A review on the use of figurative language in the poems in Turkish course books*

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Abstract

The research purpose is examining the poems in Turkish textbooks for 1st–8th grade in terms of figurative language usage. The data source used in this qualitative study was gathered from the Turkish textbooks for the 1st–8th grade which was published in 2015–2016. The data were collected through document analysis and analysed via content analysis. It is revealed by this study that mostly simile and least metonyms and metaphors have been used for the 1st–4th-grade poems. In the poems included in the 5th–6th-grade Turkish course books, trope and simile have been utilized the most and metonym and metaphor have been used the least. In the poems included in 7th- and 8th-grade Turkish course books, trope and simile have been used the most and metonym and metaphor have been utilized the least.

Keywords: Figurative language, children's poems, Turkish education, trope.

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1. Introduction

Poems have an important function for bringing children into consciousness and sensitivity in using Turkish. Poems can be said to be important for children in terms that they can recognize the richness of the Turkish language, express their emotions, thoughts and dreams effectively. Poems are expected to have a literary value and some qualities accordingly for children's linguistic development. Naturally, every poem cannot address children, and at this point utilized material is significant. Suitability for the child requires taking her/his interests, needs and language into consideration and making them correspond to the texts (Sever, 2013a). According to Sirin (1998), language and expression determine the degree of suitability to the child. In this regard, Diliduzgun (2004: 41) states the following: 'The key feature distinguishing between the children books and adult books is the necessity to take the child's special conditions into consideration in addition to being literary'. One of the child's special conditions is her/his language development level. Within this context, there is hardly any difference between the poems written for children and adults. The difference between them can be said to be regarding the language utilized. Children's poems differ from adult poems in terms of language sensitivity, articulation and image (Firat, 2012). The ability of the poems addressing children to stimulate their imagination depends on images. Children can go in various explications and affection with the poet's imagery expression, and their senses and emotions can precess. When the image, design and similes, which are the building stones of poetic language, have been taken into consideration, the poems including in figurative expression can be thought to be a stimulus implicating children's affective and cognitive dimensional experiences (Sever, 2004; 2013a). Figurative expression can be defined as an expression style structured with figurative language elements. Figurative language elements can be categorized as tropes, similes, metonyms, metaphors, personification and anthromorphisms, proverbs and idioms.

The memory of a child reading a poem which includes figurative expression can take responsibility for connecting with concrete and abstract concepts, perceiving the relationships and creating designs. Thus, the little reader's creative thinking ability can improve. Therefore, bringing the children together with the poems that reflect the examples of the figurative language use and improving their figurative language ability via poems gain importance. Briefly, it can be stated that the improvement of the figurative language skills depends on the figurative language elements. The figurative language provides an opportunity to express the things wanted to be told with fewer words and in a more emphasized way. It is vital for verbal and written expression to be vivid, effective and polysemous. It is influential in making hard-to-explain expressions easier, forming new designs and images in the memory. If the usage of figurative language has such an importance, what is the situation in the poems included in Turkish textbooks? In order to reply this question, many researchers and specialists have presented opinion on children's poem language and features, and the poems included in the textbooks. Sezer (2000), Sivri (2006), Kibris (2012) and Atilla (2013) state that the course books fully include didactic verse examples, stacks of words from the pile of lines made up of rhymes and measures that cause the dislike of children, undermine their gain of literature/art pleasure and estrange them from poems for life. In this context, it can be expressed that the poems presented to children and included in the course books have qualitative problems in terms of their language and expression. The researches executed regarding several literary types may provide feedback about concerning the qualitative problems and that how a type worked on should be. When the importance of the poem and image in children's linguistic development is taken into account, it can be mentioned that there are no adequate and comprehensive studies

mentioning the usage of figurative language in poems within the accessed sources regarding Turkish education.

The study can provide feedback to those concerned (teachers, teacher candidates, course book writers, academicians, families, editors etc.) about how poems in the Turkish course books should be qualitatively in terms of language and expression dimensions for linguistic development, especially for the development of the figurative language skill. This type-oriented research may help those concerned in terms of choosing the poems utilizing figurative language elements appropriate for children to include in the course books. In this direction, the aim of this study is to examine the poems included in the 1st–8th-grade Turkish course books in terms of figurative language use. In order to achieve this goal, the following questions' answers are sought:

1. Are trope, simile, metonym, metaphor, personification and anthromorphism, which are among the elements structuring figurative language in poems, included?

2. Are the poems in the Turkish course books suitable for children in terms of figurative language use?

3. Are the poems in the Turkish course books qualitative in terms of the figurative language use?

4. Are the figurative language elements in the poems included in the Turkish course books used with their concrete or abstract meanings?

5. Which figurative language elements do the poems include according to age groups?

2. Method

2.1. Research model and research sample

This study is qualitative. The data source of the research are the poems included in 1st–8th-grade Turkish course books published in 2015–2016 by the Ministry of National Education (MNE) and other publishers (Yildirim, Gizem, Ozgun, Engin, Cem Veb, Ogun and Evren Publishings).

2.2. Data Collection tools and data analysis

The data have been collected via document analysis, content analysis and structured analysis, which is the sub-category of content analysis. The way something is expressed is in the centre of structured analysis utilized in the research, instead of what has been expressed (Riesman, 2003). The main category is 'figurative language'. The subcategories are determined as follows: 'trope, simile, personification, anthromorphism, metonym, proverbs and idioms'. A context unit has been chosen as a line/sentence, but some lines have been approached together in order not to lose content integrity. The frequency of the subcategories appear in each line/sentence has been determined. The words, expressions or full sentences that correspond to the subcategories within each line/sentence chosen as a context unit have been counted and the frequency has been calculated that way. While calculating the frequency, the words and expressions corresponding to the subcategories have been coded as 1 or 0.

All the poems (110 poems) in eight course books have been examined by taking the age groups into consideration. While separating into the age groups (6–8 years, 8–10 years, 10–12 years and 12–14

years), the groupings that Sever (2012) utilized in determining the characteristics of linguistic development have been utilized. Also, the characteristics of linguistic development stages included in literature sources such as development-learning psychology and child development have been utilized. 6/7 and 11/12 years involve the concrete operational stage in Piaget's (1999) stages concerning intellectual development and linguistic development accordingly. According to the specialists, the beginning age of this stage differs. The concrete operational stage begins at 7 years according to Senemoglu (2002) and at 6 years according to Gander and Gandiner (2010) and Santrock (2011). Gander and Gandiner (2010) state that the children at 12 years and older reach puberty. Santrock (2011) emphasizes that puberty begins at 10–12 years and continues until 18–21 years. These adolescent children are in Piaget's abstract operational stage. While the age range differs, 10/12 and 14/15 years are named as puberty/abstract operational stage.

In sum, according to scientific books and research results on developmental models (Ari, 2010; Artar, 1998; Bacanli, 2005; Basaran, 1996; Eripek, 1998; Erden & Akman, 2011; Gander & Gardiner, 2010; Gokler, 2006; Miller, 2008; Piaget, 1999; Santrock, 2011; Sever, 2012; Senemoglu, 2003; Topses, 2003; Yapici, 2004; Yazgan Inanc, Bilgin & Kilic Atici, 2005), in this research, 6–8 and 8–10 years have been acknowledged as the concrete operational stage, and 10–12 and 12–14 years have been acknowledged as abstract operational stage.

In the analysis, some studies' validity and reliability were carried out. Firstly, all the poems have been examined and coded twice at different times by the researcher. These codifications were checked if they were significant and consistent together. According to Miles and Huberman's (1994) code testing, the percentage of fit between the codes is 83.72% (approximately 84%). 44% of the 84 poems with figurative language use have been examined by another researcher who has been doing a doctorate in the field of Turkish education and also is an instructor in the same field. Afterwards, the two researchers met and inquired about the codes and had a discussion on them. In the direction of the interview, some codes have been rearranged. The correspondence percentage of both researchers' codings was 80.3%. The opinions of another specialist with the same qualities of the second researcher have been taken for some figurative elements and usages in cases when both the researchers were in contradiction about the codings.

For external validity, some of the findings obtained were revealed to be present in other previous researches and these similar findings are presented in the 'Findings and comments' section. The findings obtained via the qualitative data collection method and qualitative analysis were quantified with reference to Creswell's (2003) opinion: 'in qualitative researches, findings of an analysis can be quantified and quantitative analysis findings can be qualified'. In sum, the frequency and percentage values of the findings obtained were calculated and these values are presented in tables. Finally, the findings were commented on according to the research questions.

3. Findings

In this research, 31 poems in 1st grade, 12 poems in 2nd grade, 8 poems in 3rd grade, 11 poems in 4th grade, 13 poems in 5th grade, 12 poems in 6th grade, 12 poems in 7th grade and 11 poems in 8th grade, in other words 110 poems in total, were examined. The frequency of including the elements structuring the figurative language according to class levels has been presented in Table 1.

Table 1

The Frequency of Including the Elements Structuring the Figurative Language According to Class

Category	f							
	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Trope	3	3	1	10	16	Mne 21 Ogun 19	Mne 7 Meram 9	Mne 19 Evren 17
Simile	1	13	12	32	11	Mne 30 Ogun 11	Mne 21 Meram 7	Mne 5 Evren 15
Metaphor	1	5	1	2	4	Mne 1 Ogun -	Mne 2 Meram 1	Mne - Evren 13
Personification	4	6	6	12	12	Mne 5 Ogun 14	Mne 4 Meram 10	Mne 4 Evren 6
Anthropomorphism	2	5	-	1	-	Mne 2 Ogun -	Mne 1 Meram -	-
Metonym	-	1	1	2	2	Mne - Ogun 1	Mne 1 Meram 1	Mne 4 Evren 3
Idiom	1	7	1	5	14	Mne 12 Ogun 12	Mne 10 Meram 6	Mne 11 Evren 3
Proverb	-	-	-	-	-	-	-	Mne - Evren 1

As seen in Table 1, there are two course books published by different publishing houses for 6th, 7th and 8th grades. There are some differences in the frequency of trope in these books. When the class levels are taken into consideration, it is seen that the frequency of including trope does not increase incrementally. The number of tropes in 6th-, 7th- and 8th-grade levels increases more than the 1st–5th grade; this increase is not incremental. Tropes are included mostly in the poems within the 6th-grade course books. When the 6th-, 7th- and 8th-grade course books are analysed, the highest frequency is in the poems in the 6th-grade course books. Some instances of tropes in the poems included in the textbooks are presented below:

'You are the ornament of my beautiful homeland' (p. 105) (1st grade)

'Wings blossom in your soul' (p. 115) (3rd grade)

'The dark clothes scattered',

'The bud came into bloom'. (p. 19) (4th grade)

'I was put in the grave before dying' (p. 57) (5th grade)

'The heroes sacrificed to the homeland entered into this ring'. (p. 49) (8th grade; Evren Publishing House)

The frequency of simile in the poems differs according to class levels, but as it is in trope, the frequency of including simile is not an incremental increase. Some instances of similes in the poems are presented below:

'It is a ballad

The sound of the rain'. (p. 124) (2nd grade)

'Sleep

Such a strange story' (p. 95) (3rd grade)

'Turkish country is a honeycomb,

Turkish nation is a bee,

Jewellery of our country,

Is the Turkish factory'. (p. 52) (4th grade)

'The times passed like the stream of water' (p. 50) (6th grade; Ogun Publishing House)

'Her/ his golden hair is rippling in the wind' (p. 46) (7th grade; MNE Publishing House)

'Our house resembled to a golden honeycomb' (p. 85) (8th grade; Evren Publishing House)

According to table, there are not many metaphors in Ogun Publishing's 6th-grade course book and MNE Publishing's 8th-grade course book. Some instances of metaphors in the poems are presented below:

'In the voice of the teacher

I found many pleasures...' (p. 35) (2nd grade)

'Smells history and art…The work of Turkish' (p. 119) (3rd grade)

'A warm love in your eyes'. (p. 19) (4th grade)

'Father, son, mother carrying honey …' (p. 85) (8th grade; Evren Publishing House)

It is possible to see instances of personificaton in the poems from each grade. The number of personification in 2nd- and 3rd-grade course books and 4th- and 5th-grade course books is equal. In this direction, it can be stated that frequency of personification does not increase regularly when the class levels go up.

Anthropomorphism is not included in the course books of some grades and some publishers. It has a low frequency and it does not show an incremental increase when class level goes up. It is not included in the poems within the 3rd-, 5th- and 8th-grade course books. In the 6th and 7th grades, it is only included in MNE Publishing's course books. Since personification and anthropomorphism are generally used together in the poems. The instances of personification and anthropomorphism are presented below:

'Otherwise s/he would die before reaching the city.

'This desire'. s/he said, 'isn't disrespectful.

You take half the load, I beg you.

Not much, see'

Besides got angry, stamping the ground. The horse said, 'No.',

Besides got angry, stamping the ground' (personification, anthropomorphism, p. 26) (1st grade)

'Covering myself with a white cloud duvet' (Personification, p. 95) (3rd grade)

'One day, said the Oak to the Reed: (Anthropomorphism, p. 64) (6th grade; MNE Publishing House)

—Indeed God has wronged you'.

'That creek flows slowly, I don't know if it is tired?' (Personification, p. 29) (7th grade; Meram Publishing)

The frequency of including metonym does not show a gradual increase when grades go up. It is not included in the poems within the 1st-grade course book. When the 6th-, 7th- and 8th-grade course books are compared, the highest frequency is in the poems within the 8th-grade course books. The instances of the metonyms included in the poems are as follows:

'Bursa's silk', (metonym, p. 52) (4th grade)

'Shall our Red Crescent be the enemy of disaster…' (p. 100) (5th grade)

'I will read some lines from Plato'. (p. 113) (6th grade; MNE Publishing House)

'There is good news for my homeland's every corner' (p. 41) (8th grade; Evren Publishing House)

Idiom use in the examined poems cannot be said to increase regularly when class levels go up. When the 6th-, 7th- and 8th-grade course books are compared, the highest frequency is in the poems of both publishers' 6th-grade course books. Some instances of the idioms included in the poems are presented below:

'Come in, welcome, s/he said.

Shook my mom's hand, (shake one's hand, p. 10)

Kissed me'. (2nd grade)

'Joy from one of us,

happiness, peace,

Gives us spirit all' (give spirit, p. 15) (3rd grade)

'Together, they had the bug' (have the bug, p. 14) (5th grade)

'It's cut me to the quick, (cut someone to the quick, p. 76)

Under my skin,

To the backbone'. (to the backbone, p. 76) (6th grade; MNE Publishing House)

'I die but am remembered after death' (be remembered after death, p. 75) (7th grade Meram Publishing House)

Proverbs have been only used once in the poems among the Turkish course books within Evren Publishing's 8th-grade course book. '… . Old enemies do not become friends' (Old enemies do not become friends, p. 59). The frequency of including the elements structuring the figurative language in the poems according to the age groups has been given in Table 2[*].

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[*]The examination has been executed in accordance with class levels corresponding to Sever's (2012) age groupings. The grades are acknowledged as follows: 6–8 age group as 1st and 2nd grade, 8–10 age group as 3rd and 4th grade, 10–12 age group as 5th and 6th grade, 12 years and older children as 7th and 8th grade. The findings have been reported in accordance with these groupings. The frequency of including the figurative language elements in the poems for 10–12 years and older children has been calculated by adding the frequencies of MNE and the private publishers'.

Table 2:*The Frequency of Including the Elements Structuring the Figurative Language in the Poems According to Age Groups*

Category	f			
	6–8 Years (1st–2nd Grade)	8–10 Years (3rd–4th Grade)	10–12 Years (5th–6th Grade)	12–14 Years (7th–8th Grade)
Trope	6	11	56	52
Simile	14	44	52	48
Metaphor	6	2	6	8
Personification	10	18	31	24
Anthromorphism	7	1	2	3
Metonym	1	3	3	9
Idiom	7	6	39	36
Proverb	-	-	-	1

As seen in Table 2, in the poems addressing the children in the 6–8 years age group is proverbs not used in the poems. Proverbs are only used once in the poems for the 12–14 years age group. Trope has been used the most and metonym and metaphor have been used the least in the poems for the children in the concrete operational stage (6–8/8–10 years). Trope and simile have been utilized the most and metonym and metaphor have been used the least in the poems for the children in abstract operational stage (10–12/12–14 years).

In Table 3, the elements structuring the figurative language have been presented by being examined in terms of concreteness and abstractness.

Table 3
The Frequency of the Elements Structuring the Figurative Language in Terms of Concreteness-Abstractness According to the Age Groups

Category	f							
	6-8 Years		8-10 Years		10-12 Years		12-14 Years	
	Concrete	Abstract	Concrete	Abstract	Concrete	Abstract	Concrete	Abstract
Trope	-	6	-	11	-	56	-	52
Simile	13	1	39	5	39	13	46	2
Metaphor	6	-	2	-	4	2	7	1
Personification	10	-	18	-	31	-	24	-
Anthropomorphism	7	-	1	-	2	-	3	-
Metonym	1	-	3	-	3	-	9	-
Idiom	4	3	-	6	4	35	-	36
Proverb	-		-		-		1	-

Almost all the simile and all the personification, anthropomorphism, metaphor and metonym in the poems within the 1st- and 2nd-grade course books have been included to express concrete conceptions in both grades. The tropes have abstracted a word with concrete meaning or expressed a word with abstract meaning with an abstract conception again. Four of the idioms have been used with concrete meanings and the rest have been used with abstract meanings. Accordingly, it can be expressed that all of the tropes and some of the idioms are abstract.

The tropes in the poems within the 3rd- and 4th-grade course books have abstracted a word with concrete meaning or expressed a word with abstract meaning with an abstract conception. In idioms, the words have been used out of their central meanings. Almost all similes have concrete meanings. All of personification, metonym, metaphor and anthropomorphism have expressed concrete conceptions in both grades.

Tropes in the poems within the 5th- and 6th-grade course books have abstracted a word with abstract meaning or expressed a concrete word with an abstract conception. The words in almost all of the idioms are out of their central meanings. Most of the tropes have concrete meanings. All of the personification, anthromorphisms and metonyms and four of metaphors have expressed concrete conceptions.

Almost all the tropes and metaphors and all the personification and anthropomorphism have been included with concrete meanings in the poems within the 7th- and 8th-grade course books. Tropes and the idioms have abstracted a concrete word or expressed the abstract word with an abstract conception.

Proverbs have been included only once in the both age groups (10–12/12–14 years). There are not many elements structuring the figurative language in 26 out of 110 poems within the 1st–8th-grade course books. There is no figurative language use in 23 out of 31 poems in the 1st-grade level. There are no figurative language elements in two of the poems within the 2nd-grade course book. Only one of the 13 poems in the 5th-grade course book had figurative language elements.

4. Conclusion, discussion and recommendations

Poem's language covered with images makes it metalanguage. Poems with images and figurative language improve children's figurative language skills. It can be mentioned that development of figurative language skill depends on figurative language elements. In that case, determining the situation of figurative language usage in the poems within Turkish course books becomes crucial. Therefore, it is aimed to examine the poems in the 1st–8th-grade Turkish course books in terms of figurative language usage in this study. As a result of the analyses, the results below have been obtained.

Equal frequency number of including tropes in the 1st- and 2nd-grade course books are remarkable findings. In addition, the determination of only one metaphor in the 3rd grade textbook is also remarkable. Only one idiom has been used in the poems within the 1st- and 3rd-grade course books. This number is quite low for the 3rd-grade level. It has been detected that idioms have been used in fewer number for 6–10-year-old children. The number of idioms in the poems can be increased. Also more idioms can be included in the 6th-, 7th- and 8th-grade poems. Because 6th-, 7th- and 8th-graders can comprehend the idioms and idioms provide a striking and intense expression. Most of them have another meaning other than their central meaning, they strengthen and beautify expression (Bilgin, 2006). They present the expressive power of the Turkish language (Aksan, 2011). Idioms help to achieve an effective expression by reflecting a society's culture. Lule Mert (2010) determined in her vocabulary study concerning the idioms and proverbs used in Turkish course and workbooks that the number of idioms and proverbs used in the texts within the course books is insufficient. Kara and Buyukkantarcioglu (2012) stated in their research executed on the idioms in the texts within the 1st-, 3rd- and 5th-grade Turkish course and workbooks that the number of the idioms are few and does not show a gradual increase. However, the idioms are suitable for children's cognitive levels. Both researches have been executed on different types of texts. In this direction, the findings obtained from different researches and different types of texts and the findings obtained from this research on poems can be said to overlap.

In the research, it has been determined that proverb has been only used once in the 8th-grade level. A proverb reflects Turkish's details and expressive capacity along with the society's experiences and material and moral richness. According to Adali (2004), a proverb is a simple, wise and stereotyped saying transferring a nation's value judgements. The way a nation thinks, senses and its attitude towards events has been reflected on the proverbs. Accordingly, including the proverbs in poems can be said to be important in terms of students' acquisitions in the context of language and culture. Using the proverbs in the poems can also be mentioned to be harder than using idioms or other linguistic elements. In the 1st–4th-grade poems, similes have been used the most and metonym and metaphor have been utilized the least. The number of personification and simile is not few. Concrete similes, metonyms, personifications and anthromorphisms within the pattern of text can be utilized for 6–10-year-old children. Because personification and anthropomorphism keep poem away from dullness and corniness. Simile ensures a more vivid and effective expression. It helps child readers to create new images and notions. Metaphor and metonym ensure the expression of what is wanted to be expressed in a more tonic, effective, vivid and easy way with fewer words.

Tropes and similes have been used the most and, metonyms and metaphors have been utilized the least in the poems within the 5th- and 6th-grade Turkish course books. The number of personifications and similes are not few. Similes, metonyms and metaphors have been included with concrete meanings. These elements can prepare students for literary works. They improve students' comprehension and expression and creative thinking skills. They enable them to realize that words can be used with different meanings and to create visual images. Therefore, it can be stated that the use of abstract words more in the poems for the children who are about to go through abstract operations stage. Children may start thinking with multi-dimensionally, critically and with images.

Tropes and similes have been used the most and metonyms and metaphors have been utilized the least in the poems within the 7th- and 8th-grade Turkish course books. Almost all examples of simile and metaphor and all of personifications and metonyms are included with concrete meanings. Tropes and idioms are abstract. The elements with abstract meanings in poems may help the continuation of students' concept design processes and improve figurative language skill as parallel with improvement of a higher level thinking skill. In addition, these elements help students' to create a relationship between concepts. Accordingly, the elements except simile and idiom can also be used with abstract meaning.

It has been determined that the number of metonyms used in the poems in each grade is few. However, metonyms help children to expand their associative fields. Individuals make inferences in accordance with the expansiveness of their associative fields and semantic stages and accordingly individuals' interpretation processes become more efficient.

Figurative language elements have not been included in some of the poems within the 1st- and 8th-grade Turkish course books. There are numerous figurative language elements in the others and these elements have been spread to the entire poem. This situation has been considered as an indicator that the poems in the course books are not chosen according to the usage of figurative language. The findings regarding that choice of the poems for the course books is inattentive have been stated in other researches (Kaplan, 2010; Kummuz, 2015) as well.

The frequency of including the elements structuring the figurative speech does not show a regular increase, when the class levels go up (from the 1st grade to 8th grade). The use of figurative speech elements has not made a progress in accordance with children's ages and developmental levels. That it is not given enough importance while choosing the poems for the course books and the poems have

been chosen randomly have been determined. This is especially apparent in the 5th-, 6th-, 7th- and 8th-grade course books. Although the figurative speech provides child readers a universe covered with associations and various notions (Sever, 2012; 2013b) and improves vocabulary and keeps emotions, thoughts and notions away from bareness and dullness. It makes what is said effective and keeps it away from unnecessary details (Girmen, 2007) and adds vividness and tone to the language. The child who starts thinking with the images can connect with concrete and abstract concepts and perceive relationships. The figurative language can be improved with poems.

When poems are evaluated in accordance with the children's age groups in terms of being concrete and abstract, it has been concluded that they can be understood by the children in the concrete operational stage. Simile, idiom and metonym, metaphor, personification, anthromorphisms elements included in the poems addressing to the children in the concrete operational stage are suitable for them and generally have a concrete meaning. There is a similar finding in Ustaoglu's (2005) research executed concerning the metaphors in Turkish course books. In the research, the sayings included in the 6th-, 7th- and 8th-grade level texts have been evaluated in terms of being concrete and abstract and the ones with concrete meaning have been found to be more. In the poems addressing to the children in the abstract operational stage simile, metaphor, anthromorphisms, personification and metonym have been used most in their concrete meanings. The tropes and idioms generally have abstract meaning. It has been found out that suitability for the children in this stage while choosing the poems for the course books has not been taken into consideration.

As a general review, the figurative language requires thinking with notions and notions require abstraction and abstract thinking. Abstraction is an outcome of notions. Abstract and imaginative use develop in language in parallel with intellectual development. Thus, there is a correlation between figurative language and abstract thinking. Since imaginative expression puts a function to the memory of making connections between another concrete and abstract being during the expression of a concrete or abstract being, it makes readers' interpretation process active. With the development of abstract thinking, individuals are expected to comprehend abstract notions and interpret the texts in which imaginative expression is preferred. Lack of the imaginative expression in poems/texts may affect negatively the comprehension skill and so the communication skills and individual's inclusion in life. It may cause that the relationship between concrete and abstract notions cannot be made, abstract notions cannot be comprehended. The notion design process cannot be controlled effectively and by affecting the literary quality of expressions can make them less striking, more ordinary and dull. However, the word piles created with the aim of the rhymes and measures have been included in the 1st- and 2nd-grade Turkish course books. These can be named as verses. Among the poems within the 3rd-grade course books, there are some with poetic qualities in terms of figurative language usage. There are quality poems along with the verses with didactic quality, clear messages and word piles in the 4th-, 5th- and 6th-grade course books. It can be mentioned that the quality poems have been included in the 7th-grade course books and they are more in number when compared with the course books of other grade levels. The verses more than the quality and artistic poems can be included in the 8th-grade course books. As a result, there are verses with the aim of being rhymed and measured and giving a lesson, and word piles with no poetic quality in terms of figurative language usage in Turkish course books along with the poems with literary quality. Hence, it can be mentioned that literariness has not been given considered while choosing poems for the course books.

In the direction with these results, some suggestions have been brought forward. The figurative language elements appropriate for the linguistic development characteristics of the age group they address to should be included in the poems. The poems should be selected for the course books in

accordance with that. The figurative language elements underused or never used should be utilized in accordance with children's linguistic development characteristics. The number of figurative elements should increase incrementally when the class levels go up. The poems selected for the course books rather than verses, word piles and narratives should be literary and suitable for children. The poems that support children's linguistic development should be included in the course books.

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