

ADEQUACY OF READING COMPREHENSION OF TURKISH LANGUAGE TEACHERS AND ELEMENTARY SCHOOL TEACHERS WORKING IN GAZIANTEP IN THE SOUTHEAST ANATOLIAN REGION

Y.Gürcan Ültanır

Hasan Kalyoncu University, Turkey

E-mail: gultanir@hotmail.com

Abstract

Through the university entrance exam taken once a year in Turkey, language, mathematics, science and social studies proficiencies of high school students and graduates are tested. The results of this exam demonstrate the individual achievement of students and in light of these results, the achievement of each school, which in terms of the curriculum evaluation. Based on the outcomes of university entrance exam, the achievement level of each region can also be evaluated. According to the 2012 university entrance exam results out of 81 cities in Turkey. Gaziantep was among the least successful, ranked number 76 in mathematics and Turkish Language test results. The city of Gaziantep is located in the Southeast Anatolia region. The latest PISA 2009 results show that among the OECD countries, Turkey is the last but third in the list after Chile and Mexico. Again, according to 2009 PISA results, the Southeast Anatolian region is at the bottom among the other regions of Turkey in terms of reading competencies. The purpose of the present study is to investigate the reading habits of the Turkish Language teachers working in elementary and secondary schools in Gaziantep because these teachers have great influence on the development of reading proficiency of students. To collect the data, a questionnaire based on the components of reading comprehension was given to 407 teachers working in elementary and secondary schools. The collected data were interpreted through percentages and Chi-Square. The result of the study shows that reading habits of teachers differ in accordance with the socio economic level and education level of teachers' parents, socio economic level of parental education and socio economic level of the family, time devoted to reading-and level interpreting what is read.

Key words: *decoding, efficiency of recognizing words, reading habits, reading – selective reading, fluent reading, vocabulary.*

Introduction

In Turkey, university entrance exam has been prepared in a centre and administered once annually on the same day throughout the country since mid-1960s. The participants of this exam can be senior high school students, high school graduates who could not pass the exam in their former attempts and university students who want to change their major. Hence, the number of the students taking this exam is increasing every passing year. For instance, the number of students applying to take the exam was 2,029,200 and the number of students whose exams were accepted to be valid was 1,938,000 in 2012 (2012 LYS statistics). The number of students applied to this exam in 2003 was 1.502.644 and the number of valid exam papers was 1.502.605 (osym.gov.tr).

The exam consists of multiple-choice test items to test students' proficiency of mathematics, geometry, physics, Turkish Language and Literature, geography, history, philosophy, modern languages (German, French, English). Depending on the department they want to attend at the university, they have to answer some of the questions. For instance, some programs accept students based on their mathematics and science scores, so students answer only mathematics and science questions or some programs accept students based on their Turkish Language and mathematics scores and in this case they have to answer only Turkish language and mathematics questions etc. The scores taken from the exam not only show the general achievement of students but also can be used as data providing specific information for evaluation to be made for different programs of universities. As the present study specifically focuses on the use of Turkish language, Turkish Language and mathematics scores were evaluated and it was found that Kilis was the most successful city with a mean score of 268.605. The lowest mean score was taken by Şırnak (231.134). Gaziantep was among the worst ten cities having the lowest mean scores and it took the 76th place out of 82 cities of Turkey.

Turkey participated in PISA (The Program for International Student Assessment) exams organized by OECD to see its weak and strong sides comparatively. The results of these exams targeting secondary school students aged 15 years old indicate the extent to which objectives set by teaching programs have been achieved. In addition to providing an opportunity for Turkey to compare itself with the other OECD countries, the exam makes it possible for Turkey to compare itself with the countries in its region. Totally 4996 students participated in PISA exams in 2009 (PISA 2009 National Preliminary Report 2010 p. 14). According to data given in the National Preliminary Report (2010), totally 442 students (8.8%) from 17 schools in Adıyaman, Diyarbakır, Gaziantep, Mardin, Siirt, Şanlıurfa and Şırnak in Southeast Anatolian Region participated in PISA 2009 exams. This geographic region took the lowest score for combined reading performance which is slightly over 400 points and occupied the last position among the cities in Turkey. West Anatolian Region took the first place with a mean combined reading performance score slightly lower than 500 points (PISA 2009 National Preliminary Report 2010 p. 43). PISA results are parallel to the results of University Entrance Exam. The mean scores taken by all of the regions of Turkey are below the international mean score. East Anatolian and Southeast Anatolian regions showed worse performance (Berberoglu & Kalender 2005, 31)

Personal competencies tested in PISA reading performance exam range from simple analysis of a text to vocabulary knowledge, knowing linguistic and textual structures and properties and having information about our world. Moreover, it tests higher cognitive skills such as employing proper strategies while analysing a text and being aware of this skill (PISA 2009 National Preliminary Report 2010). PISA describes reading comprehension as the ability to understand a text within its own narration, perspective and formal structure. Moreover, it describes reading comprehension as making higher level connections such as being in a position of making use of the text for different purposes (Artelt, Stanat et al., 2001). When this description is analyzed, it is seen that reading comprehension is a pre-requisite to acquire new information and develop existing information. Reading is a central cultural technique functional for very different purposes. Through texts, not only information and phenomena but also ideas and value judgements and cultural contents are conveyed (Oerter 1999). That is, reading comprehension skills represents the membership of a society and culture. Through reading, access to information and phenomena as well as ideas, value judgements and cultural contents becomes possible. Hence, reading comprehension skill is a universal cultural tool within the media. On the other hand, low reading comprehension skill which may extend to modern illiteracy means abnormal equality of chance (Artelt et al., 2007, p. 5).

The concept of reading proficiency does not only mean "being able to read". While reading proficiency means the skill of converting grapheme into phoneme, the concept of reading comprehension for decoding is related to skill of deriving meaning from text and processing of sentences and phrases in a text (Rost & Schilling, 2006). Dimensions such as development

in word recognition, recoding and decoding affect reading comprehension. If readers become successful in the interpretation of the words according to the context, they can be successful in interpreting sentences and the main components of sentences. In this way, decision to make interpretations based on syntacs will play an important role. In order to be able to understand the whole text, it is necessary to relate the meanings of different sentences to each other and to establish the structural model of the content of the text (i.e., the process in which metacognitive skills and prior information come to the fore) (Lenhard and Artelt 2013).

In the paper entitled “Some observations on a simple View of Reading”, Gough, Hoover & Peterson; 1996 stated that the reading comprehension is believed to be determined to a great extent by understanding what is heard and vocabulary recognition efficiency. The most prominent model to account for the acquisition of written language in the development psychology was introduced by Frith in 1985 based on the works carried out in the field of English Language. Günther (1986, 1989) conducted some works which contributed to the development of this theory and introduced this model as Frith-Gunther model in the field of German Language. According to Frith Model (1985), there are three stages: logographic, alphabetic and orthographic stages. Logographic stage comes into being before the acquisition of written language. In the alphabetic stage, on the other hand, children master the identity information of letters and systematically select the words and establish their order for them to be read (Lenhard & Artelt 2013). Recognition of words is constructed through the reordering of the sequence of the letters. At this stage, it is remarkable that the recognition of the words remains in the background when compared to prominent properties (Klicpera & Gasteiger-Klicpera, 1995). Orthographic stage defines the synthesis of the two fields. Phonologic recoding remains in the background and words are directly recognized (Klicpera & Gasteiger-Klicpera, 1995). Without doubt, this is rendered possible through the ordering of letters and with the help of the information gained about the structure of the written language. On this ground, the words quickly gain identities and without needing to select the words again and again, they are recapitulated from the semantic memory (Lenhard and Artelt 2013). Starting from elementary school period, the child acquires many of the reading habits.

Another factor contributing to the enhancement of reading performance is the increase in the number of the words known. For instance, early studies such as the one conducted by Thorndike (1917) indicates this connection (Seuring 2010 p. 148). Reading the text by knowing the meanings of the words is gradually replaced by a reading style in which the meaning of a word can be derived from the context. When the reader understands what he/she reads, his/her reading concentration increases and he/she feels more motivated. The research shows that intrinsic motivation of students has significant effects on reading performance (Kirsch et al., 2002 and Seuring; 2010).

Due to impacts of post-modernism, Turkey was one of the Balkan countries deeply affected by ethnicity movements and socio-politic trends within the last 20 years of the 20th century. One of these ethnicity movements was radical Islamic movement and another one was Kurdish movement. As a result of these movements, for nearly 30 years, there have been many terrorist attacks in East Anatolia and especially in Southeast Anatolia regions of Turkey. Internal emigration resulting from these terrorist activities has occurred in these regions. Moreover, it has become difficult to find teachers to work in these regions and only the teachers coming from these regions want to be appointed to the schools in these regions. This results in negative influences on teaching of Turkish Language and proper use of it because the teachers of Southeast Anatolian origin continued to use their original vernacular and dialect which they acquired from their parents. They are under the great influence of Kurdish language. Geographical origins which are in mutual and cultural interaction as a result of internal emigration with Southeast Anatolian region are “East Mediterranean”, “East Anatolian” regions. The region where Kurdish-origin citizens of Turkish Republic live in great population with local people is Southeast Anatolian region.

Problems of the Research

Until 2012-2013 school year, elementary education was 8-year compulsory education. The school starting age was 72 months before 2012. In 2012-2013 school year the school starting age was changed to 66 months. Throughout the educational period of 17 year youngsters participating in PISA exams, their primary school teachers and secondary school Turkish language teachers have the biggest influence in the development of their mother tongue (Turkish). In addition, the influence of Turkish Language and Turkish Literature teachers on the mother tongue use of students taking university entrance exams are great. Given that education has great influence on skills and competencies, the teachers' reading habits should be discussed.

The purpose of the present study is to investigate the reading habits of the Turkish Language teachers working at elementary and secondary schools in the Southeast Anatolian region in relation to some variables because these teachers have great influence on the development of reading proficiency of students.

By seeking answers to following sub-problems, data for the purpose of the study were collected:

- i. What is the distribution of the participating teachers in schools according to their geographical origin?
- ii. Do the participating teachers' economic status and in-family reading habits in their early childhood period and elementary school period while they were living with their families change depending on the education level of their parents?
- iii. Do the time spent on reading outside the class time change depending on the reading habits observed within the family during their early childhood and elementary school periods?
- iv. Do the decoding and recoding skills of the participants significantly vary depending on the reading habits observed within the family during their childhood?
- v. Do the current newspaper and magazine reading habits of the participants significantly vary depending on the reading habits observed within the family during elementary school years?

Methodology of Research

The data of the study were collected through a questionnaire. The hypotheses constructed were tested through Chi-Square. Questionnaire items were constructed particularly based on the following reading strategies.

The systematisations of Friedrich and Mandl (1992), who made some arrangements of reading comprehension strategies according to four categories, are presented as categorical suggestions as follows (Seuring 2010; 25-26):

- Primary strategies and Support strategies: Primary strategies direct primary cognitive processes concerning storage and processing of information (for instance, summarization of the text, expression of assumptions about the text and mnemonic techniques etc.). These strategies support the understanding, storage and recall of information. Support strategies indirectly affect learning process through motivational and executive functions. Learning process is activated and directed over these strategies (for example, self-motivation, directing the attention, planning of time etc.)
- General and specific strategies: specific strategies are limited to specific situations (for instance, mathematical problem solving strategies). General strategies have a wide range of use. Systematisation of this category follows a continuum ranging from general problem solving strategies to completing a unique assignment. Strategies related to the comprehension of a text are somewhere in-between them.
- Micro, meso and macro strategies: Strategies in this group are categorized according to time span they cover. While macro strategies cover a longer time span (For

instance; coordination of learning activities together with other activities), micro strategies represent a short term elementary information processing process (For instance, detection of key words and supra-concepts).

- Functions related to information processing (Weinstein and Mayer 1986): Repetition strategies (active repetition and memorization of new information), elaboration strategies (creating connections within new learning materials and between new and old learning materials), organization strategies (forming tables and diagrams) and control strategies (planning of behaviours, animation of learning process). Control strategies can be defined as metacognitive strategies.

Variables were constructed based on these strategies and questionnaire items were developed to question the variables directly and/or indirectly.

Study Population and Sample

The population of the study is given in Table 1.

Table 1a. The number of Turkish Language and Turkish Language and Literature Teachers working in the City of Gaziantep.

Gaziantep	The Number of Turkish Language Teachers	The Number of Turkish Language and Literature Teachers	The Number of Elementary School Teachers	Total
City Centre	789	497	4894	6180
Town	227	131	1301	1659
Total	1016	628	6195	7839

Sample

The study employed “quota sampling” method. The purpose of this method is to make up the sample by selecting the units easily accessible (Kılıç et. al. 2003). Through this method, questionnaires were collected from the teachers shown in Table 1.

Table 1 b. Sample Group Responding to the Questionnaire.

City of Gaziantep	Schools where the participants are working			Total
	Elementary School	Secondary School	High school	
City Centre	30	19	45	94
Town	209	57	47	313
Total	239	76	92	407

The total number of teachers answering the questionnaire is 407. The statistical results reflect 404 views.

Results of Research

- i. *The distribution of the teachers according to their origin across schools in Gaziantep*

Table 2 shows the distribution of the teachers according to their origin across schools

Table 2. The distribution of the teachers according to their geographical origin across schools located in the city of Gaziantep.

Origin	Gaziantep		School types		
	Centre	Town	Elementary school	Secondary school	High school
Marmara Region	3	6	4	2	3
West Black Sea Region	0	4	3	1	0
East Black Sea Region	1	6	5	1	1
Central Anatolian Region	11	18	12	14	3
Aegean Region	2	8	8	0	2
West Mediterranean Region	3	7	8	2	0
East Mediterranean Region	18	143	97	30	34
East Anatolian Region	10	11	10	6	5
South East Anatolian Region	46	110	92	20	44
Total	94	313	239	76	92

As can be seen in Table 2, high majority of the teachers are of East Mediterranean, East Anatolia and South East Anatolia origin and they make up 83% (n=338) of 407 participants 18% (n=74) of whom work in city centre and 65% (n=264) work in towns. Only 17% (n=69) of the participants are from the other regions. Yet, the total percentages of the teachers coming from these regions and working in the centres and towns are as follows: in the centre 79%, and towns 84%. The distribution of the teachers coming from these three regions across different types of schools is as follows: at elementary schools 83% (n= 199); secondary schools 74% (n=56) and high schools 90% (n=92). According to the data presented in Table 2, the ratio of these teachers in elementary schools and in the subject areas of Turkish Language and Turkish Language and Literature is always above 70%. This result clearly shows that Southeast Anatolian culture is dominant among the teachers and indicates a source creating problems in terms of meaningful use of Turkish Language. That is, the effect of vernacular and dialect.

- ii. *Socio-economic status of the parents of the teachers in their early childhood periods and elementary school ages, the education level of parents and reading habits observed while living with the family.*

In Table 3, Table 4 and Table 5, parents' education levels of the participants are shown within four categories (illiterate, elementary school graduate, secondary school graduate and high school, college or university graduate), their economic status is shown within three categories (low socio-economic, middle socio-economic and higher socio-economic) and reading habits observed while living with the family are shown within three categories (almost none,

rarely and frequently). Based on the frequencies obtained for these categories, related hypotheses were tested with Chi-Square and the results are presented in the following three tables.

Table 3. The difference resulting from the education level of parents in the socio-economic status of the family during the childhood periods of the teachers in the sample group of the study.

<i>Education level of the mother</i>	Socio-economic status of the family during the childhood periods of the teachers			<i>Total</i>	<i>%</i>
	<i>Low</i>	<i>Middle</i>	<i>High</i>		
Illiterate	83	74	2	159	39
Elementary school	63	115	5	184	45
Secondary school	3	24	2	29	7
High school	1	31	3	35	9
Sub-total	150	244	12	407	100%
Pearson Chi-Square (Value)= 47,349 ^a ; df=9; Asymp.Sig. (2-sided) 0.000 (p<0.05)					
<i>Education level of the father</i>	<i>Low</i>	<i>Middle</i>	<i>High</i>	<i>Total</i>	<i>%</i>
Illiterate	25	8	0	34	8
Elementary school	100	110	3	213	52
Secondary school	16	38	1	55	55
High school	9	88	8	105	26
Sub-total	150	244	12	407	100%
Pearson Chi-Square (Value)= 84,391 ^a ; df=9; Asymp.Sig. (2-sided) 0.000 (p<0.05)					

The data presented in Table 3 support the hypothesis stating that socio-economic level of the family changes depending on the education levels of the mother and father.

Table 4. The difference exhibited by the reading habits observed within the family during their childhood depending on the education levels of the mother and father.

<i>Education level of the mother</i>	Within-family reading habits observed while living with the family			<i>Total</i>
	<i>Almost none</i>	<i>Rarely</i>	<i>Frequently</i>	
Illiterate	108	42	9	159
Elementary school	85	76	23	184
Secondary school	7	13	9	29
High school	2	15	18	35
Sub-total	202	146	59	407
Pearson Chi-Square (Value)= 82,632 ^a ; df=6; Asymp.Sig. (2-sided) 0.000 (p<0.05)				
<i>Education level of the father</i>	<i>Almost none</i>	<i>Rarely</i>	<i>Frequently</i>	<i>Total</i>
Illiterate	28	4	2	34
Elementary	137	64	12	213
Secondary school	20	28	7	55
High school	17	50	38	105
Sub-total	202	146	59	407
Pearson Chi-Square (Value)= 104,721 ^a ; df=6; Asymp.Sig. (2-sided) 0.000 (p<0.05)				

The data presented in Table 4 support that hypothesis stating that the reading habits observed within the family during the elementary school years of the participants vary significantly depending on the education levels of the mother and father. Reading habit is related to academic self-esteem and is shaped starting from early childhood period.

Table 5. The difference exhibited by the reading habits possessed within the family during their elementary school period depending on the economic status of the family.

Socio-economic status	Reading habit within the family while living with the family			Total
	Almost none	Rarely	Frequently	
Low	101	41	8	150
Medium	95	102	47	244
High	5	3	4	12
Total	202	146	59	407

Pearson Chi-Square (Value)= 37,550^a; df=6; Asymp.Sig. (2-sided) 0.000 (p<0.05)

The data presented in Table 5 show that the reading habits of the participants during their childhood vary significantly depending on the economic status of the mother and the father.

iii. The time spent by the participants on reading apart from reading textbooks and the reading habits they observed within the family during their elementary education period

Table 6 shows the frequencies and Chi-Square results calculated by comparing the time spent on reading apart from the reading of textbooks and their reading habits obtained by means of within-family experiences.

Table 6. The difference observed in the time spent by the participants on reading based on their observation of reading within their families during their childhood.

Reading habits exhibited while living with the family	The time spent on reading within a day					Total
	No time	Less than 30 minutes	Nearly one hour	1-2 hours	More than two hours	
Almost none	18	72	75	24	13	202
Rarely	9	49	55	25	8	146
Frequently	7	6	25	13	8	59
Total	34	127	155	62	29	407

Pearson Chi-Square (Value)=19,766^a; df=8; Asymp.Sig. (2-sided) 0.011 (p<0.05)

The data presented in Table 6 reveal that the time spent by the teachers on reading within a day vary significantly based on their observation of reading habits within their family during their childhood environment.

iv. The teachers' ability to create the context of the text they have read and the reading habits they observed within the family during their childhood

Frequencies and Chi-Square results showing the correlation between the teachers' skills of deriving meaning from the text, recognizing the words, making connection among the pieces and the reading habits they acquired during elementary school period are presented in Table 7.

Table 7. The difference created by the reading habits acquired by the teachers during their elementary school period in their text analysis skills (decoding and recoding).

<i>Reading habits acquired while living with the family during elementary school period</i>	Decoding and Recoding skills					<i>Total</i>
	<i>Selective reading</i>	<i>Reading by creating connections</i>	<i>Deriving meaning from the context</i>	<i>Discussion the topic with other people</i>	<i>Guessing how the text will go on</i>	
Almost none	86	22	61	16	17	202
Rarely	73	11	47	9	6	146
Frequently	25	9	15	7	3	59
Total	184	42	123	32	26	407

Pearson Chi-Square (Value)= 8,729^a; df=8; Asymp.Sig. (2-sided) 0.366 (p>0.05)

The data presented in Table 7 show that decoding and recoding skills of the teachers does not vary significantly depending on the reading habits they acquired during their elementary school period. The results of table 7 show that reading habit of family in their childhood of the teachers who are in the group of sampling is not quite different from their ability of decoding/recoding in text reading. 45.2 % (n=184) of the teachers, however, in the sampling opt for selective reading. The percentage of teachers who are in the “Reading by creating connections” column which is important in reading comprehension is 10.3 % and it is 6.4 % in the “Guessing how the text will go on” column. These columns are acquired attitudes related to comprehension (Bloom).

v. The reading habits observed by the teachers within the family during their elementary school period and their newspaper and magazine reading habits

Frequencies and Chi-Square results showing the correlation between the reading habits the teachers observed within their families and during their elementary school years and their newspaper and magazine reading habits they have in 2013 are presented in Table 8 and Table 9.

Table 8. The difference created by the reading habits observed within the family during elementary school years in their current newspaper reading habits.

<i>Reading habits observed within the family during elementary school years</i>	Newspaper				<i>Total</i>
	<i>I read newspaper everyday</i>	<i>I read newspaper at the weekend</i>	<i>I read newspaper in holidays</i>	<i>If I have time I look through</i>	
Almost none	94	47	5	56	202
Rarely	63	38	11	34	146
Frequently	33	11	1	14	59
Total	190	96	17	104	407

Pearson Chi-Square (Value) 9,414^a ; df= 6 ; Asymp.Sig. (2-sided)= 0.152 (p>0.05)

According to Table 8, the hypothesis “different” is rejected. While 46.7 % (n=190) of the teachers in the sampling group buy newspapers, 25.6 % (n=104) of them take place in the “I read newspapers in holidays” column. 23.6 % of the teachers in the sampling group regularly read magazines every week.

Table 9. The difference created by the reading habits observed within the family during elementary school years in their current magazine reading habits.

Reading habits observed within the family during childhood	Magazine			Total
	There are some weekly and monthly magazines I read	<i>I only read in semesters and summer holidays</i>	<i>I have not read any magazines for years</i>	
Almost none	63	62	77	202
Rarely	42	64	40	146
Frequently	20	22	17	59
Total	125	148	134	407

Pearson Chi-Square (Value) = 7,744^a; df= 4; Asymp. Sig. (2-sided) = 0.101 (p>0.05)

The hypothesis “different” has been rejected in Table 9. The hypothesis has been rejected. The percentage of teachers in the “I have not read any magazines for years” column is 32.9 % (n=329) and it is 36.4 % (n=148) in the “I only read in semesters and summer holidays” column.

Discussion

Teachers from the Southeast Anatolian region usually in their geographical origin and therefore it is possible that they are affected by their environment. In the paper entitled as “Human Nature and The Social Order” Cooley (1902) talks about the importance of the relationship between the self and social environment in terms of the development of personality. The feelings and opinions developed by an individual about oneself are the outcomes of human interactions occurring in the early period (Cevher & Buluş 2007; Gergen & Marlowe, 1971). The culture acquired in this early period goes on becoming dominant if the person lives in his/her geography of origin.

The education level of teachers’ parents, the socio-economic level of the family can be seen as an indication of the reading opportunity they provide for their children. In Turkey the people selecting teaching as their career are usually from the families of low-medium socio-economic status. A study conducted on 17,000 students of education faculties giving teacher training education revealed that 70% of their mothers and 40% of their fathers are elementary school graduates (Aksu et. al., 2010; The World Bank, The International Bank for Reconstruction and Development 2011). In the present study it was also found that the ratio of the mothers who are illiterate or elementary school graduates is 84%, the same ratio is 60% for the fathers. The reading habit of teachers is affected by the reading habits of their habits because of these variations. Cevher and Buluş (2006), in their article entitled “Academic self-esteem respect of 5-6 year-old children attending a pre-school education institutions”, used an evaluation inventory developed based on Behavioural Self-Esteem Scale. In this article, it is argued that academic self-esteem is shaped according to the education levels of the mother and father.

Emphasizing the importance of inter-personal interactions on the development of self-esteem, Sulvian states that self-esteem is shaped under the influence of the mother and the father in early childhood (Cevher & Buluş 2007). As is the case with other basic characteristics,

reading habit is shaped in the early childhood within the time spent with the mother and the father.

Sparing time for reading is habit given by the family at the elementary level. The time devoted to reading is important in order to improve the reading comprehension ability of the children. The extent to which individual spend time on reading is mostly determined by the frequency of reading comprehension activities performed starting from elementary school. Correlation studies revealed that the more time a person spends on reading, the better results he/she gets in reading comprehension (Cunningham&Stanovich 1998).

Reading strategies, leads the readers to think over the context, the question the content and to select quality books. Klauda and Guthrie (2008) argue that the processes such as making deductions and informed applications of new information are of great importance. A good reader employs different strategies. For instance, he/she can make guesses about how a text will continue. He/she always test his/her comprehension (Seuring 2010).

Getting the habit of reading daily newspapers and following regular journals earns the reader to improve the ability of interpretation and get some information about daily affairs, which contributes the reading motivation. The main drive to read newspaper, magazine and novel is motivation to do so. Kirsch et al. (2002) argue that intrinsic motivation has significant influence on reading performance.

Conclusions

The culture of the Turkish language teachers and elementary school teachers from Southeast Anatolian region is highly influential on the use of language because these teachers spent their childhood in this region and they were profoundly affected from their social environment. Human beings are greatly affected from the collective aspects of their society. His/her life depends on the life of society and he/she is the integral part of collective life (Cooley 1902). Their language development during their childhood cannot be much altered in later stages of life. The teachers use the language inside the class as they use it outside of it by using vernacular and dialect of their own culture. As a result of this, the Turkish Language is not used properly, the motivation can be low while reading written texts. According to Sullivan, the personality of an individual is shaped within the society (Cevher & Buluş 2007; Gergen & Marlowe 1971).

Infrequent newspaper and magazine reading habits observed in the teachers and lack of eagerness to read lead to underdevelopment of decoding skill. Moreover, they may result in weak reading efficiency. At that point, the problem of teacher quality has negative effects on education in general. "Teacher" quality variable is the main factor affecting academic achievement (The World Bank, The International Bank for Reconstruction and Development 2011). The gap between the achievement levels of the students coming from low-income families and high-income families may be eliminated by quality teachers (Ripley, 2010). The reasons for the high number of low quality teachers in Turkey can be these: small number of education faculties offering dynamic programs for teacher training; inadequacy of pre-service teacher training; difficulties experienced in having access to learning resources, inability to develop interactive learning skills (Sahin 2005).

Effective in-service teacher training programs should be developed by the Ministry of National Education to improve teacher quality. Moreover, cooperation between the Ministry of National Education and education faculties should be developed.

References

- Aksu, M., Demir, C. E., Daloğlu, A., Yıldırım, S. & Kiraz, E. (2010). Who are the future teachers in Turkey?: Characteristics of entering student teachers". *International Journal of Educational Development*, 30 (1), 91-101.

- Artelt, C., Stanat, P., Schneider, W., & Schliefe, U. (2001). Lesekompetenz: Testkonzeption und Ergebnisse. In J. Baumert, E. Klieme, M. Neubrand, M. Prenzel, U. Schiefele, W. Schneider, P. Stanat, K. J. Tillmann & M. Wiess (Hrsg.), PISA 2000. *Basiskompetenzen von Schülerinnen und Schülern im internationalen Vergleich* (s. 69-137). Opladen: Leske + Budrich.
- Artelt, C., McElvany, N., Christmann, U., Richter, T., Groeben, N., Köster, J., Schneider, W., Stanat, P., Ostermeier, C. & Schiefele, U., Valtin, R., Ring, K., Saalbach, H. (2007). Förderung von Lesekompetenz – Expertise (Bildungsforschung). Berlin: Bundesministerium für Bildung und Forschung (BMBF).
- Berberoğlu, G., & Kalender, I. (2005). Öğrenci Başarısının Yıllara, Okul Türlerine, Bölgelere Göre İncelenmesi: ÖSS ve PISA Analizi (Analysis of Student Achievement by Year, School Type and Regions: ÖSS and PISA Analysis). *Eğitim Bilimleri ve Uygulama (Educational Sciences and Practice)*, 4 (7), 21-35.
- Cevher, F. N., & Buluş, M. (2006). Okul Öncesi Eğitim Kurumlarına Devam Eden 5-6 Yaş Çocuklarında Akademik Benlik Saygısı (The academic self-esteem of the children aged 5-6 year old and attending pre-school education institutions) In *Dokuz Eylül University Buca Education Faculty Journal* 20: 28-39. (http://www.academia.edu/355302/Okul_onesi_egitim_kurumlarina_devam_eden_5-6_yas_cocuklarında_akademik_benlik_saygisi_Preschool_childrens_level_of_academic_selfesteem) (18.05.2013)
- Cevher, F. N., Buluş, M. (2007). Benlik Kavramı ve Benlik Saygısı: Önemi ve Geliştirilmesi (Self Concept And Self Esteem: Their Importance And Enhancement Akademik Dizayn Dergisi Journal of Academic Design 2: 52-64 (<http://www.google.com.tr/#output=search&scient=psy-ab&q=%C3%87ocukluk+D%C3%B6neminde+Akademik+Benlik&oq>) (09.05.2013).
- Cooley, C. H. (1902). Human Nature and The Social Order Charles Scribner's Sons New York Boston (<http://archive.org/details/humannaturesocia00cooluoft>) (07.09.2012).
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for his mind. *American Educator*, 22, 8-15.
- Gergen, K. J., & Marlowe, D. (1971). The Concept of Self, Holt, Rinehart And Winston, United States of America.
- Gough, P. B., Hoover, W. A., & Peterson, C. L. (1996). Some observations on a simple view of reading. In C. Cornoldi & J. Oakhill (Eds.), *Reading comprehension difficulties: Processes and intervention* (pp. 1-13). Mahwah, NJ: Erlbaum.
- Kiliç, L. (Coordinator), Bozkaya, M. (Coordinator), Zeytinoğlu, M. (Designer), Uçar, F., Yıldız, C. (Graphic Designer), Demirel, Y. (TV Program Editor), Akgün, R. (Program Evaluator), Bodur, F., Özgür, N. (Coordination Units) (2006) Uzaktan Öğretim Tasarım Birimi (Design Unit for Distant Learning) Anadolu Üniversitesi Web Ofset (s.177) (<http://books.google.com.tr/books?id=eRv2aw0Qt0MC&pg=PA177&lpg=PA177&dq=kolayda+%C3%B6rnekleme&source=bl&ots=DmvlCxFxg&sig=4m1Z3SMJMmC9wJVzEOZaCxYoJGg&hl=tr&sa=X&ei=NayUUYfmLsPEOai9gZgE&ved=0CDQQ6AEwAg#v=onepage&q=kolayda%20%C3%B6rnekleme&f=false>) (16.05.2013)
- Kirsch, I., de Jong, J., Lafontaine, D., McQueen, J., Mendelovist, J., & Monseur, C. (2002). Reading for Change-Performance and engagement across countries: Results from PISA 2000. Paris OECD (<http://www.oecd.org/dataoecd/43/54/33690904.pdf>) (23.11.2012).
- Klauda, S. L., & Guthrie, J. T. (2008). Relationships of three components of reading fluency to reading comprehension. *Journal of Educational Psychology*, 100, 310-321.
- Klicpera, C., & Gasteiger-Klicpera, B. (1995). *Psychologie der Lese- und Rechtsschreib-schwierigkeiten: Entwicklung, Ursachen, Förderung*. Weinheim: Beltz.
- Lenhard, W., & Artelt, C. (In press). Komponenten des Leseverständnisses. In W.Lenhard & W.Schneider (Hrsg.), *Diagnose und Förderung von Leseverständnis und Lesekompetenz*. Höttingen: Hogrefe http://www.i4.psychologie.uni-wuerzburg.de/fileadmin/06020400/user_upload/Lenhard/Kapitel_01_Lenhard_Artelt_rev3.pdf (05.04.2013).
- Oerter, R. (1999). Theorien der Lesesozialisation – Zur Ontogenese des Lesens. In N.Groeben (Hrsg.), *Internationales Archiv für Sozialgeschichte der deutschen Literatur. 10. Sonderheft: Lesesozialisation in der Mediengesellschaft*. Tübingen: Max-Niemeyer Verlag.
- ÖSYM2012 Lisans Yerleştirme Sınavları 2012 (University Entrance Exams 2012-LYS Numerical Data 2012 LYS Results) ÖSYM (<http://www.osym.gov.tr/dosya/1-60607/h/2012-lyssayisabilgiler23072012.pdf>) (15.10.2012).

- OECD PISA EARGED PISA 2009 Projesi Ulusal Ön Raporu (2010) (PISA 2009 Project National Preliminary Report 2010) OECD PISA EARGED (<http://www.oecd.org/pisa/pisaproducts/pisa2009keyfindings.htm>) (17.11.2012).
OSYM archive (www.osym.gov.tr) (07.06.2013).
- Rost, D. H., & Schilling, S. R. (2006). Leseverstaendnis. In D.H. Rost (Ed.) Handwörterbuch Paedagogische Psychologie, 3.Auflg. Weinheim: Beltz.
- Ripley, A. (2010). What makes a great teacher? *The Atlantic*, January / February.
- Sahin, A. (2005). "Pathways to Teaching: Steps to Becoming a Teacher in Turkey", "Turkey Education Sector Study: Sustainable Pathways to an Effective, Equitable and Efficient Education System for Preschool through Secondary School Education" için hazırlanan Politika Notu, Washington, DC: The World Bank.
- Seuring, V. A. (2010). Förderung des Leseverstaendnisses mit Methoden des Reziproken Lehrens: Effekte Unterrichtsintegrierter Trainings für Schülerinnen und Schüler der 5. Klasse Inaugural-Dissertation zur Erlangung des Doktorgrades der Philosophie des Fachbereiches 06 (Psychologie und Sportwissenschaft) der Justus-Liebig-Universitaet Giessen.
- Thorndike, E. L. (1971). Reading as reasoning: A study of mistakes in paragraph reading. *Reading Research Quarterly*, 6.
- The World Bank The International Bank for Reconstruction and Development (2011). Türkiye'de Temel Eğitimde Kalite ve Eşitliğin Geliştirilmesi Zorluklar ve Seçenekler (Difficulties and opportunities in the development of quality and equality in elementary education in Turkey) (Education Quality Report 2011-tr) (<http://siteresources.worldbank.org/TURKEYINTURKISHEXTN/Resources/455687-1326904565778/EducationQualityReport2011-tr.pdf>) (23.09.2012).
- Weinstein, C. F., & Mayer, R. E. (1986). The teaching of learning strategies. In M. C. (Ed: Wittrock), *Handbook of research on teaching. A project of the American Educational Research Association*. New York: Macmillan.

Advised by Metka Kordigel Aberšek, University of Maribor, Slovenia

Received: May 03, 2013

Accepted: June 14, 2013

Y. Gürcan Ültanır

PhD., Professor, Department of Educational Sciences in Faculty of Education, Hasan Kalyoncu University of Gaziantep, Turkey.
Phone: +90 533 480 35 56.
E-mail: gultanir@hotmail.com
Website: <http://www.hku.edu.tr/>