

# **Analysis of the Relationship between Coherence Relations and Pisa Reading Skill Results: Examples from Korean, Turkish and American Textbooks**

By

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## **Abstract**

*The aim of this study is to analyze the relationship between coherence relations introduced in the texts of textbooks and PISA reading skill results. In line with this aim textbooks of three countries (Korea, USA and Turkey) are selected that would be qualified as “successful”, “somewhat successful” and “unsuccessful” according to PISA results. Five texts chosen randomly from each of the textbooks of these three countries, fifteen texts in total are compiled. A database of 1032 propositions is formed from the texts and these propositions are analyzed in light of a coherence classification so that 1152 coherence relations are determined. According to the findings, there are 464 cause effect relationships, 386 resemblance relationships and 302 contiguity relations. The types of coherence relations obtained are described in comparison with PISA reading skill results of the mentioned countries. According to this, cause effect relationships are attained greatest in Korean textbooks (202) though this relationship is determined fewest in Turkish textbooks (109). Resemblance relationships are greatest in Turkish textbooks (144) while fewest in Korean textbooks. And the contiguity relation is greatest in American textbooks (112) and fewest in Korean textbooks (92).*

**Keywords:** *coherence, coherence relations, textbooks, PISA*