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EXAMINING THE RELATIONSHIP BETWEEN THE HIGHER-ORDER THINKING  
PROCESSES IN THE NATIVE LANGUAGE AND READING COMPREHENSION  
SKILLS IN ENGLISH IN THE SECONDARY EDUCATION

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## KABUL VE ONAY

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Bu alıřma j¼rimiz tarafından İngiliz Dili Eđitimi Anabilim Dalında **DOKTORA TEZİ** olarak kabul edilmiřtir.

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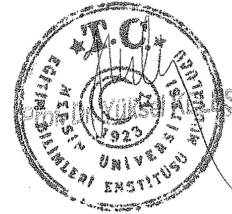
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## ÖZET

### ORTAÖĞRETİM BASAMAĞINDA ANADİLDE ÜST DÜZEY DÜŞÜNME SÜREÇLERİ İLE İNGİLİZCEDE OKUDUĞUNU ANLAMA BECERİSİ ARASINDAKİ İLİŞKİLERİN İNCELENMESİ

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Milli Eğitim Bakanlığı dil öğretiminde Avrupa Ortak Çerçeve Metnini kabul etmiş ve eğitim sistemini yapılandırmacı yaklaşıma göre yenilemiş olduğu halde Türkiye’de yabancı dil öğretimi/öğrenimiyle ilgili tartışmalar sona ermemiştir.

Bu çalışma, yabancı dil öğretimi/öğreniminde iletişimsel yöntemlerin öneminden yola çıkarak bildirişim kuramlarına odaklanmış ve bu kuramlar arasında çıkarımsal bildirişim modeli adı ile bilinen modeli ayrıntıları ile ele alan Bağntı Kuramı üzerinde yoğunlaşmıştır. Bu kuramda açıklanan çıkarımsal model, bir mesajın anlamının anlaşılabilmesi için, dinleyicinin çıkarımda bulunması gerektiğini ileri sürmektedir. Bu nedenle çalışma, çıkarımda bulunma becerileri ile sürdürülmüş, okuduğunu anlama ve çıkarımda bulunma arasındaki ilişkiyi tartışmıştır. Bununla birlikte, çıkarımda bulunmanın, fazla sayıda türünün olması ve okuduğunu anlama değerlendirmelerinde tek başına yeterli olmaması nedeniyle üst düzey düşünme süreçlerine yönelmiştir.

Üst düzey düşünme becerileri, akademik başarıyı, dolayısıyla da ülkelerin gelişmelerini doğrudan etkiler. Bu nedenle bu beceriler öğrencilere eğitim yoluyla kazandırılmalıdır. Bu amaçla eğitim hedefleri ve ders kitapları bu becerilerin indirilmesine yönelik olarak hazırlanmalıdır. Bu nedenle İngilizce ders kitaplarında var

olan üst düzey düşünme becerilerinin varlığını ve frekansları bu çalışmada araştırılmıştır.

Bireyler, üst düzey düşünme becerilerini anadilleri yoluyla edinirler. Bu nedenle bu beceriler, (PISA okuduğunu anlama sınavlarında da olduğu gibi) okuduğunu anlama testleriyle de ölçülmektedir. Bu durum, okuduğunu anlama ve üst düzey düşünme süreçleri arasındaki ilişkiyi göstermesi bakımından da önemlidir. Bunun yanı sıra, ilgili çalışmalar, bu becerileri edinmiş bireylerin yabancı dil ya da ikinci dilde okuduğunu anlama başarılarının da yüksek olduğunu göstermiştir. Bu doğrultuda, çalışmada iki beceri grubu arasında anlamlı bir ilişki olup olmadığının test edilebilmesi için araştırma araçları geliştirilmiş ve üst düzey düşünme becerileri ile İngilizcede okuduğunu anlama başarısı arasında anlamlı bir ilişki bulunduğu sonucuna ulaşılmıştır.

*Anahtar sözcükler:* Bağntı Kuramı; çıkarımsal bildirişim modeli; çıkarımda bulunma türleri; üst bilişsel beceriler; ‘Yeni Taxonomy’ (Marzano & Kendall, 2008; 2007).

**ABSTRACT****EXAMINING THE RELATIONSHIP BETWEEN THE HIGHER-ORDER THINKING  
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The discussions about the foreign language teaching and/or learning still continue in Turkey although the Ministry of National Education adopted the Common European Framework and improved the educational system according to the constructivistic approach. Thus, the study focuses on communication in general because of the important role of communicative methods in language teaching. Among the communication models, the study emphasizes the inferential model which is explained in the Relevance Theory and which asserts that the inference generation skill of the audience (i.e. listener) is paramount in achieving the meaning of a message. Therefore, the study discusses inference which is a core thinking skill necessary for all the higher-order thinking skills.

Playing an important role in academic achievement, the higher-order thinking skills contribute to welfare of countries. Thus, acquisition of the skills is crucial and they should be taught in educational systems via the course objectives and the coursebooks. Therefore, the study investigates the frequencies of the higher-order thinking skills in the English coursebooks.

Individuals acquire the higher-order thinking skills via their native language.

For this reason, the skills are usually assessed through reading comprehension tests (as in the PISA surveys), which show the close relationship between the two. Besides, the related research indicates that the higher-order thinking skills acquired in the native language also effect reading comprehension in foreign and second language as well. In this study, the research tools were developed to reveal this effect and the results showed that there is a significant correlation between the two.

*Key Words:* Relevance Theory, inferential communication model, inference types, higher-order thinking skills, the 'New Taxonomy'.



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**LIST OF ABBREVIATIONS**

<b>CALP:</b>	cognitive academic language proficiency
<b>CEFR:</b>	Common European Framework of Reference for Languages
<b>CITO:</b>	National Institution for Educational Measurement
<b>CoE:</b>	Council of Europe
<b>EEC:</b>	European Economic Community
<b>EU:</b>	European Union
<b>HOTS:</b>	The higher-order thinking skills which are defined in the ‘New Taxonomy’. These are ‘Comprehension’, ‘Analysis’ and ‘Knowledge Utilization’ levels (Marzano and Kendall, 2007, 2008).
<b>The MNE:</b>	The Ministry of National Education
<b>NAEP:</b>	National Assessment of Educational Progress
<b>NFER:</b>	National Foundation for Educational Research
<b>OECD:</b>	Organization for Economic Cooperation and Development
<b>PISA:</b>	Program for International Student Assessment
<b>SPSS:</b>	Statistical Packages for the Social Sciences

## 1. INTRODUCTION

This dissertation begins with a communication theory, which suggests a communication model- namely the ostensive-inferential model, defined in the Relevance Theory asserting that the responsibility for achieving the meaning of a message in communication lies with the audience/reader as well as the utterer /writer. The reason for this beginning is the communicative approach introduced into the foreign language education in the mid-20th century. This approach suggests the idea that learners should communicate the real-life situations in the target language. The principles of the Relevance Theory overlap with those associated with the communicative approach. Thus, the first part discusses the communication and communication models, especially the inferential model of communication.

The inferential model asserts that communicators provide evidences of their intentions to communicate, which are inferred by their audience on the basis of the evidences provided. Thus, inference is paramount in this model. In addition, making or drawing inferences is thought to be one of the important keys of the higher-order thinking skills which give rise to academic achievement. As Piaget (1964) asserts, in the child development, inferencing skills are acquired in the fourth stage which starts at the age of 11. This stage is the formal operational stage in which the child can manipulate abstract concepts and ideas to solve the problems he faces. Therefore, this stage includes abstract, logical and systematic thinking, requiring inferential reasoning (Piaget & Barbel, 1958 cited in McKinnon, 1970).

As a result, other issues to be discussed in the present study are inference and higher-order thinking skills with respect to reading comprehension in the foreign language since reading comprehension is thought to be a communication way.

By the evidence provided in some studies (Gömleksiz & Elaldı, 2011; Çelebi, 2006; Paker, 2006), it is known that there are some problems in teaching and learning of English as a foreign language in our country. These problems are thought to be multi-dimensional. They investigate issues like teacher efficacy, teaching methods, teaching materials, diverse socio-economic backgrounds of the students, school and classroom environment, the role of teacher and/or student motivation or the importance of

opportunities to practice. However, in this study only two of these dimensions are investigated, as the researcher could not come across many studies investigating the effect of the cognitive processes acquired in the native language on foreign language teaching and learning. These two dimensions are: (i) the effects of the cognitive processing of the learners on reading comprehension in English as the foreign language and (ii) the problems observed in the English coursebooks as teaching materials. These are thought to be some of the problems and it is expected that the study could suggest solutions for the language education system in Turkey. Consequently, the first aim of this study is to reveal the relationship between the cognitive skills of the 10<sup>th</sup> grade students and their reading comprehension in English. The second aim is to define the frequencies of the higher-order thinking skills in the English coursebooks ‘Spot on 6’, ‘Spot on 7’, ‘Spot on 8’ and ‘New Bridge to Success’ followed in the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades in the state schools.

In this chapter the statement of the problem, objectives, significance of the study, research questions, limitation of the study, and the definitions of terms used are explained.

### **1. 1. Statement of the Problem**

The interdependence of technology and globalization has increased the value of communication recently. Today, the improvement in technology is providing people with new ways of communicating. At the same time globalization demands faster means of communication as the interactions between nations increase. These new relationships between nations have contributed to the effective use of languages by individuals as they exchange information in a fast and correct way.

Globalization affected Europe and forced the countries in Europe to take measures for competing more effectively with other countries in the mid-20<sup>th</sup> century. When the countries established their first union, European Economic Community (EEC), it was for purely economic reasons. Later this union was turned into European Union (EU) with objectives related to wider social and political issues. In 1991 it expanded the issues it dealt with and now it deals with issues ranging from economy to education, social policy, health, and environment (EU, 2008). Moreover, the Single European Act, (signed in 1986) paved the way for free circulation of people for some countries in later years (EU



Single Market, n.d.). As a result, the need for understanding a message uttered or written in another language became crucial.

All these changes, like the free circulation of people in Europe, caused to generate new approaches to language teaching and learning because the ongoing processes required new regulations as well as making of plans for any future developments.

Anticipating the outcome of the new regulations of the EU, Council of Europe (CoE) offered some suggestions for improvements in the education and communication among nations. The council was established in order to “standardize social policies and legal practices” for the purpose of promoting “awareness of a European identity based on shared values” as well as to defend the human rights (Sepulverda, van Banning, Gudmundsdottir & Chammon, 2004: 131).

In the field of education, the CoE started to study on language teaching and learning in general and as a result, the Common European Framework of Reference for Languages (CEFR) was published in 2003. The purpose of the council was to define the language levels of the learners or their achievements. Additionally, the council decided to promote the reciprocal teaching and learning of languages in the member countries and to help the people from different cultures to be integrated into the countries they move to because of the increased mobility for education or labor in Europe. In fact, the aim of the CEFR was to give insights into the new approaches. Therefore, the framework became a potential area for cooperation as a principle of curriculum design (CoE, 2003). The framework is being implemented presently. Beacco and Byram’s study (2007: 1) summarizes the current view related to language teaching in general as a “Concern about quality and standards in all education applies equally to language education”.

However, the concern of the people on different language backgrounds in general was not limited just to the European countries, but to many others which were aware of the increasing value of foreign languages. Tribble (2012) gives detailed information about foreign language curriculum projects or studies of different researchers who experienced new practices in language teaching in different countries like Egypt, South Korea, China and India.

Being one of the member countries of CoE Turkey also supported the CEFR and adopted this Framework in 2000. Moreover, Turkey’s negotiation started with member European countries in 1987. In 1999, it became one of the candidate countries for the EU

(EU-Turkey, n. d). That is to say, it has to meet the needs of the full membership status. Consequently, the Ministry of National Education (MNE) started to work towards achieving this by working within this Framework. The piloting phase began in Turkey in 2001 (Egel, 2009). Thus, the MNE redesigned the curricula for foreign languages taught in Turkey (Mirici, n. d.). Demirel (2003 in Egel, 2009: 5) clearly states the reasons for these improvements adding that this could “contribute to language learning process in Turkey in order to harmonize with European Standards and also to support the language policy of the CoE by training plurilingual Turkish citizens as part of the integration process for a multicultural European society”. Consequently, the objectives were redefined and the coursebooks were rewritten for the languages taught in Turkey according to the new language- curricula. Although the new curricula of the language courses have been introduced in Turkey, the debates on both native and foreign language teaching, on the curricula and/or on the books continue. This implies that in Turkey there are some problems in both Turkish and English language teaching. The studies on this subject focus either on Turkish or English language (Çelik & Erbay 2013; Yağmur, 2011a; Kırkgöz 2009; Büyükkantarçioğlu, 2006; Çalışkan, 2006; Doğançay, Aktuna & Kızıltepe, 2005). However, the number of the studies related to both Turkish and English is thought to be very low (Çelebi, 2006).

A more problematic issue for Turkish students is the results of the Program for International Student Assessment (PISA) surveys. PISA was established in 1997 in order to meet the needs of Organization for Economic Cooperation and Development (OECD) members and to provide them with the reliable data on the student achievement or the performance levels of the member’s educational systems (OECD-PISA, n. d.). The Program has had five surveys to date. The results of all the surveys that Turkey participated show that the Turkish students were below the average in reading literacy in the native language. The last survey was in 2012 and among the 65 countries, the rank of Turkey was 42 in the reading literacy in the native language. These results point out to a crucial issue:

Reading literacy skills matter not just for individuals, but for economies as a whole. Policy makers and others are coming to recognise that in modern societies, human capital – the sum of what the individuals in an economy know and can do – may be the most important form of capital. Economists have for many years developed models showing

generally that a country's education levels are a predictor of its economic growth potential (Coulombe et al., 2004 in PISA, 2013: 61).

Such a lower ranking underlines another problematic situation in the foreign language teaching and learning. The cognitive skills acquired in the native language affect the foreign or second language as suggested by Cummins (1979) as follows: if one acquires the skills in the first language, he can transfer these skills to the second language if the second language is at the threshold level. Although Cummins's hypothesis refers to the second language, the studies taking this hypothesis as the basis indicate that the hypothesis can also be applied to the foreign language as well. Alderson (2000: 23) states "once reading ability has been acquired in the first language, it is available for use in the second or subsequent language also". This shows that the achievement in the native language affects the achievement in the second or the foreign language. Keeping in mind what Cummins believes, how the Turkish students' native language performance in terms of higher-order thinking skills affects their reading comprehension in English is a question that should be answered in order to suggest solutions to the shortcomings in the foreign language teaching and learning in Turkey. The relation between the two is inferred from what Çakır, Alıcı & Aksan (2011: 143) state: "to be a good reader in the native language is a prerequisite for being a good reader in the target language". Therefore, further investigation is necessary to reveal this relationship.

The brief information given above shows that language teaching and learning, in both native and foreign languages, has an impact on the debates today. However, language teaching or learning is not only a matter of everyday communication but also the academic achievement as well (Kispal, 2008; Sallabaş, 2008; Davoudi, 2005; Pennell; 2002; Phillips, 1988). This idea stems from one of the communication models, namely the inferential model of communication, arguing that in a successful communication the audience or the reader has to generate inference to get the meaning of the message conveyed by the utterer or the writer (Sperber & Wilson, 1986). In their Relevance Theory Sperber and Wilson introduce their new model by claiming that audience or reader has to make an effort to reveal the meaning of a message in communication. That is to say, audience or reader should not only decode utterances or written form of language but also infer the meaning of the message during and/or after the decoding process.

On the basis of what Sperber and Wilson (1986) assert it is clear that if an individual does not acquire the inference generation skill, it will be hard for him to get the

real meaning of an uttered or written message. Thus, it can be thought that depending on the inferential model of communication, some of the problems in academic achievement derive from the lack of inference skills when the relationship between the reading comprehension and the inference generation is taken into consideration since reading is regarded as a communication way. There are numerous studies showing the relationship between reading comprehension and inference generation clearly (Clinton, Seipel, van den Broek, McMaster, Kendeou & Carlson, 2012; Davoudi, 2005; Pillow, Hill, Boyce & Stein 2000; Cane & Oakhill, 1999; Phillips, 1988). In order to analyze this relationship, some researchers studied on teaching inferencing skills. Yuill & Oakhill (1988) go one step further and they prove that teaching the inference skills helps students with poor reading comprehension in their study.

The research on the relationship between reading comprehension and the higher-order thinking skills indicates the similar results. There is also a relationship between reading comprehension and the higher-order thinking skills because inference is one of the basic higher order-thinking skills. That is, if an individual cannot acquire the inferencing skills, it is hard for him to acquire the other higher-order thinking skills. Thus, the need is to teach the higher-order thinking skills as a way of preparing individuals for their future because their academic achievement is based on these skills (Hopson, Simms & Knezek, 2001). While discussing the problems in native language teaching in Turkey, Yağmur (2011a) draws attention to students' poor reading comprehension because of their poor higher-order thinking skills. He reaches this conclusion after reading comprehension tests aimed at assessing the higher-order thinking skills in his institution National Institution for Educational Measurement (CITO). He asserts that the coursebooks prepared and written after the CEFR adoption and used in Turkish language courses in Turkey have some shortcomings as the books do not aim at teaching the goals defined by the MNE. As a result, it is thought that the higher-order thinking skills might not be taught to the students until they are 15. The age of 15 is important as individuals finish acquiring these skills at that age (Richland, Morrison & Holyoak, 2006).

Before Turkey adopted the CEFR, the educational system followed Bloom's Taxonomy. While the MNE redefined the foreign language curricula and rewrote the English coursebooks according to CEFR, Bloom's Taxonomy and/or its revised version were announced as behavioristic, i.e. related to the individuals' behavioral acquisitions,

and these taxonomies were rejected because the new curricula take the constructivism as the basis rather than behaviorism. However, the MNE does not offer another taxonomy or set a standard for the English courses. This is thought to be a shortcoming in the educational system.

In addition to the information given above there are some observations that this researcher has experienced so far: The researcher worked as a supervisor of the pre-service teachers for some years. The pre-service teachers were the 4<sup>th</sup> year (senior) students attending the English Language Teaching Department in the Education Faculty at Mersin University. The pre-service teachers went to primary, secondary or the high schools situated in Mersin for their training. During the supervision process, the researcher observed that there were some problems in the English as a foreign language classes. When the pre-service teachers were asked to criticize or evaluate the coursebooks of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders, it was noted that the books consisted of many exercises but they did not have enough examples to teach the higher-order thinking skills such as reasoning, argumentation like considering different viewpoints about an issue, hypothesis testing like prediction, the use of logic like drawing conclusions, or problem solving. It was also hard for the pre-service teachers to understand whether these books followed a taxonomy.

Another specific problem that the researcher met with during the teaching of courses in English Literature, Short Stories, Drama, and Poetry courses for many years was the fact that some students could not deduce the implicit information from the texts. Thus, it became hard for them to answer the questions requiring inference generation, predicting or drawing conclusions. This problem persists in some preparatory classes of the School of Foreign Languages at Mersin University. It was observed that some of the students could not cope with such questions aimed at drawing inferences.

Additionally, the fact that some students could not convey messages in English in some writing courses in the preparatory classes also contributed to the researcher's doubt on the acquisition of the native language. At present, it is thought that the real problem of such students is related to the difficulty of expressing their ideas in Turkish. When the students could not write a good paragraph on a subject, the researcher usually asked them to write a paragraph on the same subject in Turkish. It was observed by the researcher that such students usually could not manage to write good paragraphs in Turkish when they were asked to do so. As a result, the researcher deduced that if a student is not

competent enough in the native language, it was hard for him to learn the foreign language as well. These observations directed the researcher to define the objectives of the present study.

## **1. 2. Objectives of the Study**

There have been important steps taken by the Turkish authorities since the CEFR was adopted. The MNE reorganized the language curricula and revised the Turkish and English coursebooks according to the CEFR. Thus, the overall aim of this dissertation was set to contribute to the current improvements in foreign language teaching in Turkey, following the adaptation of the CEFR. Consequently, to interpret the effects of this switch of policy on the English coursebooks and student progress in foreign language reading comprehension was another general aim of the study. In order to attain the general aims, other specific aims were set.

The third aim of the study was more specific. According to Piaget (1964) at the end of the fourth stage of the child development, individuals acquire the higher-order thinking skills. Thus, the third aim, which was related to what Piaget asserted, was to focus on whether the 10<sup>th</sup> grade students attending the state high schools had acquired the higher-order thinking skills (HOTS) as defined by Marzano and Kendall (2007) at that stage. The grade selection is related to Piaget's idea. In Turkey a students attending the 10<sup>th</sup> grade is 15-17 years old.

Although there are slight differences between the higher-order thinking skills defined by the MNE and Marzano and Kendall (2007) the study adopted the latter as it is the part of a taxonomy known as the New Taxonomy. Taxonomies are thought to define the higher-order thinking skills in details.

The fourth aim of the study focused at revealing whether acquiring the HOTS effected the reading comprehension of the students in foreign language learning on the basis of Cummins's Interdependence Hypothesis. Cummins (1979) asserts that proficiencies demanding cognitive tasks acquired in one language are transferred to another if the second/target language is at the threshold level.

The last aim of the study was related to the English coursebooks, which were designed and published after the adoption of CEFR. Therefore, to uncover the frequencies

of the HOTS used in the English coursebooks (Spot on 6, Spot on 7, Spot on 8, and New Bridge to Success) in order to show whether the books tend to teach the HOTS to the students was the last aim.

### **1. 3. Significance of the Study**

In some of the Western countries the governments founded some institutions to handle with the problems in education. For example, National Assessment of Educational Progress (NAEP) in the USA and National Foundation for Educational Research (NFER) in the UK were established to better the education systems, to monitor the student progress or performance, and to intervene the on going educational processes if they notice any problems of teaching /learning. The results of the researches carried by these institutions are published and disseminated on their webpages and it is possible for the researchers to reach and use these sources. However, in Turkey the studies on language teaching especially on English language are limited in number on the webpage of the MNE. Therefore, studies like the present one could constitute data for further research for the MNE to better the curricula of the English courses, coursebooks or the educational system in general.

During the database investigation, the researcher of the present study observed that there were many studies based on the Relevance Theory by Sperber and Wilson (1986). These studies were about politics, business administration, psychiatry, interpretation and language arts. This researcher could not come across any dissertations on education based on this theory in Turkey. Thus, it was thought that this or following studies could introduce this theory to the field of language education.

It was also observed that there were limited number of studies based on the ‘New Taxonomy’ offered by Marzano and Kendall (2008, 2007). The MNE tries to disseminate the new information about any new approaches like constructivism on one of its webpages. It expresses that Bloom’s Taxonomy or its revised version are behavioristic but not constructivistic. Yet, it does not bring any other taxonomy that could be replaced by Bloom’s Taxonomy or its revised version. The ‘New Taxonomy’, which was used to define the HOTS in this dissertation, is a constructivistic taxonomy in which the levels are not the successors of one another. Therefore, such studies, which discuss the

constructivistic taxonomies like the ‘New Taxonomy’, can offer alternatives to the educational system and can set a standard in the education system.

It is hoped that the authorities will find this study meaningful and will establish some institutions and develop research tools to monitor the acquisition progress of the higher-order thinking skills. The reasoning for this is that these skills effect not only the reading comprehension but also the academic achievement as a whole. It is hoped that they would test the outcomes of current educational practices and fix any problems experienced both in the native language and the foreign language teaching and learning.

#### **1. 4. Research Questions**

The lower rankings of Turkey in the past PISA examinations prove that there were many shortcomings of language teaching in the country (Batur & Ulutaş, 2013). With respect to the limits of the present study, the investigations on previous research indicated that there were some problems either with the curriculum or the coursebooks in native language courses in Turkey. There are some studies uncovering the reasons for these shortcomings. (Yağmur, 2011a, 2011b; 2009; Berberoğlu, et al., 2009; Büyükkantarcıoğlu, 2006,). There are other studies which ascertain the relationship between the higher-order thinking skills and reading skills ( (NAEP, 2011; Karadüz, 2010; Sallabaş, 2008; Bers, 2005).

Additionally, the research related to acquisition of the native and foreign language claims that if individuals acquire reading comprehension skills in the native language, they can access and use these skills in the second or foreign language (Yamashita, 2004; Abu-Rabia, 2001 Alderson, 2000; Cummins, 1979).

Depending on the aforementioned research, this study claims that there is a relationship between the reading comprehension in native language, i.e. Turkish and reading comprehension in English as a foreign language.

Furthermore, the research related to the problems in the teaching of the higher-order thinking skills makes this researcher consider whether the English coursebooks include these skills adequately. Therefore, the second claim the study puts forth is that the frequencies of the HOTS in the English coursebooks (distributed in state schools by the MNE) are below the expected frequencies.



In order to test the claims, a number of initial observations indicated that the researcher should aim to ask the following questions for testing the outcomes of the dissertation. The following research questions were to be tested through a research design made for this dissertation. Thus, the research questions were set as follows:

1. Have the 10th grade students attending state high schools acquired the higher order- thinking skills?
2. How is the performance of the 10th grade students attending state high schools in reading comprehension in English?
3. Is there a correlation between the HOTS already acquired by the students attending state high schools and their English reading comprehension in grade 10?
4. What is the frequency of the higher-order thinking skills integrated into the English coursebooks ('Spot on 6', 'Spot on 7', 'Spot on 8' and 'New Bridge to Success') distributed by the MNE?

### **1. 5. Limitations**

- The sample group is from the state high schools situated in Mersin. Thus, the results are limited to these participants. It is thought that the number of the participants is not adequate to generalize the results.
- The validity of the study was limited to the honesty of participants' responses to the research tools used in this study.
- The coursebooks Spot on 6, Spot on 7, Spot on 8 and New Bridge to Success are previously used English coursebooks. It was discovered that the MNE changed the books in 2013-14 Academic Year.
- The development phase of the research tools requires much more time. Each level of the HOTS could have been assessed at different times. However, the limited time of the researcher prevented her to do so.

### **1.6.Assumptions**

- All the participants answered the items of 'Reading and Comprehension Test in Turkish' and 'Reading and Comprehension Test in English' sincerely and accurately

both in the trial version during the development phase of the research tools and in the final versions.

- The invigilators of the tests did their job well, and they did not allow cheating in the classrooms during the tests when the researcher was away.

- All the judges and raters, whose opinions were called upon, filled in Evaluation Form (1), Evaluation Form (2), and Evaluation Form (3) accurately.

- The soft copy of the English coursebooks ‘Spot on 6’, ‘Spot on 7’, ‘Spot on 8’ and ‘New Bridge to Success’ were photocopied for the use of raters. The books were printed in 2012. The differences between the older versions and the new versions were not a concern.

- These books were used in the 2012-13 Academic Year as the coursebooks delivered by the MNE. Therefore, they were compulsory. As a result, it was assumed that the students followed the aforementioned English coursebooks as the compulsory course materials in their classrooms at state schools.

## 1. 7. Definitions

There are some frequently used terms in this study. Although there are numerous definitions or the explanations about these terms in various studies, the following meanings should be assumed when they are used in this study:

**Taxonomy:** Taxonomy is a tool to classify the educational objectives or goals in educational settings in order to form the different levels of learning. The classified goals can show the way to teachers to instruct all the levels in a taxonomy, so that students can learn the basic or lower order skills as well as the higher-order ones. A taxonomy also helps educators to assess learner performance properly and accurately.

**Constructivism:** Constructivism is a learning theory explaining how individuals acquire knowledge. According to the theory, individuals construct new knowledge, concepts or new ideas through their prior knowledge and beliefs. Additionally, this process requires individuals’ experience called experiential learning, i.e. individuals acquire new knowledge by doing. In this process the individual uses his cognitive abilities. The steps of this process are as follows: (i) the individual filters the new information according to his prior knowledge and expectations; (ii) he constructs the meaning of the

information and his hypotheses; (iii) he decides whether his mental representations are relevant to the new information; (iv) if there is a match between his existing mental representations and the new hypothesis, he assimilates it as the new construct or knowledge.

There are two principles of constructivism: “(i) knowledge is not passively received but actively built up by the cognizing subject; (ii) the function of cognition is adaptive and serves the organization of the experiential world” Glasersfeld (1989: 114).

**Behaviorism:** It takes associations between stimuli and responses to the stimuli as the basis. The species (human or animal) acquire new skills depending on the effect that the response creates in the species’ environment. If a response proves to have a positive outcome, the species are more likely to continue to repeat the behavior.

**Inference:** The term inference will refer to a chain of events consisting of (a) the prior learning history or the prior knowledge of the responding individual; (b) an encounter with familiar and unfamiliar attributes of a novel stimulus and the context in which it occurs; (c) the conceptualization in which prior experience is linked with the novel stimulus (occurring as an unobservable "intervening variable"); and (d) the response or group of responses reflecting the conceptualization. There may be several cycles of scanning and re-scanning the novel stimulus, of the context or environment of the stimulus and of the memory store of prior experience before a satisfactory response is developed. It is applied to the reduction of the uncertainty (Carton, 1966). Thus, making inference is to activate or recall prior knowledge to comprehend new information by building bridges between the two; obtain relevant information which is not explicitly given to the audience or the reader; reconstruct relevant information from both linguistic and non-linguistic clues for the new representation or to reach a conclusion.

**Reading Comprehension:** It is a collection of processes covering predicting, inferring, synthesizing, generalizing, and monitoring. It is a wider concept than inference generation. When the reader succeeds comprehension, the three components have to be in harmony: “(a) the author’s intended meaning of the text; (b) the explicit text; (c) the reader’s constructed meaning of the text” (Graesser, Singer and Trabasso, 1994: 37). Thus, comprehension is “a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text” (Pardo, 2004: 272).

**Native Language:** In this study native language refers to Turkish.

**Reading Literacy:** The term is used by PISA: “An individual’s capacity to understand, use and reflect on written texts, in order to achieve one’s goals, to develop one’s knowledge and potential” (PISA, 2012: 2).

**Common European Framework of Reference for Languages (CEFR):** The Framework was developed to provide a common basis for the explicit description of objectives, content and methods in second/foreign language education. It describes the language learning outcomes in terms of language use. In order to do so it defines six common language references (language levels): A1, A2, B1, B2, C1, C2. These levels form a basis for comparing second/foreign language curricula, textbooks, courses and examinations. The levels can also be used to design a curricula, teaching programs, learning materials, and assessment instruments.

Self-assessment is one of the key features of the Framework. Therefore, it provides the learner with European Language Portfolio. The Portfolio consists of three parts: (i) The Language Passport; (ii) The Language Biography; (iii) The Dossier.

The Language Passport requires the owner’s regular updates and it gives an overview of the owner’s knowledge and experience of language. The learners are expected to assess themselves by using a checklist of “can do” descriptors. The owner records his personal reflections in The Language Biography which contains a checklist for self-assessment. The last part is The Dossier providing a record of the learning process. It is a collection of personal work indicating how learners learn the language (CoE, 2011).

## 2. LITERATURE REVIEW

Focusing on the criticism that the foreign languages (English in this case) are not properly taught in Turkey, the Prime Minister called for the MNE to develop a project to better the teaching of foreign language. On March 24, 2011, the project was put into practice (İthal öğretmen, 2011).

The project mainly included the revision of related legislation, the preparation of new teaching materials, and redefining the requirements for English teacher recruitment. Another issue that the project covered was the government's decision to recruit foreign (native) English language teachers.

Highlighting the importance of communication in the target language, the project also included the starting of "English Cafés", which will provide students with opportunities to communicate in the target language at schools. Thus, the cafés could help the students and the native English teachers come together to speak English with each other.

Being aware of the importance of communication and the drawbacks in the foreign language teaching in Turkey, the authorities have underlined the idea of immersing the students in effective use of the target language by means of this project.

Communication became an important topic in many fields especially in the second half of the 20<sup>th</sup> century. The reason behind this being the rapid development of the communication technology, such as the invention of radio, cellular phones and the world wide web, which provided people with opportunities for faster means of communicating. Thus, the effective use of language along with achieving the meaning of messages became crucial concerns. Additionally, the increased importance of communication drew the attention of the researchers to the concepts or processes of communication in social sciences.

In linguistics, researchers have suggested many communication theories. Harris claims that "every linguistic theory presupposes a theory of communication" (1987 cited in Blackburn, 2007). Thus, parallel to the communication theories introduced, each communication definition improved upon the previous one effecting the perspective of communication in the social sciences.

In addition, the changing approaches to communication shaped the foreign language education as well. New communicative approaches or methods in the teaching of foreign languages were introduced to the field of education.

One learns from linguistics that individuals communicate within their environments and the outcome is the acquisition of a native language. Similar to native language acquisition, communicative approaches and methods applied in foreign language education assumed that the procedure is also valid in foreign language education also. Hence, the aim of the communicative approaches/methods is to integrate the use of target language for communicative competence into the language teaching by providing the learner with the real-life situations. The methods help the learners to communicate via four skills (reading, writing, speaking, and listening).

Since the focus of this study is the learning and teaching of a foreign language, it begins with a theory of communication which is thought to be one of the bedrocks of the teaching and learning foreign languages.

Recognizing reading comprehension as a type of communication, the second part will give information about the relationship between reading comprehension and inference generation because the inferential model, (one of the communication models) which will be discussed in the first part, points to the importance of inference generation during communication particularly in reading comprehension.

Inferencing skills are part of the higher order thinking skills. Therefore, the third part will deal with the studies carried out on the higher order thinking skills, their definitions, and their effects on academic achievement.

The researcher will also focus on additional studies related to the relationship between the higher order thinking skills and reading comprehension along with studies arguing that the higher order thinking skills cannot be effectively taught to most students in Turkey. It is believed that the results of the reading literacy surveys of PISA probably support this claim. If this is true, the students do have difficulty in learning foreign languages as well because the 'Interdependence' and 'Threshold' Hypotheses (Cummins, 1979) claim that the skills acquired in one language can affect the second language if the level of the second one is at threshold. Therefore, the research design in this study is supported by these two hypotheses and the last part of this chapter will emphasize research dealing with these two hypotheses.

## 2. 1. Communication

The definition of communication varies depending on the concepts or the components of the communication on which the researchers studied. Different types of research have required separate or even the contradicting definitions of communication so far (Littlejohn & Foss, 2005: 3). Littlejohn and Foss state that there are 126 different communication definitions on the basis of the theories suggested (p. 11). Although there are different arguments and discussions about the different aspects of communication, it is certain that the human beings communicate meanings, thoughts, information, ideas, beliefs, attitudes, emotions and propositions. Therefore, instead of giving one definition for communication, this part will deal with the main communication theories.

The history of communication can be traced back to Aristotle, who investigated the discrete items underlying the art of rhetoric (350 BC/1954). For Aristotle, rhetoric is the art of persuasion, which has three major components: ethos, pathos, and logos. As he did not focus on everyday communication but on rhetoric in his work, today it seems wrong to assume his opinions are accurate or valid for communication. However, his opinions have had a considerable effect on communication theories, especially the code models of communication, up to date (Blackburn, 2007; Sperber & Wilson, 1986).

In his teachings, Aristotle (350 BC/1954) defined ethos as the good traits of the speaker. The term is related to the speaker's features. The speaker should be knowledgeable and competent enough to link his speech with the topic-related ideas. In addition, he must have credibility in the society since the audience demands the speaker to be trustworthy in order to feel that the speech is worth listening to. Pathos is the effective use of language and the images of emotion. By means of such speech, the speaker can create identical emotions in the audience's mind. Logos, which refers to the clarity of the speech, is the logical argument of the speech. For Aristotle, the speech should be internally consistent, have reasonable claims and offer proof to persuade the audience (Meyer, 1996).

Although Aristotle did not intend to discuss everyday communications, the researchers dealing with language assumed that the three components of rhetoric (speech, language and listener) could form the base for communication theories (Blackburn, 2007).

Although there are many theories related to communication, the main ones were suggested with the development of the communication technology. "The intense

interest in the academic study of communication began after World War I” with regard to these developments (Littlejohn & Foss, 2005: 4). The invention of the radio and its widespread use forced those who dealt with language and/or communication to investigate the subject. In addition, the use of language became one of the crucial manipulation means during the World Wars in that the use of propaganda helped the politicians disseminate their ideologies. As a result, the use of language or the concept of communication was perceived as a one-way process. The hearer or the audience of the speech had little or no value because the speaker did not generally have the opportunity of sharing the same physical environment as the target audience. Thus, the social phenomenon shaped the theories that focused on the transmission and receiving the information. The best examples of these theories can be seen in Shannon, (1948); Wiener, (1950); Shannon and Weaver, 1964 (which will be discussed in part 2. 2.). Therefore, excluding the cognitive skills of the human mind and accepting language as a code that can convey meanings, the perspectives of these communication models were limited to three aspects of communication, i.e. speaker, language and listener. In these models, communication is accepted as an encoding-decoding process.

The communication models from Aristotle to Grice (who was a distinguished linguist) mainly focus on the three components of communication (speaker, code, and listener) and they are considered as ‘traditional’ models (Sperber & Wilson, 1986: 5). There are three main sub-types in this model: The Information Theory (Shannon, 1948), Speech Circuit (Saussure, 1985) and Conduit Metaphor (Lakoff & Johnson, 1980; Reddy, 1979). However, Sperber and Wilson (1986) suggest that the traditional models take no note of the cognitive skills of human beings; the focus is on the linguistic code and the speaker who organizes the information and encodes it as a message.

When Grice suggested his Theory of Conversational Implicatures, he introduced a different perspective for communication to the field by defining the term ‘implicature’. He changed the focus of communication from ‘what is said’ to ‘what is meant’. The term refers to the latter because depending on the conversational context, sentences in a conversation can have different implied or suggested meanings other than what the sentence literally means.

Implicatures can mainly affect the communication in two ways: they can occur as the part of the sentence meaning or they can be derived via conversational context. The



difference between the two becomes clear in two implicature types. Depending on the implicature attained by the audience, he differentiates conventional and conversational implicatures. If the audience achieves the meaning by decoding the sentence and finds the information as the part of the sentence meaning, the implicature will be conventional. In contrast, if the literal meaning of the sentence is different from the implied meaning (as in a metaphor) and if the audience achieves the intended meaning by means of conversational context, the implicature will be conversational (Grice, 1975).

Although the concept of implicature paved the way for new perspectives in human communication, Haugh (2002) claims that the term ‘implicature’ used in the theory is vague or over-generalized.

In order to make sense of his concept (i.e. implicature), Grice also asserts Cooperative Principles of human communication (Grice, 1975). The principle asserts “Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged” (p. 45). The principle has maxims and sub-maxims:

*“Maxims of Quantity:*

1. Make your contribution as informative as required. (for the current purposes of the exchange).
- 2 Do not make your contribution more informative than is required.

*Maxims of Quality*

Supermaxim: Try to make your contribution one that is true.

- 1 Do not say what you believe to be false.
- 2 Do not say that for which you lack adequate evidence.

*Maxim of relation*

Be relevant.

2. Don’t make your contribution more informative than is required.

*Maxims of manner*

*Supermaxim: Be perspicuous.*

- 1 A void obscurity of expression.
- 2 Avoid ambiguity.
- 3 Be brief (avoid unnecessary prolixity).
- 4 Be orderly” (Grice,1975).

In 1986 Sperber and Wilson suggested a new theory, called the Relevance Theory, and introduced the ‘Ostensive-inferential model of communication’ on the basis of Grice’s theory. By distinguishing his theory from the code models they state that “the reduction of Grice's analysis to an amendment of the code model destroys not just its originality, but also many of its empirical implications and justifications” (1986: 28). Thus, Grice’s ideas about human cognition inspired the researchers to develop the inferential model. A Gricean idea which asserts that “an essential feature of most human

communication, both verbal and non-verbal, is the expression and recognition of intentions” drew Sperber and Wilson’s attention to the audience and the context that a message or utterance creates for the audience. In their theory, they discussed the role of the audience and her inferencing skills in understanding the intended meaning of the speaker or the communicator. The second Gricean idea claiming, “utterances automatically create expectations which guide the hearer towards the speaker’s meaning” made the researchers focus on the cognitive skills of the human mind in communication (Sperber & Wilson, 1986: 33).

Like Grice, the theorists used the term ‘implicature’ to define the meaning achieved via the encoding-decoding process and the conversational context put together. However, except for the Maxim of Relation, they omitted three of the Gricean Cooperative Principles while adding new principles. For Sperber and Wilson (1986: 34), “to communicate efficiently, the only thing that the speaker has to do is to utter a sentence” because every utterance or message carries the possibility of relevance and if the audience cognizes it as relevant, her cognitive skills help her achieve the meaning.

They also asserted the term explicature as the complementary concept of implicature. Explicature is the combination of decoded meaning and the contextually inferred meaning. If the contextual features are smaller, the explicature will be more explicit.

Drawing the focus away from the message and the communicator to the audience and his cognition, the Relevance Theory brought forth a new perspective of communication. It defines the ostensive-inferential model which modifies and contributes to the Gricean theory of communication.

The next part deals with the major communication models, their positive and negative aspects, and their contribution to the perspective of communication.

## **2. 2. Inferential Model of Communication**

The Gricean Theory of Conversational Implicatures and his approach to communication suggested a new model of communication, which was developed by Sperber and Wilson in the Relevance Theory later on. The Relevance Theory, which defines the Inferential Model of Communication, was based on the Gricean assumption

that the fundamental part of human communication is the expression and the revealing of the intentions that the expression conveys (Sperber & Wilson, 1986). Sperber and Wilson state that they constructed the theory on one of the four ‘Co-operative Principles’ introduced by Grice (1975): it is the ‘Maxim of Relation’ saying ‘Be relevant’. The reason for this choice is their acceptance of relevance and its importance in communication. However, the other principles (Maxims of Quantity, Quality and Manner) are closely related to linguistic encoding and decoding processes (Wilson & Sperber, 2004: 610; Wilson & Sperber, 2002a, 2002b; Sperber & Wilson, 1986: 22).

Sperber and Wilson define the model in detail in their Relevance Theory (Wilson & Sperber, 2004; 2002a; 1986).

According to The Relevance Theory, the processes of communication are as follows: The communicator has the intention of conveying a certain meaning and encodes it. The audience recognizes the intention because every utterance has the potential of carrying relevant information. The audience decodes it linguistically.

The meaning is in the linguistically-decoded message but encoding it is not adequate in and of itself. Bridging the gap between what is said and what is actually meant involves a process of inference by means of the use of contextual information. (Marquez, 2006: 40; Doğan 1990: 67) The semantic representations obtained from the decoding process are used only to make a set of hypotheses. These hypotheses constitute evidence for the second process which requires making inferences. In other words, the linguistic meaning obtained from the decoding process has the evidence of the communicator’s intended meaning which demands the audience make inferences. The conclusion is attained through the inference generation process (Carston, 2008; Sperber, 2007; Kravchenko, 2007; Johnson, 2004; Wilson & Sperber, 2004, 2002a; Pavitt, 1990; Sperber & Wilson, 1986, 1997). Wilson (1994: 40) states that achieving the meaning of a message or input requires answering three questions: “(a) what did the speaker intend to say; (b) what did the speaker intend to imply; and (c) what was the speaker's intended attitude to the propositions expressed and implied?”

Below is the explanations and definitions about the inferential model, which Sperber and Wilson call ‘The Ostensive-inferential Model of Communication’.

**Relevance and Cognition:** Aligning themselves with one of the Gricean Cooperative Principles (i.e. Maxim of Relation), The Relevance Theory asserts that the

utterances raise expectations of relevance, and this guides the audience to the communicator's meaning. A relatively high degree of relevance is what makes some inputs worth processing. (Van der Henst & Sperber, 2004; Sperber & Wilson, 1986).

In the Relevance Theory, relevance is assumed as the basic human feature, and the relevance of an utterance depends on the observable experiences, thoughts or memories of the audience because utterances have the potential of connecting the relevant information with the background information of the audience. When the audience thinks that the input is relevant to him, he infers or interprets the meaning by connecting the input with her prior knowledge. On the basis of this conception, the theory asserts:

- “An input is relevant to an individual when its processing in a context of available assumptions yields a POSITIVE COGNITIVE EFFECT” (Sperber & Wilson, 1986: 251).

Cognitive effect is also achieved when an assumption is strengthened, revised or abandoned. False conclusions derived from the input are not positive cognitive effects.

By context, the theory does not mean the context of the linguistic code of the message or the environment at the time the message sent but the context of the assumptions attained by the decoding process (Loukusa, Leinonen & Ryder, 2007; Black, 2006; Sperber and Wilson, 2002a; Doğan, 1996; Wilson, 1994; Sperber & Wilson 1986): “By 'context' here, I mean not simply the preceding linguistic text, or the environment in which the utterance takes place, but the set of assumptions brought to bear in arriving at the intended interpretation” (Wilson 1994: 40). The theory calls this cognitive effect contextual implication.

Contextual implication is the most important cognitive effect, and neither the decoding of the utterance nor the context alone creates the contextual implication. The cognitive effect can vary according to the individual's representations of the world. Thus,

- “An input is relevant to an individual when, and only when its processing yields such cognitive effects” (Sperber & Wilson, 1986: 251).

Consequently, the individual computes and compares the cognitive effects of an input and picks the one having the positive cognitive effect because the greater the positive cognitive effect achieved from the input, the greater its relevance will be. Besides the cognitive effect that the stimulus creates, PROCESSING EFFORT determines the relevance of an input. If the memory, perception or inference processes require greater

effort, the input will be less relevant to the individual:

- The greater the effort required for the relevance of an input, the less relevant the input will be.

Therefore, relevance is assessed in terms of COGNITIVE EFFECTS achieved and the PROCESSING EFFORT required.

Relevance of an input to an individual:

(i) Other things being equal, the greater the positive cognitive effects achieved by processing an input, the greater its relevance to the individual who processes it at that time.

(ii) Other things being equal, the greater the processing effort required in processing an input, the lower the relevance of the input to the individual who processes it at that time.

Therefore, relevance of an input to an individual is comparative because the function of both concepts (the positive cognitive effect and the processing effort) is organized to make comparative judgments. As the cognitive system of human beings evolved to search for maximum relevance, they have a tendency to grasp it. The theory then asserts its cognitive principle of relevance. The principle referring to relevance indicates the prediction of feelings, thoughts, propositions and beliefs of audience.

Cognitive Principle of Relevance:

“Human cognition tends to be geared to the maximization of relevance”  
(Wilson & Sperber, 2002a: 45; Sperber & Wilson, 1986: 260).

**Relevance and Communication:** As it is claimed in the cognitive principle of relevance, human cognition helps human beings predict or change the mental states of others. Communication is achieved when the audience achieves the intended meaning that the message conveys. However, the intended meaning should be ostensive. In other words, the communicator should inform the audience of his intention to communicate. The ostensive stimulus or intention is produced to attract the audience’s attention to the communicator’s meaning and it comes with the communicator’s assurance of relevance. Therefore, ostensive stimulus or intention requires both the communicator and the audience’s presumption of relevance. There are two types of intentions that the

communicator can produce:

Informative intention: It is the intention to inform the audience of something. This type of intention makes the information mutually manifest (known by both parties of the communication) a set of assumptions. It depends on how much the audience trusts the communicator.

Communicative intention: This intention is to make an audience recognize that the communicator wants to communicate something.

Briefly, the Communicative Principle of Relevance is based on the Cognitive Principle and the ostensive stimulus.

Communicative Principle of Relevance: “Every ostensive stimulus conveys a presumption of its optimal relevance” (Sperber & Wilson, 2002: 256; Sperber & Wilson 1986: 260).

When the ostensive stimulus creates any presumption of relevance, the individual captures the OPTIMAL RELEVANCE.

“Optimal relevance: An ostensive stimulus is optimally relevant to an audience iff

- (i) It is relevant enough to be worth the audience’s processing effort;
- (ii) It is the most relevant one consistent with communicator’s abilities and preferences” (Sperber and Wilson, 2002: 256).

Optimal relevance demands the greatest positive effects with the smallest of processing effort. In (i) the audience expects the ostensive stimulus to be relevant enough to process. Sometimes the conclusion interpreted from the stimulus is stronger, depending on the structure or the characteristic of the stimulus.

With regard to (ii), the communicator produces a stimulus which is contextually enriched or easy to understand; this is within the limits of his abilities. However, sometimes the communicator does not produce contextually enriched or easy stimuli as s/he is unwilling to do so. Additionally, silence can bear meanings; its presumptions may be worth processing and it can achieve the resulting interpretation. For example, if the audience of a question avoids giving a response (if s/he chooses not to do so), the communicator interprets that his audience is unwilling to answer the question. However, there are various presumptions that can lead to that conclusion and the conclusion is achieved via contextual implication. The variety of the presumptions adds an

extra layer to the processing as the presumptions are higher in number. Silence is communicating in this respect.

Sometimes the communicator is not able to produce contextually enriched or easy stimuli at the time of the communication for some reason. Therefore, there may be ambiguous implicatures, metaphors or ironies to interpret, but the audience still constructs hypotheses about the communicator's meaning.

Additionally, communication can be both verbal and non-verbal:

In non-verbal communication, the range of meanings is limited because the only evidence is the communicator's concepts that can attract the audience's attention and the observable features of the environment only. Therefore, in non-verbal communication an extra layer of intention recognition is demanded because there is not explicitness in this type.

In verbal communication, the communicator can convey a wide range of meanings; thus, utterances encode logical forms although they are incomplete. The utterances that the communicator chooses provide input to the audience's inferential comprehension process. The audience follows a procedure to comprehend the intended meaning:

Relevance-theoretic comprehension procedure:

(i) In order to compute the cognitive effects of a stimulus, the audience follows a path of least effort. He produces hypotheses and tests them for disambiguation.

(ii) He stops when his expectation of relevance is fulfilled.

When the audience derives the first interpretation that fulfills his expectation, he stops there because that hypothesis is the relevant one (if there is no contradictory evidence). However, the hypothesis can be false. If the hypothesis is false, the communication fails.

**Relevance and Comprehension:** As mentioned above, the audience constructs hypotheses about the communicator's meaning and the meaning should fulfill the expectation of relevance. This procedure is defined as follows:

The sub-tasks in the comprehension process:

In order to derive the implicated conclusions;

(i) Appropriate hypotheses about the explicit content are constructed by decoding

(ii) Appropriate hypotheses about the intended contextual assumptions are constructed

(iii) Appropriate hypotheses about the contextual implications are constructed.

However, (i), (ii) and (iii) are not sequentially ordered because communication is an on-line process and the hypotheses produced via explicatures and implicatures form the conclusion in communication.

Achieving the meaning from an input, which demands the interpretation of the figurative language is also within the frame of the comprehension process. The audience first traces the literal meaning of such an input and tests his hypotheses. If the literal interpretation and its hypotheses are not relevant enough for him to process, he moves to figurative interpretation by applying the items discussed in the comprehension process.

**Gricean Co-operative Principles and the Relevance Theory:** The Relevance Theory was based on one of the four 'Co-operative Principles' introduced by Grice (1975): it is the 'Maxim of Relation' meaning 'Be relevant'.

The maxim puts forth that the intended meaning of a message is not only linguistically decoded but also interpreted by a process of hypotheses formation. In the process, linguistic decoding and contextual assumptions determine the possible hypothesis. Thus, the contextual assumptions of the intended meaning should be mutually known or identified by the communicator and the audience.

- With respect to the first maxim, Maxim of Quantity, Grice asserts that the communicator should be as informative as required in order to be understood, not more, not less. However, silence (if it is intentional) or non-verbal ostensive stimuli is a way of communicating which violates this maxim. Although there are many contextual presumptions or hypotheses, the audience can interpret the communicator's intended meaning.

- Grice's second maxim, the Maxim of Quality, asserts that the communicator should not utter what he believes to be false. Nevertheless, communicators sometimes use verbal ironies or an echoic use of language. When they do so, their meaning is interpreted. In such cases, the communicator utters what he believes to be false but his intended meaning is achieved.

- Additionally, loose use of language, metaphor or hyperbole also violates the Maxim of Manner because the communicator does not avoid ambiguity. He does not avoid



prolixity as he conveys his intended meaning with unnecessary words (in Gricean idea) as the metaphor use does not avoid obscure expressions. On the contrary, by violating the maxim, he uses figurative language to convey her meaning and the meaning is achieved by the audience.

Refuting the maxims by the principles of The Relevance Theory, Sperber and Wilson state that except the Maxim of Relevance, the other three maxims are closely related to linguistic encoding and decoding processes and they exclude the inferencing or interpretation processes required in communication. (Wilson & Sperber, 2004: 610; Wilson & Sperber, 2002a, 2002b; Sperber & Wilson, 1986: 33). Moreover, the focus of these maxims is on the communicator rather than the audience, as they require the communicator's effort, which is unacceptable as communication requires the cognitive processes of the audience as well.

**Relevance and Inference:** The human mind processes data via two types of systems namely the 'input systems' and the 'central systems' (Marquez, 2006: 49; Sperber & Wilson, 1986: 65). The input systems are sensitive to sensory stimuli (like acoustic or visual stimuli). When a sensory stimulus reaches the input systems, the systems process it and attain the conceptual representations of the stimulus. These representations help the individual to produce assumptions. Then the assumptions are transformed into higher-level conceptual representations by the help of the central systems. For example, when an individual receives a visual stimulus, the input systems attain the conceptual representations of the vision by processing the stimulus. This process results in the production of the assumptions related to the representations of the vision. Then, the encyclopedic memory is integrated into the assumptions by means of the central systems and the meaning derived by the help of the central systems.

The central systems process the information obtained from the input systems and they operate over conceptual representations. It helps the individual produce the inferential conclusions.

**Demonstrative and non-demonstrative inference:** In demonstrative inference, the meaning of an input or a stimulus is achieved by the linguistic decoding process because this type of inference is context-free. Because they involve a set of fixed premises, they are valid in all contexts. Below is an example of a demonstrative inference:

All the animals are mortal. (premise)

Thunder is an animal. (premise)

Therefore, Thunder is mortal. (conclusion)

In this example, the audience of the premises achieves the conclusion without contextual implications. In other words, there are not many hypotheses that can be produced to achieve the conclusion. The conclusion is achieved through logic.

The communication between human beings requires mostly non-demonstrative inference because it depends on the contextual effects. The processes in this type of inference demands the contextual implications acquired through the encyclopedic memory as well as the information attained by the decoding process at the same time. For example,

A: Are you going to lunch?

B: There is chicken.

The inference process will be:

- There is chicken for lunch (premise).
- If someone likes chicken, she will eat it (premise).
- B does not like chicken; she won't eat it (premise).
- B will not go to lunch (conclusion).

With the acoustic stimulus of **B**, **A** linguistically encodes the utterance and he produces the hypotheses by applying his encyclopedic memory. The conclusion that could be derived from B's utterance depends on A's representations about B. If A's memory has the information that B loves chicken, the conclusion will be as B is going to lunch. If the information is just the opposite, he will conclude that B is not going to lunch. However, the premises cannot be limited with these because they depend on the contextual implications that the utterance conveys.

Being the core to the human understanding, inferencing skills help human beings carry on one's relationship with the world. The reason for this is that through a series of processes, it turns the abstract knowledge or the complex propositions of the representations into meaningful structures. As a social being, humans have the tendency for extracting meaning from what one hears, sees and reads. In order to do so, one uses every hint to get the real meaning with the help of relevant information. This hint can be

both explicit and implicit; it can be both linguistic and non-linguistic. The human mind tends to grasp the relevant information.

The ostensive inferential model of communication defines clearly that human communication is based on both the linguistic encoding-decoding process and/or inferring the meaning from an input carried by the ostensive stimulus, sound patterns or the written words at the time of the communication. The Relevance Theory, which defines the inferential model, shows that human understanding requires inference generation skills for effective communication.

In this study, the main focus is on written communication rather than the verbal one because it is thought that measuring or assessing written communication is more reliable. Therefore, the relationship between inference and reading comprehension will be discussed in the next part.

### **2. 3. Inference**

Inference can be defined in many ways: American Psychological Association defines inference as: “Missing information filled in on the basis of a sample of evidence or on the basis of prior beliefs and theories” (Inference in APA, n. d.). Phillips (1989: 4) defines inference as “At a general level, inference is a cognitive process used to construct meaning”. She also highlights the three components of inference as background knowledge, the use of relevant information, and human judgment in general (Phillips, 1988: 16). For Cain and Oakhill (1999: 489) “inferences are necessary to link up ideas and fill in details that are not explicitly mentioned”. To Kispal (2008: 2) it is “the ability to use two or more pieces of information ... to arrive at a third piece of information that is implicit”. For Markman, inference is the basis of understanding which often involves transforming, extending, and relating information (1981 cited in Phillips 1989: 4).

According to Carton (1966: 2) inference requires “(a) the prior learning history of the responding individual; (b) an encounter with familiar and unfamiliar attributes of a novel stimulus and the context in which it occurs; (c) the conceptualization in which prior experience is linked with the novel stimulus; and (d) the response or group of responses reflecting the conceptualization”.

The definitions of inference generally have some points in common. The piece

of information, which is not stated explicitly in a situation, utterance or text, is to be understood by the observer, listener or the reader by means of background and prior knowledge processed in the mind. Consequently, the frame of inference can be drawn up as follows:

- to activate or recall prior knowledge to comprehend new information by building bridges between the communicator and the audience;
- to use every linguistic and non-linguistic hint to reach a conclusion;
- to draw relevant information from the implicit utterances or texts.

### **2. 3. 1. The Relationship between Inference Generation and Reading Comprehension**

The idea of “reading is communicating” is accepted by most researchers who have studied reading comprehension. Many researchers also draw attention to the relationship of inference generation and reading comprehension. (Çakır, Alıcı & Aksan, 2011; Bowyer-Crane & Snowling, 2005; Davoudi, 2005; Kearns, 2001; Narvaez, van den Broek & Ruiz 1999; Franks, 1998; Furlong, 1995; Graesser, Singer & Trabasso, 1994; Yuill & Oakhill, 1988; Phillips, 1988; 1989; Seifert, Robertson & Black, 1985; Carton, 1966).

In order to underline the important role of inference in reading comprehension, Kearns (2001) uses The Relevance Theory in his study which implies that reading is communicating. In his work, he discusses different types of texts and he states that even informative texts such as newspaper articles or footnotes require inference generation. The reason for being is that to understand these informative text types the reader should use the inferred context and this process requires external world knowledge. Kearns states “there are no guarantees in the interaction between a text and a reader except that the reader will seek a context that maximizes cognitive effect and minimizes processing effort” (75). This piece of information indicates that the reader should create a context relevant to grasp the meaning of the written input.

Some researchers claim that poor comprehenders have difficulty in making inference at more than one level (Kispal, 2008; Bowyer-Crane & Snowling, 2005; Davoudi, 2005; Beling, 2002; Cane & Oakhill, 1999; Yuill & Oakhill, 1988). These

different levels which obstruct readers' understanding of the texts includes the poor background knowledge, poor vocabulary or poor grammar.

### **2. 3. 2. Inference Types in Reading Comprehension**

Although there are many researchers who define inference types in their studies, there is no consensus on the definitions or on the terminology used for inference generation (Kispal, 2008). The literature investigated for the present study has indicated that there are also different subtypes of inference. The disagreement on the terminology related to inference generation or its various subtypes make it hard to classify them precisely and completely. These studies are as follows:

Kispal states that the researchers studying inference define different inference types. She grouped them as follows: (i) coherence (also known as text-connecting) and elaborative (or gap filling); (ii) local (sentence-based) and global (text-based); (iii) on-line (during reading) and off-line (after reading). However, the inference types that Kispal mentions are not limited with these three groups.

Adams (2003) defined three inference types as logical, bridging and elaborative. The logical inference type helps to deduce the relationship between the words and referent; in the bridging inferences the new and the old information is related; in the elaborative inference the world knowledge is used to construct meaning.

Wagner (2006) defines causal inferences, which construct the cause and effect relationship and relational inferences that demand the reader to acquire information from the sentences.

Clinton, et al. (2012) and Davoudi (2005) mention two types of inferences in their study: text-connecting and knowledge-based inferences. The first type they mention is text-connecting inferences. These inferences connect two individual ideas in texts, and can be categorized in two groups as connective and reinstatement inferences. The second one is knowledge-based inferences. The reader generates this type of inference to predict or explain the text and it requires extratextual knowledge whereas text-connecting inference demands the tasks in the working memory during the reading process (Clinton et al., 2012). Graesser, et al. (1994: 373) define knowledge-based inferences as the ones which are "constructed when background knowledge structures are activated in long-term

memory, and a subset of the information is encoded in the meaning representation of the text". They give 13 subtypes of these five groups of inference: the first group (shown in Table 1 as Number 1, 2 and 3) is needed for local coherence; the second group (shown in the Table 1 as Number 3 and 4) is for establishing explanations; the third one (shown in the Table 1 as Number 4, 5 and 6) is for the global coherence; the fourth is (shown in Table 1 as Number 7, 8, 9, 10, and 11) for elaborative inferences; the last one addresses the author's intention that the reader grasps. The inferences shown in the table as Number 12 and Number 13 are excluded from this classification. Graesser et al. claim that these inferences are related to the pragmatic communication exchange between reader and author.

Ford and Milosky (2008), Narvaez and Van den Broek, (1999) studied on-line (while reading) inferences. They mention on-line and off-line inferences in their studies. While Ford and Milosky (2008), Gillioz, Gygaz and Tapiero (2012) studied on the emotion inferences, Bengleil and Paribakht (2004) studied with the lexical inferences, which are the subtypes of on-line inferences. Narvaez et al. (1999) studied the use of on-line inferences focusing on the different reading purposes. Their research reveals the effects of lexical inferencing on foreign languages. They state that the different subtypes of on-line inferences can be generated while reading different types of texts.

Beling (2002) defines local and global inferences in her dissertation while trying to find out the relationship between prior knowledge and inference generation. For her, local inferences are made during the reading process and they create a coherent representation at the local level of sentences and paragraphs. Global inferences cover the whole text.

Trabasso and Magliano (1996), Çakır, et al. (2011) used the explanatory, associative and forward inferences in their studies. Explanatory inferences are necessary to understand the cause and effect relationship between the actions or events. Associative inferences are made for generalizations about the characters, objects, actions or events in a text. Forward inferences are necessary for the prediction of the future events in a text. While Trabasso and Magliano tried to reveal conscious understanding during reading, Çakır, et al. researched the reading strategies of the university students in English as the foreign language with the help of these inference types.

To summarize, there are various inference types and they are named differently

even though there are some similarities between some of them. The variety of inferences and their different subtypes make the subject unclear. On the one hand, there are a great number of studies on inference generation; on the other hand, there is no consensus among the researchers about inferences in general. However, the abundant number of the studies has shown that the subject is important because individuals should acquire the inferencing skills for academic achievement and for the welfare of their country.

In order to prove the relationship between inference generation and academic achievement, some researchers have studied on teaching inferencing skills at schools.

Wagner (2006) states that inference skills are considered an important component in academic development because students should use the prior knowledge of a subject to help them learn and understand subjects by bridging the old and the new information. Thus, some researchers studying in the field of education think that inference skills should be taught in classrooms.

In her long study, Phillips (1988) points out the relationship between reading comprehension and inference generation. She states that she investigated the tests given to the students in most American schools and argues that these tests could not assess inference generation. She notes that the standard reading comprehension tests should assess the inferencing skills as the reading theorists acknowledge the relationship between reading comprehension and inference generation. She also asserts that the inference generation is not taught in the classrooms: "The increased evidence of poor reasoning has led to claims about deficiencies in school programs" (p. 12). Additionally she explains how she developed a reading comprehension test assessing inference generation and she gives information about the results of the tests.

Carton (1966) argues that inference skills are important in foreign language learning. He states that the students whose inferencing skills are limited cannot use inference in educational contexts. If education programs do not cover teaching inference skills explicitly, students "will either refuse to make inferences or make reckless and inaccurate inferences when confronted with episodes or texts" (p. 13).

Yuill and Oakhill (1988) manipulated a group of students by teaching some inference skills for their research. The results indicated that the poor comprehenders benefited from the inference training whereas there was no significant change in the good comprehenders' group. They also found that the decoding insufficiencies of the students

were not responsible for the comprehension difficulties of these students.

Davoudi (2005: 116) draws attention to the importance of teaching students the inferencing skills by fostering their awareness of inferences and assumptions as a matter of daily practice. He states that teachers should make their students notice the inferences in everyday tasks. When students are aware of the inferences they make, teachers can ask the possible assumptions that could be produced via inferences. If this process becomes a routine task, they “begin to see that whenever they make an inference, there are other (perhaps more logical) inferences they could have made”. Davoudi (2005) also suggests that high quality inference and good reasoning are related.

In his report to US Department of Education, Pennell (2002) suggests what should be done in the classrooms to improve the inferencing skills. He wrote the report for the No Child Left Behind Act of 2001, which was strongly supported by US. President Obama (US. Department of Education, 2001). Pennell claims that good reading comprehension requires blending the prior knowledge with the content of the text, intuition and imagination to make hypotheses. Pennell bases his study on the definition of inferential comprehension in Barrett (1974 cited in Pennell, 2002), Keene and Zimmerman (1997 cited in Pennell, 2002) and he presents the types of tasks, activities or questions that should be used in the classrooms to the US. Education Department. The tasks or activities include “inferring supporting details (covering the additional explicit information that the author gave); inferring the main idea (includes general significance, theme and moral); inferring sequence (to predict the sequence of implicit incidents from the explicitly given information); inferring comparisons; inferring the cause-and-effect relationships; inferring the character traits; predicting outcomes; inferring the figurative language.

Although most of the studies in the present literature indicate the significance of inference generation in successful communication, of teaching inferencing skills or the strong relationship between inference generation and reading comprehension skills, it may be hard for the authorities to come to a full agreement on the issue and to design the curricula accordingly because of the variety of the inference types and their different definitions. Furthermore, the research investigated here is related only to the inference generation in reading comprehension. There might be other inference types in other disciplines, which are not the concern of this study. The inference types defined in the related research are illustrated in Table 1 (the table was made by the researcher).



**Table 1. Inference Types**

Inference Types	Sub-types	Inference Types	Sub-types
<p><b>Cohesive/ Coherence/ Text-connecting/ Inter-sentence:</b> The inference demanding the tasks in the working memory during the reading process. They are necessary to establish cohesion between sentences and involve integration of textual information. They also help to reveal the causal links</p>	<p><b>Evaluative:</b> The inferences related to the emotional outcome of the text (might be Number 6 as well)  <b>Anaphoric:</b> The cross-referencing between synonyms or between pronouns or their referents (might be Number 1 as well).  <b>Text-to-text</b></p>	<p><b>Elaborative/ Background-to-text/ Backward/ Gap-filling/ Extratextual/ Knowledge-based:</b> The inferences constructed when background or extra-textual knowledge structures are activated in the long-term memory.   <b>Relational:</b> The inferences made to integrate information across sentences.   <b>Forward inferences:</b> The inferences made for the prediction of the future events in a text.</p>	<p><b>Explanatory:</b> The inferences made for cause-effect relationship <b>Also Number 3 and 4. (Maybe Number 7)</b>   <b>7. Causal :</b> The inference is on forecasted causal chain, including physical events and new plans of agents. These inferences do not include the character emotions in <b>Number 6</b>.  <b>8. Instantiation of noun category:</b> The inference is a subcategory or a particular exemplar that instantiates an explicit noun or an implicit case role that is required by the verb.  <b>9. Instrument:</b> The inference is an object, part of the body, or resource used when an agent executes an intentional action.  <b>10. Subordinate goal- action:</b> The inference is a goal, plan, or action that specifies how an agent's action is achieved.  <b>11. State:</b> The inference is an ongoing state, from the time frame of the text, that is not causally related to the story plot. The states include an agent's traits, knowledge, and beliefs; the properties of objects and concepts; and the spatial location of entities.</p>
<p><b>Local:</b> The inferences made during the reading process. They create a coherent representation at the local level of sentences and paragraphs.</p>	<p><b>1.Referential:</b> A word or phrase is referentially tied to a previous element or constituent in the text .  <b>2.Case structure role assignment:</b> An explicit noun phrase is assigned to a particular case structure role, e.g., agent, recipient, object, location, time.  <b>3.Causal antecedent:</b> The inference is on a causal chain (bridge) between the current explicit action, event, or state and the previous passage context.</p>	<p><b>Global:</b> The inferences covering the whole text.</p>	<p><b>4. Superordinate goal:</b> The inference is a goal that motivates an agent's intentional action.  <b>5. Thematic:</b> This is a main point or moral of the text.  <b>6. Character emotional reaction:</b> The inference is an emotion experienced by a character, caused by or in response to an event or action.  <b>Associative:</b> Inferences are made for generalizations about the characters, objects, actions or events in a text (Maybe <b>Number 11</b>).</p>
<p><b>On-line:</b> The inferences made during reading</p>	<p><b>Lexical inferences:</b> The use of linguistic and non-linguistic clues to infer the meaning of the words.   <b>Also Number 1, 2, 3, 4, 5, and 6</b></p>	<p><b>Off-line:</b> The inferences drawn strategically after reading.</p>	
<p><b>12. Emotion of reader:</b> The inference is the emotion that the reader experiences when reading a text.</p>	<p>The inferences related to the pragmatic communication exchange between reader and author.</p>		
<p><b>13. Author's intent:</b> The inference is the author's attitude or motive in writing.</p>	<p>The inferences related to the pragmatic communication exchange between reader and author.</p>		
<p><b>Logical:</b> The inference of the relationship between words and referents. (might be <b>Number 1</b>)</p>			

Considering the variety of inference types, the researcher of the present study refrained from studying the relationship between inferencing skills and reading comprehension skills because such a digression would prevent her from designing a sound research model. Besides, the MNE asserts that generating inference is one of the constituents of reading comprehension, which requires the other higher-order thinking skills as well. According to the MNE reading comprehension questions should (i) ask the explicit information in the text, (ii) demand the inference generation about the implicit information and (iii) ask critical thinking questions which demand the prior knowledge and experience of the students (MNE, 2012).

It is thought that inferencing skills are required for all the higher order thinking processes (Phillips, 1988, 1989; Frederick, 1967). If individuals cannot acquire these skills, it is hard for them to solve problems, to reveal cause-and-effect relationships, and to think critically because making inferences is a core thinking skill (Marzano et al., 1988). Furthermore, Resnick (1987) argues that lower and higher order thinking skills are interlinked with each other and claims that making inferences, building adequate representations, analyzing and constructing relationships are interwoven even with the basic thinking skills as well (p. 8).

Similarly, there are a number of studies indicating the relationship between higher order thinking skills and reading comprehension in present literature, which also indicate that inferencing skills are one of the basic skills required for the higher thinking skills.

#### **2. 4. Higher - Order Thinking Skills**

Similar to the inferencing skills, higher order thinking skills are closely related to academic achievement which contributes to the social well-being and intellectual accomplishment of the individuals in the future. The reason for this is that the inferencing skills are the core thinking skills and the other higher-order thinking skills are based on these skills (Marzano, et al, 1988).

Zohar and Dori (2003: 148) state that high literacy is essential for “tackling the complexities of contemporary life”. They claim that “if acquiring knowledge is defined as learning with understanding, learning simply cannot take place without thinking” because

understanding occurs if individuals engage in thinking in the given context: “Learning inherently involves components of inference, judgment, and active mental construction”.

Pogrow and Buchanan (1985: 41) state that we live in an age in which the good job “opportunities are increasingly linked to high levels of problem solving”. Facione (1992) also argues that fostering these skills can help the societies to avoid the burdens that the individuals could cause: “practicing good judgment ... is clearly better than enduring the bad consequences of making bad decisions... and avoidable consequences of those poor choices” (p. 2). For Miri, David & Uri (2007) the future citizens of the changing world need to develop their higher order thinking skills. Zoller, (1999, 2001 cited in Miri, et al 2007: 354) argues that the development of the skills is “prominent in order to facilitate the transition of students’ [individuals’] knowledge into responsible action, regardless of their particular future role in society”.

Although there is not an agreement on a common definition of higher order thinking skills, the studies on this subject do give common attributes for the higher order thinking skills ( (Brookhart, 2010; Şenşekerci & Bilgin, 2008; Vural & Kutlu, 2004; Ennis, 1993; Lewis & Smith, 1993).

According to Piaget (1964), there are four stages in the child development and the last stage starts at the age of 11. When individuals come to the age of 15, they usually complete the stage of acquiring the higher-order thinking skills (Richland, Morrison & Holyoak, 2006). Therefore, they can manage abstract thinking and evaluate the events through various viewpoints. Briefly, this is the stage where individuals complete acquiring the higher-order thinking skills (MNE, 2011b).

Higher order thinking skills are activated when individuals encounter with questions, problems, uncertainties or dilemmas. Thus, individuals apply the skills for problem solving, making decisions or producing a conclusion within the context of the knowledge or the experiences they have (King, Goodson & Rohani, 1998; Pogrow and Buchanan 1985). According to Glaser (1984, cited in Grossen, 1991), the higher-order thinking skills involve understanding, reasoning and problem solving. Human beings handle problems, questions or uncertainties by depending on their innate drive to create order and have control.

Newmann, Secada, and Wehlage (1995) assert that the instruction of higher order thinking skills help students in manipulating the new information by synthesizing,

generalizing, explaining, hypothesizing, or arriving at conclusions that produce new meaning and understandings for them (p. 29).

For Lewis and Smith (1993) the higher-order thinking skills are not clearly defined as there is no consensus among the researchers. They claim that the problem stems from the different perspectives of different disciplines because the disciplines are in need of adding higher order thinking to their store of knowledge, causing confusion. The disciplines, especially psychology and philosophy, have different terminologies. Philosophy is based on the discourse and argumentation while psychology depends on experimentation and research. Therefore, philosophers deal with the logical thinking whereas psychologists deal with the thinking processes: “Psychologists emphasize problem solving rather than reflective thinking and logic” (Lewis & Smith, 1993: 131). However, the aim of the disciplines is to contribute to achieving the goal of learning to reason.

For Lewis and Smith, the second issue related to the definition of higher order thinking is based on the differences between lower order and the higher order thinking skills. The different perspectives make the definition of higher order thinking vague. Maier (1933,1937 cited in Lewis & Smith, 1993) uses two terms for lower and higher order thinking: reproductive and productive thinking respectively. According to Maier, the higher order thinking skills are reasoning and productive thinking whereas the lower order one requires the learned behavior and reproductive thinking. The lower order thinking is based on the repetitive experience. In contrast, the higher order thinking requires two or more isolated experiences that the individual combines to achieve the new conclusion. This process constitutes reasoning: when the individual is blocked by a problem and when she cannot attain the desired conclusion, the individual applies reasoning or productive thinking.

Resnick (1987) is another researcher who tries to distinguish between the lower order thinking and the higher order thinking. Instead of giving a precise definition, she gives concepts, which can be recognized during the application of the higher order thinking. She claims that higher order thinking is non-algorithmic (the path of action is not definite in advance); it tends to be complex; it yields multiple solutions rather than unique solutions; it involves uncertainty (not every step is known); it involves self-regulation; it involves imposing meaning to the disordered structures; it requires judgment and interpretation; it is effortful.

Newmann (1990, cited in Lewis & Smith, 1993: 133) also discusses the differences between the lower order and higher order thinking processes. While lower order thinking “demands routine and mechanical application of previously acquired information”, the higher order thinking requires “interpreting, analyzing or manipulating information”.

According to Lewis and Smith (1993), the third issue related to the definition of higher order thinking is based on the confusing use of the concepts of critical thinking and problem solving. According to Lewis and Smith (1993: 134), “inconsistent use of the term critical thinking has contributed to the confusion surrounding the definition of higher order thinking”. The terms are sometimes used interchangeably, but they refer to different tasks. Ennis (1993: 179) is one of the researchers who uses the term critical thinking to refer to all the higher order thinking skills: “The upper three levels of Bloom’s Taxonomy (analysis, synthesis and evaluation) are often offered as a definition of critical thinking”. Paul (1985) is another researcher who uses the term critical thinking instead of higher order thinking and he defines it as to learn “how to ask and answer questions of analysis, synthesis, and evaluation” referring to Bloom’s Taxonomy (p. 36).

Aviles (2000) also forms the basis of his research on Bloom’s Taxonomy and he discusses how to use the Taxonomy as an assessment tool. He uses the term critical thinking to refer to higher order thinking and he states that “critical thinking has no clear operational definition and it is too broad a term for practical use in the social work classroom” (p. 3). He gives a definition as follows: critical thinking is “applying problem-solving skills to new situations, making inferences about the impact of social policy, producing intervention plans based on client problems, or evaluating the appropriateness of intervention methods” (pp. 5-6).

Like Aviles, Gülleroğlu (2012) also asserts that critical thinking refers to the higher-order thinking skills involving deduction, induction, evaluation, and predicting.

Additionally, the terms critical thinking and problem solving are also used interchangeably as well. Although some researchers claim that problem solving is one of the sub-skills of higher order thinking, some think that it is one of the sub-skills of critical thinking (Vural & Kutlu; 2004; Lewis and Smith, 1993).

Discussing the drawbacks in defining higher order thinking, Lewis and Smith state that the term critical thinking has been frequently used to refer to higher order

thinking recently, and that it is not acceptable as it excludes some of the sub-skills. In their study a higher order thinking definition is presented as follows: When a person takes in new information he relates this information with the information stored in the memory and/or rearranges them to achieve a purpose or to find a possible answer in a perplexing situation.

Like Lewis and Smith, Yağmur (2011a: 412) and Presseisen (2001: 49) accept critical thinking as one of the constituents of the higher order thinking skills. They assume higher order thinking as problem solving, decision making, and creative thinking as well as critical thinking.

**Table 2.** Model of Complex Thinking Skills (Presseisen, 2001: 49)

	<b>Problem Solving</b>	<b>Decision Making</b>	<b>Critical Thinking</b>	<b>Creative Thinking</b>
<b>Tasks:</b>	Resolve a known difficulty	Choose the best alternative	Understand particular meanings	Create novel or aesthetic ideas or products
<b>Essential Skills Emphasized:</b>	Transforming Conclusions	Classify relationships	Relationships Transforming Conclusions	Qualifying Relationships Transforming
<b>Yields:</b>	Solution Generalization (potentially)	Assessment	Sound reasons Proof Theory	New meanings Pleasing products

Brookhart (2010) also classifies the studies on higher order thinking and states that there are three approaches to higher order thinking in literature. The first approach defines higher order thinking in terms of ‘transfer’; the second defines it in terms of ‘critical thinking’; and the last one, in terms of ‘problem solving’.

In the first approach, learning for transfer is meaningful learning and it occurs at the top end of the higher order thinking. For example, the last level of Bloom’s Taxonomy is evaluation and it requires the transfer of knowledge. In this approach, “Higher-order thinking is conceived as students being able to relate their learning to other elements beyond those they were taught to associate with it” (Brookhart, 2010: 12).

Adopting the first approach, Anderson and Krathwohl, (2001) and Mayer (2002) differentiates ‘retention’ (i.e. lower order thinking) from the ‘transfer’ (i.e. higher order thinking). Retention is the ability to remember a material as it was presented during instruction. On the contrary, transfer is used to answer the new questions or to solve the

new problems. They call this “meaningful learning”.

The second approach admits critical thinking to reflective thinking, which results in deciding what to believe and what to do. The goal of teaching in this approach “is seen as equipping students to be able to reason, reflect, and make sound decisions” (Brookhart, 2010: 13). Vural and Kutlu (2004) also assume critical thinking as reflective thinking and define the concept as collecting data for the existing problem, identifying the assumptions, arguing about the assumptions, drawing inferences from the arguments, and synthesizing the new assumptions.

In the third approach, higher order thinking is defined as problem solving and it requires developing non-automatic strategies for reaching a goal. There may be more than one solution to the problems, or there may be more than one path to follow to find the solutions. Bransford and Stein (1984 cited in Brookhart, 2010: 7) state that problem solving can be thought to be “a mechanism behind learning for understanding”.

Brookhart (2010) adopts the term problem solving to refer to higher order thinking because many problems that individuals face are open-ended and they solve the problems in different ways “depending on the values and assumptions they bring to the task” (p. 13).

Zohar and Dori (2003: 147) accept the last three levels of Bloom’s Taxonomy (analysis, synthesis and evaluation) as higher order thinking skills. However, they advanced the definition of Bloom’s higher order thinking by including constructing arguments, making comparisons, solving non-algorithmic complex problems, dealing with controversies, and identifying hidden assumptions. Additionally, they admit scientific inquiry skills as higher order thinking skills as well: asking research questions, formulating hypotheses planning experiments, drawing conclusions are the other categories of the higher order thinking skills. Zohar and Dori also distinguish between lower and higher order thinking by asserting that ‘knowing’ is not remembering the discrete and disconnected facts but using them effectively. For Zohar and Dori individuals must understand the knowledge and relate it to reasoning and thinking skills.

Although there are various viewpoints about the higher order thinking processes or skills, these skills are defined in the taxonomies in details. In this respect, Bloom’s Taxonomy, the Revised Bloom’s Taxonomy and New Taxonomy will be dealt with in the next section.

### **2. 4. 1. Higher - Order Thinking Skills in Taxonomies**

A taxonomy, which helps educators set the objectives for an effective curriculum, is a system of classification for cognitive processes of learners. The classified objectives can show the way to the educators to instruct all the levels in a taxonomy so that the learners can acquire the knowledge. Therefore, taxonomies can differentiate between lower-order skills (basic thinking skills in some studies) and the higher-order ones by defining each skill in detail. Consequently, the definitions can provide one with reliable and accurate information as they are frequently used and tested in educational systems of countries.

Bloom's Taxonomy (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956) and the revised version of Bloom's Taxonomy (Anderson & Krathwohl, 2001) have had an impact on the field of education up to the present. Although there are other taxonomies like Gagné and Briggs's Taxonomy (1979 in Yüksel; 2007), Haladayna's Taxonomy (1997, in Yüksel 2007), and Reigeluth and Moore's Taxonomy (1999, in Yüksel, 2007), Bloom's Taxonomy and the Revised Bloom's Taxonomy are the most frequently used taxonomies in defining the educational objectives in education (Yüksel, 2007).

#### **2. 4. 1. 1. Bloom's Taxonomy**

The Taxonomy of Educational Objectives, which is called Bloom's Taxonomy, was originally designed as an assessment tool by constituting a framework for educational objectives (Bloom, Engelhart, Furst, Hill & Krathwohl 1956).

Bloom, Hastings and Madaus (1971: 40) suggest the purpose of the Taxonomy as follows:

- It helps educators specify the objectives operationally.
- The sample test items in the Taxonomy can help teachers build similar items, so that they can focus on the content area needs.
- It can help educators include the objectives which were not previously considered.
- The taxonomy can help educators develop standardized tests.

Although there are three domains mentioned in the Taxonomy (i.e. cognitive,



affective and psychomotor), the main focus is on the cognitive domain which classifies the cognitive processes and the objectives that the educational system intends to teach. Since the matter of defining objectives was an important issue to educators or the authorities of the time, the cognitive domain became important (Şeker, 2010). Bloom et.al. support this idea by stating that the most important goal of the Taxonomy is “to specify the objectives so that it becomes easier to plan learning experiences and prepare evaluation devices” (Bloom, et al., 1956: 2).

Unlike the Revised Bloom’s Taxonomy or the New Taxonomy, it has a one-dimensional form since it does not differentiate the knowledge types. Knowledge is integrated in the cognitive domain and becomes the first level of the Taxonomy.

The levels, which defines the cognitive processes, is hierarchical and they indicate an order from simple to complex, from concrete to abstract. “The successive levels are cumulative in the higher, building upon and incorporating the lower” (Furst, 1981: 446). Krathwohl (2002) clarifies this hierarchy stating that the mastery of each level is prerequisite to the mastery of the next more complex level. Below are the levels of the Taxonomy.

### **The Cognitive Domain of Bloom’s Taxonomy (Krathwohl: 2002)**

- 1.0 Knowledge
  - 1.10 Knowledge of specifics
    - 1.11 Knowledge of terminology
    - 1.12 Knowledge of specific facts
  - 1.20 Knowledge of ways and means of dealing with specifics
    - 1.21 Knowledge of conventions
    - 1.22 Knowledge of trends and sequences
    - 1.23 Knowledge of classifications and categories
    - 1.24 Knowledge of criteria
    - 1.25 Knowledge of methodology
  - 1.30 Knowledge of universals and abstractions in a field
    - 1.31 Knowledge of principles and generalizations
    - 1.32 Knowledge of theories and structures
- 2.0 Comprehension
  - 2.1 Translation
  - 2.2 Interpretation
  - 2.3 Extrapolation
- 3.0 Application
- 4.0 Analysis
  - 4.1 Analysis of elements
  - 4.2 Analysis of relationships
  - 4.3 Analysis of organizational principles
- 5.0 Synthesis
  - 5.1 Production of a unique communication
  - 5.2 Production of a plan, or proposed set of operations
  - 5.3 Derivation of a set of abstract relations
- 6.0 Evaluation

6.1 Evaluation in terms of internal evidence  
6.2 Judgments in terms of external criteria

The last three categories of the Taxonomy- Analysis, Synthesis, and Evaluation- are assumed to be higher order thinking (Hopson, Simms & Knezek, 2001; Brookhart, 2010; Zohar & Dori, 2003). The learners achieve the “mastery learning” when they reach the top end of the Taxonomy. It is necessary to assess or evaluate the mastery according to the Taxonomy.

“Analysis emphasizes the detection of relationships of the parts and of the way they are organized” (Bloom, et al., 1956:144). There are three sub categories in this level. Analysis is divided into three subcategories: the identification or classification of (i) elements, (ii) relationships among elements, and (iii) organizational principles that govern elements.

In synthesis, the elements are put together to form a whole. In order to construct the structure of a whole that is not previously there, the learner recombines the old material with the new one. The sub categories of the level are (i) unique communications, (ii) a plan of operations, and (iii) a set of abstract relationships (p. 161).

Evaluation is the top end level which requires judgments about the value of the knowledge. The criteria of the judgment may be internal (i.e. the learner determines them) or external (i.e. the criteria are provided from the outside: they can be given to the learner (p. 185).

**The Drawbacks of Bloom’s Taxonomy:** Although this Taxonomy has affected the field of education up to now, it has been criticized for many reasons:

- The first problem with the Taxonomy is related to its purpose. The Taxonomy aims at changing the behavior of the students towards the objectives of the educational system. However, the purpose of educational systems is not to change the behavior of the students, but to transform behavior into rational action. In this respect, the educational system or teaching is expected to trigger rational action in terms of capability, competence and understanding (Green, 1964 cited in Furst, 1981). Additionally, Zohar and Dori (2009: 148) claim that acquiring knowledge is learning with understanding, which takes place when the learners engage in inquiry in contexts that make sense to them. However, ‘understanding’, which is a characteristic of higher order thinking, is excluded in the Taxonomy (Furst, 1981; Hirst, 1974).

- The second problem is the vague operational definitions of the objectives stated in the Taxonomy. This vagueness is traced especially in the higher levels (Marzano & Kendall, 2007; Seddon, 1978). Bloom, et al. (1971) also discusses this problem by stating that the top end, i.e. evaluation, is not necessarily the last level in problem solving: "It is quite possible that the evaluation process will in some cases be the prelude to the acquisition of new knowledge, a new attempt at comprehension or application, or a new analysis and synthesis" (p. 185). Ennis (1993) also discusses this vagueness and argues that the last three levels in Bloom's Taxonomy are "too vague" to guide educators to judge the critical thinking (i.e. higher-order thinking) assessments. Bloom, et al. admit that they could not satisfactorily form a method of classification which would recognize the sharp distinctions among behaviors or levels (Marzano & Kendall, 2007: 8-9).

- The next drawback is related to the structure of the higher levels of the Taxonomy. Bloom et al. state that the complex (higher-order) levels include simpler (lower-order) levels. Nevertheless, the complex levels or tasks are not the collection of simpler ones and they cannot be divided into simpler units (Furst, 1981).

- Another drawback of the Taxonomy is its one-dimensional form. Knowledge, which is placed as the first level in the Taxonomy, cannot be a cognitive skill (Marzano & Kendall, 2007). Furthermore, Bennett (2012) argues that the use of the word 'knowledge' is inappropriate in the Taxonomy because knowledge is not "the raw data of experience or the unprocessed reception of structured lessons" (p. 110). For Bennett, Bloom et al. used the word 'knowledge' but meant 'information'.

- The last problem of the Taxonomy is its hierarchical structure. Marzano and Kendall (2007: 10) claim that any taxonomy which is designed to process according to difficulty is "doomed to failure" because of "the well-established principle in psychology that even the most complex of process[es] can be learned at the level at which it is performed with little or no conscious effort". In a hierarchical structure the higher levels are expected to have more difficult cognitive processes than the lower levels do. However, Bloom's Taxonomy does not support this structure (p. 8). Ennis (1993) also asserts that the levels in Bloom's Taxonomy are not hierarchical, but rather interdependent: "For example, although synthesis and evaluation generally do require analysis, analysis generally requires synthesis and evaluation" (p. 179).

Although this Taxonomy has been widely used in the field, the aforementioned

problems caused this researcher to pursue other taxonomies for a better alternative to define the higher order thinking skills.

#### 2. 4. 1. 2. The Revised Version of Bloom's Taxonomy

Aware of the fact that Bloom's Taxonomy had some drawbacks, Anderson and Krathwohl (2001) revised it by changing it into a two-dimensional form: knowledge domain and the cognitive domain. Therefore, they call their taxonomy "Taxonomy Table".

Krathwohl (2002) claims that in Bloom's Taxonomy the first level (Knowledge) is not an appropriate level as it tends to embody the nouns (the object of an action) and the verbs (the action) in the objectives at the same time. For Krathwohl, nouns in objectives provide the basis for 'Knowledge' whereas verbs for the cognitive processes. Furthermore, the 'Knowledge' level in Bloom's Taxonomy is related to remembering which requires the cognitive processes of recognition and recalling of the concepts. Therefore, adding a new domain to Bloom's Taxonomy, Anderson and Krathwohl (2001) added another domain while revising it.

The Knowledge Domain has four types of knowledge in The Revised Bloom's Taxonomy. Below are the details of the Domain (Krathwohl, 2002: 214).

##### Structure of the Knowledge Dimension of the Revised Taxonomy

- A. Factual Knowledge** - The basic elements that students must know to be acquainted with a discipline or solve problems in it.
  - Aa.** Knowledge of terminology
  - Ab.** Knowledge of specific details and elements
- B. Conceptual Knowledge** - The interrelationships among the basic elements within a larger structure that enable them to function together.
  - Ba.** Knowledge of classifications and categories
  - Bb.** Knowledge of principles and generalizations
  - Bc.** Knowledge of theories, models, and structures
- C. Procedural Knowledge** - How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.
  - Ca.** Knowledge of subject-specific skills and algorithms
  - Cb.** Knowledge of subject-specific techniques and methods
  - Cc.** Knowledge of criteria for determining when to use appropriate procedures
- D. Metacognitive Knowledge** - Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.
  - Da.** Strategic knowledge
  - Db.** Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
  - Dc.** Self-knowledge

Similar to Bloom's Taxonomy, there are six levels of which the last three are the higher-order thinking in the Cognitive Domain of The Revised Bloom's Taxonomy

(Krathwohl, 2002: 215).

### Structure of the Cognitive Process Dimension of the Revised Taxonomy

- 1.0 Remember** - Retrieving relevant knowledge from long-term memory.
  - 1.1 Recognizing
  - 1.2 Recalling
- 2.01 Understand** - Determining the meaning of instructional messages, including oral, written, and graphic communication.
  - 2.1 Interpreting
  - 2.2 Exemplifying
  - 2.3 Classifying
  - 2.4 Summarizing
  - 2.5 Inferring
  - 2.6 Comparing
  - 2.7 Explaining
- 3.0 Apply** - Carrying out or using a procedure in a given situation.
  - 3.1 Executing
  - 3.2 Implementing
- 4.0 Analyze** - Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.
  - 4.1 Differentiating
  - 4.2 Organizing
  - 4.3 Attributing
- 5.0 Evaluate** - Making judgments based on criteria and standards.
  - 5.1 Checking
  - 5.2 Critiquing
- 6.0 Create** - Putting elements together to form a novel, coherent whole or make an original product.
  - 6.1 Generating
  - 6.2 Planning
  - 6.3 Producing

**Table 3.** The Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001)

The Knowledge Dimension	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual Knowledge						
B. Conceptual Knowledge						
C. Procedural Knowledge						
D. Metacognitive Knowledge						

#### Drawbacks of the Revised Version of Bloom's Taxonomy:

- Like Bloom's Taxonomy, the Revised Bloom's Taxonomy is hierarchical in form; i.e. it uses the degrees of difficulty to indicate the differences between the levels. However, the mental processes cannot be ordered in terms of their difficulty, but in terms of control: "Some processes exercise control over the operation of the other processes" (Marzano & Kendall, 2007: 11). Yağmur (2011a: 412) rationalizes this argument by

stating that the cognitive system is not linear. It sometimes requires parallel processes, sometimes contradicting processes. Sometimes it requires drawing inferences or identifying the cause-effect relationships.

- Metacognitive Knowledge is inappropriately placed in the Knowledge Domain of the Revised Bloom's Taxonomy because it is thought that metacognition is not a knowledge type. Metacognition is related to the cognitive processes and it refers to human awareness and control of one's own thinking (Marzano & Kendall, 2007: 18; Marzano et al. 1988: 17).

#### **2. 4. 1. 3. The 'New Taxonomy'**

The New Taxonomy (Marzano & Kendall, 2007) was mainly based on the Revised Bloom's Taxonomy. It has two dimensions consisting of the Knowledge Domain and the Cognitive Domain. Marzano and Kendall asserted that the Knowledge Domain is a necessary part of the taxonomy because without the necessary knowledge, the students cannot achieve or perform cognitive thinking processes.

The Knowledge Domain includes three categories of knowledge: 'Information', 'Mental Procedures' and Psychomotor Procedures. The researchers assumed 'Metacognition' (which is a knowledge category in the Revised Bloom's Taxonomy) as a cognitive process.

The second difference between the two taxonomies is that the Cognitive Domain in The New Taxonomy was not designed according to the difficulty levels of the objectives. As Presseisen (2001: 49) claims, thinking is a complex process. When individuals think, a set of complex relationships occurs in the mind. Marzano et al. (1988: 17) state that the levels of the Cognitive Domain are "neither discrete nor comparable". The levels "overlap in some cases and relate to each other in different ways". In other words, The New Taxonomy is not hierarchical in form. In contrast, it is based on the idea that human mind controls the processes and chooses the best process according to the task it performs.

**Table 4.** The New Taxonomy

<b>Cognitive Domain</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
	<b>Retrieval</b>	<b>Comprehension</b>	<b>Analysis</b>	<b>Knowledge Utilization</b>	<b>Metacognition</b>	<b>Self-System Thinking</b>
<b>Knowledge Domain</b>	-Recognizing	-Integrating	-Matching	-Decision Making	-Specifying Goals	-Examining Importance
<b>Information</b> • Organizing Ideas	-Recalling	-Symbolizing	-Classifying	-Problem Solving	-Process Monitoring	-Examining Efficacy
• Details	-Executing		-Analyzing Errors	-Experimenting	-Monitoring Clarity	-Examining Emotional Response
<b>Mental Procedures</b> • Processes			-Generalizing	-Investigating	-Monitoring Accuracy	-Examining Motivation
• Skills			-Specifying			
<b>Psychomotor Procedures</b> • Processes						
• Skills						

Adapted from Marzano and Kendall (2007)

The higher-order thinking skills are specified in details in Marzano and Kendall (2008). They argue that there are three mental systems: the self-system, metacognitive system and cognitive system.

The individual makes judgments in engaging in a new task in the self-system thinking. This system is related to the individual's beliefs and goals. If the individual decides to engage in the new task, the metacognitive system helps him to set goals and design strategies to achieve this task. The cognitive system helps the individual to process the information, which is necessary to achieve the goal (pp. 12-13).

Therefore, the self-system and metacognition system are not the concern of this researcher as they depend on the individual differences and as they are hard to assess. Briefly, assuming the three levels of the New Taxonomy as the higher-order thinking processes in the cognitive system, the present study will deal with the 'Comprehension', 'Analysis', and 'Knowledge Utilization' levels.

At the 'Comprehension' level, there are two procedures: "integrating and symbolizing" (Marzano & Kendall, 2008: 43). The students are expected to describe the key parts and the effects of specific information, and they need to paraphrase and summarize the information. For symbolizing, they should depict and represent the information usually in a non-verbal form.

At the 'Analysis' level, the processes are defined as "(1) matching; (2) classifying; (3) analyzing errors; (4) generalizing; (5) specifying" (55). The students are expected to differentiate and distinguish while matching the information. They should create an analogy or a metaphor while classifying. In order to analyze the errors they are expected to identify categories and the problems, to assess and evaluate, critique, edit, and revise. While generalizing, they need to infer, draw or form conclusions, create a rule and a principle. They should predict, judge, and deduce while specifying.

There are four processes at the 'Knowledge Utilization' level: "(1) decision making, (2) problem solving, (3) experimenting, and (4) investigating" (Marzano & Kendall, 2008: 93). The students are expected to select the best alternative, the best, and the most suitable way for the decision-making in order to achieve the goal. While solving problems, they are expected to develop a strategy and figure out a way, and to decide how to reach a goal under the problematic conditions. They need to generate a test, determine and predict the conclusion based on their experiment. (Tablo 5)



Table 5. Conceptualization of the HOTS in the New Taxonomy

HOTS		Conceptualizations of HOTS
<b>Level 2: Comprehension</b>	Integrating	1 Describe how and/or why
		2 Describe the key points
		3 Describe the effects
		4 Describe the relationship between
		5 Explain the ways
		6 Make connections between
		7 Paraphrase
		8 Summarize
	Symbolizing	1 Depict
		2 Represent
		3 Illustrate
		4 Draw
		5 Show
		6 Use models
		7 Diagram
		8 Chart
<b>Level 1: Analysis</b>	Matching	1 Categorize
		2 Differentiate
		3 Discriminate
		4 Distinguish
		5 Sort
		6 Create an analogy
		7 Create a metaphor
	Classifying	1 Organize
		2 Sort
		3 Identify a broader categories
		4 Identify categories
		5 Identify different types
	Analyzing Errors	1 Identify problems
		2 Identify issues
		3 Identify misunderstandings
		4 Assess
		5 Critique
		6 Diagnose
		7 Evaluate
		8 Edit
		9 Revise
	Generalizing	1 What conclusions can be drawn
		2 What inferences can be made
		3 Create a generalization
		4 Create a principle
		5 Create a rule
		6 Trace the development of
		7 Form conclusions
Specifying	1 Make and defend	
	2 Predict	
	3 Judge	
	4 Deduce	
	5 What would have to happen	
	7 Develop and argument for	
	8 Under what conditions	

HOTS		Conceptualizations of HOTS
Level 3: Knowledge Utilization	Decision Making	1 Select the best among the following alternatives
		2 Which among the following would be the best
		3 What is the best way)
		4 Which of these is most suitable
	Problem Solving	1 How would you overcome
		2 Adant
		3 Develon a strategy
	Matching	4 Figure out a way to
	Experimenting	5 How will you reach a goal under these conditions
		1 Generate and test
		2 Test the idea that
		3 What would happen if
		4 How would you test it
		5 How would you determine if
		6 How can this be explained
	7 Based on experiment, what can be predicted	
Investigating	1 Research	
	2 Find out about	
	3 Take a position on	
	4 What are the differing features of	
	5 How did this hannen	
	6 Why did this hannen	
	7 What would have happened if	

Adapted from Marzano and Kendall (2007)

**The Justification of the Selection: The New Taxonomy:** With regard to the higher-order thinking processes, the present study adopts some definitions of cognitive system in the New Taxonomy as definition of the higher-order thinking skills. The first level of the cognitive system (Retrieval) is not the concern of this researcher as it defines the lower-order thinking processes. Below are the reasons for the selection:

- The cognitive processes are well defined in the New Taxonomy, which makes it more convenient for practice.
- The cognitive levels in the New Taxonomy are not designed according to a hierarchy. In other words, the levels are not categorized according to the difficulty level of the processes. Instead, it allows individuals to choose the suitable processes to achieve their goal.
- Although Bloom's Taxonomy and the Revised Bloom's Taxonomy are not assumed as behavioristic taxonomies (Marzano & Kendall, 2007), they are closer to the behavioristic approach because the top levels of the taxonomies are not well defined. However, application of knowledge requires metacognition and student intention to

achieve a goal and student engagement in a task but the aforementioned taxonomies cannot define these steps properly and accurately. In contrast to behaviorism, constructivism is based on the experiential learning (learning by doing). The MNE, which adopted the constructivistic approaches after the switch of policy in education, published that Bloom's Taxonomy is behavioristic (MNE, 2009). In other words, educators are expected to assess or evaluate the student performance not only through a quantitative but also a qualitative perspective.

#### **2. 4. 2. The Relationship between Higher-order Thinking Skills and Reading Comprehension**

It is known that there is a relationship between reading comprehension and cognitive processes of human brain because these actions are based on the same cognitive system. When individuals start to read, their prior knowledge is triggered by means of the cognitive skills they have acquired. In order to understand the information conveyed by the text, the cognitive system works to achieve the intended meaning which is relevant to him. This relevance depends on the limits of the individual's cognitive skills. Achieving the intended meaning of the text is activated by inference generation which is the key feature of the understanding (Sperber & Wilson, 1986) because the other higher-order thinking skills, i.e. reasoning, problem solving, decision making and critical thinking, take the inference generation as their bases. Inference generation is a core thinking skill (Marzano et al., 1988). When the cognitive system functions to relate the new information to the prior knowledge, both of them are processed within the limits of the cognitive skills and the mental representations of the individual. Thus, the individual produces a new mental representation. Consequently, achieving the meaning or information in a message depends on the prior knowledge and experiences (i.e. all the mental representations) of the individual as Aloquaili (2011) puts forth: "The literature reveals an agreement between theorists and researchers that there is a strong relationship among reading comprehension, critical thinking [i.e. higher-order thinking skills in the study] and prior knowledge" (p. 39).

The research indicates that there is a relationship between reading comprehension and the higher-order thinking skills as both of them are based on language:

the higher-order thinking skills are acquired through the native language which is the key feature of education (Yağmur, 2011c: 412). Yağmur claims that if the concept development of a student is limited, it is hard for the student to acquire the expected skills during his education (p. 4). Açıık-Önkaş (2010) asserts that language develops and improves in two dimensions: expressing meaning and achieving meaning. These two dimensions are interdependent and work together in communication. Individuals constitute or derive their meaning according to their own beliefs and emotions within the limits of the concepts they have or on the cognitive skills they have acquired through their native language (Tezcan, 1983 cited in Açıık-Önkaş, 2010: 123). Additionally, Açıık-Önkaş argues that reading and writing skills should be properly taught to the students as they help the individuals to acquire the critical reading and creative writing skills.

Hou (2013); Hosseini, Khodaei, Sarfallah and Dolatabadi (2012); Fahim and Sa'eepour (2011) prove the positive correlation between reading comprehension and the higher-order thinking skills in their quantitative study. Hosseini, et al. (2012) assert that reading comprehension is a problem solving activity and requires the control of thinking skills. They state that "critical thinking is related to language learning in general and reading comprehension in particular" (p. 1358). In the quantitative study, they present the proof of positive correlation between the two. Hou (2013) bases his reasoning on the fact that reading comprehension and critical thinking skills "share the same cognitive processes" (p. 1).

Aloquaili (2012) states that in order to be a successful reader one should have inferential reasoning skills. The reader should establish a link between the prior knowledge and the information in the text in order to achieve the mental representation of the text (p. 39).

Although it is known that the teaching of the higher-order thinking skills has an important effect on reading comprehension and that reading comprehension is the key feature of academic achievement, there are some problems in the teaching of these skills in the Turkish educational system.

### **2. 4. 3. The Shortcomings in the Teaching of the Higher-order Thinking Skills in Turkey**

Being one of the member countries of CoE, Turkey supported the CEFR and adopted the Framework in 2000. The purpose of this Framework is to guide the European countries in terms of language curriculum, course objectives, coursebooks, materials, and language assessments to standardize language teaching (Kır, 2011; CoE- CEFR, 2003).

Redesigning the curricula for the language teaching (both Turkish and English), the MNE started the piloting phase in Turkey in 2001 (Egel, 2009). Evaluating the academic discussions about the outcomes of the piloting phase, the MNE proposed the new foreign language curricula in 2004-2005 Academic Year (Kır, 2011: 42). New regulations, teaching approaches and new ways of language assessment were introduced after the improvement in the language curricula. With respect to these improvements, language coursebooks were rewritten according to the new course objectives and new approaches to language teaching. However, the research shows that there are still problems in the teaching of languages as well as the higher-order thinking skills in Turkey.

The problems are not limited with the language education but they are not the concern of the present study. However, it is also thought that these problems effect the acquisition of the higher order thinking skills of the students. Aware of the fact that the globalization would change the relationships among the countries, Turkey decided to improve the curriculum of the other courses as well. Therefore, adopting the constructivistic approaches in education, the authorities improved the National Education Curriculum and redesigned the course objectives. “In 2005, the MONE [MNE] extended new curriculum programs to cover all the subjects [including mathematics, science and technology, Turkish, life sciences, and social studies] and started implementing the new curriculum all over the country. However, this was done without a proper evaluation of the pilot programme.” (Gür, Çelik & Özoğlu, 2012: 5). Therefore, according to the World Bank (2005), Gür et al. (2012) and Berberoğlu (2005) Turkey has still problems in the National Education. These problems derive from different aspects such as diverse regional conditions or opportunities, low income and low education attainments of the families, various types of secondary schools, inappropriate course objectives, teacher inefficacy due to insufficient pre-service teacher training, lack of remedial education that could meet the needs of the students and lack of well-established assessments, over-populated classes,

poor communicating skills resulting from poor language skills, which effect the academic achievement as a whole.

Furthermore, according to Gür, et al. (2012) and Berberoğlu (2005) different types of secondary schools (like vocational high schools, Anatolian vocational high schools, and Anatolian high schools) are not beneficial and certain types of schools have to be eliminated. While discussing the topic according to the international survey analyses and results, these researchers state that these analyses provide evidence that comprehensive school systems are the best model to increase equity of educational opportunity and student performance. They also agree that there is a huge gap between the secondary school types in terms of equality of opportunity and student performance. Therefore, they imply that learning and academic performance of the students are based on the types of schools they attend (Gür, et al., 2012; Berberoğlu, 2006 in Gür et al., 2012; Berberoğlu & Kalender, 2005, Berberoğlu, 2005).

Berberoğlu (2005) categorizes the schools according to their achievement levels and states that the vocational high schools, Anatolian vocational high schools, and basic education schools has had very low student performance due to their course objectives and curriculum. The others (Anatolian high schools, science lycées, and police schools) are high-performing schools in the PISA surveys. Therefore, he implies that the curriculum should be revised in terms of the cognitive skills: “In different disciplines, student learning achievement in Turkey should be described clearly in the national curriculum in terms of basic and higher-order thinking skills” (p. 130).

Another issue Gür, et al. (2012) and Berberoğlu (2005) discuss is the regional diversities. They point to the huge gap between the student performances in terms of regional diversities. However, the research, which discusses the shortcomings of the National Education in Turkey, especially the native language teaching focuses mainly on the problems of educational objectives and course materials.

A well-designed curriculum or well-set educational objectives foster students’ cognitive skills including inference making, problem solving, decision-making, critical thinking, and creative thinking to help them be proper citizens. The fact that individuals acquire these skills via their native language is also asserted in many studies (Yağmur, 2011a; Fahim & Sa’eepour, 2011; Açık-Önkaş, 2010).

Additionally, the MNE claims that the developments of language and cognitive

skills have gained importance within the framework of the new constructivistic approaches (MNE, 2009 in Yağmur, 2011a: 412). However, the research indicates that there are still problems in the teaching of the higher-order thinking skills.

The research indicating the shortcomings in the teaching of the higher-order thinking skills in Turkish educational system discusses the issues by evaluating the results of the PISA surveys. While discussing the problems on the basis of the PISA surveys, Berberoğlu and Kalender (2005) asserts that the problems regarding the teaching of the higher-order thinking skills effect the social well-being of Turkey. They state that social life would be better in a society with a system in which the individuals are well equipped in terms of academic skills. They also add that the countries need to monitor their educational systems in order to overcome the problems. They claim that the international student assessments (like PISA) provide the authorities with information in order to evaluate their own systems and to make them monitor their educational position among other countries (p. 23). They state that they studied with the data collected from PISA reading literacy surveys and University Entrance Examinations to reveal whether the students acquired the higher-order cognitive skills. They focus on the relationship between the language and cognitive thinking skills. Among the many results they achieved, the most important one is that the students cannot apply the cognitive skills and they need help in practicing these skills in real life situations.

Acar (2012) claims that PISA surveys became an important source of information indicating the shortcomings in the system of national education as the surveys assess what the students learn and how they apply their knowledge and skills in order to understand new situations and solve problems they would encounter. Her words point to the higher-order thinking processes that the students should acquire. While discussing the problems and their reasons in the educational system, she argues that the failure of the system is due to the high population rate and the ratio of budget allocated to the education in Turkey.

Çelen, Çelik and Seferoğlu (2011) evaluate the lower ranking of Turkey in the PISA surveys and set the reasons for the results. They compared the results of 2006 and 2009 PISA surveys and they traced a slight progress between the years. They conclude that the improved curriculum contributes to the progress in the educational system but the education should be supported by technology to make students acquire the academic skills

and get ready for social life.

Aydağül (2006) argues that the failure of Turkey in the PISA surveys depends on the socio-economic diversities between the schools. He claims that the vocational high schools neither provide the students with the academic skills necessary for the knowledge society “nor give them any hope for the future” (p. 99). He also adds that critical thinking has an important role in individuals’ lives because it provides them with the ability of generating solutions for the problems. While discussing the problems in the educational system in Turkey, he states that “the present legislation, curriculum, instruction materials and even the school buildings in Turkey do not support the development of critical thinking skills and attitudes among students” (p. 100).

Batur and Ulutaş (2013) studied the effects of the “Turkish Course Reading Proficiency Objectives” on the results of the reading literacy surveys of the PISA. They argue that when the PISA proficiency levels and Turkish course objectives are compared, it can be revealed that the course objectives are “too superficial” to meet the needs (p. 1550). They also add that it is very hard to help the students in acquiring the higher-order thinking skills via the current course objectives.

Gür, Çelik and Özoğlu (2012) discuss the problems of the Turkish educational system as a whole. They state that the newspapers are interested in the rankings and this directs the authorities to evaluate the national curriculum depending on the PISA surveys:

Without a proper analysis of the intrinsic problems of Turkey’s educational system, the national curriculum should not be tinkered with only to meet the PISA demands. It is worth noting that although PISA is not a study of school curriculum, Turkish officials reform the curriculum and used PISA results in order to justify the curricular reform. This approach is highly problematic because it oversimplifies all the problems related to Turkey’s educational system solely to a matter of curricular adjustment. (p. 9)

They claim that the problems are not only related to the curriculum but also to the system: poor teacher qualification and training, lack of an established grade promotion policy, and social inequality.

Büyükkatarcıoğlu (2006) discusses the problems of the native language education, especially the courses of Turkish Language Arts. She defines critical thinking and distinguishes between ‘information society’ and ‘knowledge society’. She claims that Turkey tends to be an ‘information society’ as it does not produce knowledge. In the



‘knowledge societies’, the individuals should acquire the higher-order thinking skills in order to question the issues in their environment. In such societies, the individuals are active thinkers who can solve problems and produce knowledge via the thinking skills they acquire. Therefore, the curriculum, course objective, and coursebooks should be designed to educate the students who can think critically. Consequently, native language education plays an important role in the teaching of the higher-order thinking skills which bring about the academic achievement.

Yağmur (2011a; 2011b; 2011c; 2009) discusses the problems through a broad perspective. His studies focus on the problems that the educational system has in terms of native language education. His studies emphasize the relationship between the development of the higher-order thinking skills and native language teaching with regard to the relationship between language and thought. He discusses the problems in the curriculum of the Turkish courses in terms of course objectives, teachers’ attitude towards the objectives, and appropriateness of the coursebooks. Although he emphasizes the positive aspects of the improvements in the educational system, he puts forth that (i) the curriculum of Turkish courses are not well designed in terms of the teaching of higher-order thinking skills; (ii) the Turkish teachers are not aware of the course objectives or they do not know how to evaluate them; (iii) the objectives of the writing skill are not effective or appropriate; (iv) the Turkish coursebooks have many mistakes in terms of logic and grammar, (v) writing objectives has some rules, but the objectives of the Turkish courses do not obey these rules; therefore, they are not suitable.

Taking the research as the basis it is thought that the aforementioned problems, especially the shortcomings in the teaching of the higher-order thinking skills effect the student’s reading comprehension in Turkish. If an individual is competent enough in reading comprehension in the native language, it might be easier to for him to achieve the meaning and/or information of a text written in the foreign language because reading process in both languages use the same cognitive system. Additionally, Interdependence and Threshold Hypotheses (Cummins, 1979) support the idea.

## **2. 5. The Effect of Reading Comprehension in Turkish on Reading Comprehension in English**

The research related to the correlation between the reading comprehension in native and second/foreign language are mostly based on Interdependence and Threshold Hypotheses (Cummins, 1979).

In the Hypotheses, Cummins's main concern is bilingualism. He asserts that bilingualism is beneficial if the language skills are adequately developed in the first language. However, the research has shown that Cummins's hypotheses are valid for foreign languages as well as the second language (Nikolov & Csapo, 2010; Yamashita, 2002; 2004).

Cummins (1979) puts forth that "cognitively and academically beneficial form of bilingualism can be achieved only on the basis of adequately developed first language (L1) skills" (p. 3). The Linguistic Interdependence Hypothesis proposes that the native language proficiency forms a base for the second language learning and that they are interdependent because both languages use the same cognitive system: "...the same mental expertise underlies performance (namely, processing of input and output) in both languages (p. 39). The Linguistic Threshold Hypotheses puts forth that the skills acquired in native language reading transfers to the reading in the second/foreign language if the second/foreign language of the individual is at the threshold level. The threshold level of linguistic competence helps individuals to avoid the cognitive disadvantages and allow bilingualism to activate cognitive and academic functioning.

Alderson (2000: 23) states that "once reading ability has been acquired in the first language, it is available for use in the second or subsequent languages also" while he discusses the Interdependence Hypothesis. On the basis of the Interdependence Hypothesis Jiang (2011: 178) asserts that language skills like reading and writing are transferable across languages. When the individuals are literate in the native language, they use the knowledge of different aspects of reading in the second language reading. Bernhardt and Kamil (1995; Bernhardt, 2005 in Jiang, 2011: 178) point to moderate but significant relationship between native and second/foreign language reading abilities. Jiang studied the relationship between Chinese and English reading comprehension. However, he states that his study failed to indicate the relationship because of the orthographic difference between the two languages. Additionally, Abu-Rabia (2001) achieves the same result in his

study. His test results indicate that “the orthographic skills do not transfer from one language to another” (p. 451).

Abu-Rabia’s research design is based on two different participant groups. The bilingual children constituted the first group and high achieving adult students constituted the second one. His findings support the Hypotheses: the reading problems in the first language hindered the achievement in the second language in the children’s group. In the adult’s group the skills that the students acquired transferred to the foreign language.

In his study, Walter (2007: 14) takes Alderson’s (1984 in Walter, 2007) question as the basis and discusses “whether L2 reading comprehension difficulties are a reading problem or a language problem”. In contrast to what Jiang asserts, Walter (2007: 14-15) argues that the process occurring in the second/foreign language reading is not ‘transfer’ but ‘access’. He justifies his hypothesis by stating that the activity of listening and reading are based on the cognitive skills: “Comprehending texts is not a linguistic skill; rather, it is a general cognitive skill developing at the same time as the L1 [native language], but independently from it” (p. 16). According to Walter, the term ‘transfer’ is misleading. The researcher of the present study thinks that the term ‘access’ might be used properly because during the comprehension process individuals may access the knowledge of reading skills and the prior knowledge instead of transferring them into another form’. However, it is known that reading is a verbal communication, which requires linguistic decoding together with the cognitive skills.

Cui (2008) discusses the Hypotheses and he states that the Threshold Hypothesis does not define what the threshold level includes. Therefore, he states that the hypothesis has a shortcoming in this respect.

Van Gelderen, Schoonen, Stoel, Gloppe, and Hulstijn, (2007); Durgunoğlu and Hancin-Bhatt (1992) assume that reading is a complex process. Thus, the nature of reading makes studying with the languages difficult. Van Gelderen et al. (2007) define reading process as lower-order and higher-order processes. Additionally, in both studies the contribution of word knowledge and language proficiency in the second/foreign language are discussed and the contributions are assumed as significant variables (Alderson, 1984 in Durgunoğlu & Hancin-Bhatt, 1992).

The research indicates that the Hypotheses are mostly proved to be valid. However, the levels of the linguistic competence in the native and second/foreign

languages effect the results in the research designs. The word knowledge and language competence in the second/foreign language are important factors that effect the use of the reading skills acquired in the native language. Therefore, the threshold level plays a role in the research designs of the studies.

Briefly, as aforementioned, beginning with the Relevance Theory, this study aims at revealing whether the higher order thinking skills effect the reading comprehension in the foreign language and whether the English coursebooks used in the state schools aim at teaching the higher order thinking skills. It is assumed that reading is communicating and communication requires inference generation which is the main aspect of understanding. However, the studies have indicated that reading process also requires problem solving, analyzing, reasoning, decision-making and critical thinking. Additionally, it is known that inference generation is a core thinking skill which is directly related to these skills. Although the research on inferential model of communication points to the necessity of inference generation in successful communication, it might be hard for those who deal with the topic to decide what type/s of inference should be selected for a sound result in a research. Furthermore, inference generation is accepted as one of the skills in reading comprehension. For this reason, this research takes the higher-order thinking skills instead of inference generation skills as the basis. The definitions of the higher order thinking skills in the New Taxonomy (the HOTS) are adopted for the research design. Hence, the higher-order thinking skills, reading comprehension in English and the frequencies of the HOTS in the English coursebooks constitute the dimensions of this research design.

### 3. METHODOLOGY

The overall aim of the study is to suggest possible solutions to the problems of foreign language teaching in the educational system of the country, and the specific aims are set accordingly. Therefore, the first aim of this study is to indicate whether there is a relationship between the higher order-thinking skills already acquired in the native language, i.e. Turkish and reading comprehension in English as a foreign language. The next aim is to reveal whether the English coursebooks (distributed in state schools by the MNE) involve the HOTS and whether the frequencies of the HOTS are high if they include them. Therefore, the processes and the data analyses are explained in detail to achieve the aims.

Briefly, this chapter explains the research model; the population, sample, and study groups; data collection tools; and the analyses of the data. The research tools of the study were developed by the researcher. Thus, the processes related to the compilation of the test items and development of these tools are also explained in this chapter. The processes are dealt with according to the research questions restated below:

- Have the 10th grade students attending state high schools acquired the higher order- thinking skills?
  - How is the performance of the 10th grade students attending state high schools in reading comprehension in English?
  - Is there a significant correlation between the HOTS already acquired by the students attending state high schools and their English reading comprehension in grade 10?
  - What is the frequency of the HOTS integrated into the English coursebooks ('Spot on 6', 'Spot on 7', 'Spot on 8' and 'New Bridge to Success') distributed by the MNE?
- **Have the 10th grade students attending the state high schools acquired the higher-order thinking skills?**

The research, which is related to the shortcomings of the National Education in Turkey, has indicated that among the others, one of the problems of the educational system is in the teaching of the higher-order thinking skills. The studies have shown that most of the students in Turkey cannot acquire these skills. However, a limited number of studies

have shown that this situation depends on the secondary school type (Gür, et al., 2012; Berberoğlu & Kalender, 2005; Berberoğlu, 2005). Thus, the question aimed at revealing whether the 10<sup>th</sup> grade students attending state high schools had acquired the higher-order thinking skills or not.

The research tool, ‘The Reading Comprehension Test in Turkish’, used for this question was developed by the researcher.

- How is the performance of the 10th grade students attending state high schools in reading comprehension in English?

The research question aimed to reveal the participant achievement in reading comprehension in English. The research tool used to assess the higher-order thinking skills was ‘The Reading Comprehension Test in English’. The test items were compiled and the tool was developed by the researcher.

- Is there a significant correlation between the HOTS already acquired by the students attending state high schools and their English reading comprehension in grade 10?

The research focusing on the relationship between the higher-order thinking skills and reading comprehension has shown that there is a correlation between the two. Additionally, there are studies indicating that reading comprehension skills acquired in native language could effect reading comprehension achievement in foreign language as well. However, the level of the foreign language is determinant in research designs (threshold level in this study).

In order to reveal whether there is a correlation between the higher-order thinking skills and reading comprehension in English as a foreign language, the first and second research tools were used (i.e. ‘The Reading Comprehension Test in Turkish’ and ‘The Reading Comprehension Test in English’).

- What is the frequency of the HOTS integrated into the English coursebooks (‘Spot on 6’, ‘Spot on 7’, ‘Spot on 8’ and ‘New Bridge to Success’) distributed by the MNE?

The inquiry about the English coursebooks stemmed from the related research discussing the shortcomings in the teaching of the higher-order thinking skills. These studies discuss mostly the objectives and/or the coursebooks of the Turkish courses. The fact that the coursebooks should be consistent with the course objectives and that both should follow a taxonomy directed the researcher to ask the question for the English

coursebooks. Therefore, it was thought that the results of the data analysis of this research question could be the supportive foundation for the results of the previous research questions. Evaluation Form (2), which was also developed by the researcher, was used for data collection.

The educational system follows a top-down process in Turkey (MNE, 1997). The students attending the same grade of state schools in Turkey mostly follow the same coursebook for a course if the type of the school is the same. These books are delivered by the state and it is an obligation for the teachers to use the books in their classrooms. Although there are individual diversities, attitudinal factors, different teacher performances, various social backgrounds, and different teaching- learning environments, it is thought that there is at least a standard in one of the most important components in the classrooms. Therefore, the coursebooks of English courses can give an idea whether the books incline to teach the higher-order thinking skills to the students.

### **3. 1. Research Model**

In this study, the first two research questions constituted the two variables of this research and it was thought that the HOTS acquired by the 10<sup>th</sup> grade students were correlated with their reading comprehension performance. Thus, the model was selected according to these two variables. As the research tries to reveal the relationship of these two variables, the model of this quantitative research is the correlational model.

Nachmias and Nachmias (1996: 588) state that the correlational model is appropriate for social sciences. It is thought that this model aims to reveal the relationship between the two “existing conditions” as Gay (1987: 230) claims. While defining the correlational model, Gay points to “the relationship between two variables” and argues that the model can be “deductive” or “inductive”. In deductive correlational model “the relationship to be investigated should be suggested by theory” which is valid for this research model as well. These theories are the ‘Interdependence’ and ‘Threshold’ Hypotheses (Cummins, 1979). (Ricciardelli (1992); Mayer and Wells (1996) assume these hypotheses as theories).

According to Gay (1987), existing conditions are measured, and there is no manipulation or a control group in this model (p.230). In the line with Gay’s opinion, in

this research there was not a manipulation and the HOTS and reading comprehension in English were measured in order to reveal the relationships between the two. That is, manipulation could not be applied to develop the HOTS of the participants or their reading comprehension in English. As a result, the research model did not need a control group.

Erkuş (2005) also calls this type of model correlational and added that sometimes the researcher cannot manipulate the participants. He puts forward that if the variable cannot be manipulated by the researcher because of the nature of the research question and of the social life which shapes the variable, the correlational model can be adopted. He also states that in this model the researcher cannot control the confounding variables because the research is usually conducted in a wide natural setting (p. 68). In the present research, the sample group was constituted from different schools. Therefore, it was almost impossible to practice a manipulation for the social and practical reasons. Consequently, there was no possibility of having a control group. Briefly, in this research there are theories on which the model was based and there are two variables which are thought to be correlational. The correlational model was adopted as the research model of this study.

With regard to the last research question, the frequencies of the HOTS available in the English coursebooks (Spot on 6, Spot on 7, Spot on 8, New Bridges to Success) were investigated to provide a supportive basis for this correlational research. This additional information was thought to be important because the coursebooks are the main resources for both the students and the teachers in Turkey (MNE, 2011a). The data collected for this process were also analyzed empirically to see the consistency between the raters and between the frequencies they pointed to.

### **3. 2. The Population, The Sample Group, and The Study Group**

#### **3. 2. 1. The Population**

Individuals who come to the age of 15 are thought to have acquired the higher-order thinking skills. Although there are different views about this age, the MNE claims on its web page that the last step of the child development starts when the child is at 11 (MNE, 2011b). Piaget (1964) argues that when individuals are at the fourth development stage, they complete the process of acquiring the higher-order thinking skills and their



cognitive functions reach the highest cognitive level (MNE, 2011b). Richland, Morrison & Holyoak (2006) assert that the age of acquiring the skills is 15. However, in Turkey, a student, who is 15 years old, attends the 9<sup>th</sup> grade, and the 9<sup>th</sup> grade students attending a state school usually cannot come to the threshold level in the foreign language. The students attending the private schools are not the researcher's concern. These students usually involve in English more hours than the students of the state schools. Thus, the students might achieve the threshold level ("The Threshold Hypothesis" Cummins, 1979) of the foreign language before the age of 15, which could spoil the research. As a result, the 10<sup>th</sup> grade students who were attending the state schools constitute the population.

### 3. 2. 2. The Sample Group

In this study, the sample group was selected via purposive sampling. In this sampling way the researcher "selects sampling units subjectively in an attempt to obtain a sample that appears to be representative of the population (Nachmias & Nachmias 1996: 184). Erkuş (2009: 98-99) claims that in this type of sampling, the group has definite and limited attributes which are hard to attain. In this sample group, the researcher considered two attributes: the grade (10<sup>th</sup> grade) that the sample group was in and their B1 English language level (see p. 115).

At the beginning of this research, the number of the sample group was defined as 100. However, this number was increased in case of participant loss and to be able to have reliable results. These participants were the 10<sup>th</sup> grade students attending the state high schools who took both of the tests for the research.

**Table 6.** Sample Group

High school	Number of participants
M. Adnan Özçelik Anatolian High School	53
Yusuf Kalkavan Anatolian High School	52
M. Mahmut Arslan Anatolian High School	57
<b>TOTAL</b>	<b>162</b>

### 3. 2. 3. The Study Group

Apart from the Sample Group, there are other groups who contributed to the development of the research tools in this study. Since the researcher developed the data collection tools, she called upon the knowledge and expertise of the judges as well as the raters. Moreover, two groups of students and some teachers also contributed to the development of these tools as well. The details of the study groups are on Table 7.

The study group was selected via purposive sampling as well.

**Table 7.** Study Group

Groups	Contribution	Number
Judges	For the development of ‘The Reading Comprehension Test in Turkish’	6
Judges	For the development of ‘The Reading Comprehension Test in English’	3
Raters	For the frequencies of the HOTS in the coursebooks	10
Students	For the development of ‘The Reading Comprehension Test in Turkish’	368
Students	For the development of ‘The Reading Comprehension Test in English’	336
Teachers	For the development of ‘The Reading Comprehension Test in English’	>12

### 3. 3. Data Collection Tools

There are three types of data collection tools in this research. These are:

- A test in Turkish developed by the researcher to measure the HOTS already acquired by the 10<sup>th</sup> grade students attending the state schools. The items of this test were compiled from different sources. It is called ‘The Reading Comprehension Test in Turkish’.
- A test in English developed by the researcher to measure the reading comprehension of the 10<sup>th</sup> grade students attending the state schools. The texts and/or some of the items were compiled from the B1 level resources. This test is called ‘The Reading Comprehension Test in English’.
- An evaluation form, Evaluation Form (2), developed by the researcher to find out the frequencies of HOTS in the books (Spot on 6, Spot on 7, Spot on 8, New Bridges to Success). Ten raters filled in Evaluation Form (2).

### **3. 3. 1. The Development Phase of the Research Tool: ‘The Reading Comprehension Test in Turkish’**

The researcher compiled the texts and/or the items from different resources and developed a test, ‘The Reading Comprehension Test in Turkish’, as a research tool. This research tool was used to investigate whether the 10<sup>th</sup> grade students attending the state high schools acquired the HOTS. There were some stages in the development of this tool: defining the table of specification; compiling and preparing the test items; demanding the judge opinions; revising, reorganizing and modifying the test items; putting the test items into an examination form; giving the test as trial; analyzing the results of the trial version of the test; and eventually forming the final test. The followings are the details of these stages.

#### **3. 3. 1. 1. The Table of Specification**

The higher order thinking levels of ‘New Taxonomy’ were accepted as the Table of Specifications because it was expected that a 10<sup>th</sup> grade student had already accomplished these skills and had competence on the native language. Therefore, the higher order thinking processes and their conceptualizations were accepted as the table of specification (Table 9.). These processes and the conceptualizations were defined according to the ‘New Taxonomy’ (Marzano and Kendall, 2007). In this taxonomy, there are six levels, five of which can be regarded as higher-order thinking processes. The first level of the taxonomy, ‘Retrieval’, also the fifth and sixth levels ‘Metacognition’ and ‘Self-System Thinking’ are not the concern of this study. The first level does not include a higher-order thinking process. The fifth and sixth levels, which depend on the individual differences, are related to the ‘self’. In the ‘Metacognition’ level, the students are expected to monitor their cognitive processes. In the ‘Self-System Thinking’, they are expected to analyze the importance of specific knowledge for their benefit and examine their beliefs related to that knowledge. Then they decide whether they can improve their understanding related to the knowledge. Therefore, although the fifth and sixth levels are related to the higher-order cognitive processes, it is almost impossible to assess or measure these levels in a large sample group.

Briefly, the second, ‘Comprehension’, the third, ‘Analysis’, and the fourth ‘Knowledge Utilization’ of the New Taxonomy (Marzano & Kendall, 2007; 2008) are assumed as the HOTS in this study (Table 8.). Their conceptualizations formed the Table of Specification.

**Table 8.** The HOTS

<b>Cognitive Domain</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	<b>Comprehension</b>	<b>Analysis</b>	<b>Knowledge Utilization</b>
<b>Knowledge Domain</b>			
<b>Information</b>	-Integrating	-Matching	-Decision Making
<ul style="list-style-type: none"> <li>• Organizing Ideas</li> <li>• Details</li> </ul>	-Symbolizing	-Classifying	-Problem Solving
<b>Mental Procedures</b>		-Analyzing Errors	-Experimenting
<ul style="list-style-type: none"> <li>• Processes</li> <li>• Skills</li> </ul>		-Generalizing	-Investigating
<b>Psychomotor Procedures</b>		-Specifying	
<ul style="list-style-type: none"> <li>• Processes</li> <li>• Skills</li> </ul>			

Adapted from Marzano and Kendall (2007, 2008)

**Table 9.** The Conceptualization of the HOTS as the Table of Specification

The HOTS		The Conceptualizations of the HOTS
<b>Level 2: Comprehension</b>	Integrating	1 Describe how and/or why
		2 Describe the key points
		3 Describe the effects
		4 Describe the relationship between
		5 Explain the ways
		6 Make connections between
		7 Paraphrase
		8 Summarize
	Symbolizing	1 Depict
		2 Represent
		3 Illustrate
		4 Draw
		5 Show
		6 Use models
		7 Diagram
		8 Chart
<b>Level 1: Analysis</b>	Matching	1 Categorize
		2 Differentiate
		3 Discriminate
		4 Distinguish
		5 Sort
		6 Create an analogy
		7 Create a metaphor
	Classifying	1 Organize
		2 Sort
		3 Identify a broader categories
		4 Identify categories
		5 Identify different types
	Analyzing Errors	1 Identify problems
		2 Identify issues
		3 Identify misunderstandings
		4 Assess
		5 Critique
		6 Diagnose
		7 Evaluate
		8 Edit
		9 Revise
	Generalizing	1 What conclusions can be drawn
		2 What inferences can be made
		3 Create a generalization
		4 Create a principle
		5 Create a rule
		6 Trace the development of
		7 Form conclusions
Specifying	1 Make and defend	
	2 Predict	
	3 Judge	
	4 Deduce	
	5 What would have to happen	
	7 Develop and argument for	
	8 Under what conditions	

The HOTS		The Conceptualizations of the HOTS
<b>Level 3: Knowledge Utilization</b>	Decision Making	1 Select the best among the following alternatives
		2 Which among the following would be the best
		3 What is the best way)
		4 Which of these is most suitable
	Problem Solving	1 How would you overcome
		2 Adapt
		3 Develop a strategy
		4 Figure out a way to
		5 How will you reach a goal under these conditions
	Experimenting	1 Generate and test
		2 Test the idea that
		3 What would happen if
		4 How would you test it
		5 How would you determine if
		6 How can this be explained
		7 Based on experiment, what can be predicted
	Investigating	1 Research
		2 Find out about
		3 Take a position on
		4 What are the differing features of
		5 How did this happen
		6 Why did this happen
		7 What would have happened if

Adapted from Marzano and Kendall (2007)

### **3. 3. 1. 2. The Preparation of the Trial Version of ‘The Reading Comprehension Test in Turkish’**

In order to form the test items, the researcher investigated the texts from different sources. Test items were prepared for the selected texts and they were sent to a professor, Kutlay Yağmur, who is an expert in writing test items and preparing valid and reliable tests for CITO (a testing and assessment company to measure and monitor human potential) in the Netherlands. He enlightened the researcher by critiquing the test items that

the researcher had written. Therefore, it was thought that the test items had to be taken from the different sources as the field of the researcher was not Measurement and Evaluation. As a result, the items of the ‘The Reading Comprehension Test in Turkish’ were taken from various sources but some texts and/or the multiple choices were modified or changed by the researcher.

The test items were selected according to the Table of Specification, which represented the three levels of the ‘New Taxonomy’: ‘Comprehension’, ‘Analysis’ and ‘Knowledge Utilization’. Each of these levels had various components and the researcher wrote down three test items for each component and four more items. Therefore, there were 37 test items to be evaluated by the judges via Evaluation Form (1).

### **3. 3. 1. 3. Evaluation Form (1): The Evaluation of the Judges**

An evaluation form, Evaluation Form (1), was prepared to obtain the judge view and evaluation. Table 10. illustrates the professions of the judges. The researcher prepared the items according to the levels of the HOTS. These items were placed into the appropriate levels of the HOTS on one of the parts of the form. Therefore, each test item represented one of the levels of the HOTS in the Evaluation Form (1). Additionally, the conceptualizations of the HOTS were placed in the second part in order to give the judges information about the HOTS.

The evaluation forms were given to the judges for their evaluations and decisions. Thus, they evaluated the test items and their placements, and they decided whether the test items and the placements of the items were appropriate (Appendix A: Evaluation Form 1). The main aim of the form was to confirm the level of each item.

When the judges thought an item placed by the researcher was not in the proper level of the HOTS, they wrote down their ideas and pointed to another level that they thought was appropriate. Moreover, on the same page there was a column as ‘Thoughts and Ideas’ asking the ideas of the judges about each item. Some of the judges, especially the ones from the field of Turkish Language Teaching, wrote their ideas on the test item sheet (instead of ‘Thoughts and Ideas’ column) to criticize the items. Their notes aimed at correcting the wording or grammatical issues related to the texts. One of the judges from the field of Measurement and Evaluation warned the researcher to correct the

wording of some items that he thought to be erroneous. The information about the judges is illustrated in Table 10.

**Table 10.** The Expertise of the Judges

<b>Judges</b>	<b>Expertise</b>
1 (A. E.)	Professor in Measurement and Evaluation
2 (B. Ö.)	Assistant Professor in Turkish Language Teaching
3. (E. Ö.)	Instructor & PhD Student in Turkish Language Teaching
4. (S. Ö. S.)	Assistant Professor in Measurement and Evaluation
5. (Y. U. B.)	Instructor & PhD Student in English Language Teaching

While the forms were collected from the judges, they stated that some of the levels of the HOTS were similar and it had been hard for them to decide the placements of some of these items. Therefore, it was observed that there was no consistency on some of the items among the judges (Table 11).

Another point about the items and Evaluation Forms (1) was that although there were 37 test items given to the judges for their evaluation, 36 of them were evaluated by the judges because of the researcher's mistake. One of the items had not been placed into any of the levels as it had been forgotten. Therefore, the question was omitted.



**Table 11.** The Results of the Evaluation Form (1)

Q.	A.	B.	E. Ö.	S. Ö.	Y. U.	HOTS LEVEL
1	A.	A.	A.	A.	A.	Analysis
2	C.	A.	A.	A.	A.	Analysis
3	A.	K.	K. U.	A.	K. U.	Know. Utilization
4	C.	K.	A.	A.	A.	Analysis
5	K.	K.	K. U.	K. U.	A.	Know. Utilization
6	K.	A.	K. U.	K. U.	K. U.	Know. Utilization
7	A.	A.	C.	C.	C.	Comprehension
8	A.	A.	K. U.	A.	A.	Analysis
9	A.	A.	K. U.	A.	A.	Analysis
10	C.	A.	C.	C.	C.	Comprehension
11	C.	A.	C.	C.	C.	Comprehension
12	A.	K.	K. U.	K. U.	A.	Know. Utilization
13	A.	A.	A.	A.	K. U.	Analysis
14	A.	A.	K. U.	A.	K. U.	Analysis
15	A.	A.	A.	A.	K. U.	Analysis
16	A.	A.	A.	A. or	K. U.	Analysis
17	A.	A.	A.	A.	A.	Analysis
18	A.	A.	A.	A.	A.	Analysis
19	A.	A.	K. U.	A. or	K. U.	Analysis/ Know. Utilization
20	K.	K.	K. U.	K. U.	K. U.	Know. Utilization
21	A.	A.	A.	A.	K. U.	Analysis
22	A.	A.	XXX	A.	A.	Analysis
23	C.	A.	C.	C.	A.	Comprehension
24	A.	A.	A.	A.	A.	Analysis
25	K.	K.	K. U.	K. U.	K. U.	Know. Utilization
26	C.	C.	K. U.	K. U.	A.	???
27	K.	K.	XXX	K. U.	K. U.	Know. Utilization
28	C.	A.	K. U.	K. U.	K. U.	Know. Utilization
29	C.	A.	XXX	K. U.	K. U.	???
30	A.	A.	A.	XXX	A.	Analysis
31	K.	A.	K. U.	XXX	A.	???
32	C.	A.	K. U.	K. U.	A.	???
33	C.	A.	XXX	XXX	K. U.	???
34	A.	K.	C.	C.	C.	Comprehension
35	C.	A.	XXX	A.	A.	Analysis
36	A.	XXX	K. U.	K. U.	K. U.	Know. Utilization

### **3.3.1.4. The Trial Version of ‘The Reading Comprehension Test in Turkish’**

When the necessary changes were made and the revision of the test items was completed, the levels of the items that the judges checked were turned into a table to be able to determine the level of each item (Table 11.). Although the level placements of items 26, 29, 31, 32, 33 were not clear they were used in the trial version of the test because it was thought that the judges admitted that these items represented the levels of the HOTS because there was no information mentioning that any of the items were representing the lower-order thinking skills in ‘Thoughts and Ideas’ column or on the item sheets. Therefore, the trial version of ‘The Reading Comprehension Test in Turkish’ had 36 items.

In order to prevent cheating in crowded classes and to have healthy results, the examination booklets were prepared in two groups, Group A and Group B. The items were the same but the places of correct choices in the three items were changed to obey the rules of writing test items. The first page of the examination booklet was an explanation page stating the purpose of the test and confirming the students that their names would be kept confidential in any case (see Appendix B: The trial version of ‘The Reading Comprehension Test in Turkish’).

For the trial version of the test the necessary permissions were taken from the Directorate of National Education in Mersin (Appendix C: Permissions of the Directorate of National Education in Mersin).

The trial version of ‘The Reading Comprehension Test in Turkish’ was given to 368 10<sup>th</sup> grade students attending the state high schools. In order to have sound results from the test, the participants of this study group were selected from different state high schools in Mersin in 2013-2014 Academic Year. These schools were chosen among the high schools situated in the city center for practical reasons. However, there was another criterion in the high school choice. The students attending these schools take an entrance examination. The five high schools from which the participants were selected have different achievement levels and the entrance scores of these schools range from 466,484 to 237,610 (MNE, 2013). It was thought that this wide range could destroy the homogeneity and homogeneity was not a desirable circumstance for such tests. Therefore,

the wide range of the variable was considered as Erkuş (2009: 98) implies. The details are shown in Table 12.

**Table 12.** The Participants of the Trial Version of ‘The Reading Comprehension Test in Turkish’

High School	Entrance Score	Number of Participants
Yahya Akel Fen Lisesi	466,484	97
Mezitli Anadolu İmam Hatip Lisesi	237,610	24
Atatürk Anadolu Lisesi	252,194	75
Gazi Anadolu Lisesi	303,65	72
Hacı Sabancı Anadolu Lisesi	387,215	77
<b>TOTAL</b>		<b>345</b>

The trial version of the test was given to the participants attending the same state high school in their classes at the same time. There was no time limitation; each participant decided the duration of the test because the main aim was to be able to collect data from each item. When they finished answering, they handed in the exam papers. The teachers of the participants became the invigilators of the classes under the control of a voluntary teacher/lecturer friend of the researcher’s and the researcher herself. Therefore, the participants were monitored while taking the test.

Because optical answer sheets were used for this test, the participants were expected to give some information and mark their examination groups either as Group A or Group B. However, among the 368 participants, 23 of the participants either forgot to mark their test groups or they marked the same choice for every item. Consequently, the 23 optical answer sheets were omitted and the number of the participants became 345.

### **3. 3. 1 .5. The Analysis of the Trial Version of ‘The Reading Comprehension Test in Turkish’**

The raw data gathered from 345 participants were held by means of SECONIC

Optical Reader. For the item and test analyses a computer program, ITEMAN for windows Version 3.5, was used. This computer program showed the item and test statistics of the test (Table 13. and Table 14).

The analysis of the items signified that item 5 (item 1 in Group B ) and 25 in Group A (item 34 in Group B) could not be used in the final version of the test. However, it was realized later that the correct answer of item 34 in Group B was marked incorrectly on the answer key and the biserial value of the same item in Group A was positive ( $r_{jx} = .46$ ). That is, it was not omitted. Consequently, it was decided that item 5 in Group A (item 1 in Group B) had to be omitted as the biserial values of the items were negative (for item 5 in Group A  $r_{jx} = -.21$  and for item 1 in Group B  $r_{jx} = -.30$ ) in both groups.

Table 13. The Analysis of the Trial Version of ‘The Reading Comprehension Test in Turkish’

Item number in Group A	Prop. Correct (P)	Biserial (r <sub>jx</sub> )	Item number in Group B	Prop. Correct (P)	Biserial (r <sub>jx</sub> )
1	.50	.50	7	.52	.27
2	.91	.60	11	.94	.42
3	.74	.47	12	.66	.31
4	.48	.42	13	.38	.38
5	.13	-.21	1	.13	-.30
6	.81	.71	14	.83	.71
7	.19	.24	15	.19	.21
8	.35	.52	18	.41	.39
9	.21	.12	2	.27	.29
10	.77	.36	6	.72	.29
11	.51	.18	10	.45	.14
12	.78	.48	9	.84	.60
13	.66	.50	3	.69	.46
14	.76	.63	19	.72	.58
15	.85	.70	22	.85	.51
16	.85	.26	20	.88	.43
17	.76	.58	8	.78	.57
18	.79	.55	23	.81	.66
19	.69	.65	16	.85	.64
20	.82	.56	4	.89	.58
21	.66	.64	5	.76	.38
22	.53	.43	21	.61	.43
23	.77	.60	17	.77	.61
24	.87	.83	33	.83	.70
25	.59	.46	34	.34	-.07
26	.54	.43	35	.65	.53
27	.75	.58	28	.83	.73
28	.86	.64	25	.80	.40
29	.47	.34	27	.41	.35
30	.30	.36	36	.34	.48
31	.88	.73	30	.84	.88
32	.53	.49	31	.51	.52
33	.66	.56	32	.72	.69
34	.40	.29	26	.51	.29
35	.76	.64	29	.76	.60
36	.64	.64	24	.78	.63

**Table 14.** The Test Analysis of the Trial Version of ‘The Reading Comprehension Test in Turkish’

	<b>Group A</b>	<b>Group B</b>
<b>Number of items</b>	36	36
<b>Number of examinees</b>	169	176
<b>Mean</b>	22.775	23.324
<b>Variance</b>	30.222	23.503
<b>Standard Deviation</b>	5.497	4.848
<b>Skew</b>	-0.684	-0.768
<b>Kurtosis</b>	0.072	0.366
<b>Minimum</b>	6	8
<b>Maximum</b>	34	33
<b>Median</b>	24	24
<b>Alpha</b>	0.797	0.744
<b>Standard Error of Measurement</b>	2.477	2.454
<b>Mean P</b>	0.633	0.648
<b>Mean Item Total</b>	0.353	0.322
<b>Mean Biserial</b>	0.486	0.452
<b>Maximum Score in Low Group</b>	20	21
<b>Number of Examinees in Low Group</b>	55	50
<b>Minimum Score in High Group</b>	27	27

As it was thought that greater number of data would give solid results for the further analysis, the raw data collected from 345 participants were united. That is, Group A and Group B were united and the data of 345 were analyzed. In order do so the raw data were transferred into a computer program, Excel, and the correct answers of the three items were shifted, and then they were united. In this process the raw data were also converted to the dichotomy as 0 -1 as well.

In the next step, the data obtained from the 345 participants of the test were analyzed by means of a computer program called Statistical Packages for the Social Sciences (SPSS). In order to reveal the structure of the research tool, the data were turned into correlation matrix and empirical methods were applied to the data for factor analyses.

Additionally, the analysis indicated that there were outliers (extreme values) in the results of test. Therefore, 38 papers were omitted and the analyses were repeated. The

further analyses were done with the data of 307 participants. The results of the item analysis were shown in Table 15.

**Table 15.** The Item Analyses of the Trial Version of ‘The Reading Comprehension Test in Turkish’

Item No	Prop. Correct (pj)	Biserial (rjx)	HOTS
1	0.52	0.29	Analysis
2	0.93	0.38	Analysis
3	0.70	0.37	K. Utilization
4	0.42	0.40	Analysis
5	0.13	-0.27	K. Utilization
6	0.84	0.60	K. Utilization
7	0.21	0.17	Comprehension
8	0.38	0.51	Analysis
9	0.24	0.27	Analysis
10	0.77	0.25	Comprehension
11	0.49	0.21	Comprehension
12	0.83	0.43	K. Utilization
13	0.70	0.35	Analysis
14	0.75	0.50	Analysis
15	0.86	0.53	Analysis
16	0.87	0.21	Analysis
17	0.78	0.46	Analysis
18	0.82	0.42	Analysis
19	0.79	0.45	Analysis/ K. Utilization
20	0.87	0.50	K. Utilization
21	0.72	0.50	Analysis
22	0.57	0.44	Analysis
23	0.79	0.50	Comprehension
24	0.87	0.58	Analysis
25	0.59	0.50	K. Utilization
26	0.61	0.40	?
27	0.81	0.54	K. Utilization
28	0.89	0.27	K. Utilization
29	0.45	0.30	?
30	0.32	0.40	Analysis
31	0.88	0.63	?
32	0.51	0.49	?
33	0.71	0.57	?
34	0.46	0.32	Comprehension
35	0.77	0.58	Analysis
36	0.72	0.54	K. Utilization

The analysis of the items indicated that some of the items were not proper because the  $r_{jx}$  value of some items were  $<.30$ . Therefore, these items were not used in the final version of the test. Besides, there was no judge consistency on some of the items and these items were also omitted (items 26-29-31-32-33). Table 15. shows these details. Additionally, there were other items requiring corrections. Thus, they were modified for the final version. As a result, items 2-5-7-15-16-18-24-26-27-29-31-32-33 were not used in the final version of the tests.

**Table 16.** The Test Analysis of the Trial Version of ‘The Reading Comprehension Test in Turkish

<b>Number of items</b>	36
<b>Number of Participants</b>	307
<b>Mean</b>	23,56
<b>Variance</b>	20,34
<b>Standard Deviation</b>	4,51
<b>KR-20</b>	0.70

- The test results indicated that the reliability of the test is high. It was observed that the internal consistency coefficient of all the items was  $KR-20 = 0.70$
- The results of various explanatory factor analyses without any rotation showed that although there were 11 factors in the structure of the research tool, the factor loads of almost all the items gave positive loads to the first factor.

After all types of rotation procedures, it was observed that the items were dispersed haphazardly to the 11 factors. However, this was an expected result according to the New Taxonomy. Marzano et al. (1988) claims that the levels in the taxonomy are not hierarchical but are interrelated with one another. Therefore, all the levels establish a whole, i.e. they form the constituents of the whole. Table 17. shows the items of the final version of the test (Appendix F: The final version of ‘The Reading Comprehension Test in Turkish’).



**Table 17.** The Items in the Final Version of ‘The Reading Comprehension Test in Turkish’ (307 participants)

Item No	Item No in Final Version	Prop. Correct (pj)	Biserial (rjx)		HOTS
1	1	0.52	0.29	modified	Analysis
3	22	0.70	0.37		K. Utilization
4	23	0.42	0.40		Analysis
6	3	0.84	0.60		K. Utilization
8	2	0.38	0.51		Analysis
9	5	0.24	0.27	modified	Analysis
10	4	0.77	0.25	modified	Comprehension
11	6	0.49	0.21	modified	Comprehension
12	7	0.83	0.43		K. Utilization
13	8	0.70	0.35		Analysis
14	9	0.75	0.50		Analysis
17	10	0.78	0.46		Analysis
19	11	0.79	0.45		Analysis/ K. Utilization
20	21	0.87	0.50		K. Utilization
21	13	0.72	0.50		Analysis
22	12	0.57	0.44		Analysis
23	14	0.79	0.50		Comprehension
25	15	0.59	0.50		K. Utilization
28	19	0.89	0.27		K. Utilization
30	17	0.32	0.40		Analysis
34	16	0.46	0.32		Comprehension
35	18	0.77	0.58		Analysis
36	20	0.72	0.54		K. Utilization

### **3. 3. 2. The Development Phase of the Research Tool: ‘The Reading Comprehension Test in English’**

In order to assess the reading literacy in English, a research tool was developed by the researcher. The main aim of this tool was to discover how well the 10<sup>th</sup> grade students attending the state high schools comprehended the texts in English. Therefore, this test was prepared as an achievement test and it was called ‘The Reading Comprehension Test in English’.

#### **3. 3. 2. 1. Table of Specification**

There is not a proper table of specification for ‘Reading Comprehension Test in English’. The MNE (Mirici, n. d.) states on its web site that the objectives of the English courses were designed according to the CEFR. Therefore, it was determined that the language level of the test had to be B1 level. This level is accepted as the threshold level in CEFR. As the research design was based on the ‘Interdependence’ and ‘Threshold Hypotheses’, B1 level test items were used in the test.

Common European Framework defines mainly six language levels and adds that the levels A2, B1, B2, and C2 can have subdivisions as A1, A2.1, A2.2; B1.1, B1.2; B2.1, B2.2, C1.1, C1.2, C2. It states that this subdivision depends on the local necessities. While it describes the goals of the six levels for each language skill, it does not give the details about the sentence structures or the grammar points (CoE, 2003). It does not give the details about the subdivisions or their contents, either.

The MNE defines a different subdivision but does not give details about these subdivisions. The MNE informs that there are ten subdivisions as A1.1, A1.2, A2.1, A2.2, A2.3., B1.1, B1.2, B2.1., B2.2., C1.1. (MNE, 2011c). The subdivision that the MNE asserts does not include C2. level. It does not give details about where a level starts and ends, what sentence and grammar structures they have.

In order to attain the validity of the research tool, the information about the reading skill of B1 language level defined by the CEFR was used because it accepted the level as threshold. However, focusing on the four skills, the Framework does not give

detailed objectives for the levels as its main purpose was to provide a standard for language. Table 18. gives the information about the reading skill in B1 level.

The fact that the CEFR does not define the grammar points of the levels made it hard for the researcher to decide which text to be selected. In order not to cause a problem or confusion, B1-level books /web pages were investigated and the texts were selected from those sources. The selected texts were reconsidered to be able to decide whether there was a consistency between the texts and the goals of the language level (B1) defined by the CEFR. Therefore, it was thought that a table of specification was not necessary.

**Table 18.** Reading Skill in B1 Level in CEFR

OVERALL READING COMPREHENSION:	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
READING CORRESPONDENCE:	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
READING FOR ORIENTATION:	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.
READING FOR INFORMATION AND ARGUMENT:	Can identify the main conclusions in clearly signaled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
IDENTIFYING CUES AND INFERRING (Spoken & Written):	Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.
TRANSACTIONS TO OBTAIN GOODS AND SERVICES:	Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. Can make a complaint. Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination. Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, nonspecialised nature.
PROCESSING TEXT:	Can collate short pieces of information from several sources and summarize them for somebody else.
THEMATIC DEVELOPMENT:	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
COHERENCE AND COHESION:	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Adapted from CoE-CEFR, 2003

### **3.3.2.2. The Preparation of the Test Items: Trial Version of ‘The Reading Comprehension Test in English’**

Since 2011-12 Academic Year, the MNE has adopted a practice and it has demanded the schools to determine the English levels of their students. Thus, the branch teachers come together and decide which English level they should teach by considering their students. On the one hand, some but not all of the high schools give tests to determine the language levels of their students. On the other hand, the tests given to the students are not standard English tests. These tests are prepared by the school teachers and when the test results are obtained, the teachers decide the level and start using the coursebook of the level accordingly. Therefore, the levels might not be a realistic one. The coursebooks were delivered by the MNE.

Therefore, there were some difficulties in preparing such a test because there were different practices in English courses in different schools. These schools were science lycees, Anatolian high schools, Anatolian vocational schools, religious vocational high schools and vocational schools. Different language levels were adopted even by different state high schools of the same type.

The schools selected for this research were following the coursebooks of A2.2 or A2.3. levels. These schools were Eyüp Aygar Science Lycee, Tevfik Sırrı Gür, Mehmet Serttaş, Yenişehir Mersin, H. Okan Merzeci, and İçel Anatolian High Schools. Some teachers working at the schools stated frankly that their students knew more than the program or the coursebooks demanded. In order not to cause a problem, the texts of the trial version were taken to the English teachers for their opinions about the levels of the texts. Some teachers stated that not all the students could understand the texts. Some teachers agreed that the students could understand and that their students knew the grammatical structures of the texts although the level of the texts was B1. Most of them agreed on the appropriateness of the texts as well. In order to avoid the homogeneity, all the students were given the test because homogeneity was not a desirable aspect in the trial of the test.

Additionally, in order to have a well designed reading comprehension test, the test items were prepared according to three categories that PISA defined on its web page:

accessing and retrieving, integrating and interpreting, reflecting and evaluating (PISA, 2013: 22). The definitions are as follows:

According to PISA (2013) “*accessing and retrieving* involves going to the information space provided and navigating in that space to locate and retrieve one or more distinct pieces of information” (p. 22). It is stated that while assessing requires the identification of the particular place of the information in the text, retrieving demands selecting the explicit information or ‘finding synonymous information’ in upper levels.

Integrating and interpreting are required for a broader understanding. “Integrating involves processing what is read to make internal sense of a text. Integrating involves connecting various pieces of information to make meaning, whether it be identifying similarities and differences, making comparisons of degree, or understanding cause and effect relationships” (p. 22).

Interpreting requires making meaning from the things which are not directly stated. It is the ability of inferring or deducing more meaning from the things that are not directly stated. The item type in this category can be as follows: “inferring the connection between one part of the text and another, processing the text to form a summary of the main ideas, requiring an inference about the distinction between principal and subordinate elements, or finding a specific instance in the text of something earlier described in general terms” (p. 23). The item types in this category can be for “identifying the main message or by identifying the general purpose or use of the text”. The reader is expected to “select or create a title or assumption for the text, explain the order of simple instructions, describe the main character or setting of a story, to identify a theme of a literary text, or explain the purpose of the test” (p. 23).

The reflecting and evaluating category goes beyond the text and demands relating the text with the reader’s conceptual entities or the experiential knowledge. Thus, a connection between the information given in the text and the reader’s knowledge should be connected for further meaning. In this category, the task “includes determining the usefulness of a particular text for a specified purpose and evaluating an author’s use of particular textual features in accomplishing a particular goal. The student may also be called upon to describe or comment on the author’s use of style and to identify the author’s purpose and attitude” (p. 24).

These criteria were used in the compilation of the texts and/or items and the

development of ‘The Reading Comprehension Test in English’ The items were placed according to the categories.

35 items were prepared for the trial version of ‘The Reading Comprehension Test in English’. To check whether the category placements of the items were appropriate, an evaluation form, Evaluation Form (3), was prepared to consult the judges.

### **3. 3. 2. 3. Evaluation Form (3): The Evaluation of the Judges**

Evaluation Form (3) was prepared to reveal the judge view for PISA category placements of the test items (Appendix D: Evaluation Form (3)). There were three judges who contributed to the development of the test (two Assistant Professors and an Instructor from the field of English Language Teaching).

The researcher placed the test items according to the PISA categories in Evaluation Form (3). On the second page of the form was the information about the PISA reading categories. The judges were expected to evaluate the item placements. When they thought that the placement of an item was not appropriate, they pointed to a new category within the line of their duty.

Two of the judges explained their opinions about the problematic parts of the items and offered some corrections or modifications in the items. The necessary changes were made according to their opinions and they were sent to the judges again for their confirmation. Table 19. shows the category placements of the judges. The results of the item placement indicated that there was a consistency between the judges except for item 31.

**Table 19.** The Categories of the Items in ‘The Reading Comprehension Test in English’

Q.	G. D.			Y. T.			E. A.		
	A. & R.	I. & I.	R. & E.	A. & R.	I. & I.	R. & E.	A. & R.	I. & I.	R. & E.
1	X			X			X		
2	X			X			X		
3		X			X			X	
4		X			X			X	
5			X			X			X
6		X			X			X	
7		X			X			X	
8	X			X			X		
9	X			X			X		
10	X			X			X		
11	X			X			X		
12	X			X			X		
13	X			X			X		
14		X			X			X	
15	X			X			X		
16		X			X			X	
17		X			X			X	
18		X			X			X	
19		X			X			X	
20		X			X			X	
21			X			X			X
22		X			X			X	
23		X			X			X	
24			X			X			X
25		X			X			X	
26			X			X			X
27		X			X			X	
28		X			X			X	
29		X			X			X	
30		X			X			X	
31		X			X				X
32		X			X			X	
33		X			X			X	
34		X			X			X	
35		X			X			X	



### **3.3.2.4. The Trial Version of ‘The Reading Comprehension Test in English’**

The trial version of ‘The Reading Comprehension Test in English’ consisted of 35 items (see Appendix D: in Evaluation Form (3)). In order to prevent cheating, the examination booklets were prepared as Group A and Group B.

340 10<sup>th</sup> grade students participated the trial version of the test (Table. 20). The participants were selected among the state high schools and were given the test in Mersin in 2013-2014 Academic Year.

The state high schools were selected among the ones situated in the city center as for practical reasons. The range of the lowest entrance scores of these schools was not wide. Therefore, in order to avoid the homogeneity, the number of the schools was increased to six.

The trial version of ‘The Reading Comprehension Test in English’ was given to the participants attending the same state high school in their classes at the same time. There was no time limitation. It was observed that the shortest answering time was 35 minutes and the longest time was 70 minutes. The teachers of the participants became the invigilators of the classes and the students were monitored during the exam by the researcher and a voluntary teacher/lecturer friend of hers.

Optical answer sheets were used for the test. Although, 340 10<sup>th</sup> grade students participated in the test, 336 of the answer sheets were evaluated because four of the participants either marked the same choice for all of the items or drew sketches on the sheets. Table 20. gives the information of the participants’ schools and their numbers.

**Table 20.** Participants of the Trial Version of ‘The Reading Comprehension Test in English’

<b>High School</b>	<b>Entrance Score</b>	<b>Number of Participants</b>
Eyüp Aygar Fen Lisesi	473,017	36
Tevfik Sırrı Gür Anadolu Lisesi	394,334	70
Mehmet Serttaş Anadolu Lisesi	411,419	87
Yenişehir Mersin Anadolu Lisesi	409,856	39
H. Okan Merzeci Anadolu Lisesi	379,180	62
İçel Anadolu Lisesi	469,127	46
<b>TOTAL</b>		<b>340</b>

### **3. 3. 2. 5. The Analyses of the Trial Version of ‘The Reading Comprehension Test in English’**

The raw data collected from the 336 participants were marked by means of SECONIC Optical Reader and ITEMAN for Windows Version 3.5 were used to analyze the items and the test. The analysis indicated that items 9, 21 and 24 in Group A (items 23, 30, 33 in Group B respectively) had to be omitted because these items pointed out low biserial values (Table 21. and Table 22.).

**Table 21.** The Item Analysis of the Trial Version of 'The Reading Comprehension Test in English'

Item number in Group A	Prop. Correct (P)	Biserial(rjx)	Item number in Group B	Prop. Correct (P)	Biserial (rjx)
1	.29	.32	13	.33	.30
2	.69	.56	14	.59	.59
3	.38	.62	15	.45	.66
4	.56	.50	16	.56	.63
5	.36	.34	1	.40	.35
6	.63	.58	17	.49	.70
7	.40	.66	7	.39	.74
8	.76	.50	22	.71	.43
9	.19	.13	23	.19	.08
10	.36	.54	24	.42	.47
11	.58	.56	25	.50	.56
12	.28	.58	26	.28	.53
13	.34	.50	27	.37	.53
14	.39	.52	28	.27	.47
15	.51	.56	29	.45	.55
16	.47	.58	2	.45	.58
17	.59	.52	3	.55	.59
18	.64	.60	4	.67	.52
19	.44	.39	5	.50	.44
20	.83	.43	6	.83	.58
21	.27	.22	30	.26	.14
22	.16	.33	31	.19	.42
23	.33	.37	32	.32	.46
24	.13	.09	33	.16	.04
25	.52	.52	9	.57	.53
26	.30	.52	8	.34	.60
27	.36	.54	11	.42	.44
28	.33	.58	10	.42	.65
29	.37	.66	34	.41	.61
30	.46	.62	35	.53	.66
31	.28	.49	12	.35	.66
32	.34	.54	18	.42	.62
33	.32	.41	19	.35	.46
34	.43	.62	20	.45	.71
35	.39	.61	21	.47	.63

**Table 22.** The Test Analysis of ‘The Reading Comprehension Test in English

	<b>Group A</b>	<b>Group B</b>
<b>Number of items</b>	35	35
<b>Number of examinees</b>	166	172
<b>Mean</b>	14.627	15.047
<b>Variance</b>	39.065	45.184
<b>Standard Deviation</b>	6.250	6.722
<b>Skew</b>	0.837	0.649
<b>Kurtosis</b>	0.389	-0.392
<b>Minimum</b>	1	1
<b>Maximum</b>	33	32
<b>Median</b>	13	13
<b>Alpha</b>	0.829	0.850
<b>Standard Error of Measurement</b>	2.585	2.600
<b>Mean P</b>	0.418	0.430
<b>Mean Item Total</b>	0.377	0.399
<b>Mean Biserial</b>	0.489	0.512
<b>Maximum Score in Low Group</b>	11	10
<b>Number of Examinees in Low Group</b>	59	50
<b>Minimum Score in High Group</b>	17	19
<b>Number of Examinees in High Group</b>	53	47

The data obtained from Group A and Group B were united in order to have reliable results and transferred into an Excel (a computer program) file. In order to reveal the structure of the research tool, the data were turned into 0-1 dichotomy and analyzed via the computer program SPSS version 11.5. Because of the extreme values (outliers) of the sheets, 45 optical answer sheets were omitted. Therefore, the number of the participants became 291.

Items 1, 9, 12, 19, 22, 23, 24, 28, 33, 36 were excluded from the final version of the test as they had low biserial values ( $r_{jx} < .30$ ). Item 31 was omitted as there was not a

consistency between the judges. Item 14 was also omitted as there were similar items in the test. The multiple choices of the items 5 ( $r_{jx} = .26$ ) and 26 ( $r_{jx} = .28$ ) were revised and used in the final version (Table 23.)

**Table 23.** The Item Analyses of the Trial Version of ‘The Reading Comprehension Test in English’

Item No	Prop. Correct (pj)	Biserial (r <sub>jx</sub> )	HOTS
1	0.27	0.19	A & R
2	0.60	0.57	A & R
3	0.33	0.38	I & I
4	0.49	0.46	I & I
5	0.34	0.26	R & E
6	0.49	0.53	I & I
7	0.30	0.43	I & I
8	0.70	0.46	A & R
9	0.18	0.02	A & R
10	0.33	0.33	A & R
11	0.48	0.43	A & R
12	0.22	0.25	A & R
13	0.29	0.33	A & R
14	0.28	0.30	I & I
15	0.42	0.41	A & R
16	0.41	0.52	I & I
17	0.53	0.57	I & I
18	0.61	0.50	I & I
19	0.42	0.26	I & I
20	0.80	0.55	I & I
21	0.26	0.29	R & E
22	0.13	0.10	I & I
23	0.26	0.14	I & I
24	0.13	-0.05	R & E
25	0.49	0.41	I & I
26	0.25	0.28	R & E
27	0.34	0.32	I & I
28	0.29	0.28	I & I
29	0.31	0.40	I & I
30	0.42	0.50	I & I
31	0.24	0.26	?
32	0.31	0.31	I & I
33	0.29	0.24	I & I
34	0.36	0.44	I & I
35	0.36	0.42	I & I

**Table 24.** The Test Analysis of the Trial Version of ‘The Reading Comprehension Test in English’

<b>Number of items</b>	35
<b>Number of Participants</b>	291
<b>Mean</b>	11,71
<b>Variance</b>	19,32
<b>Standard Deviation</b>	4,395
<b>KR-20</b>	0.69

The results showed that the reliability of the test was high (KR-20= 0.69). The items selected for the final version is shown on Table 24.

**Table 25.** The Final Version of ‘The Reading Comprehension Test in English’

<b>Item No</b>	<b>Item No in the Final Version</b>	<b>Prop. Correct (pj)</b>	<b>Biserial (rjx)</b>		<b>Reading Comprehension Categories</b>
2	1	0.60	0.57		Assessing & Retrieving
3	2	0.33	0.38		Integrating& Interpreting
4	3	0.49	0.46		Integrating& Interpreting
5	4	0.34	0.26		Reflecting & Evaluating
6	5	0.49	0.53		Integrating& Interpreting
7	6	0.30	0.43		Integrating& Interpreting
8	8	0.70	0.46		Assessing & Retrieving
10	9	0.33	0.33		Assessing & Retrieving
11	10	0.48	0.43		Assessing & Retrieving
13	11	0.29	0.33		Assessing & Retrieving
15	12	0.42	0.41		Assessing & Retrieving
16	13	0.41	0.52		Integrating& Interpreting
17	14	0.53	0.57		Integrating& Interpreting
18	15	0.61	0.50		Integrating& Interpreting
20	16	0.80	0.55		Integrating& Interpreting
21	20	0.26	0.29	modified	Reflecting & Evaluating
25	17	0.49	0.41		Integrating& Interpreting
26	18	0.25	0.28	modified	Reflecting & Evaluating
27	19	0.34	0.32		Integrating& Interpreting
29	21	0.31	0.40		Integrating& Interpreting
30	22	0.42	0.50		Integrating& Interpreting
32	7	0.31	0.31		Integrating& Interpreting
34	23	0.36	0.44		Integrating& Interpreting
35	24	0.36	0.42		Integrating& Interpreting

The second research tool was the final version of 'The Reading Comprehension Test in English', which was used to assess the reading comprehension achievement of the participants (Appendix G: Final version of 'The Reading Comprehension Test in English').

### **3. 3. 3. Evaluation Form (3): The Frequencies of the HOTS in the English Coursebooks**

The third data collection tool of this research was an evaluation form, Evaluation Form (2).

'Spot on 6', 'Spot on 7', 'Spot on 8', 'New Bridges to Success' were the books that the state schools followed in the previous academic years. These books were used in the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades of state schools respectively. In the 2013-2014 Academic Year, the books were changed. However, it was thought that the students who attended the 10<sup>th</sup> grade in the 2013-2014 Academic Year usually followed the books in the previous years if they attended state schools. Therefore, it was also thought that the books had impacts on the students' cognitive development although it was accepted that the books and the frequencies of the HOTS included in the books were not the only reason for their cognitive development.

More important, it is known that coursebooks should be consistent with the objectives of the courses and they should aim to help students acquire the knowledge that the objectives define. Furthermore, the related literature indicates that course objectives that the authorities set should follow a taxonomy, which provides the students with the teaching of the cognitive skills also. These cognitive skills are defined as the lower-order and higher-order thinking skills in taxonomies. Therefore, it became necessary for this researcher to reveal whether the coursebooks intended to teach these cognitive skills in compliance with the objectives.

In order to reveal whether the books aimed at teaching the higher order thinking skills, an evaluation form, Evaluation Form (2), was developed by the researcher. Ten raters filled in the evaluation form to find out the frequencies of the HOTS in the books.

Evaluation Form (2) had three parts. In the first part were the researcher's

explanations about the research and the aim of the form. The second part included the table of the conceptualizations of the HOTS, which was used by the raters as a guide. In the third part were the tables on which the title of each unit and the conceptualizations of the HOTS were in different columns. The first column of this table had the unit titles; the second, third and the fourth columns had the names of the HOTS ('Comprehension', 'Analysis', 'Knowledge Utilization' respectively). The raters were expected to check these columns if they thought that the unit included any of the HOTS (Appendix E: Evaluation Form (2)).

It was thought that training was necessary for the raters. In order to train the raters the researcher met them in groups and explained the details of the Taxonomy. The examples were also given to the raters. This training lasted for one or two hours and this process was repeated until all the raters were ready to fill in the form. Then the Evaluation Form (2) and the copies of all the coursebooks (Spot on 6, Spot on 7, Spot on 8, New Bridges to Success) were given to the raters for their evaluations during the summer vacation.

Among the ten raters was an English teacher working at a state high school and the others were the instructors working at the School of Foreign Languages in Mersin University.

### **3. 4. Data Collection**

While 'The Reading Comprehension Test in Turkish' aimed at assessing the HOTS that the participants already acquired, 'The Reading Comprehension Test in English' aimed at assessing the achievement of the participants' English reading comprehension. The sample group took both 'The Reading Comprehension Test in Turkish' and 'The Reading Comprehension Test in English' in their own classrooms. The teachers of the participants worked as the invigilators and the researcher monitored both the participants and the invigilators during the examination.

'The Reading Comprehension Test in Turkish' was given the participants on one day and the 'The Reading Comprehension Test in English' was given to the same participants the next day. Therefore, each participant took the two tests. The teachers of the participants were the invigilators in the classrooms. An instructor/teacher friend of the



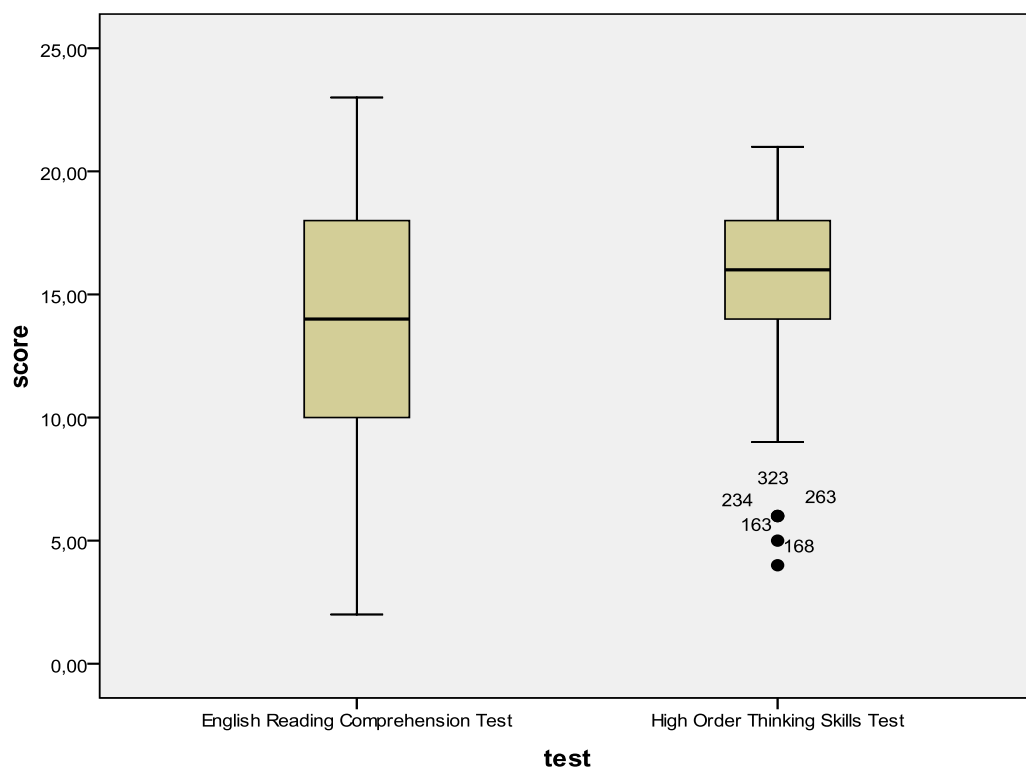
researcher's and the researcher herself monitored the students and the invigilators during the tests.

### 3. 5. The Analysis of the Data

The data collected from the two tests (n=162) were turned into a boxplot diagram in order to find out the outliers in the distribution (Figure 1).

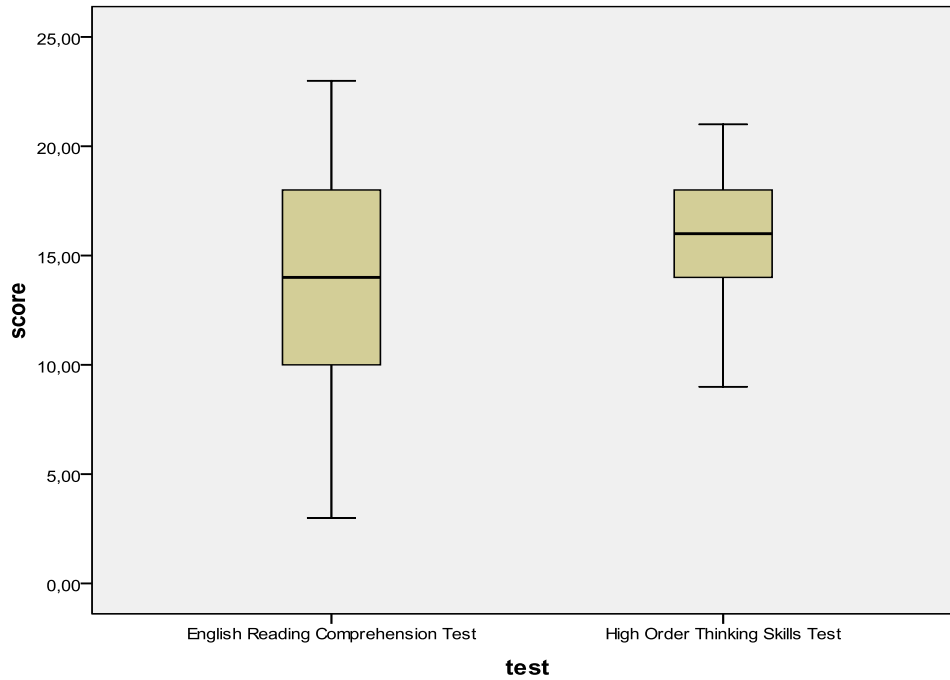
The boxplot diagram in Figure 1. indicated that the scores of the five participants in 'The Reading Comprehension Test in Turkish' were outliers in the distribution. Therefore, the data of these participants were excluded from the data collected from 'The Reading Comprehension Test in Turkish' as well as 'The Reading Comprehension Test in English'.

It was observed that there were not any outliers in the data of 'The Reading Comprehension Test in English'.



**Figure 1.** The Boxplot Diagram of the Two Tests

The data were transferred to the boxplot diagram once more for further outlier analysis. It was observed that there were not any outliers (Figure 2). As a result, it was decided that further analyses would be done with the data of 157 participants.



**Figure 2.** The Boxplot Diagram of 157 Participants for the Two Tests

### 3. 5. 1. The Analyses of ‘The Reading Comprehension Test in Turkish’

- Have the 10th grade students attending state high schools acquired the higher-order thinking skills (HOTS)?

The distribution of the data was considered and it was observed that the mean value of the test scores was 16,06, the median 16,00 and the mode was 17,00. Although the distribution was negatively skewed (-0,177), the ratio of the skewness statistic to its standard error for this distribution was -0.921 (-0,177 / 0.194), which was within the limits of the normal distribution (i.e.  $-2 < 2$ ). Therefore, the distribution was considered to be normal.

Additionally, the kurtosis statistic of the data distribution was -0,362. The ratio of kurtosis to its standard error was -0,940 (-0,362 / 0,385). The value of this ratio also indicated that the distribution was not significantly different from the normal (i.e.  $-2 < 2$ ).

The minimum score in the test was 9 and the maximum was 21 out of 23 items. The standard deviation of the test was 2,47. Therefore, the scores spread out around 13,59 and 18,53 (i.e.  $16,06 \pm 2,47$ ). Table 26. shows the statistics of the test.

**Table 26.** The Analyses of ‘The Reading Comprehension Test in Turkish’

	The Reading Comprehension Test in Turkish
N	157
Mean	16,06
Std. Error of Mean	,19
Median	16,00
Mode	17,00
Std. Deviation	2,47
Variance	6,12
Skewness	-,177
Std. Error of Skewness	,194
Kurtosis	-,362
Std. Error of Kurtosis	,385
Range	12,00
Minimum	9,00
Maximum	21,00

### 3. 5. 2. The Analyses of ‘The Reading Comprehension Test in English’

- How is the performance of the 10th grade students attending state high schools in reading comprehension in English?

The data analysis showed that the distribution of the data was normal. The mean was 13,84, the median was 14,00 and the mode was 16,00. Despite the negative value of the skewness coefficient (-0,206), the ratio of the skewness statistic to its standard error for this distribution ( $-0,206/0,194=-1,06$ ) indicated that the distribution was normal ( $-2 < -1,06 < 2$ ).

The kurtosis statistics of the distribution was negative (-0,853). The ratio of kurtosis to its standard error was  $< -2$ , which indicated a platykurtic (i.e. flat) distribution ( $-0,853 / 0,385 = -2,21$ ). The minimum score obtained from the 3,00 and the maximum was 23,00 out of 24 items. The standard deviation was 4,97 and the scores spread out between 8,87 and 18,81 ( $13,84 \pm 4,97$ ) in the distribution (Table. 27).

**Table 27.** The Analyses of ‘The Reading Comprehension Test in English’

	The Reading Comprehension Test in English
N	157
Mean	13,84
Std. Error of Mean	,39
Median	14,00
Mode	16,00
Std. Deviation	4,97
Variance	24,75
Skewness	-,206
Std. Error of Skewness	,194
Kurtosis	-,853
Std. Error of Kurtosis	,385
Range	20,00
Minimum	3,00
Maximum	23,00

In order to test whether the two tests had normal distribution, Kolmogorov-Smirnov Test for Normality was also applied to the data. The results are shown in Table 28. The distributions of the two groups of data were normal with the reliability of 0,95.

**Table 28.** Kolmogorov- Smirnov Test for Normality

	Test	Kolmogorov-Smirnov		
		Statistic	df	Sig.
score	The Reading Comprehension Test in English	,076	157	,026
	The Reading Comprehension Test in Turkish	,107	157	,000

The data collected from the two tests had normal score distributions as the Kolmogorov-Smirnov Test indicated. Thus, the data were transformed into z scores to standardize the raw scores and to determine the cut off in the data. Z score is the number of standard deviations indicating how far a value falls from the mean (Weiss, 1993: 255). When the z score of a datum is negative, it indicates that the value is below the mean, when it is positive it is above the mean. The formula indicated below was used transform the raw:

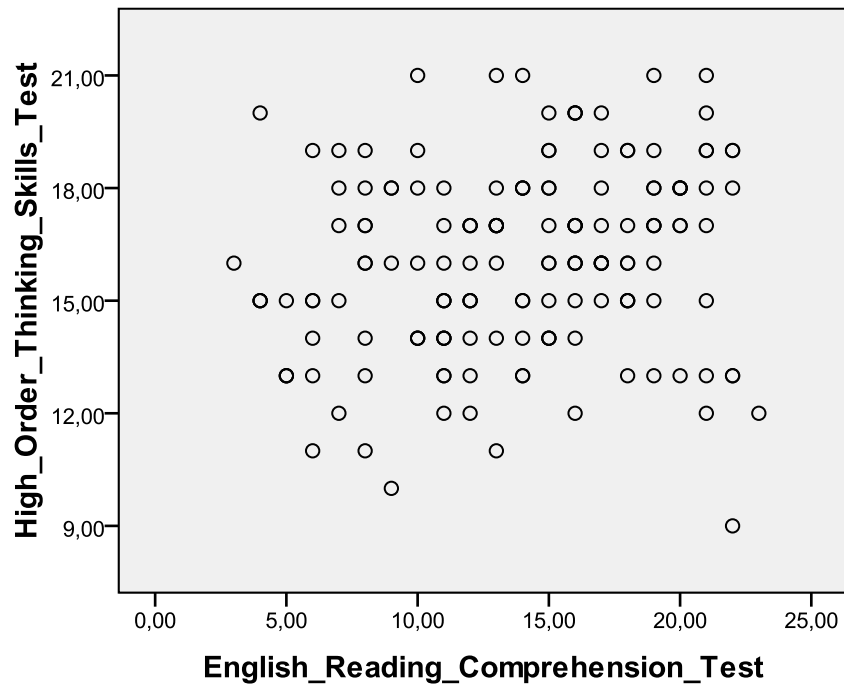
$$z = \frac{x - \mu}{\sigma}$$

The results showed that 17 out of 23 test items was the cut off value for ‘The Reading Comprehension Test in Turkish’. Similarly, 17 out of 24 items in ‘The Reading Comprehension Test in English’ was determined as the cut off value. Therefore, the achievement percentages of the two tests were calculated accordingly. The results related to the participant achievement are explained in Findings and Discussion chapter.

### **3. 5. 3. The Analysis of the Correlation between ‘The Reading Comprehension Test in Turkish’ and ‘The Reading Comprehension Test in English’**

- Is there a correlation between the HOTS already acquired by the students attending state high schools and their English reading comprehension in grade 10?

The analysis was done via Pearson product-moment correlation coefficient. The value of the correlation coefficient was positive but low. However, it indicated a significant correlation between the HOTS and reading comprehension in English. ( $r=0,191$ ;  $p<0,05$ ). Additionally, to be better understood the data were turned into a scatter plot chart. Figure 3. indicates the correlation between the data of the two tests.



**Figure 3.** The Scatterplot of the Two Tests

#### **3. 5. 4. The Analysis of the Frequencies of the HOTS in the English Coursebooks**

- What is the frequency of the HOTS integrated into the English coursebooks ('Spot on 6', 'Spot on 7', 'Spot on 8' and 'New Bridge to Success') distributed by the MNE?

The data collected from ten Evaluation Forms (2) were analyzed via the computer program SPSS in order to find out the agreement between the raters on the availability or the frequency of the HOTS in each book.

If there was 70% agreement between the raters, the HOTS were accepted as 'available' (YES) in that unit. If the agreement was under 70% then the HOTS were interpreted as 'not available' (NO) in that unit. Therefore,  $>.70$  was a prerequisite.

Table 29, Table 30, Table 31 and Table 32 show the agreement on the availability of the HOTS in the units of the coursebooks (Spot on 6, Spot on 7, Spot on 8, New Bridge to Success). Each table shows the frequencies of the HOTS in the units of each book.

**Table 29.** The Frequencies of the HOTS in Spot on 6

Book/ Unit	Comprehension				Analysis				Knowledge Utilization			
	Content		Exercises		Content		Exercises		Content		Exercises	
	YES %	NO %	YES %	NO%	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %
S6_1	30,0	70,0	60,0	40,0	00,0	100,0	30,0	70,0	10,0	90,0	30,0	70,0
S6_2	20,0	80,0	60,0	40,0	10,0	90,0	50,0	50,0	10,0	90,0	40,0	60,0
S6_3	40,0	60,0	60,0	40,0	10,0	90,0	60,0	40,0	00,0	100,0	50,0	50,0
S6_4	20,0	80,0	50,0	50,0	40,0	60,0	70,0	30,0	10,0	90,0	60,0	40,0
S6_5	20,0	80,0	70,0	30,0	30,0	70,0	90,0	10,0	00,0	100,0	60,0	40,0
S6_6	40,0	60,0	80,0	20,0	30,0	70,0	60,0	40,0	20,0	80,0	80,0	20,0
S6_7	30,0	70,0	80,0	20,0	11,1	88,9	40,0	60,0	00,0	100,0	60,0	40,0
S6_8	30,0	70,0	50,0	50,00	20,0	80,0	60,0	40,0	10,0	90,0	80,0	20,0
S6_9	30,0	70,0	70,0	30,0	30,0	70,0	60,0	40,0	10,0	90,0	40,0	60,0
S6_10	20,0	80,0	70,0	30,0	30,0	70,0	30,0	70,0	30,0	70,0	60,0	40,0
S6_11	40,0	60,0	80,0	20,0	20,0	80,0	60,0	40,0	20,0	80,0	70,0	30,0
S6_12	30,0	70,0	60,0	40,0	30,0	70,0	60,0	40,0	30,0	70,0	70,0	30,0
S6_13	30,0	70,0	50,0	50,0	10,0	90,0	50,0	50,0	10,0	90,0	60,0	40,0
S6_14	40,0	60,0	70,0	30,0	33,3	66,7	60,0	40,0	20,0	80,0	60,0	40,0
S6_15	30,0	70,0	60,0	40,0	30,0	70,0	70,0	30,0	40,0	60,0	90,0	10,0
S6_16	10,0	90,0	80,0	20,0	10,0	90,0	60,0	60,0	00,0	100,0	40,0	60,0
Total	0	12	8	0	0	14	3	2	0	15	5	1

**Table 30.** The Frequencies of the HOTS in Spot on 7

Book/ Unit	Comprehension				Analysis				Knowledge Utilization			
	Content		Exercises		Content		Exercises		Content		Exercises	
	YES %	NO %	YES %	NO%	YES %	NO %	YES %	NO %	YES %	NO%	YES %	NO %
S7_1	40,0	60,0	60,0	40,0	20,0	80,0	60,0	40,0	10,0	90,0	60,0	40,0
S7_2	20,0	80,0	80,0	20,0	20,0	80,0	50,0	50,0	30,0	70,0	80,0	20,0
S7_3	40,0	60,0	70,0	30,0	20,0	80,0	70,0	30,0	20,0	80,0	70,0	30,0
S7_4	30,0	70,0	60,0	40,0	10,0	90,0	80,0	20,0	20,0	80,0	60,0	40,0
S7_5	20,0	80,0	90,0	10,0	30,0	70,0	70,0	30,0	40,0	60,0	80,0	20,0
S7_6	20,0	80,0	70,0	30,0	10,0	90,0	70,0	30,0	40,0	60,0	70,0	30,0
S7_7	30,0	70,0	60,0	40,0	30,0	70,0	70,0	30,0	20,0	80,0	50,0	50,0
S7_8	30,0	70,0	90,0	10,0	20,0	80,0	90,0	10,0	20,0	80,0	80,0	20,0
S7_9	30,0	70,0	80,0	20,0	20,0	80,0	60,0	40,0	30,0	70,0	90,0	10,0
S7_10	30,0	70,0	50,0	50,0	10,0	90,0	40,0	60,0	40,0	60,0	90,0	10,0
S7_11	30,0	70,0	90,0	10,0	30,0	70,0	50,0	50,0	40,0	60,0	70,0	30,0
S7_12	30,0	70,0	70,0	30,0	30,0	70,0	80,0	20,0	30,0	70,0	60,0	40,0
S7_13	30,0	70,0	70,0	30,0	10,0	90,0	50,0	50,0	30,0	70,0	70,0	30,0
S7_14	30,0	70,0	90,0	10,0	30,0	70,0	60,0	40,0	20,0	80,0	80,0	20,0
S7_15	30,0	70,0	70,0	30,0	20,0	80,0	90,0	10,0	20,0	80,0	70,0	30,0
S7_16	20,0	80,0	70,0	30,0	20,0	80,0	70,0	30,0	10,0	90,0	50,0	50,0
Total	0	14	12	0	0	16	9	0	0	12	11	0



**Table 31.** The Frequencies of the HOTS in Spot on 8

Book/ Unit	Comprehension				Analysis				Knowledge Utilization			
	Content		Exercises		Content		Exercises		Content		Exercises	
	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO%
S8_1	20,0	80,0	60,0	40,0	10,0	90,0	40,0	60,0	00,0	100,	40,0	60,0
S8_2	30,0	70,0	40,0	60,0	00,0	100,	30,0	70,0	10,0	90,0	50,0	50,0
S8_3	20,0	80,0	80,0	20,0	20,0	80,0	60,0	40,0	20,0	80,0	60,0	40,0
S8_4	30,0	70,0	40,0	60,0	10,0	90,0	50,0	50,0	20,0	80,0	70,0	30,0
S8_5	40,0	60,0	60,0	40,0	00,0	100,	50,0	50,0	30,0	70,0	70,0	30,0
S8_6	30,0	70,0	70,0	30,0	10,0	90,0	60,0	40,0	00,0	100,	30,0	70,0
S8_7	30,0	70,0	60,0	40,0	10,0	90,0	80,0	20,0	10,0	90,0	70,0	30,0
S8_8	30,0	70,0	60,0	40,0	20,0	80,0	80,0	20,0	00,0	100,	50,0	50,0
S8_9	30,0	70,0	70,0	30,0	30,0	70,0	70,0	30,0	30,0	70,0	80,0	20,0
S8_10	30,0	70,0	00,0	100,	20,0	80,0	80,0	20,0	20,0	80,0	60,0	40,0
S8_11	20,0	80,0	70,0	30,0	10,0	90,0	70,0	30,0	20,0	80,0	60,0	40,0
S8_12	50,0	50,0	60,0	40,0	30,0	70,0	70,0	30,0	30,0	70,0	50,0	50,0
S8_13	20,0	80,0	00,0	10,0	20,0	80,0	80,0	20,0	20,0	80,0	60,0	40,0
S8_14	30,0	70,0	70,0	30,0	00,0	100,	60,0	40,0	10,0	90,0	50,0	50,0
S8_15	40,0	60,0	80,0	20,0	22,2	77,8	80,0	20,0	10,0	90,0	50,0	50,0
S8_16	30,0	70,0	70,0	30,0	30,0	70,0	80,0	20,0	00,0	100,	60,0	40,0
Total	0	13	7	1	0	16	9	1	0	16	4	1

**Table 32.** The Frequencies of the HOTS in New Bridge to Success

Book/ Unit	Comprehension				Analysis				Knowledge Utilization			
	Content		Exercises		Content		Exercises		Content		Exercises	
	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %
N_1	30,0	70,0	70,0	30,0	00,0	100,0	50,0	50,0	00,0	100,0	10,0	90,0
N_2	50,0	50,0	90,0	10,0	20,0	80,0	60,0	40,0	10,0	90,0	20,0	80,0
N_3	50,0	50,0	80,0	20,0	30,0	70,0	50,0	50,0	20,0	80,0	50,0	50,0
N_4	50,0	50,0	80,0	20,0	30,0	70,0	60,0	40,0	40,0	60,0	70,0	30,0
N_5	40,0	60,0	80,0	20,0	20,0	80,0	60,0	40,0	10,0	90,0	40,0	60,0
N_6	50,0	50,0	70,0	30,0	40,0	60,0	80,0	20,0	10,0	90,0	40,0	60,0
N_7	40,0	60,0	90,0	10,0	20,0	80,0	60,0	40,0	20,0	80,0	50,0	50,0
N_8	40,0	60,0	70,0	30,0	40,0	60,0	60,0	40,0	20,0	80,0	40,0	60,0
N_9	50,0	50,0	70,0	30,0	10,0	90,0	40,0	60,0	20,0	80,0	70,0	30,0
N_10	50,0	50,0	70,0	30,0	20,0	80,0	60,0	40,0	10,0	90,0	30,0	70,0
N_11	40,0	60,0	60,0	40,0	20,0	80,0	40,0	60,0	20,0	80,0	50,0	50,0
N_12	40,0	60,0	60,0	40,0	10,0	90,0	40,0	60,0	20,0	80,0	40,0	60,0
N_13	40,0	60,0	50,0	50,0	10,0	90,0	60,0	40,0	10,0	90,0	70,0	30,0
N_14	40,0	60,0	80,0	20,0	20,0	80,0	60,0	40,0	10,0	90,0	40,0	60,0
N_15	40,0	60,0	80,0	20,0	20,0	80,0	40,0	60,0	10,0	90,0	60,0	40,0
N_16	40,0	60,0	60,0	40,0	10,0	90,0	40,0	60,0	20,0	80,0	60,0	40,0
N_17	40,0	60,0	80,0	20,0	40,0	60,0	60,0	40,0	00,0	100,0	10,0	90,0
N_18	50,0	50,0	60,0	40,0	20,0	80,0	40,0	60,0	20,0	80,0	60,0	40,0
N_19	40,0	60,0	70,0	30,0	30,0	70,0	40,0	60,0	10,0	90,0	50,0	50,0
N_20	30,0	70,0	80,0	20,0	10,0	90,0	40,0	60,0	20,0	80,0	30,0	70,0
N_21	40,0	60,0	70,0	30,0	30,0	70,0	60,0	40,0	20,0	80,0	50,0	50,0
N_22	30,0	70,0	60,0	40,0	30,0	70,0	40,0	60,0	00,0	100,0	30,0	70,0
Total	0	3	16	0	0	19	1	0	0	21	3	6

The frequencies of the HOTS were attained by the ratings of the ten raters. Therefore, inter-rater agreement of these raters was analyzed by simple percent agreement index (Table 33.). Therefore, the data collected from Evaluation Form (2) revealed that the frequencies of the HOTS in the coursebooks were very low.

**Table 33.** Simple Percent Agreement Index for Inter-rater Agreement

	Comprehension		Analysis		Knowledge Utilization	
	Content	Activities	Content	Activities	Content	Activities
<b>Spot on 6</b>	0,00%	50,0%	0,00%	18,8%	0,00%	31,2%
<b>Spot on 7</b>	0,00%	75,0%	0,00%	56,2%	0,00%	68,75%
<b>Spot on 8</b>	0,00%	43,8%	0,00%	56,2%	0,00%	25,0%
<b>New Bridges to Success</b>	0,00%	72,7%	0,00%	4,5%	0,00%	13,6%

To summarize,

1. The results of the data analysis of ‘The Reading Comprehension Test in Turkish’ indicated that the data had a normal distribution and the cut off point was defined as 17 out of 23 items. Similarly, the data collected from ‘The Reading Comprehension Test in English’ indicated a normal distribution. The cut off value in the data was also 17 out of 24 items.

2. The analyses related to the relationship between the two tests indicated that there was a meaningful correlation between the HOTS acquired by the participants and their reading comprehension in English.

3. The results attained from the analyses of Evaluation Form (2) proved that there were some shortcomings in the English coursebooks in terms of the HOTS.

The results of the analyses are discussed in detail in the next chapter.

## 4. FINDINGS AND DISCUSSION

This chapter discusses the results mainly in four parts on the basis of each research question. The first part discusses the outcome of the first question, which is related to the HOTS acquisition of the participants. The next part focuses on their English reading comprehension performances. In the third part, the correlation between the HOTS of the participants and their reading comprehension achievement in English is dealt with. Finally, the last part gives the details about the frequencies of the HOTS in the English coursebooks.

### 4. 1. The HOTS Acquisition of the Participants

**Research Question 1:** Have the 10th grade students attending state high schools acquired the higher order- thinking skills?

The research tool used to answer the first question was based on the claim that reading comprehension is a way of communicating (Alderson, 2000; Kearns, 2001; Çakır, et al., 2011). Thus, inquiry into the communication models became a necessity in the study.

The communication models discussed in this study support the idea of “reading is communicating” either explicitly or implicitly, but from different perspectives. In the ‘Code Model’, communication is assumed as an encoding-decoding process in which language is the signal that conveys the meaning of a sender to another point in space, i.e. to the receiver (Gibbs & Tehndal, 2011; Gibbs, 2008; Lakoff & Johnson, 1980; Reddy, 1979). In this respect, the language that the writer uses is the code of his thoughts that should be decoded by the reader; language works as if it was a conduit that transfers the thoughts of the writer. However, the inferential model of communication was taken as the basis in the study as there is a relationship between communicating and inferencing skills.

According to the ostensive-inferential model, the process of encoding-decoding is not enough for the audience to achieve the meaning. One should make inferences as well as applying the linguistic decoding process (Van der Henst & Sperber, 2004; Wilson & Sperber, 2004; Wilson & Sperber, 2002a, 2002b; Sperber & Wilson, 1986;). Information

about this model of communication indicates that a healthy communication depends on the inferences that the audience draws on the basis of contextual implication (see Chapter 2, Part 2. 2. 2.) Therefore, inference is paramount in communication (Sperber & Wilson, 1986) and key to the other higher-order thinking skills as the related research asserts (Marzano, et al., 1988).

The studies on inference generation suggest that there is a close relationship between reading comprehension and inference generation (Clinton, et al., 2012; Gillioz et al., 2012; Çakır, et al., 2011; Ford & Milosky, 2008; Kispal, 2008; Wagner, 2006; Davoudi, 2005; Adams, 2003; Beling, 2002; Narvaez & Van den Broek, 1999; Trabasso & Magliano, 1996; Graesser, et al. 1994, Phillips, 1989; 1988). These studies pointed to various inference types but they proved that inference generation is the indispensable aspect of reading comprehension. Additionally, the studies also suggest that reading comprehension should be assessed via higher-order thinking skills (Yağmur, 2011a; 2009; MNE, 2012) in which inference is the core.

Additionally, it is observed that the educational systems of countries give importance to integrate teaching of the inference skills into their course objectives because the skills are accepted as the basis to the higher-order thinking and as the core of reading comprehension. Phillips (1988) suggests in her report (both in Canada and the USA) that reasoning skills should be taught in schools. That is, inference is the concern of educational systems of countries as individuals improve reasoning skills through inference generation. Phillips (1989) states that “large decreases in inferencing responses of 13- and 17-year-olds” was reported by the NAEP; as a result, “poor reasoning is prevalent in our [American] students”. Thus, reading comprehension taught in classrooms should involve the skills (p. 5). Similarly, Kispal (2008:6) states in her report to NFER (in the United Kingdom) that inference skills are needed not only for ‘reading between lines’ but also for all the other tasks that a teacher demands his/her students in handling texts. That is to say, individuals use inferencing skills for reasoning, problem solving, decision-making, and understanding the issues, which effect their achievements. Therefore, they should be integrated into the objectives of reading comprehension as well as the other higher-order thinking skills. The skills are also among the educational objectives of the MNE. All these assertions also support the inferential model since reading is a way of communicating. However, inference is only one of the constituents of higher-order thinking skills required

for reading comprehension skills (MNE, 2012). Additionally, the research also supports that reading comprehension should be assessed the higher-order thinking skills. Therefore, the study directed to the higher-order thinking skills as well as the inferencing skills.

As a result, items including the inference generation were used in ‘The Reading Comprehension Test in Turkish’ and ‘The Reading Comprehension Test in English’ regardless of the inference types although the study was based on the HOTS. The main reason for this was the research asserting that drawing inference was the core of the higher-order thinking. Therefore, inferencing skills were directly assessed as well as the other higher-order thinking skills. Below are the examples of the items assessing directly the inferencing skills. The correct answers of the items are A and D respectively.

**22.** Karıncaları çok severim. Çocukken arkadaşlarımla evimizin bahçesindeki karınca yuvalarını merakla incelerdik. Karıncaların oradan oraya gidiş gelişlerine, koca koca nesnelere düşe kalka yuvalarına taşımalarına çok şaşırırdık. İnsanlar gibi, zaman zaman birbirleriyle mücadele ettikleri de olurdu. Oysa arılar öyle değildir. Aralarındaki iş bölümüne uygun çalışmaları ve çalışkanlıklarıyla karıncaları geride bırakır.

**Bu parçadan karıncalarla ilgili olarak aşağıdakilerin hangisi çıkarılamaz?**

- A) Örnek davranışlar sergiledikleri
- B) Bazı hareketleri ile dikkat çektikleri
- C) Bazı yönleriyle insanlara benzedikleri
- D) Çocuklar için çok ilginç oldukları

**18.** A group of children were preparing to play a game. Bill and Jessica were almost done taking turns choosing the players for their teams. It was Jessica’s turn to choose, and only Paul was left, so Jessica said, “Paul.”

**We can say that \_\_\_\_\_ .**

- A) Jessica was thoughtless about Paul’s feelings
- B) Jessica was pleased to have Paul on her team
- C) Paul was the best player in either of the teams
- D) Paul was the worst player in the game

The relationship between the higher-order thinking skills and reading comprehension heretofore ascertained that reading comprehension tests were appropriate ways of assessing the higher-order thinking skills (Hou, 2013; Hosseini et al., 2012; Fahim & Sa’eepour, 2011). Yağmur (2011c) asserts that the conceptual development of an individual is based on one’s native language, and acquiring these skills depends on the concept development. That is, language is the common aspect of both reading

comprehension and constructing higher-order thinking which is based on inference generation.

While the higher-order thinking skills are assumed as one of the crucial features of the academic achievement (Yağmur, 2011a; Zohar & Dori, 2003; Pogrow & Buchanan, 1985), the related research claims that there is a shortcoming in the teaching of these skills in Turkey (Acar, 2012; Aydagül, 2006). The studies, which mostly discuss the results of the PISA surveys, suggest different reasons for this shortcoming (Gür, et al., 2012; Yağmur, 2011a; Berberoğlu, 2005). These studies point to many reasons for the shortcomings (explained in Chapter 2, Part 2. 4. 3.) but Gür et al.; (2012), the World Bank (2005), Berberoğlu (2005), Berberoğlu and Kalender (2005) assert that Anatolian high schools, science lycees, and police schools are different from the others and that students attending these schools achieve higher scores in the standard examinations. They reached this result by investigating the standard international surveys.

The participants were selected from the 10<sup>th</sup> grade students attending the Anatolian high schools as they were thought to complete the fourth stage of child development. According to Piaget (1964), individuals acquired the higher-order thinking skills at this stage of child development in which individuals acquire the cognitive skills and manage formal operations like hypothesizing, verifying, restructuring, interpreting, synthesizing, and predicting: "During the formal stage, ... the adolescent comes to control formal logic. Rather than reasoning with directly given data alone, he begins to reason with propositions and logic" (Piaget & Barbel, 1958 cited in McKinnon, 1970).

The English language level of the participants forced the researcher to select the schools among the Anatolian high schools because B1 English level was a prerequisite in this research design. Therefore, the sample group was selected among these schools which demanded relatively high entrance scores (ranges from 460,283 to 469,097). The reason for this selection was the Threshold Hypothesis on which the research design was based. According to the hypothesis, the skills acquired in native language transfer to target language if the level of the target language is threshold. B1 is defined as threshold in the CEFR.

The results of the analysis showed that the participants did not achieve 'The Reading Comprehension Test in Turkish' assessing the HOTS. The cut off value, which was determined according to the z scores, was 17 out of the 23. The number of the

participants who could attain the scores above 17 was 72 out of the 157 participants. Therefore, this result indicated that only the 45,8 % of the participants attained high scores in this test.

This finding supported the research asserting that there were some problems in teaching of the higher-order thinking in the educational system of the country even after the shift of policy related to the improvements in the curriculum (Acar, 2012; Çelen, et al, 2011; Yağmu, 2011a; 2011b; 2011c; 2009; Aydagül, 2006). On the other hand, the result of the present study could not support what Gür et al.; (2012), the World Bank (2005), Berberoğlu (2005), Berberoğlu and Kalender (2005) asserted in their studies about the high achievement rates of the students attending the Anatolian high schools.

#### **4. 2. Reading Comprehension in English**

**Research Question 2:** How is the performance of the 10th grade students attending state high schools in reading comprehension in English?

The sample group whose achievement rate was 45, 8 in ‘The Reading Comprehension Test in Turkish’ took ‘The Reading Comprehension Test in English’. Therefore, the performance of the participants was expected to be low in this test as the Interdependence and Threshold Hypotheses (Cummins, 1979) suggest.

According to the Hypotheses, individuals who have acquired the skills in the native language transfer these skills to the target language if the level of the target language is threshold. There are many studies supporting these hypotheses (Jiang, 2011; Cui, 2008; Van Gelderen, et al., 2007; Walter, 2007) and the results of the present study supported these studies.

The test analysis showed that the distribution of the data was normal. Therefore, the raw data were transferred to the z scores and 17 out of 24 was defined as the cut off score. The number of the participants who attained above 17 was 51. The percentage of the high achieving participants was only 32,4.

However, there might be another reason for this failure. ‘The Reading Comprehension Test in English’ might be above the English language levels of the participants.

The Common European Framework defines mainly six language levels and



adds to some of the levels (A2, B1, B2, and C1) subdivisions (A1, A2.1, A2.2; B1.1, B1.2; C1.1, C1.2, C2) (CoE, 2003). It does not give any details as to the subdivisions or their contents. In contrast, the MNE defines different subdivisions. It does not give details about these subdivisions, either. The MNE purports that there are ten subdivisions (A1.1, A1.2, A2.1, A2.2, A2.3, B1.1, B1.2, B2.1, B2.2, C1). The subdivision that the MNE purports does not include a C2. level (MNE, 2011c). It does not give details about where a level starts or ends, what sentence and grammar structure they have or what types of activities they include. Therefore, it was hard for the researcher to ascertain the real language level of the participants.

Briefly, this circumstance might prevent the researcher from deciding the actual language levels of the students, thus the real language levels might be below B1 level and the items of the test or the text level in the items might be hard for the participants.

#### **4. 3. The Effect of the HOTS on Reading Comprehension in English**

**Research Question 3:** Is there a correlation between the HOTS already acquired by the students attending state high schools and their English reading comprehension in grade 10?

Individuals start acquiring the higher-order thinking skills at the fourth stage in the child development (MNE, 2011b; Piaget, 1964; Piaget & Barbel, 1958 in McKinnon, 1970). This stage ends approximately at the age of 15 (Richland, et al., 2006).

The research related to the higher-order thinking skills asserts that acquiring these skills contributes to the academic achievement of individuals (Miri, David & Uri, 2007; Zohar & Dori, 2003; Facione, 1992; Pogrow & Buchanan, 1985). The prior knowledge of the individuals is triggered when individuals encounter questions, problems or uncertainties. This is their innate drive to produce order for or to have control of the new information in their environment (Glaser, 1984 in Grossen, 1991). In order to eliminate ambiguities, to answer the questions or solve the problems, they apply these skills. Besides, acquiring knowledge is learning and learning cannot take place without thinking. That is, learning takes place through “components of inference, judgment, and active mental construction” (Zohar & Dori, 2003:148). Therefore, the HOTS that the participants

acquired effected their understanding the issues or the texts written in another language. Accordingly, the participants who could not achieve ‘The Reading Comprehension Tet in Turkish’ assessing the HOTS also failed in ‘The Reading Comprehension Test in English’.

The result of the correlation (Pearson correlation coefficient) between the HOTS and reading comprehension in English showed that there was a low but significant correlation between the two ( $r=191$  and  $p<0.05$ ). This result can be clarified by what Yamashita (2002; 2004) asserts.

Yamashita (2004) suggests that the studies carried out on the relationship between reading in the native language and reading in the foreign language are classified in two groups: the process of reading and the product of reading. ‘The process of reading refers to various strategies that the readers use’ (p. 2). In this type of examination, the researchers collected data via interviews, think-aloud protocols or questionnaires in order to observe the internal process of reading in two languages. In contrast, ‘‘The product of reading refers to the level of understanding, which is considered to be achieved by one’s reading ability’’ (p. 2). In this type of research, the data was collected by means of certain kinds of reading comprehension tests in native and second/foreign languages. Yamashita (2002: 275) also argues that when compared to process oriented studies, the product oriented ones showed a decrease in the strength of relationship between the reading in native language and in second/foreign language when the proficiency of the readers of the second/foreign language is lower. Therefore, the low but significant correlation between the HOTS and reading comprehension in English was thought to derive from the participants’ lower level of English when compared to their Turkish.

Additionally, the results attained from the third research question of the present study pointed to a significant relationship between reading in the native language (the HOTS) and reading in English. This result could also be explained on the basis of cognitive academic language proficiency (CALP) that Cummins asserts (1979; 1981 in Abu-Rabia, 2001): CALP refers to formal academic learning. This includes the effective use of the four skills (reading, listening, speaking, writing) in the content material as well as the skills such as comparing, classifying, synthesizing, evaluating, and inferring. In this respect, it points to the higher-order thinking skills. Furthermore, the term ‘‘common underlying proficiency’’ that Cummins uses (2000 cited in Nikolov & Casapo, 2010: 316) refers to a common space for different languages. That is, different languages are kept in

different areas in the cognitive system at the surface level but there is only one underlying area in the deep structure in which the knowledge of the different languages interact with each other. That is, CALP transfers from one language to another if the individuals have adequate exposure to second/foreign language in school and in the environment: “This means that linguistic, metalinguistic and literacy knowledge and skills students have learned in their L1 [native language] will bear on the learning of academic knowledge and skills in L2 [foreign language]” (Nikolov & Casapo, 2010: 316). These skills include both knowledge of approaching a text and the prior knowledge related to the text.

Briefly, the fact that the participants of this study could not achieve high scores from both tests could indicate that they failed in the CALP transfer as their CALP levels were low.

#### 4. 4. The Frequencies of the HOTS in the English Coursebooks

**Research Question 4:** What is the frequency of the HOTS integrated into the English coursebooks (‘Spot on 6’, ‘Spot on 7’, ‘Spot on 8’ and ‘New Bridge to Success’) distributed by the MNE?

This research question intends to show the frequency of each of the HOTS in the English coursebooks distributed by the MNE. The results attained from the data of the ten raters are illustrated as follows (Table 32.).

**Simple Percent Agreement Index for Inter-rater Agreement**

	Comprehension		Analysis		Knowledge Utilization	
	Content	Activities	Content	Activities	Content	Activities
<b>Spot on 6</b>	0,00%	50,0%	0,00%	18,8%	0,00%	31,2%
<b>Spot on 7</b>	0,00%	75,0%	0,00%	56,2%	0,00%	68,75%
<b>Spot on 8</b>	0,00%	43,8%	0,00%	56,2%	0,00%	25,0%
<b>New Bridges to Success</b>	0,00%	72,7%	0,00%	4,5%	0,00%	13,6%

The table indicates that none of the books include HOTS in their contents. In Spot on 6, the percentages of the HOTS in the activities are as follows: 50%

‘Comprehension’, 18,8% ‘Analysis’, and 31,2% ‘Knowledge Utilization’. The percentages of the HOTS in Spot on 7 are 75% ‘Comprehension’, 56,2% ‘Analysis’ and 56,2% ‘Knowledge Utilization’. The coursebook Spot on 8 has 43,8% ‘Comprehension’, 56,2% ‘Analysis’ and 56,2% ‘Knowledge Utilization’ as the HOTS. The percentages of the HOTS in the last coursebook New Bridge to Success are 72,7% ‘Comprehension’, 4,5% ‘Analysis’, and 13,6 ‘Knowledge Utilization’.

The survey of the HOTS indicated that the coursebooks had low rates of the higher-order thinking skills. The ‘content’ refers to the texts, explanations about the subjects and examples; that is, every written material (but not the visual as they were not the concern of this study) except the activities, i.e. exercises, in the books. Initially, the results showed that the contents of the books did not include any HOTS. That is, the books do not intend to teach or exemplify the HOTS. However, they expect the students to do the exercises or the activities including the HOTS without aiming at teaching the HOTS. However, the related research asserts that the HOTS should be taught at schools along with the course objectives. Marzano and Pollock (2001) assert that if interdisciplinary thinking and reasoning skills exist, they should be stated in the national standards documents either explicitly or implicitly. Marzano, et al. (1988: 131) also argue that “ordered taxonomies are appropriate guides for educational objectives”. Marzano & Kendall (2007) go one step further in their study and assert that “a taxonomy of mental processes was a prerequisite to the effective design of educational objectives” while discussing reliable achievement tests (p. 115). As a result, it could be stated that the books demanded the students to answer the questions or to do the activities related to the HOTS without aiming to teach them first. This situation was thought to be an irregularity in the educational systems.

Although the related research does not define or determine the frequency rates of the higher-order thinking skills, it is obvious that the HOTS have not been organized in a logical way in the coursebooks. Among the four books, the highest percentages of the HOTS were in ‘Spot on 7’. However, it was anticipated that the first book, ‘Spot on 6’ would have the lowest frequency percentage and the other books would have a gradual increase in the HOTS. In contrast, it was seen that the fourth book ‘New Bridge to Success’ had the lowest percentage.

The fact that the participants of this study had lower achievement rates in the two tests made the results consistent: The coursebooks had lower percentages of the HOTS

and as a result, the participants could not achieve ‘The Reading Comprehension Test in Turkish’ assessing the HOTS. Additionally, as the participants had not acquired the HOTS they could not perform well in ‘The Reading Comprehension Test in English’ with regard to the Interdependence Hypothesis.

To summarize, the results attained from the tests indicated that the participants could not acquire the HOTS despite their secondary school type, Anatolian high school. They did not perform well in the test assessing the reading comprehension in English. It is known that reading skills developed in the native language could effect reading in the foreign language on the basis of common underlying proficiency that Cummins asserts. In fact, the related research also points to the effect of the higher-order thinking skills on the academic achievement in different disciplines. It can be stated that there is a direct relation between the two in this study.

The importance of teaching of the higher-order thinking skills was emphasized in many studies. The fact that the course objectives should be consistent with the taxonomy that the educational system adopted is widely accepted in the related research (Marzano & Kendall, 2008; 2007; Marzano et al. 1988). Accordingly, in this study the results indicated that it seemed as if the course objectives did not follow a taxonomy, which could be seen as a drawback in any educational system. The implications of these results are explained in the conclusion chapter.

## 5. CONCLUSION

The starting point of this study was the observations and the experiences that the researcher acquired from 1991- 2013 as an instructor, and by the discussions with others involved in foreign language teaching in Turkey in general.

Among the experiences, the most important one was the observations in the English Literature Courses in the Department of the English Language Teaching in Education Faculty, Mersin University. Most of the students who took the courses could not draw inferences or could not answer questions requiring inferencing skills and higher order thinking. Since these courses required intensive reading, the problem became more and more obvious.

Furthermore, the researcher's experiences accumulated from the Pre-service Teacher Training courses indicated that there were crucial problems in foreign language courses carried out in the primary and secondary schools. Pre-service Teacher Training courses were compulsory courses of the Department of English Language Teaching. Pre-service teachers were the 4<sup>th</sup> year students (seniors) and they had to take the courses and went to the primary or secondary schools for practice teaching. The researcher worked as their supervisor and monitored their practice in the schools. During the supervision processes, she had the opportunity to meet many English teachers, examine the coursebooks and observe the courses as well as the students attending these schools. Many problems experienced in the English courses in the primary and secondary schools were also observed by the researcher during the Pre-service Teacher Training courses. Therefore, these experiences made the researcher ask some questions related to the problems.

Additionally, although the MNE adopted the CEFR, set the new course objectives and published new coursebooks, it was assumed that the problems in language teaching were not completely eliminated. Observations that the researcher made at the university level indicated that the students who attended the preparatory classes had great difficulties in passing the courses due to their poor background knowledge of English as well as Turkish. This fact also supported the assumption of the existence of problems in the primary or secondary schools. Consequently, it was thought that not only the English

but also the Turkish courses in the primary or secondary schools were problematic.

As a result, the experiences and observations helped the researcher link the problems in this study for the possible solutions. Therefore, the study began with the communication theories and adopted the Relevance Theory, which introduced the inferential model of communication. In the inferential model, inference generation is the most important aspect of a healthy communication. According to the model, the listener of an utterance or the reader of a text should generate inferences to understand the meaning. Thus, the study addressed first inference, then the higher-order thinking skills because reading comprehension is mostly based on these skills acquired by the reader. Furthermore, the various types of inference forced the study to address the higher-order thinking skills. In addition, the positive effect of these skills on academic achievement in every discipline made it necessary to ask the first three questions of this research. However, the crucial issue was the fact that inference generation skill was the key component of the higher-order thinking skills. That is, higher order thinking is built on the inferencing skills (Marzano, et al., 1988). Therefore, the study was based on the HOTS instead of inference generation.

The result of the first question asking whether the 10<sup>th</sup> grade students attending the state schools acquired the HOTS was negative as the related research suggests. It was observed that the students who constituted the sample group of the study did not perform well in ‘The Reading Comprehension Test in Turkish’. This also indicated the shortcomings in the native language teaching in the educational system of Turkey.

The second research question aimed at determining the achievement of the participants’ reading comprehension performance in English as a foreign language. Similar negative results were attained for this question, which was the expected result due to the low HOTS rates they acquired. The third question targeted to reveal whether there was a correlation between the HOTS and the performance of reading comprehension in English. The analysis indicated a significant correlation between the two in this respect.

The fourth research question dealt with the frequencies of the HOTS in the English coursebooks. This result showed that the frequency percentages of the HOTS were low in the coursebooks. This situation contradicted what the related research suggests; i.e. the coursebooks are designed according to the course objectives and they should follow a taxonomy to ascertain the learning.

Therefore, considering the aforementioned results of the research questions, this study suggests that teaching of foreign languages should not be considered independently but with teaching of the native language as well. Therefore, to better the foreign language education in Turkey, holistic language teaching attempts should be made when the objectives and the books of the foreign language courses are designed. That is, the objectives of the native language should be improved to better the foreign language education.

During the research, many important problems were observed in regard to English courses and they can be categorized in terms of the determination of the language levels, the coursebooks and the practices of the MNE. These problems and the possible solutions are summarized in Table 34.

**Table 34.** Problems and Possible Solutions

<b>Problems</b>	<b>Possible Solutions</b>
Unrealistic language levels	<ul style="list-style-type: none"> <li>- The sub-levels should be defined accurately and properly.</li> <li>- Standardized placement tests should be developed for each language level and these tests should be given to the students by the MNE</li> </ul>
Shortcomings of the coursebooks	<ul style="list-style-type: none"> <li>- A committee of experts (both academicians and the officials from the MNE) from different disciplines should be established to write coursebooks:</li> <li>- A needs analysis should be done for better coursebooks.</li> <li>- Coursebooks should be consistent with a taxonomy. Thus, they should be rewritten according to a constructivistic taxonomy.</li> <li>- Standards should be established for text complexity.</li> <li>- Requisite vocabulary lists for grades should be defined.</li> </ul>
Procedures	<ul style="list-style-type: none"> <li>- A holistic approach to language teaching should be defined by MNE; foreign language education should be considered with the language education.</li> <li>- The world wide web site of the MNE should be organized.</li> </ul>

1. The first problem is related to the determination of the realistic language levels for the students attending the state high schools.

When this research started in 2012, the MNE had declared that the language level of the 9<sup>th</sup> grade of the Anatolian high schools was B1. In that academic year the language levels defined by the MNE were the same as in the CEFR. Therefore, the



research design was set accordingly. However, the next year, 2012-2013 (before the research tools of the study were developed), the MNE announced that the schools would decide or select the language levels of the classes according to the readiness levels of the students. When development stage of the research tool started, the MNE defined 12 language levels and set the objectives accordingly. In the 2013-2014 Academic Year, excluding the C2 level (as defined by the CEFR) the MNE changed these levels once again. Additionally, the MNE did not give any detailed information about the current levels. Therefore, in some schools the teachers started to give English tests to determine the levels of their students. During this research, some English teachers stated that the test items were written by the English teachers and given to the students. In other schools, a committee of English teachers determined the levels by considering the readiness levels of the students.

In both of the cases the determination of the language levels of the schools where the research was carried out were subjective: In the first case, the tests were not analyzed statistically for their reliability or validity. In the second one, the English teacher committees of the schools had various reasons for their level selection.

In Turkey, when students come to the 10th grade, they select their area of study for the nationwide University Entrance Examination. Therefore, the students who do not select English as their area of study may not be interested in the English courses. During the research, two English teachers stated that they let their students study other courses or engage in other things in their lessons when they completed the unit. Therefore, this situation might influence the language learning of the students.

Furthermore, the unrealistic way of determining levels in the schools might cause waste of time and money. Thus, this arbitrariness should be prevented by the help of standardized placement tests developed by the MNE.

**2.** The second group of problems is related to the coursebooks. The result of the research question relating to the frequencies of the HOTS indicated that the books were not appropriate as the percentage of the HOTS included were low. It seemed as if the books were not consistent with any taxonomy. Although the MNE (2009) announced that Bloom's Taxonomy was not constructivistic, it does not state which taxonomy it has adopted for the improvement of the educational system. Yüksel (2007: 305) asserts that the authorities in Turkey do not make an effort to examine the new taxonomies. He adds that

these taxonomies were developed to better Bloom's Taxonomy and should be considered for a better educational system.

Furthermore, it was stated that following the coursebooks in the classes was compulsory. In this respect the books should be designed according to both teacher and student needs. Therefore, a needs analysis should be done to eliminate the problems stemming from the coursebooks.

There is no standard establishing the text complexity, the number of words that should be included in a text or the requisite vocabulary lists for the grades and/or levels. It is thought that these standards should be set. The coursebooks and objectives should be rewritten on the basis of these standards.

**3.** This group of problems is related to some procedures carried out by the MNE. The first procedure is the top-down practice of the MNE (1997) in the coursebook selection. The curriculum of a course is mainly based on a coursebook, which is one of the most important components of the teaching and learning environment (Kırkgöz, 2009).

The MNE sets up committees of experts for coursebook selections. These committees set the criteria and define the subject matters and types of activities according to the objectives and the curricula of each course. The publishing companies have the authors write the books and they suggest these books to the MNE. The committees evaluate the books according to the criteria they set and select the books. (MNE, 2011b). However, the results of the fourth research question revealing the frequencies of the HOTS showed that the books written by the publishing companies could not meet the needs of the students. Therefore, it is thought that the regulations about the coursebooks should be reconsidered by the authorities. Additionally, the results of the second (reading performance in English) and the fourth (frequencies of the HOTS in the coursebooks) research questions also support this idea.

The next problem related to one of the MNE procedures was the cumbersomeness of its world wide web site. During the research, it was observed that the programs of the English courses, course objectives or the language levels were unclear. It was also observed by the researcher that the information published on the world wide web site changed frequently in the last two years. Therefore, it was difficult to keep current the MNE.

### **Further Research**

1. National standards for language teaching (both in Turkish and in English) should be set. This could include text complexity, the number of words that a text should have and requisite vocabulary list according to the grades. It is thought that this requires a special expertise of different disciplines. Thus, these standards can be established in cooperation with the MNE.

2. ‘The Reading Comprehension Test in Turkish’ can be given to the students of all types of state high schools to determine whether the students have acquired the HOTS and to reveal the differences .

3. Current English coursebooks can be examined in terms of the frequencies of the higher-order thinking skills.

4. Current Turkish coursebooks can be examined in terms of the frequencies of the higher-order thinking skills.

5. The background information of the English teachers should be investigated in order to reveal the relationship between their expertise and their influence on the acquisition of the HOTS and reading comprehension of the participants.

6. The classroom environment of the English courses of the participants should be observed to investigate whether the teachers intend to teach the higher-order thinking and how the teachers cover the topic of a reading text during their lessons.

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## Appendix A: Evaluation Form (1)

Sayın Uzman,

Mersin Üniversitesi, Eğitim Bilimleri Enstitüsünde sürdürmekte olduğum doktora çalışmam için değerli zamanınıza ve görüşlerinize gereksinim duyulmaktadır.

Bu doktora çalışması, Lise 1. sınıfı tamamlamış öğrencilerin üst düzey düşünme becerilerinin, onların İngilizce Dersi başarılarını yordayıp yordamadığını ortaya çıkarmayı hedeflemiştir. Bu amaç için Üst Bilişsel Becerilerini ölçen bir Türkçe Okuduğunu Anlama Testi hazırlamıştır. Bu testte, Marzano ve Kendahl'ın 2007 yılında tekrar gözden geçirerek oluşturdukları "Yeni Aşamalı Sınıflama" kriter alınmıştır.

Ekte, hazırlanan "Türkçe Okuduğunu Anlama : Üst Bilişsel Beceriler Testi"nin soruları ve bu soruların, "Yeni Aşamalı Sınıflama"ya göre hangi üst bilişsel düzeyi ölçmeye yönelik olduğunu gösteren bir form (Uzman Değerlendirme Formu) bulunmaktadır.

Sizden, soruların doğru düzeye oturtulup oturtulmadığı hakkındaki çok değerli görüşlerinizi paylaşmanız beklenmektedir. Bunun için, numaraları 4. sütunda belirtilmiş olan soruların, formun 1. sütununda yer alan üst bilişsel düzeylerine ve bunların 2. sütunda yer alan alt düzeylerine uygun olup olmadığı konusunda işaretlemeler yapmanız gerekmektedir. Bunun için;

- Sorunun doğru düzeye oturtulduğunu düşünüyorsanız "Uygun" sütununa;
- Sorunun yanlış düzeyde olduğunu düşünüyorsanız "Uygun değil" sütununa çarpı işareti koyunuz.
- Eğer sorunun iyi bir soru olmadığını düşünüyorsanız, sorunun karşısına "Düşünceleriniz/ Görüşleriniz" sütununa çarpı işareti koyunuz;
- Eğer sorunun uygun düzeyde olduğunu ama uygun olmayan bir alt düzeye oturtulmuş olduğunu düşünüyorsanız lütfen düşünceler bölümüne not alınız: Örneğin, sorunun "Kavrama" düzeyinde olduğunu, ama "Tümleştirme" de değil de "Simgeleştirme"de olması gerektiğini düşünüyorsanız, bunu "Düşünceleriniz/Görüşleriniz" sütununda, soru numarası: düzey numarası / alt düzeyin baş harfi ile (33: D2/S gibi) belirtiniz.

- Eğer sorunun tamamen yanlış bir düzeyde oturduğunu düşünüyorsanız, yine, soru numarası: doğru olduğunu düşündüğünüz düzeyin numarası / alt düzeyin baş harfini (33: D3/ E gibi) kullanarak düşüncenizi belirtiniz;

Bu doktora çalışmasına verdiğiniz değerli katkı, çalışmanın yönünü çizecektir. Bu nedenle düşünceleriniz/görüşleriniz çalışmanın sağlıklı sürdürülebilmesi için çok önemlidir. Verdiğiniz katkılar için sonsuz teşekkürler.

Herhangi bir sorunuz olursa lütfen aramaktan çekinmeyin.

Saygılarımla

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Üst Bilişsel İşlem Düzeyleri		Ölçülecek Davranışlar	Sorular			
			Soru No	Uygun	Uygun değil	Düşünceleriniz/ Görüşleriniz
<b>Düzyey 2: Kavrama</b>	Tümleştirme	1 ... nın nasıl ve/veya neden olduğunu anlatma				
		2 ... nın en önemli bölümlerini anlatma	15			
			16			
		3 ... nın sonuçlarını anlatma				
		5 ... ile ... arasındaki ilişkiyi anlatma	12			
			26			
		6 ... nın yollarını anlatma				
		7 ... nın ... ile ilişkisini kurma				
		8 başka sözcüklerle anlatma (Paraphrase)				
	9 Özetleme					
	Simgeleştirme	1 Resmetmek/ Tasvir etme (Depict)				
		2 Başka simgeler ve sözcüklerle ifade etme (Represent)	27			
		3 Örneklerle açıklama (Illustrate)				
		4 Çizmek/ Resmini yapma (Draw)				
		5 Gösterme (Show)				
		6 Model kullanma (Use models)				
7 Grafiğini/Şemasını çizme (Diagram)						
8 Çizelge ile gösterme (Chart)						
<b>Düzyey 3: Analiz</b>	Eşleştirme	1 Kategorilere ayırma	33			
		2 Ayırt etme (Differentiate)	3			
		3 Değerleri ile arasındaki farkları görme (Discriminate)	28			
		4 Özellikleri nedeniyle farklarını görme (Distinguish)				
		5 Seçip ayırma (Sort)	31			
		6 Başkaları ile arasında benzerlik kurma (Create an analogy)				
		7 ... için bir eğretileme yaratma (Create a metaphor)				
	Sınıflandırma	1 Düzenleme (Organize)	10			
			35			
		2 Seçip ayırma (Sort)	18			
		3 Daha geniş bir kategori/sınıfı tanıma				
		4 Kategorileri saptama	29			
	5 Farklı türlerini tanıma					
	Hataları analiz etme	1 Problemleri saptama	13			
			19			
			20			
		2 En önemli noktasını (issue) saptama				
		3 Yanlış anlaşılmalrı saptama				
		4 Değer biçme (Assess)				
		5 Eleştirme (Critique)				
		6 Tanılama (Diagnose)				
		7 Değerlendirme (Evaluate)				
	8 Düzenleme (Edit)					
	9 Düzeltme yapma (Revise)					
	Genelleme	1 Ne gibi sonuçlar çıkarılabilir				
		2 Ne gibi çıkarımlarda bulunulur	37			
		3 Bir genelleme yapma	5			
		4 Bir ilke yaratma	14			
		5 Bir kural yaratma				
		6 Gelişimini izleme				
7 Sonuçlar oluşturma						
Ayrıntıları ile belirtme	1 Yapma ve savunma					
	2 Yordama	24				
	3 Yargıya varma	22				
	4 Sonuç çıkarma (Deduce)	2				
		4				
	5 "Eğer ... olsa, ne olması gerekirdi?" sorusuna cevap verme					
	6 ... için bir tez geliştirme					
7 ... nın hangi koşullar altında gerçekleşeceği sorusuna cevap verme						

<b>Düzeş 4: Bilgiyi kullanma</b>	Karar verme	1 Seçeneklerin arasında en iyisini seçme				
		2 Hangisinin en iyi seçenek olduğunu belirleme	25			
		3 En iyi yolun ne olduğunu belirleme				
		4 Seçeneklerin arasında en uygun olanını belirleme	30 32			
	Problem Çözme	1 ... nın üstesinden nasıl geleceğini bilme	36			
		2 Uyarlama				
		3 ... yapmak için bir strateji belirleme				
		4 ... için bir yol bulma	1			
		5 Verilen koşullarda amacına nasıl ulaşacağını bilme	34			
	Deneyimleme	1 Üretme ve test etme				
		2 ... yı test etme				
		3 Eğer .... olsa ne olurdu sorusunun cevabını bulma				
		4 ...yı nasıl test ederdiniz sorusunun cevabını verme				
		5 Eğer ... olsa, nasıl karar verirdiniz sorusuna cevap verme				
		6 ... nasıl açıklanabilir sorusuna cevap verme	2 8 9 17 23			
		7 Deneylere dayanarak ne gibi yordamaların yapılabileceğini sorusuna cevap verme				
		Araştırma	1 Araştırma yapma			
	2 ... yı bulma					
	3 Bir taraf/ düşünce seçerek bunu destekleme					
	4 ... nın diğerlerinden farklı yönlerini belirleme					
	5 bir olayın nasıl olduğunu açıklama		6			
	6 bir olayın neden olduğunu açıklama		11			
	7 ... olsaydı nelerin olacağını açıklama		7			



Ateş üzerinde duran bir kabın içindeki su, önce alttan ısınır. Sıcaklık yükseldikçe dipte buhar kabarcıkları oluşur. Buhar kabarcıkları, sudan daha hafif olduğundan yukarı yükselirken üst kısımlarda, daha soğuk su tabakalarıyla karşılaştığı için söner. Kabarcıkların sönüşünü biz “tıslama” olarak işitiriz. Kaptaki suyun tamamı kaynama noktasına kadar ısıtıldığında buhar kabarcıkları sönmez. Kaptaki suyun tamamı kaynamaktadır. Böylece artık “tıslama” da duyulmaz. (2010 YÖS, Q. 53)

**1. Yukarıdaki paragrafa göre kaynayan suyun artık tıslama sesi çıkarmamasının nedeni nedir?**

- A) Buhar kabarcıklarının ısındıkça ağırlaşması ve bu nedenle sönmemesi.
- B) Buhar kabarcıklarının üst kısımda soğuk bir tabakayla karşılaşması.
- C) Kaynama sesi tıslama sesini bastırdığı için tıslama sesinin duyulmaması.
- D) Kaynayan suyun, su buharını bastırdığı için tıslama sesinin duyulmaması.

**2 - 4. Soruları aşağıdaki paragrafa göre cevaplayınız.**

Karıncaları çok severim. Çocukken arkadaşlarımla evimizin bahçesindeki karınca yuvalarını merakla incelerdik. Karıncaların oradan oraya gidiş gelişlerine, koca koca nesnelere düşe kalka yuvalarına taşımalarına çok şaşırırdık. İnsanlar gibi, zaman zaman birbirleriyle mücadele ettikleri de olurdu. Oysa arılar öyle değildir. Aralarındaki iş bölümüne uygun çalışmalarını ve çalışkanlıklarıyla karıncaları geride bırakır. (2010 YÖS, Q 56)

**2. Bu parçadan karıncalarla ilgili olarak aşağıdakilerin hangisi çıkarılamaz?**

- A) Çocuklar için çok ilginç oldukları
- B) Bazı hareketleri ile dikkat çektikleri
- C) Örnek davranışlar sergiledikleri
- D) Bazı yönleriyle insanlara benzedikleri

**3. Arılar ve karıncalarla ilgili olarak aşağıdakilerden hangisi söylenebilir?**

- A) Aynı derecede çalışkan olmaları
- B) İnsanlar gibi mücadeleciler olmaları
- C) İş bölümü yaparak bu plana uymaları
- D) Karıncaların daha mücadeleciler olmaları

**4. Yazarın küçüklüğündeki kişilik özelliklerini niteleyen sıfatlar aşağıdaki seçeneklerden hangisinde bulunmaktadır?**

- A) içine kapanık, meraklı, eğlenceli
- B) mücadeleciler, cesur, arkadaş canlısı
- C) dışa dönük, doğa sever, meraklı
- D) cesur, dışa dönük, arkadaş canlısı

**5-7. Soruları aşağıdaki paragrafa göre cevaplayınız.**

Tuz Gölü son yağışlarla yeniden eski haline kavuştu. Geçen yıllardaki kuraklık, bilinçsiz sulama ve kirlilik nedeni ile yok olma durumuna gelen Tuz Gölü son yağışlarla tamamen dolarken, alınan önlemler de etkisini göstermeye başladı. Göçmen kuşlar yeniden bölgeye göç ederken göl de halkın ilgi odağı oluyor. Şereflikoçhisar’da beyaz elmas olarak nitelendirilen tuz, imalatçıların yüzünü güldürürken bölgede bulunan turizm işletmelerini de hareketlendirdi. (<http://www.ogretmen.info/makale/23.pdf>)

**5. Yukarıdaki okuma parçasına en uygun başlığı seçiniz.**

- A) Tuz Gölünde Yeniden Canlılık
- B) Tuz Gölü ve Göçmen Kuşlar
- C) Tuz Gölüne Turist Akını
- D) Tuz Gölünde Beyaz Elmas

6. Aşağıdakilerden hangisi “beyaz elmas” nitelemesini açıklamaz?

- A) Tuzun göle verdiği güzel görünümün turistleri çekmesi
- B) Tuzun tuz üreticilerine çok para kazandırıyor olması
- C) Tuzun beyaz rengi nedeniyle kuşları çekmesi
- D) Tuzun yöre halkı için elmas gibi değerli olması

7. **Tuz Gölü** başlıklı paragrafta yer alan “Geçen yıllardaki kuraklık, bilinçsiz sulama ve kirlilik nedeni ile yok olma durumuna gelen Tuz Gölü son yağışlarla tamamen dolarken, alınan önlemler de etkisini göstermeye başladı.” cümlesindeki “kuraklık” için alınan önlemler aşağıdakilerden hangisi olabilir?

- A) Tuz Gölü çevresindeki sanayi atıklarının, yasaların belirttiği şekilde yok edilmesi
- B) Tuz Gölü çevresindeki yeşil alanlarda yapılan bina sayısının hızla artırılması
- C) Tuz Gölünün çevresindeki toprakların turizme açılarak hareketlilik sağlanması
- D) Tuz Gölü’nden çekilen su ile göl çevresindeki kurak arazilerin sulanması

8. - 9. Soruları aşağıdaki şiire göre cevaplayınız.

**Söz Ola**

Sözü bilen kişinin,  
Yüzünü ak ede bir söz  
Sözü pişirip diyenin,  
İşini sağ ede bir söz

Söz ola kese savaşı,  
Söz ola kestire başı  
Söz ola ağulu aş,  
Yağ ile bal ede bir söz

Kişi bile söz demini,  
Demeye sözün kemini  
Bu cihan cehennemini,  
Sekiz cennet ede bir söz

Yunus şimdi söz yatından,  
Söyle sözünü gayetinden  
Pek sakın o şah katından,  
Seni irak ede bir söz

Yunus Emre ([http://tr.wikisource.org/wiki/Söz\\_ola\\_kese\\_savaşı](http://tr.wikisource.org/wiki/Söz_ola_kese_savaşı))

8. Şiirde ozanın kullandığı “sözün pişirilmesi” deyimini aşağıdaki seçeneklerden hangisi en iyi açıklar?

- A) Söz söyleyenin, aklından geçeni olduğu gibi ifade etmesi
- B) Söz söyleyenin sözünü eski sözcükler kullanarak söylemesi
- C) Söz söyleyenin sözünü iyice tartarak ve düşünerek söylemesi
- D) Söz söyleyenin, sözünü gelişigüzel sözcükler seçerek söylemesi

9. Şiirde geçen “ağulu aş” nasıl bir aştır?

- A) Ilık bir aştır.      B) Acımsı bir aştır.      C) Lezzetli bir aştır.      D) Sulu bir aştır.

**10. Soruyu aşağıdaki metne göre cevaplayınız.**

**Perde**

Günün yorgunluğu omuzlarıma ağır gelmeye başlamış evime doğru yol alıyordum her zamanki gibi yavaş ve sessiz. Akşam karanlığı çökmek üzere iken sokak ortasında misket oynayan çocuklara gitti gözüm. Pencerede bağırان annelerini gördüm bir anda. İşte o anda kendi geçmişimde kayboldum.

Tam 30 yıl geriye gittim zaman tünelimde. Mahallede iki tane renkli misket için kavga ettiğim komşunun çocuğu Sabri gelmişti aklıma. Annemin “Hadi artık çabuk eve gel” diye bağırışı birden kulaklarımda çınladı. Bir an boğazım düğümlendi, gözlerim doldu.

Annemden ayrıralı 10 yıl olmuştu, her aklıma geldiğinde nedense hep böyle kötü olurdum. O da beni erken terk etmiş, beni bu dünyada yapayalnız bırakmıştı. Babamı ise evdeki resimlerinden tanıyordum. Alnının teri ile ekmeğini kazanan bir tır şoförümüş. Son çıktığı yolculuktan bir daha hiç dönmemiş. Annem babamdaki bütün özelliklerin bende de olduğunu söyler dururdu. Askeri okula başladığımda annem ne kadar da sevinmişti. Birden okulumda silah tuttuğum ilk gün gelmişti gözlerimin önüne. Yıllar ne de çabuk geçiyordu. Girdiğim o son operasyon perde olmuştu birden. Neyse ki annem *buna* şahit olmamıştı. Vurulup da yıkıldığım o düşüşü tekrar tekrar görüyorum: hemen karşımda, beyaz perdede oynayan bir film gibi. Sonra ameliyathane ve tepemde yanan ışıklar... En kötüsü de parçalanan kolumdan ayrıldığım günün acısı. Artık köşe başında reklam broşürü dağıtan başka birisi olmuşum.

İsmail UYAR 12/07/2008 ‘Perde’ adlı öyküden uyarlanmıştır. <http://www.yazilar.net/y/794/perde>  
11.03.2013

**10. Yazarın yaşadığı olayları 1’den 7’ye kadar kronolojik olarak sıraya koyduğunuzda aşağıdakilerden hangisi doğru seçenek olur?**

1. Yavaş ve sessizce evine doğru yürümesi
2. İki misket için kavga etmesi
3. Annesinin ölmesi
4. Babasının ölmesi
5. Askeri okula başlaması
6. Kolunu kaybetmesi
7. Reklam broşürü dağıtan biri olması.

- A) 1- 2- 4- 5- 6- 3- 7  
B) 4- 7- 2- 1- 5- 3- 6  
C) 4- 2- 5- 3- 6- 7- 1  
D) 1- 2- 4- 5- 3- 6- 7

**11. ve 12. Soruları aşağıdaki paragrafa göre cevaplayınız.**

Bildiğimiz turnadan daha küçük ve zarif olan telli turnanın tepesinde kırmızılık yoktur. Başındaki ve boynundaki siyah tüyler göğsünden aşağıya sarkar. Gözünün gerisinden çıkan beyaz tüleriyle diğer akrabalarından ayrılan telli turna, dünyadaki en yaygın ikinci turna türüdür. Ne var ki, artık bu türe Türkiye’de çok az rastlanıyor. Çünkü telli turnaların üreme alanı olan, aynı zamanda nisan-eylül arasındaki göçleri sırasında konakladıkları Doğubeyazıt sazlıkları ile Muş Ovası çevresindeki sulak çayırlar yıldan yıla azalıyor. Doğu Anadolu’daki akarsu vadilerinde, 20-30 çift telli turnanın ürettiği tahmin edildiği halde, konuyla ilgilenen bir dernek tarafından ancak 11 telli turna bulunduğu belirlenmiş. Hangisi doğru olursa olsun bu rakamlar, barındırdığı 465 kuş türüyle kuş bilimciler ve gözlemciler için bir cennet olan Türkiye’de telli turnanın neredeyse yok olduğu ve acilen önlem alınmazsa çok yakın bir zamanda yalnızca türkülerde yaşayacağı anlamına geliyor. (ALES 2011 Sonbahar Q. 35 & 36)

**11. Yukarıdaki paragrafa göre telli turnaların sayılarının azalmasının nedeni aşağıdakilerden hangisidir?**

- A) Tellî turnaların Türkiye’de sadece nisan-eylül aylarında konaklamaları  
B) Tellî turnaların Türkiye’de konakladıkları yerlerin giderek azalması  
C) Tellî turnaların diğer turna tiplerine benzemesi nedeniyle avlanmaları  
D) Tellî turnaların Doğu Anadolu akarsu vadilerine ulaşamamaları

**12. Yukarıdaki paragrafta telli turnaların hangi özelliğinden söz edilmiştir?**

- A) Kültüre yansması
- B) Göç ettikleri yerler
- C) Ne kadar yaşadıkları
- D) Kesin telli turna sayısı

(I) Yetişme döneminde sevilmiş, kişiliğine saygı gösterilmiş, kendisiyle barışık bir insan değilseniz yaşamda karşılaşacağınız kimi güçlüklerin üstesinden gelemersiniz. (II) Yaşamda çirkin-guñzel ikilemi, insanı kendisine sürekli çekidüzen vermeye zorlayan bir yargılama ölçütü. (III) Çalışkanlığınız, yaratıcılığınız, iletişim beceriniz, sorumluluk bilinciniz, duñruñstluñguñnuñz, içtenliğiniz, adalet duygunuz ikinci planda bırakılarak yalnızca bu çerçevede değerlendirilmeye tabi tutuluyorsunuz. (IV) Bu durumla karşılaşan bir insanın böylesi bir ölçütü yadsması ve kendini bedensel görünüşü dışındaki özelliklerle de var etmeye çalışması, yadrganacak bir davranış sayılmamalı. ( YGS, 2012, Q. 17)

**13. Yukarıdaki paragrafta uymayan cümle aşağıdaki seçeneklerden hangisinde bulunmaktadır?**

- A) I
- B) II
- C) III
- D) IV

Tarihin hangi aşamasında, hangi biçimde ortaya çıkarsa çıksın eleştirel düşünceye getirilen yasaklamalar ve kısıtlamalar, baskı dönemlerinin ortak yanını oluşturur. Edebiyata konulan sansürden, kitap yakmaya, basın kısıtlamalarından, düşünce suçundan tutuklamaya değin çeşitli biçimlerde ortaya çıkan bu yasaklamalar, düşünemeyen, soru sormayan, yalnızca kendisine verilen buyruklara körü körüne boyun eğen, beyni yıkanmış insanlar yetiştirmeye yöneliktir. (Korkmaz, 2013: 107)

**14. Yukarıdaki paragraftan çıkarılacak en kapsamlı yargı aşağıdakilerden hangisidir?**

- A) Tarihin her döneminde, baskıcı veya antidemokratik yönetimler düşünceyi suç saymıştır.
- B) Sanat eserlerine ve düşünceye uygulanan yasaklar, insanları olumsuz yönde etkilemiştir.
- C) Düşünceye uygulanan baskı, tarih boyunca sanat ve bilimin ilerlemesini engellemiştir.
- D) Antidemokratik dönemlerde uygulanan baskıların amacı kişiliksiz bireyler yetiştirmektir.

Dil kusurlu olursa, kelimeler düşünceyi iyi anlatamaz. Düşünce iyi anlatılmazsa, yapılması gereken şeyler doğru yapılamaz. Görevler doğru yapılamazsa töre ve kültür bozulur. Töre ve kültür bozulursa, adalet yanlış yola sapar. Adalet yoldan çıkarsa, şaşkınlık içine düşen halk ne yapacağını, işin nereye varacağını bilmez. (<http://www.gercekedebiyat.com/haber-detay/dil-kusurlu-olursa-huseyin-atabas/644>)

**15. Yukarıdaki paragrafta vurgulanan ana düşünce aşağıdakilerden hangisidir?**

- A) Toplum düzeninin sağlanmasında adaletin çok önemli olduğu.
- B) Kültür ve göreneklerin, hukukun alt yapısını oluşturduğu.
- C) Toplumdaki bireylerin dilin korunmasında sorumluluk sahibi olduğu.
- D) Düşüncelerin doğru aktarılması için dilin doğru kullanılması gerektiği.

Bazıları resmen eşek şakasına dönüşen kamera şakaları, televizyonun en sırtlan tebessümünü sergiliyor. Alçakça kurgulanmış tuzaklara düşürülen yardımsever insanların samimiyeti ile dalga geçiliyor. Sonra özür mü övünme mi olduğu bilinmeyen bir cıvıklıkla, "Bu bir kamera şakasıydı, bakın kamera orada." diyerek marifetlerini itiraf ediyorlar. Biz seyirciler, ekranda olup bitene hain hain gülüyoruz. Aldatılan insanlar şaşkın, mahcup, ezik "Ya öyle mi? Aman ne hoş!" gevelemesiyle aslında ağlamak istedikleri halde gülümser gibi yapıyorlar. ([http://www.otuken.com.tr/Depo/kursun\\_kalem.pdf](http://www.otuken.com.tr/Depo/kursun_kalem.pdf))

**16. Yukarıdaki paragrafta yazarın asıl yakındığı aşağıdakilerden hangisidir?**

- A) Kamera şakalarının inandırıcılıktan ve eğlendirici nitelikten uzak olması.
- B) Televizyon izleyicisinin çoğunlukla kötü niyetli ve bilinçsiz olması.
- C) Televizyon programlarının bilinçsizlik aşılacağı ve aşağılayıcı olması.
- D) Bazı televizyon programlarının, iyi niyetli insanları rencide edici olması.

Sen anlaşılmayı boşa beklemişsin, ben çoktan ümidimi kestim. Herkes kendi dünyasında. Koca, çocuklar, ana, baba, dostlar, arkadaşlar... Ne zaman senin farkına varırlar biliyor musun? Bir hizmeti eksik yaparsan eleştirmek için. Artık biliyorum bunu. Ben de onlara aldırımıyorum. Haydi bakalım ne halleri varsa görsünler. (Korkmaz, 2013: 46)

**17. Yukarıdaki paragrafta konuşan kişi aşağıdakilerin hangisinden yakınmaktadır?**

- A) İnsanların birbirine yabancılaşmalarından.
- B) Aile bireyleri arasındaki çekişmelerden.
- C) Kuşaklar arasında yaşanan çekişmelerden.
- D) Yaşamın bireyler için sıkıcı ve zor olmasından.

Bahçeye girince, insan bir renk cennetine girmiş gibi olur. Giriş yolu boyunca yedi veren gülleri, ortancalar, gecesevaları sağlı sollu insana gülümser sanki. Mavi, kırmızı, beyaz iç içe girmiştir. Ana kapının rengi de senin çok sevdiğin bir renk: Güvercin mavisi. Bir de güzel ad koymuşlar: Huzur. (<http://lazkolok.blogcu.com/anlatim-yontemleri/3464568>)

**18. Yukarıdaki paragrafın anlatımında aşağıdakilerden hangisinden yararlanılmamıştır?**

- A) Betimleme
- B) Nesnellik
- C) Konuşma tarzı
- D) Kişileştirme

Ünlü yazar Bacon, insanoğlunun iyi ve kötünün bir karışımı olarak görür. (II) Ona göre, her iyi insanın içinde bir kötü taraf, her kötü insanın içinde de iyi bir taraf vardır. (III) Bunu bildiğinden, insanları olduğu gibi kabul eder. (IV) Okur da bu tutumla yaklaşmalıdır Bacon'un denemelerine. (V) İyi bir okur neyi okuması gerektiğini bilmelidir. (VI) Okuduklarında abartılı mesajlar, idealize edilen tipler aramamalıdır. (Korkmaz, 2013: 200)

**19. Aşağıda numaraları gösterilmiş cümlelerin hangisi yukarıdaki paragrafa uymamaktadır?**

- A) III
- B) IV
- C) V
- D) VI

(I) Bir derginin araştırmasına göre, ülkemizde, şiir kitapları satış bakımından türlere göre sonlarda yer alıyormuş. (II) Üstelik çoğumuzun gençliğinde, bir yerlere sakladığı ve özellikle sevgiliye yazılmış bir şiir defteri bulunur. (III) Oysa ki bizim topraklarımızın bitmez tükenmez bir şiir geleneği vardır. (IV) Yunus Emre, Pir Sultan Abdal, Karacaoğlan, Fuzuli, Nedim, Şeyh Galip, Yahya Kemal, Ahmet Haşim, say sayabildiğin kadar. (V) Yalnız bizim kanımız değil, dünyaca ünü uzmanların da kanısı bu doğrultuda; ancak şiir kitapları yine de az satıyor. (Korkmaz, 2013: 198)

**20. Aşağıda numaraları gösterilmiş cümlelerin hangisi yukarıdaki paragrafa uymamaktadır?**

- A) I
- B) II
- C) III
- D) V

Bu şiirinin sevilmemesinin nedenlerinin biri ve başlıcası bir damla şeker tadı için insana bir çuval keçi boynuzu çiğnetmesidir. (Korkmaz, 2013: 48)

**21. Yukarıdaki cümlede altı çizili olan ifadenin anlamı aşağıdakilerden hangisidir?**

- A) Tutarlılık
- B) Bütünlük
- C) Etkililik
- D) Açıklık

Geçen hafta İznik'teydim. İznik'i; Güney Marmara'da, göl kıyısında, küçük ve sevimli bir kasaba diye anlatırsam ona haksızlık etmiş olurum. Bu haksızlık, kullandığım sözcüklerden kaynaklanmaz, onlarda bir yanlışlık yoktur. Göl kıyısındadır, sevimlidir, kuşçu ktu r. ---- İznik böyle anlatılamaz. Bu yazımda "geçmişle büyük" İznik'i anlatmaya başlayınca haklı olduğumu göreceksiniz. (2013 ALES İlkbahar, Q. 1)

**22. Paragraftaki boşluğu anlam bakımından en uygun olarak tamamlayan seçenek aşağıdakilerden hangisidir?**

- A) Bunlar da önemlidir.
- B) Doğal güzelliklerini göz ardı etmemem gerekir.
- C) Peki çinileri ile ünlü değil midir?
- D) Hepsi doğrudur ama eksiktir.

Yakın zaman önce ölen bilim kurgu türünün büyük ustası Ray Bradbury'nin Yazma Sanatında Zen adlı kitabında şöyle bir söz vardır: "Her zaman uçurumdan atlamalısın, kanatların sonradan çıkar." (2013 ALES İlkbahar, Q. 21)

**23. Yazar bu sözle aşağıdakilerden hangisini anlatmak istemiştir?**

- A) Tehlikenin, bazılarını çekici geleceğini
- B) Beklenmedik sıkıntılarla karşılaşabileceğini
- C) Bir amaç uğruna her şeyin göze alınabileceğini
- D) Cesaretin, başarıya ulaştırabileceğini

Tarihten bu yana oluşturulan bütün değerlerin "kültür" adını alabilmesi için bunların, toplumun üyeleri tarafından ---- gerekir. Bu ise, iletişim kurmanın ve toplumsal bütünleşmenin ----. (2013 ALES İlkbahar, Q. 4)

**24. Paragraftaki boşluğu anlam bakımından en uygun olarak tamamlayan seçenek aşağıdakilerden hangisidir?**

- A) benimsenmesi – göstergesidir
- B) değiştirilmesi – temel amacıdır
- C) anlaşılması – karşılığıdır
- D) önerilmesi – bir yoludur

(I) Zamana Karşı Orhan Kemal kitabında yer alan sert eleştirileri göz ardı etmedim. (II) Sadece üstadı yücelten bir çalışma olsun istemedim. (III) Tercihimi kullanabilir, bunlardan bazılarını kitaba almayabilirdim. (IV) Böyle yapsaydım kitabın ruhu da yansıtılmamış olurdu. (V) Zaten bu yazıların hepsi arşivde var, iyi bir araştırmacı bunların hepsine kolayca ulaşabilir. (VI) Aslında böyle bir yol seçmesi yazarın değeriyle ilgili. (2013 ALES İlkbahar, Q. 23)

**25. Bu parçadaki numaralanmış cümlelerin hangisinden sonra düşüncenin akışına göre "Bu, bana yakışmazdı." cümlesi getirilemez?**

- A) II.
- B) III.
- C) IV.
- D) V.

Elli yıldan beri yapılan araştırmalarda büyük ozanımız için karanlık kalmış yerler vardır. Bunlardan birisi İstanbul'a gitmediği, büyük şehirlerde tanınmadığı, sadece aşiret ve köy çevrelerinde tanındığı, ününü bu çevrelerde sağladığı görüşüdür. Oysa, bu görüş artık kökünden yıkılmıştır. (Korkmaz, 2013: 59)

**26. Yukarıdaki paragraf, aşağıdaki sorulardan hangisinin cevabı olabilir?**

- A) Sizce şairimiz hakkında yapılan araştırmalar yeterli midir?
- B) Yaşar Kemal'in konularını yerel öğelerden alması sakıncalı mı?
- C) Karacaoğlan'ın yerelliği ve ulusallığı ne derece mevcuttur?
- D) Bu köy şairi ve kent şairleri arasında herhangi bir fark var mıdır?

Varlıklar içinde kendi değerleri ile ölçülemeyen ne yazık ki insandır. Bir atı güçlü, çevik ve sağlıklı olduğu için överiz; altın, gümüş işlemeli koşumları için değil. Bir köpek sağdıklığı ve zekasıyla övülür; tasmaşının parlaklığıyla değil. Niçin bir insanı da kendi değerleri ile ölçmüyoruz? Güzel evi varmış, son derece lüks arabası, şu kadar geliri ve itibarı varmış. (Korkmaz, 2013: 60)

**27. Aşağıdakilerden hangisi, yukarıdaki paragrafta konacak en uygun başlık olabilir?**

- A) Değer Yargılarının Özelliği
- B) Varlıklı İnsanlar
- C) İnsanın Değersizliği
- D) Değer Yargılarının Yanlılığı

Yaptıkları, söyledikleri ile çelişmez. Özü sözüne uyar. Yaşayışı düşüncelerini tamamlar. Görevinin yalnızca bilmek ve doğruyu göstermek olmadığını, aynı zamanda yanlıyla savaşmak, iyiyi ve güzeli korumak olduğunu kavramıştır. Bu çabasında kararlıdır. Gözünü budaktan sakınmaz. Kötümserliğe kapılmadığı gibi hayalperestliğe de kapılmaz. Ayakları hep yerdedir. (1984 ÖYS, Q. 11)

**28. Aşağıdakilerden hangisi yukarıdaki paragrafta sözü edilen kişinin nitelikleri arasında yer almaz?**

- A) Dürüst
- B) Uysal
- C) Tutarlı
- D) Cesur

Editör, bir yayınevinin olmazsa olmazlarından. (II) Yayımlanacak bir yapıtı düzenlemek, yayıma hazırlamak ve yayımlamak gibi birçok işi ve işlevi var. (III) Yazarın ve eserinin seçilmesinden, nasıl yayımlanacağına değin yayımlama işinin bütün aşamalarını kapsayan zorlu bir iştir bu. (IV) Günümüzde editörlük, yayıncılık alanında kurumsallaşamamış işlerden. (V) Yazarların çoğu, editörün yaptığı işi küçümseyip onu yalnızca bir düzeltmen olarak algılıyor. (VI) Bu yüzden de editörlüğü□ böyle algılayan birçok yazarın yayımlanan kitaplarında yanlılardan geçilmiyor. (2011 YGS Türkçe sınavı, Q. 36)

**29. Yukarıdaki parça iki paragrafta ayrılmak istense ikinci paragraf hangi cümleyle başlar?**

- A) II.
- B) III.
- C) IV.
- D) V.

İnsan ilişkilerinin öneminin yeterince kavranmamış olması, çocuk gelişimiyle ilgili birtakım sorunları da beraberinde getirdi. Söz gelimi gu□nu□mu□zde, kendi kendine oyun kuramadığı için üretken olamayan, edilgen, çevreye karşı ilgisiz, evlere hapsolmuş çocuklar yetişiyor. (I) Bunların hayal güçleri, erken yaşta tanıştıkları ve hayatlarının doğal bir parçası olan televizyonla ve bilgisayar oyunlarıyla sınırlanmış durumda. (II) Televizyondaki reklamlar çocukları ticari birer araç olarak görüyor. (III) Kaba kuvveti ve silah kullanmayı özendiren, sanat değeri düşük filmler ve kimi yayınlar yüzünden özellikle çocuklar, çeşitli psikolojik sorunlarla yüz yüze geliyorlar. (IV) (2011 YGS Türkçe sınavı, Q. 37)

**30. Yukarıdaki parçadaki numaralanmış yerlerden hangisine düşüncenin akışına göre “Bütün bunlardan daha da önemlisi, bu türden olumsuzluklar tekrar tekrar yaşanıyor.” cümlesi getirilebilir?**

- A) I.
- B) II.
- C) III.
- D) IV.

Ozanın ilk şiir kitabını bunca yıl ertelemesinin nedeni, gizlenmeyi seven bir kişiliğinin olmasından çok, yazdıklarını kolay kolay beğenmeyen, kusursuzu arayan biri olmasıydı sanıyorum. (2008 ÖSS Türkçe Testi Q 1)

**31. Kendisinden böyle söz edilen bir sanatçı aşağıdaki deyimlerden hangisiyle nitelendirilebilir?**

- A) İğneyle kuyu kazan
- B) İşine dört elle sarılan
- C) İşini sağlama bağlayan
- D) İnce eleyip sık dokuyan

Sinema, bence bir ürün ortaya koymanın en zor olduğu alanlardan biri. Bir projenin senaryoya, sonra da sinema filmine dönüşmesi, uzun, zahmetli, pek çok kişiden ve teknolojiden yararlanmayı gerektiren pahalı bir iş. Televizyon dizilerinde de buna benzer yanlar yok değil. Ne var ki hızla yapılan, hemen seyirci karşısına çıkarılan, bir gecede tüketilen bir dizinin tek hedefi, izleyicisini ekran başında tutmak. Sinema filminde önemli olan “özen, yaratıcılık, özgünlük”, televizyon dizilerinde pek de görülmeyen özellikler. Özetlemek gerekirse, ----. (2008 ÖSS Türkçe Testi, Q 20)

**32. Yukarıdaki parçanın sonuna düşüncenin akışına göre aşağıdakilerden hangisi getirilebilir?**

- A) bir sinema filminin üretimi için gerekli olan her şey, televizyon dizilerinin üretimi için de gerekli
- B) sinemada “sanatın kuralları”, dizilerdeyse “televizyona özgü kurallar” geçerli
- C) televizyon dizilerinin izleyiciyi televizyona bağlamasının nedeni, onlardaki merak ögesinin yarıda kesilmesidir
- D) çok sayıda dizi ve film üretme, bu alanların gelişmesine katkıda bulunur

Sanatçı bu yapıtında, öteki yapıtlarından değişik bir yöntem izleyerek bireylerin gündelik yaşamdaki çatışmalarını anlatmaktan kaçınıyor. (I) O, bu yapıtında çok farklı bir düşünceden yola çıkarak yazdıklarını, bugün bugün, bugünün de yarını aydınlatacağı düşüncesine dayandırıyor. (II) Bunun için de kent ve köy yaşamından değişik kesitler sunuyor. (III) Kurmacasal öğelerin dışına çıkmadan gerçekçi karakterler çiziyor. (IV) Bu tutumuyla okuyucuyu, derinden etkileyen renkli bir roman ortamına taşıyor. (2005 ÖSS Türkçeyi Kullanma Gücü Testi, Q 8)

**33. Bu parçadaki numaralanmış cümlelerden hangisiyle “Sanatçı, kimi durumlarda tarihçinin görevini de üstlenen bir yaklaşım içinde olur.” cümlesi arasında anlamca bir ilişki kurulabilir?**

- A) I.
- B) II.
- C) III.
- D) IV.

Bu yazarımız, anılarını anlatırken araya başka yazarların anılarını, düşünürlerin anılar üzerine söylediklerini de katıyor. Böylece yazdıkları, okurda, anlatılanların içinde oluşturulmuş yeni bir metin tadı da bırakıyor. (2005 ÖSS Türkçeyi Kullanma Gücü Testi, Q 36)

**34. Yukarıdaki parçada sözü edilen yazarın böyle bir yol izlemesinin amacı aşağıdakilerden hangisi olabilir?**

- A) Anı türünün, yaygın bir yazınsal tür olduğunu gösterme
- B) Kendisiyle başka yazarlar arasındaki benzerlikleri ortaya çıkarma
- C) Okurlarda, kendi anılarını yazma isteği uyandırma
- D) Anlatılanlara, okurun değişik açılardan bakmasını sağlama

I. Eriyen camın kum zerreciklerini birbirine yapıştırmasıyla yüzyıllarca sağlam kalabilen, dayanıklı çiniler ortaya çıkardı.

II. Ünlü İznik çinileri topraktan değil kumdan yapılır, kumun dağılmasını önlemek için de cam kullanılırdı.

III. Çok sağlam yapılmış bir bina bile zamanla yıpranabilir, ama varsa, binanın çini bezemeleri sapasağlam kalır.

IV. Bu sağlamlık çininin yapımında kullanılan malzemeden ve yapılış yönteminden kaynaklanır.

V. Külçe olarak üretilen cam, pudra hâline getirilip kumla karıştırıldıktan sonra kalıplara basılır ve pişmek üzere fırına verilir. (2007 ALES Sonbahar SÖZEL Q 15)

**35. Yukarıdaki cümleler anlamlı bir bütün oluşturacak biçimde sıralandığında, hangisi baştan ikinci cümle olur?**

- A) I
- B) III
- C) IV
- D) V



İnsanlar alışık olmadıkları şeylere meraklıdır. Örneğin, bu genç köşe yazarı, yazarlık geçmişi çok kısa olmasına karşın bugün en çok okunan, tartışılan ve gündem yaratan kişiler arasında. Ben böyle gazetecileri severim, hele bunlar gençse ve yeni yetişiyorsa onları teşvik de ederim. Çünkü ben de öyleydim. Birlikte çalıştığımız bir usta yazar bana şöyle demişti: “Duşuğnu yazacaksın. İlk sansürçün kafan olmayacak.” Bu usta yazar, yazılarımızı dikkatle okur, Türkçe yanlışlarımızı ya da varsa mantık hatalarımızı düzeltir, ama düşüncelerimize asla karışmazdı. Yanlış yazdığımızda bile... Ama yanlışımızı ertesi gün anlatırdı. Dayanamayıp bir gün “Dün baskıya girmeden önce neden uyardın?” diye sorduğumda bana “O zaman çekerdin yazını, yazın çıkmazdı. Sen de bugün bu tepkileri almamış olurdun. İnsanı geliştiren yanlışlardır, birinin ilerlemesini istiyorsan onun yanlış yapmasına izin vermelisin.” dedi. (ALES Sonbahar 2007 SÖZEL Q 58)

**36. Bu parçaya göre, usta yazarın genç meslektaşlarının yanlışlarını ertesi gün söylemesinin nedeni aşağıdakilerden hangisi olabilir?**

- A) Yapılan yanlışların hiç de önemli olmadığını düşünmesi
- B) Hataları düzeltmek için yeterli zaman olmadığını düşünmesi
- C) Okuyuculardan gelecek eleştirilerin daha öğretici olduğunu düşünmesi
- D) Gençlerin, yapacağı eleştiriler karşısında göstereceği tepkilerden çekinmesi

Bir yazar, kendisiyle konuştuğu bir yazısında şöyle diyor: “Her yaş döneminin insanı ayrıdır. Yirmili yaşların insanıyla ellinin, altmışın, yetmişin hele seksenin, doksanın insanı aynı insan mıdır?” Aynı olur mu hiç? Değişim salt fiziksel özelliklerimizi değil, asıl iç dünyamızı kuşatıyor. Bakıyorum bir zamanlar hiç umursamadığım olaylar, haberler şimdi derinlemesine etkiliyor beni. Yargılayıcı, eleştirel bir açıdan bakıyorum her şeye. İster istemez sorunların sarmalında buluyorum kendimi. Öfkeleniyor, uşu lu yorum. Dinginliğimi yitirdiğim, içimin allak bullak olduğu böyle anlarda çevremdekiler de yatıştırıyor beni; tutunacak bir dal, sığınacak bir yer arıyorum. Çözüm aradıkça, şiire ya da romana sığınmanın daha iyi geldiğini duşu nu yorum. (<http://www.sinavyeri.net/bir-yazar-kendisiyle-soylestigi-bir-yazisinde-soyle-diyor8220her-yas-doneminin-40219.html>)

**37. Yukarıdaki paragraftan yaşlılarla ilgili olarak aşağıdakilerin hangisine varılamaz?**

- A) Mutsuzlukları bir başına kalıplarından kaynaklanır.
- B) Farklılıklarının bilincinde olurlar.
- C) Karşılaştıkları günlük gerçeklere tepki gösterirler.
- D) Tanık oldukları durumlara yeni anlamlar yüklerler

**Appendix B: The Trial Version of ‘The Reading Comprehension Test in Turkish’**

Sevgili Öğrenciler,

Mersin Üniversitesinde sürdürdüğüm doktora tez çalışmam için değerli bilgilerinize gereksinim duymaktayım. Ekte bir “Türkçe Okuduğunu Anlama Sınavı” bulunmaktadır. Bu sınavın her sorusunu yanıtlamanız, soruları boş bırakmamanız çalışmamın sağlıklı ilerlemesi açısından çok önemlidir.

“Türkçe Okuduğunu Anlama Sınavı” 36 sorudan oluşan soru kağıdı ve cevap kağıdından oluşmaktadır. Sizden soruların doğru cevaplarını cevap kağıdına işaretlemeniz beklenmektedir. Cevap kağıdı üzerinde doldurmanız gereken ‘ad-soyad’, ‘sınıf’ gibi bölümler bulunmaktadır. Lütfen bu bölümleri doldurarak gerekli bilgileri yazınız. Yazacağınız bu bilgiler ve alacağınız puan hiçbir şekilde hiç kimse ile paylaşılmayacaktır. Adınız ve soyadınız tez çalışmamın hiçbir yerinde geçmeyecek, bu sınavın sonucu hiçbir şekilde ders notunuz olarak kullanılmayacak ve aldığınız puan okul notlarınızla herhangi bir şekilde ilişkilendirilmeyecektir.

Sınav sorularını cevaplandırmanız tez çalışmamın en önemli bölümünü oluşturacaktır. Bu nedenle verdiğiniz destek ve gösterdiğiniz ilgi için size şimdiden çok teşekkür ederim.

F. Banu Tümay  
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1. I. Eriyen camın kum zerreciklerini birbirine yapıştırmasıyla yüzyıllarca sağlam kalabilen, dayanıklı çiniler ortaya çıkardı.
- II. Örneğin, ünlü İznik çinileri topraktan değil kumdan yapılır, kumun dağılmasını önlemek için de cam kullanılırdı.
- III. Çok sağlam yapılmış bir bina bile zamanla yıpranabilir, ama varsa, binanın çini bezemeleri sapasağlam kalır.
- IV. Bu sağlamlık çininin yapımında kullanılan malzemeden ve yapılış yönteminden kaynaklanır.
- V. Külçe olarak üretilen cam, pudra hâline getirilip kumla karıştırıldıktan sonra kalıplara basılır ve pişmek üzere fırına verilir.

**Yukarıdaki cümleleri anlamlı bir bütün oluşturacak şekilde sıralarsanız, hangi cümle baştan ikinci sırada yer alır?**

- A) I      B) III      C) IV  
D) V

**2. – 4. soruları aşağıdaki paragrafa göre cevaplayınız.**

Karınca çok severim. Çocukken arkadaşlarımla evimizin bahçesindeki karınca yuvalarını merakla incelerdik. Karıncaların oradan oraya gidiş gelişlerine, koca koca nesnelere düşe kalka yuvalarına taşımalarına çok şaşırdık. İnsanlar gibi, zaman zaman birbirleriyle mücadele ettikleri de olurdu. Oysa arılar öyle değildir. Aralarındaki iş bölümüne uygun çalışmaları ve çalışkanlıklarıyla karıncaları geride bırakır.

**2. Yazarın küçüklüğündeki kişilik özelliklerini niteleyen sıfatlar aşağıdaki seçeneklerden hangisinde bulunmaktadır?**

- A) içine kapanık, meraklı, eğlenceli  
B) dışa dönük, doğa sever, meraklı  
C) mücadeleci, cesur, arkadaş canlısı  
D) cesur, dışa dönük, arkadaş canlısı

**3. Bu parçadan karıncalarla ilgili olarak aşağıdakilerin hangisi çıkarılamaz?**

- A) Çocuklar için çok ilginç oldukları  
B) Bazı hareketleri ile dikkat çektikleri  
C) Bazı yönleriyle insanlara benzedikleri  
D) Örnek davranışlar sergiledikleri

**4. Arılar ve karıncalarla ilgili olarak aşağıdakilerden hangisi söylenebilir?**

- A) Aynı derecede çalışkan olmaları  
B) İnsanlar gibi mücadeleci olmaları  
C) İş bölümü yaparak buna uymaları  
D) Karıncaların daha mücadeleci olmaları

5. Ateş üzerinde duran bir kabın içindeki su, önce alttan ısınır. Sıcaklık yükseldikçe dipte buhar kabarcıkları oluşur. Buhar kabarcıkları, sudan daha hafif olduğundan yukarı yükselirken üst kısımlarda daha soğuk su tabakalarıyla karşılaştığı için söner. Kabarcıkların sönüşünü biz “tıslama” olarak iştiriz. Kaptaki suyun tamamı kaynama noktasına kadar ısıtıldığında buhar kabarcıkları sönmeyiz. Kaptaki suyun tamamı kaynamaktadır. Böylece artık “tıslama” da duyulmaz.

**Yukarıdaki paragrafta kaynayan suyun artık “tıslama” sesi çıkarmamasının nedeni nedir?**

- A) Buhar kabarcıklarının üst kısımda soğuk bir tabakayla karşılaşması.  
B) Buhar kabarcıklarının ısındıkça ağırlaşması ve bu nedenle sönmemesi.  
C) Kaynama sesi “tıslama” sesini bastıracağı için “tıslama” sesi duyulamaması.  
D) Kaynayan suyun, su buharını bastıracağı için “tıslama” sesinin duyulmaması.

**6. - 7. soruları aşağıdaki paragrafa göre cevaplayınız.**

Bildiğimiz turnadan daha küçük ve zarif olan telli turnanın tepesinde kırmızılık yoktur. Başındaki ve boynundaki siyah tüyler göğsünden aşağıya sarkar. Gözünün gerisinden çıkan beyaz tüyleriyle diğer akrabalarından ayrılan telli turna, dünyadaki en yaygın ikinci turna türüdür. Ne var ki, artık bu türe Türkiye’de çok az rastlanıyor. Çünkü telli turnaların üreme alanı olan, aynı zamanda Nisan-Eylül arasındaki göçleri sırasında konakladıkları Doğubeyazıt sızlıkları ile Muş Ovası çevresindeki sulak çayırlar yıldan yıla azalıyor. Doğu Anadolu’daki akarsu vadilerinde, 20-30 çift telli turnanın ürettiği tahmin edildiği halde, konuyla ilgilenen bir dernek tarafından ancak 11 telli turna bulunduğu belirtilmiş. Hangisi doğru olursa olsun bu rakamlar, barındırdığı 465 kuş türüyle kuş bilimciler ve gözlemciler için bir cennet olan Türkiye’de telli turnanın neredeyse yok olduğu ve acilen önlem alınmazsa çok yakın bir zamanda yalnızca türkülere yaşayacağı anlamına geliyor.

6. Yukarıdaki paragrafa göre telli turnaların sayılarının azalmasının nedeni aşağıdakilerden hangisidir?

- A) Telli turnaların Türkiye’de sadece Nisan-Eylül aylarında konaklamaları
- B) Telli turnaların Türkiye’de konakladıkları yerlerin giderek azalması
- C) Telli turnaların diğer turna tiplerine benzemesi nedeniyle avlanmaları
- D) Telli turnaların Doğu Anadolu akarsu vadilerine ulaşamamaları

7. Yukarıdaki paragrafta telli turnaların hangi özelliğinden söz edilmiştir?

- E) Göç ettikleri yerler
- F) Kültüre yansması
- G) Ne kadar yaşadıkları
- H) Kesin telli turna sayısı

8. (I) Yetişme döneminde sevilmiş, kişiliğine saygı gösterilmiş, kendisiyle barışık bir insan değilseniz yaşamda karşılaşacağınız kimi güçlüklerin üstesinden gelemezsiniz. (II) Yaşamda çirkin-güzel ikilemi, insanı kendisine sürekli çekidüzen vermeye zorlayan bir yargılama ölçütü. (III) Çalışkanlığımız, yaratıcılığımız, iletişim beceriniz, sorumluluk bilinciniz, dürüstlüğünüz, içtenliğiniz, adalet duygunuz ikinci planda bırakılarak yalnızca bu çerçevede değerlendirilmeye tabi tutuluyorsunuz. (IV) Bu durumla karşılaşan bir insanın böylesi bir ölçütü yadsıması ve kendini bedensel görünüşü dışındaki özelliklerle de var etmeye çalışması, yadırganacak bir davranış sayılmamalı.

Yukarıdaki paragrafta anlatımı bozan cümle aşağıdaki seçeneklerden hangisinde bulunmaktadır?

- A) I
- B) II
- C) III
- D) IV

9. Tarihin hangi aşamasında, hangi biçimde ortaya çıkarsa çıksın eleştirel düşünceye getirilen yasaklamalar ve kısıtlamalar, baskı dönemlerinin ortak yanını oluşturur. Edebiyata konulan sansürden, kitap yakmaya, basın kısıtlamalarından, düşünce suçundan tutuklamaya değin çeşitli biçimlerde ortaya çıkan bu yasaklamalar, düşünemeyen, soru sormayan, yalnızca kendisine verilen buyruklara körü körüne boyun eğen, beyni yıkanmış insanlar yetiştirmeye yöneliktir.

Yukarıdaki paragraftan çıkarılacak en kapsamlı yargı aşağıdakilerden hangisidir?

- A) Tarihin her döneminde, baskıcı veya antidemokratik yönetimler düşünceyi suç saymıştır.
- B) Düşünceye uygulanan baskı, tarih boyunca sanat ve bilimin ilerlemesini engellemiştir.
- C) Antidemokratik dönemlerde uygulanan baskıların amacı kişisiz bireyler yetiştirmektir.
- D) Sanat eserlerine ve düşünceye uygulanan yasaklar, insanları olumsuz yönde etkilemiştir.

10. Dil kusurlu olursa, kelimeler düşünceyi iyi anlatamaz. Düşünce iyi anlatılmazsa, yapılması gereken şeyler doğru yapılamaz. Görevler doğru yapılamazsa töre ve kültür bozulur. Töre ve kültür bozulursa, adalet yanlış yola sapar. Adalet yoldan çıkarsa, şaşkınlık içine düşen halk ne yapacağını, işin nereye varacağını bilmez.

Yukarıdaki paragrafta vurgulanan ana düşünce aşağıdakilerden hangisidir?

- A) Toplum düzeninin sağlanmasında adaletin çok önemli olduğu
- B) Kültür ve göreneklerin, hukukun alt yapısını oluşturduğu
- C) Toplumdaki bireylerin dilin korunmasında sorumluluk sahibi olduğu
- D) Düşüncelerin doğru aktarılması için dilin doğru kullanılması gerektiği

11. Bazıları resmen eşek şakasına dönüşen kamera şakaları, televizyonun en sırtlan tebessümünü sergiliyor. Alçakça kurgulanmış tuzaklara düşürülen yardımsever insanların samimiyeti ile dalga geçiliyor. Sonra özür mü övünme mi olduğu bilinmeyen bir cıvıklıkla, “Bu bir kamera şakasıydı, bakın kamera orada.” diyerek marifetlerini itiraf ediyorlar. Biz seyirciler, ekranda olup bitene hain hain gülüyoruz. Aldatılan insanlar şaşkın, mahcup, ezik “Ya öyle mi? Aman ne hoş!” gevelemesiyle aslında ağlamak istedikleri halde gülümser gibi yapıyorlar.

**Yukarıdaki paragrafta yazarın asıl yakındığı aşağıdakilerden hangisidir?**

- A) Kamera şakalarının inandırıcılıktan ve eğlendirici nitelikten uzak olması  
 B) Bazı televizyon programlarının, iyi niyetli insanları rencide edici olması  
 C) Televizyon izleyicisinin çoğunlukla kötü niyetli ve bilinçsiz olması  
 D) Televizyon programlarının bilinçsizlik aşılacağı ve aşağılayıcı olması

12. Sen anlaşılmayı boşa beklemişsin, ben çoktan ümidimi kestim. Herkes kendi dünyasında. Koca, çocuklar, ana, baba, dostlar, arkadaşlar... Ne zaman senin farkına varırlar biliyor musun? Bir hizmeti eksik yaparsan eleştirmek için. Artık biliyorum bunu. Ben de onlara aldırımıyorum. Haydi bakalım ne halleri varsa görsünler.

**Yukarıdaki paragrafta konuşan kişi aşağıdakilerin hangisinden yakınmaktadır?**

- A) İnsanların birbirine yabancılaşmalarından  
 B) Aile bireyleri arasındaki çekişmelerden  
 C) Kuşaklar arasında yaşanan çekişmelerden  
 D) Yaşamın bireyler için sıkıcı ve zor olmasından

13. Bahçeye girince, insan bir renk cennetine girmiş gibi olur. Giriş yolu boyunca yedi veren gülleri, ortancalar, gecesevaları sağlı sollu insana gülümser sanki. Mavi, kırmızı, beyaz iç içe girmiştir. Ana kapının rengi de senin çok sevdiğin bir renk: Güvercin mavisi. Bir de güzel ad koymuşlar: Huzur.

**Yukarıdaki paragrafın anlatımında aşağıdakilerden hangisinden yararlanılmamıştır?**

- A) Betimleme  
 B) Nesnellik  
 C) Konuşma tarzı  
 D) Kişileştirme

14. (I) Bir derginin araştırmasına göre, ülkemizde şiir kitapları satış bakımından türlere göre sonlarda yer alıyormuş. (II) Üstelik çoğumuzun gençliğinde, bir yerlere sakladığı ve özellikle sevgiliye yazılmış bir şiir defteri vardır. (III) Oysa ki bizim topraklarımızın bitmez tükenmez bir şiir geleneği vardır. (IV) Yunus Emre, Pir Sultan Abdal, Karacaoğlan, Fuzuli, Nedim, Şeyh Galip, Yahya Kemal, Ahmet Haşim, say sayabildiğin kadar. (V) Yalnız bizim kanımız değil, dünyaca ünlü uzmanların da kanısı bu doğrultuda; ancak şiir kitapları yine de az satıyor.

**Aşağıda numaraları gösterilmiş cümlelerin hangisi yukarıdaki paragrafta uymamaktadır?**

- A) I      B) II      C) III      D) V

15. Geçen hafta İznik'teydim. İznik'i; Güney Marmara'da, göl kıyısında, küçük ve sevimli bir kasaba diye anlatırsam ona haksızlık etmiş olurum. Bu haksızlık, kullandığım sözcüklerden kaynaklanmaz, onlarda bir yanlışlık yoktur. Göl kıyısındadır, sevimlidir, ku□çu□ktu□r. ---- İznik böyle anlatılamaz. Bu yazımda “geçmişle büyük” İznik'i anlatmaya başlayınca haklı olduğumu göreceksiniz.

**Paragraftaki boşluğu anlam bakımından en uygun olarak tamamlayan seçenek aşağıdakilerden hangisidir?**

- A) Bunlar da önemlidir.  
 B) Doğal güzelliklerinden de söz etmeliyim.  
 C) Peki çinileri ile ünlü değil midir?  
 D) Hepsi doğrudur ama eksiktir.

16. Tarihten bu yana oluşturulan bütün değerlerin “kültür” adını alabilmesi için bunların, toplumun üyeleri tarafından ---- gerekir. Bu ise, iletişim kurmanın ve toplumsal bütünleşmenin ----.

**Paragraftaki boşlukları anlam bakımından en uygun olarak tamamlayan seçenek aşağıdakilerden hangisidir?**

- A) benimsenmesi – göstergesidir  
B) değiştirilmesi – temel amacıdır  
C) anlaşılması – karşılığıdır  
D) önerilmesi – bir yoludur

17. Yaptıkları, söyledikleri ile çelişmez. Özü sözüne uyar. Yaşayışı düşüncelerini tamamlar. Görevinin yalnızca bilmek ve doğruyu göstermek olmadığını, aynı zamanda yanlışla savaşmak, iyiyi ve güzeli korumak olduğunu kavramıştır. Bu çabasında kararlıdır. Gözünü budaktan sakınmaz. Kötümserliğe kapılmadığı gibi hayalperestliğe de kapılmaz. Ayakları hep yerdedir.

**Aşağıdakilerden hangisi yukarıdaki paragrafta sözü edilen kişinin nitelikleri arasında yer almaz?**

- A) Dürüst  
B) Uysal  
C) Tutarlı  
D) Cesur

18. (I) Editör, bir yayınevinin olmazsa olmazlarından. (II) Yayımlanacak bir yapıtı düzenlemek, yayıma hazırlamak ve yayımlamak gibi birçok işi ve işlevi var. (III) Yazarın ve eserinin seçilmesinden, nasıl yayımlanacağına değin yayımlama işinin bütün aşamalarını kapsayan zorlu bir iştir bu. (IV) Günümüzde editörlük, yayıncılık alanında kurumsallaşamamış işlerden. (V) Yazarların çoğu, editörün yaptığı işi küçümseyip onu yalnızca bir düzeltmen olarak algılıyor. (VI) Bu yüzden de editörlüğü □ böyle algılayan birçok yazarın yayımlanan kitaplarında yanlışlardan geçilmiyor.

**Yukarıdaki parça iki paragrafa ayrılmak istense ikinci paragraf hangi cümleyle başlar?**

- A) II. B) III. C) IV. D) V.

19. İnsan ilişkilerinin öneminin yeterince kavranmamış olması, çocuk gelişimiyle ilgili birtakım sorunları da beraberinde getirdi. Söz gelimi, günümüzde, kendi kendine oyun kurmadığı için üretken olamayan, edilgen, çevreye karşı ilgisiz, evlere hapsolmuş çocuklar yetişiyor. (I) Bunların hayal güçleri, erken yaşta tanıştıkları ve hayatlarının doğal bir parçası olan televizyonla ve bilgisayar oyunları ile sınırlanmış durumda. (II) Televizyondaki reklamlar çocukları ticari birer araç olarak görüyor. (III) Kaba kuvveti ve silah kullanmayı özendiren, sanat değeri düşük filmler ve kimi yayınlar yüzünden özellikle çocuklar, çeşitli psikolojik sorunlarla yüz yüze geliyorlar. (IV)

**Düşüncenin akışına göre, “Bütün bunlardan daha da önemlisi, bu türden olumsuzluklar tekrar tekrar yaşıyor.” cümlesi, yukarıdaki parçada numaralandırılmış yerlerden hangisine getirilebilir?**

- A) I B) II C) III D) IV

20. Bu yazarımız, anılarını anlatırken araya başka yazarların anılarını, düşünürlerin anılar üzerine söylediklerini de katıyor. Böylece yazdıkları, okurda, anlatılanların içinde oluşturulmuş yeni bir metin tadı da bırakıyor.

**Yukarıdaki parçada sözü edilen yazarın böyle bir yol izlemesinin amacı aşağıdakilerden hangisi olabilir?**

- A) Anı türünün, yaygın bir yazınsal tür olduğunu gösterme  
B) Kendisiyle başka yazarlar arasındaki benzerlikleri ortaya çıkarma  
C) Okurlarda, kendi anılarını yazma isteği uyandırma  
D) Anlatılanlara, okurun değişik açılardan bakmasını sağlama

21. Bir yazar, kendisiyle konuştuğu bir yazısında şöyle diyor: “Her yaş döneminin insanı ayrıdır. Yirmili yaşların insanıyla ellinin, altmışın, yetmişin hele seksenin, doksanın insanı aynı insan mıdır?” Aynı olur mu hiç? Değişim salt fiziksel özelliklerimizi değil, asıl iç dünyamızı kuşatıyor. Bakıyorum bir zamanlar hiç umursamadığım olaylar, haberler şimdi derinlemesine etkiliyor beni. Yargılayıcı, eleştirel bir açıdan bakıyorum her şeye. İster istemez sorunların sarmalında buluyorum kendimi. Öfkeleniyorum, uzağa uzağa gidiyorum. Dinginliğimi yitirdiğim, içimin allak bullak olduğu böyle anlarda çevremdekiler de yatıştıramıyor beni; tutunacak bir dal, sığınacak bir yer arıyorum. Çözüm aradıkça, şiire ya da romana sığınmanın daha iyi geldiğini düşünüyorum.

**Yukarıdaki paragraftan yaşlılarla ilgili olarak aşağıdakilerin hangisine varılamaz?**

- A) Mutsuzlukları bir başına kalışlarından kaynaklanır.  
 B) Farklılaştıklarının bilincinde olurlar.  
 C) Karşılaştıkları günlük gerçeklere tepki gösterirler.  
 D) Tanık oldukları durumlara yeni anlamlar yüklerler.
22. (I) Ünlü yazar Bacon, insanoğlunu iyi ve kötünün bir karışımı olarak görür. (II) Ona göre, her iyi insanın içinde bir kötü taraf, her kötü insanın içinde de iyi bir taraf vardır. (III) Bunu bildiğinden, insanları olduğu gibi kabul eder. (IV) Okur da bu tutumla yaklaşmalıdır Bacon’un denemelerine. (V) İyi bir okur neyi okuması gerektiğini bilmelidir. (VI) Okuduklarında abartılı mesajlar, idealize edilen tipler aramamalıdır.

**Aşağıda numaraları gösterilmiş cümlelerin hangisi yukarıdaki paragrafın ana düşüncesine uymamaktadır?**

- A) III      B) IV      C) V      D) VI

23. Varlıklar içinde kendi değerleri ile ölçülemeyen ne yazık ki insandır. Bir atı güçlü, çevik ve sağlıklı olduğu için överiz; altın, gümüş işlemeli koşumları için değil. Bir köpek sağdıklığı ve zekasıyla övülür; tasmaşının parlaklığıyla değil. Niçin bir insanı da kendi değerleri ile ölçmüyoruz? Niçin ‘güzel evi varmış, son derece lüks arabası, şu kadar geliri ve itibarı varmış’ gibi değerler ön plana çıkıyor?

**Aşağıdakilerden hangisi, yukarıdaki paragrafta konacak en uygun başlık olabilir?**

- A) Değer Yargılarının Özelliği  
 B) Değer Yargılarının Yanlılığı  
 C) İnsanın Değersizliği  
 D) Varlıklı İnsanlar

**24. - 26. soruları aşağıdaki paragrafta göre cevaplayınız.**

Tuz Gölü son yağışlarla yeniden eski haline kavuştu. Geçen yıllardaki kuraklık, bilinçsiz sulama ve kirlilik nedeni ile yok olma durumuna gelen Tuz Gölü son yağışlarla tamamen dolarken alınan önlemler de etkisini göstermeye başladı. Artık göçmen kuşlar bölgeye göç ederken göl de halkın ilgi odağı olmaya başladı. Şereflikoçhisar’da “beyaz elmas” olarak nitelendirilen tuz, üreticilerin yüzünü güldürürken bölgede bulunan turizm işletmelerini de hareketlendirdi.

**24. Yukarıdaki okuma parçasına en uygun başlığı seçiniz.**

- A) Tuz Gölünde Yeniden Canlılık  
 B) Tuz Gölü ve Göçmen Kuşlar  
 C) Tuz Gölüne Turist Akını  
 D) Tuz Gölünde Beyaz Elmas

**25. Tuz Gölü başlıklı paragrafta yer alan “Geçen yıllardaki kuraklık, bilinçsiz sulama ve kirlilik nedeni ile yok olma durumuna gelen Tuz Gölü son yağışlarla tamamen dolarken, alınan önlemler de etkisini göstermeye başladı.” cümlesindeki kuraklık için alınan önlemler aşağıdakilerden hangisi olabilir?**

- A) Tuz Gölü çevresindeki sanayi atıklarının, yasaların belirttiği şekilde yok edilmesi  
 B) Tuz Gölü çevresindeki yeşil alanlarda yapılan bina sayısının hızla artırılması  
 C) Tuz Gölünün çevresindeki toprakların turizme açılarak hareketlilik sağlanması  
 D) Tuz Gölü’nden çekilen su ile göl çevresindeki kurak arazilerin sulanması

26. Aşağıdakilerden hangisi “beyaz elmas” nitelemesini açıklamaz?

- A) Tuzun göle verdiği güzel görünümün turistleri çekmesi
- B) Tuzun tuz üreticilerine çok para kazandırıyor olması
- C) Tuzun beyaz rengi nedeniyle kuşları çekmesi
- D) Tuzun yöre halkı için elmas gibi değerli olması

27. İnsanlar alışık olmadıkları şeylere meraklıdır. Örneğin, bu genç köşe yazarı, yazarlık geçmişi çok kısa olmasına karşın bugün en çok okunan, tartışılan ve gündem yaratan kişiler arasında. Ben böyle gazetecileri severim, hele bunlar gençse ve yeni yetişiyorsa onları teşvik de ederim. Çünkü ben de öyleyim. Birlikte çalıştığımız bir usta yazar bana şöyle demişti: “Duşuñduğunu yazacaksın. İlk sansürçün kafan olmayacak.” Bu usta yazar, yazılarımızı dikkatle okur, Türkçe yanlışlarımızı ya da varsa mantık hatalarımızı düzeltir, ama düşüncelerimize asla karışmazdı. Yanlış yazdığımızda bile... Ama yanlışımızı ertesi gün anlatırdı. Dayanamayıp bir gün “Dün baskıya girmeden önce neden uyardın?” diye sorduğumda bana “O zaman çekerdin yazını, yazın çıkmazdı. Sen de bugün bu tepkileri almamış olurdun. İnsanı geliştiren yanlışlarıdır, birinin ilerlemesini istiyorsan onun yanlış yapmasına izin vermelisin.” dedi.

**Bu parçaya göre, usta yazarın genç meslektaşlarının yanlışlarını ertesi gün söylemesinin nedeni aşağıdakilerden hangisi olabilir?**

- A) Yapılan yanlışların hiç de önemli olmadığını düşünmesi
- B) Hataları düzeltmek için yeterli zaman olmadığını düşünmesi
- C) Okuyuculardan gelecek eleştirilerin daha öğretici olduğunu düşünmesi
- D) Gençlerin, yapacağı eleştiriler karşısında göstereceği tepkilerden çekinmesi

28. Yakın zaman önce ölen bilim kurgu türünün büyük ustası Ray Bradbury’nin ‘*Yazma Sanatında Zen*’ adlı kitabında şöyle bir söz vardır: “Her zaman uçurumdan atlamalısın, kanatların sonradan çıkar”.

**Yazar “Her zaman uçurumdan atlamalısın, kanatların sonradan çıkar” sözüyle aşağıdakilerden hangisini anlatmak istemiştir?**

- A) Tehlikenin, bazılarını çekici geleceğini
- B) Beklenmedik sıkıntılarla karşılaşılabilceğini
- C) Bir amaç uğruna her şeyin göze alınabileceğini
- D) Cesaretin, başarıya ulaştırabileceğini

29. ‘*Zamana Karşı Orhan Kemal*’ kitabında yer alan sert eleştirileri göz ardı etmedim. (I) Sadece üstadı yücelten bir çalışma olsun istemedim. (II) Tercihimi kullanabilir, bunlardan bazılarını kitaba almayabilirdim. (III) Böyle yapsaydım kitabın ruhu da yansıtılmamış olurdu. (IV) Zaten bu yazıların hepsi arşivde var, iyi bir araştırmacı bunların hepsine kolayca ulaşabilir. (V) Aslında böyle bir yol seçmesi yazarın değerleriyle ilgili.

**Bu parçadaki numaralanmış cümlelerin hangisinden sonra düşüncenin akışına göre “Bu, bana yakışmazdı.” cümlesi getirilemez?**

- A) II.                      B) III.                      C) IV.
- D) V.



30. soruyu aşağıdaki metne göre cevaplayınız.

### Perde

Günün yorgunluğu omuzlarıma ağır gelmeye başlamış evime doğru yol alıyordum her zamanki gibi yavaş ve sessiz. Akşam karanlığı çökmek üzere iken sokak ortasında misket oynayan çocuklara gitti gözüm. Pencerede bağırان annelerini gördüm bir anda. İşte o anda kendi geçmişimde kayboldum.

Tam 30 yıl geriye gittim zaman tünelimde. Mahallede iki tane renkli misket için kavga ettiğim komşunun çocuğu Sabri gelmişti aklıma. Annemin “Hadi artık çabuk eve gel” diye bağırışı birden kulaklarımda çınladı. Bir an boğazım düğümlendi, gözlerim doldu.

Annemden ayrıralı 10 yıl olmuştu, her aklıma geldiğinde nedense hep böyle kötü olurdu. O da beni erken terk etmiş, beni bu dünyada yapayalnız bırakmıştı. Babamı ise evdeki resimlerinden tanıyordum. Alnının teri ile ekmeğini kazanan bir tır şoförümüş. Son çıktığı yolculuktan bir daha hiç dönememiş. Annem babamdaki bütün özelliklerin bende de olduğunu söyler dururdu.

Askeri okula başladığımda annem ne kadar da sevinmişti. Birden okulumda silah tuttuğum ilk gün gelmişti gözlerimin önüne. Yıllar ne de çabuk geçiyordu. Girdiğim o son operasyon perde olmuştu birden. Neyse ki annem buna şahit olmamıştı. Vurulup da yıkıldığım o düşüşü tekrar tekrar görüyorum: hemen karşımda, beyaz perdede oynayan bir film gibi. Sonra ameliyathane ve tepemde yanan ışıklar... En kötüsü de parçalanmış kolumdan ayrıldığı günün acısı.

Artık köşe başında reklam broşürü dağıtan başka birisi olmuşum.

Aşağıda yazarın yaşadığı olaylar bulunmaktadır.

1. Yavaş ve sessizce evine doğru yürümesi
2. İki misket için kavga etmesi
3. Annesinin ölmesi
4. Babasının ölmesi
5. Askeri okula başlaması
6. Kolunu kaybetmesi
7. Reklam broşürü dağıtan biri olması.

Yazarın yaşadığı olayları 1’den 7’ye kadar kronolojik olarak sıraya koyarsanız, aşağıdakilerden hangisi doğru seçenek olur?

- A) 4- 2- 5- 3- 6- 7- 1
- B) 1- 2- 4- 5- 6- 3- 7
- C) 4- 7- 2- 1- 5- 3- 6
- D) 1- 2- 4- 5- 3- 1- 6

31. ve 32. soruları aşağıdaki şiire göre cevaplayınız.

### Söz Ola

Sözü bilen kişinin,  
Yüzünü ak ede bir söz  
Sözü pişirip diyenin,  
İşini sağ ede bir söz

Söz ola kese savaşı,  
Söz ola kestire başı  
Söz ola ağulu aş,  
Yağ ile bal ede bir söz

Kişi bile söz demini,  
Demeye sözün kemini  
Bu cihan cehennemini,  
Sekiz cennet ede bir söz

Yunus şimdi söz yatından,  
Söyle sözü gayetinden  
Pek sakın o şah katından,  
Seni ırak ede bir söz

Yunus Emre

31. Şiirde ozanın kullandığı “sözün pişirilmesi” deyimini aşağıdaki seçeneklerden hangisi en iyi açıklar?

- A) Söz söyleyenin, aklından geçeni olduğu gibi ifade etmesi
- B) Söz söyleyenin sözünü eski sözcükler kullanarak söylemesi
- C) Söz söyleyenin, sözünü gelişigüzel sözcükler seçerek söylemesi
- D) Söz söyleyenin sözünü iyice tartarak ve düşünerek söylemesi

32. Şiirde geçen “ağulu aş” nasıl bir aştır?

- A) Ilık bir aştır.
- B) Acımsı bir aştır.
- C) Lezzetli bir aştır.
- D) Sulu bir aştır.

33. Sanatçı bu yapıtında, öteki yapıtlarından değişik bir yöntem izleyerek bireylerin gündelik yaşamdaki çatışmalarını anlatmaktan kaçınıyor. (I) O, bu yapıtında çok farklı bir düşünceden yola çıkarak yazdıklarını, dünün bugünü, bugünün de yarını aydınlayacağı düşüncesine dayandırıyor. (II) Bunun için de kent ve köy yaşamından değişik kesitler sunuyor. (III) Kurmacasal öğelerin dışına çıkmadan gerçekçi karakterler çiziyor. (IV) Bu tutumuyla okuyucuyu, derinden etkileyen renkli bir roman ortamına taşıyor.

**Bu parçadaki numaralandırılmış cümlelerden hangisiyle “Sanatçı, kimi durumlarda tarihinin görevini de üstlenen bir yaklaşım içinde olur.” cümlesi arasında anlamsal bir ilişki kurulabilir?**

- A) I. B) II. C) III. D) IV.

34. Elli yıldan beri yapılan araştırmalarda büyük ozanımız için karanlık kalmış yerler vardır. Bunlardan birisi İstanbul’a gitmediği, büyük şehirlerde tanınmadığı, sadece aşiret ve köy çevrelerinde tanındığı, ününü bu çevrelerde sağladığı görüşüdür. Oysa, bu görüş artık kökünden yıkılmıştır.

**Yukarıdaki paragraf, aşağıdaki sorulardan hangisinin cevabı olabilir?**

- A) Sizce Karacaoğlan hakkında yapılan araştırmalar yeterli midir?  
 B) Karacaoğlan’ın konularını yerel öğelerden alması sakıncalı mı?  
 C) Karacaoğlan’ın yerelliği ve ulusallığı ne derece mevcuttur?  
 D) Karacaoğlan ve kent şairleri arasında herhangi bir fark var mıdır?

35. Ozanın ilk şiir kitabını bunca yıl ertelemesinin nedeni, gizlenmeyi seven bir kişiliğinin olmasından çok, yazdıklarını kolay kolay beğenmeyen, kusursuzu arayan biri olmasıydı sanıyorum.

**Kendisinden böyle söz edilen bir sanatçı aşağıdaki deyimlerden hangisiyle nitelendirilebilir?**

- A) İğneyle kuyu kazan  
 B) İşine dört elle sarılan  
 C) İşini sağlama alan  
 D) İnce eleyip sık dokuyan

36. Sinema, bence bir ürün ortaya koymanın en zor olduğu alanlardan biri. Bir projenin senaryoya, sonra da sinema filmine dönüşmesi, uzun, zahmetli, pek çok kişiden ve teknolojiden yararlanmayı gerektiren pahalı bir iş. Televizyon dizilerinde de buna benzer yanlar yok değil. Ne var ki hızla yapılan, hemen seyirci karşısına çıkarılan, bir gecede tüketilen bir dizinin tek hedefi, izleyicisini ekran başında tutmak. Sinema filminde önemli olan “özen, yaratıcılık, özgünlük”, televizyon dizilerinde pek de görülmeyen özellikler. Özetlemek gerekirse, ----- .

**Yukarıdaki parçanın sonuna düşüncenin akışına göre aşağıdakilerden hangisi getirilebilir?**

- A) bir sinema filminin üretimi için gerekli olan her şey, televizyon dizilerinin üretimi için de gerekli  
 B) sinemada “sanatın kuralları”, dizilerdeyse “televizyona özgü kurallar” geçerli  
 C) televizyon dizilerinin izleyiciyi televizyona bağlamasının nedeni, onlardaki merak ögesinin yarıda kesilmesidir  
 D) çok sayıda dizi ve film üretme, bu alanların gelişmesine katkıda bulunur

## Appendix C: Permissions



T.C.  
MERSİN VALİLİĞİ  
İl Milli Eğitim Müdürlüğü

Sayı : 34776202/605/3445552

19/11/2013

Konu: Araştırma İzni

VALİLİK MAKAMINA

İlgi : Mersin Üniversitesi Rektörlüğü Genel Sekreterlik' in 08.11.2013 tarihli ve 15302574-605.01-994/14845 sayılı yazısı.

Mersin Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı doktora öğrencisi **Fatma Banu TUMAY**'ın, "Ortaöğretim Basamağında Anadilde Çıkarımda Bulunma Becerisi ile İngilizce Okuma Becerisi Arasındaki İlişkinin Bağını Kuramı Açısından İncelenmesi" konulu ölçek çalışmasını uygulaması ile ilgili 14.11.2013 tarihli komisyon görüşü ve çalışma programı ilişikte sunulmuştur.

Mersin Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı doktora öğrencisi **Fatma Banu TUMAY**'ın, söz konusu araştırmayı Akdeniz, Toroslar, Yenişehir ve Mezitli ilçelerinde bulunan resmi-özel tüm ortaöğretim kurumlarında öğrenim gören 9. ve 10. Sınıf öğrencilerine, gönüllülük esasına dayalı olarak ve eğitim öğretimi aksatmadan (mühürlü ve onaylı soruları kullanarak) uygulaması uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Hasan GÜL  
İl Milli Eğitim Müdürü

OLUR  
19/11/2013

Nihat KARABİBER  
Vali a.  
Vali Yardımcısı

**EKLER:**

- 1- Üniversite yazısı ve ekleri (9 Syf.)
- 2- Komisyon Görüşü

Güvenli Elektronik İmzalı  
Aslı ile Aynıdır.  
19/11/2013

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 inci maddesi gereğince güvenli elektronik imza ile imzalanmıştır Evrak teyidi <http://evraksorgu.meb.gov.tr> adresinden 021d-b7a6-3784-b492-8967 kodu ile yapılabilir.

Mersin İl Milli Eğitim Müdürlüğü Dumlupınar Mahallesi GMK. Bulvarı Yenişehir / MERSİN Bilgi İçin :/ Canan YAŞA / VHKI Araştırma Planlama İstatistik Hizmetleri Birimi Telefon: 0 (324) 329 14 81- 84 Dahili Tel: 120 Faks: 0 (324) 327 35 18 - 19 E-Posta: mersinmem@meb.gov.tr - istatistik33@hotmail.com Elektronik Ağ: <http://mersin.meb.gov.tr>



**T.C.**  
**MERSİN VALİLİĞİ**  
**İl Milli Eğitim Müdürlüğü**

**Sayı :** 34776202/605/4083978

31/12/2013

**Konu:** Araştırma İzni

**VALİLİK MAKAMINA**

**İlgi :** Mersin Üniversitesi Rektörlüğü Genel Sekreterlik' in 05.12.2013 tarihli ve 15302574-605.01-1076/16202sayılı yazısı.

Mersin Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı doktora öğrencisi **Fatma Banu TUMAY**'ın, "**Ortaöğretim Basamağında Anadilde (Türkçe) Çıkarımda Bulunma Becerisi ile İngilizce Okuma Becerisi Arasındaki İlişkinin Bağlantı Kuramı Açısından İncelenmesi**" konulu ölçek çalışmasını uygulaması ile ilgili 24.12.2013 tarihli komisyon görüşü ve çalışma programı ilişikte sunulmuştur.

Mersin Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı doktora öğrencisi **Fatma Banu TUMAY**'ın, söz konusu araştırmayı Akdeniz, Toroslar, Yenişehir ve Mezitli ilçelerinde bulunan resmi-özel tüm ortaöğretim kurumlarında öğrenim gören 9. ve 10. Sınıf öğrencilerine gönüllülük esasına dayalı olarak ve eğitim öğretimi aksatmadan (mühürlü ve onaylı soruları kullanarak) uygulaması uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

**Hasan GÜL**  
**İl Milli Eğitim Müdürü**

**OLUR**  
31/12/2013

**Nihat KARABİBER**  
**Vali a.**  
**Vali Yardımcısı**

**EKLER:**

- 1- Üniversite yazısı ve ekleri (9 Syf.)
- 2- Komisyon Görüşü

**Güvenli Elektronik İmza**  
**Aslı ile Aynıdır.**  
02.01.2014

/

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 inci maddesi gereğince güvenli elektronik imza ile imzalanmıştır Evrak teyidi <http://evraksorgu.meb.gov.tr> adresinden daf4-ceb7-35cd-9c3c-b79b kodu ile yapılabilir.

**Appendix D: Evaluation Form (3)**

Sayın Uzman,

Mersin Üniversitesi, Eğitim Bilimleri Enstitüsünde sürdürmekte olduğum doktora çalışmam için değerli zamanınıza ve görüşlerinize gereksinim duyulmaktadır.

Ekte bir

- İngilizce Okuduğunu Anlama Testi;
- PISA okuduğunu anlama becerisi değerlendirme kriterleri açıklaması;
- test maddelerinin hangi PISA kategorisinde oturduğunu gösteren bir tablo;
- değerlendirme formu bulunmaktadır.

Sizden beklenen, PISA okuduğunu anlama değerlendirme kriterlerini okumanız ve İngilizce Okuduğunu Anlama Testi maddelerinin doğru kategoride oturtulup oturtulmadığını belirtmenizdir. Eğer maddenin doğru kategoride oturduğunu düşünüyorsanız formda maddeye karşılık gelen kutunun içine bir + işareti koyunuz; eğer maddenin doğru kategoriye oturtulmadığını düşünüyorsanız lütfen maddenin hangi kategoride yer alması gerektiğini düşünüyorsanız madde numarasının karşısına X işareti koyunuz.

Bu doktora çalışmasına verdiğiniz değerli katkı, bu çalışmanın yönünü belirleyecektir. Bu nedenle görüşleriniz çalışmanın sağlıklı sürdürülebilmesi için çok önemlidir. Verdiğiniz katkılar için sonsuz teşekkürler.

Herhangi bir sorunuz olursa lütfen aramaktan çekinmeyin.

Saygılarımla  
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### Three categories used in PISA reading assessment:

- \_access and retrieve
- \_integrate and interpret
- \_reflect and evaluate

#### Access and retrieve

100. *Accessing and retrieving* involves going to the information space provided and navigating in that space to locate and retrieve one or more distinct pieces of information. Access and retrieve tasks can range from locating the details required by an employer from a job advertisement, to finding a telephone number with several prefix codes, to finding a particular fact to support or disprove a claim someone has made.

101. In daily life, readers often need to retrieve information. To do so, readers must scan, search for, locate and select relevant information from some information space (for example, a page of continuous text, a table or a list of information). The required information is most frequently found in a single location, though in some cases the information may be in two or more sentences, in several cells of a table or in different parts of a list.

102. In assessment tasks that call for retrieving information, students must match information given in the question with either identically worded or synonymous information in the text and use this to find the new information called for. In these tasks, *retrieving information* is based on the text itself and on explicit information included in it. Retrieving tasks require the student to find information based on requirements or features explicitly specified in questions. The student has to detect or identify one or more essential elements of a question, such as characters, place/time and setting, and then to search for a match that may be literal or synonymous.

103. Retrieving tasks can involve various degrees of ambiguity. For example, the student may be required to select explicit information, such as an indication of time or place in a text or table. A more difficult version of this same type of task might involve finding synonymous information. This sometimes involves categorisation skills, or it may require discriminating between two similar pieces of information. Different levels of proficiency can be measured by systematically varying the elements that contribute to the difficulty of the task.

104. While *retrieving* describes the process of selecting the required information, *accessing* describes the process of getting to the place, the information space, where the required information is located. Some items may require retrieving information only, especially in fixed-texts where the information is immediately visible and where the reader only has to select what is appropriate in a clearly specified information space. On the other hand, some items in the dynamic space require little more than accessing: for example, clicking on an embedded link to open a web page (in a very limited information space), or clicking to select an item in a list of search results. However, only the former processes are involved in the *access and retrieve* tasks in PISA 2015 as the Digital Reading Assessment is not offered as an international option. Such *access and retrieve* items in the fixed-text display space might require readers to use navigation features such as headings or captions to find their way to the appropriate section of the text before locating the relevant information. The process of accessing and retrieving information involves skills associated with selecting, collecting and retrieving information.

#### Integrate and interpret

105. Integrating and interpreting involve processing what is read to make internal sense of a text.

106. *Integrating* focuses on demonstrating an understanding of the coherence of the text. It can range from recognising local coherence between a couple of adjacent sentences, to understanding the relationship between several paragraphs, to recognising connections across multiple texts. In each case, integrating involves connecting various pieces of information to make meaning, whether it be identifying similarities and differences, making comparisons of degree, or understanding cause and effect relationships.

107. In the fixed-text display space, information might be located in a single paragraph, across different

paragraphs or sections of text, or across two or more texts. In the dynamic-text display space, integration can be more complex.

108. *Interpreting* refers to the process of making meaning from something that is not stated. It may involve recognising a relationship that is not explicit or it may be required at a more local level to infer (to deduce from evidence and reasoning) the connotation of a phrase or a sentence. When interpreting, a reader is identifying the underlying assumptions or implications of part or all of the text. A wide variety of cognitive activities is included in this approach. For example, a task may involve inferring the connection between one part of the text and another, processing the text to form a summary of the main ideas, requiring an inference about the distinction between principal and subordinate elements, or finding a specific instance in the text of something earlier described in general terms.

109. Both interpreting and integrating are required to *form a broad understanding*. A reader must consider the text as a whole or in a broad perspective. Students may demonstrate initial understanding by identifying the main topic or message or by identifying the general purpose or use of the text. Examples include tasks that require the reader to select or create a title or assumption for the text, explain the order of simple instructions, or identify the main dimensions of a graph or a table. Others include tasks that require the student to describe the main character or setting of a story, to identify a theme of a literary text, or explain the purpose or use of a map or figure.

110. Within this aspect some tasks might require the student to identify a specific piece of text, when a theme or main idea is explicitly stated. Other tasks may require the student to focus on more than one part of the text – for instance, if the reader has to deduce the theme from the repetition of a particular category of information. Selecting the main idea implies establishing a hierarchy among ideas and choosing the one that is most general and overarching. Such a task indicates whether the student can distinguish between key ideas and minor details, or can recognise the main theme in a sentence or title.

111. Both interpreting and integrating are also involved in *developing an interpretation*, which requires readers to extend their initial broad impressions so that they develop a deeper, more specific or more complete understanding of what they have read. Many tasks in this category call for logical understanding: readers must process the organisation of information in the text. To do so, readers must demonstrate their understanding of cohesion even if they cannot explicitly state what cohesion is. In some instances, developing an interpretation may require the reader to process a sequence of just two sentences relying on local cohesion. This might even be facilitated by the presence of cohesive markers, such as the use of “first” and “second” to indicate a sequence. In more difficult instances (for example, to indicate relations of cause and effect), there might not be any explicit markings.

112. Other tasks include comparing and contrasting information, and identifying and listing supporting evidence. *Compare and contrast* tasks require the student to draw together two or more pieces of information from the text. In order to process either explicit or implicit information from one or more sources in such tasks, the reader must often infer an intended relationship or category.

113. As well as these integrative tasks, *developing an interpretation* tasks may involve drawing an inference from a more localised context: for example, interpreting the meaning of a word or phrase that gives a particular nuance to the text. This process of comprehension is also assessed in tasks that require the student to make inferences about the author’s intention, and to identify the evidence used to infer that intention.

114. As mentioned above, *interpreting* signifies the process of making meaning from something that is not explicitly stated. In recognising or identifying a relationship that is not explicit, an act of interpretation is required: thus interpretation is perhaps always involved somewhere in the process of integration as described above. The relationship between the processes of integration and interpretation may therefore be seen as intimate and interactive. Integrating involves first inferring a relationship within the text (a kind of interpretation), and then bringing pieces of information together, therefore allowing an interpretation to be made that forms a new integrated whole.

### **Reflect and evaluate**

115. Reflecting and evaluating involves drawing upon knowledge, ideas or attitudes beyond the text in order to relate the information provided within the text to one’s own conceptual and experiential frames of reference.

116. Reflect items may be thought of as those that require readers to consult their own experience or knowledge to compare, contrast or hypothesise. Evaluate items are those that ask readers to make a judgment drawing on standards beyond the text.

117. Reflecting on and evaluating the content of a text requires the reader to connect information in a text to knowledge from outside sources. Readers must also assess the claims made in the text against their own knowledge of the world. Often readers are asked to articulate and defend their own points of view. To do so, readers must be able to develop an understanding of what is said and intended in a text. They must then test that mental representation against what they know and believe on the basis of either prior information, or information found in other texts. Readers must call on supporting evidence from within the text and contrast it with other sources of information, using both general and specific knowledge as well as the ability to reason abstractly.

118. Assessment tasks representing this category of processing include providing evidence or arguments from outside the text, assessing the relevance of particular pieces of information or evidence, or drawing comparisons with moral or aesthetic rules (standards). The task might require a student to offer or identify alternative pieces of information to strengthen an author's argument, or evaluate the sufficiency of the evidence or information provided in the text.

119. The outside knowledge to which textual information is to be connected may come from the student's own knowledge or from ideas explicitly provided in the question. In the PISA context, any outside knowledge required is intended to be within the expected range of 15-year-olds' experiences. For example, it is assumed that 15-year-olds are likely to be familiar with the experience of going to the movies, a context that is drawn upon in the items related to the stimulus Macondo, discussed below.

120. Reflecting on and evaluating the form of a text requires readers to stand apart from the text, to consider it objectively and to evaluate its quality and appropriateness. Implicit knowledge of text structure, the style typical of different kinds of texts and register play an important role in these tasks. These features, which form the basis of an author's craft, figure strongly in understanding standards inherent in tasks of this nature. Evaluating how successful an author is in portraying some characteristic or persuading a reader depends not only on substantive knowledge but also on the ability to detect subtleties in language – for example, understanding when the choice of an adjective might influence interpretation.

121. Some examples of assessment tasks characteristic of reflecting on and evaluating the form of a text include determining the usefulness of a particular text for a specified purpose and evaluating an author's use of particular textual features in accomplishing a particular goal. The student may also be called upon to describe or comment on the author's use of style and to identify the author's purpose and attitude.

122. To some extent every critical judgment requires the reader to consult his or her own experience; some kinds of reflection, on the other hand, do not require evaluation (for example, comparing personal experience with something described in a text). Thus evaluation might be seen as a subset of reflection. (PISA, 2013)



Quest.	Access & retrieve	Integ. & interpret.	Refl.& evalu.	Quest.	Access & retrieve	Integ. & interpret	Refl.& evalu.
1	X			19		X	
2	X			20		X	
3		X		21			X
4		X		22		X	
5			X	23		X	
6	X			24			X
7		X		25		X	
8	X			26			X
9	X			27		X	
10	X			28		X	
11	X			29		X	
12		X		30		X	
13	X			31		X	
14			X	32		X	
15	X			33		X	
16		X		34	X		
17		X		35		X	
18		X					



**Read the following passage and answer the questions 1-4.**

One day before the New Year's Eve, 1971, Juliana Koepke, a seventeen-year-old German Girl, and her mother left Lima by plane because they wanted to spend the New Year's Eve with Juliana's father, who was the manager of a bank in Pucallpa, another town in Peru. Forty-five minutes later, there was a terrible storm so the plane hit a mountain and crashed. Juliana fell from 3000 meters, fastened in her seat. She did not die when the seat hit the ground, but she was unconscious all night.

The next morning Juliana looked for pieces of the plane and called for her mother. Nobody answered, and she only found a small plastic bag of sweets. Juliana's left arm was broken, her knee was badly hurt and she had deep cuts on her legs and arms. She had no shoes and she was wearing only a dress, which was badly torn but she decided to try to get out of the jungle. She knew that she would die if she stayed there. She started to walk. She did not have anything to eat for two days, so she felt very weak. She heard helicopters, but could not see them above the trees, and of course, they could not see her.

After four days, she came to a river. She walked and swam down the river for another few days. At last, she came to a small village house. Nobody was there, but that afternoon, four farmers arrived. They took her to a doctor in the next village.

Juliana learned afterwards that there were three other people who were not killed in the accident, but she was the only one who got out of the jungle. It took her ten days. (Kandiller & Velioglu, 1995: 67)

**1. Which town were Juliana and her mother going when the accident happened?**

- A) Pucallpa
- B) Peru
- C) Lima
- D) Jungle

**2. What does the underlined word "there" in Paragraph III mean?**

- A) the village
- B) the river
- C) the village house
- D) the next village

**3. What can be said for Juliana's character?**

- A) happy and careless
- B) brave and lucky
- C) hopeless and weak
- D) shy and bossy

**4. What is the best title to the paragraph?**

- A) A Flight in Peru
- B) The Koepkes' New Year
- C) Juliana's Difficult Journey
- D) The Death of Juliana's Mother

Read the poem 'The Fog'. The meaning of the word 'haunches' is given in the box.

**Fog**

The fog comes  
on little cat feet.

It sits looking  
over harbor and city  
on silent **haunches**\*  
and then moves on.

\***haunches**: the  
back legs of an  
animal

Carl Sandburg (<http://www.poetryfoundation.org/poem/174299>)

**5. What is the meaning of the first two lines?**

*"The fog comes on little cat feet."*

- A) A little cat appears when the fog comes over the city and the harbor.
- B) A little cat and the fog come together to watch the city and the harbor.
- C) The fog comes over the city and the harbor similar to a little cat's walk.
- D) The cat sits on its haunches when the fog comes over the city and the harbor.

**Home Sweet Home**

For many British people, a house is the most important thing in their lives. In fact, 60% of the population doesn't live in rented housing. They would rather have their own houses, but prices are going up all the time and many young people do not have enough money to buy a house. They live in small flats or their parents' house even when they are married.

Prices are especially high in the southeast of England. In the north and in Scotland prices are quite low. Young people often buy old houses, perhaps more than a hundred years old because the new houses are so expensive. But they have to spend a lot of time and money on repairs and decoration. (Kandiller & Velioglu, 1995:43)

**6. Which of the following statements is false?**

- A) 60% of the population lives in their own houses because it is important to them.
- B) 40% of the population rents houses probably because they can't afford to buy a new one.
- C) Old people can buy old houses preferably because they don't like new houses.
- D) Most young people live in their parents' house because the housing is expensive.

**7. Read the following sentence. Then put the given sentences (from I to VI) into order to create a paragraph.**

*"Let me tell you how I got my first job last year. -----"* (Folse, Muchmore-Vokoun & Solomon, 1999:172)

- I. A young woman sat next to me and we started talking.
- II. She told me that she was a manager in a communication company and looking for an assistant.
- III. After the university, I tried to find a job for six months, but I couldn't.
- IV. Finally, one day while I was eating a sandwich in a coffee shop, my luck began to change.
- V. She gave me her business card, and within one week, I was her assistant.
- VI. I told her that I was very interested in communication and studied it for four years at university.

- A) III – IV – I – II – VI - V
- B) V – I – II – III – IV - VI
- C) III – IV – VI – I - II - V
- D) V – III – VI – I – II - IV

*Read the following passage and answer the questions 8-10.*

### **A Weekend in Marrakech**

The most popular city in Morocco built in an oasis.

#### **Day One**

Arriving at the international airport of Marrakech, I enter an unknown world where even the cost of a taxi fare is not fixed. I stay in a traditional house in the old city. There are hundreds of these very popular old houses, called riyaads. The people have turned these houses into charming guesthouses. A few visitors may prefer the luxury of a hotel like the La Mamounia. This famous hotel, which Winston Churchill described as ‘the most beautiful place on earth’, has recently reopened its doors after the repair. At night, all streets lead to Djemaa El Fna, the main square that becomes a huge restaurant when the sun sets.

#### **Day Two**

Explore the old city, the famous Medina. The old suuqs -or narrow streets - are perfect for shopping. Necessary equipment: a good map, comfortable shoes and strong bargaining ability.

Marrakech reveals its secrets through the taste of spices and the voices of merchants selling herbs, pottery, leather jackets and, of course, carpets. Nearby, there are all kinds of shows: acrobats, musicians, fortune-tellers, snake-charmers and exotic dancers. People say Koutoubia Mosque is the city’s most important place and it is very impressive. However, entrance to it is only allowed to Muslims, so I cheer myself up in Dar Moha, Medina’s most famous restaurant. (Mitsikopolou & Dendrinou, 2012: 29)

**8. The La Mamounia Hotel is \_\_\_\_\_ .**

- A) new
- B) ordinary
- C) cheap
- D) popular
- E)

**9. One thing you cannot buy in the Marrakech market is \_\_\_\_\_ .**

- A) a tea pot
- B) clothes
- C) hand bags
- D) food

**10. One thing you can do in Medina is to \_\_\_\_\_ .**

- A) listen to the street musicians
- B) check in a luxurious hotel
- C) fly to your home town
- D) stay in a nice guesthouse

*Read the following passage and answer the questions 11-15.*

The term ‘skyscraper’ has been used in a number of ways over the years: a high-flying bird, a very tall man. At the end of the nineteenth century, the word was used to refer to buildings of ten floors or more. Later, an elevator was used to take people up to the higher floors, as in the most famous skyscraper, the Empire State Building.

In the nineteenth century, as cities grew more crowded, people needed to make room for offices on a small piece of land, because the land was not enough for *them* and as a result the land prices were very high. So, it was necessary to build higher buildings. However, the problem was to put up a stone building of such height, the walls on the ground floor would have to be more than two metres thick to hold the weight of the building. So, another material was required to make skyscrapers possible.

About this time, engineers and architects built three buildings and used iron or steel to support great weight with safety. They were the Crystal Palace in London, the Eiffel Tower in Paris and the Brooklyn Bridge in New York. From then on, architects started to experiment with buildings that had steel frames. Today, the tallest skyscrapers have three hundred floors or more. (Mitsikopolou & Dendrinou, 2012: 27)

**Complete the sentences in questions 11-15 in the correct way.**

**11. In the past, the word 'skyscraper' \_\_\_\_\_ .**

- A) didn't have different meanings
- B) didn't have any meanings
- C) had more than one meaning
- D) had the same meaning as today

**12. Taller buildings are necessary in the nineteenth century because \_\_\_\_\_ .**

- A) they were luxurious
- B) they made better offices
- C) the land was expensive
- D) the people liked high offices

**13. In the nineteenth century, skyscrapers were needed \_\_\_\_\_ .**

- A) for businessmen
- B) for poor people
- C) for engineers
- D) for tall men

**14. What was the problem with making tall buildings with stone?**

- A) It was an expensive material.
- B) It was really light.
- C) It wasn't beautiful.
- D) It wasn't strong enough.

**15. What does '*them*' mean in Paragraph II?**

- A) people
- B) offices
- C) land
- D) room

*Choose the best word for each question to complete the following paragraph.*

**Shakira**

Shakira is a famous singer. She began her singing career in Colombia, where she was born and (16) \_\_\_\_\_ became famous in Latin America in the early 1990s. Her first (17) \_\_\_\_\_ is Spanish, but she also speaks English and Portuguese (18) \_\_\_\_\_. Shakira showed her talent as a teenager at school, where she sang rock and roll, as well as Latin and Arabic songs. Shakira is also well-known for her (19) \_\_\_\_\_ work and especially her work for the poor. She has performed at a large number of charity concerts such as the Live 8. Shakira's (20) \_\_\_\_\_ 'Waka Waka (This Time for Africa)', was chosen as the official song for the 2010 FIFA World Cup. (Mitsikopolou & Dendrinou, 2012: 136)

16. A) regularly B) seriously C) quickly D) clearly  
 17. A) language B) nationality C) country D) city  
 18. A) happily B) carefully C) fluently D) busily  
 19. A) terrible B) social C) private D) dull  
 20. A) strong B) popular C) noisy D) smart

*Read the following passage and choose the correct answers for questions 21-24.*

**The Body Shop**

When I opened the first 'Body Shop' in 1976, my only object was to earn enough money to feed my children. Today 'The Body Shop' is an international company rapidly growing all around the world. In the years since we began, I have learned a lot. Much of what I have learned will be found in this book and I have something important to say about how to run a successful business.

It's not a normal business book, nor is it just about my life. The message is that to succeed in business you have to be different. Business can be fun, you can run it with love. In business, as in life, I need to enjoy myself, to have a feeling of family and to feel excited by the unexpected. I have always wanted the people who work for 'The Body Shop' to feel the same way.

Now this book sends my ideas out into the world, makes them public. I'd like to think there are no limits to our 'family', no limits to what we can do. (Gebbard, 2011: 3)

**21. What is the writer's main purpose in writing this text?**

- A) To tell the reader how her successful private life is.  
 B) To introduce how her successful life goes on.  
 C) To explain how her successful company operates.  
 D) To inform how hard to grow up successful children.

**22. How does the writer feel about the business she runs?**

- A) She runs it just for her own entertainment.  
 B) It is not like any other company.  
 C) It is likely to become more successful.  
 D) She likes her family very much.

**23. What kind of workers does the writer like to employ?**

- A) Workers who feel nervous by the unexpected events.  
 B) Workers who think the others in the company are his family.  
 C) Workers who have their own families and many friends.  
 D) Workers who like to work harder than the writer of the book.

**24. What would someone learn from this text?**

- A) How she made a lot of money.
- B) How she wrote a book about business.
- C) How she became a popular person.
- D) How she managed to control her family.

25. Leslie's main music list has forty rock songs; fifteen rap songs, and one folk song. It also contains twelve classical instrumentals. (<http://www.rhlschool.com/read12n9.html>)

**Which statement is probably false?**

- A) Leslie loves listening to music.
- B) Leslie's favorite music is folk.
- C) Leslie likes rock much better than rap.
- D) Leslie listens to a wide range of music.

26. A group of children were preparing to play a game. Bill and Jessica were almost done taking turns choosing the players for their teams. It was Jessica's turn to choose, and only Paul was left, so Jessica said, "Paul." <http://www.rhlschool.com/read6n3.htm>

**We can say that \_\_\_\_\_ .**

- A) Paul, unfortunately, is not a very good player
- B) Jessica was pleased to have Paul on her team
- C) Paul was the best player on either team
- D) Jessica was inconsiderate of Paul's feelings

27. Emir rarely rides to school in the morning. He could take the school bus but he prefers to walk the two kilometers from his home to school. He believes that the walk wakes him up and improves his learning throughout the day. (<http://www.rhlschool.com/read12n3.html>)

**Which statement is true according to the paragraph?**

- A) Emir never rides to school.
- B) Emir always takes the bus to school.
- C) Emir thinks learning is important.
- D) Emir goes to school tired of walking.

28. "Remember, Maria," Mrs. Russo said, "you are very allergic to chocolate. Please don't eat any chocolate at the party!"

Three hours later, Maria was home from the party with a terrible stomachache. "I promise you, Mom," Maria groaned, "I'll always do what you say from now on."  
(<http://www.rhlschool.com/read12n3.html>)

**Which statement is true according to the passage?**

- A) Maria got into a chocolate fight at the party.
- B) Maria had chocolate at the party.
- C) Maria ate no chocolate at the party.
- D) Maria promised to eat chocolate at the party.



**Read the following paragraph and choose the best answer for questions 29-31.**

Scientists have known for a long time that vitamin D is *fundamental* for human. If children don't have enough vitamin D or calcium, they can have a bone illness, which we call rickets. New studies shows that people of all ages need vitamin D to help them fight off diseases by keeping their immune systems strong.

(<http://www.rhlschool.com/read12n11.html>)

**29. If something is *fundamental*, it is \_\_\_\_\_.**

- A) harmful
- B) needless
- C) important
- D) serious

**30) Which of the followings is the main idea of the paragraph?**

- A) Vitamin D is found in a lot of food.
- B) Vitamin D has been studied by scientists.
- C) Vitamin D is necessary for good health.
- D) Vitamin D essential to children.

**31) IN POOR TASTE from A. J. Mildura**

Did you know that in 1996 we spent almost the same amount of money on chocolate as our Government spent on overseas aid to help the poor?

Could there be something wrong with this situation?

What are you going to do about it?

Yes, you.

Arnold Jago,  
Mildura

(<http://pisa-sq.acer.edu.au/showQuestion.php?testId=2292&questionId=1>)

**What kind of response or action do you think Arnold Jago would like to get to his letter?**

- A) He would like people to give all their money to the government.
- B) He would like people to spend less and to give more to the poor.
- C) He would like the government to send a lot of chocolate to the poor.
- D) He would like the government to resign as soon as possible.

**32.** (I) I am a Thai girl living in the USA, and there are many things that I must get used to. (II) First of all, I must get used to a new kind of food. (III) I am learning to eat many hamburgers because they are cheap and they are easy to buy. (IV) The people are different and I'm learning to meet new foreign friends. (V) For example, two of my friends are from Pakistan. (VI) Pakistan is very hot and my friends love their country. (VII) The weather is another thing that I must adapt. (VIII) Some days it is hot just as my country, but on other days, it is cold and this is very strange for me. (IX) In short, I'm adjusting to the USA in many ways, but it is not a problem for me because I like to know about different places and people.

**Which sentence *does not* belong to the paragraph? (Savage & Shafiei, 2006: 5)**

- A) II
- B) III
- C) VIII
- D) IX

**Read the following paragraph and choose the best answer for questions 33-35.**

Camping is an inexpensive and fun choice for a family vacation. However, if campers don't get prepared well, camping can be a disaster. If they do not make a list, they will forget something important, also they will be sorry if they do not have the right equipment. Another problem is bad weather. The campers have to check into a motel if it rains. Camping in the rain is never fun. Finally, insects will ruin a vacation easily. Flies will make an evening meal out of unprotected campers. In conclusion, wise campers know how to prepare so that they will not be surprised by these unfortunate causes of disaster. (Savage & Mayer, 2006: 150)

**33. Which of the followings explains the following sentence best?**

***“Flies will make an evening meal out of unprotected campers.”***

- A) Flies often come for campers' food in the evening.
- B) Flies sometimes love to have campers' dinners.
- C) Flies bite unprotected campers in the evening.
- D) Flies often attack campers' unprotected dinners.

**34. Which of the following statements is false according to the paragraph?**

- A) Campers should listen to the weather forecast before they go camping.
- B) Campers should save lot of money if they want to go camping.
- C) Campers should make a list of necessary things before they go camping.
- D) Campers should know the places of the hotels near the camping place.

**35. What is the meaning of the word 'wise' ?**

- A) clever
- B) excited
- C) interested
- D) optimistic

**Appendix E: Evaluation Form (2)**

Sayın Yargıcı,

Bu çalışma, Mersin Üniversitesi, Eğitim Bilimleri Enstitüsünde sürdürülmekte olan bir doktora çalışmasının parçasıdır. Bu nedenle vereceğiniz katkı, çalışmanın sağlıklı bir şekilde yürütülmesi için çok önemlidir.

Aşağıda Marzano ve Kendall'ın (2007, 2008) yılında eğitim alanına kazandırdıkları Yeni Taksonominin üst bilişsel düzeyleri bulunmaktadır. Sizden beklenen katkı, İngilizce ders kitaplarındaki ders içerikleri ve alıştırma, Yeni Taksonomide hangi düzeye uyduğunu belirlemeniz ve ünitelerin karşısındaki sütunları işaretlemenizdir.

Bir ünite birden fazla düzey bulunabilir. Bu durumda birden fazla sütunu (√) işareti ile işaretlemeniz gerekmektedir. Örneğin kitabın 3. Ünitesinde hem 'Kavrama' hem de 'Bilgiyi kullanma' düzeylerinin olduğunu düşünüyorsanız, 3. Ünitenin karşısına rastlayan hem 'Kavrama' hem de 'Bilgiyi kullanma' sütunlarındaki kutuya (√) işareti koyunuz.

Eğer üniteye hiçbir üst bilişsel düzeyin bulunmadığını düşünüyorsanız, ünitenin karşısına gelen sütunlara lütfen (X) işareti koyunuz.

Vereceğiniz katkı için şimdiden çok teşekkür ederim. Eğer herhangi bir sorunuz olursa lütfen aramaktan çekinmeyin.

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Sayın Yargıcı ,

Adınız ve soyadınız nedir? .....

Kaç yıldır İngilizce öğretmenliği yapıyorsunuz? .....

Marzano ve Kendall'ın Yeni Taksonomisi hakkında herhangi bir bilginiz var mı?

Not: Ünitelerin içerikleri ve alıştırmalarının hangi üst bilişsel düzeye uyduğunu düşünüyorsanız lütfen (√) ile işaretleyiniz. Her üniteye birden fazla bilişsel yetenek işaretleyebilirsiniz. Eğer herhangi bir üniteye bu düzeylerin bulunmadığını düşünüyorsanız, ünitenin karşısına gelen sütunlara lütfen (X) işareti koyunuz.

SPOT ON 6 Üniteler	Comprehension		Analysis		Knowledge Utilization	
	Content	Exercises	Content	Exercises	Content	Exercises
1. Family Tree						
2. Hobbies and Interests						
3. Food and Drinks						
4. Daily Life and Routines						
5. School						
6. Weather Conditions						
7. Hygiene						
8. Parties						
9. Living Beings						
10. Games and Sports						
11. Safety						
12. Different Places						
13. Holidays						
14. Mathematical Problems						
15. Laboratory Work						
16. Different Life Styles						

<b>SPOT ON 7</b> Üniteler	Comprehension		Analysis		Knowledge Utilization	
	Content	Exercises	Content	Exercises	Content	Exercises
<b>1. Interesting Beliefs</b>						
<b>2. Tourist Attractions</b>						
<b>3. Our Natural Heritage</b>						
<b>4. Computers</b>						
<b>5. Fashion</b>						
<b>6. TV Programs</b>						
<b>7. Old Days</b>						
<b>8. Inventors and Explorers</b>						
<b>9. Tales and Legends</b>						
<b>10. Amazing History</b>						
<b>11. Skills</b>						
<b>12. Changing Life Styles</b>						
<b>13. Technology: Friend or Foe?</b>						
<b>14. Ecology</b>						
<b>15. Modern Medicine</b>						
<b>16. Inner World</b>						

<b>SPOT ON 8</b> Üniteler	Comprehension		Analysis		Knowledge Utilization	
	Content	Exercises	Content	Exercises	Content	Exercises
<b>1. Friendship</b>						
<b>2. Road to Success</b>						
<b>3. Improving One's Looks</b>						
<b>4. Dreams</b>						
<b>5. Atatürk: The Founder of TR</b>						
<b>6. Detective Stories</b>						
<b>7. Personal Experiences</b>						
<b>8. Cooperation in the Family</b>						
<b>9. Success Stories</b>						
<b>10. Reading for Entertainment</b>						
<b>11. Personal Goals</b>						
<b>12. Personality Types</b>						
<b>13. Language Learning</b>						
<b>14. Precautionary</b>						
<b>15. Preferences</b>						
<b>16. Empathy</b>						

<b>New Bridge to Success</b> Üniteler	Comprehension		Analysis		Knowledge Utilization	
	Content	Exercises	Content	Exercises	Content	Exercises
<b>1. Personal Identification</b>						
<b>2. Family</b>						
<b>3. People and Places</b>						
<b>4. Traffic</b>						
<b>5. Daily Routines</b>						
<b>6. Leisure Activities</b>						
<b>7. Plans and Intentions</b>						
<b>8. Dos and Don'ts</b>						
<b>9. Feasts</b>						
<b>10. Refreshments</b>						
<b>11. Now and Then</b>						
<b>12. A Detective Story</b>						
<b>13. Famous People</b>						
<b>14. Hopes for the Future</b>						
<b>15. Health and Sports</b>						
<b>16. Past Activities</b>						
<b>17. People Profiles</b>						
<b>18. Climate</b>						
<b>19. Experiences</b>						
<b>20. Superstitions</b>						
<b>21. Fashion</b>						
<b>22. Party</b>						

<b>New Bridge to Success</b> Üniteler	Comprehension		Analysis		Knowledge Utilization	
	Content	Exercises	Content	Exercises	Content	Exercises
<b>1. Personal Identification</b>						
<b>2. Family</b>						
<b>3. People and Places</b>						
<b>4. Traffic</b>						
<b>5. Daily Routines</b>						
<b>6. Leisure Activities</b>						
<b>7. Plans and Intentions</b>						
<b>8. Dos and Don'ts</b>						
<b>9. Feasts</b>						
<b>10. Refreshments</b>						
<b>11. Now and Then</b>						
<b>12. A Detective Story</b>						
<b>13. Famous People</b>						
<b>14. Hopes for the Future</b>						
<b>15. Health and Sports</b>						
<b>16. Past Activities</b>						
<b>17. People Profiles</b>						
<b>18. Climate</b>						
<b>19. Experiences</b>						
<b>20. Superstitions</b>						
<b>21. Fashion</b>						
<b>22. Party</b>						

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<b>Level 2: Comprehension</b>	<b>Integrating</b>	<ol style="list-style-type: none"> <li>1 Describe how and/or why</li> <li>2 Describe the key points</li> <li>3 Describe the effects</li> <li>4 Describe the relationship between</li> <li>5 Explain the ways</li> <li>6 Make connections between</li> <li>7 Paraphrase</li> <li>8 Summarize</li> </ol>
	<b>Symbolizing</b>	<ol style="list-style-type: none"> <li>1 Depict</li> <li>2 Represent</li> <li>3 Illustrate</li> <li>4 Draw</li> <li>5 Show</li> <li>6 Use models</li> <li>7 Diagram</li> <li>8 Chart</li> </ol>
<b>Level 3: Analysis</b>	<b>Matching</b>	<ol style="list-style-type: none"> <li>1 Categorize</li> <li>2 Differentiate</li> <li>3 Discriminate</li> <li>4 Distinguish</li> <li>5 Sort</li> <li>6 Create an analogy</li> <li>7 Create a metaphor</li> </ol>
	<b>Classifying</b>	<ol style="list-style-type: none"> <li>1 Organize</li> <li>2 Sort</li> <li>3 Identify a broader categories</li> <li>4 Identify categories</li> <li>5 Identify different types</li> </ol>
	<b>Analyzing Errors</b>	<ol style="list-style-type: none"> <li>1 Identify problems</li> <li>2 Identifv issues</li> <li>3 Identifv misunderstandings</li> <li>4 Assess</li> <li>5 Critique</li> <li>6 Diagnose</li> <li>7 Evaluate</li> <li>8 Edit</li> <li>9 Revise</li> </ol>
	<b>Generalizing</b>	<ol style="list-style-type: none"> <li>1 What conclusions can be drawn</li> <li>2 What inferences can be made</li> <li>3 Create a generalization</li> <li>4 Create a principle</li> <li>5 Create a rule</li> <li>6 Trace the development of</li> <li>7 Form conclusions</li> </ol>
	<b>Specifying</b>	<ol style="list-style-type: none"> <li>1 Make and defend</li> <li>2 Predict</li> <li>3 Judge</li> <li>4 Deduce</li> <li>5 (What would have to happen)</li> <li>5 What would have to happen</li> <li>6 Develop and argument for</li> <li>7 Under what conditions</li> </ol>

HOTS		Conceptualizations of HOTS
<b>Level 3: Knowledge Utilization</b>	Decision Making	1 Select the best among the following alternatives 2 Which among the following would be the best 3 What is the best way) 4 Which of these is most suitable
	Problem Solving	1 How would you overcome 2 Adapt 3 Develop a strategy 4 Figure out a way to 5 How will you reach a goal under these conditions
	Matching	
	Experimenting	1 Generate and test 2 Test the idea that 3 What would happen if 4 How would you test it 5 How would you determine if 6 How can this be explained 7 Based on experiment, what can be predicted
	Investigating	1 Research 2 Find out about 3 Take a position on 4 What are the differing features of 5 How did this happen 6 Why did this happen 7 What would have happened if

**Appendix F: Final Version of ‘The Reading Comprehension Test in Turkish’**

Sevgili Öğrenciler,

Mersin Üniversitesinde sürdürdüğüm doktora tez çalışmam için değerli bilgilerinize gereksinim duymaktayım. Ekte bir “Türkçe Okuduğunu Anlama Sınavı” bulunmaktadır. Bu sınavın her sorusunu yanıtlamanız, soruları boş bırakmamanız çalışmamın sağlıklı ilerlemesi açısından çok önemlidir.

“Türkçe Okuduğunu Anlama Sınavı” 23 sorudan oluşan soru kağıdı ve cevap kağıdından oluşmaktadır. Sizden soruların doğru cevaplarını **28 dakika içinde** cevap kağıdına işaretlemeniz beklenmektedir. Cevap kağıdı üzerinde doldurmanız gereken ‘ad-soyad’, ‘sınıf’ gibi bölümler bulunmaktadır. Lütfen bu bölümleri doldurarak gerekli bilgileri yazınız. Yazacağınız bu bilgiler ve alacağınız puan hiçbir şekilde hiç kimse ile paylaşılmayacaktır. Adınız ve soyadınız tez çalışmamın hiçbir yerinde geçmeyecek, bu sınavın sonucu hiçbir şekilde ders notunuz olarak kullanılmayacak ve aldığınız puan okul notlarınızla herhangi bir şekilde ilişkilendirilmeyecektir.

Sınav sorularını cevaplandırmanız tez çalışmamın en önemli bölümünü oluşturacaktır. Bu nedenle verdiğiniz destek ve gösterdiğiniz ilgi için size şimdiden çok teşekkür ederim.

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1. I. Eriyen camın kum zerreciklerini birbirine yapıştırmasıyla yüzyıllarca sağlam kalabilen, dayanıklı çiniler ortaya çıkardı.
- II. Örneğin, ünlü İznik çinileri topraktan değil kumdan yapılır, kumun dağılmasını önlemek için de cam kullanılırdı.
- III. Sağlam yapılmış bir bina bile zamanla yıpranabilir, ama varsa, binanın çini bezemeleri sapsağlam kalır.
- IV. Bu sağlamlık çininin yapımında kullanılan malzemeden ve yapılış yönteminden kaynaklanır.
- V. Külçe olarak üretilen cam, pudra hâline getirilip kumla karıştırıldıktan sonra kalıplara basılır ve pişmek üzere fırına verilir.

**Yukarıdaki cümleleri anlamlı bir bütün oluşturacak şekilde sıralarsanız, hangi cümle baştan ikinci sırada yer alır?**

- A) I                      B) III                      C) IV                      D) V

2. (I) Yetişme döneminde sevilmiş, kişiliğine saygı gösterilmiş, kendisiyle barışık bir insan değilseniz yaşamda karşılaşacağınız kimi güçlüklerin üstesinden gelemezsiniz. (II) Yaşamda çirkin-gu□zel ikilemi, insanı kendisine sürekli çekidüzen vermeye zorlayan bir yargılama ölçütü. (III) Çalışkanlığımız, yaratıcılığımız, iletişim beceriniz, sorumluluk bilinciniz, dürüstlüğünüz, içtenliğiniz, adalet duygunuz ikinci planda bırakılarak yalnızca bu çerçevede değerlendirilmeye tabi tutuluyorsunuz. (IV) Bu durumla karşılaşan bir insanın böylesi bir ölçütü yadsıması ve kendini bedensel görünüşü dışındaki özelliklerle de var etmeye çalışması, yadırganacak bir davranış sayılmamalı.

**Yukarıdaki paragrafta anlatımı bozan cümle aşağıdaki seçeneklerden hangisinde bulunmaktadır?**

- A) I                      B) II                      C) III                      D) IV

3. Bildiğimiz turnadan daha küçük ve zarif olan telli turnanın tepesinde kırmızılık yoktur. Başındaki ve boynundaki siyah tüyler göğsünden aşağıya sarkar. Gözünün gerisinden çıkan beyaz tüyleriyle diğer akrabalarından ayrılan telli turna, dünyadaki en yaygın ikinci turna türüdür. Ne var ki, artık bu türe Türkiye’de çok az rastlanıyor. Çünkü telli turnaların üreme alanı olan, aynı zamanda Nisan-Eylül arasındaki göçleri sırasında konakladıkları Doğubeyazıt sızlıkları ile Muş Ovası çevresindeki sulak çayırlar yıldıan yıla azalıyor. Doğu Anadolu’daki akarsu vadilerinde, 20-30 çift telli turnanın ürettiği tahmin edildiği halde, konuyla ilgilenen bir dernek tarafından ancak 11 telli turna bulunduğu belirtilmiş. Hangisi doğru olursa olsun bu rakamlar, barındırdığı 465 kuş türüyle kuş bilimciler ve gözlemciler için bir cennet olan Türkiye’de telli turnanın neredeyse yok olduğu ve acilen önlem alınmazsa çok yakın bir zamanda yalnızca türkülerde yaşayacağı anlamına geliyor.

**Yukarıdaki paragrafta göre telli turnaların sayılarının azalmasının nedeni aşağıdakilerden hangisidir?**

- A) Telli turnaların Türkiye’de sadece Nisan-Eylül aylarında konaklamaları  
B) Telli turnaların Türkiye’de konakladıkları yerlerin giderek azalması  
C) Telli turnaların diğer turna tiplerine benzemesi nedeniyle avlanmaları  
D) Telli turnaların Doğu Anadolu akarsu vadilerine ulaşamamaları

4. Dil kusurlu olursa, kelimeler düşünceyi iyi anlatamaz. Düşünce iyi anlatılmazsa, yapılması gereken şeyler doğru yapılamaz. Görevler doğru yapılamazsa töre ve kültür bozulur. Töre ve kültür bozulursa, adalet yanlış yola sapar. Adalet yoldan çıkarsa, şaşkınlık içine düşen halk ne yapacağını, işin nereye varacağını bilmez.

**Yukarıdaki paragrafta vurgulanan ana düşünce aşağıdakilerden hangisidir?**

- A) Düşüncelerin doğru aktarılmasında dilin doğru kullanılmasının gerektiği  
 B) Görevler, kültür, gelenekler ve adaletin dilin en önemli temeli olduğu  
 C) Toplum düzeninin sağlanmasında dilin çok önemli bir rolü olduğu  
 D) Bireylerin, dilin korunmasında sorumluluk sahibi olması gerektiği

5. Tarihin hangi aşamasında, hangi biçimde ortaya çıkarsa çıksın eleştirel düşünceye getirilen yasaklamalar ve kısıtlamalar, baskı dönemlerinin ortak yanını oluşturur. Edebiyata konulan sansürden, kitap yakmaya, basın kısıtlamalarından, düşünce suçundan tutuklamaya değin çeşitli biçimlerde ortaya çıkan bu yasaklamalar, düşünemeyen, soru sormayan, yalnızca kendisine verilen buyruklara körü körüne boyun eğen, beyni yıkanmış insanlar yetiştirmeye yöneliktir.

**Yukarıdaki paragraftan çıkarılacak en kapsamlı yargı aşağıdakilerden hangisidir?**

- A) Baskıcı yönetimler tarihin her döneminde bilimsel düşünceyi çoğunlukla suç saymıştır.  
 B) Düşünceye uygulanan baskılar, tarihin her aşamasında daima sanatın ilerlemesini engellemiştir.  
 C) Sanat eserlerine ve düşünceye uygulanan baskılar, insanları olumsuz yönde etkilemiştir.  
 D) Antidemokratik dönemlerde uygulanan baskılar kişiliksiz bireylerin yetişmesine neden olmuştur.

6. Bazıları resmen eşek şakasına dönüşen kamera şakaları, televizyonun en sırtlan tebessümünü sergiliyor. Alçakça kurgulanmış tuzaklara düşürülen yardımsever insanların samimiyeti ile dalga geçiliyor. Sonra özür mü övünme mi olduğu bilinmeyen bir cıvıklıkla, "Bu bir kamera şakasıydı, bakın kamera

orada." diyerek marifetlerini itiraf ediyorlar. Biz seyirciler, ekranda olup bitene hain hain gültüyoruz. Aldatılan insanlar şaşkın, mahcup, ezik "Ya öyle mi? Aman ne hoş!" gevelemesiyle aslında ağlamak istedikleri halde gülümser gibi yapıyorlar.

**Yukarıdaki paragrafta yazarın asıl yakındığı aşağıdakilerden hangisidir?**

- A) Televizyondaki bazı eğlence programlarının inandırıcı nitelikten yoksun olması  
 B) Televizyonların genelde bilinçsizlik aşılmalı ve aşılmalı olması  
 C) Televizyon izleyicisinin çoğunlukla kötü niyetli ve bilinçsiz olması  
 D) Televizyonlardaki bazı programların, iyi niyetli insanları rencide edici olması

7. Sen anlaşılmayı boşa beklemişsin, ben çoktan ümidimi kestim. Herkes kendi dünyasında. Koca, çocuklar, ana, baba, dostlar, arkadaşlar... Ne zaman senin farkına varırlar biliyor musun? Bir hizmeti eksik yaparsan eleştirmek için. Artık biliyorum bunu. Ben de onlara aldırmiyorum. Haydi bakalım ne halleri varsa görsünler.

**Yukarıdaki paragrafta konuşan kişinin asıl yakındığı aşağıdakilerin hangisidir?**

- A) Bireyler arasında yaşanan çekişmelerden  
 B) Bireylerin birbirinden sıkılmalarından  
 C) Bireylerin birbirine yabancılaşmalarından  
 D) Bireyler için yaşamın çok zor olmasından

8. Bahçeye girince, insan bir renk cennetine girmiş gibi olur. Giriş yolu boyunca yedi veren gülleri, ortancalar, gecesevaları sağlı sollu insana gülümser sanki. Mavi, kırmızı, beyaz iç içe girmiştir. Ana kapının rengi de senin çok sevdiğin bir renk: Güvercin mavisi. Bir de güzel ad koymuşlar: Huzur.

**Yukarıdaki paragrafın anlatımında aşağıdakilerden hangisinden yararlanılmamıştır?**

- A) Betimleme  
 B) Nesnellik  
 C) Konuşma tarzı  
 D) Kişileştirme

9. (I) Bir derginin araştırmasına göre, ülkemizde şiir kitapları satış bakımından türlere göre sonlarda yer alıyor. (II) Öte yandan, gençliğimizden kalma ve özellikle de sevgili için yazılmış bir şiir defteri de saklarız genellikle. (III) Oysa ki bizim topraklarımızın bitmez tükenmez bir şiir geleneği vardır. (IV) Yunus Emre, Pir Sultan Abdal, Karacaoğlan, Fuzuli, Nedim, Yahya Kemal, Ahmet Haşim, say sayabildiğin kadar. (V) Yalnız bizim kanımız değil, dünyaca ünlü uzmanların da kanısı bu doğrultuda; ancak şiir kitapları yine de az satıyor.

**Aşağıda numaraları gösterilmiş cümlelerin hangisi yukarıdaki paragrafa uymamaktadır?**

- A) I                      B) II                      C) III                      D) V

10. Yaptıkları, söyledikleri ile çelişmez. Özü sözüne uyar. Yaşayışı düşüncelerini tamamlar. Görevinin yalnızca bilmek ve doğruyu göstermek olmadığını, aynı zamanda yanlışla savaşmak, iyiyi ve güzeli korumak olduğunu kavramıştır. Bu çabasında kararlıdır. Gözünü budaktan sakınmaz. Kötümserliğe kapılmadığı gibi hayalperestliğe de kapılmaz. Ayakları hep yerdedir.

**Aşağıdakilerden hangisi yukarıdaki paragrafta sözü edilen kişinin nitelikleri arasında yer almaz?**

- A) Uysal  
B) Dürüst  
C) Tutarlı  
D) Cesur

11. İnsan ilişkilerinin öneminin yeterince kavranmamış olması, çocuk gelişimiyle ilgili birtakım sorunları da beraberinde getirdi. Söz gelimi, günümüzde, kendi kendine oyun kuramadığı için üretken olamayan, edilgen, çevreye karşı ilgisiz, evlere hapsolmuş çocuklar yetişiyor. (I) Bunların hayal güçleri, erken yaşta tanıştıkları ve hayatlarının doğal bir parçası olan televizyonla ve bilgisayar oyunları ile sınırlanmış durumda. (II) Televizyondaki reklamlar çocukları ticari birer araç olarak görüyor. (III) Kaba kuvveti ve silah kullanmayı özendiriyor, sanat değeri düşük filmler ve kimi yayınlar yüzünden özellikle çocuklar, çeşitli psikolojik sorunlarla yüz yüze geliyorlar. (IV)

**Düşüncenin akışına göre, “Bütün bunlardan daha da önemlisi, bu türden olumsuzluklar tekrar tekrar yaşıyor.” cümlesi, yukarıdaki parçada numaralandırılmış yerlerden hangisine getirilebilir?**

- A) I                      B) II                      C) III                      D) IV

12. (I) Ünlü yazar Bacon, insanoğlunu iyi ve kötünün bir karışımı olarak görür. (II) Ona göre, her iyi insanın içinde bir kötü taraf, her kötü insanın içinde de iyi bir taraf vardır. (III) Bunu bildiğinden, insanları olduğu gibi kabul eder. (IV) Okur da bu tutumla yaklaşmalıdır Bacon’un denemelerine. (V) İyi bir okur neyi okuması gerektiğini bilmelidir. (VI) Okuduklarında abartılı mesajlar, idealize edilen tipler aramamalıdır.

**Aşağıda numaraları gösterilmiş cümlelerin hangisi yukarıdaki paragrafın ana düşüncesine uymamaktadır?**

- A) III.                      B) IV.                      C) V.                      D) VI.

13. Bir yazar, kendisiyle söyleştiği bir yazısında şöyle diyor: “Her yaş döneminin insanı ayrıdır. Yirmili yaşların insanıyla ellinin, altmışın, yetmişin hele seksenin, doksanın insanı aynı insan mıdır?” Aynı olur mu hiç? Değişim salt fiziksel özelliklerimizi değil, asıl iç dünyamızı kuşatıyor. Bakıyorum bir zamanlar hiç umursamadığım olaylar, haberler şimdi derinlemesine etkiliyor beni. Yargılayıcı, eleştirel bir açıdan bakıyorum her şeye. İster istemez sorunların sarmalında buluyorum kendimi. Öfkeleniyor, u□zu□lu□yorum. Dinginliğimi yitirdiğim, içimin allak bullak olduğu böyle anlarda çevremdekiler de yatıştırıyor beni; tutunacak bir dal, sığınacak bir yer arıyorum. Çözü□m aradıkça, şiire ya da romana sığınmanın daha iyi geldiğini du□şu□nu□yorum.

**Yukarıdaki paragraftan yaşlılarla ilgili olarak aşağıdakilerin hangisine varılamaz?**

- A) Mutsuzlukları bir başına kalışlarından kaynaklanır.
- B) Farklılaştıklarının bilincinde olurlar.
- C) Karşılaştıkları günlük gerçeklere tepki gösterirler.
- D) Tanık oldukları durumlara yeni anlamlar yüklerler.

14. Varlıklar içinde kendi değerleri ile ölçülemeyen ne yazık ki insandır. Bir atı güçlü, çevik ve sağlıklı olduğu için överiz; altın, gümüş işlemeli koşumları için değil. Bir köpek sadakati ve zekasıyla övülür; tasmaşının parlaklığıyla değil. Niçin bir insanı da kendi değerleri ile ölçmüyoruz? Niçin ‘güzel evi varmış, son derece lüks arabası, şu kadar geliri ve itibarı varmış’ gibi değerler ön plana çıkıyor?

**Aşağıdakilerden hangisi, yukarıdaki paragrafa konacak en uygun başlık olabilir?**

- A) Değer Yargılarının Özelliği
- B) Değer Yargılarının Yanlılığı
- C) İnsanın Değersizliği
- D) Varlıklı İnsanlar

15. Tuz Gölü son yağışlarla yeniden eski haline kavuştu. Geçen yıllardaki kuraklık, bilinçsiz sulama ve kirlilik nedeni ile yok olma durumuna gelen Tuz Gölü son yağışlarla tamamen dolarken alınan önlemler de etkisini göstermeye başladı. Artık göçmen kuşlar bölgeye göç ederken göl de halkın ilgi odağı olmaya başladı. Şereflikoçhisar’da “beyaz elmas” olarak nitelendirilen tuz, üreticilerin yüzünü güldürürken bölgede bulunan turizm işletmelerini de hareketlendirdi.

**Tuz Gölü başlıklı paragrafta yer alan “Geçen yıllardaki kuraklık, bilinçsiz sulama ve kirlilik nedeni ile yok olma durumuna gelen Tuz Gölü son yağışlarla tamamen dolarken, alınan önlemler de etkisini göstermeye başladı.” cümlesindeki kuraklık için alınan önlemler aşağıdakilerden hangisi olabilir?**

- A) Tuz Gölü çevresindeki sanayi atıklarının, yasaların belirttiği şekilde yok edilmesi
- B) Tuz Gölü çevresindeki yeşil alanlarda yapılan bina sayısının hızla artırılması
- C) Tuz Gölünün çevresindeki toprakların turizme açılarak hareketlilik sağlanması
- D) Tuz Gölü’nden elde edilen su ile göl çevresindeki kurak arazilerin sulanması

16. Elli yıldan beri yapılan araştırmalarda büyük ozanımız için karanlık kalmış yerler vardır. Bunlardan birisi İstanbul’a gitmediği, büyük şehirlerde tanınmadığı, sadece aşiret ve köy çevrelerinde tanındığı, ününü bu çevrelerde sağladığı görüşüdür. Oysa, bu görüş artık kökünden yıkılmıştır.

**Yukarıdaki paragraf, aşağıdaki sorulardan hangisinin cevabı olabilir?**

- A) Karacaoğlan’ın yerelliği ve ulusallığı ne derece mevcuttur?
- B) Karacaoğlan’ın konularını yerel öğelerden alması sakıncalı mı?
- C) Sizde Karacaoğlan hakkında yapılan araştırmalar yeterli midir?
- D) Karacaoğlan ve kent şairleri arasında herhangi bir fark var mıdır?

**17. soruyu aşağıdaki metne göre cevaplayınız.**

**Perde**

Günün yorgunluğu omuzlarıma ağır gelmeye başlamış evime doğru yol alıyordum her zamanki gibi yavaş ve sessiz. Akşam karanlığı çökmek üzere iken sokak ortasında misket oynayan çocuklara gitti gözüm. Pencerede bağırان annelerini gördüm bir anda. İşte o anda kendi geçmişimde kayboldum.

Tam 30 yıl geriye gittim zaman tünelimde.

Mahallede iki tane renkli misket için kavga ettiğim komşunun çocuğu Sabri gelmişti aklıma. Annemin “Hadi artık çabuk eve gel” diye bağırışı birden kulaklarımda çınladı. Bir an boğazım düğümlendi, gözlerim doldu.

Annemden ayrıralı 10 yıl olmuştu, her aklıma geldiğinde nedense hep böyle kötü olurdu. O da beni erken terk etmiş, beni bu dünyada yapayalnız bırakmıştı. Babamı ise evdeki resimlerinden tanıyordum. Alnının teri ile ekmeğini kazanan bir tir şoförüymüş. Son çıktığı yolculuktan bir daha hiç dönememiş. Annem babamdaki bütün özelliklerin bende de olduğunu söyler dururdu.

Askeri okula başladığımda annem ne kadar da sevinmişti. Birden okulumda silah tuttuğum ilk gün gelmişti gözlerimin önüne. Yıllar ne de çabuk geçiyordu. Girdiğim o son operasyon perde olmuştu birden. Neyse ki annem buna şahit olmamıştı. Vurulup da yıkıldığım o düşüşü tekrar tekrar görüyorum: hemen karşımda, beyaz perdede oynayan bir film gibi. Sonra ameliyathane ve tepemde yanan ışıklar... En kötüsü de parçalanın kolumdan ayrıldığı günün acısı.

Artık köşe başında reklam broşürü dağıtan başka birisi olmuşum.

**Aşağıda yazarın yaşadığı olaylar bulunmaktadır.**

1. Yavaş ve sessizce evine doğru yürümesi
2. İki misket için kavga etmesi
3. Annesinin ölmesi
4. Babasının ölmesi
5. Askeri okula başlaması
6. Kolunu kaybetmesi
7. Reklam broşürü dağıtan biri olması.

**Yazarın yaşadığı olayları 1’den 7’ye kadar kronolojik olarak sıraya koyarsanız, aşağıdakilerden hangisi doğru seçenek olur?**

- A) 1- 7- 6- 5- 3- 2- 4
- B) 1- 2- 4- 5- 6- 3- 7
- C) 4- 2- 5- 3- 6- 7- 1
- D) 4- 7- 2- 1- 5- 3- 6

18. Ozanın ilk şiir kitabını bunca yıl ertelemesinin nedeni, gizlenmeyi seven bir kişiliğinin olmasından çok, yazdıklarını kolay kolay beğenmeyen, kusursuzu arayan biri olmasıydı sanıyorum.

**Kendisinden böyle söz edilen bir sanatçı aşağıdaki deyimlerden hangisiyle nitelendirilebilir?**

- A) İğneyle kuyu kazan
- B) İşine dört elle sarılan
- C) İşini sağlama alan
- D) İnce eleyip sık dokuyan

19. Yakın zaman önce ölen bilim kurgu türünün büyük ustası Ray Bradbury’nin ‘*Yazma Sanatında Zen*’ adlı kitabında şöyle bir söz vardır: “Her zaman uçurumdan atlamalısın, kanatların sonradan çıkar”.

**Yazar, “Her zaman uçurumdan atlamalısın, kanatların sonradan çıkar” cümlesiyle aşağıdakilerden hangisini anlatmak istemiştir?**

- A) Tehlikenin, başarı için gerekli olabileceğini
- B) Beklenmedik sıkıntılarla karşılaşılabilceğini
- C) Bir amaç için her şeyin göze alınabileceğini
- D) Cesaretin, başarıya ulaştırabileceğini

20. Sinema, bence bir ürün ortaya koymanın zor olduğu alanlardan biri. Bir projenin senaryoya, sonra da sinema filmine dönüşmesi, uzun, zahmetli, pek çok kişiden ve teknolojiden yararlanmayı gerektiren pahalı bir iş. Televizyon dizilerinde de buna benzer yanlar yok değil. Ne var ki hızla yapılan, hemen seyirci karşısına çıkarılan, bir gecede tüketilen bir dizinin tek hedefi, izleyicisini ekran başında tutmak. Sinema filminde önemli olan “özen, yaratıcılık, özgünlük”, televizyon dizilerinde pek de görülmeyen özellikler. Özetlemek gerekirse, ----- .

**Yukarıdaki parçanın sonuna düşüncenin akışına göre aşağıdakilerden hangisi getirilebilir?**

- A) bir sinema filminin üretimi için gerekli olan her şey, televizyon dizilerinin üretimi için de gerekli
- B) sinemada “sanatın kuralları”, dizilerdeyse “televizyona özgü kurallar” geçerli
- C) televizyon dizilerinin izleyiciyi televizyona bağlamasının nedeni, onlardaki merak ögesinin yarıda kesilmesidir
- D) çok sayıda dizi ve film üretme, bu alanların gelişmesine katkıda bulunur



21. Bu yazarımız, anılarını anlatırken araya başka yazarların anılarını, düşünürlerin anılar üzerine söylediklerini de katıyor. Böylece yazdıkları, okurda, anlatılanların içinde oluşturulmuş yeni bir metin tadı da bırakıyor.

**Yukarıdaki parçada sözü edilen yazarın böyle bir yol izlemesinin amacı aşağıdakilerden hangisi olabilir?**

- A) Anı türünün, yaygın bir yazınsal tür olduğunu okuruna gösterme
- B) Kendisiyle başka yazarlar arasındaki benzerlikleri ortaya çıkarma
- C) Okurlarda, kendi anılarını yazma isteği uyandırma
- D) Anlatılanlara, okurun değişik açılardan bakmasını sağlama

**22. – 23. soruları aşağıdaki paragrafa göre cevaplayınız.**

Karıncaları çok severim. Çocukken arkadaşlarımla evimizin bahçesindeki karınca yuvalarını merakla incelerdik. Karıncaların oradan oraya gidiş gelişlerine, koca koca nesneleri düşe kalka yuvalarına taşımalarına çok şaşırırdık. İnsanlar gibi, zaman zaman birbirleriyle mücadele ettikleri de olurdu. Oysa arılar öyle değildir. Aralarındaki iş bölümüne uygun çalışmaları ve çalışkanlıklarıyla karıncaları geride bırakır.

**22. Bu parçadan karıncalarla ilgili olarak aşağıdakilerin hangisi çıkarılamaz?**

- A) Örnek davranışlar sergiledikleri
- B) Bazı hareketleri ile dikkat çektikleri
- C) Bazı yönleriyle insanlara benzedikleri
- D) Çocuklar için çok ilginç oldukları

**23. Arılar ve karıncalarla ilgili olarak aşağıdakilerden hangisi söylenebilir?**

- A) Aynı derecede çalışkan olmaları
- B) İnsanlar gibi mücadeleciler olmaları
- C) Karıncaların daha mücadeleciler olmaları
- D) İş bölümü yaparak buna uymaları



## Appendix G: Final Version of ‘The Reading Comprehension Test in English’

Sevgili Öğrenciler,

Mersin Üniversitesinde sürdürdüğüm doktora tez çalışmam için değerli bilgilerinize gereksinim duymaktayım. Ekte bir “İngilizce Okuduğunu Anlama Sınavı” bulunmaktadır. Bu sınavın her sorusunu yanıtlamanız, soruları boş bırakmamanız çalışmamın sağlıklı ilerlemesi açısından çok önemlidir.

“İngilizce Okuduğunu Anlama Sınavı” 24 sorudan oluşan soru kağıdı ve cevap kağıdından oluşmaktadır. Sizden soruların doğru cevaplarını **30 dakika içinde** cevap kağıdına işaretlemeniz beklenmektedir. Cevap kağıdı üzerinde doldurmanız gereken ‘ad-soyad’, ‘sınıf’ gibi bölümler bulunmaktadır. Lütfen bu bölümleri doldurarak gerekli bilgileri yazınız. Yazacağınız bu bilgiler ve alacağınız puan hiçbir şekilde hiç kimse ile paylaşılmayacaktır. Adınız ve soyadınız tez çalışmamın hiçbir yerinde geçmeyecek, bu sınavın sonucu hiçbir şekilde ders notunuz olarak kullanılmayacak ve aldığınız puan okul notlarınızla herhangi bir şekilde ilişkilendirilmeyecektir.

Sınav sorularını cevaplandırmanız tez çalışmamın en önemli bölümünü oluşturacaktır. Bu nedenle verdiğiniz destek ve gösterdiğiniz ilgi için size şimdiden çok teşekkür ederim.

F. Banu Tümay  
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**Read the following passage and answer the questions**

**1-3.**

One day before the New Year's Eve, 1971, Juliana Koepke, a seventeen-year-old German Girl, and her mother left Lima by plane because they wanted to spend the New Year's Eve with Juliana's father, who was the manager of a bank in Pucallpa, another town in Peru. Forty-five minutes later, there was a terrible storm so the plane hit a mountain and crashed. Juliana fell from 3000 meters, fastened in her seat. She did not die when the seat hit the ground, but she was unconscious all night.

The next morning Juliana looked for pieces of the plane and called for her mother. Nobody answered, and she only found a small plastic bag of sweets. Juliana's left arm was broken, her knee was badly hurt and she had deep cuts on her legs and arms. She had no shoes and she was wearing only a dress, which was badly torn but she decided to try to get out of the jungle. She knew that she would die if she stayed there. She started to walk. She did not have anything to eat for two days, so she felt very weak. She heard helicopters, but could not see them above the trees, and of course, they could not see her.

After four days, she came to a river. She walked and swam down the river for another few days. At last, she came to a small village house. Nobody was there, but that afternoon, four farmers arrived. They took her to a doctor in the next village.

Juliana learned afterwards that there were three other people who were not killed in the accident, but she was the only one who got out of the jungle. It took her ten days.

**1. What does the underlined word "there" in Paragraph III mean?**

- A) the village
- B) the river
- C) the village house
- D) the next village

**2. What can be said for Juliana's character?**

- A) happy and careless
- B) brave and lucky
- C) hopeless and weak
- D) shy and bossy

**3. What is the best title to the paragraph?**

- A) A Flight in Peru
- B) The Koepkes' New Year
- C) The Death of Juliana's Mother
- D) Juliana's Difficult Journey

**Read the poem 'The Fog'. The meaning of the word 'haunches' is given in the box.**

**Fog**

The fog comes on little cat feet.

\*haunches: the back legs of an animal

It sits looking over harbor and city on silent **haunches\*** and then moves on.

Carl Sandburg

**4. What is the meaning of the first two lines?**

*"The fog comes on little cat feet."*

- A) A little cat comes when the fog comes over the city and the harbor.
- B) A little cat and the fog come together to watch the city and the harbor together.
- C) The fog comes over the city and the harbor similar to a little cat's walk.
- D) The cat sits on its haunches when the fog comes over the city and the harbor.

**Home Sweet Home**

For many British people, a house is the most important thing in their lives. In fact, 60% of the population doesn't live in rented housing. They would rather have their own houses, but prices are going up all the time and many young people do not have enough money to buy a house. They live in small flats or their parents' house even when they are married.

Prices are especially high in the southeast of England. In the north and in Scotland prices are quite low. Young people often buy old houses, perhaps more than a hundred years old because the new houses are so expensive. But they have to spend a lot of time and money on repairs and decoration.

5. Which of the following statements is *false*?

- E) 60% of the population lives in their own houses because it is important to them.
- F) Old people can buy old houses preferably because they don't like new houses.
- G) 40% of the population rents houses probably because they can't afford to buy a new one.
- H) Most young people live in their parents' house because the housing is expensive.

Read the following sentences.

*"Let me tell you how I got my first job last year. ---"*

- I. A young woman sat next to me and we started talking.
- II. She told me that she was a manager in a communication company and looking for an assistant.
- III. After the university, I tried to find a job for six months, but I couldn't.
- IV. Finally, one day while I was eating a sandwich in a coffee shop, my luck began to change.
- V. She gave me her business card, and within one week, I was her assistant.
- VI. I told her that I was very interested in communication and studied it for four years at university.

6. Put the given sentences (from I to VI) into order to make a paragraph.

- A) III – IV – I – II – VI - V
- B) V – I – II – III – IV - VI
- C) III – IV – VI – I - II - V
- D) V – III – VI – I – II - IV

(I) I am a Thai girl living in the USA, and there are many things that I must get used to. (II) First of all, I must get used to a new kind of food. (III) I am learning to eat many hamburgers because they are cheap and they are easy to buy. (IV) The people are different and I'm learning to meet new foreign friends. (V) For example, two of my friends are from Pakistan. (VI) Pakistan is a hot country and my friends love it very much. (VII) The weather is another thing that I must get used to. (VIII) Some days it is hot just as my country, but on other days, it is cold and this is very strange for me. (IX) In short, I'm adjusting to the USA in many ways, but

it is not a problem for me because I like to know about different places and people.

7. Which sentence *does not* belong to the paragraph?

- A) II      B) III      C) VI      D) VIII

Read the following passage and answer the questions 8-9.

**A Weekend in Marrakech**

The most popular city in Morocco built in an oasis.

**Day One**

Arriving at the international airport of Marrakech, I enter an unknown world. I stay in a traditional house in the old city. There are hundreds of these very popular old houses, called riyads. The people have turned these houses into charming guesthouses. A few visitors may prefer the luxury of a hotel like the La Mamounia. This famous hotel, which Winston Churchill described as 'the most beautiful place on earth', has recently reopened its doors after the repair. At night, all streets lead to Djemaa El Fna, the main square that becomes a huge restaurant when the sun sets.

**Day Two**

Explore the old city, the famous Medina. The old suuqs -or narrow streets - are perfect for shopping. Necessary equipment: a good map, comfortable shoes and strong bargaining ability.

Marrakech reveals its secrets through the taste of spices and the voices of merchants selling herbs, pottery, leather jackets and, of course, carpets. Nearby, there are all kinds of shows: acrobats, musicians, fortune-tellers, snake-charmers and exotic dancers. People say Koutoubia Mosque is the city's most important place and it is very impressive. However, entrance to it is only allowed to Muslims, so I cheer myself up in Dar Moha, Medina's most famous restaurant.

8. The La Mamounia Hotel is

- A) new
- B) ordinary
- C) cheap
- D) popular

9. One thing you can do in Medina is to \_\_\_\_\_.

- A) listen to the street musicians
- B) check in a luxurious hotel
- C) fly to your home town
- D) stay in a nice guesthouse

*Read the following passage and answer the questions 10-12.*

### Skyscrapers

The term 'skyscraper' has been used in a number of ways over the years: a high-flying bird, a very tall man. At the end of the nineteenth century, the word was used to refer to buildings of ten floors or more. Later, an elevator was used to take people up to the higher floors, as in the most famous skyscraper, the Empire State Building.

In the nineteenth century, as cities grew more crowded, people needed to make room for offices on a small piece of land, because the land was not enough for *them* and as a result the land prices were very high. So, it was necessary to build higher buildings.

*Complete the sentences in questions 10-12 in the correct way.*

10. In the past, the word 'skyscraper' \_\_\_\_\_.

- A) didn't have different meanings
- B) didn't have any meanings
- C) had the same meaning as today
- D) had more than one meaning

11. In the nineteenth century, skyscrapers were needed \_\_\_\_\_.

- A) for businessmen
- B) for poor people
- C) for engineers
- D) for tall men

12. What does '*them*' mean in Paragraph II?

- A) offices
- B) people
- C) land
- D) room

*Choose the best word for each question to complete the following paragraph.*

### Shakira

Shakira is a famous singer. She began her singing career in Colombia, where she was born and (13) \_\_\_\_\_ became famous in Latin America in the early 1990s. Her first (14) \_\_\_\_\_ is Spanish, but she also speaks English and Portuguese (15) \_\_\_\_\_. Shakira showed her talent as a teenager at school, where she sang rock and roll, as well as Latin and Arabic songs. Shakira is also well-known for her social work and especially her work for the poor. She has performed at a large number of charity concerts such as the Live 8. Shakira's (16) \_\_\_\_\_ 'Waka Waka' (This Time for Africa), was chosen as the official song for the 2010 FIFA World Cup.

13. A) regularly B) seriously C) quickly  
D) clearly

14. A) language B) nationality C) country  
D) city

15. A) happily B) carefully C) fluently  
D) busily

16. A) strong B) popular C) noisy  
D) smart

17. Leslie's main music list has forty rock songs; fifteen rap songs, and one folk song. It also contains twelve classical instrumentals.

**Which statement is probably false?**

- A) Leslie loves listening to music.
- B) Leslie listens to a wide range of music.
- C) Leslie likes rock much better than rap.
- D) Leslie's favorite music is folk.

18. A group of children were preparing to play a game. Bill and Jessica were almost done taking turns choosing the players for their teams. It was Jessica's turn to choose, and only Paul was left, so Jessica said, "Paul."

We can say that \_\_\_\_\_ .

- A) Jessica was thoughtless about Paul's feelings
- B) Jessica was pleased to have Paul on her team
- C) Paul was the best player in either of the teams
- D) Paul was the worst player in the game

19. Emir rarely rides to school in the morning. He could take the school bus but he prefers to walk the two kilometers from his home to school. He believes that the walk wakes him up and improves his learning throughout the day.

Which statement is true according to the paragraph?

- A) Emir never rides to school.
- B) Emir always takes the bus to school.
- C) Emir goes to school tired of walking.
- D) Emir thinks learning is important.

### The Body Shop

When I opened the first 'Body Shop' in 1976, my only purpose was to earn enough money to feed my children. Today 'The Body Shop' is an international company rapidly growing all around the world. In the years since we began, I have learned a lot. Much of what I have learned will be found in this book and I have something important to say about how to run a successful business.

It's not a normal business book, nor is it just about my life. The message is that to succeed in business you have to be different. Business can be fun; you can run it with love. In business, as in life, I need to enjoy myself, to have a feeling of family and to feel excited by the unexpected. I have always wanted the people who work for 'The Body Shop' to feel the same way.

Now this book sends my ideas out into the world, makes them public. I'd like to think there are no limits to our 'family'; there are no limits to what we can do.

20. What is the writer's main purpose in writing '*The Body Shop*' ?

- A) To tell the reader how successful her private life is.
- B) To explain how her successful company runs.
- C) To introduce how her successful life goes on.
- D) To inform how hard to grow up successful children.

Read the following paragraph and choose the best answer for questions 21-22.

Scientists have known for a long time that vitamin D is fundamental for human. If children don't have enough vitamin D or calcium, they can have a bone illness, which we call rickets. New studies shows that people of all ages need vitamin D to help them fight off diseases by keeping their immune systems strong.

21. If something is fundamental, it is \_\_\_\_\_.

- A) harmful
- B) important
- C) serious
- D) needless

22. Which of the followings is the main idea of the paragraph?

- A) Vitamin D is found in a lot of food.
- B) Vitamin D is studied by scientists.
- C) Vitamin D is essential to children.
- D) Vitamin D is necessary for good health.

**Read the following paragraph and choose the best answer for questions 23-24.**

Camping is an inexpensive and fun choice for a family vacation. However, if campers don't get prepared well, camping can be a disaster. If they do not make a list, they will forget something important, also they will be sorry if they do not have the right equipment. Another problem is bad weather. The campers have to check into a motel if it rains. Camping in the rain is never fun. Finally, insects will ruin a vacation easily. ***Flies will make an evening meal out of unprotected campers.*** In conclusion, ***wise*** campers know how to prepare so that they will not be surprised by these unfortunate causes of disaster.

**23. Which of the following statements is false according to the paragraph?**

- A) Campers should listen to the weather forecast before they go camping.
- B) Campers should save lot of money if they want to go camping.
- C) Campers should know the places of the hotels near the camping place.
- D) Campers should make a list of necessary things before they go camping.

**24. What is the meaning of the word 'wise'?**

- A) clever
- B) excited
- C) interested
- D) optimisti





## CURRICULUM VITAE

### PERSONAL INFORMATION

- **Name-Surname** : Fatma Banu Tümay
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### EDUCATIONAL BACKGROUND

- **2008 - :** PhD (In progress) Mersin University Institute of Education Sciences, The Department of English Language Teaching
- **1994 - 1998:** MA - Mersin University Institute of Social Sciences, The Department of English Literature and Language
- **1986 - 1991:** BA - Ankara University Faculty Of Language History And Geography, The Department of English Literature and Language
- **1986 - 1983:** (Dropout) Hacettepe University Faculty of Economics and Administrative Science, The Department of Business Administration
- **1978 - 1983:** Tarsus American College

### PROFESSIONAL EXPERIENCE

- **1993 - 2009:** Instructor - Mersin University School of Foreign Languages
- **2009 - 2012:** Lecturer - Mersin University Education Faculty The Department of English Language Teaching
- **2012 - :** Instructor - Mersin University School of Foreign Languages

#### Courses Taught

- Prep: Reading; Writing; Listening; Speaking; Grammar
- 1st grade: Advanced Reading and Writing I, II;
- 2nd grade: English Literature I, II;
- 3rd grade: Short Story; Novel; Literature and Language Teaching I, II;
- 4th grade: Drama; Poetry; Supervision (Pre-service teachers)