The Effect of Critical Reading Skill on Academic Success in Social Studies

Ahmet Utku OZENSOY[1]

A R T I C L E I N F O	A B S T R A C T

Purpose: The research aims to investigate the effect of critical reading skill teaching on students' academic success in social studies course. **Method:** Experimental model was used in the research. The "pre-test post-test control group pattern" of this model was preferred. In the experimental process, the effect of teaching based on critical reading skill in the social studies course on students' academic success was investigated. The experimental process was carried out between April and May 2018 in a secondary school (6th grade students) in the central district of Muş. Experiment and control groups of the research were randomly assigned. In the study, an academic success test was applied to the experiment and control groups as pre-test and post-test. The data were analysed by covariance analysis. **Findings:** In the research, there was a significant difference between the post-test score averages of the experiment and control groups favouring the experiment group. This finding reveals that teaching critical reading skill is effective in increasing students' academic success. **Implications for Research and Practice:** In the research, it was found that when the social studies course was conducted according to critical reading skills, it increased students' academic success. Therefore, the teaching of critical reading skill should be given importance in the social studies course. Social studies teachers should receive in-service training on critical reading. Critical reading should be used effectively in courses. Researches should be done on the effect of critical reading skill on other skills.

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[1] Muş Alparslan University, autkum@yahoo.com TURKEY ORCID: 0000-0001-6604-5920

Introduction

With the introduction of computers into human and social life, the increase in human knowledge has accelerated. Advances in internet technology have accelerated this increase. This incredible increase in knowledge has brought to the fore such elements as the research of the information, analysis, questioning, interpretation, reproduction, using in new situations, and evaluation of the information, problem-solving. Therefore, critical thinking, critical listening, critical writing, and critical reading have become more important in all life areas.

Critical reading can be defined as analysing written and visual materials according to objective criteria, distinguishing facts and opinions, making questioning, decision making according to logic, making comparisons and evaluations. For this, it is necessary to start by assuming that the written material reflects the author's own opinions, thoughts and arguments, not the facts. Therefore, one of the most important elements of critical reading is to reveal the factors such as the author's reason for writing the written material, their opinions, expectations, and perspectives. Then the text's main idea is determined and to what extent the main idea is supported is examined. The information in the written material is compared from reliable sources. The opinions and facts suggested by the author are compared. Consistency, relevant and unrelated information is found in cause and effect relationships.

Critical reading has become more important than ever. According to DeVoogd (2008: 21), critical literacy is a term that "tries to define texts, films, speeches and visuals that give privilege to the perspectives of 'winners' in the historical or other books". The term "winner" means the person or elements brought to the forefront in history, supported and privileged. DeVoogd stated that the aim of critical literacy is to maintain the ideal of justice and freedom for all actively. Educators try to achieve this goal through existing transformation systems and promote free thinking to achieve alternative perspectives. According to Freire and Macedo (1980: 80), reading always requires critical perception, interpretation, and rewriting of what is read. Carr (1988) stated that critical reading, which is the subject of students' learning to think during reading, may be the centre of their thinking skills. Carr emphasizes that reading textbooks plays a prominent role in learning the content of the subject and pointed out that newspapers, magazines, television and radio should be used in classrooms. According to Giroux (1998: 52), "the task of critical literacy theory is to broaden our understanding of how teachers effectively produce, preserve and justify meaning and life in classrooms." Questioning the teaching conditions in the classroom, Giroux underlined that the understanding that knowledge is not only produced by experts or teachers should be developed.

The text can be evaluated by finding that the author's facts to support his views are incomplete, wrong, sufficient or inadequate. Thus, the reader can look critically at the text he is reading. According to Adalı (2010), distinguishing facts and opinions is one of the basic elements of critical reading. Distinguishing expressions that vary from person to person and expressions based on a data or finding sound sources can verify can be verified by sound sources and are the cornerstones of healthy

thinking. After the reader realizes which of the statements in the text he read is based on evidence and the author's views, he can determine whether facts support the views expressed in the text.

One technique of critical reading is to comprehend the fiction of the text. For this, it is necessary to pay attention to whether the cause-effect relationships of the thoughts in the text are made correctly, whether important and unimportant thoughts are given in a correct flow. The last step in the critical reading technique is to evaluate the text in general. For this, the reader must ask the following questions:

- Do the narratives or facts follow a logical order?
- Is the text clearly arranged?
- Are the views of the author supported by information?
- Is the author experienced on this?
- What perspective does the author emphasize in his article?

Various academics have proposed some strategies to gain critical reading skills. According to Suacillo, Um, Velasquez, Villaflores, Cequena (2016) there is a moderate positive correlation between critical reading strategies and reading comprehension, between critical reading strategies and analytical writing performance, and between reading comprehension and writing performance. They found that students put critical reading strategies in the order of importance as follows:

1. Reflecting on the challenges to beliefs and values
2. Contextualizing
3. Outlining and Summarizing
4. Evaluating
5. Questioning
6. Previewing
7. Comparing and Contrasting

Critical reading skills are related to critical thinking skills. According to Paul and Elder (2008: 9), when you read a text, you judge the text, read it for a purpose, use your own assumptions, concepts and ideas, make inferences, think from a personal perspective. You also try to uncover the author's purpose, assumptions, and concepts. The better you understand your reasoning from your perspective, the better you understand that of others. The better you understand the logic of others, the better you will understand your own. Paul and Elder (2006: 3) proposed some skill elements to deal with the text read from multiple perspectives. These are clearly expressed goals, well-formulated questions, distinguishing and correct information with irrelevant and erroneous information, achieving logical conclusions and inferences, recognizing important and deep concepts, separating the defensible opinions from the unavoidable, tracing logical information, thinking and defining from multiple perspectives.

Critical reading is the process of reading written materials carefully and reflectively, analysing the text, making logical conclusions from the text, actively

analysing and recognizing the evidence in the text. According to Kurland (2000), the aim of critical reading is to notice the author's purpose, reveal the author's way of handling the subject, understand the persuasive factors, and recognize the author's prejudices. According to Kurland (2000), critical reading is discovering facts and opinions in the text. Critical thinking is the evaluation of facts and opinions to accept and make decisions. According to Wheeler (2007), critical readers investigate the quality of ideas. They are open-minded and sceptical to the text. Critical readers analyze the text by dividing it into logical sections, re-expressing ideas with other concepts. They actively evaluate the thought advocated in the text from different perspectives, learn original and new thoughts, read consciously with an intellectual honesty and perspective, evaluate the text with their expressions and perspective, and make sense of the text. According to Wheeler (2007), critical reading is different from reading sceptical. Critical reading tries to size thoughts and test contexts. The critical reader does not just try to refute ideas, but finds new evidence to support them. Therefore, the critical reader differs from the sceptical reader.

Reviewing the text carefully in critical reading, doubting the text being read, questioning the text are important elements. Çiftçi (2006) explained the four basic concepts of critical reading as attention, doubt, question, and awareness of their own competencies and inadequacies. Doğanay (2007) underlined that texts should be "read by questioning and analysing in depth" for critical reading. According to Thuy (2015), critical reading has five strategies. These strategies include taking notes, marking the text, commenting on the text, recognizing logical fallacies and evaluating Internet sources. According to Thuy (2015), the keys to critical reading consist of five elements:

- From identifying claims to analysing arguments
- Analysing arguments
- Analysing and comparing arguments
- Identifying a thesis
- Evaluating quotations

Critical reading skill is related to distinguishing facts and opinions, determining viewpoints, analysing and evaluating arguments. Hoffman (1992) stated that critical thinking and reading can be taught and emphasized that students with these skills will increase their school success. Bağdat (2009) found that in students who gained critical thinking skills in English course, situations such as handling the text differently, commenting, accepting or rejecting the proposed idea were observed. Students who acquire critical thinking skills wonder the purpose of the author and can make analysis, synthesis and evaluation by using the data obtained beforehand. Besides, students who gain critical reading skills increase their productivity and creativity skills and express their opinions without hesitation. Collins (1993) underlined that teachers have a very important function in critical reading. To improve critical reading, the teacher should create a classroom atmosphere that encourages research. Students should be encouraged to organize, predict and ask questions that support their value judgments in the classroom. According to him, the critical reader is an active reader. The critical reader actively participates in the process before, during and after reading. Critical reader asks questions, evaluates and judges about the text

they read. "Critical reading skill is a skill that democratic societies need, which must be acquired by thinking and sensitive people (Sever, 2003: 19)." Sever (2003) emphasized the importance of critical reading skills in childhood, emphasizing the necessity of reading critically in testing the accuracy and validity of new information that individuals face constantly and in applying to the testimony of different sources.

One of the prerequisites for success in national and international exams is reading comprehension and critical reading. According to the 2018 PISA (PISA 2019) results, fifteen of the 17 countries that scored 500 points in the field of reading skills have 500 or more points in both mathematics literacy and science literacy. In addition, as the reading skills scores decrease, both mathematics literacy and science literacy scores decrease. A similar situation can be seen in PISA exams in 2003, 2006, 2009, 2012 and 2015. According to the 2018 PISA reading exam results in Turkey 466 points (40th place), 454 points (42th place), science exam 468 points (39th place) has taken. These results show that there is these results showing a positive relationship between reading skills and mathematical literacy and science literacy. Therefore, the increase in critical reading skills affects mathematics and science education positively. There is a significant relationship between critical reading and reading comprehension (Ünal, 2006, Işık Aydın, 2016). Therefore, critical reading skills will increase students' comprehension levels and course success. At the same time, students' level of success in national and international exams will increase.

An important part of research related to critical reading in Turkey is associated with critical thinking skill. According to these studies (Yıldırım, 2005; Orhan, 2007; Akar, 2007; Gülveren, 2007; Zayif, 2008; Cantürk-Günhan & Başer, 2009; Dolapçı, 2009; Şentürk, 2009; Bağdat, 2009; Beşoluk & Önder, 2010; Koç, 2011; Author, 2011; Işık, 2010; Karabay, 2012; Bisset, 2014), there is a positive relationship between critical thinking and critical reading. As critical thinking skill increase, critical reading skill also increases. The opposite is also true. In other words, as the critical reading skill increases, the level of critical thinking skill increases.

Critical reading and critical thinking significantly improve academic success, reading comprehension, problem-solving, critical reading, and critical thinking skills in social studies and academic success in science-technology and Turkish courses. Research confirms these findings (Bianco & McCormick, 1989; Akbıyık, 2002; Lumpkin, 1992; Yıldırım, 2005; Ünal, 2006; Orhan, 2007; Akar, 2007; Gülveren, 2007; Zayif, 2008; Gürleyük, 2008; Cantürk-Günhan & Başer, 2009; David, 2009; Dolapçı, 2009; Şentürk, 2009; Bağdat, 2009; Beşoluk & Önder, 2010; Koç, 2011; Author, 2011; Karabay, 2012; Emiroğlu, 2014; Akın, 2014; Yu, 2015; Işık Aydın, 2016; Suacillo et al. 2016; Çetinkılıç, 2017; Boran, 2019). Besides, critical reading is effective in foreign language teaching (Thuy, 2015; Hu, 2015). Although there are different studies on critical reading and critical thinking skills, the number of research is insufficient. Moreover, there is no research on the effect of critical reading skill on academic success in the social studies course. This study will be the first research in this area.

Method

Research Model

The aim of the research is to investigate the effect of critical reading skill teaching on the academic success of students in the social studies course. In the research, "Is there a significant difference between the groups' academic success that is used and not used critical reading?" the answer to the question was sought.

In this research, experimental model is used. The "pre-test and post-test control group pattern" of this model was preferred. In the experimental process, the effect of teaching based on critical reading skills in the social studies course on students' academic success was investigated. Academic success test (AST) was applied to the experimental and control groups before and after the experiment. The experimental process of the model of the research is shown below:

Table 1

Experimental Process of the Research

	Groups	Pre-Test	Experimental Process	Post-Test
R1	Experimental	AST1	Instruction based on critical reading skill	AST3
R2	Control	AST2	Current teaching	AST4

The experimental and control groups of the study were randomly (R) assigned as. In the research, the AST was applied to the experimental and control groups as pre-test and post-test. Experimental and control groups were taught the subjects of 6th grade "Effective Citizenship" learning area. Teaching based on critical reading skills of "Effective Citizenship" subjects was conducted in the experimental group. The current education proposed by the Ministry of National Education was applied to the students in the control group. 13 sub-skills recommended by Author (2011) were applied for teaching based on critical reading skills. These sub-skills are (2011):

1. Making a preliminary examination

2. Asking questions

3. Paying attention to key concepts

4. Making a comparison

5. Summarizing

6. Writing notes on the edge of the page

7. Evaluating the thesis and main idea in the text

8. Finding the author's point of view and purpose

9. Separation of facts and opinions

10. Noticing prejudices and stereotypes

11. Supporting claims by evidences

12. Establishing cause-effect relationship

13. Completion of the missing texts

Research Sample

Experimental process started after the pre-test AST was applied to the experimental and control groups. During the process, students of the experimental group made a preliminary examination of the texts, asked questions about the texts; attention was drawn to prejudice, stereotype and key concepts. Besides, a comparison was made with other sources, the text was summarized, and the author's point of view, the main idea and the thesis of the text were found. Students distinguished facts and opinions and found cause-effect relationships. Students in the experimental group wrote notes on the page edges of the book. The experimental group students questioned the text and it was tried to be provided to read the text critically. Students expressed their views freely in a democratic environment during the lessons and held activities such as discussion on critical reading. AST as post-test was applied to both groups one week after the experimental procedure lasting eighteen lessons.

The experimental process was carried out between April and May 2018 in a secondary school in the Centre district of Muş. Before the research, 6.A control group and 6.C experimental group were randomly determined. The control group (17 girls, 17 boys) and the experimental group (16 girls, 18 boys) consisted of 34 participants.

To determine whether the two classes are equivalent, the 2017-2018 Academic Year I st Semester social studies course scores and the mean scores they received from the pre-test were compared with the "t" test. In table 2, the comparison of the social studies scores of the 6.A and 6.B and the academic achieve test pre-test scores with the "t" test are given.

Table 2

t-Test Results of Social Studies Course Scores of 6.A and 6.C Classes

Classes	N	Ẍ	S	df	t	Sig.
6.A	34	78.79	9.24	33	.447	.658
6.C	34	79.56	7.95			

In Table 2, the average scores of the experimental and control groups 2017-2018 Academic Year 1st Semester social studies course and the standard deviations of the scores are given. As seen in Table 2, the mean scores of the experimental and

control groups did not show any significant difference [t (33) = .447, p> .05]. This shows that the two groups are equivalent to each other as academic success.

Table 3

t-Test Results of Pre-test Average Scores of 6.A and 6.C Classes

Classes	N	Ẍ	S	df	t	Sig.
6.A	34	10.59	2.54	33	-.583	.564
6.C	34	10.24	2.87			

In Table 3, the average of the pre-test scores of the experimental and control groups and the standard deviations of the scores are given. As seen in the table, the AST scores of the experimental and control groups do not show any significant difference [t (33) = -.583, p> .05]. In table 3, it is seen that the averages of the two classes are close to each other and there is no significant difference between the scores. This shows that the two groups are equivalent to each other as academic success.

Research Instrument

In the research, academic success levels of experimental and control groups were measured with measurement tool. For the measurement tool, 36 elective questions related to the 6th grade "Effective Citizenship" learning area were prepared. In order to determine the content validity, 36 elective questions were examined by two academicians who are experts in social sciences and two social studies teachers. Then, 1 question was changed, and 3 questions were rearranged in line with experts and social studies teachers' suggestions. The pilot application was made to 183 students from 7th and 8th grades at the same school. As a result of the pilot application, item analysis was made and 6 questions with low scores were removed. In this way, a measurement tool consisting of 30 questions was created and a pilot application was made to 7th grade again. As a result of the second pilot application, the measuring tool's Cronbach Alpha coefficient was found as .83 and the measuring tool was given its final shape. Thus, AST was created. In the measuring tool, each correct answer is taken as "1" score and the wrong answer "0" score. No correction has been made for incorrect answers.

Data Analysis

Averages and standard deviations obtained with the SPSS package program were used to analyze the research data. Although the groups are equivalent, the data were analysed by covariance analysis (ANCOVA) to statistically increase the test's power. Thus, both error variance and bias are reduced. Thus, the power of the test is increased. ANCOVA is a powerful technique that provides a cross-group comparison by providing statistical control of another variable or variables, which are associated with the dependent variable and named as common variable, other than the independent variable whose effect is tested in a research (Büyüköztürk, 2007: 47).

Results

In Table 4, the pre-test and post-test average scores of the experimental and control groups and the standard deviations of the scores are given.

Table 4

Pre-test and Post-test Average Points and Standard Deviation Values of Experimental and Control Groups

GROUP	*Pre-test*			*Post-test*		
	N	Ẍ	S	N	Ẍ	S
Experimental	34	10.24	2.87	34	26.53	1.76
Control	34	10.59	2.54	34	23.18	3.46

As can be seen in Table 4, the pre-test average score of the students in the experimental group, where the teaching based on critical reading skill was applied was Ẍ = 10.24, and this value made Ẍ = 26.53 after the experiment. The scores of the students in the control group are Ẍ = 10.59 (pre-test) and Ẍ = 23.18 (post-test). The experimental group's average score increased by 16.29 compared to the pre-test, and the average score of the control group increased by 12.59. The average difference score of the experimental group is 3.7 more than the control group. When the pre-test academic success scores of the students exposed to two separate experimental processes are taken under control, the post-test corrected average scores and standard error values calculated as a result of the covariance analysis are given in Table 5.

Table 5

ANCOVA Results of Pre-test Post-test Scores of Experimental and Control Groups

Source	Sum of Squares	Df	Main Square	F	Sig.	Eta Squared
Model	226.676	2	113,338	15.951	.000	.329
Pre-test	35.558	1	35,558	5.004	.029	.071
Grup	201.295	1	201,295	28.330	.000	.304
Error	461.854	65	7,105			
Corrected Total	688.529	67				

As seen in Table 5, the difference between the experimental and control groups' corrected scores for academic success according to the pre-test was found to be significant (F (1-65)=28.330; p<.05). This finding shows that the applied

experimental process caused differences in students' academic success scores. The post-test AST score is 26.53 of the experimental group and 23.18 of the control group. In this case, it is understood that the experimental group students' academic success who take social studies course based on critical reading skill is higher than the control group students. When the Eta square values are analysed, it can be seen that being in different groups independent of the pre-test scores explained 30.4% of the variability in the AST post-test scores.

The results of covariance analysis show that teaching based on critical reading skills and teaching approaches proposed by the Ministry of National Education have different effects on increasing students' AST scores. It can be said that this difference observed in students' AST scores is caused by teaching approach based on critical reading skill. It has been revealed that the approach of teaching based on critical reading skill is more effective in increasing students' academic success than the teaching suggested by the Ministry of National Education.

Discussion, Conclusion and Recommendations

Critical reading skill can be defined as questioning, analysing, interpreting, evaluating, comparing written and visual materials, determining stereotypes and biased attitudes. Carr (1988) states that critical reading is the source of high level skills. Therefore, critical reading skills effectively acquire many high-level skills such as critical thinking, critical listening, decision-making, and problem solving. Because "the reader should look critically at the text (İşeri, 1998: 2)". In addition, critical reading skill have a positive effect on gaining active citizenship skills as it will enable people to question what is happening in the environment, country and the world. People who adoption, know, use, and defend their rights and freedoms also read, listen, write, and think critically.

In the research, the effects of teaching based on critical reading skills on students' academic success were investigated in the social studies course. When the academic success pre-test scores were taken under control, it was revealed that there was a significant difference between the post-test mean scores of the experimental and control groups in favour of the experimental group. This finding reveals that teaching critical reading skill is effective in increasing students' academic success.

Research reveals that critical reading skill increases academic success, critical thinking and critical reading. Akbıyık (2002), Çam (2006) and David (2009) found that critical thinking and critical reading skills increase academic success. Karabay (2012) found that critical literacy instruction significantly increased students' academic success and critical reading levels. Emiroğlu (2014) revealed that teaching based on critical reading activities improved critical reading skills. Akın (2014) found that critical reading skill increased students' academic success, critical thinking and critical reading skills. Işık Aydın (2016) found that critical reading skill improved the level of reading comprehension. Çetinkılıç (2017) found that critical reading skill increased academic success and problem solving skill. Boran (2019) found that critical reading

skill increased learning products. Suacillo et al. (2016) found a relationship between critical reading and reading comprehension skills. Ünal (2006) found a significant relationship between critical reading skills and reading comprehension. Author (2011) found that teaching based on critical reading skills improved critical thinking skills. Thuy (2015) and Yu (2015) found that the development of critical reading skills provides deeper and more meaningful reading. The most important result of the research mentioned above is that teaching critical reading skills in academic success and skill teaching makes a significant difference compared to other teaching methods. These results support the findings obtained from the research.

As a result, it can be said that if the social studies course is done according to critical reading skills, students' academic success will increase. Therefore, the teaching of critical reading skills in schools should be done effectively. In the social studies course it should be included critical reading method. Social studies teachers and teacher candidates should receive in-service training on critical reading. Social studies program and textbooks should be rearranged according to critical reading skill. Critical reading should be used effectively in evaluating written, visual and audio sources outside of class.

Measurement tools related to critical reading and critical thinking skills should be prepared at primary, secondary and high school levels. Researches should be done on the effect of critical reading skill on other skills. Activities for critical reading skills should be prepared at primary, secondary and high school levels. Researches should be made with these activities. Research should be done on the obstacles and solutions to critical reading skills and critical thinking skills in schools and community life.

One of the most important elements in teaching critical reading skill is that the school and classroom environment is democratic. Therefore, different opinions and thoughts should be respected in classes, criticism should be approached with tolerance, students should be encouraged to ask questions and criticize. Besides, it should be ensured that a free atmosphere is created in the classroom and school environment. Because only a person who can research, question, analyze, solve problems, produce, decide freely, evaluate, criticize, use his mind, demand and defend his rights and freedoms can develop himself in this free environment.

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Eleştirel Okuma Becerisinin Sosyal Bilgilerde Akademik Başarıya Etkisi

Özet

Problem Durumu: Bilgisayarların insan ve toplum hayatına girmesiyle insanlığın bilgi birikimindeki artış hızlanmıştır. İnternet teknolojisindeki gelişmeler bu artışa bir ivme kazandırmıştır. Bilginin bu inanılmaz ölçüde artışı bilginin doğruluğunun araştırılması, analiz edilmesi, sorgulanması, yorumlanması, yeniden üretilmesi, yeni durumlarda ve problem çözmede kullanılması, değerlendirmesi gibi unsurları ön plana çıkarmıştır. Dolayısıyla hayatın her alanında eleştirel düşünme, eleştirel dinleme, eleştirel yazma ile birlikte eleştirel okuma daha da fazla önem kazanmaya başlamıştır.

Eleştirel okuma yazılı ve görsel materyalleri nesnel ölçütlere göre analiz etme, olgu ve görüşleri ayırt etme, sorgulama, akıl süzgecinden geçirme, karşılaştırma yapma ve değerlendirme olarak tanımlanabilir. Bunun için yazılı materyalin öncelikle gerçekleri değil yazarın kendi görüş, düşünce ve argümanlarını yansıttığını varsayarak yola çıkmak gereklidir. Dolayısıyla eleştirel okumanın en önemli unsurlarından biri yazarın yazılı materyali yazma nedeni, görüşleri, beklentileri, bakış açıları gibi unsurların ortaya çıkarılmasıdır. Ardından metnin ana fikri belirlenir ve ana fikrin hangi ölçüde desteklendiği incelenir. Yazılı materyaldeki bilgiler güvenilir kaynaklardan karşılaştırılır. Olgular ile yazarın ileri sürdüğü görüşler karşılaştırılır. Sebep ve sonuç ilişkilerindeki tutarlılık, ilgili ve ilgisiz bilgiler bulunur.

Türkiye'de eleştirel okuma ile ilgili yapılan araştırmaların önemli bir bölümü eleştirel düşünme becerisiyle bağlantılıdır. Bu çalışmalara göre eleştirel düşünme ile eleştirel okuma arasında pozitif bir ilişki bulunmaktadır. Bir başka deyişle eleştirel düşünme becerisi arttıkça eleştirel okuma becerisi de artmaktadır. Bunun tersi de geçerlidir. Yani eleştirel okuma becerisi artıkça eleştirel düşünme becerisinin düzeyi yükselmektedir.

Araştırmalar eleştirel okuma ve eleştirel düşünmenin başta Türkçe olmak üzere sosyal bilgiler ve fen ve teknoloji derslerinde akademik başarıyı, okuduğunu anlama,

problem çözme, eleştirel okuma, eleştirel düşünme becerilerini manidar düzeyde geliştirdiğini göstermektedir.

Eleştirel okuma ve eleştirel düşünme becerisi ile ilgili farklı araştırma yapılmasına rağmen araştırmaların sayısı yetersizdir. Üstelik sosyal bilgiler dersinde eleştirel okuma becerisinin akademik başarıya etkisi ile ilgili bir araştırma bulunmamaktadır. Bu çalışma bu alanda yapılan ilk araştırma olacaktır.

Araştırmanın Amacı: Araştırmanın amacı; sosyal bilgiler dersinde eleştirel okuma becerisine dayalı öğretimin öğrencilerin akademik başarısına etkisini araştırmaktır. Araştırmada "Eleştirel okuma kullanılan ve kullanılmayan grupların akademik başarıları arasında anlamlı bir fark var mıdır?" sorusuna yanıt aranmıştır.

Araştırmanın Yöntemi: Bu araştırmada, deneysel model kullanılmıştır. Bu modelin "ön test-son test kontrol gruplu deseni" tercih edilmiştir. Deneysel işlem sürecinde sosyal bilgiler dersinde eleştirel okuma becerisine dayalı öğretimin öğrencilerin akademik başarısına etkisi araştırılmıştır. Deney öncesi ve sonrası deney ve kontrol gruplarına akademik başarı testi uygulanmıştır. Araştırmanın deney ve kontrol grupları rastlantısal olarak (R) olarak atanmıştır. Araştırmada deney ve kontrol gruplarına deneysel işlem öncesi ön test ve deneysel işlem sonrası son test olarak akademik başarı testi uygulanmıştır. Deney ve kontrol gruplarına sosyal bilgiler dersi 6. sınıf "Etkin Vatandaşlık" öğrenme alanı konularının öğretimi yapılmıştır. Deney grubunda "Etkin Vatandaşlık" konularının eleştirel okuma becerisine dayalı öğretim yapılmıştır. Kontrol grubundaki öğrencilere Millî Eğitim Bakanlığının önerdiği mevcut öğretim uygulanmıştır.

Deney ve kontrol gruplarına ön test uygulandıktan sonra deneysel işlem başlamıştır. İşlem süresince, deney grubu öğrencilerine okunan metinlerin ön incelemesi yaptırılmış, metinlerle ilgili soru sormaları sağlanmış, ön yargı, kalıp yargı ve anahtar kavramlara dikkat çekilmiştir. Bunun yanında başka kaynaklarla karşılaştırma yaptırılmış, metni özetlemeleri sağlanmış, yazarın bakış açısı, ana fikir ve metnin tezi buldurulmuştur.

Araştırma öncesi random olarak 6.A sınıfı kontrol grubu ve 6.C sınıfı deney grubu belirlendi. Deneysel işlem Nisan-Mayıs 2018 tarihlerinde Muş ili, Merkez ilçesinde bir ortaokulda gerçekleştirilmiştir. Deney ve kontrol gruplarının oluşturulması için grup eşleştirme yöntemi tercih edilmiştir. Deney ve kontrol gruplarının sosyal bilgiler puanları ve akademik başarı olarak birbirine denk olduğu bulunmuştur.

Veri Analizi: Araştırmada akademik başarı testi ile deney ve kontrol gruplarının akademik başarı düzeyleri ölçülmüştür. Ölçme aracı sosyal bilgiler dersi 6. sınıf "Etkin Vatandaşlık" öğrenme alanı ile ilgili 30 seçmeli sorudan oluşmaktadır. Ölçme aracının güvenirlik ve geçerlilik çalışmaları yapılmıştır. Uygulamada her doğru yanıt "1" puan, yanlış yanıt "0" puan olarak alınmıştır. Yanlış yanıtlar için bir düzeltme yapılmamıştır.

Araştırma verilerinin çözümlenmesinde SPSS paket programıyla elde edilen ortalamalar ve standart sapmalar kullanılmıştır. Gruplar denk olmasına rağmen istatistiksel olarak testin gücünü arttırmak için veriler, kovaryans analizi (ANCOVA) ile çözümlenmiştir. Böylece hem hata varyansı hem de yanlılık azaltılmıştır. Böylece

testin gücü arttırılmıştır.

Araştırmanın Bulguları: Araştırmada deney ve kontrol gruplarının akademik başarıya yönelik ön teste göre düzeltilmiş puanları arasındaki farkın anlamlı olduğu bulunmuştur ($F_{(1-65)}$ = 28.330; p<.05). Bu bulgu uygulanan deneysel işlemin öğrencilerin akademik başarı puanlarında farklılığa yol açtığını göstermektedir. Son test ortalama puanı deney grubunun 26.53 ve kontrol grubunun 23.18'dir. Bu durumda eleştirel okuma becerisine dayalı sosyal bilgiler dersi alan deney grubu öğrencilerinin akademik başarılarının kontrol grubu öğrencilerinden daha yüksek olduğu anlaşılmaktadır.

Kovaryans analizi sonuçları eleştirel okuma becerisine dayalı öğretim ve Millî Eğitim Bakanlığının önerdiği öğretim yaklaşımlarının öğrencilerinin akademik başarı puanlarını artırmada farklı etkilere sahip olduğunu göstermektedir. Öğrencilerin akademik başarı puanlarında gözlenen bu farklılığın eleştirel okuma becerisine dayalı öğretim yaklaşımından kaynaklandığı söylenebilir. Eleştirel okuma becerisine dayalı öğretim yaklaşımının, Millî Eğitim Bakanlığının önerdiği öğretime göre, öğrencilerin akademik başarılarını artırmada daha etkili olduğu ortaya çıkmıştır.

Araştırmanın Sonuçları ve Öneriler: Çalışmada sosyal bilgiler dersinde eleştirel okuma becerisine dayalı öğretimin öğrencilerin akademik başarılarına etkileri araştırılmıştır. Araştırmada akademik başarı ön test puanları kontrol altına alındığında deney ve kontrol gruplarının son test puan ortalamaları arasında deney grubu lehine manidar bir fark olduğu ortaya çıkmıştır. Bu bulgu eleştirel okuma becerisinin öğretiminin öğrencilerin akademik başarılarını arttırmada etkili olduğunu ortaya koymaktadır.

Akademik başarı ve beceri öğretiminde eleştirel okuma becerisinin öğretilmesi diğer öğretim yöntemlerine göre anlamlı şekilde farklılık yaratmaktadır. Araştırmalar eleştirel okuma becerisinin akademik başarı, eleştirel düşünme, eleştirel okumayı arttırdığını ortaya koymaktadır. Bu sonuçlar araştırmadan elde edilen bulguları desteklemektedir.

Eleştirel okuma ve eleştirel düşünme becerileri ile ilgili ölçme araçları ilkokul, ortaokul ve lise düzeyinde hazırlanmalıdır. Eleştirel okuma becerisinin diğer beceriler üzerindeki etkisi üzerine araştırmalar yapılmalıdır. Eleştirel okuma becerileri için etkinlikler ilkokul, ortaokul ve lise seviyelerinde hazırlanmalıdır. Bu faaliyetlerle araştırmalar yapılmalıdır. Okullarda ve toplum yaşamında eleştirel okuma becerileri ve eleştirel düşünme becerilerinin önündeki engeller ve çözüm yolları üzerinde araştırma yapılmalıdır.

Okullarda eleştirel okuma becerisinin öğretimi etkin bir şekilde yapılmalıdır. Sosyal bilgiler dersinde eleştirel okuma yöntemine yer verilmelidir. Sosyal bilgiler öğretmenleri eleştirel okuma ile ilgili hizmet içi eğitim almalıdır. Eleştirel okuma, derslerin yanında ders dışı yazılı, görsel ve işitsel kaynakları değerlendirmede etkin bir şekilde kullanılmalıdır.

Anahtar Sözcükler: Sosyal bilgiler, sosyal bilgiler öğretimi, beceri öğretimi, eleştirel okuma