

## An Analysis of the Critical Reading Levels of Pre-service Turkish and Literature Teachers

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### Abstract

*Problem Statement:* Critical reading refers to individuals' thinking about what they read, assessing what they have read, and using their own judgment about what they have read. In order to teach critical reading skills to students, a teacher is expected to have knowledge about text selection, use of appropriate methods, preparation of functional learning and teaching processes, among other qualities; teachers must display critical reading skills as well.

*Purpose of Study:* The aim of the study was to determine the critical reading levels of pre-service teachers of Turkish language as well as Turkish language and literature in terms of several variables in order to make inferences about pre-service teachers' potential to develop their students' critical reading skills.

*Method:* The study group, which was selected using the descriptive survey model, consisted of a total of 173 students attending Balikesir University Necatibey Faculty of Education. A personal information form and the Critical Reading Achievement Test (CRAT) were used as the data collection tools. CRAT employs a multiple-choice format, and its KR 20 reliability was determined to be .81 and its mean difficulty .64. The data were analyzed using a t-test and variance analysis<sup>1</sup>.

*Findings and Results:* The study revealed that pre-service teachers' have moderate critical reading skills. In addition, in the analysis examining the relationships of pre-service teachers' critical reading levels to their department, a difference emerged in favor of students from the Turkish Language and Literature Department. In contrast, the analysis revealed that the variables of gender, achievement level, number of books read annually, the preferred book types, and the effective use of social media did not influence students' critical reading levels.

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*Conclusions and Recommendations:* Critical reading education constitutes an important dimension of language teaching programs that aim to improve comprehension and expression skills. It is important that pre-service teachers have critical reading skills and know how to teach critical reading. Therefore, critical reading practices and ways of teaching this skill should be included in appropriate courses (reading education, special teaching methods, etc.) in both Turkish language as well as Turkish language and literature teaching programs; additionally, these programs should be supported with optional courses such as critical reading and media literacy.

*Keywords:* Critical reading, reading skills, language teaching, literature teaching, pre-service teacher

### **Introduction**

In the curricula developed by the Ministry of National Education, the objectives of Turkish, Language and Expression, Turkish Literature courses include "Raising individuals who are able to use Turkish accurately, properly and effectively, think critically and creatively, use the information, produce and who are entrepreneurs that attach importance to personal and social values etc." (MNE, 2006). The programs have an apparent focus on thinking skills in general and critical thinking in particular in light of the thesis that "Language teaching is in a way teaching how to think."

For today's students to manage the overwhelming material from the flowing river of information, they must acquire critical thinking skills. Hence, critical thinking skills are among the most important academic skills for today's students (Stewart & Stoller, 1990, pp. 4). Critical thinking and critical reading skills are required not only for in-class learning but also for lifelong learning (Allen, 2004; Nilson, 2003). On this basis, critical thinking was named as one of the basic skills in each of the three programs that students must learn, and critical reading, listening, speaking, and writing methods were also included among the methods of developing language skills in Turkish language classes.

Defined as individuals' thinking about what they read, assessing what they have read, and using their own judgment about what they have read (Ozdemir, 2002), critical reading assigns certain tasks to the reader. During the critical reading process, the reader should be aware of what is written, how it was written, and why it was written; the reader should also be attentive to the writer's attitude, whether the information is useful, and what words the writer uses (Akyol, 2011). Critical reading can also be defined as "making judgments while reading and questioning what is read according to pre-determined standards" (Haris and Hodges, 1981, pp. 74). During such questioning, the reader's background and intellect interact with the information in the text (Grabe, 2002). In contrast to directly accepting the writer's point of view and agreeing with what is written in the text, critical thinking requires regular questioning and a skeptical approach toward what the writer says (Devine, 1986; DeVoogd, 2008). McLaughlin and DeVoogd (2004, pp. 52) define critical

literacy as the effort to enhance one's questioning skills and become an active thinker by developing multiple viewpoints. Critical literacy is a way of thinking, and using critical literacy helps the reader to understand a written work's meaning beyond its text. This therefore requires other knowledge, skills, and habits beyond basic literacy.

A critical reader generally recognizes and interrogates the writer's assumptions, viewpoints, or purpose. Most of the time, a critical thinker produces alternatives to the writer's opinions, beliefs, and views. In this context, terms associated with critical reading are: reasonable, rationalization, reflective, judgmental, testing of assumptions, resolution of suspicion and confusion, data assessment, recognizing facts and opinions, flexibility of thought, ethics, and honesty (Brookfield, 1987 cited in Karabay, 2012). In sum, critical reading is a skill that must be taught in Turkish language and literature classes, and its role in forming the culture and habit of reading cannot be neglected.

In order to teach critical reading skills to their students, teachers must have knowledge in text selection, use of appropriate methods, and preparation of functional learning and teaching processes, and they must demonstrate critical reading skills themselves. "For Turkish language teachers, who will guide their students to critical thinking, reading and writing and act as a guide for the methods that will help them realize themselves, the most general purpose is to raise individuals that can think and are sensitive" (Sever, 2006, pp. 9). Furthermore, among the special field abilities for teachers of Turkish language and Turkish language and literature as announced by the Ministry of National Education include "the accurate and effective use of Turkish and being a model for communication" and "forming and developing a culture of reading." Therefore, it is important to carry out studies to infer whether pre-service teachers of Turkish and Turkish language and literature will be able to act as models of critical reading to their future students.

The aim of the present study was to determine the critical reading levels of pre-service teachers of Turkish language and Turkish language and literature in terms of several variables to make inferences about these pre-service teachers' potential to develop their students' critical reading skills. To this end, the study seeks answers to the following questions:

1. What are the critical reading levels of teachers of Turkish and Turkish language and literature?
2. Do the critical reading levels of teachers of Turkish and Turkish language and literature vary by
  - a) their department,
  - b) academic achievement,
  - c) the number of books they read in a year,
  - d) their preferred book type,
  - e) gender,
  - f) whether they use social media effectively?

## Method

### *Research Design*

The study employed the descriptive survey model, which is a quantitative research strategy. The survey model attempts to describe a given event within its own circumstances and as it exists (Karasar, 2002). The present study tried to describe the critical reading levels of pre-service teachers of Turkish and Turkish language and literature.

### *Study Group*

The study group consisted of 173 students studying in the Department of Turkish Language Teaching, senior students studying in the Department of Turkish Language and Literature, and those enrolled in the Pedagogical Formation Program of Turkish Language and Literature at Balikesir University's Necatibey Faculty of Education. The demographic details of the pre-service teachers included in the study group are presented in Table 1.

**Table 1.**

*Personal Details of Pre-service Turkish and Turkish Language and Literature Teachers*

Department	n	%
Turkish Language Teaching	88	50.9
Turkish Language and Literature Teaching	34	19.7
Turkish Language and Literature Formation Program	51	29.5
Gender	n	%
Female	110	63.6
Male	63	36.4
Mean Grades	n	%
0.01-1.00	--	--
1.01-1.50	--	--
1.51-2.00	12	6.9
2.01-2.50	16	9.2
2.51-3.00	70	40.5
3.01-3.50	64	37.0
3.51-4.00	11	6.4
Number of books they read in a year	n	%
None	2	1.2
1-5	60	34.7
6-11	66	38.2
More than 12	45	26.0
Preferred book type	n	%
Literary	128	74.0
Personal Development	13	7.5
Research-Review (Scientific)	15	8.7
Philosophy	3	1.7
Science Fiction	10	5.8
Psychology	4	2.3
Writing comments on news, events, statuses, etc. on social media	n	%
Yes	54	31.2
No	119	68.8

Table 1 reveals that a majority of the participants (50.9%) were students of the Turkish Language Teaching department; 63.6% of the participants were female and 36.4% them were male. Investigating the students' grade means, it is noticeable that 40.5% had 2.51-3.00 means and 37.0% 3.01-3.50 means. In terms of the number of books they read in a year, 1.2% of the students had not read any books, whereas 26.0% read more than 12 books a year. Moreover, the highest percentage (38.2%) in terms of the number of the books read annually is those who read 6-11 books. For a great majority of the participants (74.0%), their preferred book type was literary books. The survey also determined that 31.2% of the participants write comments on news, events, statuses, etc. on social media

#### *Data Collection Tools*

A personal information form and the Critical Reading Achievement Test developed by Karabay (2012) were used as the study's data collection tools. The Critical Reading Achievement Test, which is designed in a multiple-choice format, consists of 32 questions. Fourteen questions deal with noticing skipped information and assumed situations, seeing the judgment/result, and realizing mistakes in analogies under the main heading of "meaning and logic"; eight questions deal with comparing and evaluating information from two different sources, evaluating the writer's competency and viewpoint, and finding out contradictions under the main heading of "general accuracy"; and the remaining 10 questions examine the text's theme, characters, and structure under the "poetic/literary analysis" heading. The KR 20 reliability of the test was found to be .81, while the mean difficulty was calculated as .64.

#### *Data Analysis*

In analyzing the data obtained from the Critical Reading Achievement Test and the personal information form, percentages, frequencies, and means were used for the descriptive analysis; a t-test was used for the variables of gender and effective social media use, and variance analysis was used for the variables of student's department of study, grade mean, number of books read annually, and preferred book type.

## **Results**

### *Findings Concerning Sub-Problem 1*

Here, the mean scores of the pre-service teachers from the departments of Turkish and Turkish Language and Literature on "the Critical Reading Achievement Test" are distributed and presented by department and gender (Table 2).

**Table 2.**

*Critical Reading Achievement Test Scores of Pre-service Turkish and Turkish Language and Literature Teachers*

Turkish Language Teaching ( $\bar{X}$ )			Turkish Language and Literature Teaching ( $\bar{X}$ )			Turkish Language and Literature F. Program ( $\bar{X}$ )		
Female	Male	Total	Female	Male	Total	Female	Male	Total
51.87	55.93	53.72	59.96	54.09	57.72	49.78	54.37	50.67

*Note.* Each question is worth 3.125 (100/32) points.

Investigating the critical reading achievement test scores of the students of the Turkish Language Teaching Department in Table 2 reveals that the mean is 53.72 points, 51.87 among female students and 55.93 among male students. Among students from the Turkish Language and Literature Teaching department, the general mean critical reading achievement test score is 57.72, 59.96 among female students and 54.09 among male students. Among participating students from the Turkish Language and Literature Formation program, the general score mean on the critical reading achievement test is 50.67, 49.78 among female students and 54.37 among male students.

#### *Findings Concerning Sub-Problem 2*

In the second part of the findings, students' critical reading achievement test scores were compared considering the variables of department of studies, grade mean were analyzed in light of the number of books read in a year, preferred book type, gender, and effective use of social media. Descriptive statistics regarding the variables of department of studies, grade mean, number of books read in a year, and preferred book types are presented in Table 3; variance analysis results are provided in Table 4.

**Table 3.**

*Mean and Standard Deviation Values concerning of Pre-service Turkish and Turkish Language and Literature Teachers' Critical Reading Levels in terms of Department of Studies, Grade Mean, Number of Books Read in a Year, and Preferred Book Type*

		<i>N</i>	<i>M</i>	<i>SD</i>
Departments	Turkish Lang. Teaching	88	53.72	12.27
	Turkish Lang. and Literature Teaching	34	57.72	10.80
	Turkish Lang and Literature F. Program	51	50.67	12.59
	Total	173	53.61	12.27
		<i>N</i>	<i>M</i>	<i>SD</i>
Grade Means	Low Level (0,01-2,00)	12	54.68	11.26
	Moderate Level (2,01-3,00)	86	55.05	13.38
	High Level (3,01-4,00)	75	51.79	10.92
	Total	173	53.61	12.27
		<i>N</i>	<i>M</i>	<i>SD</i>
Number of Books read in a Year	None	2	53.12	13.25
	1-5	60	53.90	13.02
	6-11	66	54.11	10.70
	More than 12	45	52.50	13.64
	Total	173	53.61	12.27
		<i>N</i>	<i>M</i>	<i>SD</i>
Preferred Book Type	Literary	128	53.90	12.30
	Personal Development	13	53.84	10.21
	Research-Review (Scientific)	15	51.04	14.54
	Philosophy	3	66.66	14.43
	Science Fiction	10	50.93	11.69
	Psychology	4	50.00	4.419
Total	173	53.61	12.27	

Investigating the statistics from the comparison of pre-service Turkish and Turkish language and literature teachers' critical reading levels to their grade means in terms of their departments in Table 3 reveals that the mean score of Turkish Language Teaching students is 53.72, that of Turkish Language and Literature Teaching students is 57.72, and that of Turkish Language and Literature Formation Program students is 50.67. To compare teachers' critical reading levels in terms of their grade means, grade means were first grouped as Low Level (0.01-2.00),

Moderate Level (2.01-3.00), or High Level (3.01-4.00). The mean and standard deviation values of pre-service teachers' critical reading levels in terms of the grade mean variable are provided in Table 3. The table reveals that 12 students possess a Low Level grade mean and that the mean score of this group is 54.68. Eighty-six students possess a Moderate Level grade mean and the mean score of this group is 55.05. Seventy-five students possess a High Level grade mean and the mean score of this group is 51.79.

In the statistics from the comparison of pre-service Turkish and Turkish language and literature teachers' critical reading levels to the number of books they read in a year (None, 1-5, 6-11, more than 12); two read no books and had a mean score of 53.12; 60 read 1-5 books and had a mean score of 53.90; 66 read 6-11 books and had a mean score of 54.11; and 45 read more than 12 books and had a mean score of 52.50 (Table 3). In Table 3, the pre-service teachers' critical reading levels are also compared in terms of their preferred book type: 128 prefer literary books and had a mean score of 53.90; 13 prefer personal development books and had a mean score of 53.84; 15 prefer research-review books and had a mean score of 51.04; three prefer philosophy books and had a mean score of 66.66; 10 prefer science fiction books and had a mean score of 50.93; and four prefer psychology books and had a mean score of 50.00.

**Table 4.**

*Comparison of the Pre-service Turkish and Turkish Language and Literature Teachers' Critical Reading Levels to Department of Studies, Grade Mean, Number of Books Read in a Year, and Preferred Book Type*

	Source of Variance	df	Sum of Squares	Mean Squares	F	p
Department	Between groups	2	1015.35	507.67		
	Within group	170	24890.76	146.41	3.46	.033*
	Total	172	25906.11			
Grade Mean	Between groups	2	440.45	220.22		
	Within group	170	25465.66	149.79	1.47	.233
	Total	172	25906.11			
Number of Books Read a Year	Between groups	3	78.30	26.10		
	Within group	169	25827.81	152.82	.171	.916
	Total	172	25906.11			
Preferred Book Type	Between groups	5	745.88	149.17		
	Within group	167	25160.23	150.66	.990	.425
	Total	172	25906.11			

Table 4 reveals a significant difference in the critical reading levels of pre-service Turkish and Turkish language and literature teachers in terms of the departments in which they study ( $F=3.46$ ;  $p=0.033^*$ ). In other words, the departments in which pre-service Turkish and Turkish language and literature teachers study affects their critical reading levels. According to the results of the LSD significance test, which was carried out to examine the source of this difference, the mean score difference between students from the Turkish Language and Literature Teaching Department and those from the Turkish Language and Literature Teaching Formation Program was found to be significant ( $\bar{X}_{(i-j)} = 7.05$ ;  $p= 0.009$ ), with the difference in favor of students from the Turkish Language and Literature Teaching Department.

Table 4 reveals no significant difference in the critical reading levels of pre-service Turkish and Turkish language and literature teachers in terms of their achievement (grade mean) levels ( $F=1.47$ ;  $p=0.233$ ), number of books they read annually ( $F=0.171$ ;  $p=0.916$ ), and the types of book they prefer to read ( $F=0.990$ ;  $p=0.425$ ). In other words, grade mean, number of books read a year, and preferred book type do not affect pre-service Turkish and Turkish language and literature teachers' critical reading levels.

The findings concerning the comparison of pre-service teachers' critical reading levels to gender and whether they comment on news, events, statuses, etc. on social media are presented in Table 5.

**Table 5.**

*Comparison of Pre-service Turkish Turkish Language and Literature Teachers' Critical Reading Levels to Gender and the Use of Social Media*

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Gender	Female	110	52.64	12.96	171	1.37	.170
	Male	63	55.30	10.84			
Use of Social Media	Yes	54	53.47	13.67	171	.101	.920
	No	119	53.67	11.64			

Table 5 reveals that the mean score of Turkish and Turkish language and literature pre-service teachers' critical reading score is 52.64 for female students and 55.30 for male students. The analysis sought to determine whether there was a significant difference in Turkish and Turkish language and literature pre-service teachers' critical reading levels in terms of gender, and the level of significance was determined to be 0.170. This finding demonstrates that there is no significant difference between female and male pre-service teachers in terms of their critical reading levels.

Table 5 also reveals that the mean score of Turkish and Turkish language and literature pre-service teachers' critical reading score is 53.47 for pre-service teachers who write comments on social media and 53.67 for those who do not. The analysis examined whether there was a significant difference between the critical reading levels of pre-service teachers who do and do not comment on social media, and the level of significance was determined to be 0.920. This finding demonstrates that there is no significant difference between Turkish and Turkish language and literature pre-service teachers who comment on social media and those who do not in terms of their critical reading levels.

### **Discussion and Conclusions**

In this study, which aimed to determine the critical reading levels of pre-service Turkish and Turkish language and literature teachers in terms of several variables, the participants' general mean scores for critical reading among both groups was determined to be 53.61. Considering that the critical reading test had a maximum possible score over 100 points, this result can be interpreted as the fact that pre-service teachers of Turkish and Turkish language and literature have moderate critical reading levels. In contrast to the present study, in both of the previous studies that determined the critical reading self-efficacy perceptions of Turkish and English language teaching students (Unal and Sever, 2013; Kucukoglu, 2008), the students' levels of critical reading self efficacy perceptions were found to be high.

The participating pre-service Turkish language teachers from the present study consisted of senior students in the Department of Turkish Language Teaching, and the participating Turkish language and literature pre-service teachers included senior students from the Department of Turkish Language and Literature Teaching as well as students enrolled in the Pedagogical Formation Program of Turkish Language and Literature. Evaluating the pre-service teachers' critical reading levels in terms of their departments revealed significant differences between the students from the Department of Turkish Language and Literature Teaching and those attending the Formation Program of Turkish Language and Literature; this difference was in favor of the students from the Department of Turkish Language and Literature Teaching. This finding can be assessed as a reflection of the difference between undergraduate programs and formation programs at faculties of education (as well as undergraduate programs at faculties of science and literature) in terms of teaching critical reading skills.

Comparing pre-service teachers' critical reading skills in terms of gender demonstrated no significant difference between female and male students. This result contradicts the research findings of Unal and Sever (2013), which found a difference in favor of male students, as well as those of other studies (Akyol, 2011; Ozmutlu et. al, 2014; Karabay et. al, 2015 ), which found differences in critical reading levels in favor of female students.

The results demonstrated no significant difference in the critical reading levels of the participating Turkish and Turkish language and literature pre-service teachers based on their grade means. This supports a claim that grade means do not influence the critical reading levels of pre-service teachers.

When the study examined the effect of the number of books read annually on the pre-service Turkish and Turkish language and literature teachers' critical reading levels, it revealed that 35% of pre-service teachers read 1-5 books a year while 38% read 6-11 books. To classify individuals based on their reading habits, those who read fewer than 5 books a year are defined as infrequent readers, those who read 6-11 books are referred to as medium-readers, and those who read more than 12 books are classified as frequent readers (ALA, 1978 cited in Yilmaz, 2004, pp. 116). According to this classification, 36% of the pre-service teachers participating the study are infrequent readers, 38% are medium readers, and 26% are frequent readers.

The study also concluded there is no significant difference between the critical reading levels of pre-service teachers based on the number of books they read annually, and the study also concluded that the number of books they read does not affect their critical reading levels. This finding contradicts the research findings of a study (Unal and Sever, 2013; Ozmutlu et al., 2014) that demonstrated that the more books students read, the higher their critical reading levels became.

When the study examined the effect of the participating pre-service teachers' preferred book types on their critical reading levels, it revealed that the pre-service teachers' favorite books were literary ones, while the least favorite ones were about psychology. In addition, the study demonstrated that the pre-service Turkish and Turkish language and literature teachers' critical reading levels were not affected by their preferred book type.

Finally, the findings related to the comparison between the participants' critical reading levels and their comments on news, events, statuses, etc. on social media revealed that only 31% of the pre-service teachers write comments on social media, but that there is no significant difference between the critical reading levels of pre-service teachers who write comments and those who do not.

This study, which sought to answer whether pre-service Turkish and Turkish language and literature teachers, who will shape their students as critical readers, are themselves critical readers or not, also aimed to point out what can be done for pre-service teachers to equip them with critical reading skills and to teach these skills to their students in turn. Critical reading education constitutes an important dimension of language teaching programs that aim to improve comprehension and expression skills (Jewett, 2007; Walz, 2001; Zigo and Moore, 2004). Moreover, in light of the research finding that the Turkish Language Teaching Program for Second Level Primary Education, which pre-service Turkish language teachers are meant to apply when they begin work, is insufficient to teach critical reading skills (Akyol, 2011), it becomes more important that pre-service teachers have critical reading skills and know how to teach critical reading. Therefore, practices of critical reading and how to teach it should be incorporated into the appropriate courses (reading education,

special teaching methods etc.) in both Turkish language and Turkish language and literature teaching programs. These programs should also be supported with optional courses such as critical reading and media literacy.

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## **Türkçe ve Edebiyat Öğretmen Adaylarının Eleştirel Okuma Düzeylerinin İncelenmesi**

### **Atıf:**

- Maltepe, S. (2016). An analysis of the critical reading levels of pre-service Turkish and literature teachers. *Eurasian Journal of Educational Research*, 63, 169-184, <http://dx.doi.org/10.14689/ejer.2016.63.10>

### **Özet**

*Problem Durumu:* Milli Eğitim Bakanlığı tarafından hazırlanan Türkçe, Dil ve Anlatım, Türk Edebiyatı derslerinin öğretim programlarında "Türkçeyi doğru, güzel ve etkili kullanan, eleştirel ve yaratıcı düşünebilen, bilgiyi kullanabilen, üretebilen, girişimci, kişisel ve sosyal değerlere önem veren vb. bireyler yetiştirme" nin amaçlar

arasında yer aldığı görülmektedir. Programlarda “Dil öğretimi bir ölçüde düşünme öğretimidir.” savından hareketle genelde düşünme becerilerine özelde de eleştirel düşünmeye vurgu yapıldığı söylenebilir. Bireyin okudukları üzerinde düşünmesi, okuduklarını değerlendirmesi ve okuduklarına ilişkin kendi yargularını kullanabilmeyi alışkanlık durumuna getirmesi şeklinde tanımlanan eleştirel okuma, bu yönüyle okuma sürecinde okura birtakım görevler yüklemektedir. Eleştirel okuma sürecinde okur, ne yazıldığıнын, nasıl yazıldığıнын yanında niçin yazıldığıнын da farkına varmalı ve yazarın metni iletirken nasıl bir tutum takındığına, bilgilerin tutarlı olup olmadığına, yazarın kullandığı sözcüklere de dikkat etmelidir. Ayrıca eleştirel okuma; “okurken yargıya varma süreci ve önceden belirlenmiş standartlara göre okunan şeyi sorgulama” olarak da tanımlanmaktadır. Öğrencilerine eleştirel okuma becerisi kazandıracak olan öğretmenin; metin seçimi, uygun tekniklerin kullanımı, işlevsel öğrenme öğretme süreçlerinin hazırlanması vb. konularda bilgi sahibi olmasının yanında eleştirel okuma becerisini de sergileyebilmesi beklenir. Ayrıca Türkçe ve Türk Dili ve Edebiyatı öğretmenleri için Milli Eğitim Bakanlığı tarafından açıklanan özel alan yeterlikleri içinde “Türkçenin doğru ve etkili kullanımı ve iletişim açısından model olabilme”, “okuma kültürü oluşturabilme ve geliştirebilme” yeterlikleri de yer almaktadır. Bu durumda geleceğin öğretmenleri olarak kabul edebileceğimiz Türkçe ve Türk Dili ve Edebiyatı öğretmen adaylarının eleştirel okuma konusunda öğrencilerine model olup olamayacaklarına ilişkin çıkarımları sağlayacak araştırmaların yapılması önem kazanmaktadır.

*Araştırmanın Amacı:* Bu araştırmada, öğretmen adaylarının, öğrencilerinin eleştirel okuma becerilerini geliştirebilme potansiyellerine yönelik çıkarımlarda bulunmak üzere Türkçe ve Türk Dili ve Edebiyatı öğretmen adaylarının eleştirel okuma düzeylerinin bazı değişkenler açısından belirlenmesi amaçlanmıştır. Bu amaç doğrultusunda şu sorulara yanıt aranacaktır: 1. Türkçe ve Türk Dili ve Edebiyatı öğretmen adaylarının eleştirel okuma düzeyleri nedir? 2. Türkçe ve Türk Dili ve Edebiyatı öğretmen adaylarının eleştirel okuma düzeyleri; okudukları bölümlere, başarı durumlarına, bir yılda okudukları kitap sayısına, en çok okudukları kitap türüne, cinsiyetlerine ve sosyal medyayı etkili olarak kullanıp kullanmadıklarına göre farklılaşmakta mıdır?

*Araştırmanın Yöntemi:* Bu araştırmada Türkçe ve Türk Dili ve Edebiyatı öğretmen adaylarının eleştirel okuma düzeyleri tanımlanmaya çalışıldığı için nicel araştırma stratejisi içinde yer alan betimsel nitelikli genel tarama modeli kullanılmıştır. Araştırmanın çalışma grubu, Balıkesir Üniversitesi Necatibey Eğitim Fakültesi Türkçe Eğitimi Bölümü, Türk Dili ve Edebiyatı Eğitimi Anabilim Dalı son sınıf öğrencileri ve Türk Dili ve Edebiyatı Pedagojik Formasyon Programı öğrencileri olmak üzere 173 kişiden oluşmaktadır. Araştırmada veri toplama aracı olarak Kişisel Bilgi Formu ve Eleştirel Okuma Başarı Testi kullanılmıştır. Çoktan seçmeli 32 sorudan oluşan Eleştirel Okuma Başarı Testinin KR 20 güvenirliği .81, ortalama güçlüğü .64 olarak belirlenmiştir. Verilerin analizinde; betimsel analiz için yüzde, frekans ve ortalama kullanılırken, cinsiyet ve sosyal medyayı etkili kullanıp

kullanmama durumu deęişkenleri için t-testi; öğrenim görülen bölüm, not ortalaması, bir yılda okunan kitap sayısı ve en çok okunan kitap türü deęişkenleri için varyans analizi teknikleri kullanılmıştır.

*Araştırmanın Bulguları:* Türkçe ve Türk Dili ve Edebiyatı öğretmen adaylarının eleştirel okuma düzeylerinin bazı deęişkenler açısından belirlenmesinin amaçlandığı bu çalışmada, her iki gruptaki katılımcıların eleştirel okuma düzeylerine ilişkin genel ortalama puanlarının 53,61 olduğu belirlenmiştir. Öğretmen adaylarının eleştirel okuma düzeyleri öğrenim gördükleri bölümlere göre değerlendirildiğinde; Türk Dili ve Edebiyatı Eğitimi Anabilim Dalı öğrencileri ile Türk Dili ve Edebiyatı Formasyon Programı öğrencileri arasında farklılıkların görüldüğü ve farkın Türk Dili ve Edebiyatı Eğitimi Anabilim Dalı öğrencileri lehine olduğu sonucuna ulaşılmıştır. Katılımcıların eleştirel okuma düzeylerinin cinsiyete göre karşılaştırılmasında, kız ve erkek öğrenciler arasında anlamlı bir fark olmadığı ortaya çıkmıştır. Araştırmaya katılan öğretmen adaylarının eleştirel okuma düzeylerinde not ortalamalarına göre anlamlı bir farklılığın olmadığı görülmüştür. Bir yılda okunan kitap sayısı deęişkeninin Türkçe ve Türk Dili ve Edebiyatı öğretmen adaylarının eleştirel okuma düzeyleri üzerinde etkisi olup olmadığı incelendiğinde, öncelikle öğretmen adaylarının %35'nin yılda 1-5, %38'inin ise 6-11 kitap okuduğu ve bir yılda okudukları kitap sayısı ile eleştirel okuma düzeyleri arasında anlamlı bir farklılık olmadığı bulgusuna ulaşılmıştır. Öğretmen adaylarının en çok okudukları kitap türünün eleştirel okuma düzeylerine etkisinin olup olmadığı incelendiğinde; öncelikle en çok edebi kitapları, en az da felsefe kitaplarını okudukları ve eleştirel okuma düzeylerine en çok okudukları kitap türünün etki etmediği görülmüştür. Katılımcıların eleştirel okuma düzeylerinin sosyal medyada yer alan haber, olay, durum vb.lerine yönelik yorum yazıp yazmadıklarına göre karşılaştırılmasında; öğretmen adaylarının yalnızca %31'nin sosyal medyada yorum yazdığı, sosyal medyada yorum yazan ve yazmayan Türkçe ve Türk Dili ve Edebiyatı öğretmen adaylarının eleştirel okuma düzeyleri arasında anlamlı bir farkın olmadığı ortaya çıkmıştır.

*Araştırmanın Sonuçları ve Önerileri:* Araştırma sonunda; öğretmen adaylarının eleştirel okuma becerilerinin orta düzeyde olduğu belirlenmiştir. Ayrıca öğretmen adaylarının eleştirel okuma düzeyleri öğrenim gördükleri bölüm deęişkenine göre incelendiğinde Türk Dili ve Edebiyatı Eğitimi Bölümü lehine bir farklılaşma olduğu; ancak cinsiyet, başarı durumu, bir yılda okunan kitap sayısı, en çok okunan kitap türü ve sosyal medyayı etkili kullanıp kullanmama deęişkenlerinin katılımcıların eleştirel okuma düzeyleri üzerinde etkili olmadığı sonucuna ulaşılmıştır. Öğrencilerini birer eleştirel okur olarak yetiştirecek olan Türkçe ve Türk Dili ve Edebiyatı öğretmen adaylarının eleştirel okuma becerisine sahip olmalarının ve eleştirel okumayı öğretmenin yollarını bilmelerinin önemi yadsınamaz. Bu nedenle gerek Türkçe Eğitimi gerekse Türk Dili ve Edebiyatı Eğitimi öğretmen yetiştirme programlarında uygun olan derslerde ( Okuma Eğitimi, Özel Öğretim Yöntemleri vb. ) eleştirel okumaya ve öğretimine ilişkin uygulamalara yer verilmeli ve programların

Eleştirel Okuma, Medya Okuryazarlığı gibi seçmeli derslerle desteklenmesi sağlanmalıdır.

*Anahtar Sözcükler:* Eleştirel okuma, okuma becerisi, dil öğretimi, edebiyat eğitimi, öğretmen adayı