



Deep Level Reading: An Exemplary Application of Discourse Analysis to 'Dirse Han Ođlu Bođaç Han'

Research Article

Dilek UNVEREN KAPANADZE¹

¹Suleyman Demirel University, Faculty of Education, Isparta, Turkey, ORCID: 0000-0003-3415-9274

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ABSTRACT

In this mixed methods study, the effect of discourse analysis method, on the skills of Turkish lessons as critical reading, comprehension and analysis, and language and cultural awareness has been investigated. Participants were consisted of 20 students in control and 22 students in treatment group out of 8th graders. Opinion forms and an achievement test were used as data collection tools. Validity and reliability tests were completed and the test was found reliable with the cronbach alpha value of 0.82. Test results were analyzed by t-test. Besides, voice recordings were taken by interviewing 6 randomly selected participants. In addition to content and descriptive analysis, descriptive statistics were used to analyze data obtained from opinion forms. As a result of these analyses and observations, it was found that discourse analysis method develops above-mentioned skills; helps developing language and cultural awareness and understanding socio-cultural structure by offering a deep reading and comprehension opportunities.

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Keywords:

Critical reading skills, discourse analysis, comprehension, writing, higher order thinking skills

Introduction

Reading

Reading is vital to all cognitive processes when it results in comprehension. This can be achieved if it is carried out as an interactive process that allows readers construct a meaningful representation of a text using analytical methods. This kind of interaction between readers and text, results in comprehension, requires a complex process (Grabe, 1991, cited in Alyousef, 2005). Reading can also be defined as a process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context (Wixson, Peters, Weber & Roeber, 1987). The ultimate goal of all these processes is to receive intended message of text appropriately (Gilakjani & Ahmadi 2011, cited in Gilakjani 2016). Therefore, comprehension of a text is made up of many parts and skills related to readers, when all of them; like background knowledge, interest in

¹ Corresponding author's address: Suleyman Demirel University, Faculty of Education, Isparta, Turkey

e-mail: dilekkapanadze@sdu.edu.tr

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the topic/theme, equipment such as vocabulary and knowledge of functional grammar, and the ability to make inferences and judgments etc. come together in harmonic and analytical way, one may admit or be sure of comprehension can be realized.

The role of reading and understanding in academic and social achievement has been in the center of many educational researchers for years. It is known that reading is not only a matter of education and training, but also a means to help individuals at every stage of their life, and is a determining factor in the success of life skills and academic area (Gallik, 1999). As a result of many studies the positive effect of love of reading and comprehending texts on academic success has been proven (Yılmaz & Şeker 2012; Yıldız, 2013; Ünal & Köksal, 2007; Katrancı, 2015).

Language

Language is a database, established and filled with active participation of members of a community (Bauer, 2007). According to Saussure (2011), having many studies in language, language can be likened to a paper: thought is the front side and sound is the back side of it. Since it is a complex system in which thoughts and sounds cannot be separated from each other, if you cut the front side, that means you unavoidably cut the back side. According to Sapir, language is a human-specific, non-instinctive method of conveying ideas, feelings and desires by means of the symbols created willingly (Sapir, 1921).

Chomsky (1957) defines language as a complex competence that enables production of more complex outputs out of simple inputs. Additionally, language effects thoughts and comprehension profoundly and constitutes a fundamental part of human nature (Chomsky, 2009).

Halliday and Michael (1970) focus on its functions in terms of ideas and concepts by emphasizing that language serves to express the content of real world experiences, including the inner world and the consciousness of the speaker. At the same time, language allows social relations to be established and maintained, which is referred to as its function of interpersonal relations. Finally, language implements the textual functioning, setting the connections between itself and its features used in specific situations such as in written texts.

Reading Based Language Teaching and its Effect on Thinking Skills

Contemporary language and literature teaching must be designed in a way that is based on the development of multifaceted and multidimensional thinking skills through literary texts. In such a learning environment, students will be able to learn to think critically, develop and apply critical and creative thinking skills in different contexts by having opportunity to read interesting literary and educational texts appropriate to their level.

Meaning is the product of socially produced structures, and the meaning that is tried to be conveyed through texts, is not just what author wants to say or his/her experiences but also it is formed where readers meet texts (Spiller, 1993). Barthes emphasizes plurality of meaning in texts. The meaning layers and systems in texts are infinite like the language itself, but there are as many patterns throughout the text as the reader can 'see' depending on the level of understanding and perception (Barthes, 1991).

Achievements in developing higher order thinking skills and awareness in grammar, language use, cultural and ethical values and social structure which are desired to be gained by students, can only be obtained through texts. This depends on only the fact that reader (student) is active and knows how to approach to texts in the process of reading and making sense of texts, teaching methods through which they will get the deep and implicit meaning in texts. In other words, language education in general will be able to achieve the aims and objectives of education in general, with students who can understand what they read,

watch, see and appreciate it with a critical point of view through discourse analysis method that can enable them to reach to this goal.

Discourse

Discourse is defined as a concept that is used to define systematic linguistic order consisting of certain principles, terminology and speeches (Tonkiss, 2006).

Discourse occurs when the language is used functionally, in a written and verbal setting, in a purposeful and useful way. Discourse includes all the dimensions; not only the content of a message but also the way in which it is expressed, what and how is brought together, in what context, for which purpose, towards what, for whom and for which effect on addressee/reader it has been produced, and which opportunities and tools of language are used to create an atmosphere and intended effect. Therefore, discourse analysis involves a versatile semantics and syntactic studies. Identifying syntactic system, the choice of words and phrases, the motivation behind these choices, the semantic and associative values which have been estimated to be benefited and the structure of text, are important steps in the discovery of the deep meaning of texts. This process of making sense of text/discourse and the output of it is called discourse analysis.

Text and Discourse Analysis

As long as every act of reading is a writing process (Agger, 1992), there is always something to say on a text. The concept of discourse analysis was first used by Harris (1952), in his investigation of the principle that connects sentences in a text. While searching for rules that determine the flow of or sequencing sentences, Harris found two possible directions for discourse analysis. One of them is the connection between language and culture, and the other is the continuous descriptive linguistics beyond the limits of a single sentence. Discourse analysis then came to the foreground of research areas at the end of the 1970's, and the reflections of the method were first on philosophical arguments and hermeneutics, and on the constructive role of language on social reality (Sinclair & Coulthard, 1975; Van Dijk, 1985; Potter & Wetherell, 1987; Fairclough 1995, 1996; Titscher et al. 2000).

Among the basic assumptions of discourse analysis are; that language is an instrument in action and function, that people use it linguistically for certain purposes, and that this active set up process is reflected in the diversity of language. The term diversity in language is at the center of discourse analysis, as the discourse will vary according to the purpose of any subject and the influence s/he wishes to create on reader/addressee. Discourse or meaning is produced in a text at the point where text meets reader, so this dynamic text production process expects cognitively active and dynamic reader to get meaning from dynamic words and combination of them, because texts are forms of communication and purposeful structures with utilitarian and socio-cultural functions. At this point, it is passed to the second stage of the basic principle of analyzing discourse, the manifestation of writer's constructions in reader's mind. This process is quite complicated and dangerous because of its dynamic nature and the complexity of human mind. In order for a text to be understood, to be grasped what is meant to be conveyed thoroughly and rightly, in other words, for discourse to reach its aim, well-structured expressions are needed to be used appropriately to create desired effect on reader. In addition to this, reader's mental process and socio-cultural context must be well estimated.

Reading, comprehending and analyzing a text can only be possible through identifying and explaining the relationship between all the items that constitute a text, words, word order, special structure of each text etc., because every text is a conscious product of choosing and combining. Thus, discourse analysis offers methods and tools to explain this selection and combination process, in other words, to make sense of texts. According to Easthope (1983), who advocates that texts, in particular poets, should be read as discourses; the concept of discourse will allow texts to be better understood than traditional criticism.

Discourse analysis which examines a text as a formed structure with various dimensions, is different from other areas such as semiology and text linguistics, because of its distinct emphasis on text itself, in other words, on language. Discourse analysis focuses on how linguistic elements are linked to non-linguistic elements (eg. the cognitive activities of narrator and the audience, interaction between the audience and narrator, etc.) to make up altogether a narrative and it does not neglect text (language) itself and formation of it. In this context, since the narrative is examined as a process with various dimensions, the concept of dynamic and simultaneous formation of the structure emerges. In other words, the structure is no more an element that only allows the meaning to emerge or restricts it. Discourse analysis reveals that along with meaning, narrative has many other components that should be taken into consideration. Thus, if they are ignored, narrative will not be correctly defined, read and comprehended. Therefore, discourse analysis method offers an appropriate textual analysis by taking into consideration of important arguments of post-structuralism, which advocates that meaning of a text is created by reader, not by the producer of it. Meaning is developed during reading process at the point where a discourse and a reader meet. This leads to the fact that each reading is a writing process at the same time, the text is reproduced in each reading, and reading is an active, dynamic and productive action.

The text, Legend of Dirse Khan's Son: Bogach Khan (Dirse Han Oğlu Boğaç Han Destanı) which is the text, was used to read and analyze with participants in this study, is one of the stories/legends from The Book /Legends of Dede Korkut. The book is an epic of the Oghuz and comprises a prologue and twelve legends, each of them is an artistic whole however, they are all bound by their epic theme, structure, protagonists, foil characters, by their social and literary frame and context. It is an important and valuable source book about Turkish history, life of Turkish people, culture, national memory, social identity and literature, because it reflects a 1300-year of Turkish history and its origin of Oghuz, one of the major branches of the Turkish peoples. It is one of the most important literary and historical documents of the Middle Ages. Because of its these kinds of features, the text was chosen from that book, which present all the opportunities that discourse analysis offers to reveal. By analyzing legends of Dede Korkut through discourse analysis, readers will have the possibility to comprehend the social structure, the process of formation of a nation, ruling and dominant discourse, how to set power relations and maintain it by using the power of language and text and other things that can only be reached by deep reading through discourse analysis method. Discourse analysis is concerned with the organization of speeches and texts in a rhetorical or controversial manner (Potter & Wetherell, 1987). In this sense, each individual's use of language is different and includes information about and characteristics of addresser and the society or context in which text is created. From this point of view, elements of language in the Book of Dede Korkut or Legends of Dede Korkut also come out as linguistic elements of Turkish and that reflect social structure in which text was produced.

Purpose of Study. In this context, the purpose of this study is to investigate the effect of discourse analysis method on Turkish lessons, on the aims, outcomes of them; and on the skills as comprehension, analysis, and critical reading; and on language and socio-cultural awareness.

Method

Study Design

Research is designed as a mixed method. Out of types of mixed methods; *explanatory model* was used in which results or questions arising from quantitative data are explored qualitatively, producing data that will be used to complement, explain, clarify and/or strengthen the original findings (Schifferdecker & Reed, 2009). In the mixed method, both qualitative and quantitative methods are used together to reach more sound and pluralistic data about reality. Accordingly, in this study, since it was aimed to see the effect of discourse

analysis on students; both on their academic development and their attitude towards Turkish lessons, mixed methods design was used. Therefore, we could compare the pre-post exam results (quantitative data) in itself and with the qualitative data collected. Randomized Control-Group Pretest Posttest Design where multiple groups are assigned randomly to a treatment and control group was used. Thus, in this study measurements were taken before and after the treatment in both groups to see the difference between treatment group on which the method was used and the control group. The presence of pretests in the model helps to ensure that the groups are equivalent and to evaluate the posttest results accordingly (Büyüköztürk, 2001; Hovardaoğlu, 2000; Karasar, 2013).

In terms of qualitative design, content analysis which is a method of analyzing written, verbal or visual communication messages was used. It can be defined as a detailed and systematic examination of the contents of particular material in order to identify patterns and themes. Out of three approaches to content analysis model, we used the one in which categories derived from text directly were coded (Hsieh & Shannon, 2005; Leedy and Ormrod, 2001; Mohajan, 2018). We used this qualitative design to see the perceptions, attitudes and point of views of participants on the new method used in Turkish lesson and to see whether their exam scores and performance of the exam overlap with their thoughts and statements about their development.

In order to collect qualitative data, opinion and observation forms were used. Qualitative researches approach is inductive, and analyzes and presents data without using of any quantitative tools (Yıldırım & Şimşek, 2005; Miles & Huberman, 1994; Patton, 2002).

Participants

The study was conducted with 42 students of 8th grade in 2017-2018 academic year in Erzurum, Turkey. Participants were identified based on homogenous purposive sampling which allows researchers to select samples that have shared characteristic or set of characteristics, so we could decide on group of students that enable us to answer our research questions which involve higher order thinking skills and some affective areas of development. For this reason, we decided on 8th graders since we can observe the skills and development on this group of students appropriately; and for the same reason we wanted both groups should have similar characteristics, so that we can observe and evaluate the effect of the method on participants. Therefore, the sample was selected according to the criteria determined within the scope of the research. Before choosing participants student identification forms were administered, their personal files were examined, academic achievement levels of participants and the income status of their families were identified to see whether there were other variables than the discourse analysis method, that could effect their performance and create advantage/ disadvantage. As a result of this process, students were found to have similar characteristics. Therefore, since they were found nearly equal in terms of economic and academic status, we could attain them to groups as control and treatment. Then, through random sampling, 20 students were assigned to control group and 22 of them were to treatment group. The number of participants is limited in qualitative studies where in-depth research is conducted (Miles & Huberman, 1994). In this study, which has also a qualitative part, it has been concluded that the selected sample according to the criteria we had determined, could represent their peers with all its qualities (Tavşancıl & Aslan, 2001; Yıldırım & Şimşek, 2005). The reason for the selection of 8th grade students is that these students who have reached the final stage of secondary school are thought to be more suitable for the development of abstract thinking, critical thinking, and analysis and synthesis skills.

Data Collection Instruments

In accordance with quantitative and qualitative research techniques, in this research data were collected by an achievement test, student identification form, and observation form, opinion form developed by the researcher and through video recording. Thus, we used an achievement test in order to obtain and compare

data resulting from the pre- and post-treatment situations of the treatment group and compare this group with the control group, a student identification form in order to know students better, an opinion form to identify the views of the participants on the method. Additionally, video recordings of interviews were transcribed and used as supportive data. The researcher supported her observation forms with observational reports which she periodically wrote in order to observe the students better in terms of the objectives of the study.

Scope validity was checked to determine the extent to which each dimension in the test was served for validity of the test. 3 subject area experts from different universities and 4 assessment and evaluation experts were consulted. Experts revised the test items in terms of whether its scope encompasses the area that we want to assess and whether it is appropriate in terms of other factors such as to the age level, to assess the textual analysis and critical thinking skills. They agreed that test items were valid for and related to the aims, scope of the research and textual analysis. It was aimed to eliminate deficiencies in accordance with test expert opinions by pre-application on 5 students. In addition, the test was administered on an independent group and the cronbach alpha value of the test was found to be 0.82. In other words, the reliability of the test was provided.

The achievement test was developed similarly to PISA (Programme for International Student Assessment) in terms of questions, answer keys and assessment. The test consisting of 10 open-ended questions was designed to measure higher order thinking skills such as understanding, analyzing, synthesizing, evaluating, deducing, predicting, and reaching to another data by using available data. 10 well-structured and purpose-oriented questions from the pool were chosen to prepare an achievement test in which the students' skills of understanding and expressing were also measured. A detailed answer key had been prepared in advance by determining full and partial points to be given for the anticipated answers.

Implementation of Experimental Study

The study was completed in 19 lessons and in 5 weeks; 4 lessons per week:

1. Administration of pretest (Treatment and Control Group - 2 lessons)
2. Teaching discourse analysis and doing practices (Treatment group – 8 lessons)
3. Applying discourse analysis method: Reading/Analyzing the Legend of Dirse Khan's Son: Bogach Khan (Treatment group) (4 lessons)
 - After the pre-test, 12 lesson periods of 45 minutes were allocated to the practices with treatment group. In this context, preparatory studies, discourse analysis activities, and critical reading activities by using discourse analysis method were carried out by using 3 texts chosen from Ministry of Education (MONE) 8th grade Turkish course book.
 - During the preliminary study, some materials were read that provide them with background information and context of the texts and so prepare them to analyze texts appropriately and make sound inferences.
 - Prior to reading, a number of strategies were also included. Strategies such as goal-setting, mind-reviving, critical thinking, making predictions, questioning, brain storming were employed in both the preliminary study and during discourse analysis activities on the texts chosen.
 - During reading, strategies that discourse analysis method suggests such as note-taking, keep tracking of hints (in other words all the choices of writers and their contribution to the meaning of texts) and such as ways that will awaken the desire to learn, direct them to think, allow them to find answers themselves and to participate actively in the process were employed.
 - During the process discourse analysis was generally used in terms of the following characteristics: During reading; social and cultural background of texts can be needed to

know and analyze in order to comprehend cases, phenomena and other elements that are overtly expressed or not directly expressed in texts. In this sense, discourse analysis method was used as an important analysis method to go into deep structures, in other words the unspoken/unwritten ones, especially in the analysis of the cultural subconscious of the text in order to make sense of texts. Additionally, discourse analysis adopts a method of analysis that requires both cognitive elements and linguistic structures. It contains important clues for readers to understand notably author's choices; and texts that are read or listened. Therefore, discourse analysis was used in the reading activities of this study, to uncover and analyze background information/context in which meaning is shaped and which is not expressed directly by author but just implied through the choices of authors.

- After reading; practices by using the strategies such as summarizing, establishing cause-effect relationship, self-assessment, inference and discussion were done.
- 4. Reading/Analyzing Legend of Dirse Khan's Son: Bogach Khan with the methods that are frequently used in schools (Control Group) (4 lesson hours)
- 5. Administration of posttest (Treatment and Control Group) (2 lessons)
- 6. Conducting opinion forms (Treatment Group) (1 lesson)
- 7. Taking voice record by interviewing (Treatment group) (2 lessons)

Data Analysis

Both descriptive and content analysis approaches were used in the analysis of the qualitative data gathered through opinion forms and voice recordings after transcribing the data collected.

The aim of the descriptive analysis is to organize the findings and to present them to the reader in a meaningful way (Yıldırım and Şimşek, 2005). During content analysis, we analyzed data in four parts; coding, finding of themes, organization of codes and themes, definition and interpretation. Then, we interpreted the data obtained according to this structure (Yıldırım & Şimşek, 2011; Çepni, 2011; Ekiz, 2013).

In addition, a descriptive statistics was carried out to analyze the data from opinion forms in SPSS, in other words, to calculate the mean and standard deviation; thus to evaluate the responses, we concluded with a likert type scale.

In order to reveal the efficacy of the method, the data obtained from achievement test results were analyzed in accordance with quantitative data analysis methods. After administering the achievement test, 5 different teachers, including the researcher, read answers and by using the formula $[\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100]$ reliability was checked. The agreement was found to be 0.89 and reliability was ensured. The t-test was used to determine whether there was a meaningful difference between the treatment and control group in terms of achievement levels identified in the research question.

Findings

Quantitative Data Analysis

The results of t-test on pretest and posttest results of participants were presented and explained in the following tables.

Analysis of Achievement Test

Table 1. Pre and Post Results of Control and Treatment Group

	n	Mean	Std. Deviation	t- Value	p
Posttest Control Group	20	6,450	1,848	2,236	,038
Pretest Control Group	20	5,450	1,432		
Posttest Treatment Group	22	10,227	2,910	7,845	,000
Pretest Treatment Group	22	6,046	2,104		

As can be seen in Table 1, the results of t-test show that the average of pretest of the students in treatment group was 6.04 and the average of the answers given to the posttest was calculated as 10.22. T value on the sum of the data obtained from the pre and posttest answers of the treatment group was found to be 7,845. The difference between pre and post test results was significant at .000 level ($p < 0.05$). In other words; it can be said that the treatment group increased their achievement level in terms of the skills assessed by the test, as understanding and analyzing texts after using discourse analysis method in their lessons.

The mean of the answers given by control group to pretest was 5.45; and the average of the responses given to the posttest was 6.45. It can be said that control group also increased their achievement in terms of understanding text. However, this increase was not as much as the students in the treatment group.

Quantitative Analysis of Opinion Forms. An opinion form was developed to get the participants' views and opinions about using discourse analysis method and its effect on the process, teaching and learning environment. The answers given in the opinion forms are expressed quantitatively by a Likert as; (3) Yes; (2) No Idea; (1) No and demonstrated by standard deviation and average. The responses to open ended questions were expressed as descriptive statistics and shown in Table 4.

Table 2. Descriptive Statistics of Data from Opinion Forms

Question	n	Min.	Max.	Avarage	Standart deviation
1	22	1	3	2,10	0,78
2	22	1	3	2,06	0,79
3	22	2	3	2,17	0,71
4	22	2	3	2,13	0,72
5	22	1	3	1,89	0,84
6	22	2	3	2,10	0,73
7	22	2	3	2,17	0,71
8	22	2	3	2,17	0,71
9	22	1	3	2,06	0,79
10	22	1	3	2,06	0,79
11	22	1	3	2,10	0,78

The descriptive statistics results related to the standard deviations and averages were also presented in percentages in a pie chart Chart 1.

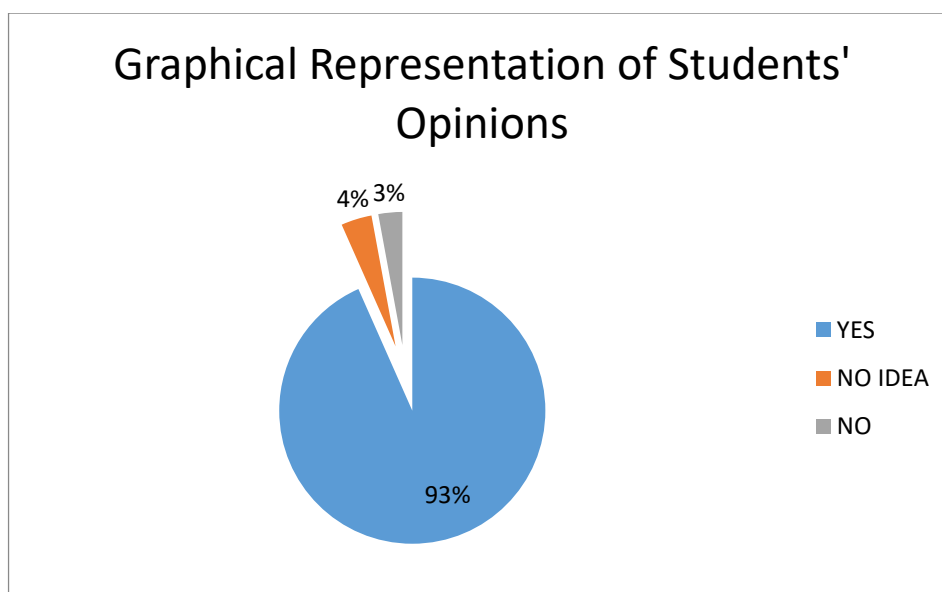


Chart 1. Opinions of Students on Using Discourse Analysis Method

The Likert was expressed as minimum and maximum, and through standard deviation and mean of these data it was revealed that students have positive opinions and views about discourse analysis to be used as a method in language lessons. As can be seen also in the table, in the descriptive statistics where the maximum value for each question was determined numerically as (3 / yes) concentrated in the peak / highest frequency mode. In other words, 93% of the participants indicated their opinions were highly positive on discourse analysis and using it in lessons, which reflected in the results and on the graphic.

Qualitative Data Analysis

Content Analysis of Opinion Forms. The opinions of the students who participated in the experimental study were also analyzed through content analysis. Students' statements on opinion forms and in the recording of the interviews were evaluated together. Findings obtained from data were presented in Table 4.

Table 3. Opinions of participant students regarding the use of discourse analysis method in Turkish lessons

Theme	Category	Code
Behavioral Change	Contribution of the Method to Learning Process	➤ Distinctness and effectiveness of the method
		➤ Contribution to analysis
		➤ Offer variety of opportunities
		➤ Understanding the context
		➤ Making learning fun
		➤ Motivating
		➤ Developing different point of views
		➤ Influence on academic success
		➤ Being able to interpret
	➤ Encouraging active participation	
	Language Awareness and Competency	➤ Word production situations
		➤ Influential power of language
		➤ Discover implicit meanings
		➤ Structure and use of language
		➤ Conscious word choices
➤ Functioning of language		
	➤ Consciousness of mother tongue	
	➤ Vocabulary set	

Development Areas	Cognitive and Affective Impact	➤	Communication skills
		➤	Developing self-confidence
		➤	Courage in self-expression
		➤	Comprehension Skills (listenening and reading)
		➤	Inference
		➤	Interpretation
		➤	Expression skills- written and oral
		➤	Higher order thinking Skills (especially analyzing, problem solving, critical thinking)

Findings for the Category of 'Contribution of the Method to Learning Process'. Students pointed out distinctness of discourse analysis method and revealed an effective cognitive process in terms of interpreting and understanding texts. It has created an awareness especially about textual analysis, as can be seen in the example:

"It was a different method; it did not resemble previous lectures. The method helped us interpret the text better. I understood the sentence (text) analysis and I will use this method when analyzing a text." (S-3).

"We comprehended better the text that we read." (S-5)

They also revealed the result of an effort to make meaning from text. The first condition for any text to be analyzed and interpreted is grasping it. Through analyzing, reader can get into deeper meaning. Therefore, these processes are indispensably interwoven. A well-understood text in all dimensions will be an important factor in the emergence of higher-order thinking processes. As a result, it has been seen that discourse analysis is a method that does not ignore fundamental cognitive phenomena in textual analysis and reveals important postulates for these phenomena in the process.

Textual analysis requires a learning and teaching environment in which a flexible, not monotonous, creative and critical point of view is encouraged and observed. Making functions of language and its complex semiotic systems analytical, is one of the main features of Turkish lessons. When this is taken into consideration, it is very crucial for teachers to implement practices and methods that will reveal different aspects and point of views during the process and make this mental activity effective. One of the main assertions of discourse analysis method is to bring out these different points of view and make it a behavior. The lesson was structured in a way that creates such an environment, and the students were observed to see whether this cognitive state was formed. Some of the opinions about it as follow:

"Those lessons were not like our previous ones. I understood better the text that we read, and the method allowed me look at texts through different perspectives." (S-9)

"I developed different approaches to the text I read." (S-11)

In addition to the difference of the methodology compared to traditional ones, it helped students gain awareness about the possibility of different ways of approaching to the texts and new perspectives other than a single way of resolving a text. In addition, the method was also able to reveal an initiative to help learners gain the ability to analyze and look through different perspectives.

In the learning process, besides getting meaning, the ultimate aim of analyzing a text is using arguments that will also affect other learning areas. Today's conditions require a society consisting of individuals who read, understand what they read, and at the same time make it a part of their life. Among the most fundamental propositions of comprehension is the ability to make comments. Reaching out to the main idea through propositions that author offers; determining the scope of the thought expressed by the author by recognizing the thoughts and structures that are not expressed directly; being able to determine and evaluate

the validity of truth in the texts that they read or listen; and finally applying this information are all in the process of comprehension and interpretation. In this context, they express the opinions below about the development of textual analysis skill:

“Yes, I understood the text better, and then I tried to give better answers.” (S-7)

“Yes, I think I understood better, because I did not have difficulty in answering the questions. (S-10)

And I think that if we have more lessons where we use this method, my comprehension skill will develop more.” (S-6)

Like these ones, other students also stated they understood texts better by using discourse analysis method.

One of the important effective domains of understanding is that learner demonstrates that s/he has understood and react accordingly. As can be seen in the answers above, the reaction towards understanding has emerged and they have been able to give correct answers to the questions asked during lessons and in the posttest.

In terms of the atmosphere and learning environment that were created through discourse analysis method students presented opinions as follow:

“It was fun because I understood the teaching material by expressing my opinions in the lesson” (S-5)

“Practicing discourse analysis was more fun, because I had the willingness to participate in discussions.” (S-13)

There is also a need for other elements that enable a teaching method to be effective when method is considered as the way to reach a goal and teach any topic. Besides the competency of teachers, the effective use of teaching methods is one of them. Whichever the method used, it is still necessary to organize learning environment according to other needs of learners. Therefore, it is important to make the content of lesson fun. As students also state, creating an enjoyable learning environment is very important to create motivation, which can be defined as willingness to do a certain act; and it is very vital for comprehension and analysis of material.

One of the most important propositions of contemporary learning methods is the fact that students can not succeed in reaching the targets in different areas and levels just through one way. Reaching at the targets and aims can be achieved by choosing the teaching methods that best suit teaching objectives. Neither every learner can learn in the same way, nor every method may attract the attention of learners in the process. Different strategies, methods and techniques should be used in these situations. In this context, in the opinion form we asked questions to investigate the effect of discourse analysis method in overcoming these kinds of situations and in analyzing texts and for them to compare their previous lessons with the ones in which discourse analysis method used in terms of their approaching to analyzing stories. Some of the answers were as follow:

“Thanks to discourse analysis method, we learnt how to use language. In the past (through traditional methods of analysis) we were just looking at things such as time and place in stories” (S-14)

“Yeah, there is change. We have been using the concepts such as time, place, characters and now we are interpreting stories by using structures of language.” (S-6)

Discourse analysis method is a field of research aiming at making meaning of discourse in a text or communication by examining both the language itself and the way it functions, the elements that help it functioning. Language is used differently and in a variety of way, depending on the context, aim and the effect that is meant to be created. This complex and multi-layered situation needs to be resolved. Discourse analysis

method is an interdisciplinary approach that makes written and oral content analytical with all linguistic and non-linguistic constructs. In this sense, when the answers given by the students are taken into consideration, we can say that, the students have learned a new and original method of textual analysis different than traditional ones and they could realize the most fundamental characteristics of the method. It has been seen that the discourse analysis method which encompasses many other disciplines, is an effective one to reach at many goals in language teaching and developing reading skills.

In the answers given to the opinion forms which were structured to reveal the features of the method in terms of its effect on learning process, outputs of the process and teaching approach, students stated that since the lessons were student centered, they had the opportunity to express themselves. Additionally, besides being enjoyable, students thought that it was a different way of approaching to and reading/analyzing texts. In this sense, it can be concluded that the method helped development in more than one taxonomic area.

One of the important data resources when reading texts through discourse analysis is investigating, having information and revealing the background of texts that will be analyzed. In this context, students expressed opinions about how discourse analysis method offered them a way to search and go into deep structure of texts.

"I realized and observed that words could have/gain other meanings (than I thought) and they could help you find other things." (S-8)

They also expressed that they found the element of 'context', which constitutes discourse and is an important building stone to make sense of it, as the most favorite part during reading/analysis.

"The context in which I was analyzing the discourse caught my attention. I comprehended where the words would be used." (S-7)

This linguistic area surrounding the discourse has been the dominant element of analyzing process, and in this sense it has attracted the attention of learner in understanding and interpreting the text.

They also stated that when the method is applied in other lessons, notably in Turkish lessons, it will provide development especially in the field of reading, listening / watching skills, eventually in academic success.

Students who previously had the lack of self-awareness about reading and analyzing stories, stated on opinion forms that they developed positive attitude towards analyzing stories and also other genres because they were more willing to actively participate in and contributed to the lessons where discourse analysis method was used.

They also stated that they were able to discover the background of the text and were able to solve the deep structures involved in the use of the words; notably academic success, the method had the positive effect on the development of communication skills which go beyond the boundaries of classroom and required in every part of daily life.

Findings for the Category of 'Language Awareness and Competency'. Students presented opinions on the forms showing a development of positive attitude towards language and the process of discovery of language.

"Yes I think, because I have learned that a word or a sentence can have more than one meaning." (S-15)

"I recognized my mother tongue, and I saw that there could be different meanings in many things." (S-11)

In order to be able to reveal especially the semantic font of texts during reading and analysis, word choices and the meaning attained to them should be discovered and students who participated in the study

discovered these and based on it, they could convert the text into an analytical unit. The fact that linguistic structures are not the result of random choices, they are conscious choices of author / narrator, and that some structures have different references and associations than their commonly known meanings, were also discovered and comprehended, revealed through the answers given by students on the opinion forms.

After analyzing the text, the effect of the process and the method on vocabulary set was reflected in two ways. Students comprehended that the words that they use in daily-life, can be used in fictions and other genres and attain other meanings; so they stated that they reached to a semantic richness in this sense. Additionally, since Legends of Dede Korkut, from which the text used in the study was taken, is one of the important building blocks of Turkish culture, has a structure that harbors the epic tradition of narration and vocabulary reflecting Turkish language and culture; students stated that the Legend of Bogach Khan contributed much to the vocabulary set of students quantitatively in this sense.

Findings for the Category of 'Cognitive and Affective Impact'. Improvement in this category was mainly observed on two situations and was expressed by students in the forms. Students presented opinions stating that besides academic success, they have improved in terms of attitudes and some phenomena related to the field of affective development.

"Communicating in the classroom, being able to analyze the text had positive effect on my self-confidence." (S-16)

"Since I can read and analyze any text, I can be more successful in my lessons." (S-14)

They have indicated that the method will be especially useful in the everyday communication skills and other current events that may be related to it. Moreover, contributing to the process of analyzing the text actively contributed to the development of a sense of self confidence and success. This is reflected in the students' statements as; self-confidence, self-esteem, feeling that they are valuable, and being able to contribute to the process.

They also stated they developed the ability to interpret a traditional text with a new and different method, it is effective in understanding deeply of what is watched, listened and read, which were considered as important skills by them.

All of these findings were supported by analyzing video-recording and observation forms. The researcher observed students that they were more willingly and actively participating in the lessons where discourses analysis was used to analyze texts and derive meaning from them. In video recording, they stated that they were feeling more comfortable in textual analysis process since they learned to decode the texts to get the meaning collectively and the process was like a puzzle so it was fun and worth to participate in. Moreover, they stated since their ideas were used to reach to meaning, they felt themselves as 'real' and valuable contributors to the process, so this also encouraged them more to participate in the lessons. We also observed that they were really doing well in the process of analysis and approaching critically to the texts, they learnt and used discourse analysis method appropriately.

Discussion and Conclusion

It can be said through the analysis of findings, observations of the researcher and opinions of treatment group; that students gained and developed versatile skills through the use of discourse analysis method which enables them to understand, analyze and evaluate in Turkish lessons. They did not read the text superficially, but they could find an opportunity to see the relationship between content and structure/form of the text, recognize the context where the text and the creator of it resides, realize the aim, intent of the text, what was willingly and purposefully meant to highlight or underestimate, discover the relationship between the language used and the social identity. Thus they learned the way and the method to read and comprehend

the text thoroughly. Additionally, they could explore whether conversations, the language used and the choices in the text reflect the specific characteristics, traits and attitudes of people and the way discourses / speeches contribute into the conditions of the society. Moreover; they have developed versatile point of views to approach texts, have found ways to conduct in-depth analysis and critical reading by taking into consideration of discourse markers, the ones who control the discourse, discourse-power and discourse-social formation process in texts. In doing so, they have both enjoyed and their participation and contribution into the process increased since they could see what they could do. This also enabled the fulfillment of important goals and objectives of education, such as active participation, development of self-confidence and communication skills.

When we look at the studies conducted in schools related to mother tongue teaching in our country, we can see that we are not successful at achieving the targets, aims and skills, especially the difficulty in 'comprehension' shows itself in both national and international examinations and other platforms. The most important reason for this is the teaching-learning methods. When it is carried out to develop fundamental and cognitive skills, in language teaching, it is necessary to plan the curriculum and the process accordingly and the teachers should find ways to improve the language skills with this understanding and the most appropriate and up-to-date methods should be included in the curriculum in both planning and implementation stages (Maden, 2010). For these reasons, discourse analysis method seems to be a very useful method to use in language and literature lessons.

Besides the methodology, internal factors such as attitudes, perceptions, interest and views towards learning and lesson, are also among variables that determine the quality and effectiveness of learning (Yılmaz & Şeker 2012). These variables, which may be called internal or psychological, are the most important elements of learning environment. The emotions, interest, approaches and values that constitute the student's role in the teaching process play an important role in influencing students' behavior and achievements at schools (George, 2006; Popham, 2005; Reid, 2006). Affective student input has the power and responsibility of 25% in the learning process (Bloom, 1995). One of the indispensable conditions of an effective, permanent and mastery learning is to have a positive perspective and approach to a course because that kind of positive approach to lessons is as a prerequisite for learning new information meaningfully (Marzano, 1992; Marzano, Pickering & McTighe, 1994). For this reason, it is necessary to figure out and determine students' approaches towards a lesson for effective teaching and learning based on the findings and to improve their approaches to lesson and to change viewpoints positively so as to increase the efficiency and efficiency of lessons by increasing their interest and participation. Thus, these approaches and styles should be included in teaching programs and situations.

Emotions such as point of view, interest, approach are considered to be positive or negative reactions of people to objects, events, situations, thoughts etc (Ajzen & Fishbein, 1980; Pell & Jarvis, 2001). These have a cognitive aspect that includes information about objects, facts and thoughts, an emotional side involving feelings and an aspect that constitutes the state of action developed through these. In a school context, it is defined as the sum of learners' emotions, beliefs and perspectives towards lessons (Osborne, Simon & Collins, 2003). Students' having positive or negative thoughts about the course is constituted of cognitive, emotional and behavioral features such that whether they love or not lesson, and depending on this whether they study hard for it and participate actively in lessons or not (Bloom, 1995). There are several factors in the formation and development of these. According to many experts, these factors can be grouped into three groups of variables related to student, teacher and learning environment (George, 2006; Haladyna, et al. 1982; Shaughnessy & Haladyna, 1985; Wilkins & Ma, 2003). The past life and background, desire to be successful, belief in success, sense of self and self-sufficiency of students; teacher's approach to teaching and learning, teaching methods and sufficiency in using them; the characteristics of the learning environment, psychological

and social support are among the important factors affecting students' feelings and viewpoints. Among these factors, the ones related to teachers, especially the teaching methods and the appropriate learning environments, play a decisive role in the students' approach to lessons, which has also been emphasized in many studies so far (Downey, 1991; Hootstein, 1995; Osborne et al. 2003).

When this study is evaluated in the light of discussions and studies mentioned above, since the matter of method in education is a very crucial factor, and we found discourse analysis method as a very effective one in terms of various areas compared to standard methods, so we think it is very important to use discourse analysis as a method in language lessons. Additionally, it enabled students to participate actively in the lessons by effecting students' views and approaches towards lesson positively, thus helped reaching the aims and targets of instruction and education in general. Therefore, using discourse analysis method in language and literature lessons may result in many important consequences for learners.

Recommendations

Since the study has also qualitative part, the number of participants were limited. For future researchers, it is recommended to try to find out the effect of discourse analysis on other grades and other skills, too.

Discourse analysis offers opportunities to grasp the elements that make us to call any writing a text, i.e., the structures of coherence associated with the semantic structure of the text. Therefore, discourse analysis and its premises may help a lot to understand and go into deep-level meaning of any text, written or audio-visual.

Discourse analysis method provides a wide range of fields while making sense of texts, some of these areas are; language use and its implications, meanings attributed to discourse, its relation to linguistics, grammatical structures and the perspectives associated with them. Only if by analyzing these, students can get into meaning of any discourse.

Since the person who will carry out all the processes is 'teacher', students could comprehend texts thoroughly and analyze them only if teachers have a grasp of the principles of the discourse analysis method, the functional linguistics and pragmatics. Therefore, it is important to encourage teachers and support them through pre-service courses and practices in faculties of education.

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