



EVALUATION OF PRESERVICE TURKISH LANGUAGE TEACHERS' TEXT, THEME, AND ACQUISITION PREFERENCES AND QUESTIONS THEY PREPARE REGARDING ACQUISITION IN DESIGNING PROCESS OF READING ACTIVITIESⁱ

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Abstract:

It is extremely important that teachers have the ability to develop their own materials and activities that address their students' competence and readiness levels, fields of interest and needs in order to supplement existing textbooks. Also, these materials and activities should be directly objective-driven and well planned. Therefore, the process of gaining the ability to develop their own materials should start as soon as they enroll in teacher training institutions preservice teachers. For this purpose, efforts are made to provide preservice teachers with the ability to prepare lesson plans with different subjects during their undergraduate education. In this study, it is aimed to examine in depth the reading texts in the lesson plans prepared by preservice teachers taking the Reading Education course with regard to variables such as theme/subtheme selection, class level, text type and the compatibility of the text comprehension questions in the prepared activities with the cognitive level and acquisitions, and etc. Case study, a qualitative research method, was used in the study. The sample of the research consists of 73 preservice teachers who study in the Turkish language teaching department of the faculty of education at a state university located in east of Turkey, particularly the ones who are enrolled in the Reading Education course in the fall semester of the 2019-2020 academic year and attend the course regularly. The research data consists of the lesson plans prepared by the preservice teachers, their views on the process and the researcher's observation notes. Document analysis was used in the analysis of the data. The sixth and seventh grades were the most preferred grade levels by the preservice teachers while preparing a reading activity. The most preferred theme was the virtues. More than half

ⁱ TÜRKÇE ÖĞRETMENİ ADAYLARININ OKUMA ETKİNLİKLERİ TASARLAMA SÜREÇLERİNDE METİN, TEMA, KAZANIM SEÇİMLERİ VE KAZANIMLARA YÖNELİK HAZIRLADIKLARI SORULARIN DEĞERLENDİRİLMESİ

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of the participants preferred narrative texts. Although they prepared reading activities at different grade levels, they often included the same acquisitions in their plans and it can be noted that there was a significant congruence between the acquisitions and the activities. Considering the cognitive levels of the questions in the reading activities prepared by the participants, the questions were predominantly appropriate for the remembering level.

Keywords: preservice Turkish language teachers, reading activities, text types, theme, cognitive levels of questions

Özet:

Öğretmenlerin mevcut ders kitaplarını desteklemek için kendi öğrencilerinin yeterlilik ve hazırbulunuşluk düzeylerine, ilgi alanları ile ihtiyaçlarına hitap edecek kendi materyallerini ve faaliyetlerini geliştirme becerisine sahip olmaları son derece önemlidir. Bu materyal ve faaliyetlerin de doğrudan doğruya hedeflere dönük olması ve iyi planlanması gerekir. Bu nedenle, kendi materyallerini geliştirme becerisi kazanma süreci, öğretmen yetiştiren kurumlarda öğretmen adayı olduklarında başlanmalıdır. Bunun için de öğretmen adaylarına, lisans eğitimleri süresince farklı derslerle ders plan hazırlama becerisi kazandırılmaya çalışılmaktadır. Bu çalışmada ise Okuma Eğitimi dersini alan öğretmen adaylarının hazırladıkları ders planlarında yer alan okuma metinlerinin tema/alt tema seçimi, sınıf düzeyi, metin türü ile hazırlanan etkinliklerde yer alan metni anlama sorularının bilişsel düzeye ve kazanımlara uygunluğu vb. değişkenler açısından derinlemesine incelenmesi amaçlanmıştır. Çalışmada nitel araştırma yöntemlerinden durum çalışması kullanılmıştır. Araştırmanın örneklemini Türkiye'nin doğusunda yer alan bir devlet üniversitesinin eğitim fakültesinin Türkçe öğretmenliği programına ve özellikle de 2019-2020 öğretim yılının güz döneminde verilen Okuma Eğitimi dersine kayıtlı ve derse düzenli devam eden 73 öğretmen adayı oluşturmaktadır. Araştırma verilerini öğretmen adaylarının hazırladıkları ders planları, sürece ilişkin görüşleri ve araştırmacının gözlem notları oluşturmaktadır. Verilerin analizinde doküman analizi kullanılmıştır. Öğretmen adaylarının okuma etkinliği hazırlarken en çok tercih ettikleri sınıf düzeyleri altı ve yedinci sınıflar olmuştur. En çok erdemler temasını seçmişlerdir. Katılımcıların yarısından fazlası hikâye edici metin türünde metinler tercih etmişlerdir. Farklı sınıf seviyelerinde okuma etkinlikleri hazırlasalar da planlarında sıklıkla aynı kazanımlara yer vermişlerdir ve kazanım ile etkinlikler arasında büyük ölçüde bir uyumdan söz edilebilir. Katılımcıların hazırladıkları okuma etkinliklerinde yer alan soruların bilişsel düzeylerine bakıldığında soruların ağırlıklı olarak hatırlama basamağına göre hazırlandığı görülmektedir.

Anahtar kelimeler: Türkçe öğretmeni adayları, okuma etkinlikleri, metin türleri, tema, soruların bilişsel düzeyleri

1. Introduction

It is well-known that textbooks are an important tool in mother tongue teaching. Since the use of texts is important in language education and training, attention should be paid to text selection. Every text given within the themes in Turkish textbooks may not be considered sufficient in terms of serving the intended purpose. At this point, different texts that can function better in developing language skills and having the students discover the grammar rules instinctively should be used (Göçer, 2014: 327). Until 2017, teachers in Turkey were given guidebooks prepared specifically for each grade level to be used in classes, and they would stick to these guidebooks while teaching the texts. However, since the teacher's guidebooks were abolished with the Turkish Lesson Education Plan updated in 2017, teachers are supposed to prepare the lesson plans for the texts in the textbook, and in case they considered the activities in the book as insufficient, the teachers should be able to devise additional activities for the skills they consider as necessary. In fact, some of the elective courses that should be taught by a Turkish language teacher had no textbooks even though they had lesson plans.

The lesson plan is a detailed guide outlining the teacher's objectives about what students will achieve and how they will learn during the class. Creating of a lesson plan encompasses determining the acquisitions, developing appropriate activities for these acquisitions and determining the materials to be used (Janelle, 2019). Göçer (2014) stated that the teaching of the planned subject can only be achieved if teaching activities are adapted to students' level and conducted in appropriate teaching environments.

It is very important that teachers, in order to support existing textbooks, have the ability to develop their own materials and activities that will appeal to their students' competence and readiness levels, interests and needs (Janelle, 2019). Also, these materials and activities should be directly objective-driven and well planned (Ülper, 2010). Therefore, the process of gaining the ability to develop their own materials should start as soon as they enroll in teacher training institutions preservice teachers. (Abdul et al., 2019; Janelle, 2019). For this purpose, efforts are made to provide preservice teachers with the ability to prepare lesson plans with different subjects during their undergraduate education.

One of these courses is the Reading Education course. Within the scope of this course, teacher candidates are told what they need to know in the process of teaching texts and in the context of reading education in the Turkish Lesson Curriculum, and they are asked to prepare activities that will bring in the acquisitions towards comprehension of these texts, by selecting texts at the class level, in the text type, theme and sub-theme of their own preference. Because, as stated by Oğuz and Şeref (2015: 344), reading education is a long-running process that cannot be limited only at primary, secondary and high school level. Considering this aspect of reading education, it can be argued that the activities to be carried out in the classes by the faculty members teaching the reading education class for preservice Turkish teachers who are involved in mother tongue

education have a decisive role in the successful execution and completion of the process. As a matter of fact, it is a determining factor in raising individuals who research, question and use their thinking skills effectively as stated within the general and special purposes of the Turkish Lesson Curriculum (MEB, 2019) that teachers internalize all aspects of reading, prepare activities accordingly, acquire reading interest and habit, act as a model for students, and guide them.

Examining the literature, it was found that although there were recent studies on the opinions of preservice teachers regarding the reading education subject or the teaching of texts as part of Turkish language classes (Göçer, 2014; Oğuz & Şeref, 2015), there were no studies regarding the reading activities in the lesson plans prepared by preservice teachers. Baş and Ucuzsatar (2019), on the other hand, examined only the acquisition and activity compliance of preservice Turkish Language and Literature teachers in activity development process. In this study, it is aimed to examine in depth the reading texts in the lesson plans prepared by preservice teachers taking the Reading Education course with regard to variables such as theme/subtheme selection, class level, text type and the compatibility of the text comprehension questions in the prepared activities with the cognitive level and acquisitions, and etc. In line with this purpose, answers to the following questions were sought:

- For which grade levels did the participants prepare reading activities? Why did they select this grade level?
- What are the themes and subthemes of the texts selected by the participants? Why did they select this theme and subtheme?
- What are the types of texts selected by the participants? Why did they select those types?
- What are the reading-comprehension acquisitions selected by the participants? Are the activities they prepared and the acquisitions they selected compatible with each other?
- What is the distribution of the activity questions prepared by the participants for text comprehension according to the revised Bloom's Taxonomy? What is the distribution of the questions in terms of cognitive level based on grade level and text type?

2. Literature Review

Text-based language teaching method and thematic approach are used in mother tongue education in Turkey. The Turkish Lesson Curriculum clearly outlines which criteria to be considered when determining the texts to be used in language teaching, possible themes and subthemes of the texts, types of the texts to be given based on grade level and the listening/watching, speaking, reading and writing acquisitions intended to be gained through these texts (MEB, 2019).

Although the curriculum covers the principles of mother tongue teaching from the first grade to the eighth grade, considering the limitations of the research, this study will provide information pertaining to the fifth, sixth, seventh and eighth grades (secondary stage) only. This is because, in Turkey, the subject of Turkish language for these grade levels is taught by Turkish language teachers.

According to the Turkish Lesson Curriculum (MEB, 2019), eight themes should be covered in a year at each grade level in the secondary stage. Among themes, Virtues, National Culture, and National Struggle and Atatürk are mandatory themes that should be included in the textbooks for each grade. In addition to these, texts pertaining to the themes of individual and society, reading culture, communication, rights and freedoms, personal development, science and technology, health and sports, time and space, emotions, nature and the universe, art, citizenship, and the world of children can also be selected. A total of 32 texts, consisting of three reading texts and one listening-watching text per each theme, should be taught. There is also a free reading text in each theme. In other words, a total of 40 texts should be included in the textbook prepared for each grade level, and attention should be paid to ensure that the texts types are equally distributed throughout the book. Text types are divided into three sections in the Curriculum: informative text, narrative text and poetry. Informative text type includes genres such as memoirs, biographies, autobiographies, blogs, petitions, ephemera, brochures, e-mail, diaries, news texts, advertisements, postcards, guides, travel writings, articles, anecdotes, interviews, essays, letters, laconics, social media messages and the like. Narrative text type includes genres such as comics, fables, stories, cartoons, fairy tales, legends, epics, humorous anecdotes, and novel theater. The poetry type includes genres such as songs, folk songs and poems.

Among the acquisitions for reading skills in the Curriculum at the secondary stage, acquisitions regarding the objectives of fluent reading, vocabulary and comprehension are included. Since intra-textual and non-textual comprehension questions are among the variables to be examined particularly in the process of text teaching, only the comprehension acquisitions were included in the lesson plans prepared by the participants as part of this study.

Among the reading acquisitions listed in the Turkish Lesson Curriculum, acquisitions for direct reading comprehension are within the scope of this study. The acquisitions by which the appropriateness of activities selected by preservice teachers will be analyzed are included in Table 1. Participants are expected to create activities appropriate for the acquisitions at the grade level they selected.

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Table 1: Comprehension Acquisitions per Grade Levels (MEB, 2019: 56-58)

Acquisition sentences	5. grade	6. grade	7. grade	8. grade
Explains the formal features of poetry.		*		
Evaluates the contribution of the transition and conjunction expressions between the elements of the text to the meaning.	*	*	*	*
Identifies the figures of speech in the text.	*	*	*	*
Estimates the subject of the text to be read considering the visual and the title.	*	*	*	*
Summarizes what he/she reads.	*	*	*	*
Answers questions about the text.	*	*	*	*
Asks questions about the text.	*	*	*	*
Identifies the subject of the text.	*	*	*	*
Identifies the main idea/main emotion of the text.	*	*	*	*
Determines the appropriate title for the content of the text.	*	*	*	*
Identifies the narrative elements in the text.	*	*	*	*
Generates different solutions to the problems addressed in the text.	*	*	*	*
Interprets the content of the text.	*	*	*	*
Makes comparison between texts.	*	*	*	*
Distinguishes the text types.	*	*	*	*
Distinguishes the real and fictional elements in the text.	*	*	*	*
Makes inferences about what he/she reads.	*	*	*	*
Answers questions about visuals.	*	*	*	*
Understands the ways of emphasizing important points in the text.	*	*	*	*
Evaluates the media texts.	*	*	*	*
Uses information resources effectively.	*	*	*	*
Questions the reliability of information resources.	*	*	*	*
Interprets the information presented with graphics, tables and charts.	*	*	*	*
Compares the written form of texts with their media presentations.			*	*
Identifies the narrative forms in the text.			*	*
Identifies the ways of developing the thought used in the text.			*	*
Understands the steps of acts and processes in the text.			*	*
Identifies the supporting ideas in the text.			*	*

That the acquisitions given in Table 1 should be cascaded according to grade levels is one of the information given to preservice teachers in the Reading Education course. It is apparent in the Curriculum that as the grade level increases, higher cognitive comprehension skills are intended to be built for the respective acquisition pertaining to the sub-descriptions of the acquisitions. In this direction, participants are expected to design appropriate activities by taking this into consideration in the lesson plans they develop.

Another criterion that participants should consider in developing their lesson plans is the preparation of intra-textual and non-textual comprehension questions on the text in accordance with the cognitive levels in the revised Bloom's Taxonomy. Because the researchers state that while it is important for teachers to ask questions about what students read, it is not sufficient (Akyol et al., 2013). According to Fordham (2006), variables such as the type, level, content, purpose and required respond time of the questions appear as factors affecting the formation of meaning in this process. Applegate et al. (2008) state that teachers should be taught how to ask high-level questions and contribute to the raising of students who love to read, rather than how to develop good comprehension tests. Therefore, it is of great importance for preservice teachers to devise questions aimed at higher cognitive level in the development of reading skills.

Aktaş (2017) states that through the Turkish language subject, it is aimed to develop students' comprehension, interpretation, evaluation and synthesis skills by conducting studies on texts of different types with the acquisitions in four basic language skills areas. Therefore, students should get confronted with qualified questions in order to analyze various types of texts and construct meaning in their minds. One most frequently used classification for identifying the cognitive level in determining the qualification of the questions is the Bloom's Taxonomy. The steps of the taxonomy were previously remembering, understanding, applying, analyzing, creating and evaluating, while in 2001, the taxonomy was updated by interchanging the orders of evaluation and creation steps. Because it was concluded that since the creation step was intended to introduce a new product, a higher-level cognitive process was necessary (Arı, 2011). Accordingly, the remembering, understanding and applying steps of the taxonomy correspond to lower-level cognitive skills, while analyzing, evaluating, and creating correspond to higher level cognitive skills (Şahinel, 2002). Participants were asked to prepare questions appropriate for the higher level together with the questions for the lower level while devising the text comprehension questions.

2. Material and Methods

2.1 Research Design

This study aims to research in depth the knowledge, skills and perceptions of the preservice teachers about the process of preparing reading activities. Thus, since the research focuses on the learning process rather than the learning outcome (Merriam, 2013), the case study method is considered to be the most appropriate method among qualitative researches for this study. Because, according to Merriam (2013), researchers prefer this design not to test hypotheses, but particularly when they need to comprehend, explore and interpret the case. In this respect, case study is an approach in which the researcher explores one or a few limited systems using detailed and in-depth data collected from many sources, describes the situation, and reports the themes related to it (Cresswell, 2013).

2.2 Population and Sample

The population of the study consists of the third-year preservice teachers who study in Turkish language teaching departments in the fall semester of the 2019-2020 academic year. In the study, the criterion sampling method, which is considered to best represent the population in accordance with the research purpose. The qualifications selected as criteria for the sample are, that the preservice Turkish language teachers are enrolled in the Turkish language teaching department of a university located in the east of Turkey, and particularly take the Reading Education course in the fall semester of 2019-2020 academic year as well as attending classes regularly. The sample of this study consists of 73 preservice teachers who comply with these criteria and allow their works to be used as data in a scientific study. 24 of the participants are men and 49 of them are women.

2.3 Data Collection

Participants of the study were initially provided with detailed information about Reading Education (reading, physical and mental elements of reading, reading strategies, methods and techniques, measurement and evaluation, themes, subthemes, text types and reading acquisitions included in the Turkish Lesson Curriculum, required features of the texts, etc.) in three course hours for five weeks.

Then, the participants were asked to determine a text at the class level, in the text type, theme and sub-theme of their own preference, taking into account the Curriculum (MEB, 2019), and to develop a lesson plan for this text. They were asked to specify the activities particularly related to reading skills in detail in the lesson plans. Participants were given five weeks to prepare the plan.

In the text teaching process, participants were asked to pay attention to the relevant cognitive level in the revised Bloom's Taxonomy, especially when creating intra-textual and non-textual comprehension questions.

The preservice teachers presented the plans they prepared in the course of the study in a classroom environment. At this point, the researcher took observation notes about the process while the participants presented their plans, and asked respective students about their plans where she deemed necessary, and received their opinions about their choices. In the meantime, the participants were asked questions such as what they took into consideration while choosing the text, how they decided on the grade level, text type and theme/subthemes, what they took into consideration while devising activities for comprehension acquisitions and what sort of difficulties they encountered, what they took into consideration while preparing the text comprehension questions, etc.) and their opinions on the process were received. After the presentations of their plans, participants finalized their works by also taking into account the feedback they were given, and submitted the plans to the researcher.

2.5 Analysis of Data

The data of this study consists of the lesson plans prepared by the volunteer participants, the participants' views on the plan preparation process, and the researcher's observation notes. The validity and reliability of the study was aimed to be ensured by this triangulation. According to Creswell (2013), triangulation is the process of supporting evidence or data from more than two research tools.

The lesson plans of the preservice teachers obtained within the scope of the study were analyzed by document analysis. Since vocabulary and grammar activities in the lesson plans prepared were not included in the scope of the study, they were not included in the analysis either. In document analysis, interviews, participant and non-participant observations, and all physical documents can be analyzed together in addition to existing documents (Yin, 1994). Therefore, this method was preferred. In addition, A subject matter expert other than the researcher was involved in the analysis while evaluating the concordance between the grade level, type, theme/subthemes and comprehension achievements of the texts used in the plans prepared by the participants and the activities they prepared based on these, and the analysis of the text comprehension questions with respect to the revised Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating, creating). The principles of consistency and verifiability were observed to ensure the reliability of the study. Consistency and verifiability are defined as follows by Sönmez and Alacapınar (2016: 75):

“Consistency can be considered as determining whether a qualitative research has been conducted in compliance with the rules in its own merit, and whether the method has been used appropriately. Verifiability, on the other hand, means ‘yes, the data collected and the results achieved can occur within this framework’; ‘So can be accepted, these facts, results and interpretations can be obtained from the data collected by the researcher’.”

The same twenty data randomly selected from the lesson plans were analyzed with respect to the predetermined variables. Two researchers then came together and compared the analyses. By doing so, rater consistency and verifiability were aimed to be achieved through consensus.

In order to increase the validity of the research data, the opinions of the preservice teachers about the planning process, and the observer notes were also included in the analysis.

3. Findings

3.1 Grade Levels of Reading Texts and Activities in Participants' Lesson Plans

The preservice teachers were asked to prepare their lesson plans at one grade level of their preference in the secondary stage. Accordingly, the frequency and percentages of the grade level preferences of the participants are shown in Figure 1.

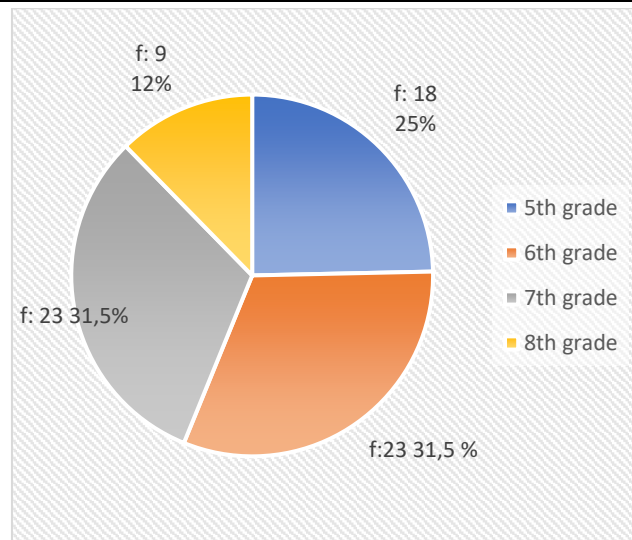


Figure 1: Percentage and frequency values for selected grade levels

Examining Figure 1, it is seen that 18 (25%) of the participants (25%) preferred to prepare a lesson plan at the fifth grade level; 23 (31,5%) at the sixth, 23 (31,5%) at the seventh, and 9 (12%) of them at the eighth grade level. The least selected grade level was the eighth. When the teacher candidates were asked what they based their choices upon, their reasonings at the grade level selection were seen to be varied. Some of them stated that they first determined an appropriate text with respect to the theme, then took the grade level of the respective text into consideration and selected the grade level accordingly. Preservice teachers who said "I determined the text first, then I determined the grade level according to the level of the text," comprise the majority. This view is also supported by the researcher's observation notes. As a matter of fact, it was observed that the participants mostly preferred the narrative text type at the fifth and sixth grade levels. Some students, on the other hand, stated that they preferred to work with lower grade levels, thinking that it would be difficult to prepare activities accordant with the eighth grade acquisitions. Another participant said that she determined the grade level according to the type of the text she considered to choose. The opinion of one participant on this matter was as follows: "I preferred eighth graders who has better level of poetry interpretation and sense-making skills because they have gained formal operational skills in a cognitive sense."

3.2 Themes and Subthemes of the Reading Texts in Participants' Lesson Plans

It was told beforehand by the researcher that the participants could select a text for one of the themes in the 2019 Turkish Lesson Curriculum and also determine only the most appropriate subtheme for the text they selected. Accordingly, the themes preferred by preservice teachers are shown in Figure 2.

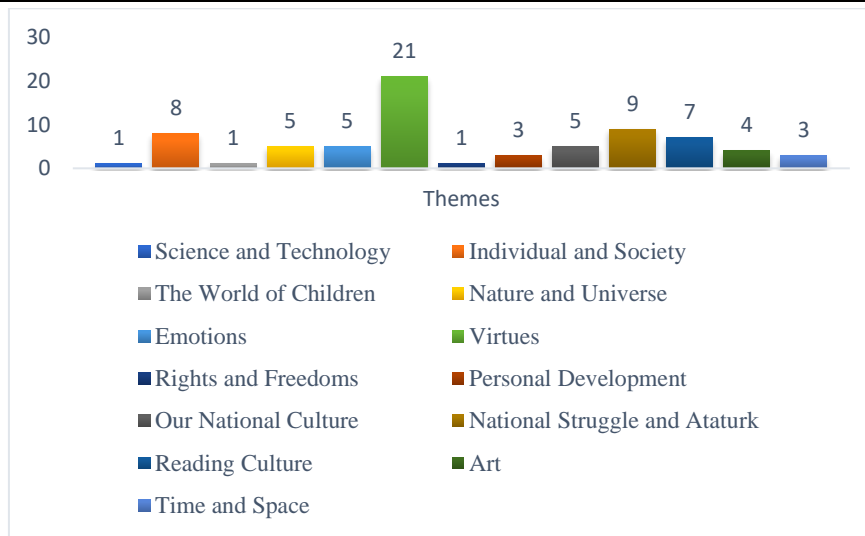


Figure 2: Frequency values regarding the themes chosen

Figure 2 indicates that the participants mostly preferred the theme of virtues (21). Subthemes preferred by those who chose the theme of virtues are: morality, humility, generosity, solidarity, integrity, honesty (3), altruism (2), benevolence (2), fraternity, prejudice, sharing, love, loyalty, loneliness. In addition, researcher notes remark that all the texts selected in the theme of virtues are of the narrative text type. The most preferred themes after virtues are the themes of national struggle and Atatürk (9), and individual and society (8). They are followed by reading culture (7), our national culture (5), nature and the universe (5), emotions (5), art (4), time and space (3), personal development (3), science and technology, the world of children, and rights and freedoms, respectively.

According to the researcher's notes, the subthemes of the national struggle and Atatürk theme are; Atatürk, the Dardanelles (3), patriotism (2), the Turkish National Anthem, heroism, and national sovereignty. Under the theme of individual and society, subthemes of justice (2), individual differences (2), solidarity (2), citizenship and philanthropy were preferred. Under the theme of reading culture, subthemes of bibliophily (3), books (2), and libraries (2) were preferred. Under the theme of our national culture, subthemes of traditions, traditional sports, cultural heritage, national holidays, and historical places were selected. Under the theme of nature and the universe, subthemes of animals (2), protection of nature (2) and environmental pollution were determined. Under the theme of emotions, subthemes of trust, arrogance, longing, regret and love were selected. The subthemes of the art theme were painting (2), music and dance. Under the theme of time and space, subthemes of past, present time, and cities were determined. Diligence, self-esteem and self-control were chosen as the subthemes of the personal development theme. Under the theme of science and technology, the subtheme was scientists, while under the world of children theme, fundamental rights and freedoms were determined as the subtheme.

When asked why they preferred these themes and subthemes, most of the participants said that they initially had a theme in their minds, and they chose texts

suitable for that particular theme afterwards. They stated that they chose the subtheme in accordance with the content of the text. For example, as the reason for choosing the theme of our national culture, a teacher candidate stated *"to create awareness so that every Turkish citizen is raised as an individual who knows their national culture, and loves and protects their homeland"*. Another participant who selected the same theme stated that he/she chose that particular theme in order to endow the students with the notion of culture and to help them gain general knowledge. Another participant who stated that he/she preferred the emotions theme because he/she thought that it would be the most appropriate theme for the text type he/she chose said: *"Although the genre of poetry is used as a text within many themes, the theme that we can address the poem itself in the most correct way is the theme of emotions. I chose this theme because my goal was to explore poetry."*

Some of the participants said that they chose the most appropriate theme and subtheme for the subject and the main idea of the text they selected from the table of themes in the Curriculum: *"When choosing the theme and subtheme, I first determined the subject and the main idea of the text. I found the match of the main idea among the subthemes. Having found the theme corresponding to the subtheme in the Curriculum, I had decided on my theme."*

3.3 Types of the Reading Texts in Participants' Lesson Plans

Preservice teachers were reminded that they should determine the text type by paying attention to the table of types included in the 2019 Turkish Lesson Curriculum (MEB, 2019). Accordingly, the types selected by the participants are shown in Figure 3.

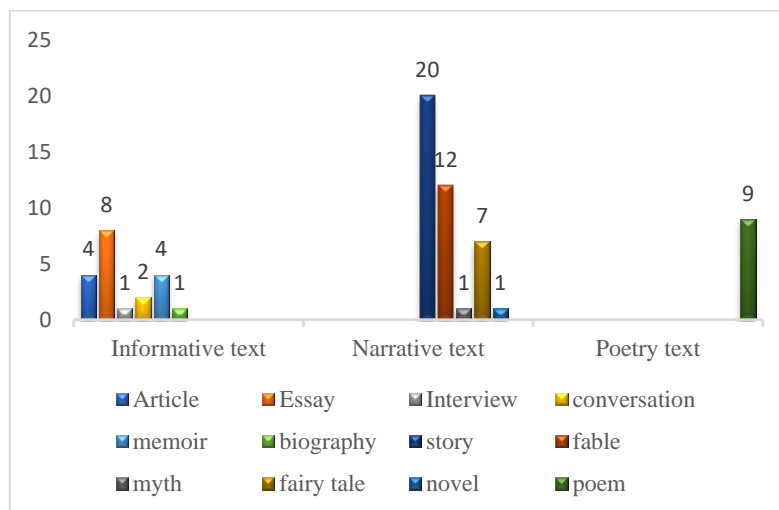


Figure 3: Frequency values of the selected text types

Examining Figure 3, it was seen that 41 of the preservice teachers selected narrative texts, 23 selected informative texts and 9 selected poetry texts.

It was observed that the participants mostly preferred essay (8), then article (4), memoir (4), conversation (2), interview and biography types within the informative text type. In the narrative text type, most selected type was story (20), followed by fable (12),

fairy tale (7), myth and novel. Nine of the participants chose poetry texts. When asked their reasons for choosing those types, those who chose the type of poetry stated that they chose it on the purpose of creating a sense of aesthetic taste among the students: *"In our country, there is a significant regression in terms of interpretation, sense-making and discovering the deep structure. The value of literary taste decreases, the level of reading loses its quality. Therefore, I chose this type as I thought poetry would be the most appropriate type to evoke literary taste, to acquire the habit of interpretation and discovery."* A preservice teacher who chose the informative text type stated that they preferred this type of texts because they thought it would be more rewarding for students: *"I chose essays because I think informative texts are more rewarding for students."* One participant who chose the narrative text type stated that the preferences of type, grade level and theme in fact affected each other: *"Since the text type and the grade level are two factors that affect each other, I took the other element into consideration when choosing any of them. While determining the subtheme the world of children, I picked a story about toys because I thought that toys would be the most effective way to tell the dreams of students."*

According to the researcher notes, there is a direct relationship between text types and grade level. 18 narrative texts were selected at the fifth grade level, followed by 15 at the sixth grade, 6 at the seventh grade, and 2 at the eighth grade level. 4 informative texts were chosen at the sixth grade level, 13 at the seventh grade, and 6 at the eighth grade level. 4 poetry texts were used at the sixth grade, 4 at the seventh grade, and 1 at the eighth grade level. It is apparent that narrative texts are preferred more in lower grades, and informative texts are preferred more in higher grades.

Also, a direct relationship between the selected themes and text types is observed. While narrative texts were mostly preferred in the themes of virtues (18) and individual and society (7), informative texts were preferred in the themes of science and technology, reading culture (6), our national culture (5), national struggle and Atatürk (3), and time and space (3). In the poetry type, the most preferred theme was the national struggle and Atatürk (5).

3.4 The Acquisitions Selected by Participants for the Lesson Plans and Their Accordance with the Reading Activities

Reading-comprehension acquisitions in the activities planned by the participants are listed in Table 2.

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PREPARE REGARDING ACQUISITION IN DESIGNING PROCESS OF READING ACTIVITIES

Table 2: Frequency Values of Acquisitions in Reading Activities

Acquisition sentences	5. grade <i>f</i>	6. grade <i>f</i>	7. grade <i>f</i>	8. grade <i>f</i>
Explains the formal features of poetry.		3		
Evaluates the contribution of the transition and conjunction expressions between the elements of the text to the meaning.	-	-	-	-
Identifies the figures of speech in the text.	1	4	1	1
Estimates the subject of the text to be read considering the visual and the title.	4	12	7	1
Summarizes what he/she reads.	2	1	4	1
Answers questions about the text.	17	21	23	9
Asks questions about the text.	3	1	4	1
Identifies the subject of the text.	14	21	15	8
Identifies the main idea/main emotion of the text.	18	21	21	9
Determines the appropriate title for the content of the text.	5	12	6	2
Identifies the narrative elements in the text.	17	11	4	-
Generates different solutions to the problems addressed in the text.	3	5	1	-
Interprets the content of the text.	2	5	5	2
Makes comparison between texts.	1	1	3	-
Distinguishes the text types.	4	2	8	2
Distinguishes the real and fictional elements in the text.	-	1	-	-
Makes inferences about what he/she reads.	1	4	5	2
Answers questions about visuals.	2	1	1	2
Understands the ways of emphasizing important points in the text.	-	-	-	1
Evaluates the media texts.	-	-	-	1
Uses information resources effectively.	1	-	-	-
Questions the reliability of information resources.	-	-	-	-
Interprets the information presented with graphics, tables and charts.	-	-	-	-
Compares the written form of texts with their media presentations.			-	-
Identifies the narrative forms in the text.			-	1
Identifies the ways of developing the thought used in the text.			2	1
Understands the steps of acts and processes in the text.			-	-
Identifies the supporting ideas in the text.			12	5

When Table 2 is analyzed, while there were activities prepared for 16 acquisition sentences at the fifth grade level, 6 acquisition sentences were not encountered within the activities. While there were activities prepared for 17 acquisition sentences at sixth grade level, 6 acquisition sentences were not included in the activities. While there were activities prepared for 17 acquisition sentences at seventh grade level, 10 acquisition sentences were not included in the activities. While there were activities prepared for 17 acquisition sentences at eighth grade level, 10 acquisition sentences were not included in the activities.

The most frequent acquisition sentences at every grade level were "*Answers questions about the text*", "*Identifies the subject of the text*", and "*Identifies the main idea/main emotion of the text.*" Since all activities essentially contained comprehension questions about the text, in fact, all participants should have included the "*Answers questions about the text*" acquisition.

In the process of reading comprehension, the message that the author wants to convey is given with the main idea/main emotion. Therefore, the main idea/main emotion must be included in every type of text. Moreover, since every writing has a subject, determining the subject of the text is one of the acquisitions that should be expected from students at higher cognitive levels and should be included. Accordingly, the fact that only two of the participants did not plan an activity pertaining to the identification of the main idea/main emotion, and the rest of the participants included the questions of "What is the main idea/main emotion of the text, what is the message the author aims to give?" is a favorable finding. However, the fact that 15 participants did not include this a and acquisition with regards to the identification of the subject of the text was considered as unfavorable by the researcher.

Although supporting ideas are also very important as they support the main idea in a text, according to the Curriculum, the acquisition regarding the identification of supporting ideas is only found within the 7th and 8th grade reading acquisitions. However, it was detected that some of the participants had planned activities for supporting idea identification although preparing activities at the 5th and 6th grade levels. In this case, it can be inferred that the participants sometimes overlooked that they should devise activities in compliance with the Curriculum.

17 of the 18 preservice teachers who prepared activities at the fifth grade level devised activities pertaining to the "*identifies the narrative elements in the text*" acquisition as part of the text teaching process. In the activities pertaining to this acquisition, the participants generally used expressions such as "*Fill in the blanks based on the text*", "*Write the narrative elements in the text in the appropriate spaces*", or "*Fill in the boxes below correctly*", and asked the students to write the people, place, time and the event in the corresponding spaces on the worksheets. Within the scope of this activity, some participants provided a story map template and devised an activity for the same acquisition.

The acquisition of "*Estimates the subject of the text to be read considering the visual and the title*" was also used frequently at every grade level and text type. Activities pertaining to this acquisition was one of the most frequently used acquisitions by preservice teachers, particularly for narrative texts. Observation notes indicate that the reason for this was that the preservice teachers frequently included student estimates regarding the content of the text based on visuals, and drew attention to the protagonist-visual relationships. However, the visuals picked by the preservice teachers for this acquisition were considered to be scarce. In addition, in some activities, although a few, did not include visuals and the text content was asked to be estimated based on the title only.

Most of the participants devised activities with expressions such as "What title would you pick for this text?" or "Please write the titles you consider as appropriate for the content of the text in the boxes below" for the acquisition of "Determines the appropriate title for the content of the text." Determining new titles appropriate for the text content is also very important as a creative activity for the higher cognitive level.

In Curriculum, while the acquisition of "*Distinguishes text types*" is included at all grade levels, it is also specified in the explanation of the acquisition that the following text types should particularly be taught at the corresponding grade levels: stories, fables, fairy tales and news texts in the fifth grade; memoirs, letters, theater and travel writings in the sixth grade; interviews, biographies, autobiographies and diaries in the seventh grade; and anecdotes, articles, essays, novels and myths in the eighth grade (MEB, 2019). Examining the activities designed for this acquisition in the light of this data, it is seen that the participants mostly asked "What is the type of the text you read?" directly. Yet, there are also activities that comply with the explanations in the Curriculum. For example, a participant who worked with a fable text at the fifth grade level described the story, fable and fairy tale types and asked the students to determine which one of these types fitted the type of the text they read, with regard to this acquisition. Another participant who worked with an essay text at the eighth grade level asked the students to compare the text of an article that was assumed to have been studied by the students before and the essay text they read in terms of similarities and differences. However, some participants devised activities without paying attention to the sub-description of the respective acquisition. For example, a participant who worked with an article at the seventh grade level asked his students to compare the essay type with article, while another participant wrote down the characteristics of the types of conversation, biography, story and novel and asked the seventh graders to distinguish the type of conversation among the list.

3.5 Evaluation of the Text Comprehension Questions of the Participants' Lesson Plans with respect to the Revised Bloom's Taxonomy

Intra-textual and non-textual comprehension questions prepared by the participants about the text they selected were examined according to the remembering, understanding, applying, analyzing, evaluating and creating steps of the revised Bloom's Taxonomy. The findings obtained are listed in Table 3.

Table 3: Frequencies of Cognitive Levels of Different Types
 of Text Comprehension Questions in Reading Activities

Cognitive Levels	Narrative Text				Informative text				Poetry text				Total
	5th grade <i>f</i>	6th grade <i>f</i>	7th grade <i>f</i>	8th grade <i>f</i>	5th grade <i>f</i>	6th grade <i>f</i>	7th grade <i>f</i>	8th grade <i>f</i>	5th grade <i>f</i>	6th grade <i>f</i>	7th grade <i>f</i>	8th grade <i>f</i>	
Remembering	52	48	20	2	-	12	31	11	-	6	6	-	188
Understanding	18	13	5	3	-	3	15	10	-	7	2	6	82
Applying	7	1	-	-	-	-	10	4	-	6	5	1	34
Analyzing	42	40	15	4	-	9	34	15	-	15	9	2	185
Evaluating	7	6	4	2	-	1	11	8	-	2	3	1	45
Creating	25	20	10	2	-	8	6	9	-	4	7	1	92
Total	151	128	54	13		33	107	57		40	32	11	626

Some of the activities prepared by the participants directed towards the comprehension of the texts they selected are as follows: text comprehension questions, identifying the subject, main idea and supporting idea, identifying the narrative elements, identifying the type of the text, identifying the figures of speech in the text, estimating the content of the text based on the visual and the title, correlating the visuals and the content of the text, determining the title, identifying the type of the text or comparing the type of the text with different text types, interpreting the text, generating different solutions to the problems addressed in the text, summarizing the text, distinguishing the subjective and objective judgments in the text, recognizing the aim-result relationships, distinguishing the real and fictional elements in the text, being able to identify the ways of developing the thought used in the text, and creating questions about the content of the text.

When Table 3, which includes the cognitive levels of these activities according to the revised Bloom's Taxonomy, is examined, the preservice teachers prepared a total of 626 questions. 188 of these questions pertain to remembering, 185 to analyzing, 92 to creating, 82 to understanding, 45 to evaluating and 34 to applying level. Participants created the highest number of questions at the remembering level. According to the researcher notes, most of these questions are among the questions prepared for the comprehension of the text. Participants' use of reminder questions with direct answers in the text so often for the comprehension of the text is a practice that is far from raising creative individuals who think, criticize, question, and have advanced problem-solving skills. Nevertheless, the preparation of 185 questions for the analyzing step, which is the first step of the higher cognitive level, is considered as favorable. As stated in the researcher notes, the questions directed towards the analyzing level are mostly the ones pertaining to the identification of the subject, main idea and supporting ideas of the text. The number of questions pertaining to this level may have been high since the subject and main idea were always asked in each text. The steps where the participants prepared the lowest number of questions were the applying and evaluating steps. It is noteworthy that fewer questions were asked in the creating step, which is the highest-level cognitive step, relative to the other steps. Within the scope of this step, questions about identifying the title, creating questions about the text, and questions like "What would you do if you were the protagonist?" were asked.

When Table 3 is examined in order to detect at which cognitive level more questions were prepared with respect to the text type and grade levels, it is seen that the participants who prepared activities for the narrative text type prepared 52 reminder questions at the fifth grade, 48 at the sixth grade, 20 at the seventh grade and 2 at the eighth grade. In the analyzing step, where the second most questions of the same type were prepared, 42 questions were asked at the fifth grade, 40 at the sixth grade, 15 at the seventh grade and 4 at the eighth grade level.

In the creating step, which is the step with the third most questions at the narrative text type, 25 questions were asked at the fifth grade, 20 at the sixth grade, 10 at the seventh grade, and 2 at the eighth grade level. The lowest number of questions at this type were asked in the applying level. In the applying step, 7 questions were asked at the fifth grade and 1 question at the sixth grade level, while no questions were asked at the seventh and eighth grade levels.

Some examples of the questions pertaining to the narrative text type are as follows:
Examples for remembering questions:

- *What color did Engin paint the paintings he has drawn? (5th grade level)*
- *What are the hawkers selling in front of the local school? (6th Grade level)*
- *Who is the famous artist that Turna's grandfather called earth-like? (7th Grade level)*
- *When is the best season to fly a kite? (8th Grade level)*

Examples for understanding questions:

- *Below is a dialogue from the text. What is meant here? (5th grade level)*
- *Why do you think the olive tree frowned upon those who took wooden swords in their hands and wanted to wage war and told them why it would not tell them about victory? (6th Grade level)*
- *Why did the parrot reproach its fellows in India? (7th Grade level)*
- *Why was Kasım Efendi so sad about Karabaş's death? (8th Grade level)*

Examples for applying questions:

- *Write down the beings that exhibit humanlike behaviors and the behaviors they exhibit in the text. (5th Grade level)*
- *Specify which type of text below is the same as the type of text you read. (6th Grade level)*

Examples for analyzing questions:

- *Specify the subject of the text you read. (5th Grade level)*
- *Write the supporting ideas of the text you read in the box below. (6th Grade level)*
- *Estimate the content of the text based on the cartoons among the visuals and the title of the text. (7th Grade level)*
- *Write the main idea of the text titled "The Will of the Deceased" in the space below. (8th Grade level)*

Examples for evaluating questions:

- *How would you evaluate fathers' attitudes towards their children? (5th Grade level)*
- *Well, do you believe in the power of love? Could you give an example of this in your real life? (6th Grade level)*

- *How did these features contribute to the development of the fairy tale? (7th Grade level)*
- *Based on the conversation between Kadi and Kasım Efendi, does what Kasım Efendi said accord with the reality? Write down your thoughts. (8th Grade level)*

Examples for creating questions:

- *Prepare three questions about the text to ask your friends. (5th Grade level)*
- *Find new titles related to the text you are reading. (6th Grade level)*
- *If you were, what would you answer when the sullen man said, "When a wave comes, the castle will collapse"? (7th Grade level)*
- *What can be done in order not to lose our old traditions, habits and games? (8th Grade level)*

In the informative text type, no questions were prepared at the fifth grade level. It was observed that participants prepared 12 reminder questions at the sixth grade, 31 at the seventh grade and 11 at the eighth grade level. In the analyzing step where the second most questions of the same type were prepared, 9 questions were asked at the sixth grade, 34 at the seventh grade and 15 questions at the eighth grade level. In the understanding step, which is the step with the third most questions at the informative text type, 3 questions were asked at the sixth grade, 10 at the seventh grade and 4 at the eighth grade level. The lowest number of questions of this type were asked in the applying level. In the applying step, while no questions were asked at the fifth and sixth grade levels, 10 questions were prepared at the seventh, and 4 questions at the eighth grade level. Some examples of the questions pertaining to the informative text type are as follows:

Examples for remembering questions:

- *Why are houses in Turkistan have one or two floors? (6th Grade level)*
- *Based on the text, when were the women given the right to vote? (7th Grade level)*
- *In the text you read, why do we like to postpone our important work in author's opinion? (8th Grade level)*

Examples for understanding questions:

- *Why do you think Ahmed Yesevi may have said "Visit my teacher before visiting me"? (6th Grade level)*
- *Why did the author compare people to books? Explain. (7th Grade level)*
- *In the text, what is meant by "All those who could have done more or less something in this world are people who discovered the present"? (8th Grade level)*

Examples for applying questions:

- *Below is some information about the text types. Mark the ones related to the type of the text titled "Florence Nightingale" and write down the type of the text. (7th Grade level)*
- *Match the boxes below with the ways of developing thought. (8th Grade level)*

Examples for analyzing questions:

- *What is the subject of the text you read? (6th Grade level)*
- *Why is our relationship with books compared to shopping, and why is this relationship important? (7th Grade level)*
- *Write the supporting ideas of the text you read in the figures below. (8th Grade level)*

Examples for evaluating questions:

- *The text is about the years of the national struggle. Would you like to live in those years? Explain together with the reasons.*
- *Would you like to be in Satı Kadın's shoes? Why is that? (7th Grade level)*
- *Have you ever said "I had plenty of free time today." when speaking to your friends? What do you do in such spare time? (8th Grade level)*

Examples for creating questions:

- *If you had written the text you read, which title would you put in the text, why? (6th Grade level)*
- *What do you expect to find in a book? Which books do you like to read? (7th Grade level)*
- *If you were a dancer, what dance would you like to do? (8th Grade level)*

In the poetry type, no questions were prepared at the fifth grade level. Most questions of this type were created at the analyzing step. For this step, 15 questions were prepared at sixth grade level, 9 at seventh and 2 questions at eighth grade level. Second highest number of questions were asked at the understanding step. For this step, 7 questions were prepared at the sixth grade level, 2 at the seventh and 6 at the eighth grade level. In this type, the lowest number of questions were prepared in the evaluating level. In the evaluating step, 2 questions were prepared at the sixth grade level, 3 at the seventh and 1 at the eighth grade level. Some examples of questions regarding the poetry type are as follows:

Examples for remembering questions:

- *What is the natural feature of the country the poet longs for? (6th Grade level)*
- *Based on the first quatrain, where is the court of last judgment day established in the world? (7th Grade level)*

Examples for understanding questions:

- *What do you understand from the words "Let the hearth be wistful" and "Let the sibling fight come to an end"? Explain based on the poem. (6th Grade level)*
- *Match the quatrains from the poem with the corresponding word groups based on their content. (7th Grade level)*
- *What could the poet reproach in the lines "In an exceptional awe / We, the whole bazaar, listen" in the second verse of the poem? (8th Grade level)*

Examples for applying questions:

- *What are the elements of harmony in the poem? (6th Grade level)*
- *Find the figures of speech in the lines given below. (7th Grade level)*
- *Below are some verses from the poem. Find and write the figures of speech in the lines. (8th Grade level)*

Examples for analyzing questions:

- *Convert the poem titled Homeland into prose and find the differences between poetry and prose. (6th Grade level)*
- *Estimate the content of the poem based on the above visuals and the title of the poem. Write your estimates in the space below. (7th Grade level)*

- *What is the subject and main emotion of the poem? (8th Grade level)*

Examples for evaluating questions:

- *Did you like the poem? Why is that? (6th Grade level)*
- *Do you think this poem was able to portray the Battle of Gallipoli? Explain. (7th Grade level)*
- *Do you think the title of the poem you read is appropriate? (8th Grade level)*

Examples for creating questions:

- *What title would you put for this text? (6th Grade level)*
- *Based on the poem you read, prepare two questions and share them with your friends. (7th Grade level)*
- *What title would you put for this poem? (8th Grade level)*

4. Results, Discussion and Recommendations

This study aimed to examine in depth the reading texts in the lesson plans prepared by preservice teachers taking the Reading Education course with regard to variables such as theme/subtheme selection, class level, text type and the compatibility of the text comprehension questions in the prepared activities with the cognitive level and acquisitions, and etc. The research results were reached in the light of the findings obtained by analyzing the research data consisting of the lesson plans prepared by the preservice teachers, their opinions about the process and the observation notes of the researcher.

While planning the reading activities, the preservice teachers preferred to work with the sixth and seventh grades in terms of their grade level preferences. The least preferred grade level was the eighth graders. In the interview results, the participants indicated that determining the grade level based on the level of the text or the cognitive development features of the students was among the factors that affected these preferences.

With respect to the theme and subtheme preferences of the preservice teachers, it was observed that the most frequently preferred theme was virtues. Other most preferred themes were national struggle and Atatürk, and individual and society. Although the themes of virtues and the national struggle and Atatürk are among the mandatory themes that should be used at every grade level according to the Curriculum, the participants stated that they chose these themes mostly because they were suitable for the text type they had determined beforehand. The use of narrative texts types with the vast majority of texts with the themes of virtues and individual and society further supports this view. In addition, the similarity between the subthemes of the themes of individual and society reveals that some participants sometimes seesawed in their choices of theme. Some participants, on the other hand, stated that they deliberately selected certain themes to instill the emotions and thoughts in the theme to the students. The least preferred themes were science and technology, rights and freedoms, and the world of children.

More than half of the preservice teachers chose narrative texts in their text type selection, while informative texts were the second most preferred with the poetry as the least preferred. Among the narrative text types, stories were the most preferred one, and in the informative text type, essays were the most preferred. Participants stated that they took the cognitive development levels of the students into consideration while choosing the type or that they particularly wanted to use some types in order to provide students with certain features. Examples to this case include choosing poetry to arouse aesthetic taste in the student, or choosing an informative text considering that it will benefit the student more. As observed by the researcher, there is a direct relationship between the text type and the grade level. Because while narrative texts were mostly preferred at the fifth grade level, informative texts and poetry were not included in the same grade level. However, according to the Curriculum, balanced distribution of types among books is a critical issue. In this regard, it is thought-provoking that preservice teachers did not consider other types for fifth graders. There is also a direct relationship between the selected themes and text types. While narrative texts were mostly preferred in the themes of virtues and individual and society, informative texts were preferred in the themes of science and technology, reading culture, our national culture, national struggle and Atatürk, and time and space. In the type of poetry, the most preferred theme was the national struggle and Atatürk.

Considering the acquisitions chosen by the preservice teachers for their lesson plans, it was seen that at the fifth grade level, activities pertaining to 16 acquisition sentences were prepared, while 6 acquisition sentences were not included in the activities. At the sixth grade level, while there were activities for 17 acquisitions, again, no activity was prepared for 6 acquisitions. At the seventh grade level, there were activities for 17 acquisitions, while 10 acquisitions were not included in the activities. At the eighth grade level, there were activities for 17 acquisitions, while 10 acquisitions were not included in the activities. Although the participants chose acquisitions at different grade levels, they often included repetitive acquisitions in their activities. Acquisition choices were limited. Baş and Ucuşatar (2019), too, stated in their study where they examined the lesson plans prepared by preservice Turkish Language and Literature teachers, that the preservice teachers either did not use the acquisitions included in the respective Curriculum at all or used them to a very limited extent.

In this study, the most frequently used acquisition sentences in every grade level were *"Answers questions about the text."* *"Identifies the subject of the text."* and *"Identifies the main idea/main emotion of the text."* The fact that 15 participants did not include the acquisitions and activities related to determining the subject of the text was evaluated as unfavorable by the researcher. Because every text has a subject and recognition of this by the students would constitute a high-level cognitive activity.

It can be inferred that the participants mostly prepared activities appropriate for the acquisitions at the grade level they chose. However, some participants also devised activities that pertain to the acquisitions for the seventh and eighth grades in the

Curriculum while preparing activities for lower grade levels such as the fifth and sixth grade. In such cases, compatibility of acquisition and activity is out of question. Again, in the Curriculum, although the acquisition of "Distinguishes text types." is found in all grade levels, it was especially specified in the explanation of the acquisition that the types of stories, fables, fairy tales and news texts should be taught in the fifth grade; memoirs, letters, theater and travel writings in the sixth grade; interviews, biographies, autobiographies and diaries in the seventh grade; and anecdotes, articles, essays, novels and myths in the eighth grade (MEB, 2019). When the activities devised for this outcome were examined in consideration of this information, it was observed that most participants explicitly asked "What is the type of text you read?". This shows that some of the acquisitions were not fully understood by preservice teachers. There were even cases where acquisitions were misinterpreted by the participants. For example, a participant who worked with an article type text at the seventh grade level asked students to compare the essay type with the article, while another participant asked seventh graders to write down the characteristics of the types of conversation, biography, story and novel, and to distinguish the type of conversation. However, the Curriculum (MEB, 2019) states that the types of interview, biography, autobiography and diary should be covered for the relevant acquisition at the seventh grade level.

In identifying the cognitive levels of the activities prepared by the preservice teachers ((text comprehension questions, identifying the subject, main idea and supporting idea, identifying the narrative elements, identifying the type of the text, identifying the figures of speech in the text, estimating the content of the text based on the visual and the title, correlating the visuals and the content of the text, determining the title, identifying the type of the text or comparing the type of the text with different text types, interpreting the text, generating different solutions to the problems addressed in the text, summarizing the text, distinguishing the subjective and objective judgments in the text, recognizing the aim-result relationships, distinguishing the real and fictional elements in the text, being able to identify the ways of developing the thought used in the text, and creating questions about the content of the text, etc.)), the steps of remembering, understanding, analyzing, evaluating and creating as stated in the revised Bloom's Taxonomy were referred. The evaluation made based on the taxonomy reveals that approximately two-thirds of the 626 questions prepared by preservice teachers consisted of remembering and analyzing steps. The remembering step is the bottom step of the taxonomy, and the questions with direct answers in the text are evaluated within this category. Using questions that correspond to this step so frequently is a practice that is far from raising creative individuals who think, criticize, question, and have advanced problem-solving skills. The analyzing step is the lowest step of the higher cognitive level of the taxonomy. As stated in the researcher notes, the questions pertaining to the analyzing level were mostly questions for determining the subject, main idea and supporting ideas of the text. The high frequency of questions at this step may have stemmed from the fact that the subject and the main idea were always asked in each text.

Nevertheless, it can be considered as a favorable practice to prepare questions that were mostly suitable for this step. Because teachers who ask questions that will activate higher cognitive skills to their students, and who ask their answers to be supported by evidence, ensure that students acquire critical thinking skills and increase their tendency to critical thinking (Baş & Ucuşatar, 2019).

With regard to text type and grade level, reminder questions were asked in narrative texts and mostly in fifth graders. Considering the cognitive development levels of the fifth graders, it may be considered unextraordinary to ask reminder questions at this grade level. No questions were prepared at the fifth grade level in the informative and poetry text types. Because only narrative texts were chosen for these grade levels. No questions were prepared in certain types and grade levels for some cognitive level steps. Example to this case include the absence of questions pertaining to the applying step at the seventh and eighth grade levels in the narrative text type, applying step in the sixth grade level in the informative text type, and the remembering step at the eighth grade level in the poetry type. The questions should distribute in a balanced manner within the taxonomy. However, a general evaluation of all grade levels and text types reveals the lack of such balanced distribution. As a matter of fact, preservice teachers stated during the interviews that they had the greatest difficulty preparing questions according to the taxonomy. They stated that, although trying to adhere to the principles of education "*from simple to complex, from concrete to abstract*", they had much difficulty in producing questions for some steps, and they considered themselves inadequate in this regard. The results of different studies on this subject are similar to the results of this study. Aktaş (2017), in her study with preservice teachers, where she analyzed the preservice Turkish language and classroom teachers' ability of asking questions about narrative and poetry texts according to the revised Bloom's taxonomy, found that preservice teachers prepared questions mostly for lower steps (remembering, understanding, and applying). According to the results of her study, it was determined that preservice teachers were inadequate at preparing high level questions such as ones for analyzing, evaluating and creating steps, as in this study. Arap (2015), in his study, found that only a few of the questions asked by Turkish language teachers in the process of teaching texts required students to use high-level cognitive processes such as "*evaluation, comparison, estimating the result, main idea, and homework*"; and more than half of them consisted of questions that required the use of low-level cognitive processes such as "*identity, listing, cause-effect, identification, application, summarizing, and specifying an idea*". Akyol et al. (2013) in their study where they researched the classroom teachers' question-asking skills, concluded that the participants' opinions about asking questions proved that they were prone to ask literal comprehension questions and that the level of the questions they wrote confirmed this view, that they largely depended on the source book in asking questions in the teaching process, and that almost half of the teachers needed in-service training on the use of questions. Eyüp (2012) found in her research that the questions prepared by preservice Turkish teachers for different text types were mostly at the level of

remembering and understanding, and that the questions were not adequate for developing high-level thinking skills.

Based on the research results, the following recommendations can be made:

- Preservice teachers can be provided with additional training through different practices in areas they consider themselves inadequate in the process of lesson plan preparation.
- For the sake of delimiting, only reading activities were evaluated within the scope of this study; however, since Turkish language lesson comprises the teaching of four basic skills together, similar practices may be recommended for speaking, writing and listening skills as well.

Conflict of Interest Statement

The author declares no conflicts of interests.

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Bahar Dođan Kahtali
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