

Analysis of 7th Grade Social Studies Course Book According to Different Readability Formulas*

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ABSTRACT

Readability formulas are estimation tools for gradually classifying the text in terms of its difficulty or easiness based on text's observable lingual features. The most important feature of the course books is constructing the framework of gaining ability, basis of knowledge, perceptions and conceptualization regarding a scientific field for students. The suitability of the course book to the level will provide understanding the subjects easily for students. In the study, readability and suitability to the target age group of secondary school 7th grade social studies course books that belong to seven different publishers were determined. Descriptive model based on document review was used for the study. Felsch reading easiness readability formula, SMOG readability formula, gunning difficulty indicator, Fry graphic readability formula, and the readability formula which was developed by Ateşman for Turkish language were applied to the texts chosen from course books that were published by both MEB Publishing and private publishing companies. As well as these formulas, for researching the readability of 7th grade social studies course books, CLOZE test procedure, which has an international validity, was used. Sample of the study consists of all 7th grades from all schools of central county of Artvin. At the end of the study, it was found that the course books were not suitable for the target population for all class levels according to all formulas except for the formula which was developed by Ateşman for the Turkish language. According to the Ateşman's formula, course books' difficulty level was medium.

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social studies, course book, readability

Introduction

Although the concept of readability seems to be popular recently, readability study is a basic concept that has a long history. Although it was mostly used in correspondences among institutions and military organizations, it has become a concept on which linguists and scientists study and make researches. The concept of readability may vary if words in the reading material are associated with the experiences and if they can be remembered; in addition to this, socio-cultural and socio-economic level of the student, his/her age, grade, cognitive, effective and psychomotor development may affect the concept and it can be associated with the concept of intertextuality (Baş and İnan, 2015). According to Chall (1988) the biggest reason that influenced the start of readability studies was to ensure language to become more understandable. There aren't many studies about readability in Turkey while there are many studies about the issue in Western countries. Readability studies were used especially in the field of the history of religions in the period of Plato and Aristotle. These studies were systemized during 1920s. The bases of these studies are vocabulary studies and evaluation of readability. According to this, if there are many unknown words in a text and these unknown words are also used in other texts, then it becomes difficult to understand the text

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(cited by Temur, 2003). In order to determine the difficulty level of texts, many formulas have been developed in different countries; some of these formulas are Dale-Chall formula, GunningFox Index, Frg readability graphic, Flesch-Kincaid formula and Raygor. There is a readability formula developed by Ateşman for Turkish texts. These formulas are generally used in order to determine the readability level of texts for readers. Formulas are generally practiced on 100 words in chosen texts. In determining readability, word and sentence length are evaluated (Zorbaz, 2007). Readability formulas are effective in choosing texts that are proper for students. Readability studies firstly started in 1990s in Turkey (Bağcı and Ünal, 2013).

Formulas that measure readability generally focus on quantitative features of texts. Although this situation is perceived as if readability has no relation with understandability, qualitative features affect comprehending linguistic expressions, thus affect understanding. Like listening, reading is an activity that aims at understanding and it is a criterion that relies on word and sentence length and affects listening (Çeçen and Aydemir, 2011). According to Ateşman (1997), proportion of different words to total number of words, word types such as verb, prepositions, conjunctions, monosyllabic or polysyllabic words, foreign words, difficult words, words that are used only once, phrases with prepositions, noun phrases, number of basic and dependent clauses and their ratios, number and ratio of appendixes, amount of information carried by words in a sentence, abstract and concrete words, compound and simple words can be used as determinant factors in order to determine readability of a text (cited in Durukan, 2014).

Readability of Turkish sentence structure is affected by factors such as sentence length and frequency of syllables. Average sentence length is important for other languages too. Readability level of a sentence decreases in line with the increase in the number of words in a sentence (Bezirci and Yılmaz, 2010). Each classroom is made of students with different experiences and reading levels. Some students have high level of intelligence in terms of reading and understanding what is read while some others have a lower level. Similarly, difficulty levels of texts are different from one another. Some texts can be read easily by students while some others are more difficult. Readability level of a text is easy when students' reading level and texts' readability level are similar (Ulusoy, 2009).

Course books are the basic sources that give students the chance to understand and internalize the information they present. Social Studies course books should give the theoretical basis of Social Studies and ensure the ability to use native language correctly and properly. A proper and straight expression method in course books leads to understanding the information correctly. In order to have efficient expression features, verbal and written expressions should be fluent, understandable, simple, consistent and natural (Demir, 2013). Besides these, as course books have stories, news, memoirs, legends, tales, fables, proverbs, ballads, anecdotes and poems, their readability levels should be proper for the target student group.

It can be said that readability studies in Turkey are quite a few (Çakmak and Çil, 2014; Çetinkaya, 2010; Temur, 2002; Turan and Geçit, 2010; Tosunoğlu and Özlük, 2011; Köse, 2009; Ulu Kalın and Topkaya, 2009; Hızarcı, 2009; Güneş, 2000). Core lessons in primary schools have different levels of readability according to different class levels. For primary school social studies class; these readability levels are analyzed in terms of different variables. As there is no research on primary school social studies lesson 7th grade course books' readability and their appropriateness for target student group age, this study is original and the first in this field. Accordingly, answers and information about readability levels of texts that are randomly chosen from 7th grade course books published by the Ministry of Education publishing and some other private publishing houses are researched and evaluated.

In this study, it is aimed to determine the readability levels of 7th grade social studies textbooks belonging to different publishing houses. In line with this objective, the following questions have been sought to seek answers:

1. What is the readability level of 7th grade social studies textbooks published by MEB and private broadcasting houses according to *Flesch reading ease readability formula*?
2. What is the readability level of 7th grade social studies textbooks published by MEB and private broadcasting houses according to *Flesch-Kincaid reading easiness readability formula*?
3. What is the readability level of 7th grade social studies textbooks published by MEB and private broadcasting houses according to *SMOG readability formula*?

4. What is the readability level of 7th grade social studies textbooks published by MEB and private broadcasting houses according to *Gunning fog index*?
5. What is the readability level of 7th grade social studies textbooks published by MEB and private broadcasting houses according to *Cloze readability test*?
6. What is the readability level of 7th grade social studies textbooks published by MEB and private broadcasting houses according to *readability formula especially designed for Turkish texts by Ateşman*?

Methods

In this study, texts that are randomly chosen from 7th grade course books published by the Ministry of Education publishing house and some other private publishing houses are evaluated in terms of their readability levels by using *Flesch reading ease readability formula* (Flesch, 1948), *Flesch-Kincaid reading easiness readability formula* (Flesch and Kincaid, 1975), *SMOG readability formula* (Mc Laughlin, 1969), *Gunning fog index* (Gunning, 1952), *Cloze readability test* (Taylor, 1953) and *readability formula especially designed for Turkish texts by Ateşman* (1997).

The model of this research is descriptive which depends on document analysis. According to Çepni (2005), in descriptive studies, researches are carried out in order to shed light on a case without making any changes in the research environment; and making evaluations in line with the standards and revealing possible relations among incidents are the basic criteria.

Environment and Sampling

All of the Secondary education 7th grade Social Studies course books, published by the Ministry of National Education and some private publishing companies in Turkey are the environments of this research. Sampling of the research is the course books used in Artvin city center, which are approved by the Ministry of National Education, Board of Education and Discipline for 5 years.

Students are used while determining readability levels of course books by CLOZE test readability formula of the research. Student environment of the research is 7th grade students in the entire private and public schools in Turkey. Reachable environment of the research is made of 7th grade students in Artvin city, central district and other districts private and state schools.

Sampling of the research is made of 130 students in 7th grade Artvin city, central district private and state schools. Readability practice is conducted on students during counseling course hours and texts chosen from course books are used. This is why, there is no need for a legal permission document.

Data Collection Tools

Below mentioned formulas are used in order to evaluate the randomly chosen texts in 7th grade social studies course books and related data are collected. The application processes of these formulas are presented below:

Flesch reading ease readability formula. “Flesch reading ease readability formula” and “Flesch-kincaid grade level formula” are the two types of the very same formula. Although goals of these two different types are the same, they differ in evaluation and scaling methods.

In Felsch reading ease formula, high score means that the text is easy while low score indicates that the text is difficult. Lengths of sentences and syllables in a 100 words section of a text are determined. Total number of words is divided to the total number of clauses in order to determine the length of words. Total number of syllables is divided to the total number of words in order to determine the length of clauses. Flesch Reading Ease score doesn't give any information about the education level of the reader (0-29=very confusing, 30-49=difficult, 50-59=fairly difficult, 60-69= standard, 70-79= fairly easy, 80-89=easy and 90-100=very easy). Flesch Reading Ease Readability Formula's regression equation is mentioned below:

Flesch Reading Ease score = $206,835 - (1,015 \times \text{average syllable length}) - (84,6 \times \text{average sentence length})$

Flesch-Kincaid Grade level formula's regression equation is mentioned below:

Education level = $0,39 \times \text{average sentence length (ASL)} + 11,8 \times \text{average word length (ASW)} - 15,59$

Score obtained with this equation shows the number of years that the reader should be educated in order to understand a specific text.

SMOG readability formula. A section including approximately 30 words are chosen from a course book. The number of words including 3 or more syllables is determined and readability classification is made by placing the data in the below mentioned formula.

SMOG Classification = $3 + \sqrt{\text{number of words that have more syllables}}$

Gunning fog index. The formula is applied as mentioned below:

1st step: Number of sentences in a 100 words section chosen from the text is determined.

2nd step: Total number of words is divided to the total number of sentences and average sentence length is determined.

3rd step: The number of words (polysyllabic) that have 3 or more syllables is determined. There are some additional explanations in evaluating the syllables. Proper nouns, words that have syllable hyphen, disyllabic simple nouns that have become trisyllabic with -es and -ed suffixes cannot be accepted as polysyllabic.

4th step: Number of polysyllables is divided to the total word number in the reference section and difficult word percentage is determined.

5th step: Average sentence length obtained in the second step and difficult word percentage obtained in the 4th step are added.

6th step: Result is multiplied by 0.4. The formula is presented below:

Grade Level = $0.4 (\text{Average Sentence Length (ASL)} + \text{difficult word percentage (PHW)})$

Readability formula developed by Ateşman for Turkish language. Formula steps are as follows:

1st step: 3 paragraphs that have approximately 100 words are chosen from the course book.

2nd step: Average syllable number in each 100 words section is determined.

3rd step: Average sentence length in each paragraph is calculated.

4th step: The formula below is used and obtained result is evaluated according to readability levels (100-90: very easy, 89-70: easy, 69-50: medium difficulty, 49-30: difficult, 29-1: very difficult)

Easy reading score = $198,825 - 40,175 (\text{average word length as syllables}) - 2,610 (\text{average sentence length as words})$

CLOZE readability test (CLOZE deletion test). In CLOZE readability test, constructing, administration, scoring and interpretation stages are used and readability of text is calculated.

- **Constructing.** A text, made of 275 words is chosen. Target students shouldn't see the text before application. The first sentence is left as it is and for primary school application, one word in every 15 is omitted; for secondary school application, one word in every 7-9 is omitted. The omitted word is recorded and replaced with a blank space for the student to write in the answers.

- **Administration (application).** Students are informed about the goal of the study and they are instructed to write only one word in each blank and try to fill in every blank.

- **Scoring.** Words in the original texts are counted as correct. Individual success and classroom's general success are taken into consideration and book's readability in terms of class level is determined.

- **Interpretation.** Scores between 40%-60% indicate that students may have difficulty in reading the book and need a guide to solve these problems. Scores above 60% indicate that the book is proper for the target group students. Scores below 40% indicate that the book would probably be difficult for students.

Findings

Findings obtained in this study are presented in this section.

Table 1. Evaluation results of secondary school 7th grade social course book according to cloze test

Score	Number of Students	Percentages in the Sample
Points over 60	12	%9
Points between 40 and 60	19	%15
Points below 40	99	%76

When Table 1 is analyzed, it can be said that 9% of students got scores that are 60 and higher, 15% of students got scores that are between 40 and 60, 76% of students got scores that are 40 and below. The high number of students getting low scores indicates that the text would probably be difficult for the target student group.

Table 2. Evaluation results of private publishing company-a 7th grade social studies course book according to Flesch-Kincaid reading easiness readability formula

Text/Page Number	Word Number	Sentence Number	Syllable Number	ASL	ASW	Class Level	Reading Age
1/17	100	9	293	11,1	2,93	23,31	28,31
2/87	95	8	290	11,87	3,05	40,64	45,64
3/142	100	7	280	14,28	2,8	23,01	28,01
Class Level Mean						28,98	
Reading Age Mean							33,98

According to Flesch-Kincaid readability formula equation, obtained score indicates the number of education years that target student group should get. When table 2 is analyzed, it can be seen that according to Flesch-Kincaid readability formula the book’s average class level is determined to be 29. In this case, students should have 24 years of education and they should be at the age of 34. The obtained result show that target student group of the book is much older and they should have many more years of education.

Table 3. Evaluation results of private publishing company-a 7th grade social studies course book according to Flesch reading easiness readability formula

Text/Page Number	Word Number	Sentence Number	Syllable Number	ASL	ASW	Class Level	Reading Age
1/17	100	9	293	11,1	2,93	-52,30	-47,30
2/87	95	8	290	11,87	3,05	-63,41	-58,41
3/142	100	7	280	14,28	2,8	-44,53	-39,53
Education Level Mean						-54,41	
Reading Age Mean							-53,41

When table 3 is analyzed, it is seen that Private Publishing House -A secondary school 7th grade social studies class course book average reading ease score is -53,41. This result shows that class level value is meaningless and class level couldn't be determined.

Table 4. Evaluation results of private publishing company-a 7th grade social studies course book according to gunning difficulty indicator formula

Text/Page Number	Word Number	Sentence Number	Multisyllabic Word Number	ASL	PHW	Class Level	Reading Age
1/19	101	7	60	14,4	59,4	29,5	35,5
2/44	97	10	53	9,7	54,6	25,7	31,7
3/99	98	6	50	16,3	51	26,92	31,92
Education Level Mean						27,37	
Reading Age Mean							33,37

Texts randomly chosen from Private Publishing House-A publishing 7th grade social studies course book are analyzed according to Gunning Fog index formula and results are presented in Table 4. When Table 4 is analyzed, it can be said that readability age and education level of the course book is much higher than the target student group who are at the age of 13.

Table 5. Evaluation results of private publishing company-a 7th grade social studies course book according to SMOG readability formula

Text/Page Number	Sentence Number	Multisyllabic Word Number	Word	Class Level
1/12	30	138		14,74
2/102	30	158		15,56
3/173	30	194		16,92
Reading Age Mean				15,74

When Table 5 is analyzed, it is seen that Private Publishing House-A publishing 7th grade social studies course book average readability age score is 15, 74. This result obtained indicates that book's target student group readability age is higher than the actual student age.

Table 6. Evaluation results of private publishing company-a 7th grade social studies course book according to the readability formula which was developed by Ateşman for Turkish language

Text/Page Number	Word Number	Sentence Number	Multisyllabic Word Number	ASL	ASW	Educational Attainment	Range
1/17	100	10	293	10	2,93	55,01	Moderate difficulty
2/79	101	10	303	10,1	3	51,93	Moderate difficulty
3/142	99	8	293	12,37	2,95	48,01	Difficult
Readability Level Mean						51,65	Moderate difficulty

Private Publishing House-A publishing 7th grade social studies course book data are also evaluated with the readability formula developed by Ateşman especially for Turkish language. The obtained results are presented in Table 6. According to these data, the course book is of medium difficulty for the student group.

Table 7. Evaluation results of private publishing company-b 7th grade social studies course book according to Flesch-Kincaid reading easiness readability formula

Text/Page Number	Word Number	Sentence Number	Syllable Number	ASL	ASW	Class Level	Reading Age
1/19	100	8	287	12,5	2,87	23,15	28,15
2/69	100	10	301	10	3,01	23,82	28,82
3/121	101	10	287	10,1	2,84	21,86	26,86
Education Level Mean						22,94	
Reading Age Mean							27,94

Score obtained with Flesch-Kincaid readability formula equation shows the number of education years that students should have. When Table 7 is analyzed, it can be understood that course book’s average grade level is 23 according to Flesch-Kincaid formula. In this case, the target student group should be approximately at the age of 28 and have 23 years of education. The obtained result shows that the course book’s readability level is much higher than the capacity of the actual students.

Table 8. Evaluation results of private publishing company-b 7th grade social studies course book according to Flesch reading easiness readability formula

Text/Page Number	Word Number	Sentence Number	Syllable Number	ASL	ASW	Class Level	Reading Age
1/19	100	8	287	12,5	2,87	-48,65	-43,65
2/69	100	10	301	10	3,01	-57,96	-52,96
3/121	101	10	287	10,1	2,84	-43,68	-38,68
Class Level Mean						-50,09	
Reading Age Mean							-45,09

When Table 8 is analyzed, it can be seen that Private Publishing House-B publishing 7th grade social studies course book’s average readability score is -50,09. This situation means that the grade level value is meaningless and class level couldn’t be determined.

Table 9. Evaluation results of private publishing company-b 7th grade social studies course book according to gunning difficulty indicator formula

Text/Page Number	Word Number	Sentence Number	Multisyllabic Word Number	ASL	PHW	Class Level	Reading Age
1/25	100	9	52	11,1	52	25,24	31,24
2/43	104	12	65	8,6	62,5	28,4	34,4
3/117	99	8	38	12,3	38,3	20,24	26,24
Education Level Mean						24,62	
Reading Age Mean							30,62

Texts that are randomly chosen from Private Publishing House-B publishing 7th grade social studies course book are analyzed according to Gunning Fog index and the data obtained in the process are presented in Table 9. When the table is analyzed, it is seen that course book's target student age and readability level are much higher than the actual student group who are at the age of 13.

Table 10. Evaluation results of private publishing company-b 7th grade social studies course book according to SMOG readability formula

Text/Page Number	Sentence Number	Multisyllabic Word Number	Class Level
1/36	30	191	16,82
2/70	30	151	15,28
3/142	30	182	16,49
Reading Age Mean			16,19

When Table 10 is analyzed, it can be seen that according to SMOG readability formula, Private Publishing House-B publishing 7th grade social studies course book's average readability age score is 16,19. This result indicates that the course book's readability age isn't proper for the students; it is higher than the students in the classes.

Table 11. Evaluation results of private publishing company-b 7th grade social studies course book according to the readability formula which was developed by Ateşman for Turkish language.

Text/Page Number	Word Number	Sentence Number	Multisyllabic Word Number	ASL	ASW	Educational Attainment	Range
1/35	100	10	294	10	2,94	54,61	Moderate difficulty
2/86	102	11	275	9,27	2,69	66,55	Moderate difficulty
3/120	100	7	276	14,28	2,76	50,67	Moderate difficulty
Readability Level Mean						57,27	Moderate difficulty

When Table 11 is analyzed, it can be seen that Private Publishing House-B 7th grade social studies course book is evaluated with the readability formula developed by Ateşman for Turkish language. According to the obtained data, the course book's average readability level is medium.

Table 12. Evaluation results of ministry of national education publishing 7th grade social studies course book according to Flesch-Kincaid Reading easiness readability formula

Text/Page Number	Word Number	Sentence Number	Syllable Number	ASL	ASW	Class Level	Reading Age
1/23	99	9	269	11	2,71	20,67	25,67
2/64	101	8	285	12,62	2,82	22,60	28,60
3/81	103	7	291	14,71	2,82	23,42	28,42
Education Level Mean						22,23	
Reading Age Mean						27,23	

Flesch-Kincaid readability formula equation score indicates the years of education that students should have. When Table 12 is analyzed it is seen that the average reading level of the book is 22 according to Flesch-Kincaid formula. In this case, students who are supposed to read the course book should have 22 years of education and they should be at the age of approximately 27. The result shows that target class level and reading age of the course book is much higher than the level and age of actual student group.

Table 13. Evaluation results of ministry of national education publishing 7th grade social studies course book according to Flesch-Kincaid reading easiness readability formula

Text/Page Number	Word Number	Sentence Number	Syllable Number	ASL	ASW	Class Level	Reading Age
1/23	99	9	269	11	2,71	-33,59	-28,59
2/64	101	8	285	12,62	2,82	-44,55	-39,55
3/81	103	7	291	14,71	2,82	-46,66	-41,66
Education Level Mean						-41,6	
Reading Age Mean						-36,6	

In Table 13, it can be seen that according to Flesch reading ease formula, Ministry of National Education publishing 7th grade social studies course book's average reading ease score is -41, 6. This score is meaningless in terms of determining grade level and because of this, grade level couldn't be understood.

Table 14. Evaluation Results of Ministry of National Education Publishing 7th Grade Social Studies Course Book According to Gunning Difficulty Indicator Formula

Text/Page Number	Word Number	Sentence Number	Multisyllabic Word Number	ASL	PHW	Class Level	Reading Age
1/15	101	9	39	11,2	38,6	19,92	25,92
2/24	101	6	56	16,8	55,4	28,8	34,8
3/79	101	9	59	11,2	58,4	27,8	33,8
Education Level Mean						25,50	
Reading Age Mean						31,50	

Texts that are randomly chosen from Ministry of National Education publishing 7th grade social studies course book are analyzed according to Gunning fog index and the results are presented in Table 14. According to the table, it can be seen that the book is much more difficult than the level of the student group in this study. The students of this study are at the age of 13, but the target reader group of the book according to Gunning fog index should be much older.

Table 15. Evaluation results of ministry of national education publishing 7th grade social studies course book according to SMOG readability formula

Text/Page Number	Sentence Number	Multisyllabic Word Number	Class Level
1/148-149	30	194	16,92
2/126-127	30	201	17,17
3/18-19	30	251	18,84
Reading Age Mean			17,64

When Table 15 is analyzed, it can be seen that Ministry of National Education publishing 7th grade social studies course book's average readability score is 17,64 according to SMOG readability formula. The obtained result shows that course book's readability age is much higher than the students' age in this study.

Table 16. Evaluation results of ministry of national education publishing 7th grade social studies course book according to the readability formula which was developed by Ateşman for Turkish language

Text/Page Number	Word Number	Sentence Number	Multisyllabic Word Number	ASL	ASW	Educational Attainment	Range
1/23	99	9	269	11	2,71	61,24	Moderate difficulty
2/44	100	15	273	6,6	2,73	71,92	Easy
3/134	104	7	324	14,8	3,11	35,25	Difficult
Readability Level Mean						56,13	Moderate difficulty

Ministry of National Education publishing 7th grade social studies course book is also evaluated with the readability formula developed by Ateşman for Turkish language. The results are presented below in Table 16. According to the obtained results, the course book's average readability is medium level. According to the results obtained by Ateşman's formula, the significant point is that there are easy, medium and difficult texts in the same course book.

Discussions and Results

In line with the goal of the study, Ministry of National Education publishing 7th grade social studies course book is evaluated in terms of readability level with Flesch Reading Ease Readability Formula, SMOG readability formula, Gunning Fog Index, Readability formula developed by Ateşman and CLOZE readability test formula. The obtained results are presented below.

According to CLOZE readability test, scores obtained from the entire 7th grade social studies course book are 40 or below. This result implies that course books are probably difficult for students. According to Flesch-Kincaid readability formula, 7th grade Social Studies course books scores indicate that; students that will read Ministry of National education book should have 22 years of education, students that will read

Private Publishing house book should have 29 years of education and students that will read Private Publishing house-B book should have 23 years of education.

Entire obtained data show that all of the Social Studies course books are inappropriate for the readers in this study according to Flesch-Kincaid reading ease readability formula. The course books are evaluated by Flesch Reading Ease Readability Formula and negative scores are obtained. These negative results are meaningless and grade levels couldn't be determined.

According to Gunning Fog index readability formula, a student at the age of 7 should be educated for 23 years in order to understand Ministry of National Education course book, 27 years in order to understand Private Publishing house-A course book, 25 years in order to understand Private Publishing House-B publishing house. According to these results, the books are much difficult than the level of students.

In the study, among the readability formulas that are prepared for English grammar, SMOG formula scores show the results that are closest to the level of readers. 7th grade Social studies course books that are evaluated according to SMOG readability formula are determined to be as follows: students should be at the age of 17 for Ministry of national education, at the age of 16 for Private Publishing house-A course book and they should be at the age of 16 for Private Publishing House-B publishing house course book.

Every language is unique in terms of its grammar. Readability formulas are generally based on English language grammar. These formulas don't give correct results in evaluating texts written in different languages. Different languages should have different formulas in order to be evaluated correctly. Readability formula for Turkish is developed by Ateşman. The results of this specific readability formula are presented below.

3 texts are chosen randomly from different parts of the course books mentioned above. Ateşman's readability formula is applied to these texts in order to evaluate their readability level. According to this formula, the texts are medium-difficult.

When all of the obtained results are taken into consideration, it is possible to say that: It is not possible to obtain correct and reliable results with the readability formulas that are not specifically prepared for Turkish language structure. The only specifically-prepared formula for Turkish language is developed by Ateşman and it is used for the texts in this study. Medium-difficult texts in a classroom full of students with individual differences may be difficult to understand for most students. This is why, while preparing course books, readability levels should be specifically prepared in order to let the students understand the texts.

Results obtained in this study are consistent with the results of readability studies carried out in Turkey. Most of the readability levels of course books aren't proper for the target students' grade levels in this study (Durukan, 2014; Geçit, 2010; Hızarcı, 2009; Topkaya, Ulu Kalın ve Yılar, 2015).

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