Turkish and Turkish Language and Literature Teachers' Views' on the Reading Skills and Turkey's Performance in PISA: A Focus Group Interview

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Abstract:

This study aims to examine Turkish and Turkish language and literature teachers' views on reading skills and Turkey's performance in PISA. A focus group interview, one of the qualitative research methods, was used in this study. Teachers' views on reading skills in PISA, the general situation in Turkey's PISA, the concept of the text, questions of measuring high-level skills and solutions were investigated by qualitative data analysis methods. The study group of the research consisted of teachers determined using criterion sampling technique, one of the purposeful sampling methods. The steps of the focus group interview were used in collecting the data, and content analysis techniques were used in the analysis. As a result of the research, teachers' opinions on reading skills in PISA; with incomplete information and low success themes; text concept; with texts in books and themes of changing text concept; questions measuring high-level skills; with ready-made questions and systematic questions themes; solutions are explained under the theme of continuous training.

Keywords: PISA, reading skills, focus group interview, Turkish teacher, Turkish language and literature teacher.

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Introduction

The International Student Assessment Program is a study by the Organization for Economic Cooperation and Development (OECD) that evaluates the knowledge and skills of 15-year-old students who continue their formal education, provided that they have received at least seven years of education in three-year terms. The main purpose of PISA is to measure to what extent students have the knowledge and skills necessary to participate in the information society and obtain outputs about education systems. In PISA, data on mathematical literacy, science literacy and reading skills proficiency levels as well as learning desires, learning strategies and school environments of the students are collected (OECD, 2016).

OECD publishes the data obtained from PISA comparatively in its reports. Exam results are used to compare the knowledge and skill levels of students in their countries with the knowledge and skill levels of students in other countries participating in PISA, to set standards to increase the education level and determine the strengths and weaknesses of education systems (Ministry of National Education, 2013). Countries see their status at the international level with the results of PISA and take these indicators into account in curriculum development, teacher training and effective education policies.

PISA began to practice in 2000 and joined Turkey in 2003. PISA was conducted with the participation of more than half a million students in 79 countries, including 43 in 2000, 41 in 2003, 57 in 2006, 74 in 2009, 67 in 2012, 76 in 2015 and 37 in OECD in 2018 (OECD, 2019a).

In each PISA, one of the fields of mathematics, reading and science is determined as a weighted area. Reading in 2000 and 2009, mathematics in 2003 and 2012, and science literacy in 2006 and 2015 were predominantly evaluated. In 2018, the main area was again reading skills (OECD, 2019a).

Reading Skills in PISA

Reading skill in PISA is the whole of the competencies that will enable the reader to establish a close relationship with the information in one or more texts given for a specific purpose, beyond expressing the text aloud (OECD, 2019b). In other words, the student should understand, use, evaluate, associate and reflect on the texts presented in various ways to improve his knowledge and potential and participate in society; it focuses on the students' ability to use information in real situations. The concept of literacy describes the "realization of reading effectively for a specific purpose and task" (OECD, 2010). In PISA, texts are handled in four groups as continuous, discontinuous (independent), mixed and multiple (OECD, 2009). In this grouping, the way information is presented in the text is decisive. The texts that contain narrative, explanation, description or discussion structure are continuous; the texts that present information in the form of lists, forms, and graphics are considered discontinuous. The mixed presentation of continuous and discontinuous

texts (e.g., scientific writing containing graphics and tables) or the presentation of these forms together (such as a catalog) constitutes mixed and multiple text forms.

In addition to different text formats, different tasks are expected in the reading process in PISA. Students are expected to demonstrate the ability to find specific information, to form a general understanding of the text, to interpret the text, to reflect on the content and format of the texts, and to defend their own point of view (MEB, 2010). In addition, texts are also classified in terms of editing purposes in PISA, such as writing a personal letter or a biography for "private" use, announcements for "public" use, a manual or report for "professional" use and a textbook for "educational" use (OECD, 2009). On the other hand, the importance of reading skills has increased with the effects of technology. Nowadays, not only written sources but also electronic sources are used. Digital search engines provide millions of answers to individuals, and understanding the accuracy of these answers gives individuals the responsibility to be more literate. Literacy requires using different sources and being able to distinguish between reality and perception. As the areas of use expanded from printed materials to computer screens and smartphones, the structure and format of the texts also changed, and reading became a practical need. Processes, such as analyzing, combining and interpreting information from multiple sources, have become daily processes of reading. The methods used to evaluate reading skills in PISA have been updated to adapt to these changes in the quality of reading.

The changes in the reading skills assessment framework in PISA 2009 and 2018 applications can be summarized as follows (OECD, 2019b): More emphasis has been placed on multi-source texts in which multiple texts created by different authors are presented together. Such texts are becoming more common in the digital world day by day. The computer-based application of PISA reading skills made it possible to present these texts to students. The use of multi-source texts increased the difficulty of these questions. It has also helped expand the scope of advanced reading processes and strategies aimed to be measured within the scope of PISA research. Reading fluency, which is defined as "the ability of students to read texts easily and effectively", was also evaluated in the PISA 2018 application. In the computer-based assessment, an individualized test design was used, which made the questions be answered differently according to the answers given by the student to the previous questions. Computer-based evaluation, which allows efficient use of individualized tests and multi-source texts, was used.

PISA 2000, 2003, 2006 and 2009 paper-pencil tests were carried out in the form of PISA 2015 and 2018 PISA applications were computer-based (OECD, 2019b). The selection process of the school and students to participate in PISA is determined by the OECD by stratified random sampling method (OECD, 2019a). Turkey participated in the PISA 2018 applications with 186 schools and 6890 students representing 12 regions.

Turkey's calculated average scores on the PISA 2018 also increased compared to 2015 in all three areas. However, differences in achievement between schools continue to exist to a great extent. When the distribution by regions in the field of reading skills is

examined, the students with the lowest performance are those in the Southeast Anatolia (430.8), Northeast Anatolia (423.6) and Mideast Anatolia (409.4) regions.

In PISA 2018, Turkey was determined to be the most successful group of students of the Science High School students. Social sciences high schools and science high schools showed performance above the OECD average of Turkey. Anatolian High School students performed higher than Anatolian Imam Hatip High School and Vocational and Technical Anatolian High School students (OECD, 2019a).

These success differences between regions and school types show that students' reading comprehension skills are not at the desired level. Studies on reading (Anılan, 2004; Baydık, 2011; Cayci & Demir, 2006; Cetinkaya, Ates & Yildirim, 2016; Dickens & Meisinger, 2016; Dogan, Ates, Cermik & Yildirim, 2018; Epcacan, 2009; Jabamani, 2016; Kim, 2015; Temizkan & Sallabas, 2011; Topuzkanamıs & Maltepe, 2010; Veenendaal, Groen & Verhoeven, 2016; Yildiz & Cetinkaya, 2017) showed that understanding what you read is a skill that should be emphasized. Measuring high-level reading comprehension skills in PISA requires a detailed examination of the field of reading skills.

The literature on reading skills in PISA reveals the need to study the subject with different dimensions. When current studies are evaluated, Fındık and Kavak (2013) reported socio-economically disadvantaged students in PISA 2009 reading literacy achievement in Turkey; Bozkurt (2016) stated that PISA 2003 has dealt with Turkey's reading access to 2009; Oren, Konuk, Sefer and Sarıtas (2017) compared the text with type text types in Turkish teaching programs in PISA. In the international literature, Dıpf et al. (2020) examined the short answer questions in PISA; Lau and Ho (2016) evaluated the PISA 2009 reading skills results of students in Hong Kong; Meng et al. (2017) analyzed PISA 2009 reading skills of students in China and America, Naumann and Sälzer (2017) addressed the digital reading competence of students in Germany in PISA 2012; Torppa et al. (2018) examined PISA 2012 reading skills of students in Finland; Tsvetkova (2016) evaluated PISA 2012 reading skills of students in Bulgaria; Xiao and Hu (2019) analyzed the educational practices of the top five countries that were successful in reading skills in PISA 2015. It is important to consider reading skills in PISA together with Turkish and Turkish Language and Literature teachers.

With this study, the opinions of teachers, who are the implementers of the curriculum, about PISA exams and solutions for the development of reading skills will be revealed. Because it is teachers who try to improve students' thinking skills with the texts they choose and the questions they prepare. This means that teachers should meet their students with questions that measure high-level skills.

The evaluation of teachers, better quality text at the development in private to improve the PISA success, primarily specifying Turkey's thoughts about what needs to be done in students' higher-order thinking skills, will provide the meeting with questions and lessons. Thus, the quality of the education will increase and high-level cognitive skills will be improved by constantly encountering these questions, and our students will not fall

behind other countries in the PISA exam. The aim of this research in this context is Turkish and Turkish Language Literature teachers in Turkey to investigate their views on questions regarding levels and types of texts used in questions in the reading area with performance reading skills in PISA and put forward proposals for solutions. For this purpose, the research question, "What are the Turkish and Turkish-Language Literature teachers of reading in PISA and opinions on Turkey's performance?" was asked.

Method

Research Design

This study is an analytical research model. McMillan (2004) states that analytical research is a research method in which documents, records and other environments are analyzed concerning events, thoughts, concepts and works and that context is important in the process of interpreting data. In this study, the ability of reading in PISA performance and Turkey's Turkish and Turkish Language and Literature was studied through focus group discussions with teachers in the analytical research model.

Participants

In this study, participants were Turkish and Turkish Language-Literature teachers who were obliged to gain reading skills and high-level thinking skills in the city center of Konya in the 2019-2020 academic year. As the size of the group to be included in the focus group interview was limited to a minimum of five and a maximum of 12 people in similar groups, as stated in the relevant literature, the group size was determined as eight in the study (Bas, Camir, & Ozmaldar, 2008; Debus, 1999; Yildidirim & Simsek, 2013).

The participants of this study were determined using the criterion sampling technique, one of the purposeful sampling methods (four males, four females). In criterion sampling, firstly, criteria were determined and individuals who meet these criteria were included in the sampling (Creswell, 2016; Schumacher & McMillan, 2006). The following criteria were determined for criterion sampling:

• According to the PISA 2018 sample distribution in Turkey (43.7% of the students of Anatolian High School, the Vocational and Technical High School 31,1% and 13,7% Anadolu Imam Hatip High School, High School of Science 4.4% 2.4% Social Sciences High School, 4.0% Multi-Program Anatolian High School, 0.6% Anatolian Fine Arts High School and 0.3% secondary school), Turkish Language and Literature teacher in different secondary education institutions or Turkish at secondary school to be working as a teacher,

• Teachers had varying professional seniority and equal numbers of male and female teachers, as this could be effective on the phenomenon of reading skills in PISA.

It was stated that the teachers would not be able to make any explanation about the subject in advance, as a focus group interview would be held, and that a subject related to their field would be discussed. Teachers participated on a voluntary basis. The demographic information of the participants is shown in Table 1.

Table 1.

Demographic Information of Participants

Teacher	Gender	Seniority	School type	Branch
A	F	10 years	Science High School	Turkish language and literature
B	M	7 years	Anatolian Imam Hatip High School	Turkish language and literature
C	F	4 years	Vocational and Technical Anatolian High School	Turkish language and literature
D	M	18 years	Anatolian High School	Turkish language and literature
E	M	1 year	Social Science High School	Turkish language and literature
F	M	13 years	Middle School	Turkish
G	F	22 years	Multi-Program Anatolian High School	Turkish language and literature
H	M	15 years	Anatolian Fine Arts High School	Turkish language and literature

Four of the teachers were women and four were men, and their professional seniority varied between 1-22 years. One of the teachers was working in secondary school and the other in different types of high school. The branch of the teacher working in secondary school was Turkish, and the branch of the other teachers was Turkish Language and Literature.

Researcher Roles

In qualitative research, the researcher's role is very important because the researcher can direct the process and reflect on his own experiences. For this reason, the researcher is responsible for explaining its role and demographic characteristics in the process (Creswell, 2016; Yin, 2011). In this study, the researcher was working as an associate professor of Turkish education in a university, and the focus group interview was conducted under the researcher's moderation. Holloway and Wheeler (2013) point out that the involvement of the researcher in the research process is important in reaching the most valid information about the research process. In this study, the researcher did not interfere with the participants and supported the participants to interact with each other. The discussion was encouraged by asking questions by the researcher. It was tried to involve each participant in the discussions, include the opinions of everyone in the group and ensure a balance between the participants.

Data Collection: Educational Focus Group Interview Process

Focus group interview is a special discussion-based group interview technique (Bas, Camır and Ozmaldar, 2008; Kruger & Casey, 2000; Millward, 1995; Ersoy, 2017;

Yildirim & Simsek, 2013); it is the acquisition of in-depth knowledge and thought generation through a carefully planned discussion and an unstructured interview by using the effect of group dynamics in an environment where individuals can freely express their ideas (Merriam, 2013).

While preparing the focus group interview questions, firstly, the researcher made a review of the literature on PISA and draft interview questions were prepared. These interview questions were presented in the opinion of two field experts working on PISA. Interview questions were restructured in line with the recommendations of the experts. For example, "What are your views on high-level skills?" The question was, "What do you think about the development of higher-order thinking skills and the questions measuring higher-level skills?" It was arranged.

Before starting the interviews, the participants were informed that they would act in accordance with the confidentiality principle at the end of the interviews and that the focus group meeting would be recorded with a camera and their permission was obtained. The focus group meeting was held in December of the 2019-2020 academic year. As stated in the literature, the duration of the interview in focus group interviews was at least one hour and a maximum of two hours (Debus, 1999; Yildirim & Simsek, 2013). The data were then written down by the researcher by examining the camera records. Information about PISA results, PISA question examples, high-level skills and questions measuring these skills were used in this study.

In the focus group interview, the questions developed by the researcher based on the literature were directed to Turkish and Turkish Language and Literature teachers. During the interviews, open-ended questions that required comments were asked (Bas, Camır & Ozmaldar, 2008). Interview questions consisted of open-ended questions to guide explanation and detailed conversation. It was decided to ask the following questions to serve the purpose of this research:

1. How do you assess the situation in Turkey's PISA?

2. What do you think about reading skills and levels in PISA? (e.g., When is it done? Who is attending, which age group).

3. How do you find when you compare the texts in the books with the texts in PISA? Do you think it is enough? If you compare it with the texts you use in your lessons, how would you evaluate it?

4. What do you think about the development of higher-order thinking skills and the questions measuring higher-level skills? Why is that? Can you prepare questions that measure high-level skills? Can you explain the process?

5. What do you think should be done to increase Turkey's PISA success?

6. What kind of in-service training and courses do you think teachers need to be successful in PISA and develop students' higher-order thinking skills?

In this study, a focus group consisting of eight teachers and a researcher who worked in middle and high schools and voluntarily participated in the focus group interview was formed. The questions were directed to the participants by the researcher.

In the focus group interview, the application process recommended by Krueger (1998) was carried out:

1. The researcher explained that a focus group interview would be held on PISA, stated the purpose of this research and the focus group interview process.

2. Brief introduction of each participant.

3. Introduction questions: One or two examples of questions.

4. Collecting everyone's opinion with the first question, getting additional opinions after everyone has expressed their opinion.

5. Transition questions: Discussion of one or two questions.

6. Research questions: Asking the main questions of the focus group.

7. Final question: Asking participants if they want to add.

In the focus group interview, teachers were asked questions about PISA, information was given in the absence of information, and questions were asked again. The questions were asked for all the participants, and each participant who wanted to express his/her opinion was given the right to speak. New and different ideas may arise as the participants benefit from each other's thoughts in focus group meetings (Cokluk, Yilmaz & Oguz, 2011). Those who wanted to express their opinions based on the opinion of another person were given the opportunity again.

In the questions in the focus group interview form, the opinions of each teacher regarding the question were tried to be taken. Guidance was provided for the discussion of concepts or topics, and the importance of the participants' expressing their own opinions, not general opinions, was emphasized in the discussions. It was especially stated that no opinion would be judged so that teachers could express their opinions comfortably. In cases where the teachers wanted to express their opinions, their opinions were taken; thus, it has been tried to address different aspects of the subject.

Data Analysis

Within the scope of this research, the data obtained from the focus group interview were evaluated using content analysis. In content analysis, it is aimed to reach the concepts that can explain the collected data. In this respect, the process of content analysis is to encode similar data, categorize them in the light of certain themes, and interpret them in a way that the reader can understand (Glesne, 2013; Yildirim & Simsek, 2013). In this study, the following four stages were followed while analyzing the data; first, the data were encoded, the sub-themes and themes were reached by categorizing the

encoded data according to their common features, then the sub-themes and themes were arranged and the findings were defined and interpreted.

After analyzing the data of the researcher, two more field experts performed content analysis by comparing their analysis independently. According to Suler (1995), when analyzing focus group interviews, the results should not be quantified and should not be given by percentage, frequency, statistical tests or tables. What matters in reporting the focus group interview is not the numbers but what the teachers say (Creswell, 2016). In this direction, the teachers' opinions coded in the focus group interview were analyzed and presented in the form of sentences directly used by the teachers after being themed.

Validity and Reliability

Merriam (2013) states that the basic criterion for internal validity (credibility) is that researchers feel that the data have reached satisfaction with sufficient participation and that field experts evaluate the logical appropriateness of the raw data. In this study, credibility was achieved by ensuring adequate participation in the data collection process and by presenting the created theme-sub-themes to the opinion of two field experts.

Patton (2014) points out that the extent to which the research results are transferable is determinant in ensuring external validity (transferability) in qualitative research and that rich descriptions are required to ensure this. In this study, the opinions of the participants were described by making one-to-one quotations from their opinions.

Merriam (2013) states that the consistency of data should be checked for reliability in qualitative research. In this study, the consistency in determining the participants, collecting data, conceptualizing themes and sub-themes was defined in detail. Miles and Huberman's (2014) inter-coder reliability analysis formula was also used. As a result of the reliability analysis formula, the reliability coefficient between coders was determined as 0.78. In the reliability of the interview, in order for another group to achieve similar results with the same activity, participant group characteristics were given, roles were specified and information was given about data collection and analysis (Yildirim & Simsek, 2013).

Results

As a result of the findings obtained from the focus group interview with the teachers, two main themes were reached in the general situation section about PISA. These themes were called incomplete information and low success. While the subthemes of the incomplete information theme emerged as indifference/neglect, ignorance and social media effect, the subthemes of the low success theme emerged as the subthemes of examining and accepting successful countries/learned helplessness.

Text concept: The texts in the books and the changing text concept were explained with themes. The theme of the texts in the books consisted of continuous texts and lack of information subthemes. The changing text concept theme consisted of complex structure, uniform text idea/not recognizing discontinuous texts and different text subthemes.

Ready questions theme: Book/activity questions consisted of subthemes of finding low level and timelessness. Systematic questions theme consisted of subthemes of different levels, abstract explanations, token tables and answer keys.

Continuing education theme; workload reduction consisted of research literacy and motivation subthemes. The themes reached in this study and the sub-themes collected under the themes are explained below, respectively.

Findings Regarding the General Situation in Turkey PISA

Teachers Turkey's general condition specified in the missing information is presented in Figure 1 and their low success PISA theme is indicated in Figure 2.

Figure 1.

Missing Information Theme and Sub-Themes
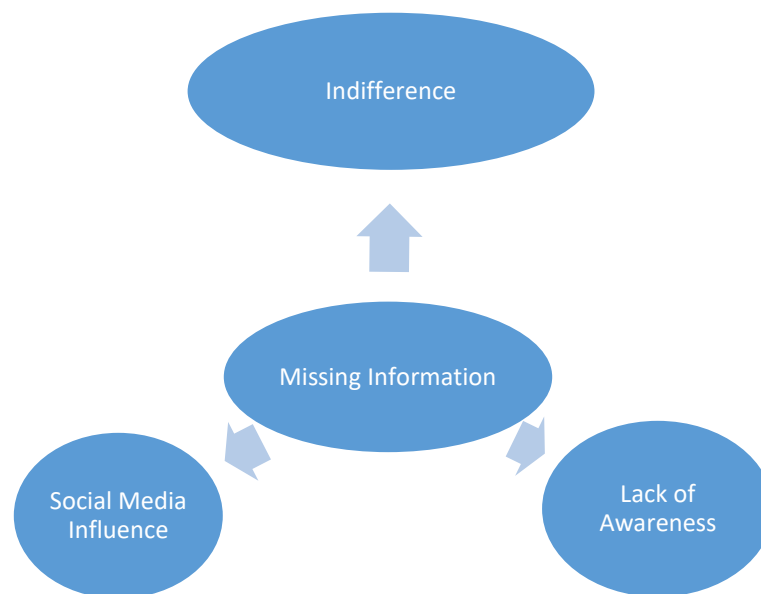
The teachers expressed their opinions representing the subthemes of indifference/neglect, lack of awareness and social media influence under the theme of incomplete information. The teachers stated that they did not have complete information about PISA. This finding suggests that the awareness of teachers about PISA is low. Those who had little information about PISA also stated that they encountered this information on social media. A teacher said, "as far as I follow on social media, it is done every year, but I don't know how our students answer questions in English" (F) expressed. Teachers' opinions were examined when they were seen against the situation in Turkey were very

interested in PISA. Teachers regarding the general situation in Turkey's PISA "I know we have failed. However, I do not know exactly to what extent our situation is." (B); "As far as I know, there are questions for reading comprehension." (D); "The questions must be translated into each country's language, but I'm not sure." (G) Their views show that they have some knowledge but do not have full command of the subject. The teachers added that they were more aware of the lack of knowledge in an international exam, such as PISA.

Teachers stated that reading skills were measured in different ways and that there were teachers in their schools who sometimes gave speeches about PISA. They emphasized that these teachers did not think they know exactly the reading skill in PISA.

Some of the teachers had to obtain the results in reading skills in Turkey's PISA exam because she did not know the PISA results were shown in comparison with other countries.

Figure 2.

Low Success Theme and Its Sub-Themes
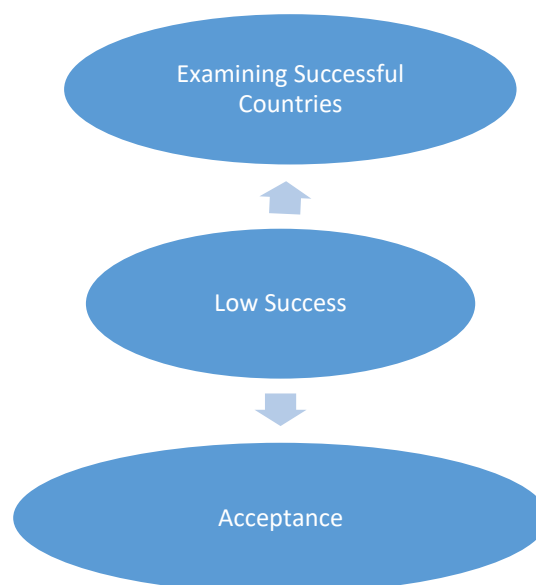
The teachers defined the subthemes of the low achievement theme as the study and acceptance of successful countries/learned helplessness. Teachers should examine the education systems of countries that have been successful in PISA: "I think we should examine the education systems of the Far East countries. Especially for China. "(D); "I think, we should follow the countries that are successful at these top levels. What are they doing, where are we lacking, we need to understand them. "(E) expressed with their opinions. "This has been a very detailed measurement. For this reason, I think he puts the situation clearly. We must learn lessons." (A); "But first, let's accept the situation. This is the situation of our students." (H); "Yes, unfortunately, this is sad. Thus, we are also not right with something." (C); "We have very crowded classes. Maybe that's why. We

run out of time and energy for high-level skills." (G); as stated views indicate that accept the situation in Turkey.

The two teachers said, "It is sad to see that we are well below average in all exams." (B); "There is almost always a hundred point difference between us and the first country. This is too much." (F) have expressed their opinion reveals that they have to follow before PISA scores of teachers in Turkey.

Information was provided for the participants who stated that they did not have information about the sample group. The teachers found the determination of the sample in PISA complicated, as they had not studied it before. Teachers' unfamiliarity with the sampling stages was also effective here. As an example of this, teachers said, "it is very thought-provoking that we are at the bottom of countries. Could there be a problem with the sample? "(C); "I know that the proportioning is done when determining the sample in all countries. Thus, there are students from different schools and classes here. (A)

Findings Regarding the Concept of Text

The teachers explained the text concept with the texts in the books and the changing text concept themes. In Figure 3, the theme of the texts in the books is continuous texts and in Figure 4, the subthemes of lack of information are presented.

Figure 3.

*Text Theme and Subthemes of Texts in Books*
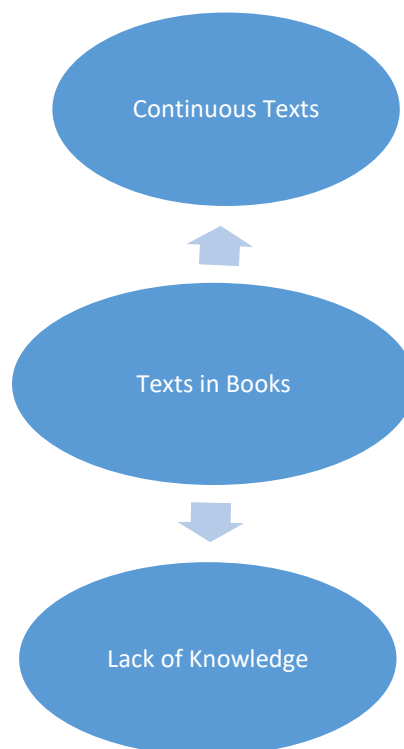
"I use the texts in the books." (G); "I use additional texts in lessons, but I have never seen PISA texts." (D); "We are processing sections from the works of important figures of Turkish and world literature that we all know." (F) There are also teachers. However, it is seen that the teachers generally only use the texts in the textbooks, and the texts in the textbooks are continuous texts, so discontinuous texts are not used in the lessons.

Teachers' "I haven't researched the texts in PISA before." (H); "Unfortunately, I have not studied the texts in PISA either. I don't think it's too different." (C) Expressions suggest that there is a lack of knowledge about the concept of text in PISA. Teachers did not use the text types and contents that students read in PISA in their lessons.

For the teachers who stated that they had not seen the texts in PISA before and had no knowledge, information was given about the text concept in PISA.

Figure 4.

The Theme of the Changing Text Concept and Its Sub-Themes
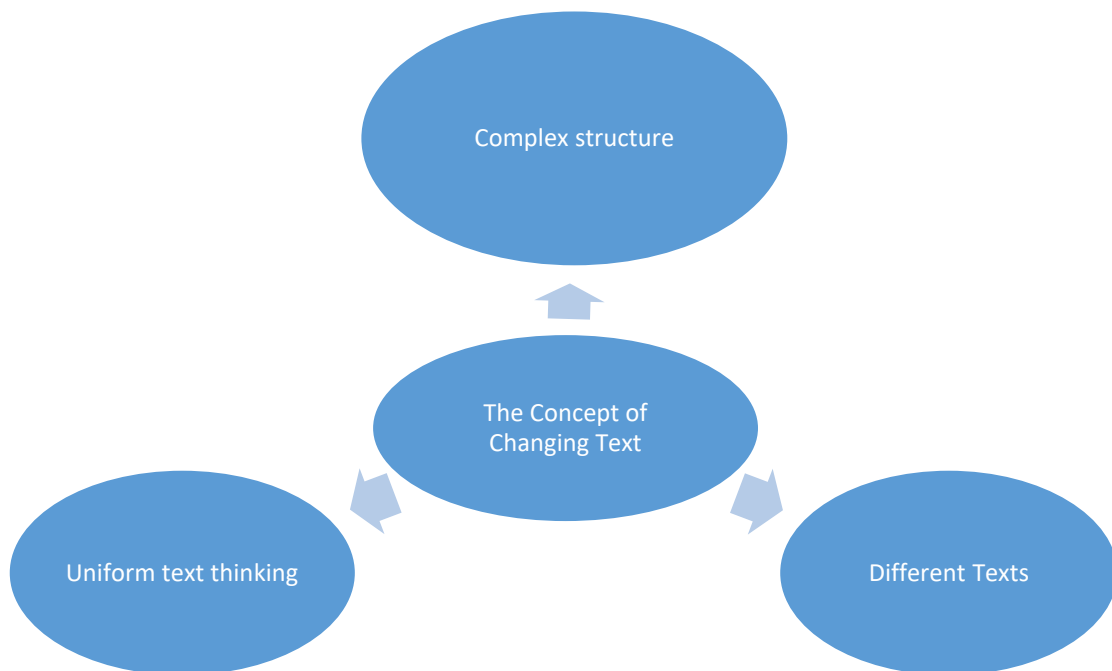
The changing text concept theme consisted of complex structure, uniform text idea/not recognizing discontinuous texts and different text subthemes. "If these are texts, too, it means that the text we know is very different and expanding." (F); "They felt very different to me, but of course, they can be used. When I said text, I only understood what was made up of texts. Because we know that. We should get used to that too." There are opinions expressed in (C) form. These views show that teachers see that the text concept has changed because the texts in PISA include discontinuous texts as well as the continuous texts they are familiar with.

To some teachers, discontinuous texts have been complicated. These teachers expressed their views; "they dealt with the structure, we call text from different angles and in detail. Actually, I think this should happen, but it also feels complicated. "(A); "It takes a lot of time to understand. It was a little difficult for me to understand. (B) form. Some of the teachers stated that they heard the concept of discontinuous text for the first time. They stated that they had difficulty understanding the concept of discontinuous text because they used texts throughout their professional lives.

Findings Regarding the Questions Measuring High-Level Skills

The teachers explained the high-level skills with the themes of ready questions shown in Figure 5 and systematic questions are shown in Figure 6. Ready questions theme, book/activity questions consist of subthemes of finding low level and timelessness.

Figure 5.

Ready Questions Theme and Sub-Themes
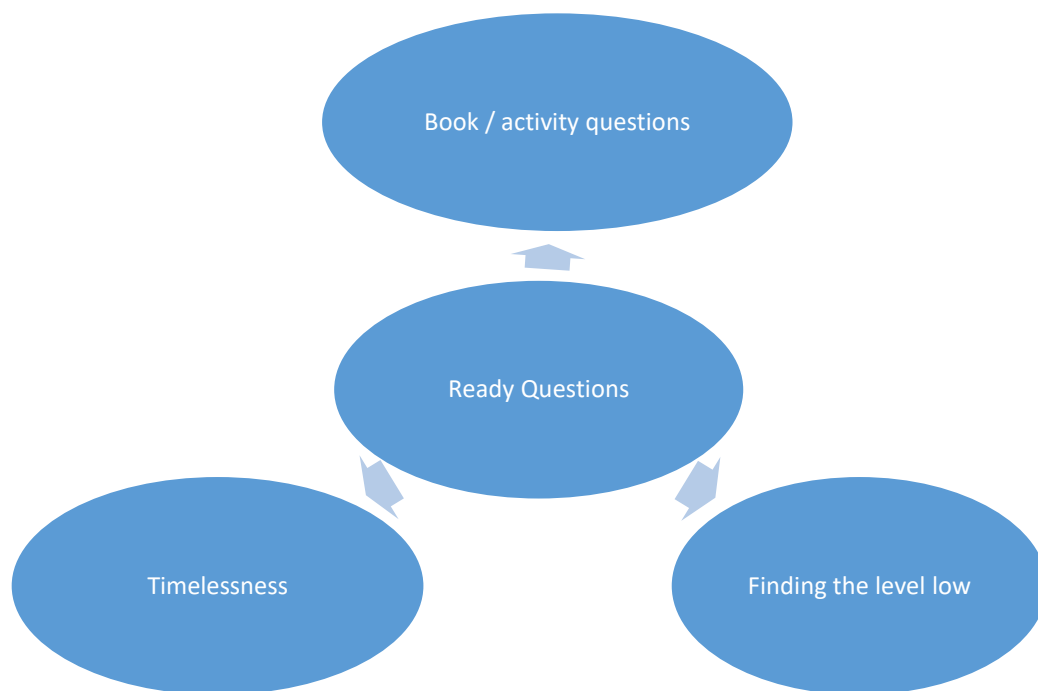
The teachers stated that they mainly used the questions in the textbooks. They attributed this mostly to the timelessness caused by the abundance of workloads. For example, "of course we have to develop high-order thinking skills. This is for sure. But in this timelessness, it is very difficult for us to focus on these skills" (G) shaped views are available.

Some of the teachers stated that they find their students' levels low and argue that the questions in the books are sufficient. A teacher said, "For high-level thinking skills, students should also be ready for this. Unfortunately, it would be pointless to ask high-

level questions to students when there is a problem, even at the basic level." The (A) view can be given as an example.

Also, some teachers think that the questions in the books measure high-level skills as well. Pretty good questions. It includes the upper level, I think. "(D) This view suggests that this teacher thinks he does not need additional questions.

Information was provided for the teachers who said that they had not seen the questions before:

Figure 6.

Systematic Questions Theme and Sub-Themes
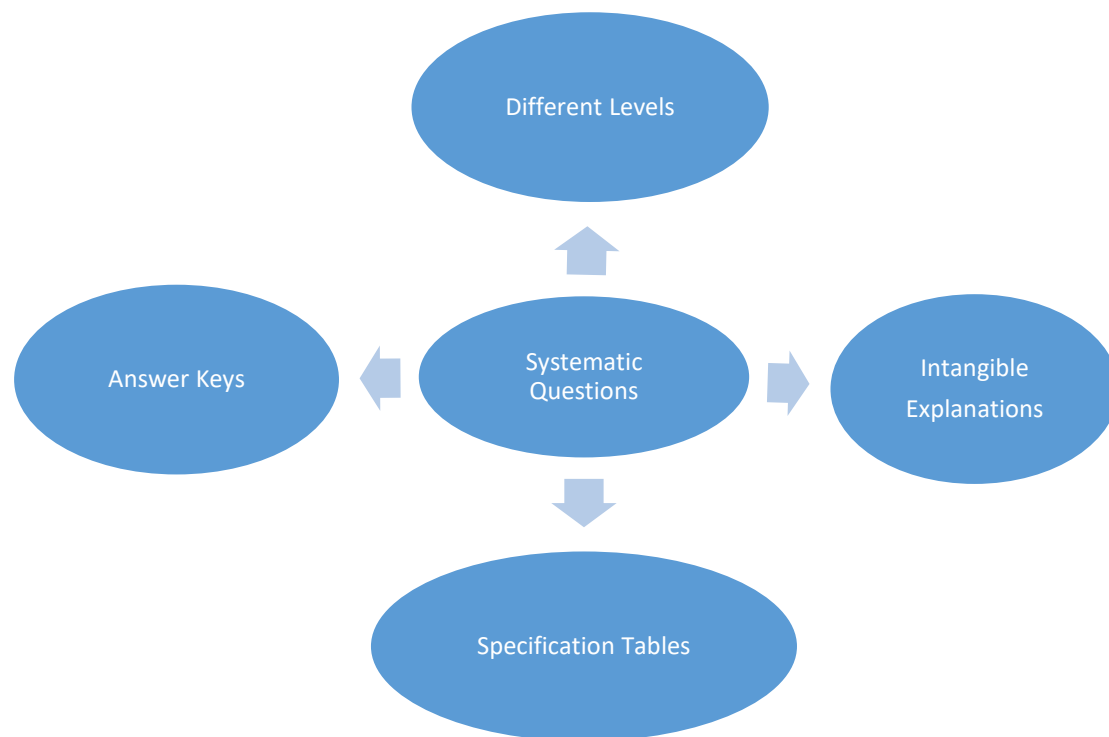
The teachers used the theme of systematic questions; they explained subthemes of different levels, abstract explanations, token tables and answer keys.

The teachers found the explanations for the evaluation phase of the questions in PISA satisfactory in terms of being quite detailed. One teacher said, "The ratings are very detailed. I think this is very important. All possibilities have been considered." The expression (A) can be given as an example. The teachers stated that they especially liked the inclusion of all the answers that could be given in the partial answers section of the answer key. However, some of the teachers stated that the explanations indicating the levels did not find sufficient levels. There should be more concrete explanations. "(H)

Some of them will take time to prepare questions considering the levels." It should be quite time-consuming to prepare questions for each level." (E) defended his opinion.

Teachers stated that the most difficult part in preparing questions that measure high-level skills was to prepare questions suitable for the levels. Since the teachers did not have a command of these levels, they described the process of preparing questions starting from the selection of appropriate texts to the characteristics of the level as quite laborious. One teacher said, "It feels like it can be difficult to find texts and create questions for all these levels." (G) This opinion can be presented as an example.

Findings Regarding Solutions

The teachers interpreted their opinions on the solutions with the theme of continuing education expressed in Figure 7. Sub-dimensions of the theme, workload reduction was research literacy and motivation.

Figure 7.

Continuing Education Theme and Sub-Themes
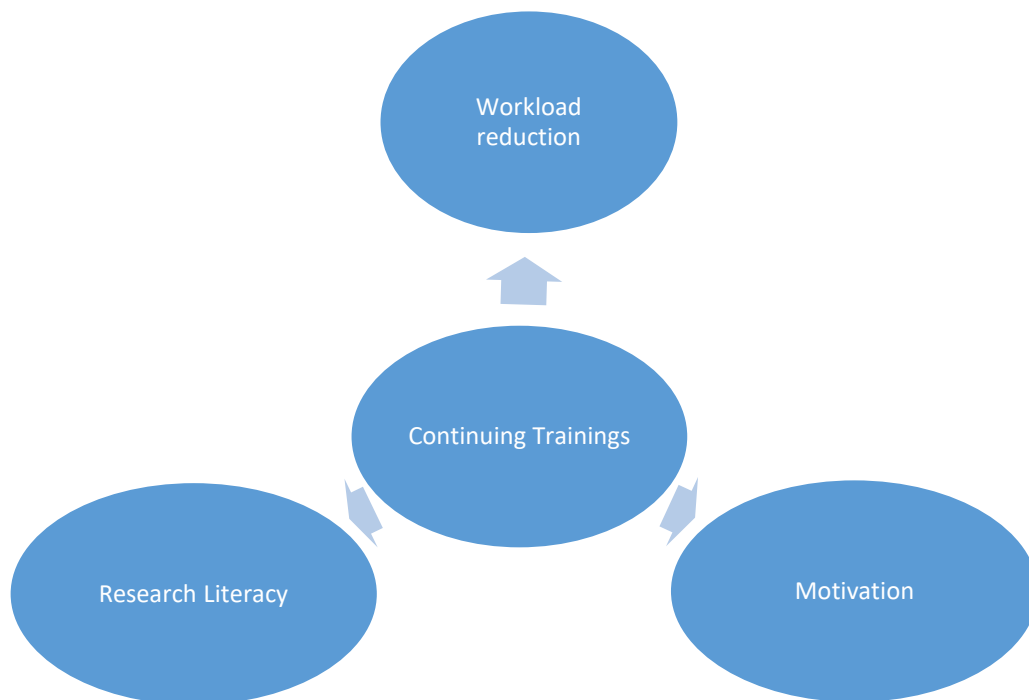
The teachers stated that they should improve themselves by taking training and reflect this to the classroom environment. Teachers' opinions: "First, we should get training on text types, levels and question preparation in PISA so that we can develop students. If we are equipped, we can provide them with high-level skills. For this, we should choose texts suitable for real life, especially in text selection. Thus, the student will understand that he can use the information in daily life." (TO); "I think we need to put technology into play, too. For this, training should be given. Practical training on how to ask

questions. Let's not forget that it is not crowded but in small groups. Absolutely repetitive training." (G) The fact that they expressed their views shows that they want continuous training. In addition, the teachers wanted the training to be not only about PISA but also about assessment and technology use. "We definitely need a lot for success in PISA. The priority is not to have any lack of information. But it's not just information about PISA. It is also necessary to be well equipped for measurement and evaluation. "(B); "We should prepare our questions with detailed answer keys as in PISA. We must also determine their level and know what we are measuring. For this, I think we need to improve in assessment and evaluation."(A) opinions revealed that they were aware of their shortcomings in assessment and evaluation.

They stated that they would use the text and question types in PISA in their lessons. A teacher; "But here we cannot charge all teachers. We have a lot of lessons. Our workload is too much. "(C) expressed his opinion. However, other teachers stated that they would use especially discontinuous texts in PISA in their lessons.

In addition, since high-level thinking skills were measured in PISA, teachers thought that they could create appropriate learning environments for them to acquire these skills by motivating their students first.

Discussion, Conclusion and Suggestions

In this research, the views of Turkish and Turkish Language-Literature teachers about reading skills in PISA, the general situation in Turkey's PISA, text, concepts and solutions were investigated by qualitative data analysis methods under the headings.

This study was concluded on Turkish and Turkish Language-Literature teachers who had a lack of knowledge about reading skills in PISA They thought the text concept in PISA was different from the text concept in textbooks and similar to the text concept, the questions in PISA were different from the questions they used in lessons and exams. In addition, teachers stated that they needed continuous training to overcome these differences.

Turkish and Turkish Language and Literature teachers' views on the PISA reading skills in Turkey and incomplete information have disclosed two themes, including low achievers. While the subthemes of the missing information theme were interpreted as indifference/neglect, unawareness and social media effect, the sub-themes of the low success theme were interpreted as the subthemes of examining and accepting successful countries/learned helplessness. From these data, it was concluded that teachers do not have the required level of knowledge about PISA and they thought that the education systems of successful countries should be examined to increase their scores in PISA. Bozkurt (2016) examined PISA 2003 Turkey's reading access to the desired level in 2009 and developed the skills of reading and reading turned into an effective tool that could not have attracted attention. Yildiz, Unal, Bayrakcı and Polat (2019) also drew attention to the need to develop Turkish students concerning high-level reading comprehension

skills measured in PISA. In this respect, it is obvious that teachers should have the necessary knowledge about PISA in developing reading skills.

The texts in the books and the changing text concept are explained with themes. The theme of the texts in the books consists of continuous texts and lack of information subthemes. The changing text concept theme consists of complex structure, uniform text idea/not recognizing discontinuous texts and different text subthemes. These data showed that teachers were far from the concept of text in PISA. Yagmur (2009) stated that the basic principles of current reading approaches are not included in the reading activities in Turkish textbooks. In addition, the acquisitions in the Turkish course curriculum require high-level thinking processes; however, he argues that many of these gains are handled inadequately in textbooks, and he emphasized that texts and practices aimed to create value judgments rather than intellectual processes may cause students to make moral inferences rather than cognitive inferences. When the primary education Turkish Lesson Reading Skills Achievements are compared with the PISA reading qualifications, it is seen that the Turkish lesson acquisitions mostly address the lower level qualifications in PISA, and PISA does not have the acquisitions that can directly coincide with the qualifications at the 5th and 6th level (Batur & Ulutas, 2013). Bozkurt, Uzun and Lee (2015) compared the cognitive levels of end-of-text questions of Korean and Turkish textbooks with the results of PISA 2009; they determined that the Turkish textbook questions are predominantly at a basic level. Researchers have put forward the notion that one of the reasons behind the low scores to get in this situation PISA assessment framework, mostly in the higher-order thinking the presence of the questions that target the skills and student reading events where there are familiar in Turkey. In this context, continuous-discontinuous text bringing exhibitors together with students in Turkey and in the course of the types of questions that measure higher-level skills and the importance of taking part in the book is obvious.

Ready questions theme, book/activity questions consist of subthemes of finding low level and timelessness. Systematic questions theme consists of subthemes of different levels, abstract explanations, token tables and answer keys. Continuing education theme consists of workload reduction, research literacy and motivation subthemes. From these data, it was concluded that as in the text concept, teachers did not use the question types in PISA in their lessons and exams. Teachers stated that they should receive continuous training to learn the types of questions and texts in PISA in detail and to contribute to the higher-level thinking skills of their students. In the study of Dos and Atalmıs (2016), the annual expenditure per student and the teacher salary positively correlated with all PISA scores, the number of students per class and the number of students per teacher showed a negative relationship with these scores, and among the investment variables, the common predictor of PISA mathematics, reading and science scores It was determined that the variable was the teacher's salary. In studies on the teaching profession, the concept of wage has often been emphasized and it has been stated that salaries affect teachers' quality and motivation (Celikten, Sanal & Yeni, 2005; Figlio, 1997). Teachers' salaries in our country have fallen behind European countries (Tunckasık, 2007). Our country's falling behind in PISA exams can be associated with this information. In other

words, an individual's performance and job well-being are significantly affected by economic gains (Erdem, 2010; Sungu, 2012; Saglam & Saglam, 2005). Sanders (1999) revealed in his study that spending per student and average teacher salaries have an effect on success. Therefore, it can be argued that teachers' thinking that they do not get rewarded despite having too much workload may prevent them from having research literacy skills and sufficient motivation.

In the PISA 2018, it was determined that 49% of the change in the reading skills scores of the countries was explained by the expenditures for education. There is a positive relationship between the education expenditures of countries and their reading performance (OECD, 2019b). Turkey, the expenditure on education is below the OECD average. In studies, especially class size has a significant effect on low achieving students, primary school students and low socio-economic level students (OECD, 2014). It is emphasized that small classes are more effective for these groups (Akarhielm, 1995). In particular, it is stated that a reason for reading failure is the class size (Hattie, 2006; Hoxby, 2000). In this context, when the opinions of the teachers in this study are evaluated, it can be stated that it will be easier to acquire high-level skills in PISA reading skills.

PISA results show that Turkish students are far behind the countries participating in PISA in the field of reading skills. Therefore, it is seen that Turkish students are behind in high-level skills, such as analyzing, questioning and being able to look critically. Halpern (2003) states that critical thinking and questioning, which is a complex thinking process that includes different skills and attitudes, enable people to analyze unexpressed assumptions, question the reliability of a source of information, and follow the best way to solve a problem. In this context, it is obvious that our students have these skills. Kim et al. (2008) state that high-level questions in PISA require opposing the views in the text, extracting information that is not directly included in the text, and evaluating new information in the text. In high-level questions, the fact that the rate of Turkish students is much lower than the average of participating countries expresses the Turkish students' own opinions on the text; it has difficulty in justifying an argument by rationalizing it and associating the text with its own knowledge. This situation provides clues that Turkish students do not fail in bringing together-interpreting information but rather in open-ended questions (Bozkurt, 2016). As stated by the teachers, an important place should be devoted to activities and questions aimed to develop high-level skills in the lessons.

The results of the study suggest that teachers have a lack of knowledge, especially about the text concept and questions in PISA. In this respect, Turkish and Turkish Language and Literature teachers who will bring together texts and questions of different structures and levels that students will use, especially in developing their high-level skills, should be eliminated. For this, the workload of teachers should be reduced, and the texts and questions in the textbooks should be diversified according to different structures and levels as in PISA.

Conducting a focus group interview in this study means that teachers hear each other's views in accordance with the structure of the focus group interview. Therefore, teachers

may tend to express generally accepted opinions instead of their own. In this respect, it can be suggested that different studies should be conducted with more participants using quantitative or mixed research approaches.

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