qualitative research methods, document analysis method was preferred in this study. This method was found appropriate as the study is based on the investigation of written materials as it is aimed to detect foreign-origin words in Turkish textbooks.

2.2. Research Object

The research object of the study is the secondary school Turkish textbooks prepared by the Ministry of National Education Publications. A total of 95 reading texts, 24 in the 6th, 7th, and 8th-grade levels and 23 in the 5th-grade level, were analyzed in terms of the foreign-origin words involved. Within the framework of the 2018 Turkish Language Curriculum, two books were prepared for each of the 7th and 8th grades. Among these books, one is randomly selected for each grade in this study. The imprint information of the books analyzed in the study is presented in Table 1.

Table 1. Information on the research object of the study

Book Title	Authors	Year of Publication	Decree Information
Secondary School and Imam Hatip Secondary School Turkish Textbook of 5th Grade	Hülya Ağın Haykır, Hüseyin Kaplan, Ali Kıryar, Rasim Tarakcı, Ercan Üstün	2019	Decree dated 25.06.2018 and numbered 12254648
Secondary School and Imam Hatip Secondary School Turkish Textbook of 6th Grade	Sabri Ceylan, Kadir Duru, Gülten Erkek, Murat Pastutmaz	2018	Decree dated 28.05.2018 and numbered 78
Secondary School and Imam Hatip Secondary School Turkish Textbook of 7th Grade	Tolga Kır, Emine Kırman, Seda Yağız	2018	Decree dated 28.05.2018 and numbered 78
Secondary School and Imam Hatip Secondary School Turkish Textbook of 8th Grade	Hilal Eselioğlu, Sıdıka Set, Ayşe Yücel	2019	Decree dated 25.07.2019 and numbered 99

2.3. Data Collection and Data Analysis

Document analysis, one of the data collection techniques of qualitative research design, was preferred in data collection. Document review is a systematic procedure for reviewing or evaluating both printed and computer or internet-based electronic materials (Bowen, 2009). In the data collection process, firstly, the reading texts in the textbooks used as the object of analysis were read by the researcher, and the origins of the words in the texts were checked from the Turkish Language Association Electronic Turkish Dictionary. Following each check, the quoted words were written down in alphabetical order in the Microsoft Office Word file by indicating the frequency values opposite the relevant text. An example of this procedure application is presented in Table 1.

Table 2. Example of the data collection form

TEXT TITLED "EATING, DRINKING AND DIGESTION"	
Arabic	adam, ama(2), basit, devam, derece(2), fakat, fark, fayda, fazla, fena, hâl(3), hâlâ, hamur, hareket,

	hatır, hayır, hazır(2), his(2), imdat, kadar, kayıp, kaza(4), kelime, kıvam(2), lokma(6), mide(15), miktar, mükemmel(2), *nasıl,* nihayet, ömür, rahat, sahip, sebep, seyir(2), şekil, tabak, tam(2), taraf(3), ve (9), yani, zan
Persian	çamaşır, çorba(3), çünkü, eğer, hastane, hem(2), hep, her(3), hiç, köfte, parça, pilav, pişman, sade, şişe, tembel
French	asit(2), mineral, pelikan, televizyon(2), trafik
Greek	fırça
Italian	makine(2)

After completing this process for all reading texts and grade levels, the data obtained were analyzed. At this stage, firstly, the form prepared for each text (as exemplified above) was prepared separately for each grade level, so that the different and total numbers of foreign-origin words in the reading texts according to the grade levels were obtained. After this process was completed for each grade level, the foreign-origin words in all the books were collected in a single table according to the origin language. In this way, the questions of which words were taken from which languages; and how frequently they are used in the texts are answered. The findings are presented with frequency (f) and percentage (%) values through graphs, tables, and figures. The issues and limitations considered in data collection and analysis are as follows:

The proper nouns in the reading texts are not included in the analysis, while the text titles are included in the study.

Homophones are taken into account with their usage in the text. For example, the word "tez" refers to "quick; swift; swiftly" in Persian and "argument; a scientific work prepared by students or faculty members at universities and sometimes defended in front of an examination board" in French. In such a case, the meaning of the word in the sentence was evaluated and the origin language was matched accordingly.

If the origin of a word is based on two different languages, this category is presented under the "Other" title in the findings section. For instance, biyokimya (French+Arabic), kahvehane (Arabic+Persian), nasıl (Turkish+Arabic), etc.

Confirming research findings by using another researcher in the analysis of the data obtained is one of the ways to ensure reliability in a qualitative study (Yıldırım & Şimşek, 2016). To this end, the opinions of an expert working in the field of etymology were consulted in cases of hesitations at any stage of the research and in determining the limitations, and the analyzes were finalized as a result of the exchange of ideas.

Validity is another important concept in qualitative research. In order to ensure the validity of such studies, the researcher is expected to be consistent both in the stages of data collection and in the analysis and interpretation of the collected data, and also to explain how this consistency is achieved (Yıldırım & Şimşek, 2016). In this study, it was aimed to inform the reader about how the validity process was carried. In addition, in the Findings section of the study, attention was paid to the harmony and consistency of the tables and graphics with the texts.

3. Findings

In this section, research findings are discussed in line with the sub-problems.

3.1. Findings Related to the First Sub-Problem

The findings related to the first sub-problem of the study, "How is the distribution of foreign-origin words in the reading texts in secondary school Turkish textbooks by grade levels?" are presented in Graph 1.
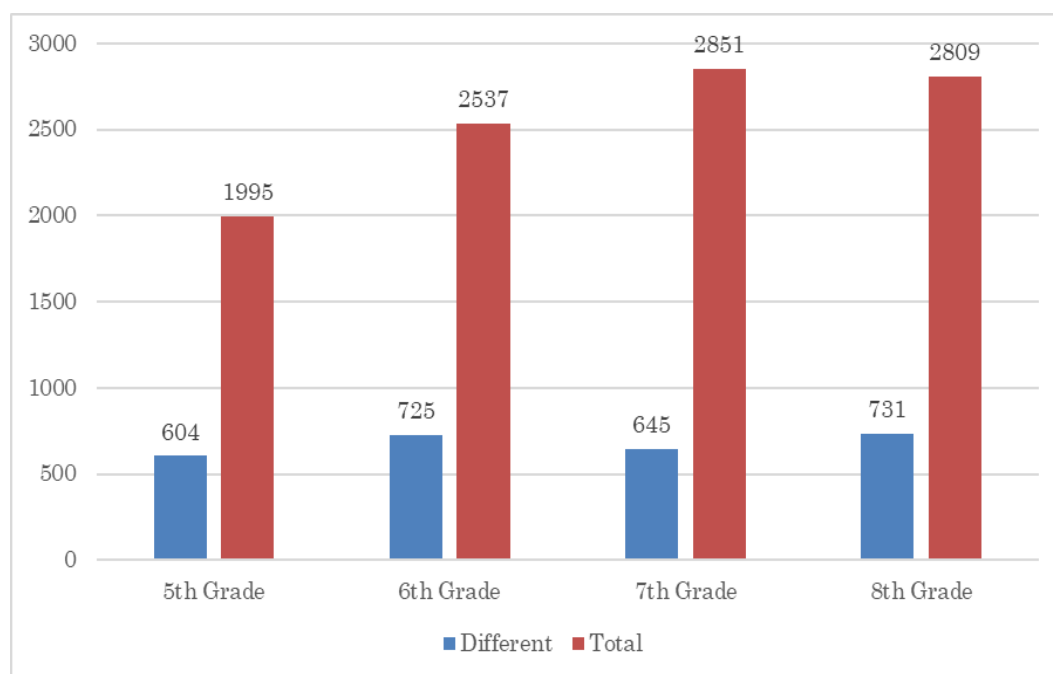
Graph 1. Distribution of foreign-origin words by grade levels

As presented in Graph 1, in reading texts, there are a total of 1995 words, 604 of which are different (the ratio of the number of different words to the total number of words is 30.27%) in the 5th Grade Turkish Textbook; 2537 words, 725 of which are different (the ratio of the number of different words to the total number of words is 28.57%) in the 6th Grade Turkish Textbook; 2851 words, 645 of which are different (the ratio of the number of different words to the total number of words is 22.62%) in the 7th Grade Turkish Textbook; and 2809 foreign-origin words, 731 of which are different (the ratio of the number of different words to the total number of words was 26.02%) in the 8th Grade Turkish Textbook.

3.2. Findings Related to the Second Sub-Problem

The findings related to the second sub-problem of the study, "How is the distribution of foreign-origin words in the reading texts in the 5th Grade Turkish Textbook by origin languages?" are presented in Table 3.

Table 3. Distribution of foreign-origin words in the 5th Grade Turkish Textbook by origin languages

Origin	Different	Total	%
Arabic	323	1114	55,84
Persian	137	515	25,82
French	82	218	10,93
Greek	24	54	2,71
Italian	20	40	2
English	4	5	0,25
Russian	1	4	0,20
Chinese	1	2	0,10
Sogdian language	1	2	0,10
Spanish	1	1	0,05
German	1	1	0,05
Armenian	1	1	0,05
Other	8	38	1,90
Total	604	1995	

According to Table 3, there are a total of 1114 Arabic words (323 different), 515 Persian words (137 different), 218 French words (82 different), 54 Greek words (24 different), and 40 Italian words (20 different) in the reading texts in the 5th Grade Turkish Textbook. Apart from these languages, the textbook also contains words from English (4 different, 5 in total), Russian (1 different, 4 in total), Chinese (1 different, 2 in total), Sogdian (1 different, 2 in total), Spanish (1 different, 1 in total), German (1 different, 1 in total) and Armenian (1 different, 1 in total). Thus, it was determined that the book contains a total of 1995 loanwords from 12 different languages, 604 of which are different.

3.3. Findings Related to the Third Sub-Problem

Findings related to the third sub-problem of the study, "How is the distribution of foreign-origin words in the reading texts in the 6th Grade Turkish Textbook by origin languages?" are presented in Table 4.

Table 4. Distribution of foreign-origin words in the 6th Grade Turkish Textbook by origin languages

Origin	Different	Total	%
Arabic	375	1490	58,74
Persian	128	481	18,95
French	165	379	14,93
Greek	12	89	3,50
Italian	16	28	1,10
English	9	11	0,43
German	4	5	0,19
Chinese	1	5	0,19

Spanish	2	3	0,11
Sogdian language	1	2	0,07
Bulgarian	1	1	0,03
Latin	1	1	0,03
Serbian	1	1	0,03
Other	9	41	1,61
Total	725	2537	

According to Table 4, there are a total of 1490 Arabic words (375 different), 481 Persian words (128 different), 379 French words (165 different), 89 Greek words (12 different), 28 Italian words (16 different), and 11 English words (9 different) in reading texts in the 6th Grade Turkish Textbook. Apart from these languages, the textbook also contains words from German (4 different, 5 in total), Chinese (1 different, 5 in total), Spanish (2 different, 3 in total), Sogdian (1 different, 2 in total), Bulgarian (1 different, 1 in total), Latin (1 different, 1 in total) and Serbian (1 different, in 1 total). Thus, it was determined that the book contains a total of 2537 loanwords, 725 of which are different, from 13 different languages.

3.4. Findings Related to the Fourth Sub-Problem

Findings related to the fourth sub-problem of the study, "How is the distribution of foreign-origin words in the reading texts in the 7th Grade Turkish Textbook by origin languages?" are presented in Table 5.

Table 5.   Distribution of foreign-origin words in the 7th Grade Turkish Textbook by origin languages

Origin	Different	Total	%
Arabic	348	1533	53,77
Persian	137	916	32,13
French	98	219	7,68
Italian	17	66	2,31
Greek	22	46	1,61
English	3	11	0,39
Chinese	1	8	0,28
Sogdian language	1	5	0,18
German	2	4	0,14
Serbian	2	4	0,14
Latin	2	3	0,10
Other	12	36	1,27
Total	645	2851	

According to Table 5, there are 1533 Arabic words (348 different), 916 Persian words (137 different), 219 French words (98 different), 66 Italian words (17 different), 46 Greek words (22 different), and 11 English words (3 different) in reading texts in the 7th Grade Turkish Textbook. Apart from these languages, the textbook also contains words from Chinese (1 different, 8 in total), Sogdian (1 different, 5 in total), German (2 different, 4 in total), Serbian (2 different, 4 in total) and Latin (2 different, 3 in total). Thus, it was

determined that the book contains a total of 2851 loanwords, 645 of which are different, from 11 different languages.

3.5. Findings Related to the Fifth Sub-Problem

Findings related to the fifth sub-problem of the study, "How is the distribution of foreign-origin words in the reading texts in the 8th Grade Turkish Textbook by origin languages?" are presented in Table 6.

Table 6. Distribution of foreign-origin words in the 8th Grade Turkish Textbook by origin languages

Origin	Different	Total	%
Arabic	453	1766	62,87
Persian	141	644	22,93
French	82	246	8,76
Italian	15	47	1,68
Greek	18	33	1,18
English	3	11	0,39
Russian	1	4	0,14
German	2	3	0,10
Sogdian language	1	2	0,07
Latin	1	1	0,03
Other	14	52	1,85
Total	731	2809	

According to Table 6, there are 1766 Arabic words with 453 different origins, 634 Persian words with 141 different origins, 246 French words with 82 different origins, 47 Italian words with 15 different origins, 33 Greek words with 18 different origins, and 11 English words with 3 different origins in the reading texts in the 8th Grade Turkish Textbook. Apart from these languages, the textbook also contains words from Russian (1 different, 4 in total), German (2 different, 3 in total), Sogdian (1 different, 2 in total), and Latin (1 different, 1 in total). Thus, it was determined that the book contains a total of 2809 quoted words, 731 of which are different from 10 different languages.

3.6. Findings Related to the Sixth Sub-Problem

Findings related to the sixth sub-problem of the study, which is "How is the distribution of foreign-origin words in the reading texts in secondary school Turkish textbooks by origin languages and which foreign-origin words are found most frequently in the texts?" are presented in Table 7 and Figure 1.

Table 7. Distribution of foreign-origin words by origin language

Origin	Different	Total	%
Arabic	805	5903	57,91
Persian	284	2556	25,07

French	313	1062	10,41
Greek	49	222	2,17
Italian	50	181	1,77
English	16	38	0,37
Russian	1	8	0,07
Chinese	1	15	0,14
Sogdian language	1	11	0,10
Serbian	2	5	0,04
Spanish	3	4	0,03
Latin	4	5	0,04
German	8	13	0,12
Armenian	1	1	0,009
Bulgarian	1	1	0,009
Other	26	167	1,63
Total	1565	10192	

According to Table 7, it was determined that the reading texts in secondary school Turkish textbooks contain a total of 5903 Arabic words (805 different), 2556 Persian words (284 different), 1062 French words (313 different), 222 Greek words (49 different), and 181 Italian words (50 different). Apart from these languages, the textbooks also contain words from English (16 different 38 total), Chinese (1 different 15 total), German (8 different 13 total), Sogdian (1 different 11 total), Russian (1 different 8 total), Serbian (2 different 5 total), Latin (4 different 5 total), Spanish (3 different 4 total), Bulgarian (1 different 1 total) and Armenian (1 different 1 total). Thus, a total of 10192 loanwords, 1565 of which are different, from 15 different languages, were found in the books. The most frequently repeated words in the texts are visualized in Figure 1.

Figure 1. The most frequent foreign-origin words in the texts

As can be seen in the statements in Figure 1, the most frequently used foreign-origin words in the reading texts in secondary school Turkish textbooks were found as ve (f=625), her (f=168), zaman (f=156), insan (f=144), ki (f=143), ama (f=139), şey (f=122), kadar (f=110), saat (f=109), hiç (f=101), ya (f=98), kitap (f=89), adam (f=87), dünya (f=82), efendi (f=81), hep (f=72), bisiklet (f=70), köy (f=70), can (f=65), hâl (f=61), hemen (f=59), renk (f=59), hasta (f=56), kahve (f=55), ebru (f=54), dost (f=50), hareket (f=50) and hem (f=50).

4. Conclusion, Discussion and Recommendations

It is impossible for societies to live without any contact with other societies. Equally, it is impossible for languages to live without being influenced by other languages. Factors such as living together, politics, trade, wars, cultural relations, and being in the same religious environment lead to exchanges between languages in terms of vocabulary, and some elements of sound, structure, and syntax, especially words, can be passed from language to language with the increase in relations (Aksan, 2004). The findings of this study, aiming to determine the foreign-origin words in the reading texts in secondary school Turkish textbooks, are summarized and interpreted in this section.

In terms of the distribution of foreign-origin words in the reading texts in the textbooks by grade levels, the highest number of different words were found in the 8th grade books (f=731) and the highest number of total words was found in the 7th grade level (f=2851). There was a gradual increase in the total number of foreign-origin words from the 5th to the 7th grade, with a partial decline in the 8th grade. Considering that this decrease is not significant, it can be suggested that the number of foreign-origin words in the reading texts increased in parallel with the grade level. Similar findings were found in Ece's (2008) study examining foreign-origin words in 6th, 7th, and 8th grade Turkish textbooks, and it was revealed that the number of foreign-origin words in the textbooks increased as the grade level increased. A similar result was found in the study of Erol and Kıroğlu (2012), who examined the foreign-origin words in primary school 1st, 2nd, and 3rd grade life science textbooks, and it was determined that the number of foreign-origin words in the texts increased as the grade level increased. Satıç (2021), who compared the reading texts in the 5th grade Turkish textbook and the 8th grade Turkish textbook in terms of foreign origin words, found that the number of words in the 8th grade book was higher than in the 5th grade book. Likewise, in Yıldız's (2018) study, which aimed to identify foreign origin words with Turkish equivalents in the 5th and 6th grade Turkish textbooks, it was concluded that more words of foreign origin were repeated in the 6th grade book than in the 5th grade book. Since students are preferably expected to encounter quantitatively longer texts as the grade level increases, it is estimated that text lengths may have an effect on these results. The results of some studies that examine Turkish textbooks (Arslan-Kutlu, 2006) and Turkish as a foreign

language textboks (Arslan & Durukan, 2014) in terms of vocabulary elements support this conclusion. According to another finding of the study, the 5th grade textbook, which ranked last in terms of both the number of different and total foreign-origin words, ranked first in terms of the ratio of the number of different words to the total number of words (30.27%), while the 7th grade textbook, which ranked first in terms of the total number of words, ranked last in terms of the ratio of the number of different words to the total number of words (22.62%). Accordingly, although the 7th grade textbook contains more foreign-origin words, it can be evaluated that these words are mostly composed of repetitive words.

In terms of the distribution of foreign-origin words in the reading texts, it was found that there are words from 12 different languages in the 5th grade, 13 in the 6th grade, 11 in the 7th grade, and 10 in the 8th grade. In terms of the overall analysis of all grades, it was determined that the foreign-origin words in the texts come from 15 different languages. Arabic ranks first in all grade levels in terms of both the number of different and total foreign-origin words. 55.84% of the foreign-origin words in the 5th grade book, 58.74% in the 6th grade book, 53.77% in the 7th grade book, and 62.87% in the 8th grade textbook is Arabic. Accordingly, more than half of the foreign-origin words in all textbooks are of Arabic origin. This result is similar to the findings of other studies (Ece, 2008; Erol & Kıroğlu, 2012; Gürbüz, 2012; Karasakaloğlu & Bulut, 2021; Satıç, 2021; Yıldız, 2018) in which foreign words in textbooks of various education levels were examined. Accordingly, it can be suggested that Arabic is one of the languages with which Turkish has interacted the most. The Turkish-Arabic relationship has a very important place in the history of the Turkish language. After the Turks adopted Islam, while learning the rules of this religion, they also absorbed Arabic words into their language (Ece, 2008). According to Aksan (2004), who points out that Arabic influenced Turkish mostly through works on religious and scientific subjects, the use of Arabic as an official language in Anatolia during the Beyliks period can be considered as a factor that increased these influences. According to the information given by Dursunoğlu (2014), there are 6463 Arabic words in Turkey Turkish among the 104.481 vocabularies as of 2005. This is the highest number of loanwords in Turkey Turkish. For this reason, most of the loanwords in Turkey Turkish are of Arabic origin as demonstrated in this study as well.

When all the reading texts analyzed are evaluated together, French (f=313) is ahead of Persian (f=284) in the number of different foreign words, while Persian (f=2556) is clearly ahead of French (f=1062) in the total number of words. This indicates that different Persian words are repeated more often in the texts. A similar finding was found in Yıldırım's (2018) study on the vocabulary of Orhan Pamuk's novel Cevdet Bey ve Oğulları, in which 330 words of French origin are repeated 1496 times, while 253 words of Persian origin are repeated 6713 times. In the study by Gürbüz (2012), who classified the foreign-origin words in the 8th grade Turkish textbook, it was determined that

French words came second after Arabic, and Persian words came third in terms of origin. Erol and Kıroğlu's (2012) study on life science textbooks also revealed that French and Persian languages followed Arabic, the most common language origin for foreign words at all grade levels. In the studies conducted by Ece (2008) in 6th, 7th, 8th grade and Satıç (2021) in 5th and 8th grade Turkish textbooks, it was determined that Persian words came second and French words came third in terms of the total number. In the study of Karasakaloğlu and Bulut (2021), which aimed to identify foreign words in informative texts in primary school 4th grade Turkish textbooks, it was concluded that Persian and French words were used intensively after Arabic. According to Karaağaç (1998), who emphasizes that after the Chinese, the Turks' oldest neighbors in history were the Iranians and that Iran was ruled by a Turkish state after the Sassanids until the second quarter of the twentieth century, it can be understood that the Turkish-Persian relationship is not only very long but also very deep. According to Maleki (2013), when we look at the historical books, encyclopedias, and dictionaries written in Turkish and Persian, which have lived together and interacted for centuries, it is noteworthy that these two languages and cultures have been influenced by each other in countless ways. According to Dursunoğlu (2009), Persian, which became a cultural language, especially after the Seljuks, closely affected Turkish cultural life and as a result, many Persian words entered Turkish. Persian continued to increase this influence during the Ottoman period until the beginning of the nationalization movement in the language.

The findings of the study are also important in terms of reflecting the influence of French on Turkish as well. This effect is reflected in the vocabulary of literary works as well as textbooks. Şimşek (2019), who analyzed the words of Western origin in Yakup Kadri Karaosmanoğlu's novel Yaban, determined that 62% of the words in the work are of French origin. Uysal (2020), who analyzed Hasan Ali Toptaş's novel Kuşlar Yasına Gider in terms of Western-origin words, determined the rate of French words in the work as 70%. Bozdemir (2008), who analyzed the Western-origin words in the written expressions of the 8th grade secondary school students, concluded that the participants used words of French origin much more than any other language. According to Mammadova (2009), the transition of French words into Turkish occurred intensively during the period of renewal or Tanzimat, and the vocabulary and terminological system of Turkish has undergone a noticeable change since this period. Thus, until the fifties of the twentieth century, the majority of the words and other language usage patterns from Western languages into Turkey Turkish were borrowed from French. Today, French ranks second after Arabic in terms of word borrowing in Turkish and first among Western languages (Satıç, 2021). This ranking is believed to have an impact on the dominance of French-origin words in the reading texts in textbooks and the works of literature.

After Arabic, Persian, and French, the most common foreign words in Turkish textbooks are Greek and Italian. In similar studies, it was determined that words from

these languages are frequently used in textbooks (Ece, 2008; Erol & Kıroğlu, 2012; Gürbüz, 2012) and works of literature (Şimşek, 2019; Uysal, 2020; Yıldırım, 2018). Considering that Italian and Greek follow French in terms of the frequency of use in Turkish and the numerical distribution of Western-origin words (Şimşek, 2019), it can be said that the word distribution and the rankings and numerical data in the texts are parallel. According to Zengin (2017), after the Turks migrated to Anatolia, they were in contact with Byzantine, Venetian, Genoese and Italian peoples and engaged in trade, political and cultural relations. During this cultural exchange, many words were borrowed from Italian. According to Ersoy (2006), who states that the words borrowed from Italian mainly belong to the fields of maritime and music, the transfer of maritime words from Italian to Turkish can be explained by Turks' relations with the Venetians and Genoese. However, the adoption of commercial laws from Italy after the establishment of the Republic led to the introduction of many Italian terms into Turkish (Durmuş, 2004).

In terms of the distribution of the most frequently found foreign-origin words in the reading texts in the Turkish textbooks, Arabic- origin words are *ve, zaman, insan, ama, şey, kadar, saat, kitap, adam, dünya, hâl, kahve, hareket*; Persian-origin words are *her, ki, hiç, ya, hep, köy, can, hemen, renk, hasta, ebru, dost, hem*; French-origin word is *bisiklet*; and Greek-origin word is *efendi* . Accordingly, it can be seen that the frequent repetition of Arabic- and Persian-origin words in the texts is reflected in the list of the most frequently found words in the books. Ölker (2011), who created a dictionary of Turkish word frequency by analyzing the written works between 1945 and 1950, found that many of these words [ve (f=29421), kadar (f=3689), her (f=2949), ki (f=2866), hâl (f=2439), şey (f=2347), zaman (f=2877), insan (f=1768), saat (f=1221), dünya (f=1174), adam (f=1033), hareket (f=907), köy (f=790), hiç (f=663), kitap (f=608), renk (f=591), ya (f=570), hemen (f=541), hep (f=434), efendi (f=424), ama (f=411), can (f=333), dost (f=284)] are striking in terms of their frequency in the dictionary. Accordingly, it can be interpreted that the word frequency of Turkish is reflected in the texts included in the textbooks. The results of other studies on vocabulary also support this idea. Among the words in the frequency list of this study, "ve, insan, şey, kadar, her, ama" were among the top 20 most frequently used words in Yeni Hitit Turkish for Foreigners textbooks in Arslan and Durukan's (2014) study. Göçen and Okur (2016) examined the vocabulary in Gazi, Yeni Hitit and İstanbul Turkish for Foreigners sets and found that the words "ve, saat, insan, zaman" were among the top 20 frequently repeated words in the books. In the study conducted by Öz (2012) in which 8th grade Turkish textbooks were analyzed in terms of word frequency, ve, insan, her, şey, dünya, ama, adam, kadar, ki, zaman" came to the forefront among the most repeated words in the texts. In the table created by Akman (2013), which aims to determine the word frequency of secondary school language and literature books, it was determined that the words "ve, ki, her, şey, kadar, insan, zaman, hareket, hâl, dünya, ama, adam" have a frequency value of 50 and above. The

fact that many of the foreign-origin words mentioned in this section were also found prominent in studies examining the word frequency of literary works (Baş, 2013; Karababa, 2013; Uzuner Yurt, 2016; Yıldırım, 2018) in terms of showing the common word world of written texts.

Based on the results and content of this study, the recommendations for future studies are as follows:

• The number of different and total foreign-origin words in reading texts should progress in parallel with the grade level, and text preferences should be made accordingly.

• Further studies can also be carried out on foreign-origin words in primary school Turkish and high school Turkish language and literature textbooks and comparisons can be made on the results.

• Further studies can be conducted on the areas in which foreign-origin words in textbooks are concentrated.

• Apart from textbooks, the vocabulary of literary works written in various genres can be analyzed in terms of foreign-origin words.

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