

OPEN ACCESS

Manuscript ID:
EDU-2024-12027121

Volume: 12

Issue: 2

Month: March

Year: 2024

P-ISSN: 2320-2653

E-ISSN: 2582-1334

Received: 28.01.2024

Accepted: 23.02.2024

Published: 01.03.2024

Citation:

Göktas, N., & Şimşek, T. (2024). A Comparison between the Acquisitions Foreseen in the Novel “İz Peşinde” (In Pursuit of the Trail) by Mavisel Yener and the Acquisitions in the Turkish Language Teaching Program. *Shanlax International Journal of Education*, 12(2), 94–103.

DOI:

<https://doi.org/10.34293/education.v12i2.7121>



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A Comparison between the Acquisitions Foreseen in the Novel “İz Peşinde” (In Pursuit of the Trail) by Mavisel Yener and the Acquisitions in the Turkish Language Teaching Program

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Abstract

In order to identify the acquisitions foreseen for middle school children in the book “İz Peşinde” (In Pursuit of the Trail) in Mavisel Yener’s “Dolunay Dedektifleri” (Full Moon Detectives) series, this study was conducted. The study sample is composed of the author’s book “İz Peşinde”. Sub problems, assumptions, the importance and purpose of the research were included in the study. The work examined in this study, in which qualitative research method was used, was analyzed using descriptive analysis method. Based on this analysis, the work was read, examined, labeled, classified, and then associated with the acquisitions determined for middle school students in the Turkish Language Course (Grades 1-8) Curriculum (2019). It was concluded that Mavisel Yener’s “İz Peşinde” includes examples that match the learning outcomes in the Turkish Language Course (Grades 1-8) Curriculum. Therefore, it is believed that this work written in the field of children’s literature is appropriate for the curriculum and can be used as a material in Turkish Language courses.

Keywords: Turkish Language Course Curriculum (2019), Acquisitions, Mavisel Yener, Dolunay Dedektifleri, İz Peşinde

Introduction

As in every period, the path to progress and development is through education today. That is why investments in education are increased each day and education-related studies, regulations and innovations are constantly conducted.

Education can be defined as helping individuals to acquire the “knowledge, skills and understanding” they need to find their place in the social life and to develop their own personalities, directly or indirectly, during and after school life, and to give them manners. The expectation from formal education is not only for students to acquire knowledge and skills, but also for them to learn the history and culture of the society they were born and raised in and to pass it on to future generations. People who learn about their past create their future by learning lessons from the past. Educationally developed nations rule the world. Our country, like all societies, is in a continuous search in education in order to achieve the international level of development and progress.

In 2015, major changes were introduced in all curriculums in Turkey, a new Turkish Curriculum was prepared within this framework, and new regulations were adopted in the years to follow. The most recent regulation was made in 2019. It is aimed in the newly developed and regulated curriculum that the students will be able to understand what they listen to and read correctly, fully transfer the message they want to convey to the other party, think reflectively, critically and creatively, know their culture well, be sensitive to universal and cultural values, adapt to the age, and use technology in a useful way. In this curriculum, which was prepared based on a student-centered approach, learning areas are grouped under four categories: “Listening/Watching”, “Speaking”, “Reading” and “Writing”. On the other hand, grammar is not presented under a separate category, but is gradually increased according to the grade levels and given within the other learning areas. Abilities in these learning areas are considered not as disconnected from each other, but as a whole, like a link in a chain.

The aim of the Turkish Language Curriculum (MoNE, 2019) is to develop fundamental language skills and mental skills, to communicate effectively, and to acquire a love and awareness of the Turkish language. Furthermore, in the new Turkish Language Teaching Program, a section on competencies has been added. “Competencies, which are the range of abilities that students will need in their personal, social, academic and business lives both nationally and internationally, are defined in the Turkish Qualifications Framework (TQF)”. In the Turkish Qualifications Framework, there are eight key competencies listed as follows: “Communication in native language, communication in foreign languages, basic competences in mathematical competence and science/technology, digital competence, learning to learn, competences related to social and citizenship, taking initiative and entrepreneurship, cultural awareness and expression.” (MoNE, 2019, p. 4-5).

In order to achieve the objectives and competencies given in the program, achievements have been prepared. Considering the linguistic, cognitive and social skills and development of the students, these learning outcomes have been prepared in a way to provide a basis for their continuous

development and progress. Introducing the learning outcomes to students in classrooms by just passing on information is a very difficult task. For this purpose, different materials should be used. Texts are the most important material for Turkish lessons. This is why carefully shaped literary texts should be utilized. “There is a close bond between literature and education. This relationship is demonstrated by the fact that in Turkish, the word ‘edebiyat’ (literature) comes from the word ‘edeb’ (propriety), which means ‘manners-education’.” (Çeçen, 2010, p. 69).

Considering all developmental levels of children, children’s literature (Şimşek et al., 2011), which addresses their feelings, thoughts and imagination, has an important place in supporting the education of students. According to Burgul Adıgüzel (2015), children’s literature products are defined as all oral and written products (stories, fairy tales, memoirs, novels, travel writing, poetry, biographies, works describing science and natural sciences, etc.) that are prepared for the feelings, thoughts and imagination of children.

One of the most basic functions of children’s literature, according to Sever (2013), is to give children the habit and love of reading. Accordingly, these kinds of products that are intended for children should expose them to quality texts and make them gain a reading culture and consciousness. “The primary objective of Turkish language courses is to make students love our language, teach them the proper use of language, and develop in them a sense of enjoyment of beautiful writing, rather than to teach them something and to burden them with knowledge. It should be one of the main principles of Turkish language courses to arouse in students a sense of the search for beauty and a taste for creativity, and to encourage them to do so. And this can be achieved above all by raising language awareness and a taste for reading.” (Kavcar, 1999, p. 127).

Sever (2013) describes the difference between a book intended for teaching and a literary book as follows: “In a children’s book prepared for teaching purposes, the main purpose is primarily to provide children with information and to ensure that they are directly informed; whereas the purpose of a literary book is to improve the intuition, hearing and thinking

abilities of children and to provide them with insights and sensitivities unique to human beings” ([Sever, 2013, p. 140](#)).

Children’s literature offers children not only the pleasure and habit of reading but also the opportunity to have a good time and have fun. In particular, detective novel-type books for children between the ages of 12 and 15 are books that can provide children with the pleasure and habit of reading with their elements of mystery, sense of adventure, elements of curiosity and immersiveness. “Children begin to be interested in literary genres that have more realistic qualities after the age of 10-12. The age of fairy tales for them gradually shifts to stories and novels, that is, literary genres in which the narration of real or realistic events is predominant.” ([Kibrus, 2010, p. 178](#)). “Novels can be used in education especially to help students gain the love and habit of reading.” ([Şimşek, 2012, p. 244](#)). They can be used to improve children’s native language skills, develop their vocabulary, recognize concrete and abstract problems and produce solutions to problems, and intuit logical rules. As well as reading excerpts from novels in the classroom, directing children to novels outside the classroom ensures the continuation of education outside the classroom.

Appealing to children’s emotions, thoughts and imagination, novels prepare children for real life and enable them to look at the world from different perspectives. The novels expand children’s living spaces, give them the opportunity to experience the events experienced by the novel’s protagonist by building empathy in addition to their own life experiences. As a result of the events in the novel, children are able to experience different ways of looking at things, gaining a wider perspective, coping with the problems they encounter, finding different solutions and, if needed, try to apply the method used by the protagonist in their own lives.

“The feelings of adventure are predominant in children between the ages of 12 and 15. Detective stories (for example, Erich Kästner’s books titled *Emil and the Detectives*), youth novels, stories about abstract subjects and humor magazines are popular in this period.” ([Şimşek, 2012, p. 142](#)). It can also be suggested that detective novels stimulate the innate sense of curiosity in children. The suspense that child

readers will experience during the stages of the twist and solution of the event in such novels is effective in making continuous reading. “Suspense is a factor that makes it easier to read because of the element of curiosity generated on the events. For children whose reading behavior has not yet fully developed, it is a feature that should definitely be emphasized and sought.” ([Dilidüzgün, 2007, p. 134](#)).

Adventure novels have positive effects on the individuals. These kinds of books give a wide space to intrigues, dreams, dangerous, hidden and tense events and unexpected endings and satisfy children’s need for action, excitement and curiosity. The plot, the main idea and the behavior of the characters of such books, which are written in a way suitable for children, affect children in a positive way. Additionally, these types of texts increase reading speed and expand the imagination and horizons of thought ([Oğuzkan, 2001](#)). When all these benefits are taken into consideration, it is seen that it is possible to use adventure novels in education for middle school children.

Books of literary quality should also fulfill the objectives of the curriculum. Using books of literary quality in this respect will enable the system to prioritize educative in addition to instructive and ensure that the students acquire the intended gains. “The Turkish Language Course Curriculum is designed within an integrity that contains knowledge, abilities and values in a way that allows students to acquire language skills and mental skills about listening/watching, speaking, reading and writing that they can use for a lifetime, to develop themselves individually and socially by using these skills, to communicate effectively, and to acquire the habit of reading and writing with a love for Turkish and a desire to read and write.” ([MoNE, 2019, p. 8](#)). How the program is structured also expresses the aims of the program. Acquisitions to achieve these objectives are also part of the program. Acquisitions demonstrate progress and development in an integrity and in line with the students’ levels; they are attempted to be acquired by the students through the texts and activities in the Turkish language course book. Therefore, the texts in Turkish language course books are important for acquisitions. These texts should be suitable for the age levels of children

and should enable their affective and cognitive development.

One of today's writers who produces works that address children with child sensitivity is Mavisel Yener. Yener, who says that she does not like to give advice to children in her works, indicates that it is crucial for children to become conscious and grow up as individuals who think, question, criticize and express their thoughts (maviselyener.net). Besides aiming to give children the joy of reading, to develop their imagination and to make them think about events without adopting an educational-teaching attitude in her works, Yener also shows the beauties of our country to child readers. The author writes her works with the full awareness that the information learned by having fun becomes more lasting.

Offering information to children without forcing it on them and conveying messages through characters and events, Yener's novel series "Dolunay Dedektifleri" (Full Moon Detectives) is an important work in terms of the gains it contains. That is why, in this study, the first book "İz Peşinde" of Mavisel Yener's "Dolunay Dedektifleri" series was analyzed.

Yener, who has a significant position in contemporary Turkish children's literature, not only aims to entertain children in her works but also to inform them. In this study, the rate of alignment between the acquisitions predicted for middle school students and the acquisitions in the Turkish Language Curriculum will be examined through the novel "İz Peşinde" written by Mavisel Yener.

The purpose of the study is to identify the acquisitions predicted for middle school children in Mavisel Yener's novel "İz Peşinde" and to compare them with the acquisitions in the Turkish Language Curriculum. To this end, the problems of the study can be defined as follows:

- What are the expected acquisitions for middle school children in Mavisel Yener's novel "İz Peşinde"?
- How do these objectives align with the objectives determined for secondary school students (5th, 6th, 7th and 8th grades) in the Turkish Language Course (1st-8th grades) Curriculum?

The texts of children's literature have a significant place in Turkish language courses. Therefore, it is important to determine the intersection rate of

the acquisitions aimed to be gained by students in Turkish language courses with the acquisitions that come to the front in Mavisel Yener's novel "Dolunay Detektifleri - İz Peşinde", which is known for the works written with the principle of relevance to children and with child sensitivity, reveals the necessity of the study.

Method

In this study, one of the qualitative research methods, document analysis method was used. Document analysis or examination is the review of published materials that have data about the phenomenon or phenomena in the study (Yıldırım & Şimşek 2011). The obtained documentation is analyzed in accordance with a specific set of systems and rules. First of all, a literature review was carried out to collect data, and articles, theses, books and websites relevant to the study were examined. Afterwards, the collected data were categorized by topics.

The novel titled "İz Peşinde" represents the population of the study. Meanwhile, the sample of the study is comprised of the acquisitions predicted for middle school students in the novel named "İz Peşinde".

Collection of Data

First, the book "İz Peşinde" by Mavisel Yener was found. Subsequently, a literature review was carried out with keywords like "Turkish Language Course Teaching Curriculum (MoNE, 2019), acquisitions, Yener, detective novel, Dolunay Dedektifleri - İz Peşinde" and sources were collected. Later in the course of the study, the common acquisitions specified in the curriculum were collected under the same heading and recorded. In the novel, the parts that were seen to be in accordance with the acquisitions were flagged.

Analysis of Data

Descriptive analysis method was used in the analysis of the data as this study, which was conducted to identify the acquisitions predicted for middle school students in Mavisel Yener's novel İz Peşinde, is a qualitative research method. Using document analysis and descriptive analysis, the

study is presented in a clear way, the data collected are arranged systematically, and the results are then evaluated and presented. The findings obtained in this study were described in a systematic and clear way and then evaluated and the expected results were presented.

In analyzing the data, the novel “İz Peşinde” was primarily read and reviewed. Afterwards, the novel was re-read and labeled and the topics were determined with the help of these labels. Within the framework of the purpose of the study, subheadings were created. Later, the learning outcomes common to 5th, 6th, 7th and 8th grades were grouped under the same acquisition title. A comparison was made between the acquisitions and the examples in the book, matching examples were identified and recorded.

Results

The Acquisitions That Match with the Turkish Language Course (1st-8th Grades) Curriculum in the Novel “İz Peşinde

1. “Responds to the questions regarding what he/she Listens to/Watches.” (T5.1.6, T6.1.4, T7.1.4., T8.1.4.)

Aiming to achieve certain acquisitions in readers by means of literary texts, Mavisel Yener gives examples related to the acquisition of “Asking questions about what he/she is watching”, which is aimed to be improved at all grade levels in her novel “İz Peşinde”.

Birce couldn't resist and opened the subject right away:

“Well... When is that mysterious thing... Where...”

“Look my dear Birce, do you see those mountains?”

“Yes, they surrounded the town from three sides as if they wanted to protect it...”

“What else do you see there?”

“Oh, very interesting! I see hundreds of bird nests carved into the rocks on the hillside.”

“How did they carve those huge rocks?” (Yener, 2015, p. 32)

Tom was panting, he was about to take a sip of water and continue his conversation, but Oğuz couldn't wait:

“Uncle Tom, does cobra venom come from cobras?”

“Yeah, they get it from its venom glands.”

Oğuz pressed:

“What's it for? Why should they want to do that?” (Yener, 2015, p. 121)

“Come on, tell me kids,” he said, “where do you want to go?”

“It doesn't matter,” said Birce.

Bilgecan concluded:

“Let's get our swimsuits and take us to Kaputaş beach, mom!”

Mrs. İpek was relieved.

“Yes, let's do that,” she said.

Tom pressed:

“It's very hot today. There is the sea in front of the house... You are going far. You'll get tired, forget it, don't go!”

“Why should we get tired,” Oğuz said, “and we will show Birce around.” (Yener, 2015, p. 96).

2. “Comments on the Text.”

- *“The students are encouraged to realize the author's point of view; interpret the way the author deals with the events and express their own point of view about the text.”*

- *“During interpretation of the text content, reference to examples and details in the texts is made.”* (T.5.3.17.)

Mavisel Yener, who knows the characteristics of children well and values their development, emphasized the importance of having different perspectives in her novel.

“If we could transfer information through cells, if all the information in my brother-in-law could be transferred to us... we would immediately find the answer to these questions.”

Ada backed Birce:

“I wouldn't want an information transfer, if my head was cut off and frozen, then attached to a body that can run fast. I would be the world champion...” (Yener, 2015, p. 50-51)

Ada said she told her father what she had seen.

“You should have asked us first,” Bilgecan said. In fact, he was thinking about his mother, who would be both angry and sad to hear that private things about their home were being discussed.

“You are right whatever you say! But I thought a different perspective could open a new door for us. My father worked as a police reporter for years, he could help us” (Yener, 2015, p. 75).

Birce exclaimed:

“Maybe he is innocent, Uncle Tom. Why did you immediately declare him guilty when we haven’t learned anything yet?” (Yener, 2015, p. 79)

They began to walk again.

“But if we are in the grave, where are the dead? Where are the valuables buried with them?”

“The valuables inside the graves were looted by robbers from the ancient times. That’s why the inside is empty,” Ada said (Yener, 2015, p. 61).

3. “Makes a Prepared Speech.”

“Students are encouraged to prepare a short presentation by supporting a given topic with illustrations and rehearse before the presentation.” (T5.2.1., T6.2.1., T7.2.1., T8.2.1.)

The Police Chief makes use of the photographs of the plane wreck while telling the children about Tom’s experiences in the novel “İz Peşinde”.

“Various images of the plane wreck were projected one after the other on the screen. The man continued wearing his glasses, which had fallen off the end of his nose.

Nobody found out that the co-pilot who parachuted from the crashed cargo plane was rescued by fishermen from Kaş. The plane sank into the depths of the sea along with the cargo it was carrying. The wreckage of the plane was discovered after a long time” (Yener, 2015, p. 90).

During prepared speeches, the speaker makes his/her speech depending on the subject, the environment and the person or persons he/she will address. It is seen in the novel “İz Peşinde” that the children talk to their mothers in line with this rule.

“While talking to their mothers, they made sure not to blame Tom and carefully chose the words they used. Worried shivers passed over Mrs. İpek’s face. Her eyes seemed to be fixed on a point far away” (Yener, 2015, p. 78).

4. “Makes Conclusions about what He/She Reads”

“Cause-effect, purpose-effect, condition, comparison, analogy, exemplification, expressions

of emotion, exaggeration, objective and subjective conclusions are focused on.” (T.5.3.31., T.6.3.29., T.7.3.28., T.8.3.25.)

In the novel “İz Peşinde” there are examples of similes.

“First, they looked around like a cat watching the surroundings” (Yener, 2015, p. 100).

“They felt the fear that covered them spreading gradually as they crept like shadows down the steps of the dark stone staircase descending from the garden to the basement” (Yener, 2015, p. 27).

There are also elements of exemplification in the novel.

“Besides vegetables and fruits, local herbs, clothes, handcrafted wooden, ceramic, bronze objects, a thousand and one kinds of nuts, dried fruits, pickles, incense, toys were also sold here.

People from Meis would fill their large handled market bags with basic foodstuffs such as green onions, red radishes, garlic, apples and cheese as the crowds of the market flowed by. Before the stalls started to empty, they would return to the island” (Yener, 2015, p. 98-99).

5. “Summarizes what he/she listens/watches.” (T.5.1.5., T.6.1.3., T.7.1.3., T.8.1.3.)

The Police Chief in the novel “İz Peşinde” transfers the events to the children by touching on the important points of the events.

“If you are patient, I will tell you everything from the beginning. For about a year and a half, we were in pursuit of an international smuggling network. We had made a lot of progress, we were getting close to the end. After you noticed the tunnel, our job became difficult. Because our plans could have been ruined at any moment” (Yener, 2015, p. 115).

6. “Finds the title/titles appropriate to the content of the read text.” (T.5.3.24.)

“Finds the title appropriate to the content of the text.” (T.6.3.21., T.7.3.23., T.8.3.19.)

The fact that the children are after Tom and pursue him in the studied novel has given the book the title “İz Peşinde”.

“We are in pursuit, children! Oğuz, get it closer, let’s see what he’s doing!” he shouted (Yener, 2015, p. 110).

7. “Compares the Written Form of Texts with Media Presentations.”

- “Comparison of texts such as stories, tales, anecdotes with media presentations such as cartoons and animations is encouraged.”
- “The protagonists are compared in terms of space, time and event.” (T.7.3.35., T.8.3.33.)

In the novel “Dolunay Dedektifleri - İz Peşinde”, Mavisel Yener gives the characteristics of the protagonists on the first page. On the basis of these characteristics, children may make connections and comparisons throughout the text. They can determine the different sides of the protagonists from each other.

“Birce: Twelve years old, lives in Izmir. Her sign is Libra. She loves pursuing mysterious adventures and reading books. She is excitable and emotional. She often wears her blonde, straight hair in a ponytail.

Ece: Eight years old. She looks like her older sister Birce. Her sixth sense is very strong. She is very creative. She loves to prank. She can type messages very fast on her cell phone.

Oğuz: Ten years old. His impatience can get him into trouble from time to time. He enjoys annoying his aunt’s daughters Birce and Ece and his older sister Bilgecan. He loves soccer. He is sociable, active and playful.

Bilgecan: Twelve years old, lives in Kaş. She enjoys doing different hairstyles with her jet-black bushy hair. She makes quick decisions and is in a hurry. She likes swimming and dancing. She is cheerful and friendly; she never loses her smile.” (Yener, 2015, p. 5).

8. “Predicts the meaning of unfamiliar words in what he/she listens/watches. Comparing the dictionary meanings with the students’ predictions of word meanings is encouraged.” (T.5.1.2., T.6.1.2., T.7.1.2., T.8.1.2.)

9. “Estimates the meaning of unfamiliar words and word groups by using the context.”

- “Students are encouraged to use tools such as visuals, dictionary, proverbs and idioms dictionary, etc. to learn the words and phrases they guess.” (T.5.3.5., T.6.3.5., T.7.3.5., T.8.3.5.)

- “Students are encouraged to build a dictionary from the words and phrases they have learned.”

The protagonists, who are always curious and eager to learn, investigate and share with each other the words or phrases they have heard of. In the following example, the protagonist uses a digital dictionary to find out the meaning of a word she does not know. Such behavior is one of the acquisitions that students try to acquire. Children’s always researching the words they do not know and learning their meanings are among the aims of Turkish language courses.

“Finding out what this word meant was easy for Birce. She had a tiny computerized dictionary that looked like a pocket calculator. Every word from every language was recorded in this tiny device. Immediately she took it out of her suitcase. She pressed the buttons, the word was in Greek” (Yener, 2015, p. 64).

Birce refers to the electronic dictionary to learn the meaning of the word group Arhiste Dulia.

“Arhiste Dulia: Back to work, back to duty” (Yener, 2015, p. 64).

10. “Comprehends the non-verbal messages of the speaker.” (T5.1.9., T6.1.9., T.1.14., T.1.13.)

“Oğuz and Birce couldn’t stay in their seats out of curiosity. They knew something was going on from Bilgecan’s emphasized words “we’ll go to the sea”” (Yener, 2015, p. 74).

“The second person who was waiting for them in the room was an official from the Ministry of Interior. This man with chubby fingers, no hair and thick-rimmed glasses began to speak in a calm but authoritative voice after shaking hands with all of them” (Yener, 2015, p. 88).

Discussion, Conclusion and Recommendations

Mavisel Yener not only aims to give children the joy, awareness and habit of reading in her works, but also to develop their sense of curiosity and imagination in her works. She also includes elements of humor in her works, considering the characteristics of the audience she addresses. The purpose of Yener is to give the desired messages to children by entertaining them without boring them. Moreover, as Doğan (2019) points out, Yener does

not aim to give moral lessons in her work. In addition to choosing various cities of our country as locations in her books, Yener also provides information about subjects such as history, archeology and medicine by combining them with elements of adventure.

The protagonists featured in the novel “İz Peşinde” by Yener are curious, have a passion for adventure, love to research, learn and read, and are environmentally and socially sensitive. These characters, who have positive characteristics for children who take the protagonists of the books they read as examples and put themselves in their shoes, serve as good examples for children.

This result is supported by a study in which [Öziçel \(2022\)](#) analyzed Yener’s stories in the context of education of values. [Demir \(2019\)](#) also indicates that the value of respect is included in Yener’s stories and novels. The protagonists of the novel “İz Peşinde” are characters who can communicate effectively with their elders and peers, can easily express their feelings and thoughts, can use Turkish properly in accordance with the rules of speaking and writing, have the ability to show empathy, love their country and nation, and protect their cultural values. In this way, students who take the novel characters as role models by getting involved in the events can also acquire the achievements specified in the Turkish Language Teaching Curriculum. Unlike the result of our study, [Doğan \(2019\)](#) states that empathy and sensitivity and behaviors remain in the background in the novel. Nevertheless, [Öziçel \(2022\)](#) and [Kavaklı \(2019\)](#) state in their studies that the protagonists are sensitive individuals.

In keeping with today’s technological age, the protagonists in the book are children who are able to use technological devices and the public network (the Internet) efficiently for the purpose of research. The computer and the Internet are not just tools to waste time for them, but resources that help them to do research and learn new information. The protagonists of the novel are individuals who do not view situations and events from a single point of view, but rather approach them from different viewpoints.

Throughout her works, Mavisel Yener pays attention to use words with Turkish equivalents rather than using words of foreign origin. She attempts to

raise children’s awareness of using Turkish words. Additionally, [Doğan \(2019\)](#) expresses that attention is paid to remove the meanings of non-Turkish words from the text. Furthermore, Yener criticizes the mistakes made in the use of Turkish through his protagonists.

In detective novels, the protagonist endeavors to enlighten the case, gathers clues, arrives at a solution by evaluating these clues, reasoning and logic, and illuminates the case. The target audience of the novel “İz Peşinde”, which is targeted at readers in the first youth age, develops the reader’s skills of questioning, establishing relationships between events, criticizing, making predictions based on clues, interpretation, analysis-synthesis and evaluation. This skill development is included in the general objectives section of the Turkish Language Teaching Curriculum. The objectives of the Curriculum were designed by taking the general objectives into consideration.

Acquisitions of the curriculum for reading skills are prepared with the purpose of making students enjoy reading, developing their reading abilities and making them understand the message given in the text they read accurately and completely. Curiosity elements in detective and adventure novels arouse the pleasure and desire to read in children. Readers utilize clues to solve the events in the work. The reader focuses all of his/her attention on the text in order to gather and assess the clues; in this way, the reader experiences a better comprehension of the text. As [Doğan \(2019\)](#) argues, readers who try to solve the mystery and believe that they help to illuminate the events gain the habit of reading.

Education with books that are written by considering the interests and needs of the students is more lasting. According to [Keskin \(2020\)](#), teaching the acquisitions related to verbs by making use of Yener’s work “Mavi Zamanlar” (Blue Times) was studied and it was concluded that making use of the work was useful in teaching verbs.

Mavisel Yener’s detective novel “İz Peşinde” gives examples to child readers that match the learning acquisition in the Turkish Language Teaching Curriculum. In their studies, [Keskin \(2020\)](#) and [Öziçel \(2022\)](#) also showed similar results. In the novel, ten learning acquisition that match with

the Turkish Language Teaching Curriculum were identified.

1. "Responds to the questions regarding what he/she listens to/watches." (T5.1.6, T6.1.4, T7.1.4., T8.1.4.)

2. "Comments on the text."

- "The students are encouraged to realize the author's point of view, interpret the way the author deals with the events and express their own point of view about the text."
- "During interpretation of the text content, reference to examples and details in the texts is made." (T.5.3.17.)

3. "Makes a prepared speech."

"Students are encouraged to prepare a short presentation by supporting a given topic with illustrations and rehearse before the presentation." (T5.2.1., T6.2.1., T7.2.1., T8.2.1.)

4. "Makes conclusions about what he/she reads."

"Cause-effect, purpose-effect, condition, comparison, analogy, exemplification, expressions of emotion, exaggeration, objective and subjective conclusions are focused on." (T.5.3.31., T.6.3.29., T.7.3.28., T.8.3.25.)

5. "Summarizes what he/she listens/watches." (T.5.1.5., T.6.1.3., T.7.1.3., T.8.1.3.)

6. "Finds the title/titles appropriate to the content of the read text." (T.5.3.24.)

7. "Finds the title appropriate to the content of the text." (T.6.3.21., T.7.3.23., T.8.3.19.)

"Compares the written form of texts with media presentations."

- "Comparison of texts such as stories, tales, anecdotes with media presentations such as cartoons and animations is encouraged."
- "The protagonists are compared in terms of space, time and event." (T.7.3.35., T.8.3.33.)

8. "Predicts the meaning of unfamiliar words in what he/she listens/watches."

"Comparing the dictionary meanings with the students' predictions of word meanings is encouraged." (T.5.1.2., T.6.1.2., T.7.1.2., T.8.1.2.)

9. "Estimates the meaning of unfamiliar words and word groups by using the context."

- "Students are encouraged to use tools such as visuals, dictionary, proverbs and idioms dictionary, etc. to learn the words and phrases they guess." (T.5.3.5., T.6.3.5., T.7.3.5., T.8.3.5.)
- "Students are encouraged to build a dictionary from the words and phrases they have learned."

10. "Comprehends the non-verbal messages of the speaker." (T5.1.9., T6.1.9., T.1.14., T.1.13.)

In light of the results and discussions of the study, a number of recommendations have been made.

- Because the novel "İz Peşinde" satisfies the needs and interests of middle school students and can serve as an example for children to acquire positive behaviors, it can be assigned to middle school students to read in schools.
- Because the novel is written in a proper language and the author gives instructions on how to use the language, the novel can be introduced to the students out of class as well.
- The gains that match with the Turkish Language Teaching Curriculum were found in the novel "İz Peşinde". In transferring these acquisitions to students, the novel can be used as a material.

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