

## Application of textlinguistic method in language teaching

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### Abstract

Texts appear as the highest level units in language teaching. Textlinguistics researchers have put forward the thesis that the largest linguistic unit is the text, not the sentence. The main purpose of this research is to determine the effect of using textlinguistic analysis method and its ability to aid students in understanding the texts in language classes and improving and enriching their comprehension and expression skills. The research conducted an experiment and collected data with interviews. The sample of the research consisted of 30 students studying at the University and taking the text linguistics course. Concept Test of Textlinguistic Analysis Method was used in the study. As a result of the research, it was determined that the "Textlinguistic Analysis Method" increased the students' comprehension and expression success in Turkish classes compared to the traditional method and contributed to the increase of their participation in the class.

**Keywords:** Language teaching; linguistics; Turkish text; textlinguistic analysis; stylistics

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## 1. Introduction

Texts appear as the most important units in language teaching. In addition to structural, productive and narratological analyzes on texts, sociolinguistic and textlinguistic analyzes are also carried out (Aydın, 2007, p.120-121). The direct language teaching method is also known as the verbal or natural method. It is based on the active participation of the learner in both speaking and listening to the mother tongue or new language he or she wishes to learn in realistic everyday situations. The process is based on the gradual acquisition of grammatical structure and vocabulary. The contribution of text application, examination and evaluation studies to this process is also considerable. In opposition to the understanding of structuralist linguistics and generative transformative grammar put forward by N. Chomsky, who saw the sentence as the largest linguistic unit, the researchers of textlinguistics emphasized the inadequacy of taking only the sentence, and therefore stated that it is necessary to start from the text. In other words, Textlinguistics researchers put forward the thesis that the largest linguistic unit is the text instead of the sentence (Şenöz, 2005, p.21).

If the concept of text is briefly explained without mentioning the concept of textlinguistics, the text is a meaningful whole that the reader wants to read (Günay, 2003, p.46). In another definition, it is stated that the text is everything, that it emerges both as a product whose linguistic production has been completed and as the final form. In addition, it is a source of production to be interpreted according to the comprehension capacity of the readers (Rifat, 2007, p. 4-5). In short, the text can be defined as a meaningful structure in which linguistic facts come together, forming a closed structure (Günay 2003: 35). Textlinguistics is a field of linguistics that investigates the criteria of textuality and determines the norms of classifying texts (Özkan, 2004, pp.168-169). In addition, textlinguistics deals with the study of linguistic units beyond sentences with discourse analysis studies (Kıran, 2001, p.279). The main purpose of textlinguistics is to reveal the structures of texts, that is, the grammatical and contextual constructions of texts and their communicative functions and show them with practical examples (Yılmaz & Topal, 2010, p.777).

In textlinguistics approach, there are two basic criteria for a written or spoken product to be accepted as a text: “cohesion and coherence”. While cohesion refers to the verbal structure of a text, coherence refers to all the relations in the conceptual field that can be reached with the elements of this verbal structure. Linguistic elements that ensure the cohesion of the text help to establish grammatical, syntactic, semantic, and logical connections both within and between sections (Subaşı, 1995, p. 83-85). Coherence is the connection of meaning and logic between utterances in the formation of text (Aksan, 1998, p.40).

Students encounter many different types of texts in the school environment, especially through textbooks. By examining these texts at various levels, students learn how to approach texts in both the literary field and mass media. While examining the texts, students should also focus on how the information, thoughts and events are ordered structurally, semantically, and logically, and how the connections and relationships between words are provided. Realizing effective and lasting understanding and interpreting messages requires knowledge about the way texts are constructed as well as text types. At this point, text analysis based on text linguistics gains importance (Şenöz, 2005, p. 57).

While conducting textlinguistic studies, abstraction is avoided, and the communication environment and various qualities of the participants (sender-receiver) are taken into account. In this context, it can be said that textlinguistics differs from classical grammar and text analysis methods (Akbayır, 2004, pp. 11–14). Literary texts are texts with multiple meaning structures in which the best examples of language use are exhibited, and a more indirect and implicit language is used, unlike other text types. Textlinguistics offers some clues for them to be perceived and interpreted within the

context of the text. In this way, the reader can decode the semantic and aesthetic code of the text created by the author in accordance with his purpose and can communicate with him directly (Aydın & Torusdağ, 2014, p.114).

### **1.1. Purpose of study**

In this research, fourth grade students of the Department of Turkish Language and Literature and Turkish Teaching at the University read Refik Halit Karay's story "Last Birds" and Sait Faik Abasıyanık's "The Death of the John Dory Fish" in the Linguistics Text Applications course. It was aimed to determine how effective the "Textlinguistic Analysis Method" was in understanding the text in the narrative type, that is, how effective the "Textlinguistic Analysis Method" was in the development of the students' level of understanding the text they read, their ability to make inferences from the text, and the development of their knowledge and skills compared to the classical analysis method.

While conducting the research, literary inferences, cohesion aspects of textual elements, explicit and implicit semantic contents were determined and interpreted by considering the text criteria such as coherence, cohesion, contingency, acceptability, informing, and intertextuality developed by the textlinguistic analysis method. In this study, an evaluation was made to seek answers to the following questions about the experiences of the students. (i) Does the processing of text-reading analysis studies with textlinguistic analysis method make a significant difference in the comprehension levels of students compared to the processing of text-linguistic analysis? (ii) Has the teaching of language teaching classes with the textlinguistic analysis method improved the attitudes of the students in language classes in a positive way compared to the teaching with the classical method? (iii) What are the students' opinions about the text-linguistic analysis method of text-reading analysis classes? In line with these questions, it was assumed in the research that the sample represented the target audience, the students showed seriousness and sincerity in the practices, the students' open participation in the new applications to the class taught with the new method, the students had sufficient knowledge about the Textlinguistic Analysis Method, and they perceived the instructions correctly.

## **2. Method**

Experimental design was used in the research to determine the effect of the method on comprehension and comprehension levels.

### **2.1. Participants**

In addition, an experimental design with pre- and post-content control groups was used to determine the effect of the method on attitudes. In the research, a study group of 30 people was selected, and the determined applications were carried out.

### **2.2. Data collection tool**

In the research, a Comprehension Test consisting of 10 open-ended questions was developed in order to measure the effect of Textlinguistics classes taught with the Textlinguistic Analysis Method on success and language teaching. Afterwards, a 20-question test was applied, also based on expert opinion, in order to determine the attitudes of the students towards the language and text study course. Thus, it is aimed to reveal the effectiveness of teaching language classes, especially Turkish and textlinguistics classes, with textlinguistics method. The research was created with the study applied to the 3rd and 4th grade students of the Turkish Language and Literature Department and Turkish Teaching Department of Near East University.

### **2.3. Research procedure and Analysis**

In the research, the textlinguistic analysis method was applied and it was discussed whether it was effective in improving the comprehension skills of the students. Certain sections among the "Last Birds" and "Death of the John Dory Fish" selected for the research were determined by sampling. The purpose of using this method is to determine whether the student's understanding level has increased by creating a correct meaning pattern between words in a text according to the textuality criteria. For this, the students were divided into two groups and these two stories were given to one group by applying the Textlinguistic Analysis Method, and to the other group by applying the Classical (Plain Narration) Method.

Before and after the class was taught, the students were asked to be evaluated as the experimental and control groups. The experimental group studied according to textlinguistics studies, while the control group used classical methods. Here, Turkish was evaluated within the scope of language education. It can even be said that the mother tongue was assessed. Comprehension Test was applied to determine the students' level of understanding of the processed text. Finally, a verbal data analysis application based on the mutual information exchange method was applied to the experimental group students, where their views on the Textlinguistic Analysis Method could be taken. The method applied in the research is to support the acquisitions related to the "reading learning area" of language teaching.

The Concept Test, which was developed for the text examined in order to reveal the comprehension levels of the students in the Turkish class, was applied to the students in the experimental and control groups. The answers given by the students were evaluated as correct or incorrect. The answers given by the students to the Linguistics Course evaluations were graded as 4 (Totally Agree), 3 (Partly Agree), 2 (Disagree), and 1 (No Idea). The answers given by the experimental group students to the interview form were also graded as 3 (Yes), 2 (No Idea), 1 (No). Certain parts and analyzes of the stories were shared with the students using the textlinguistic method (Abasiyanik, 2018, pp.5-15), (Poçan, 2017, pp.27-44). Before the study, the main subject of the selected stories and the words that make up this main subject were determined, and the stories were discussed in detail within the framework of textuality criteria. Then, the formal-lexical cohesion aspects of the text, its semantic structure and the semantic dimension reference relations in the text were examined. The importance of cohesion and coherence in issues such as identifying the words in the text, understanding the text correctly and completely, and increasing the level of understanding and expression of the students have been reported.

The structures that reflect the cohesion aspects of the stories discussed in the study and that of the coherence aspects, have been revealed by considering the principles and approaches of Textlinguistics. In the analysis, it was aimed to reveal the textuality criteria of the story by determining the formal and semantic relations between the sentences (Yılmaz, 2005, p.25-29).

### **3. Findings**

The data obtained as a result of the research on the effectiveness of the Textlinguistic Analysis Method on the level of comprehension of the examined text were analyzed. Reliability studies of the knowledge-skill test, which was developed by taking expert opinion, were carried out, and accordingly, all 10 questions were applied reliably. The experimental group students were applied the textlinguistic method, and the control group students were applied the classical method. By implementing the same Comprehension application to both groups, it was tried to determine whether the level of understanding of the subject differed at the end of the class. It was evaluated whether the Turkish Comprehension Test scores of the experimental and control groups differed depending on the method. Accordingly, there is a significant difference between the comprehension test scores of the

student group in which the Turkish class was taught with the textlinguistic method and the scores of the student group where the Turkish class was taught with the classical method. When we look at the expression styles in the studies, it is seen that the scores of the students who were taught Turkish with the textlinguistic method are higher than the scores of the students who were taught Turkish classes with the classical method. It turns out that teaching Turkish classes with the textlinguistic analysis method instead of the classical method produces more effective results in the development of students' knowledge and skills.

In order to see whether the text-linguistic or classical method of the Turkish class affects the attitudes of the students towards the Turkish class, a 20-question Turkish Class Practice-pretest-posttest developed for the students was applied. If this is considered as a scale, the reliability of the scale was found to be 90%. The 10% gap can be called the inconsistency or indecision of the students.

As it is understood from the findings, there is no significant difference between the attitude scores of the experimental group students before the Turkish class is taught with the textlinguistic method and the attitude points they obtain after the class is taught with the new method. In this case, it can be said that the attitudes of the students towards the Turkish class are independent of the method of teaching the class. The method is not effective in the positive attitudes of the students towards the Turkish class. Attitudes refer to a different field than the method applied. It is understood that students' attitudes towards a class are related to variables other than the method of the class. The Language Class Attitude Scale, consisting of 20 questions developed for the students in the control group, was applied as a pretest-posttest in order to see whether the classical method of teaching the Turkish course affects the attitudes of the students towards the Turkish course. In this case, it can be said that the attitudes of the students towards the language class are independent of the method of teaching the class.

An 8-stage interview form was developed in order to determine the opinions of the experimental group students about the teaching method of the class and to support language education. In order to determine the opinions of the experimental group students about the class, eight open-ended questions were formed and applied in form. The questions are presented below, and the results are reported in the ensuing paragraph.

The texts "The Last Birds" and "The Death of the John Dory Fish" were previously covered in a different way in your classes. What are your opinions on this process? Has it contributed to the covering of these texts with the "Text Linguistic Analysis Method"? If so, what are they? Can you compare the class taught with the Text Linguistic Analysis Method with the class taught with the lecture method? Which method would you prefer to process? Do you want the texts to be covered with Text Linguistic Analysis Method in your classes from now on? In what other courses can this method be used? Do you believe that you learned the text better with this method (Text Linguistic Analysis Method)? What is the most important element that attracts your attention in Text Linguistic Analysis Method? Do you think that when you cover the text with the "Text Linguistic Analysis Method" compared to the classical method, your perspective of thought expands, and you understand the text better?

When we look at the results, it has been taken into account that the Textlinguistic Analysis Method is easier to solve, more fun, comes to the forefront in language education, especially grammar teaching, is more preferable, and is a factor in understanding several classes. In general, it was observed that 90% of the students had a positive opinion, and 10% were undecided as "maybe, if I learn well, if I remove the ambiguities in the method". There is no negative answer at all. In other words, the method has reshaped the plain structure of the classical method and made it more mobile and more fun to learn.

#### 4. Discussion

Taking into account the stages passed while creating a text, it should be considered how important the methods in text studies are. Every information transferred to a text gains importance in terms of its content. In the process of understanding the text, the methods of the reader and the evaluator or systematic methods are used. Information is not transmitted as it is from the outside world. Instead, it is integrated with personal interpretations based on individual experiences and interactions (Belinskaya et al., 2020) .

In order for these personal interpretations to reach its purpose and be performed correctly, the Textlinguistic Analysis Method must be understood accurately and applied in the classroom environment in accordance with its purpose. As a result of this method, it is seen in the findings obtained from the applications that the class is more efficient and understandable. In order for students to raise themselves as active, social, thinking, questioning, discussing, and researching individuals, they need to acquire basic skills related to reading, writing, speaking, listening, and evaluating visual material (Ferdosipour & Safar, 2021).

In addition, the acquisition of skills such as thinking, relating, analyzing, evaluating, classifying, comparing, and making certain inferences can be achieved more easily by using the Textlinguistic Analysis Method (Tavasoli et al., 2020; Joudi, 2019; Hajrullai, 2019). All this process is actually among the aims of language teaching. The method used in the research includes answering questions about the text in relation to understanding and analyzing the text and evaluating the meaning. In addition, it is a method that leads to the transfer of the aims and achievements of language teaching, which is expressed as an evaluation within the sentence system, to transfer the transitions and connections between the elements that make up the text. This acquisition is a source for the studies especially in the Textlinguistics or Linguistics Text Applications courses in universities. In addition, skill acquisition and knowledge will help students throughout their lives. With this method, students will process any small or large text in a wider context.

Thus, more information will be formed in their minds compared to the classical method and a much more permanent learning will be achieved (Cardinali & Barbeito, 2018; Mahmoudi, 2018). In this method, it is stated that attention should be paid to the internal structure and internal indicator of the text. For example, in Turkish classes, it would be more appropriate to focus on the relationship between structure and concept rather than explanations based on concepts.

#### 5. Conclusion

As a result of the examination, it was understood that the students' attitudes towards language classes developed independently of the method. It can be said that the behavior of the students towards the class is independent of the method, and the main elements such as students' interest, knowledge and experiences are interrelated. Considering and evaluating the concept of attitude that develops outside the method, comes to the fore.

In the interview form, it is seen that the students' opinions about the Turkish class, which is taught with the textlinguistic analysis method, are positive. Based on this, it can be said that it would be appropriate to evaluate the students' views, not their attitudes, in terms of Turkish classes. As a matter of fact, the students' opinions about the Turkish class taught with the textlinguistic analysis method are positive, which reveals that it would be beneficial to use this method in Turkish classes.

The Textlinguistic Analysis Method used in this research can be applied to all text types. It can even be used for texts about historical events. It should be considered that the validity and reliability



of the systematic, method-based and developing suggestions that can be made as a result of this study are suitable for use.

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