



The View of Primary School Fourth Grade Students and Teachers' Questions about Turkish Language Lessons in the Terms of the Revised Bloom Taxonomy

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Abstract

The aim of this research is to investigate asking questions of fourth grade primary school teachers and students related to the Turkish Lessons in terms of the revised Bloom taxonomy. In this research, "case study" pattern of qualitative research method is used. Participants of the research are 242 fourth grade students from five different primary school and their classroom teachers in the central district of Trabzon province. In the research, in order to determine the asking question skills, students and teachers are asked to prepare questions related to the texts which are narrative and informative and answer those questions. The questions prepared by students and teachers are revised and analyzed according to revised Bloom's taxonomy and their cognitive levels are determined. In addition, teachers are interviewed in order to determine their opinions about their works related to the asking question skills in Turkish Lesson and asking question skills of students. As a result of the research, it is found that the questions prepared by students are teachers are at lower cognitive level and teachers do not enough studies to improve their asking question skills. In the light of the findings, some suggestions are developed both to improve asking question skills of students in primary school Turkish Lessons and for the later studies.

Keywords

Asking question skill
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Introduction

In the curriculum of Turkish Lesson, beside teaching Turkish Language; improving the intellectual skills like thinking, comprehending, arranging, classifying, inquiring, connecting, criticizing, predicting, analyzing and synthesizing, assessment is aimed. The structure and hierarchy of the objectives from the first grade to eight grade is designed aiming either to gain essential language skills or to improve advanced cognitive skills (Ministry of National Education [MONE], 2015). The first step of improving advanced cognitive skills of students is to teach them how to think. One of the important components that provides and facilitates thinking is questions. Because answering the questions asked requires several intellectual operations.

In Turkish Lesson, students faced with questions mostly by means of texts. Texts examined in Turkish lessons are used to improve thinking skills such as comprehension, interpretation, and inquiry

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that students read. In this context, the questions that are asked to enable questioning and thinking about texts contribute to the cognitive development of the students. Ahtee, Juuti, Lavonen, and Suomela (2011) state that the speeches made during the asking questions and the qualified questions asked enable students to establish connections between ideas and to make new connections to create new ideas. Accordingly, well-prepared questions help the reader to interact with the text and to construct meaning. In this way, students can go beyond the level of simple understanding and use their personal experience in the reading process (Akyol, Yıldırım, Ateş, & Çetinkaya, 2013).

Scardamalia (2002), states that students should often encounter questions and look for answers of those questions for thinking, organizing knowledge in their minds and learning. At this point, deepness of the questions becomes important. The encounter of students with different kinds and different level questions stimulates their minds at different levels. In other words, the diversity of question types encourages students to think differently and perform different mental processes. This makes student more active (Chin & Osborne, 2008; McClimans, 2011). On the contrary asking questions based on superficial and mere knowledge makes students addicted to memorize and prevent them from thinking and building relationships in text and daily life. Of course, low-level questions are also important, but higher-level questions are more valuable because they encourage students to think and build personal connections with text (Kracl, 2012) and require a lot of cognitive effort such as creativity, thinking, interpretation, problem solving (Graesser & Person, 1994).

High level questions, in other words, deep questions are the most important detail of critical thinking. Quality questions encourage students to think critically and thus think high-level (Kelley-Mudie & Phillips, 2016). Questions that improve high-level thinking lead students to real thinking (Belcastro, 2017), create a cognitive subset that allows understanding, comprehension, and self-determination (National Council for the Social Studies [NCSS], 2009). In addition, the ability to ask questions provides the development of the cognitive organization (Chouinard, 2007) and thus gives important clues about the cognitive levels of students (McClimans, 2011). One of the commonly used tools for classifying cognitive development is the Bloom's taxonomy (Kracl, 2012).

Bloom (1956) taxonomy, which was developed to categorize educational goals, is also an order of cognitive skills. Taxonomy is an important tool to help the assessment of performances of students (Halawi, McCarthy, & Pires, 2009). But Bloom did not see the original taxonomy as just a measurement tool. According to Bloom, this taxonomy should be viewed as a tool that helps to clarify learning objectives, activities more clearly, to evaluate the program or its educational goals, and to demonstrate the quality of the program (Krathwohl, 2002). A gradual sequence from level-thinking skills to high-level thinking skills is followed (Kracl, 2012). In Bloom's taxonomy, categories are ordered from simple to complex, from concrete to abstract, and each category is planned to be pre-requisite with the first one. In other words, each category requires more complex thinking than before (Krathwohl, 2002). However, some researchers have made some changes on this taxonomy, indicating that the developing and rebuilding education system is not sufficient to meet the needs.

Anderson and Krathwohl (2001) have re-evaluated the original taxonomy and introduced a revised version. The changes in this version are mostly on terminology, structure and emphasis (Halawi et al., 2009). The most noteworthy change in the revised taxonomy has shifted from one dimension to two dimensions (Ari, 2011). The revised Bloom taxonomy is composed of two dimensions; knowledge and cognitive process dimensions. There are 4 sub dimension of knowledge dimension. These are real knowledge, conceptual knowledge, operational knowledge and metacognitive knowledge. Cognitive process dimension consists of 6 sub categories (Airasian & Miranda, 2002; Green, 2010). When it is compared with Bloom's (1956) previous taxonomy, it is seen that the number of categories hasn't changed. However, one of the most eye-catching differences is that category names has -stated by verbs. Additionally, three categories were renamed; and the name of one category has changed by changing the order of two steps. Knowledge category has changed as remembering, comprehension category understanding, Synthesis category has changed creating and has been taken to top (Krathwohl, 2002). Thus, the cognitive levels in the revised Bloom taxonomy; Remembering, understanding, applying,

analyzing, evaluating and creating. The research conducted by Arı (2011) revealed that the revised Bloom taxonomy was accepted by academicians in international area. The changes made in the taxonomy have been stated as being possible to be implemented in the field which is positive by the program developer's members and staff.

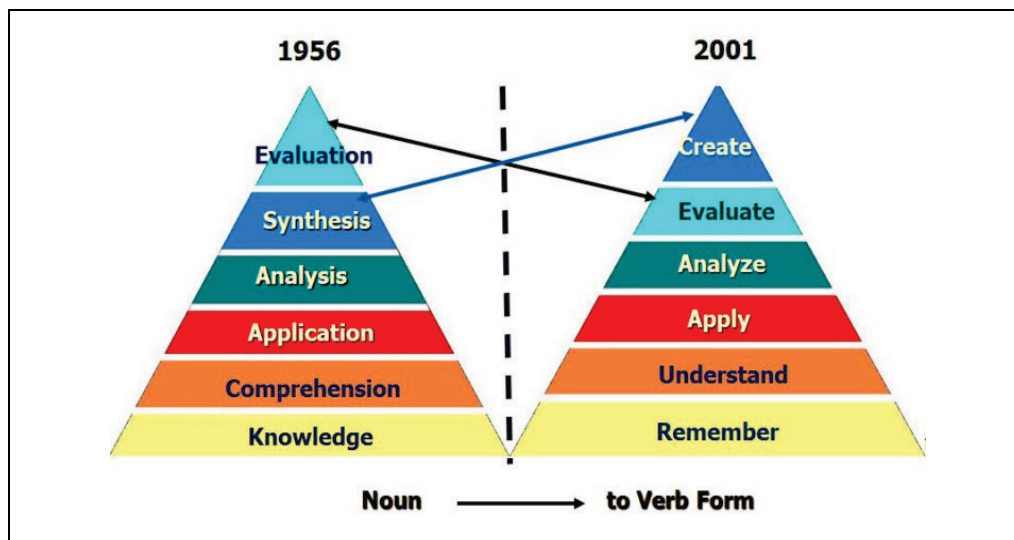


Figure 1. Comparison of Bloom vs. Anderson/Krathwohl Taxonomy (Wilson, 2001)

The thinking skills at different levels which take place in Bloom's taxonomy may be improved by different works and activities in Turkish Lessons. At this point, the question-answer activities used in classrooms provides an important learning opportunity (Vrchota, 2004). In interactive learning environments, the strong tool that students need to explore the world and solve problems (Chouinard, 2007) is that teachers ask questions that are thoughtful, creative and profound to their students (Scott & Ametller, 2007). Additionally, because quality of the questions asked to students has a significant impact on future achievements of students (Belcastro, 2017), growing students as individuals who are able to ask effective questions is important investment to their learning. Therefore, it is important for teachers that the ask their questions, as a model, in different styles and answer the asked questions in different styles. Because, this differences help students to raise an awareness of asking question (Kelley-Mudie & Phillips, 2016).

Teacher questionnaire extremely important in classroom communication. By means of the questions asked in classroom, thoughts of students are expressed and encouraged. Moreover, questions, improve the motivation of students (Car, 1998). According to Jones (2008) when the students are encouraged to ask questions, they start to think and find answers by constructing the previous knowledge in their mind around these questions. In this regard, the teaching process shaped by questions provide students for thinking. This stimulates advanced thinking skills as well (Belcastro, 2017).

Teachers who have constructivist approach are more active in the lessons and asks more questions to their students (Erdogan & Campbell, 2008). When it is considered that teacher questions and student answers are significant parts of a lesson, the knowledge and skills of teachers in asking questions becomes much more important. Because, the students' needs a good guide who help them to ask right questions facilitating them to make inferences (Ahtee et al., 2011). But according to Graesser and Person (1994) teachers cannot provide enough support for students. And, teachers spend more time on questions at remembering and understanding levels (Kracl, 2012). So, Graesser and Person (1994) claims that teachers has cognitive insufficiency in this issue. They states that the weaknesses of teachers as role models for their students, their closed-ended and short-answer questions, and not having open-ended questions, which allow for high-level thinking, make students lack the ability to ask good questions. Otero and Graesser (2001) emphasize that most of the students do not ask good questions because many training programs do not support the development of students' asking question skills.

The role of students' asking question skills in the learning and teaching process is extremely important (Graesser & Olde, 2003; Woodward, 1992). Because students' questions and answers to these questions show their cognitive development levels (Birbili & Karagiorgou, 2009). It also allows the teacher to self-assess, encourage them to ask questions, help them learn ways of accessing information, and provides a permanent learning (Marbach-Ad & Sokolove, 2000). According to Woodward (1992) level, quality and deepness of questions asked by students give important clues about their thinking level. Moreover, questions asked by students shows which dimension of the taught subject they understand cognitively. Student questions are important tools for teacher to determine learning processes and level of understanding. In this context, it is necessary for teachers to give students the opportunity to ask questions as well as to ask questions that will allow them to think in the class (Watts, Alsop, Gould, & Walsh, 1997). However, Marbach-Ad and Sokolove (2000), state that teachers do not like asking questions. Biddulph and Carr (1992) draw attention to the reasons for this situation and to some elements that prevent students from freely asking questions to the class. At this point, teachers' lack of subject knowledge, their level of anxiety about their competence, and the inability to adequately answer questions from students cause an insufficient learning environment that encourages students to ask questions. Whereas students are curious about asking question. Watts et al. (1997), states that asking question skills of the students will not develop if the classroom does not provide a suitable environment or if there is a teacher who is constantly criticizing and judging. According to Whittaker (2012) there are few researches about students' level of asking question. These researches show that right questions aren't asked about the content and there are several problems in this context. In this regard, it is necessary that teachers should ask right questions in order to make students learn first and think.

When the literature reviewed, the researches that inquire asking question skills of students and teachers are encountered in science (Jesus & Moreira, 2009; Koray & Yaman, 2002; Koray, Altunçekiç, & Yaman, 2005; Marbach-Ad & Sokolove, 2000; Shodell, 1995; Watts, Gould, & Alsop, 1997; Woodward, 1992). However, while some researches examine asking question skills of only the students (Jesus & Moreira, 2009; Meij & Dillon, 1994; Otero & Graesser, 2001; Watts et al., 1997), some focused investigate asking question skills of teachers and teacher candidates (Aydemir & Çiftçi, 2008; Çalışkan, 2011; Kawanaka & Stigler, 1999; Parker & Hurry, 2007; Şahin, 2007). When the researches about asking question skills related with the Turkish lesson are investigated, researches focused on secondary school students (Yılmaz & Keray, 2012), teacher candidates (Aslan, 2011; Eyüp, 2011), teachers (Akyol et al., 2013; Baysen, 2006), course books (Akyol, 2001; Çeçen & Kurnaz, 2015; Durukan, 2009; Koç, 2007; Kutlu, 1999; Kuzu Sarar, 2013) and written exam questions (Çintaş Yıldız, 2015; Ülger, 2003). When these researches evaluated generally, the researches on asking question skills of primary school students are not encountered. It is seen that researches often base on only one group or factor such as teachers, students and course books. In addition, researches are generally limited by determining cognitive levels of the questions created by teachers, teacher candidates, students or the question in books or exams.

Asking question skills of students is a skill that is aimed to develop from the first grade of the primary school. Hence, the objectives related to asking question skills are taken place in curriculum of Turkish Lesson from the first grade (MONE, 2005, 2015) In this regard, asking question skills of primary school students should be investigated as well and the work to improve their skills effectively should be carried out. In addition, the investigation should be carried out together with the teachers in order to evaluate asking question skills of the students effectively. Because asking question skills of the students are affected directly by perspective, knowledge, attitude and behaviors of their teachers. From this point of view, aim of this research is to investigate asking questions of fourth grade primary school teachers and students related to the Turkish Lesson in the terms of the revised Bloom taxonomy. In order to reach this purpose, the answers to the following questions have been searched:

1. How is the distribution of questions asked by primary school students and their teachers about narrative and informative texts according to cognitive levels?
2. What are the opinions of the teachers about their ability to ask questions in Turkish lessons and the opinions of the students about their asking question skills?

Method

Research Model

In this research, "case study" pattern is used. In case studies, researcher provides knowledge related to one or more cases. Generally, it can be said that, a case study based on qualitative data focuses on "how" and "why" questions and it is a research method that enables the researcher to investigate a fact or event that does not have an effect or intervene intimately. In case studies, in general, more than one method for collecting data is used. In addition, it can be focused on the experiences of people related to the investigated case (Johnson & Christensen, 2014; Yıldırım & Şimşek, 2006). In this research, as depending on qualitative data, investigating asking question skills of primary school teachers and students related to the Turkish Lesson is aimed. Beside determining asking question skills of students and teachers, it is focused their experiences by revealing their opinions, thus more than one method for collecting data is used.

Working Group

Working group of the research consists of 242 fourth grade students from five different primary school and their classroom teachers in the central district of Trabzon province by using the case sampling which is a purposive sampling method and easily accessible. In accessible case sampling, the researcher selects a close and easily accessible case. This sampling method makes the research faster and practical (Yıldırım & Şimşek, 2006).

In the research the school names are kept hidden and coded (A, B, C, D, E). Participants of the research are 54 students from A school, 49 from B school, 46 from C school, 47 from D school and 46 from E school. 117 of the students are girls and 125 are boys. 10 teachers are participated the research as teachers working in two branches from every schools. 4 of the teachers are females and 6 are males. Teachers professional experiences distribute as 5 are between 20-25 years, 3 are between 26-30 years and 2 are between 36-40 years. In addition, 2 of the teachers are institute graduates, 1 is college graduate and 7 have bachelor's degree. In the light of this information it can be said that the number students according to schools is different but close to each other. The reason is that student numbers in different branches change from school to school. It is seen that the gender distribution of the teachers is close to each other and the professional seniority of the teachers is over twenty years. In addition, most of the teachers participating the research have bachelor's degree.

Instruments for Collecting Data

In the research, asking question skills of teachers and students related to the Turkish Lesson is investigated. In order to do this, the narrative and informative texts take place in the Comprehension Test which is developed by Kuşdemir (2014) and includes open ended questions. The narrative text is "Boğaç Han" by Selim Hancıoğlu and the informative text is "Bembeyaz Bir Dünya" by Metin Özdamarlar. In order to determine these texts, firstly, Kuşdemir (2014) has read all the text in course book of 4th grades which is approved by MEB Education Board and text structures are examined. Other than this source books for 4th grade Turkish Lesson, the story books for 9-10 ages and children's magazines are scanned. 12 appropriate narrative and informative texts were selected for comprehension test. In the preliminary examination, three texts were excluded and the rest 9 texts were prepared for expert opinion. In order to determine whether the selected texts are suitable for comprehensions test, a "Text Examination Form" is prepared by the researcher. "Text Examination Form" is presented to an group consisting of 7 classroom academicians and teachers working in the Turkish teaching field. According to the opinions of the academicians and teachers, the scores of texts from "Text Examination Form" have calculated and the top two text is decided to use (Kuşdemir, 2014). In this research, as a result of a detailed examination an analysis these two text which consist of open ended questions and their availability for primary school 4th grades are checked are used. Moreover, the texts and the questions related to the texts examined by the researcher and two other researchers in the field and decided that they can be used to determine asking question skills.

In the research, semi structured interviews are carried out in order to determine teachers' opinions about their works related to the asking question skills in Turkish Lesson and asking question skills of students. For the interviews, firstly a literature review is conducted by the researcher and the questions are prepared. Related to the interview forms, suggestions of three experts are taken. Then, a preliminary interview is conducted with two teachers who are not attended in the research, and the form is completed. In addition, some extra questions are used when it is needed to reach the purpose of the interviews. The following questions are asked to teachers during the interviews.

1. What do you do in Turkish Lessons in order to improve asking question skills of your students?
2. What kind of questions do you ask to your students in Turkish Lessons?
3. From what sources do you ask questions in Turkish lessons?
4. What cognitive level do you think the questions that your students ask in Turkish lessons?
5. How do you think that the Turkish lesson teacher guide book, course book, and student workbook exercises affect asking question skills of students?
6. What do you suggest to improve asking question skills of students in Turkish Lessons?

Data collection and Analysis

The data is collected in April and May in the second term of the 2016-2017 academic year by the research. The appropriate time for the application is decided together with the teachers from the participant schools. Before the application, the aim of the research is explained to the teachers and students. Then, the students and teachers are given the text "Boğaç Han". Firstly, the students are told to write their gender and school and teachers are told to write personal information such as their gender, school, professional experience (in terms of year) and type of school they are graduated from. Teachers and students are told to write six questions and their answers related to the text. The reason for writing questions with the answer is that for determining cognitive levels of questions, answers are taken in to considerations. Because, answers are considered as significant predictors of cognitive levels of questions. Teachers and students are given one lesson time for writing the questions and answers. The same procedure is applied for the other text "Bembeyaz Bir Dünya" nearly one week later than the first application. So, every teacher and students spends two class hour (80 minutes) for the application in total.

In the next step, the questions prepared by students and teachers are revised by considering answer sources and analyzed according to Bloom's Taxonomy. The cognitive levels of the questions written by teachers and students are determined and their frequency and percentage distributions are carried out. In the research, the papers which are unreadable and include no question are eliminated. In this regard for the narrative text, 11 of 242 students couldn't write any question and handwriting of 7 are unreadable. Therefore, data is collected from 224 students. In this regard for the informative text, 16 of 242 students couldn't write any question, handwriting of 7 are unreadable and 1 student writes unrelated questions with the text. For informative text, data is collected from 218 students. In addition, the statements of teachers which are not related to the texts or are not questions are excluded. After analyzing questions written by teachers and students according to cognitive levels, model questions from each level is provided. while providing model questions teachers (ÖTNumber) and students (ÖĞNumber) are coded.

In the research, semi structured interviews are carried out in order to determine teachers' opinions about their works related to the asking question skills in Turkish Lesson and asking question skills of students. Interviews are conducted face to face with the researcher and the teachers at schools. the interviews are recorded by taking the permissions of teachers. The interviews are 15-20 minutes on average. The collected data from the interviews are analyzed by using descriptive and content analyze techniques. In this regard, the recorded data transferred to computer media. The opinions of participants are categorized in themes and subthemes. The frequency of statements in subthemes is determined. In addition, statements in subthemes are supported by phrases of teachers. While using phrases, the coding made for model questions related to teachers use as the same.

Validity and Reliability

In order to provide validity and reliability of the data, a set of work conducted by the researcher. Validity in qualitative research may be provided by such techniques as making data diversity, describing the features of working group, reporting data in detail, making direct phrases from the data (Creswell, 2014; Johnson & Christensen, 2014; Yıldırım & Şimşek, 2006). In this context, the qualitative data is provided from two different sources consisting of students and teacher questions and interviews. The features of the teachers and students are described in detail in the research report. In addition, the data related to the research is reported in detail by supporting phrases of teachers.

Reliability in qualitative researches may be provided by such techniques as having researcher diversity, defining the role of researcher and stating research steps clearly. In this context, researchers' diversity is provided by including two researchers from the field during the analyze of student and teacher questions. The data related to questions prepared by participants and interviews is coded differently by three different researchers. Then, the coding is compared and compatibility percentage is calculated by using the formula (Reliability=[consensus/(consensus+disagreement)]x100) (Miles & Huberman, 1994) The compatibility percentages are calculated 84.60% for analysis of questions and 88.40% for the interview data. In cases of disagreement in coding are discussed and agreed. In additions, research process is reported in detailed and the role of researcher is stated for reliability.

Results and Interpretation

Investigation of student and teacher questions according to the revised Bloom's Taxonomy

In the research, firstly, student and teacher questions according to the revised Bloom's Taxonomy is investigated. Distribution of student and teacher questions according to cognitive levels in taxonomy is presented in Table 1.

Table 1. Distribution of Student and Teacher Questions according to the Revised Bloom's Taxonomy

	Student		Teacher	
	f	%	f	%
Narrative Text				
0. Invalid	19	1.4	2	3.63
1. Remember	1239	93.86	28	50.9
2. Understand	57	4.31	21	38.18
3. Apply	0	0	0	0
4. Analyze	0	0	2	3.63
5. Evaluate	1	0.07	2	3.63
6. Create	4	0.30	0	0
Total	1320	100	55	100
Informative Text				
0. Invalid	31	2.40	0	0
1. Remember	1226	95.18	33	57.89
2. Understand	20	1.55	22	38.59
3. Apply	0	0	0	0
4. Analyze	0	0	0	0
5. Evaluate	0	0	2	3.50
6. Create	11	0.85	0	0
Total	1288	100	57	100

When the data in Table 1 examined, it is seen that, almost all of (93.86%) student's questions are at the level of "remember" in narrative text. Almost half of teacher (%50.9) questions are at the level of "remember" and nearly half of them (%38.18) are at the level of "understand". Students and teachers don't ask any question at "apply" level and ask a few questions at higher cognitive levels. Similar to rates in narrative text type in informative text almost all (%95.18) of student questions are at the level of "remember". More than half (%57.89) of teacher questions are at "remember" level and nearly half of them (%38.59) is at "understand" level. For the informative text, students and teachers don't ask any question at "apply" and "analyze" level and ask a few questions at higher cognitive levels either. The research findings can be interpreted as, students and teachers prepare low cognitive level questions for both text type.

In the research, not too much difference is observed between cognitive levels of questions of teachers and students according to the text types. However, rate of the questions at "remember" level for informative text is higher than the narrative one. In addition, it is seen that students have more questions in "create" level for narrative text than the informative text, and teachers asked only two questions above the "applying" level. "

When the questions of students and teachers investigated according to the text types in narrative text it is found that they ask often narrative components and Wh- questions related to the information text, it can be said that students and teachers generally ask questions about the information given in the text or Wh- questions. Students and teachers rarely ask questions about elements like the title, author, topic or main idea of the text in this context, it is found that teachers and students ask similar questions. Examples of questions for the cognitive levels are given below.

Table 2. Examples about Questions Prepared by Students and Teachers

<i>Student</i>	<i>Teacher</i>
<i>Narrative Text</i>	
<i>1. Remember</i>	
What is the wish of Dirse Han? (ÖĞ180)	What is the wish of Dirse Han? (ÖT7)
What are there in the Festival square? (ÖĞ170)	For which child did Dede Korkut give name? (ÖT1)
Who gave the name of Boğaç Han? (ÖĞ198)	Who gave the name Boğaç Han to the child? (ÖT4)
<i>2. Understand</i>	
Which topic is The Poem that Dede Korkut wrote to Dirse Han's son related to? (ÖĞ49)	What is the event in the story? (ÖT7)
Who are the heroes in the Story (ÖĞ97)	In the fight of Dirse Han's son with the bull, which personal feature is emphasized? (ÖT8)
<i>4. Analyze</i>	
	According to you, why does Dirse Han want to have a son? (ÖT5)
<i>5. Evaluate</i>	
Is Bayındır Han bad man or good man? (ÖĞ208)	According to you, Is narration of "Boğaç Han" story, appropriate for Turkish grammar enough? (ÖT6)
<i>6. Create</i>	
Which topic do you give this text? (ÖĞ139)	

Table 2. Continued

<i>Student</i>	<i>Teacher</i>
<i>Informative Text</i>	
<i>1. Remember</i>	
Which are the provinces that Salt Lake takes place within the borders? (ÖĞ67)	What are the provinces that surround the Salt Lake? (ÖT4)
How many million years does Salt Lake exist? (ÖĞ169)	Where is the salt production in the world provided? (ÖT2)
Where does the Salt Lake take place? (ÖĞ224)	Which part of our country does the Salt Lake take place? (ÖT9)
<i>2. Understand</i>	
What are the features of Salt Lake in our country? Write (ÖĞ111)	What are the benefits of Salt Lake's existence for us? (ÖT4).
What are proper nouns in the text? (ÖĞ114)	Do you know any place that is called natural conservation area like Salt Lake? (ÖT6)
What is the topic of the text? (ÖĞ217)	What is the main purpose of usage of Salt Lake? (ÖT10)
<i>5. Evaluate</i>	
	According to you, what kind of meaning relation is there content of the text and the title of it? (ÖT5)
<i>6. Create</i>	
Which topic do you give this text? (ÖĞ10)	

The Opinions of the Teachers Doing Studies About Asking Question in Turkish Lessons and Asking Question Skills of the Students

Intended to the second research question the opinions of the teachers doing studies about asking questions in Turkish lessons and asking question skills of the students are collected. The data collected in the interviews with teachers are analyzed and categorized in themes and subthemes. In addition, the phrases related to teachers' opinions are given.

The themes obtained in interviews with teachers; it is formed "Activities", "Questions Asked to Students", "Used Resources", "Cognitive Levels of Student Questions", "Effect of Teacher Guide Book, Coursebook and Workbook" and "Suggestions".

The first theme is "activities" theme created as the result of interview with teachers. The Sub-Themes related to this theme is given in Table 3.

Table 3. Teachers' Opinions about the Theme "Activities"

Sub Theme	f	Examples of Participant Opinions
Asking question about the text	4	I immediately prepare questions about how much the reading texts are understood. So I'm helping students ask questions like they can understand (ÖT9)...
Speaking exercises	2	I make them talk more We already make the pupils talk about the text, guessing, and visual of the text. In other words we have speaking exercises (ÖT5).
Exercises related to the daily life	2	We have to associate it with everyday life and talk about what they know more. By this way, I encourage them to ask more question (ÖT4).

Table 3. Continued

Sub Theme	f	Examples of Participant Opinions
Make students ask questions	2	...I use the same work you do here. ... I make them to ask questions to each other Especially since the 3rd grade (ÖT6)...
Interpretation exercises	1	I focused more on interpretation. I asked them why questions to them many times (ÖT1)...
Exercises related to students' interests and needs	1	Firstly, I make them curious I am trying to direct the child to ask questions in the area he may need in his life. As such, I can attract the child's interest (ÖT3)...

When the work done by the teachers is examined, it is seen that they mostly work on asking and speaking about the text, and making the students ask questions related to daily life. When the teachers' work is evaluated in general, it can be said that they do not have enough studies to improve their asking question skills and that the mentioned studies are already activities that required by Turkish Lesson.

The Sub-Themes related to the theme "Questions asked to students" and sample statement is given in Table 4.

Table 4. Teachers' Opinions about the Theme "Questions Asked to Students"

Sub Theme	f	Examples of Participant Opinions
Questions of recognition, understanding and comprehension of the text.	6	Firstly, I ask questions related to the understanding of the text. I never make the text read I first ask about text understanding, text recognition, comprehension (ÖT1).
Simple questions	3	As the students have difficulties to understand the texts, we are trying to ask simpler questions. The reason for this is that texts are hard and long (ÖT5)...
Questions about the environment, situation and daily life of the children	2	If the text is a text that matches the environmental conditions in which we live, I try to ask questions from the perspective of the child. I ask questions about children's own world and their surroundings (ÖT3).
Applying level questions	1	I ask some questions at applying level (ÖT7)...

When the questions asked by teachers to the students are examined, it is seen that there are mostly text recognitions, understanding and comprehension questions. This can be interpreted as they don't ask higher cognitive level questions in order to improve the asking question skills of their students.

The Sub-Themes related to the theme "Used Resources" and sample statement is given in Table 5.

Table 5. Teachers' Opinions about the Theme "Used Resources"

Sub Theme	f	Examples of Participant Opinions
Teachers guide book	8	We use guide book. There are usefull activities in the guide book. I apply them (ÖT5)...
Internet	5	we may use different websites from the internet related to the lessons (ÖT10)...
Different stories-tales	2	Sometimes I choose the questions We have tales in our library. I make them to read Short stories to ask questions to each other and to answer (ÖT6).
Teacher experineces	2	We ask questions by benefiting from the own experiences of the teachers, as well (ÖT2).

When the resources that teachers use in asking question activities are examined, it is found that they mostly use guide book and internet. beside these, teacher make use of different texts and their own experiences. The research findings can be interpreted as, teachers don't use different resources for asking questions.

Opinions of teachers about the cognitive levels of questions asked by students are given in Table 6.

Table 6. Teachers' Opinions about the Theme "Cognitive Levels of Student Questions"

Sub Theme	f	Examples of Participant Opinions
Knowledge level Simple/superficial	8	They ask knowledge intensive questions. Sometimes they ask good questions, but in general knowledge intensive (ÖT2)...
Intimately	3	It changes student to student. For example, there are 3-4 students who ask really intimate questions (ÖT1).
All cognitive levels	1	There is understanding level and comprehending level of they can analyze it I have students who ask any type (ÖT1).
Comprehend and apply level	1	In general, they ask understanding applying level questions (ÖT7).

According to teachers' opinions it is found that student questions are in general at knowledge level/simple/superficial questions. This can be interpreted as students don't ask higher cognitive level questions much.

The Sub-Themes related to the theme "Effect of teacher guide book, course book and workbook" and sample statement is given in Table 7.

Table 7. Teachers' Opinions about the Theme "Effect of Teacher Guide Book, Course Book and Workbook"

Sub Theme	f	Examples of Participant Opinions
Negative		
Texts are too long	5	We think texts are too long. should be shorter. Should be more brief Asking question is affected like this (ÖT1)...
Not to be improved	4	Activities in workbook do not improve asking question skills of students The questions there are ready and stereotyped (ÖT4)...
Texts are above students' level.	3	The texts are sometimes really above the students' level pupils cannot understand the text (ÖT1).
Texts are not suitable	2	Texts are not selected well not fluent and enjoyable. Children are not interested(ÖT8)...
Activities are not sufficient	2	Sometimes we need to find activities from other resources sometimes we think they are not sufficient (ÖT10)
Questions about the text are not clear.	1	Questions about the text are not clear. OK It appeals to children's feelings but the child does not see very clear questions there (ÖT5).
Activities are in a different place	1	Workbook in is in another chapter they open that part their interactions with the text is broken (ÖT5)...
Partially Positive		
Some text/activities improve asking question	2	Some texts have this very well Especially in asking question skills of the students. Is it enough, No! (ÖT3)
There are activities depending on inquiry and interpretation	1	Activities depend more on inquiry and interpretation but students get bored of studying on the same text in terms of time (ÖT6).

Table 7. Continued

Sub Theme	f	Examples of Participant Opinions
Partially Positive		
Relation of exercises with the daily life	1	Some of the exercises are related to daily life of students, so they are attractive Some are away from those, they are not in interests of students (ÖT7).
Positive		
It improves	1	In my opinion, Exercises improves asking question skills of students. Because, there are exercises in every text therefore, students build their study on asking question. (ÖT9)

When the opinions of teachers about effects of books on asking question skills is examined, it is observed that in general, they have negative opinions. In particular, teachers have stated that the texts in the textbooks are long, they are above the level, and because they are inappropriate, they negatively affect the asking question skills. Few of the teachers stated that the texts / activities had a partially positive effect on the ability to ask question. This finding can be interpreted as teacher guide books course bookend student workbook are not effective on improving students' asking question skills.

The suggestions for improving asking question skills of teachers are presented in Table 8.

Table 8. Teachers' Opinions about the Theme "Suggestions"

Sub Theme	f	Examples of Participant Opinions
Reading books	7	I think, firstly, it should be read more 0At first, It should be read more the children should understand what they read The children can ask questions If they have already understand what they read (ÖT1).
Family care for children	3	Parents do not talk with their children when they grow them. They don't listen to their children. The children are retreating, giving up what to ask. the main reason is that parents don't listen to children (ÖT8).
Different activities	3	The children tell something through silence. Then, children convert it to question. Such as, which questions does your friend want to ask. Others were translating in verbal form We have done such activities we may use such activities in order to bring our pupils in asking question skills of students (ÖT3).
Writing	2	I think, writing a diary will be very useful for this. If they can write their unforgotten memoirs and events that affects them, I think, these will improve their asking question skills (ÖT3).
Self-expression of students well.	2	... There should be an atmosphere that students speak freely Everybody should express themselves easily and freely (ÖT9).
Speaking	1	We should make students speak first ...then they ask by themselves when they speak, they ask (ÖT2)
Homework	1	... Of course, the homework given may be as ask questions about this text, rather than answer these questions (ÖT 3).
Teacher support and directives	1	Asking questions can be improved with a little instructional orientation and supporting the ability to understand what they read(ÖT7).

Teachers seem to have suggestions in order to improve asking question skills students at most about reading, family care of children and doing different activities in addition, teachers have suggestions about writing, expressing themselves comfortably, speaking, homework and teacher support. When the teacher suggestions are seen in general, it can be said that these suggestions are related to linguistic skills and teaching-learning process in the classroom.

Discussion, Conclusion and Suggestions

The research findings show that Questions prepared by primary school 4th grade students and teachers related to narrative and informative texts are generally at lower cognitive level. In addition, teacher states that students generally ask knowledge level questions in Turkish lessons. These results of the research are in consistent with the researches of Yılmaz and Keray (2012), Aslan (2011), Aydemir and Çiftçi (2008), Akyol et al. (2013), Baysen (2006) and Eyüp (2011). According to the pre-test results of Yılmaz and Keray's (2012) empirical research questions of 8th grade students are mostly remembering and understanding level. Aslan (2011), Aydemir and Çiftçi (2008) and Eyüp (2011) found that questions of teacher candidates are lower cognitive level. The research by Akyol et al. (2013) states that classroom teachers prefer questions at very simple understanding level and ask mostly the questions that needs low mental processes for the texts. In the research, not too much difference is observed between cognitive levels of questions of teachers and students according to the text types. However, rate of the questions at "remembering" level for informative text is higher. This can be explained that because the informative texts include more information, students directly see the information in the text and therefore they prefer remembering questions more. In narrative text there is a story arc more than information. Story arc, directs the students to the questions that aims understand these stories. Moreover, it can be said that primary school children should work with more narrative texts as text types and that they are more familiar with this text and this may be effective in this result.

The asking question skill (Graesser & Person, 1994) on the basis of the learning, is closely related to how much teachers consider this skill and how they develop this skill in their class (Belcastro, 2017). The interviews with the teachers, show that teachers are already aware of the importance of asking question skills, but they don't have enough work in Turkish Lessons to improve this skill. Teachers in general, have limited work about asking question related to the text, speaking, and daily life. Whereas the stated works are not enough to improve the asking question skills of students. It can be said that not having enough works for teachers in Turkish Lesson in order to ask questions causes student questions are at low cognitive level.

Lee (2015) expresses the importance of using the teaching materials that help asking question or there are the questions that enable students to think. at this point, it is necessary that the curriculum materials that used by teachers to facilitate thinking and learning should support this purpose (Stiggins, Rubel, & Quellmalz, 1988). But in the interviews done, Teachers generally state that, Turkish course book, teachers guide books and students workbook are not effective in improving asking question skills of students This result of the research is consistent with the researches that examines the questions Turkish course book, teachers guide book and students' workbook (Akyol, 2001; Çeçen & Kurnaz, 2015; Durukan, 2009; Koç, 2007; Kutlu, 1999; Kuzu Sarar, 2013). These researches state that, questions in these books are generally at low cognitive level. In addition, in the interviews done Teachers say that they mostly use teachers guide book for questions in Turkish lesson. According to the research results of Akyol et al. (2013), teachers state that they generally use teachers guide book and rarely prepare new questions without using teachers' guide book. This can be interpreted that because there are low cognitive level questions in the teachers' guide book which is used mostly by teachers, asking question skills of students is affected negatively.

Lee (2010) states that in cases of the questions in the textbooks don't support the development of high-level thinking skills, focus more on low-level questions, or if the book does not provide much room for questions in general, teachers should support the process Darling-Hammond (2000) also says that teachers have more effect on students in this process. Findings from interviews with teachers, however, reveal that classroom teachers do not have an idea about the work to be done in order to get

students to ask questions. At this point Carr (1998) express that teachers should use questions as base and ask open-ended questions frequently in other words, teachers should ask questions that enable students to go deeper in the text rather than superficial ones (Kracl, 2012). In the development of asking question skills, it is important that teachers do various repetitions and encourage students in order to make them to ask questions as well as being models, (Belcastro, 2017). Because student questions are more valuable than teacher questions. Students should be taught how the students' questions will gain a different perspective on the subject, and at this point students should be made aware of how important they are (Fusco, 2015). Students with this opportunity continue to learn as active learners, become motivated, and continue to develop cognitively (Whittaker, 2012).

The cases that the questions prepared by teachers and students are mostly at low cognitive level, and students and teachers ask similar questions about the text show that teachers use questions at these levels in the classrooms. Teacher interviews support this interpretation. Teacher states that they mostly ask questions of recognitions, understanding and comprehension in Turkish lessons. It can be said that this causes students have low cognitive level questions. According to Radmehr and Drake (2017) the students who always face with the same king of questions cannot develop cognitively. The students think of questions at the same mental level cannot pass a higher stage of cognitive process category. In addition, asking the students always similar level questions struggles them to discover themselves and limits their creativity (Fusco, 2015).

It can be interpreted that teachers should not do enough work to improve their asking question skills, not to use different sources, and that their students' questions are at low cognitive level, shows that they do not have adequate equipment. Akyol et al. (2013) proved that the most of classroom teachers needs in-service trainings during teaching process about how to use questions in classroom.

In the teacher interviews Primary school 4th grade students, teachers' suggestions mostly on reading, parents care of students and different activities. According to Cline and Edwards (2017) reading has a significant contribution on cognitive development. The various books read for different purposes, help students to use different reading strategies and shape learning objectives aimed this and accelerates their cognitive development (Linderholm & van den Broek, 2002; Linderholm, Cong, & Zhao, 2008). Similarly, Dickinson and Smith (1994) says that reading helps to think deeply, built cause and effect relations and to improve word treasure. It is possible that students who don't have reading habit have low thinking, interpreting and asking question skills. According to Smolkin and Donovan (2003), reading less has negative effects both on understanding and cognitive development. Therefore, it is possible that students may prepare low cognitive level questions.

Findings from interviews with teachers, show the importance of parents in improving asking question skills of students. An improvement in the cognitive skills, implicitly asking question skills, of children who have continuous relations with their families, can have the opportunity of thinking by using meaningful and rich learning environment is observed (Birbili & Karagiorgou, 2009). The classroom teachers participating the research state that parents don't talk to their children enough, don't listen to them and don't provide an atmosphere allowing them to ask questions. In addition, teachers, suggest students to use various studies for language skills and various activities for asking question to improve asking question skills. This shows that teachers have lack of trainings and implicitly equipment.

In the light of the findings above, some suggestions are developed both to improve asking question skills of students in primary school Turkish Lessons and for the later studies.

1. Primary school teachers should ask students at high cognitive levels in Turkish lessons.
2. Primary school teachers should include sufficient and necessary work to improve students' ability to ask questions in Turkish lessons.
3. This research was conducted with the students and teachers in the primary schools in Trabzon province for Turkish lessons. Similar research can be done in different subjects with different students and teachers.
4. Empirical studies on the development of asking question skills of primary school students or longitudinal studies in which the development of asking question skills of students is followed.
5. Studies based on observation can be done by examining the questions that teachers or students ask in Turkish lessons.

Limitations

This research is limited with 242 fourth grade students from five different primary school and their classroom teachers in the central district of Trabzon province. Data on two types of texts, including narrative and informative is collected.

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