Çocuk Edebiyatı Eleştirisinin Türkçe Öğretmen Adaylarının Çocuk Kitaplarını Gelişim Düzeylerine Göre Ayrıştırma Becerisine Etkisi[*]

Impact Of The Children's Literature Criticism On The Discernment Skill Of The Candidate Turkish Teachers At The Children's Books In Line With The Children's Developmental Level

Esra Lüle MERT[*]

Extended Summary

Purpose

In this study, it is intended to determine the impact of the children's literature criticism on the discernment skill of the candidate Turkish teachers at the children's books in line with the children's developmental level. In accordance with the primary purpose of this study, the answers of following questions will be sought for:

1. Is there a significant difference between the success rate of the control and experimental group students when the conventional children's literature curriculum applied to the candidate Turkish teachers and the curriculum of the course in which the children's literature criticism were carried out are compared with?

2. How do the students assess the learning process of the children's literature criticism in terms of following aspects?

a) identifying the children's books,

b) contribution to choosing the children's book and

c) specifying the properness of the books in accordance with the age of children.

[*] Doç. Dr.; İnönü Üniversitesi, Türkçe Eğitimi Bölümü; esralule@gmail.com.

Method

This research, which is intended to determine the impact of the children's literature criticism on the discernment skill of the candidate Turkish teachers at the children's books in line with their developmental level, is a quasi-experimental study. In this study, 'the pre-test/post-test random variable design with control group', which is one of the quasi-experimental research models, is used (Fraenkel and Wallen, 2006).The two study groups are participated in this research. The study group are composed of the 1st, 2nd and 3rd grade students who studied in the İnönü University in 2013-2014 academic year. This study was carried out in the fall semester of the 2013-2014 academic year. Based on the random assignment method, 25 of the students out of 50 were identified as the members of the experimental group while the rest 25 were as the control group. The 3rd grade daytime education students that studied in 2013-2014 academic year in the İnönü University were composed of the control group. The experimental group consisted of the 3rd grade evening education students. The structured interview form was used to collect data in this study. The candidate Turkish teachers in the experimental group carried out the children's literary criticism over the contemporary children's books, which had been listed by Sever, Dilidüzgün, Neydim and Aslan (2007) among the books in accordance with the age level of the children. In total, 24 children's books for the 6 different age level were used for pre-interview and post-interview. As part of the pre-test, the opinions of each student regarding the appropriate age level of each book for the kids were taken through the interview method in the beginning of the semester. The qualitative data acquired was coded as the quantitative data. For the post-test, the same books were presented to the same students and asked to which appropriate age level the books were belonged.

The daytime education students of the Department of the Turkish Education of the İnönü University in the 2013-2014 academic year were not made to fulfil the children's literature criticism in the children's literature course taught by a researcher. The children's literature course taught at the control group only included the definition of literature, the definition of the children's literature, the historical development of children's literature in World and Turkey and the theoretical definitions of the types of children's literature. In the children's literature course taught to the control group students, a curriculum was identified in the light of the answer given by Sever (2013) to the question "how should the children's literature instructive be structured?" The candidate teachers were enumerated as Ö1.; Ö2.; Ö3; Ö4.; Ö5… while the books to be reviewed were enumerated as K1.; K2.; K3.; K4.; K5… Each candidate teacher who could know the appropriate age level correctly for the relevant book was given 0.1 points. The total number of the points was 0.24. For the books whose appropriate age level for the kids could not be known correctly, 0.00 point was given to the candidate teacher concerned. The courses taught to the control and experimental group lasted for 14 weeks in a semester. But the pre-interviews could not be initiated at the first week of this period as the number of the students was not enough. In the 2nd and 3rd week, the 25 students chosen through the random assignment method were interviewed concerning the appropriate age level

of the books for the children. Consequently the scores each student got were noted. 8-week implementation was carried out as the course could not be taught in the 1 week out of the total 9 weeks because of the mid-term exams of the students. In the last 2 weeks of the semester, the data regarding the appropriate age level of the children's books were gathered once again through the interviews before the semester ended.

During the implementation process, neither the experimental group nor the control group were introduced to the 24 children's books evaluated. For the experimental group, the children's books to be criticized were chosen from the book list of Sever, Dilidüzgün, Neydim and Aslan (2007). The other books were chosen by the executive of this course among the children's books.

Results and Discussion

The average pre-interview score of the experimental group is 0.22. It is expected that this score will rise following the curriculum to be implemented. The average score of the control group is 0.20. That the control and experimental groups have close scores demonstrate that their level is also close to each other. The average post-interview score of the experimental group is 0.466. The average post-interview score of the control group is 0.30. There is a 0.02 point difference in favour of the experimental group between the average pre-interview scores of both groups. However, the scores of both groups in terms of post-interview scores are different from each other. It is concluded that the post-interview average score of the experimental group is 0.466 while that of the control group is 0.30. In this regard, the post-interview score of the experimental group increased significantly (0.466) as the children's literature course was taught through the children's literature criticism method though the experimental and control groups had the close scores during post-interviews. Therefore it is concluded that this influenced the skill of the candidate Turkish teachers positively to discern the children's books in accordance with their developmental level. Taken the studies in the body of literature regarding the reading profiles into account, it is seen that both the teachers (Yılmaz, 2002; Şahiner, 2005; Aslantürk and Saracaloğlu, 2010) and the candidate teachers could not get into the habit of reading sufficiently (Saracaloğlu, Bozkurt and Serin, 2003; Yılmaz, 2006; Geçgel and Burgul, 2009). The data presented by the PISA and PIRLS researches are the most explicit and reliable proofs that the children cannot acquire the critical reading skill and understand well what they read as the reading culture in Turkey has not been improved. In order to acquire a reading culture, the first and foremost step is to make the children meet the children's books that have literary quality, are created through an artistic sensitivity, do not frustrate their mental health through violent parts, slang words and didactic tone, and most importantly be fit for meeting their needs in accordance with their age level in terms of their cognitive and emotional development and semantic world. One of the fundamental responsibilities of the Turkish teachers is to make the children and parents meet with the appropriate books. In order to have required knowledge and equipment regarding the children's book, a Turkish teacher must experience several children's book during his/her

undergraduate study and have the ability to evaluate and criticize these books in accordance with the principals of the children's literature. The main purpose of this study is to train the candidate Turkish teachers who are capable of fulfilling the children's literature criticism and classify the children's book appropriately in accordance with the age level of the children, and to present the required proposals in order to restructure the children's literature courses in line with this purpose. In the final chapter of this study, it is suggested that the modern children's literature curriculum based on the children's literature criticism –not the conventional and rote-learning based education system - has positive impact in recognizing the children's books and determining their appropriate age level. It may be suggested that the children's literature courses studied at the Turkish teaching departments be implemented through practice-oriented method and the curriculum formed by Sever (2013) in the light of his answer to the question "how the children's literature instructive should be structured?"