

Teachers' Perceptions for Implementation of Integrated Critical Thinking and Writing Skills

Öğretmenlerin Eleştirel Düşünme ve Yazma Becerilerinin Bütünleşik Olarak Yürütülmesine İlişkin Görüşleri

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ABSTRACT

In this study, the implementation of integrated critical thinking and writing skills of Turkish teachers were requested to be identified. The study group of research has been consisted of 14 Turkish teachers who worked in TRNC. The research is based on the fact pattern science and the data of research were collected by interview method. The collected data were solved and evaluated with content analysis. Based on the research findings, the most important consequence was that the Turkish teachers do not have the complete and functional knowledge for perform the critical thinking skills integrated with the basic language skills in the lessons. Therefore, the Turkish teachers are experiencing misconceptions about critical thinking. As a consequence, in-service training about critical thinking for teachers, in the Faculty of Education, regardless of branch, development and planning of course shaped with content within the frame of higher order thinking skills, the reasonable reorganization of the applicability of the Turkish textbooks activities may be recommended.

Keywords: Turkish Language Teacher, Writing Skills, Critical Thinking, Qualitative Research.

ÖZ

Bu çalışmanın amacı, Türkçe öğretmenlerinin, eleştirel düşünme ve yazma becerilerinin bütünleşik olarak yürütülmesine ilişkin görüşlerini belirlemektir. Araştırmanın çalışma grubunu KKTC'de görev yapan toplam 14 Türkçe öğretmeni oluşturmuştur. Araştırma olgu bilim desenine dayalı olup araştırmanın verileri görüşme yöntemi ile toplanmıştır. Toplanan veriler içerik analizi ile çözümlenmiş ve değerlendirilmiştir. Araştırma bulgularına dayanarak ortaya çıkan en önemli sonuç Türkçe öğretmenlerinin, derslerde eleştirel düşünme becerilerini temel dil becerileri ile bütünleşik olarak yürütebilmeleri için eleştirel düşünme becerisi hakkında tam ve işlevsel bilgiye sahip olmadıklarıdır. Bu sebeple öğretmenler eleştirel düşünme konusunda kavram yanlılığı yaşamaktadırlar. Bu sonuca bağlı olarak öğretmenlere eleştirel düşünme konusuna hizmet içi

eđitim verilmesi, eđitim fakültelerinde branş ne olursa olsun üst düzey düşünme becerileri çerçevesinde bir içerik ile desenlenmiş dersin geliştirilmesi ve planlanması, Türkçe ders kitaplarının etkinliklerinin uygulanabilirlik bakımından makul olarak yeniden düzenlenmesi önerilebilir.

Anahtar Sözcükler: *Türkçe Öğretmeni, Yazma Becerisi, Eleştirel Düşünme, Nitel Araştırma.*

INTRODUCTION

Writing acquisition is a manufacturing process. It is a skill area which needs to be gained and developed in Turkish lessons by studies of writing and also it involves the process of compilation, collection and reorganization of the information in human mind around any subject. Writing is a good learning tool and there are many people who accepted that they are learning by writing. Because writing, both as a process and a product, has a powerful set of features corresponding to an effective learning strategy (Emig, 1977; Bekurs and Santoli, 2004).

Vygotsky (1998) emphasized the importance of the writing skill by saying "Writing language requires a conscious effort". However, the studies of writing were carried out randomly and the highlighted importance of the topic is not given in the schools nowadays (Küçük, 2006; Sönmez, 2014). The writing tasks and activities are shaped by the question "Write an essay on X subject" in traditional teaching which continues by showing resistance to innovation.

In the development of a productive written language, the products set out in writing, can be established in conditional essentials such as organizing the ideas, the defence of organized ideas, presenting proper supports in defence, verification of assumptions, synthesizing the ideas and positing the perspective, and it can be envisaged as an approach which will contribute to the writing skill in a full and robust way. Writing is an action of production. The expectations show that writing must be logical first and then original, so that the products can gain their real value in the terms of high-order thinking skills. In this way, the creativity in the context of text will develop in propose-result and cause-result and it will have the capability of delivering the word effectively as well.

Critical thinking is a way of high-level thinking. According to Ennis (1985), critical thinking is "a way of thinking as a reflective and a rational way which is focusing on what people believe on and decide to do", in a sense it includes the thoughts of the people about their own thinking (Nosich, 2012). Critical thinking, which makes necessary to plan the thinking process carefully and to make an inference in a healthy way, involves the

evaluation and the judgement on the products which come out both in progress and at the end of the process (Facione, 1990; Gürkaynak, Üstel ve Gülgöz 2008; Quitadamoand Kurtz, 2007; Sims, 2012).

The researchers, who work on critical thinking, emphasize that instead of presenting the critical thinking as isolated from the subject area or full, it has to be integrated with the subject area and the discipline (Sharadgah, 2014).

Also, when the writing and the thinking are considered as a process who works together (Bean, 1998; Sims, 2012), it is necessary not to leave the upcoming events of the languages skill to the chance and it is also necessary to locate the activities for languages skills to the strategies of the high-level thinking skills (Lipman, 1988; Willingham, 2007). In this context, because of the education provided will affect both areas; a systematic and methodical approach to the subject will prevent the randomness of the desired success. Since writing is a high-level process which needs analysis and synthesis, both in writing process and in the evaluation of the emerging products, it requires to act strategically (Dilidüzgün, 2013; Çavdar and Doe, 2012). Moreover, the studies are proving that the critical thinking skills have a positive impact on the writing skills (Atikler, 2008).

Research Questions

Based on the domain writing scan, the main objective of this study is to examine the views of the Turkish teachers about teaching writing skills and critical thinking skills in an integrated manner. The views collected from the participants were evaluated according to the purposes mentioned below:

1. What are the opinions on the development of writing skills?
2. What are the opinions on the development of critical thinking skills?
3. What are the opinions on the execution of integrated critical thinking and writing skills?

METHODOLOGY

Phenomenology pattern focuses on the phenomenon, which has awareness but not a deep and detailed understanding. Phenomenology pattern was eligible for this research due to the reason of it aims to understand the meaning of cases that are encountered in various forms in daily life (Yıldırım and Şimşek, 2006).

Study Group

The data of this research were collected through the interviews with Turkish teachers. The study group consist of 14 Turkish teachers who work in secondary schools in TRNC. In this study, from purposive sampling, maximum variation sampling method was used. Maximum Variation sampling enables to find whether there is any common point or not in a range of diverse situations and it allows revealing different aspects of the problem (Yıldırım and Şimşek, 2006).

Table1. Characteristics of the Participants

Age	N	Graduated Department	n
30-35	4	Turkish Education	6
36-40	5	Turkish Philology	8
41-50	4		
50 and over	1		
Gender	N	Status of Education	n
Female	11	Undergraduate	11
Male	3	Postgraduate	3

Instruments

The data were collected from the Turkish teachers who included in the scope of the research. The data were sought to collect within the framework of activities that developed writing and critical thinking skills. The semi-structured interview form was created in the basis of scan type field. The opinions about this form were taken from the four faculty members who are experts in the field of Statistics, Teaching Turkish and Educational Sciences in the context of expediency, comprehensibility and applicability. The form was restructured in the light of expert opinions within the framework of suitability of the assessments. The interview form consists of 12 questions in order to

question their ideas related to the execution of integrated critical thinking and writing skills. Each participant was interviewed about 25-30 minutes on average and the interview was recorded by device. The audio records were transcribed and transferred to the computer.

The process of reaching codes and categories from the written text was completed by a researcher and also with a re-encoding done by an instructor who has experience in qualitative research. The percentage of 88% was found by the formula $\text{Reliability} = \text{Consensus} (\text{agreement} + \text{disagreement})$ (Miles and Huberman, 1994).

Data Analysis

Content analysis technique was used in the analysis of the research to explain the collected data concepts and relationships (Yıldırım and Şimşek 2006). It is possible to analyze data more elaborate in the content analysis. In the content analysis, primarily the obtained data were conceptualized, the logical arrangements were made in compliance with the concept and accordingly the themes describing the data were determined. Thus, the facts became clear (Yıldırım and Şimşek, 2006). On the other hand, in content analysis the complied interview expressions were coded by using both open and hidden content on them. Open content is determined from the apparent expressions. Hidden content tries to reach the meaning between the lines which is not explained directly in the text (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2009). In this study both hidden and open contents were searched for.

Analyzing began with the reading of the interview that was transcribed to the written text. The expressions in the text were aimed to identify within the framework of prominent and important part of the research and also coding was reviewed. One side of the text was written by the categories that belong to discourse and the other side of the text was written by the themes that belong to category (Yıldırım and Şimşek, 2006, Büyüköztürk et al. 2009). Thus, the following themes were reached: writing skills, critical thinking skills, and the integration of critical thinking and writing skills.

RESULTS

The findings of the interviews are given in this section under the headings of the theme.

The opinions of the participants were given through the transferred their names to the codes. Accordingly, the names of the Turkish teachers who involved in the interviews were encoded with the letter of the K and the various code numbers were given to the each of them (Participant 1=K1). The frequency values of the obtained data are given to the transfer of the findings.

Opinions Related to the Writing Skills

In the interview form, the question of "Are there any stages of writing according to your opinion?" was directed to the Turkish teachers and expected from them to mention these stages. Participants agreed that the writing is a gradual process. However, the orientation of two district views was discussed about these stages. Most of the teachers (n=10) comprehended the stages of writing skills as a text form which should be planning like introduction, main body and conclusion. Other teachers (n=4) emphasized two stages such as pre-writing and writing process. The example about the opinions of the teachers can be mentioned as follows:

"There are stages of writing skills. Firstly, they should be able to enter the relevant subject, after the introduction, they should develop the idea with the proverbs, idioms and aphorisms. In the conclusion, the main idea of all the text should be obvious. They should use the title latest. They definitely should not have the title first. During the writing process, the students should be aware of the requirements. I remind those before each activity. "(K2)

"First of all, a person must read a book and must observe. Then, they should think about what they got and what they have on their minds. They have to put down on a paper all of these with a plan. So, they must make an observation, a plan and they must read and think before the writing. "(K5)

Table 2. Evaluation Criteria of Written Expression Products by the Turkish Teachers

	Criteria	n
External Structure	Page Layout	14
	Spelling Rules	9
	Legibility of the Writing	5
	Length-Brevity of Text	1
	Introduction-Body-Conclusion Planning	7
	Ways to Improve Thinking	3
	Exemplification	3
	Not to detach from the Context to Transmit the Given Information	2
	to be able to Capture the Main Idea	2
	Internal Structure	Ambiguities
To Provide an Evidence		1
Comparison/Analogy		1
to be able to Make their Own Sentences		1
Originality		1
Knowledge of Type		1

According to the Table 2, Turkish teachers evaluated texts as follows; the external structure of the layout of the page (14), spelling rules (9), the legibility of the writing (5), the length of the text (1); introduction-body-conclusion planning of the external structure (7), ways to improve thinking (3), exemplification (3), not to detach from the context (2), transmit the given information (2), to be able to get the main idea (1), ambiguities (1), to provide an evidence (1), comparison/analogy (1), to be able to make their own sentences (1), the originality(1), and the knowledge of type (1). The sample phrases from the participants' response regarding the evaluation of written texts could have been quoted as follows:

"Firstly, I take a look at the layout, what I mean from the layout is the date, the subject and the title. I take a look at these plans. After that, I take a look at how the contents have been explained." (K2)

"Firstly, I make a plan about the points that will be given to the page layout, introduction, body and conclusion parts. The points of these parts were known in advance and the points will be given accordingly. The page layout is also important. For example; did the students forget to mention the date or not? Did they write their names and surnames? And did they put the title or not? So, all of us pay attention to these and the evaluation of the content is up to the teachers a bit." (K14)

"Actually, composition is a process that makes various parts proper, pleasant and regular. There are different criteria in composition in order to make a proper statement. The punctuation or grammar and spelling rules are certainly important for the identification of criteria in order to make the expression strong and impressive."(K9)

Table 3. Preferred Evaluation Types in Written Products

Assessment Types	Reasons to Apply	n	Reasons to not Apply	n
Peer Assessment	The student evaluates himself while evaluating his friend.	4	It would be a waste of time.	5
	Student learns to respect the opinions of the others.	2	Course differs from his objective.	3
	The mistakes that were told by a friend are more effective.	1	Students carry out the critique from course and class.	3
	The lecture is more enjoyable.	1	My own assessment is more appropriate.	1
	It would be more effective when student tells his own error.	2	It would be a waste of time.	3
Self-Assessment	Student learns to look objectively.	2	The student does not like to put his own mistake into the words in the class.	1
			It won't be effective because of being partial.	1

According to the Table 3, the peer assessment was preferred by the participants due to the reasons as follows; the student evaluates himself while evaluating his friend (4), the student learns to respect the opinions of the others (2), the mistakes that were told by a

friend are more effective (1), the lecture is more enjoyable (1); also self-assessment was applied by the participants because of the students mistakes that telling by their own friends is more effective (2) and the student learns to look objectively (2). It could be clearly seen that the peer assessment was not preferred by the participants due to the reasons as follows; waste of time (5), the course differentiation from the objective (3), the critiques carried to the outside of the class by the students (3) and the assessment of the teacher is more appropriate (1); the self-assessment was not preferred because of the waste of time (3), the student does not like to put his own mistake into the words (1), unilateral assessment of the students (1). The sample opinions of the Turkish teachers related to the evaluation types can be presented as follows:

"I cannot apply the peer assessment and self-assessment. Our problem is the less number of the lecture. We cannot keep up with the syllabus. We are unable to give composition lecture every week and anytime we want in the class" (K11)

"I applied the self-assessment but not the peer assessment. Because I don't find it appropriate for this age. In my opinion, it is very risky for this age. The secondary school is the most brutal period. It is the period that they criticize each other ruthlessly and they love each other through the beatings among them."(K8)

The Opinions Related to the Critical Thinking Skills

In the interview form, the question of "Do you have any information about critical thinking?" was asked to the Turkish teachers. When the answers were examined, 13 number of participants have a full (n=7) or partial (n=6) information about critical thinking. It has been also stated that only one participant hasn't got any information about critical thinking. The examples of the opinions of the Turkish teachers about critical thinking have been presented below;

"I haven't got any detailed information about it. Obviously, if we are talking about the critical thinking on students, my current 7th and 8th grade classes that I am responsible for, could not think in a critical sense (...) In particular, I am asking questions intended

to understand the meaning of the text and I am expecting good answers to those questions. I am directing them about how should they look and how should they think "(K1)

"Yes, of course I don't have any scientific knowledge about critical thinking. I have mostly predictive information about it. As far as I got, I could say that the critical thinking is what I'm aiming. For example, when you ask a question I do not only say the answer is correct, and passed through. I elaborate it. I ask to the children some questions such as "why did you give that answer?" "How else can it be done?" I am trying to make them think (...) However, I try to approach every problem in a different way. I am trying to create different thinking perspectives rather than a classical structure of thinking."(K13)

The Opinions about the Integration of Critical Thinking and Writing Skills

When the opinions of the Turkish teachers about the teaching integrated critical thinking and writing skills were examined, five participants expressed that they are trying to provide critical thinking and writing skills integrated. However, nine participants stated that it is not possible to provide them integrated. The sample expressions of the Turkish teachers could be stated as follows:

"Of course, when we give the subject to them, I want them to make an observation and a research. And then I want them to write the essay with their own thoughts." (K1)

"So actually, I do not plan this by purpose. Besides the creative thinking, I am teaching critical thinking too. For example, students write their composition in their house. Before we collect them, we make them to read some example compositions in the course and when the reading finished, the students tell their ideas about how the composition would be better. This is contributing to the critical thinking and it is also the path to the integration."(K12)

"It should be integrated but students are not ready for this. The levels of our students are very low (...) when we consider the family structures and cultural environments of the students who come here; we cannot teach them integrated skills. Critical thinking is an indication of human achievements. The students need to be able to think critically in order to be successful (...) We are trying to inject it here."(K6)

Table 4. Opinions of the Turkish Teachers about Prohibitive Factors of the Integrated Critical Thinking and Writing Skills

Obstacles	N
Text books	6
Qualifications of the Teacher	5
Limitation of Time	5
Family	4
Examination System	4
Technology	4
Program	3

When the Table 4 is examined, it could be said that the Turkish teachers state text books (6), qualifications of teacher (5), limitation of time (5), family (4), examination system (4), technology (4) and program (3) as factors which limit the critical thinking and writing skills to be integrated. The examples of the response of the Turkish teachers have been presented as follows;

"Time is a big problem. The child wants to write a perfect composition during the 45 minutes. Especially in the exams. "I am writing so long because I don't have time" means that they do not get the core of the subject. This also means that I wrote sloop. You need to give time to the child. I saw the people who could not even properly expressed the text that was prepared at home. That's why I tolerance to the students. It is not an easy job to write."(K6)

"The expressive skills of the children are very bad and this is also reflected in their Turkish lessons. The child cannot understand what he reads and expresses it in oral and writing. This has happened due to the problems in primary school. As I told, the responsibility of the failure of the writing belongs to the test system."(K11)

"We can only teach those which could fit into the syllabus. It should not limit you. We use what we can."(K13).

Table 5. Recommendations of the Turkish Teachers Which Would Facilitate the Integration of Critical Thinking and Writing Skills.

Recommendations	n
Critical thinking courses for teachers (methods and techniques)	9
Rearrangements of the text books	8
Separate lecture hours	4
Interdisciplinary approach	1

The Table 5 was generated with the recommendations of the Turkish teachers which would facilitate the integration of the critical thinking and writing skills and these recommendations could be stated as follows; critical thinking training for the teachers (9), rearrangements of the textbooks (8), separate lecture hours (4) and interdisciplinary approach (1). Some of the recommendations of the Turkish teachers are presented as follows;

"Teachers must be informed about this - little. The training must be given to them as a service. The training could allow them to know what is critical thinking and how it should be taught and how it should be worked. I personally think that the in-service courses would be useful."(K3)

"The composition is a written and oral expression. It is something that should be as a separate course with its books, exams and syllable. Only then the reviews that we are talking about can happen in a healthy way." (K9)

DISCUSSION AND CONCLUSION

In this study, the perspective of the Turkish teachers regarding the integrated critical thinking and writing skills were compiled and analyzed. The study primarily draws attention on the writing skills which have been seen as one of the basic language skills of a learning area by the teachers. The data point that the teachers are aware of the writing is a gradual process and they also attach importance to the pre-writing and process of writing. Turkish Teachers who participated to the research didn't emphasize to the end of the writing process. In a sense, the main focus by the teachers is the stage that the student produces a proper text. However, the conducted studies have claimed that for the correct realization and development of the writing skills, the students should complete the writing process with reading and evaluating. (Akbayır, 2006; Maltepe, 2006; Temizkan, 2013). After the writing expression products were evaluated, it was seen that the teachers' pay more attention to the characteristics of the external structure. The external structure is important for the model planning of the thoughts. However, the regulation of ideas and fictionalization of events cannot be noticed so easily as exterior construction features and this content should be considered in the context of critical thinking. Therefore, more attentive and detailed review processes and methods will be needed. It has been concluded that Turkish teachers mainly evaluate the writing products themselves. Appropriate exercises for the development of the student's critical thinking skills can be seen as peer assessment and self-assessment and the reasons of the teachers to prefer to use these assessments have not varied. The general opinion of the teachers shows that these assessments cause disruption in classroom management and a waste of time. During the peer assessment, the criticisms of the students on each other's writing can be carried outside the classroom and this concern also appeared in the opinion of the teachers. The teachers expressed that they provide a variety types of assessments in the class and they stated that they prefer these types of assessments due to the reason of students could see their own mistakes through the eyes of the others, they could make more objective evaluations, they couldn't respect the opinion of others, and also these assessments make the course more enjoyable.

This study has been shown that Turkish teachers care about the critical thinking, they are familiar with the concept of critical thinking and they are partially aware of the definition and criteria of the concept of critical thinking. However, in addition to these, it has been evidently seen that the critical thinking sometimes has been confused with the creative thinking by the Turkish teachers. The study of Akbıyık and Ay (2014) about the teachers and education managers who work in the preschool, shows that they understand the concept of teaching thinking skills of the preschool managers and teachers as the teaching of problem solving and creativity skills and it has been coincided with the study of Kamaralzuman and others (2013), which is about the preschool teacher candidates that have been mixed critical thinking and creative thinking.

Another result of the research is that the concept of critical thinking frequently confused with the act of critiquing by the teachers. This result has been put down the existence of a wrong idea which is any criticism that be made or the critique that be create or to read would be sufficient for the development of critical thinking.

There is not enough activity to link critical thinking with writing skills in Turkish textbooks and the teachers lack of sufficient knowledge about the subject, also the lack of time, the family, the examination system, the technology and the program which is not intended to unified, submitted as the reasons which complicate the integration of critical thinking and writing skills by the participants. Although the rich content of the views of the Turkish teachers, the textbooks are not orient the teachers to be related to the critical thinking and the textbooks are not appropriately planned. The study of Üstten (2012) has been aimed to determine the spiritual intelligence of the literature teachers and the students in the course. The study also emphasized that the connection between the textbooks and the students should be sound. Some Turkish teachers do not believe that the integration of writing skills and critical thinking can be achieved in the same course. Saracaloğlu and Karasakaloğlu's (2011) study have identified the Turkish teachers learning-teaching process methods and techniques are compatible with the realities of the limited time and the students lack of even basic level of writing expression skills. The lack of rich and efficient repertoire of the Turkish teachers can be mentioned as one of

the results of this study. The participants clearly mentioned that the integration of critical thinking skills and basic language skills in the term of the realization of teaching in a short period is not functional. Therefore, the participants suggested to develop a critical thinking course on its own.

The results of this study indicated that the most efficient and reasonable consideration for achieving the goals in the education programs is not to undervalue "teachers" who will be the practitioner of the placing targets. In any field of the education, to achieve the goals, the realistic manner of planning of the theory and practice is an important objective. The first suggestion that could be presented in this framework is the teachers should be informed about all the top-level thinking skills. Besides, it could be extremely suggested that the textbooks should be predisposed to the duration of application and the relationship between the critical thinking, and the writing activities in the textbooks should be determined in a true sense. The determination of this relationship can be achieved with the foundation of the presence of the junction of the intended purpose of writing activities and benefits with the need for affective and cognitive dimensions of critical thinking. Then, the found common points and types of writing should be designed in connection with critical thinking strategies and support to transform them into an event.

All teachers without distinction of subject must have high expectations about their students writing well. Consequently, the teacher candidates should have cognitive and affective training in the education faculties on these common expectations (NCW 2003; Gürkaynak et al. 2008). Considering writing skills is a process, writing education lessons in the Turkish Education Departments should increase as duration and should be integrated with higher order thinking skills.

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GENİŞ ÖZET

İnsanoğlu eski çağlardan beri dil ve düşünce üzerine kafa yormaktadır. İletilerin çoklu kanallardan yayıldığı ve alımlandığı günümüz koşulları, anlayıp anlatabilen ve nitelikli düşünebilen bireylere olan ihtiyacı artırmaktadır. Artan ihtiyacı karşılayacak bireylerin yetiştirilmesi için dil ve düşünce bağlantısının gerçek anlamda farkında olunması ve bağlantıyı kuvvetlendirecek yolların izlenmesi gerekmektedir. Dil ve düşünce karşılıklı etkileşim ilişkisine sahip iki kavramdır. Bu noktada öğrencilere dil ve düşüncenin ürünü olan metinleri okuma, inceleme, sorgulama ve üretme imkanı veren Türkçe derslerinin ayrı bir önemi vardır. Türkçe derslerinde temel dil becerilerini kazandırmaya yönelik etkinlikler yapılırken düşünme becerileri de dikkate alınmalıdır. Daha ayrıntılı ifadeyle dil ve düşünme ilişkisinin eğitsel boyutunu, temel dil becerilerinin, amaca dönük yöntem ve stratejilerle planlanmış bir düşünme eğitimiyle bütünleşik biçimde kazandırılması şeklinde algılamak verimli sonuçlara imkân tanyabilir. Bu bağlamda Türkçe öğretmenlerinin yazma becerisi ile üst düzey düşünme becerilerinden biri olan eleştirel düşünme arasındaki bağ hakkında bilgi ve görüşleri, derlenmeye değer görülmüştür. Araştırmanın amacı; Türkçe öğretmenlerinin, yazma becerilerine yönelik etkinliklerle eleştirel düşünme becerilerinin bütünleşik olarak öğretimine ilişkin farkındalık ve görüşlerini incelemektir.

Araştırmanın verileri Türkçe öğretmenleri ile yapılan görüşmeler sonucu elde edilmiştir. Çalışma grubu, KKTC ortaokullarında görev yapan 14 Türkçe öğretmeninden oluşmaktadır. Bu araştırmada amaçlı örnekleme yöntemlerinden maksimum çeşitleme örnekleme kullanılmıştır. Veri toplama aracı olarak yarı yapılandırılmış görüşme formu oluşturulmuştur. Görüşme formunda, eleştirel düşünme ve yazma becerilerinin bütünleşik olarak yürütülmesi hakkındaki fikirlerini sorgulamak amacıyla 12 soruya yer verilmiştir. Her katılımcı ile ortalama 25-30 dakika görüşülmüş ve konuşmalar ses kayıt cihazına kaydedilmiştir. Verilerin çözümlenmesinde içerik analizi tekniği kullanılmıştır. Analiz sonucunda; yazma becerisi, eleştirel düşünme becerisi, eleştirel düşünme ve yazma becerilerinin bütünleştirilmesi başlıklı üç temaya ulaşılmıştır.

Bulgular, arařtırmaya katılan Trke ğretmenlerinin yazmanın ařamalı bir sre olduėunun farkında olduklarına, yazma ncesi hazırlık alıřmalarına ve yazma srecine nem verdiklerine iřaret eder. Arařtırmaya katılan Trke ğretmenleri yazma srecinin sonuna vurgu yapmamıřlardır. Bir anlamda ğretmenler tarafından asıl odaklanılan husus, ğrencinin gzle grnr bir biimde metni rettiėi ařamadır. Oysa yazma etkinliklerinin st dzey dřnme yoluyla gerekleřtirilmesinde yazma ncesi zihinsel hazırlıklar ve metnin retildiėi ařama kadar yazım srecinin bitiminde metni tekrar okuma, gzden geirme ve deėerlendirme de nemlidir. ğretmenlerin yazılı anlatım rnlerini deėerlendirirken dıř yapı zelliklerine daha fazla dikkat ettikleri ortaya ıkmıřtır. Dıř yapı, dřncelerin řekilsel planlanmasında nemlidir. Fakat eleřtirel dřnme baėlamında nem verilmesi gereken diėer husus da i yapı zellikleridir. İ yapı zellikleri, bilgiye dayalı metinlerde fikirlerin dzenlenmesi veya olaya dayalı metinlerde olayların kurgulanması olup dıř yapı zellikleri kadar kolay fark edilmemektedir. Bunun iin daha dikkatli ve ayrıntılı inceleme sre ve yntemine ihtiya vardır. Arařtırma, Trke ğretmenlerinin eleřtirel dřnmeyi nemsediklerini, eleřtirel dřnme kavramına ařına olduklarını, tanımı ve ltleri bakımından eleřtirel dřnme kavramının kısmen farkında olduklarını gstermiřtir. Fakat bu "kısmen farkındalık" veya kulaktan dolma bilgiler Trke ğretmenlerinin kimi zaman eleřtirel dřnmeyi yaratıcı dřnme ile karıřtırmalarına neden olmaktadır. Bu kavramsal yanlıř anlama, ğretmenlerin eleřtirel dřnme yerine koydukları yaratıcı dřnmenin geliřtirilmesinin de nnde engel teřkil etmektedir. Arařtırmanın bir diėer sonucu, ğretmenlerin oėunlukla eleřtirel dřnme kavramı ile eleřtirme edimini karıřtırdıklarıdır. Bu sonu, herhangi bir konu, durum veya olay hakkında eleřtiri yapmanın, eleřtiri yazısı oluřturmanın veya okunmanın eleřtirel dřnmenin geliřmesi iin yeterli olacaėı gibi yanlıř bir fikre neden olmaktadır.

Katılımcılar, eleřtirel dřnme ile yazma becerilerinin btnleřtirilmesinin etkinlik ve iřlevsellik bakımından gerekli olduėunun farkındadırlar. Fakat grřme sorularına verilen cevaplardan, bu farkındalıėın teorik bilgi mahiyetinde olduėu ve uygulamaya dnk olmadıėı anlařılmaktadır. nk ğretmenler her iki beceriyi btnleřik olarak

iş e koşacak eğitsel yöntem, teknik ya da taktikleri bilinçli olarak kullandıklarını belirtecek ifadelerde bulunmamışlardır. Türkçe öğretmenlerinin eleştirel düşünme ile ilgili etkinlik repertuvarlarının zengin olmaması çalışmanın bulgularından biri olarak zikredilebilir.

Türkçe öğretmenleri, derslerde yazma becerisinin eleştirel düşünmeyle bütünleştirilmesine yönelik etkinliklerin gerçekleşmesinde bazı engeller tanımlamaktadırlar. Bunlardan en önemlisi Türkçe derslerinde sürenin yetersizliğidir. Katılımcılar, bunun için başlı başına bir ders geliştirilmesi önerisinde de bulunmaktadırlar. Değ inilen diğer engeller ise Türkçe ders programının bu iki beceriyi bütünleştirmeye uygun olmayışı, zengin içeriklerine rağmen ders kitaplarının eleştirel düşünmeye uygun planlanmamış ve öğretmene yol göstermekten uzak oluşu, öğrencilerin yazma yoluyla ifade etmeye karşı ilgisiz, ailelerin çocuklarda düşünme becerilerini geliştirme noktasında duyarsız oluşları şeklinde ifade edilebilir. Öğretmenlerin, bu cevaplarıyla eleştirel düşünme ve yazma becerilerinin eğitiminde ortaya çıkan ve çıkabilecek her tür problemi kendi dışlarında gördüklerini söylemek yanlış olmayacaktır.

Eğ itim ve öğretimde hangi alan olursa olsun teorik ile pratiğ in gerçekçi bir biçimde planlanması, hedeflenen amaçlara ulaşılması noktasında önemlidir. Bu çerçevede sunulabilecek ilk öneri, Türkçe öğretmenleri ve öğretmen adaylarının üst düzey düşünme becerileri konusunda bilgilendirilmeleri olacaktır. Yazma becerisinin aşamalı bir süreçte gerçekleştirilmesi gerektiğ i göz önünde bulundurulduğ unda, Türkçe Öğretmenliğ i lisans programında yer alan Yazma Eğ itimi dersinin süre olarak artırılması ve düşünme eğ itimi çerçevesinde üst düzey düşünme becerileri ile bütünleştirilerek yürütülmesi bu noktada yarar sağlayabilir. Bununla birlikte ders kitaplarının uygulama süresine uygun hâle getirilmesi ve kitaplardaki yazma etkinliklerinin eleştirel düşünme ile ilişkisinin gerçek anlamda belirlenmesi de öneri olarak getirilebilir.