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An Investigation of Reading Comprehension Questions in the Coursebooks "Yedi İklim" and "Yeni Hitit" for Teaching Turkish As A Foreign Language

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Abstract: The study aims to analyse the forms and levels of the reading comprehension questions in the coursebooks "Yedi İklim" and "Yeni Hitit" commonly used in teaching Turkish as a foreign language based on Widdowson (1993) question form classification and Barrett's (1976) taxonomy of cognitive and affective dimensions of reading comprehension. The data for the study consisted of two hundred seventy-two reading comprehension texts and all questions related with them in the coursebooks. The descriptive survey research design was employed in the study. Also, quantitative method was applied to identify the frequency of the question forms and levels in the data. Results revealed that most of the questions in both coursebooks were in the form of Wh-question and these questions took place in the literal level as the basic/lowest level. The questions in both coursebooks required students to understand ideas and information explicitly stated in the reading text. In other words, they did not require detailed thinking. Therefore, it was thought that they did not develop student's thinking process adequately.

Key Words: Reading comprehension questions, Lower and Higher Level of Thinking, Widdowson's Question Form Classification, Barrett's Taxonomy, Coursebooks.

Özet: Bu çalışma Barrett'in (1976) okuduğunu anlamanın bilişsel ve duyuşsal boyutlarının sınıflandırmasına ve Widdowson (1993) soru formu sınıflandırmasına dayanan, Yabancı Dil olarak Türkçe Öğretiminde çoğunlukla kullanılan Yedi İklim ve Yeni Hitit kitaplarındaki okuduğunu anlama sorularının formlarını ve seviyelerini analiz etmeyi amaçlamaktadır. Araştırmanın verilerini iki yüz yetmiş iki okuduğunu anlama metni ve ders kitaplarında yer alan bunlarla ilgili tüm sorular oluşturmaktadır. Araştırmada betimsel tarama araştırma deseni kullanılmıştır. Ayrıca verilerdeki soru formlarının ve düzeylerinin sıklığını belirlemek için nicel yöntem uygulanmıştır. Sonuçlar, her iki ders kitabındaki soruların çoğunun Wh-soru şeklinde olduğunu ve bu soruların temel/en alt düzey olarak gerçek düzeyde yer aldığını ortaya koymuştur. Her iki ders kitabındaki sorular da öğrencilerin okuma metninde açıkça belirtilen fikir ve bilgileri anlamalarını gerektirmektedir. Diğer bir deyişle, detaylı düşündürme gerektirmemektedir. Bundan dolayı soruların, öğrencilerin düşünme süreçlerini yeterince geliştirmedikleri düşünülmüştür.

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Introduction

Reading skill is a way of comprehension. The skill enables second language learners to understand the sentences, utterances and paragraphs in the written texts, get the information and assess the ideas in the text and also apply them into the factual situations (Grabe and Stoller, 2002). If language learners do not have adequate reading skill, they will have difficulty in comprehending a text (Grabe, 2009). In other words, they cannot get the information in the text and use it efficiently. Therefore, comprehending a text is the important skill that sustains the other skills and also enhance the language learning process.

Reading comprehension is both a process and a product (Paris and Myers, 1981; Myers,1991; Urquhart and Weir, 1998). Effective reading comprehension requires the reader to form the mental representation of the written text produced by the writer in his mind's eye. During the process of the creation of the mental representation a good reader should have the following reading skills:

1. Recognizing the words in the text
2. Defining the grammatical and semantic relations among words
3. Connecting the ideas in the text coherently by making inferences

Moreover, a good reader should use his/her background knowledge and experience effectively, assess whether he/she understands the text or not. Also, he/she should determine the proper strategies relevant to the text genre and his/her reading goals to construct and derive the meaning (Vancı-Osam,1992). Therefore, reading comprehension skill is often seen difficult for most language learners. Many learners have difficulty in getting the meaning of the text they read.

Coursebooks are the main learning sources used in the language teaching settings. They provide the frameworks, texts, and tasks. The analysis of forms and levels of coursebook reading comprehension questions has increasingly gained importance nowadays. The studies (e.g., Anggraeni 2013; Fitria 2014; Andre 1979; Sanders, 1966) especially on English language (first (L1) and second (L2) language) showed that the coursebooks generally consisted of lower level questions such as literal comprehension questions that rely on short term memory. According to these studies, the questions did not improve and develop the student's level of thinking and so the students did not have enough proficiency in second language.

During the literature survey it was observed that the a few studies in teaching Turkish as a first language (e.g., Akyol 1997; Akyol, 2001; Akyol, Ateş and Çetinkaya, 2013; Göçer, 2014; Bozkurt, Uzun and Lee 2015; Çelik, Demircan and Fidan 2015) focused on Turkish reading comprehension questions. As stated before, reading in a second language requires a set of thinking skills and so questioning is one of the major strategies to enhance the student's reading thinking skills (Mikulecky, 2008; Acosta and Ferri, 2010). Although in recent years much research has been conducted on teaching Turkish as a second language, we have not found any study on the cognitive level and form of reading comprehension questions in Turkish L2 reading contexts. Therefore, this study is thought to be a leading study which will contribute greatly to Turkish second language studies for the reasons mentioned above. Also, it is assumed that the results will be benefit for book writers and teachers because they will become aware of which form and level of questions are emphasized in the coursebooks mostly used in Turkish L2 classrooms. They may use the results to revise questions and also create questions at different form and cognitive level to develop student's higher thinking level.

Drawing on Widdowson's (1993) question form classification and Barrett's (1976) taxonomy, the study aims to analyse the forms and levels of reading comprehension questions in the coursebooks developed for teaching Turkish as a second language. The following three questions motivate the study:

1. What are the forms of reading comprehension questions in the coursebooks?
2. What are the levels of reading comprehension questions in the coursebooks?
3. What are the relationships between forms and levels of reading comprehension questions in the coursebooks?

Literature Review

Questioning is one of the most important strategies used in the language classroom environments to improve and develop learner's reading comprehension. Some studies conducted on first and second language reading comprehension showed that questioning influences reader's meaningful processing of the text. Thus, it facilitates their reading comprehension. Gunning (1992) states that questioning is used to develop concepts, build backgrounds and clarify a reasoning process. This way it improves the reader's level of thinking and they become active, critical and creative readers.

Reading comprehension questions are grouped into different categories based on their forms and levels. Widdowson (1978, 1983) stated that reading is a process of combining textual information with the information a reader construct. He categorized reading questions with respect to their forms as follows:

a. Wh-questions: These questions begin with a 'wh...' word e.g., what, where, who, how, how often etc.

b. Polar questions: The questions are sometimes called yes-no questions. They have one correct answer that is not directly presented in the text.

c. Truth assessment questions: They are also called true or false questions. The questions are used to identify whether a statement is true or not.

d. Multiple choice questions: The questions allow students to choose from a number of possible answers.

Moreover, several taxonomies have been developed to analyse and categorize questions based on their functions. According to Turner (1988) the taxonomies involve a logical organization of various thinking operations. Bloom's (1956) taxonomy of thinking is well-known and popular taxonomy in literature. As seen in the Table (1), the taxonomy consists of six levels of cognitive processes associated with learning and ranges from lower to higher levels of cognitive thinking.

Table 1. Bloom's (1956) Taxonomy of Thinking.

Lower Level of Thinking	**Knowledge: Knowing facts or information**
	Comprehension: Understanding facts or information
	Application: Using information in a new situation
Higher Level of Thinking	Analysis: Breaking down information into parts to see relationships and importance

	Synthesis: Creating something new by combining different ideas
	Evaluation: making a judgement

Barrett (1976) adopted Bloom's (1956) taxonomy and developed the Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension to help teachers in developing comprehension questions and test questions for reading. The taxonomy includes five levels. The taxonomy is presented in the Table (2) below.

Table 2. Barrett's (1976) Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension

Levels	**Sublevels**		**Examples**
Literal comprehension deals with ideas and information which are explicitly stated in the text.	Recognition	Details	Who? /What? /Why? /Where
		Main Idea	Find out what is going to do?
		Sequence	What did …do first/next/last?
		Comparison	Read to find out the differences between _____ and _____
		Cause effect relationships	What caused _____?
		Character Traits	Find the words and phrases which describe the characters
	Recall	Details	Who paid for his journey?
		Main Idea	What important statement did he make?
		Sequence	Describe in correct sequence _____.
		Comparison	How was this _____ different from others?
		Cause-Effect Relationships	What caused _____?
		Character Traits	What was _____ like?
Reorganization deals with analysis, synthesis, and/ or organization of ideas or information explicitly stated the text	Classifying	Which of the following are _____?	
	Outlining	Divide the story into _____ parts.	
	Summarizing	What has happened up to this point?	
	Synthesizing	How long did the entire _____ last?	
Inferential comprehension requires students	Inferring supporting details	Did he realize _____?	

make inference based on their prior knowledge. Because the answers are not explicitly stated but must be inferred.	Inferring Main idea	What is the main idea of this _____?
	Inferring Sequence	What will happen next?
	Inferring Comparison	Are _____ and _____ related?
	Inferring cause and effect	Why would _____?
	Inferring character traits	What does _____ tell us about her?
	Inferring Outcomes	Do you think _____ will _____?
	Interpreting figurative language	Interpret the following figurative expressions:
Evaluation requires students make decision. They have to make an evaluative judgment by comparing ideas presented in the text with his/her back ground knowledge and experiences	Judgements of Reality or Fantasy	Is _____ imaginary?
	Judgements of Fact or Opinion	Which _____ seem to be correct?
	Judgements of Adequacy and Validity	Did _____ ever actually _____?
	Judgements of appropriateness	What part of the story best describes the main character?
	Judgements of worth, desirability and acceptability	Do you like this character?
Appreciation involves all the above related dimension of reading. It requires students an emotionally sensitive to the ideas and information in the text.	Emotional response to the content	Are you surprised?
	Identification characters or incidents	How did they feel when _____?
	Reactions to the author's use of language	Why is _____ a good term?
	Imagery	How does _____ make you feel?

According to Barrett's (1976) taxonomy, literal comprehension and reorganization are lower-order levels that are used to review basic facts and skills. The questions in this lower level are also called as closed questions. They have only one correct answer that is explicitly stated in the text. The lower questions involve convergent thinking. Therefore, the questions entail the literal understanding of the text and they do not develop student's critical thinking and problem solving skills. On the contrary, inferential, evaluation and appreciation are higher-order level questions. The open ended questions that have variety of possible answers involve divergent thinking. The questions require students to use their background knowledge and experience and also relate them with the author's ideas. Thus, the questions facilitate the deeper understanding of the text, in other words the construction of the coherent mental representation of the text in the reader's mind and enhance the development of student's critical thinking and problem solving skills.

Methodology

Research Design

The study used a descriptive survey model that enables the researcher to identify the characteristics of the observed phenomenon as-is (Baškarada, 2014). Quantitative method was applied using corpus linguistics methodology that examines frequencies of specific phenomena. The methodology examining frequencies of specific phenomena deals with computer based empirical analysis of actual patterns of language use (Baker, Costas, Majid, Michal, Tony and Wodak, 2008).

Data and Analysis

Coursebooks are considered as one of the most important teaching materials for teaching and learning in Turkey. The two coursebooks "Yedi İklim" and "Yeni Hitit" are commonly used in teaching Turkish L2 classrooms. In line with the aim of the study, they were chosen as the objects of the study. The corpus consists of totally two hundred seventy-two reading comprehension texts and also one thousand five hundred ninety five reading questions about the texts: one hundred seventy three texts and eight hundred ninety seven questions from Yedi İklim Turkish Coursebook (Level A1, A2, B1, B2, C1, C2); ninety eight texts and six hundred eight questions from Yeni Hitit Turkish Coursebook (Level 1, 2, 3).

Data Analysis was done based on Widdowson's (1993) question form classification and Barrett's (1976) taxonomy explained in detail above. In the study the frequency analysis was conducted to identify the reading comprehension question's forms and levels.

The corpus was examined using the NooJ linguistic engine module, which allows NooJ users to sort the words and perform a morphological analysis on Turkish texts (Demirhan and Aksan 2011, Bisazzsa, 2009).

Findings and Discussions

The findings of the study are presented below according to the research questions.

Findings For the Reading Comprehension Question Form

As seen in the Table (3), Wh - question form occupied the highest position in the coursebook "Yedi İklim". The form was followed by truth assessment, multiple choice and polar question forms respectively. On the other hand, in the coursebook "Yeni Hitit" truth assessment question form got the highest position, followed by multiple choice, wh-question and polar question forms.

Table 3. The Frequency of Reading Comprehension Question Forms in The Coursebook Yedi İklim

Yedi İklim	Wh-Question	Polar Question	Truth Assessment	Multiple Choice
	f	f	f	F
A1	71	4	9	8
A2	132	9	50	0
B1	93	8	55	1
B2	50	4	16	8

C1	68	8	72	43
C2	88	12	25	63
Total	502	45	227	123

Table 4. The Frequency of Reading Comprehension Question Forms in The Coursebook Yeni Hitit

Yeni Hitit	**Wh-Question**	**Polar Question**	**Truth Assessment**	**Multiple Choice**
	f	**f**	**f**	**F**
Level 1	24	8	82	8
Level 2	10	4	164	58
Level 3	0	0	258	33
Total	34	12	504	58

The results obtained in the study showed that both coursebooks did not present various question forms adequately. In other words, the distribution of the question forms were not balanced.

Findings Related to The Levels of Reading Comprehension Questions

As shown in the Table (5) the literal level questions which are the lowest level questions got the highest position in both coursebook. The inferential level questions occupied the second position in both of them. The appreciation level questions occupied the third position in the coursebook Yedi İklim, followed by evaluation and reorganization level questions respectively. On the other hand, the evaluation got the third position in Yeni Hitit coursebook, followed by appreciation and reorganization level questions respectively. The results show that the questions in the both coursebooks covered all levels of reading comprehension questions in Barrett's (1976) taxonomy, however the distribution of the levels of questions were not balanced.

Table 5. The Levels of Reading Comprehension Questions in The Coursebooks Yedi İklim and Yeni Hitit

The levels of reading comprehension questions	**Yedi İklim**	**Yeni Hitit**
	f	**F**
Literal	650	394
Reorganization	9	2
Inference	114	76
Evaluation	46	12
Appreciation	71	6

Findings Related to The Relationships Between Forms and Levels of Reading Comprehension Questions in The Coursebooks

Findings Related to The Wh-Question Form and Level

The quantitative results were presented in Table 6 below.

Table 6. The Wh-Question Form and Level in Yedi Iklim and Yeni Hitit

Question Form	**Question Level**	**Yedi İklim**		**Yeni Hitit**	
		f	Example	f	Example
Wh- Question	Literal	367	Düzenli spor, kalp krizi ve felç dışında bizi hangi	18	Salih Demirkan neler yetiştiriyor?

		hastalıklardan korumaktadır? (Which diseases does regular physical activity prevent us from except for heart attack and stroke?) (C1 Unit 1 Egzersiz Neden Bu Kadar Yararlı)		(What do Salih Demircan grow?) (Yeni Hitit 1 Köyde ve Şehirde Hayat)
Reorganization	8	Yazarın eleştirdiği konular nelerdir? (What did the author criticize?) (C1 Bir sempozyum yap)	0	-
Inference	38	(4) Sizce bu konuşmayı yapan kimdir? (What do you think who is the person made the conversation?) (Yedi İklim B1 Mezuniyet)	0	-
Evaluation	32	Hangi işçinin cevabını doğru buluyorsunuz? Niçin? (What do you think which workers'answer was correct? Why?) (B2-Hangisi Doğru)	8	Pazartesi sendromuna karşı ne yapalım? (What should we do for Monday syndrome?) (Y. Hitit 2 Pazartesi sendromu)
Appreciation	53	Yemek kokusu size neleri hatırlatıyor? What do cooking smell remind you? (Yedi İklim B1Yemek Kokusu)	0	

As said before in the study, Wh-question forms were most frequently used in the coursebook Yedi İklim. The table (6) shows that the question form was heavily used in the literal cognitive level requiring recognition and recall of details in the both coursebooks. The appreciation level requires students emotionally sensitive to the ideas and information in the text. The usage of wh- question form in this level occupied the second position in the coursebook Yedi İklim. Moreover, in the third position, the question

form was related to the inference level requiring students make inference based on their prior knowledge in the coursebook Yedi İklim. On the contrary, there were no usages of wh-question form in the appreciation and inference levels in the coursebook Yeni Hitit. Furthermore, in Yedi İklim wh-question form occured thirty-eight times in the evaluation level that requires students make an evaluative judgment by comparing ideas presented in the text with their background knowledge and experiences. Also, the usage of the form in this high level occurred less frequently (8 times) in Yeni Hitit.

Findings Related to The Polar Question Form and Level

As seen in the Table (7), polar question forms occured heavily in the literal level in Yedi İklim, followed by the appreciation and evaluation levels requiring high level of thinking. The usage of the question form in the reorganization and inference levels showed equal frequency distribution. As for Yeni Hitit, the question form was only used in the evaluation level with the lowest frequency distribution.

Table 7. The Polar Question Form and Level in Yedi İklim And Yeni Hitit

Question Form	**Question Level**	**Yedi İklim**		**Yeni Hitit**	
		f	Example	f	Example
Polar Question	Literal	16	Parmak izleri değişebilir mi? (Can fingerprints change?) (C2 Parmak İzlerimiz)	0	-
	Reorganization	1	Yukarıdaki kişiler arasında çalışma yöntemi benzeyenler var mı? Are there any persons above who have similiar work style? (B2-Onlar çalıştılar başardılar)	0	-
	Inference	1	Hisse senedi almak riskli mi? (Is buying stocks risky?) (A2 Para Nerede? (Where is the Money))	0	-
	Evaluation	14	Bu fikre katılıyor musunuz? Niçin? (Do you agree with the view? Why?) (C2 Boş zaman etkinliği Alışveris)	5	Sizce evrende yaşanabilir başka bir gezegen var mı? (Do you think there is another planet same like earth where the people living in the

				same way (Yeni Hitit 3 Paralel evrenler)
	Appreciation	18	Bu sanatla (Hat sanatı ile ilgilenmek ister misiniz? (Would you be interested in Calligraphy?) (B1 Hat sanatı)	0	

Findings Related to The Truth Assessment Question Form and Level

As seen in the Table (8), the truth assessment question forms only occurred in the literal level with the high frequency distribution in both of the coursebooks.

Table 8: The Truth Assessment Question Form and Level in Yedi Iklim and Yeni Hitit

Question form	**Question Level**	**Yedi İklim**		**Yeni Hitit**	
		f	Example	f	Example
Truth Assessment	Literal	262	Bayramlar yaklaştığında insanlar alışverişe çıkar (When bairams are approaching people start to go shopping Right False) Doğru Yanlış (B1 Kutlama)	356	Matematik ve müzik birçok açıdan birbiri ile ilişkili iki disiplindir. (Mathematics and Music are the disciplines closely related with each other Right False) Doğru Yanlış (Y.Hitit 3 Müziğin Matematiği)
	Reorganization	0	-	0	-
	Inference	0	-	0	-
	Evaluation	0	-	0	
	Appreciation	0	-	0	

Findings Related to The Multiple Choice Question Form and Level

Table (9) below shows that the multiple question form demonstrated the highest frequency distribution in the inference level requiring high level of thinking in both of the coursebooks. Furthermore, as seen in the Table (9), the question form occurred more frequently in the literal level in Yedi iklim than Yeni Hitit. There were no usages of the question form in the reorganization, evaluation and appreciation levels in both of the coursebooks**.**

Furthermore, as seen in the Table (9), the question form occurred more frequently in the literal level in Yedi iklim than Yeni Hitit. There were no usages of the question form in the reorganization, evaluation and appreciation levels in both of the coursebooks.

Table 9: The Multiple Choice Question Form and Level

Question Form	**Question Level**	**Yedi İklim**		**Yeni Hitit**	
		f	Example	f	Example
Multiple Choice	Literal	41	Okuduğunuz metne göre Tornado ile ilgili aşağıdaki ifadelerden hangisi yanlıştır? (According to the text you read which one of the following statements related with Tornado is wrong?) a. Tornadolar yılın herhangi bir ayı meydana gelebilir (tornado can occur in any month of year) b. Dünyanın herhangi bir yerinde görülebilir (It can be seen anywhere in the world) c. En çok yaz aylarında görülür (It can be seen mostly in summer months) d.Tornado mevsimi ilkbahardan sonbaharın sonuna kadardır (Tornado	11	Yazara göre tutkulu aşk (According to the author passionate love) a. Sevdiğiniz kişiyi görebilmek için türlü bahaneler yaratmaktır (Making excuses to see the person you love) b. Âşık olunan kişiye platonik de olsa bağlanmaktır (being attached to the lover platonically) c. Karşılıklı aidiyet duygusuna sahip olmayı istemektir (desire to have sense of belonging) d. Yoğun yaşanan ama gelip geçici bir duygudur (Intense feeling but it fades with time) (Yeni

		season is from spring to the end of the autumn) (Yedi İklim B2 Tornado)		Hitit 3 Aşk mı? Tuku mu?
Reorganization	0	-	0	-
Inference	70	Okuduğunuz metinde "yaka paça getirmek" ifadesi ile anlatılmak istenen nedir? (What does the term "yaka paça getirmek" mean in the text?) (C1Vermeyince Mabut Neylesin Mahmut)	70	Metindeki çocuğun karakteri, The character of the chid in the text a. Duygusal (emotional), b Hayalci (dreamer) c.Yaramaz (naughty) d. İyimser (optimist) c. Kaderci (Fatalist) (Yeni Hitit 3 Beyaz Gemi)
Evaluation	0	-	0	
Appreciation	0	-	0	

Conclusion and Discussion

In the first part of the study, drawing on Widdowson's (1993) classification, the question forms used in the corpus were examined. The results revealed that the distribution of the question forms in each coursebook exhibited some differences: Wh-questions appeared most frequently in Yedi İklim, followed by truth assessment, multiple choice and polar question forms while truth assessment question form occupied the highest position in Yeni Hitit, followed by multiple choice, wh-questions and polar question forms respectively. Also, the results showed that the question forms were not used in balance in the corpus. The finding is consistent with the previous studies. According to some researchers (e.g., Anggraeni 2013; Turner, 1988) coursebooks are required to have various question forms in balance to familiarize the students with the question's own nature and thus students can ask better questions and give better answers. Therefore, within the scope of the study it is recommended that the question forms in the coursebooks should be revised and they should be used in balance.

In the second part of the study, based on Barrett's (1976) taxonomy the cognitive level of the questions forms in the corpus were analysed. The analysis showed that both coursebooks included a greater proportion of questions in the literal level as the lowest level of reading comprehension: in Yedi İklim wh-question form occupied the highest position in literal level whereas in Yeni Hitit truth assessment question form got the highest position in this level. Because of the question forms not requiring much thinking, it

could be said that the coursebooks cause the students to be passive during the reading comprehension process.

The previous studies (e.g., Adams 1985; Turner, 1988) revealed that the reading activities in daily life such as reading newspaper, texting, emailing etc. generally, require literal level comprehension, so the literal level questions are used heavily at the daily reading activities. Also, they stated that literal level questions can make students become aware of textual cohesion -coherence and this way they enhance student's higher level thinking skills. Therefore, the lowest level questions are used heavily in coursebooks. It is thought that the heavy usage of literal level questions in this corpus stems from the reasons stated in the previous studies.

Moreover, the results showed that the higher level questions (inference, evaluation and appreciation) were less frequently used in the corpus. Inference level questions were heavily dominated in both coursebooks; multiple choice question form occupied the highest position in inference level in both of them. Evaluation and appreciation level questions were more dominant in Yedi İklim. Especially wh-question and polar question forms occurred in the evaluation and appreciation levels. As for Yeni Hitit, there were only evaluation level questions in polar and wh-question forms with the lowest frequency distribution. There was no usage of appreciation level question in the coursebook.

According to some studies (e.g., Vacca, Vacca and Gove 1991; Turner, 1998; Sunggingwati 2003) if students are exposed to the higher level questions, their higher level of thinking will develop and they will be able to ask and response higher level questions. Based on these studies, it is recommended that the coursebooks should include more higher level questions. This way students can become more active and critical readers.

Furthermore, the results obtained in the study showed that the distribution of higher and lower level questions are not in balance. Some studies on questioning (e.g., Frazee and Rudnitski 1995; Turner, 1988) states that both lower level and higher level questions are important because lower level questions guide students how to comprehend the text while the higher level questions make students learn how to think critically. Also, the studies emphasized that good questioning require a reasonable balance between lower and higher level questions. Consequently, the levels of questions in the coursebooks in the study should be in balance and move gradually from lower to higher.

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YAPILANDIRILMIŞ ÖZ

Türkçenin Yabancı Dil Olarak Öğretimi "Yedi İklim" ve "Yeni Hitit" Ders Kitaplarındaki Okuduğunu Anlama Sorularının İncelenmesi

Giriş

Okuma becerisi bir anlama biçimidir. Bu beceri, ikinci dil öğrenenlerin yazılı metinlerdeki cümleleri, ifadeleri ve paragrafları anlamalarını, metindeki bilgileri elde etmelerini ve fikirleri değerlendirmelerini ve ayrıca bunları gerçek durumlara uygulamalarını sağlar (Grabe ve Stoller, 2002). Dil öğrenenler yeterli okuma becerisine sahip değillerse bir metni anlamakta güçlük çekeceklerdir (Grabe, 2009). Başka bir deyişle, metindeki bilgilere ulaşamamakta ve verimli bir biçimde kullanamamaktadırlar. Dolayısıyla bir metni anlama, diğer becerileri destekleyen ve dil öğrenme sürecini geliştiren önemli bir beceridir.

Ders kitapları, dil öğretim ortamlarında kullanılan ana öğrenme kaynaklarıdır. Derslerin çerçeveleri, metinleri ve görevleri sağlarlar. Son yıllarda ders kitaplarında yer alan okuma anlama sorularının form ve düzeylerinin analizi günümüzde giderek önem kazanmıştır. Özellikle İngilizce (birinci (L1) ve ikinci (L2) dil) üzerine yapılan araştırmalar (Örn. Anggraeni 2013; Fitria 2014; Andre 1979; Sanders 1966) ders kitaplarının genellikle temel anlama dayalı basit anlama soruları gibi alt düzey sorulardan oluştuğunu göstermiştir. Bu araştırmalara göre ders kitaplarındaki okuma anlama soruları öğrencilerin düşünme düzeylerini geliştirmeye yönelik değildir. Bu nedenle de öğrenciler ikinci dilde yeterli okuma anlama becerisine sahip olamamaktadırlar.

Alanyazın taraması sırasında Türkçenin ana dil olarak öğretimine yönelik az sayıda çalışmanın (Örn. Akyol 1997; Akyol 2001; Akyol, Ateş ve Çetinkaya 2013; Göçer 2014; Bozkurt, Uzun ve Lee 2015; Çelik, Demircan ve Fidan, 2015) Türkçe okuma anlama sorularına odaklandığı gözlemlenmiştir. İkinci bir dilde okuma bir dizi düşünme becerisi gerektirir. Sorgulama, öğrencilerin okuma düşünme becerilerini geliştirmek için en önemli stratejilerden biridir (Mikulecky 2008; Acosta ve Ferri, 2010). Son yıllarda Türkçenin ikinci dil olarak öğretimi konusunda çok fazla araştırma yapılmasına rağmen, bu çalışma kapsamında Türkçe ikinci dil okuma bağlamlarında okuduğunu anlama sorularının bilişsel düzeyi ve biçimi üzerine herhangi bir çalışmaya rastlanılmamıştır. Dolayısıyla bu çalışmanın yukarıda belirtilen nedenlerle Türkçe ikinci dil çalışmalarına büyük katkı sağlayacak öncü bir çalışma olacağı düşünülmektedir. Ayrıca bu çalışma sonuçlarının, kitap yazarları ve öğretmenler için de faydalı olacağı varsayılmaktadır. Çalışma sonuçları kitap yazarları ve öğretmenlerin Türkçe dil sınıflarında en çok kullanılan ders kitaplarında hangi tür ve düzeyde soruların vurgulandığının farkına varmalarına ve böylece okuma anlama sorularının gözden geçirilerek öğrencilerin üst düzey düşünme düzeylerini geliştirmek için farklı biçim ve bilişsel düzeyde sorular oluşturabilmelerine olanak sağlayacaktır.

Bu çalışma Widdowson'nun (1993) *Soru Biçim Sınıflaması* (Question Form Classification) ve Barrett'in (1976) *Okuma-Anlamanın Bilişsel ve Duyuşsal Boyutları Taksonomisi* (Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension) temel alarak, ikinci dil olarak Türkçe öğretimi için geliştirilen ders kitaplarındaki okuma anlama sorularının biçimlerini ve düzeylerini incelemeyi amaçlamaktadır.

Yöntem

Araştırmada, araştırmacının gözlemlenen olgunun özelliklerini olduğu gibi tanımlamasını sağlayan betimsel bir tarama modeli kullanmıştır. Ayrıca belirli olgu birimlerinin derlemdeki sıklıklarını inceleyen derlem dilbilim yöntemine dayanarak nicel yöntem benimsenmiştir. Belirli olgu birimlerinin sıklıklarını inceleyen derlem dilbilim yöntemi, gerçek dil kullanım kalıplarının bilgisayar tabanlı ampirik analizini içerir (Baker, Costas, Majid, Michal, Tony ve Wodak, 2008).

Ders kitapları, Türkiye'de öğretme ve öğrenme için en önemli öğretim materyallerinden biri olarak kabul edilmektedir. "Yedi İklim" ve "Yeni Hitit" adlı iki ders kitabı Türkçe'nin yabancı dil öğretim ortamlarında yaygın olarak kullanılmaktadır. Çalışmanın amacına uygun olarak çalışmanın veri tabanı olarak seçilmişlerdir. Derlem toplam iki yüz yetmiş iki okuduğunu anlama metni ve metinlerle

ilgili bin beş yüz doksan beş okuma sorusundan oluşmaktadır: Yedi İklim Türkçe Ders Kitabından (A1, A2, B1, B2, C1, C2 Düzeyinde) yüz yetmiş üç metin ve sekiz yüz doksan yedi soru; Yeni Hitit Türkçe Ders Kitabından (Düzey 1, 2, 3) doksan sekiz metin ve altı yüz sekiz soru.
Veri Analizi, Widdowson'un (1993) soru biçim sınıflandırmasına ve Barrett'in (1976) taksonomisine dayalı olarak yapılmıştır. Araştırmada okuduğunu anlama sorularının biçim ve düzeylerini belirlemek için frekans analizi yapılmıştır.
Derlem, kullanıcıların kelimeleri sıralamalarına ve Türkçe metinler üzerinde morfolojik bir analiz yapmalarına olanak tanıyan NooJ dilsel motor modülü kullanılarak incelenmiştir.

Sonuç ve Tartışma

Araştırmada elde edilen sonuçlar, söz konusu her iki ders kitabındaki soruların çoğunun 5N1K-soru biçiminde olduğunu ve bu soruların sistematik düşünme gerektirmeyen en düşük düzeyde yer aldığını dolayısıyla da alt ve üst düzey soruların dağılımının dengeli olmadığını ortaya koymuştur. Her iki ders kitabındaki sorular öğrencilerin okuma metninde açıkça belirtilen fikir ve bilgileri anlamalarını gerektirmektedir. Başka bir deyişle, okuma anlama soruları öğrencileri ayrıntılı düşünmeye zorlayacak biçimde değildir.
Soru sorma üzerine yapılan bazı araştırmalar (örn. Frazee ve Rudnitski 1995; Turner, 1988), hem alt düzey hem de üst düzey soruların önemli olduğunu, çünkü alt düzey soruların öğrencilere metni nasıl anlayacaklarına rehberlik ederken, üst düzey soruların öğrencilere eleştirel düşünmeyi öğrettiğini belirtmektedir. Ayrıca söz konusu çalışmalar, iyi soru sormanın alt ve üst düzey sorular arasında makul bir denge gerektirdiğini de vurgulamaktadır. Sonuç olarak, bu çalışmadaki ders kitaplarındaki soruların düzeylerinin dengeli olması ve kademeli olarak aşağıdan yukarıya doğru hareket etmesi gerekmektedir. Böylece öğrencilerin okuma anlama beceri düzeyleri daha iyi bir konuma gelebilecektir.