



The availability of reading-comprehension tools developed according to the learning outcomes in 3rd grade curricula: An evaluation based on teachers' opinions

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Abstract. The aim of the study is to examine the reading-comprehension tools developed by the researcher according to the opinions of the classroom teachers according to the learning outcomes specified in the 3rd Grade Turkish, Maths, Life Sciences and Science curriculum. The study was designed in line with the qualitative research methods. Teacher interview form developed by the researcher was used to collect data. Specialists' opinions were used to check the reliability and validity of the interview form. Content analysis was performed on qualitative data obtained through the research. Content analysis was performed in the order of codification of data, identification of themes, organization of the themes and codes and identification and interpretation of the findings as the last step. Based on the findings of the research, it was found that the reading comprehension tools which were developed according to the goals have increased the student participation, improved reading and reading comprehension skills, provided the use of the information and increased the permanency, and improved the high-level thinking skills and questioning ability. In addition, preparedness of teachers and classroom management are important in the use of reading-understanding tools, the teaching process alone can be inadequate and there are points to be further developed.

Keywords: Third grade curriculum, reading comprehension tools, teacher

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INTRODUCTION

The mission of schools has evolved as concepts such as learning how to learn, active learning and lifelong learning have gained more importance. Schools that are considered to be the main resources for learning are no longer the only resources for learning with the impact of the concepts such as learning how to learn and active learning. What lies beneath such a shift is the change in the attributes that students are expected to acquire. Active participation, use of technology in education as well as increased possibilities for learning how to learn have led to an increase in duties and responsibilities of teachers (Eacute and Esteve, 2000; Gürkan, 2001; Karacaoğlu, 2018).

The teacher who are expected to provide the students with the skill of reading comprehension which is the basis of the skill of learning how to learn have the responsibility primarily to teach how to reach and interpret knowledge and information. Despite the fact that schools are important places for knowledge and information to reach out people, the concepts of "learning how to learn" and "life-long learning" as well as the concept of reading comprehension have gained importance as schools are no longer seen as the only resource to reach knowledge and information.

In the teaching-learning process; the students are expected to make their decisions with their own will and exert their efforts with a desire to search and reach a conclusion within the process of "learning how to learn", which enables every individual to reach and interpret the knowledge and information by himself/herself by using the meta-cognitive thinking skills. They should also organize the conclusions they reach by analyzing and synthesizing them so that the

“learning-oriented” education attitude could be realized. Students themselves will engage into the learning endeavour and shoulder the responsibility of learning. Consequently, students themselves will be able to reach the knowledge and information they need and interpret it by questioning (Çivi, 2008; Taşpınar and Gümüş, 2004; Özer, 1998). It is comparative for the individuals who are capable of doing so to possess the skills of reading, comprehending and interpreting what they read. Individuals who comprehend and interpret what they read will be able to reach knowledge and information from different resources and interpret them. Therefore, individuals will be able to improve their skills of “learning how to learn”. From this perspective, it can be suggested that the basis of life-long learning and learning how to learn is the reading-comprehension skills. Particularly, critical reading that would develop through open-ended questions regarding the texts and selective reading that would develop through figuring out the parts of the texts that are relevant to the questions will have significant contribution in the skill of learning how to learn.

Once the preliminary reading and writing education process ends and students go into free reading, any effort aiming at developing their reading comprehension skills can be considered as the very first step of learning how to learn. Students face the concept of reading comprehension right at this stage. In recent years, reading comprehension skills have become more and more important. It has turned out to be a field that is examined through various measurement methods. Furthermore, reading comprehension skills have had their place in theoretical studies as well as in curriculum development. While correct and fluent reading used to be accepted as an indicator of reading comprehension, nowadays it is widely debated that these indicators are not sufficient (Dole, Duffy, Roehler, & Pearson, 1991; Duke and Pearson, 2008; Pearson, 2009). Particularly, those who suggest that reading comprehension should be perceived as an active and complex cognitive process do not consider correct and fluent reading as a sufficient indicator for having reading comprehension skills. Such indicators can only serve as a prerequisite. Extracting meaning from what you read is a process in which cognitive processes and experiences as well as environmental factors are decisive. Studies have suggested that using illustrated texts and other approaches that activate students also have a positive impact on reading comprehension skills (Arifin, 2015). In this complex process called reading comprehension where environmental factors also play a role, it should also be noted that the teacher has a critical role to play in critical reading (Duke and Pearson, 2008). In such a case, it is expected that the tools that develop reading comprehension skills contain open-ended questions to provoke questioning and critical thinking right after the reading texts. Moreover, the texts and questions should be enriched with images and illustrations, and the teachers should assume a guiding role at the practical stage.

Although reading comprehension is also seen as equally important as reading itself as per the curricula and in practice, the score-sheet of students in Turkey does not seem to be bright. Under the Program for International Student Assessment (PISA) conducted by the Organization of Economic Cooperation and Development (OECD), the correct response average of students from Turkey in field of reading skills was not higher than 51% in the PISA examinations from 2003 to 2009 and Turkey ranked far below the OECD averages with this score. Majority of Turkish students who stayed at or below the 2nd Level in the reading scale had a lower correct answer average in open-ended, short-answer questions that require high level cognitive processes compared to the multiple choice questions (Bozkurt, 2016). According to the PISA 2015 examination conducted by OECD at every three years, Turkey lost seven ranks in average compared to the previous PISA examination in 2012 while the highest loss was in reading skills and sciences. Turkey ranked in the 52nd place among 70 countries in sciences whereas 49th in maths, and 50th in reading. In PISA 2015, Turkey scored even lower than her scores back in 2003. It is quite obvious that the reading comprehension skill is a weak spot for Turkey. Understanding the questions in sciences and maths correctly is also closely associated with the reading comprehension skills. One of the underlying reasons for this failure is either that students are unable to learn the knowledge and information or that they don't know what to do with the knowledge and information they learn. Turkey seems to be unsuccessful in terms of critical reading by questioning the reasons, which is mainly considered as the advanced reading

comprehension. While there were only 5 competence levels for reading skills in PISA examinations before 2009, it was updated as 6 levels in PISA 2009. Students who rank at the 5th competence level or higher in PISA tests are named as the high performance group. 3,8% of students In PISA 2003, 2,10% of students in PISA 2016 and 1,8% of students in PISA 2019 ranked at the 5th competence level whereas it is striking that there was no student from Turkey who ranked at the 6th competence level in PISA 2009. In PISA 2012, it was seen that 4.1% of students ranked at the 5th competence level while 0.3% of them were at the 6th competence level for reading comprehension. When we examine the learning outcomes of the reading comprehension class which started as an elective course in secondary schools in the educational year of 2012-2013, it is seen that the learning outcomes regarding critical thinking, which is defined as contemplating on a text read, reflecting on the wrongs and rights and interpreting the topic, correspond to the 5th and 6th level reading competences in PISA 2009-2012. According to the studies conducted on reading and reading comprehension in Turkey (Anılan, 2004; Baydık, 2011; Çaycı and Demir, 2006; Epçaçan, 2009; Temizkan and Sallabaş, 2011; Topuzkanamış and Maltepe, 2010), reading comprehension is considered as a significant problem (Batur and Alevli, 2014).

The PISA exam results required to carry out studies in order to describe and improve reading comprehension skills in Turkey (Şen Baz and Baz, 2018). Particularly, a qualitative study with critical questions after the reading text, aiming at improving critical thinking skills, would shed light on the literature. Despite the fact that the curricula contained reading comprehension skills, the researcher considers it as a problem that these skills did not improve at desired levels in practice.

Aim of Study

The motivation to see the impact of the reading comprehension tools that consist of reading texts and open ended questions developed by the researcher to improve reading comprehension skills and to examine them according to the teachers' opinion was the ground for this study. To this end, the aim of this study is to identify the usability of the reading comprehension tools developed by the researcher in line with the learning outcomes as per the curricula of the 3rd grade Turkish, Maths, Life Sciences and Sciences Courses in 2018 in Turkey serving as a study aid according to the opinions of classroom teachers.

METHOD

Research Model

This study used the interview technique as a quantitative research method to obtain in-depth information.

Study Group

The study group of the research was composed of five classroom teachers teaching the 3rd graders in Ankara. As reading texts and open-ended questions regarding these texts corresponded to the 3rd grade learning outcomes, the study group was composed of the 3rd grade teachers. Because the study was a qualitative one and based on in-depth qualitative analysis, the study was implemented with five classroom teachers who accepted to use reading comprehension tools in their classes.

Data Collection

Before the data collection step, the researcher developed the reading comprehension tools for the 3rd Grade Turkish, Life Sciences, Sciences and Maths classes. Reading comprehension texts were written separately according to the learning outcomes of each class and their order in the curriculum. Any learning outcome for the relevant courses was taught with the reading texts. Only one outcome was addressed in some texts while some others contained multiple learning outcomes. Reading comprehension questions regarding each text were written open-ended by taking the learning outcomes into consideration. Five classroom teachers, who were volunteers, were selected to implement the reading comprehension tools consisting of reading texts, open-

ended questions and a series of activities. Then, these five classroom teachers were given instructions regarding how to use these reading comprehension tools. Subsequently, the reading comprehension tools composed of texts prepared in accordance with all learning outcomes as per the 3rd grade Turkish, Life Sciences, Science and Maths courses curricula and reading comprehension questions regarding to the texts were prepared as booklets and implemented. The implementation was conducted as a reading comprehension tool corresponding to the relevant subject once the subjects were covered in each class (Turkish, Life Sciences, Science and Maths). After the implementation phase, interviews were conducted with classroom teachers regarding the reading comprehension tools and data were collected. There were two open-ended questions in the interview form. The questions were as follows:

1. How did you find the 3rd grade reading comprehension tools for their contribution in the learning outcomes in curriculum?
2. What do you think about the impact of reading comprehension skills in the learning environment?
3. What do you think about the contribution of reading comprehension tools in development of interpretation, questioning and critical thinking skills of students?
4. What are your opinions and recommendations regarding the implementation process of reading comprehension tools?

Considering the data quality, detailed questions were asked in order to dig deeper at each basic question. The duration of interview was set as 30 minutes by taking the scope and nature of questions into account. The researcher recorded the interviews and data in written.

Data Analysis

A content analysis was conducted on the qualitative data obtained through the study. The content analysis was carried out by the researcher by following these steps respectively: codification of data, identification of themes, organization of codes and themes and identification and interpretation of findings as the last step.

FINDINGS

In this part, you can see the findings obtained through the interviews conducted with the implementing teachers after the learning-teaching processes in which reading comprehension tools that were developed by the researcher in accordance with the learning outcomes as per the curricula. The researcher formulated three themes – reading comprehension tools from the perspective of students and learning outcomes, implementation process of reading comprehension tools, teachers' recommendations for reading comprehension tools and their implementation – as a result of codification and thematization processes of the content analysis conducted on the data obtained through the interview.

Findings about the 1st Theme

As a result of the codification and thematization processes of the content analysis conducted on the data obtained through the interview, the theme of “reading comprehension tools from the perspective of students and learning outcomes” was formulated. The findings obtained in this theme are given in Table 1.

When we examine the data about the reading comprehension tool from the perspective of students and learning outcomes given in Table 1, we can see that all of the teachers made emphasis on the relationship between reading comprehension tools and the real life. Teachers expressed the fact that the learning outcomes were taught with reading texts and were related to the life by stating “As the reading comprehension tools relate the learning outcomes to the real life and the texts are from real life, the tools are longer-lasting” and “Students figured out that the courses were from real life”. Considering the statement of “Children find some things from their own lives” by three teachers, it would be safe to suggest that reading comprehension tools can be effective in relating the outcomes to the life. A teacher's opinion that can be given as an example is as follows:

Table 1. Reading comprehension tools from the perspective of students and learning outcomes

1st Theme	n	Opinions
reading comprehension tools from the perspective of students and learning outcomes	3	Course books are not sufficient for the learning outcomes.
	5	As the reading comprehension tools relate the learning outcomes to the real life and the texts are from real life, the tools are longer-lasting.
	5	Students figured out that the courses were from real life.
	3	Children find some things from their own lives.
	5	It was effective for revising and enhancement.
	4	Children improved their reading pace and reading comprehension skills.
	4	It ensures using what is learnt in a real-life situation.
	3	One cannot attain all the learning outcomes only with the books, but they need to be supported with other activities.
	4	Using the reading comprehension tools helps to improve not only the learning outcomes but also grammar and reading comprehension skills.
	2	Students find it easier to do the multiple-choice tests once they took the open-ended questions in the reading comprehension tools.
	3	It helps to attain the outcomes and to develop positive attitude towards the course.

CT: *Course books are not sufficient for the learning outcomes. As such are from the real life, they are longer-lasting. Children find some things from themselves, their own lives. [06.01.2019]*

All of the teachers expressed that the reading comprehension tools were effective in revising and enhancement. Furthermore, we can suggest that, according to the teachers' opinions, such reading comprehension tools are effective to improve reading paces and reading comprehension skills of children, and that they ensure using what is learnt in real-life situations. A teacher's opinion that can be given as an example is as follows:

CT: *Children repeat what they learn with the real-life stories in the texts and they like to read them because the texts are short, and their reading pace and reading comprehension skills therefore get improved. [12.01.2019]*

According to the data given in Table 1, we can suggest that the reading comprehension tools contribute in attaining the learning outcomes as they also improve the grammar and reading comprehension skills. Table-1 shows that teachers expressed that it would be difficult to attain all the learning outcomes only with these tools. Regarding this issue, three teachers expressed that course books would not be sufficient on their own for these learning outcomes. In accordance with these two findings, we can suggest that using the reading comprehension tools together with the course books would be more effective.

In Table 1, three teachers expressed that reading comprehension tools help to develop positive attitudes towards the course. As seen in Table 1, two teachers expressed that students find it easier to do the multiple-choice tests once they took the open-ended questions in the reading comprehension tools. Based on this finding, we can argue that responding open-ended questions is more difficult than responding multiple-choice ones and the students who respond the open-ended questions regarding the learning outcomes do not find it difficult to respond multiple-choice questions. A teacher's opinion that can be given as an example is as follows:

CT: *I held a pilot test for my students. Interpretation and reading comprehension questions were quite good. I was expecting the kids to have difficulty but the results so good. I saw that multiple-choice questions were easier for the kids who often responded open-ended questions throughout the process. [10.01.2019]*

The statement of another classroom teacher regarding the reading comprehension tools from the perspective of learning outcomes and their impact on multiple-choice exams is as follows:

CT: *We have six third grade classrooms in our school. I have seven students at top ten in the common exam. The top-scorer of the school is a student of mine. He made no mistakes. We are the*

best classroom. I was really not expecting such a result even myself in a pilot exam composed of multiple-choice questions after having used these tools. [06.01.2019]

Based on these findings, we can argue that reading comprehension tools support attaining the learning outcomes owing to their contribution in interpretation and thinking power of students, positively affect participation and attitudes, improves cognitive performance and even contributes in responding the multiple-choice questions.

Findings about the 2nd Theme

As a result of the codification and thematization processes of the content analysis conducted on the data obtained through the interview, the theme of “Implementation process for reading comprehension tools” was formulated. The findings obtained in this theme are given in Table 2.

Table 2. Implementation process for reading comprehension tools

2 nd Theme And Sub-Codes	n	Opinions
<i>Implementation process for reading comprehension tools</i> <ul style="list-style-type: none"> • <i>Points to note</i> • <i>Educational Contribution</i> 	5	It contributes to the power of interpretation.
	3	It creates different impacts and benefits for each and every course.
	5	Students do not get bored and classes get enjoyable.
	3	Students want to do the activities in reading comprehension tools in the classroom; they do not want them as homework.
	3	It enables to create a discussion environment in the class.
	3	It is easy to implement within the class hour.
	5	It enables participation in the class.
	4	It helps to improve creative thinking as well as questioning and critical thinking skills.
	5	It requires an effective class management.
	5	The teacher factor is critical in its success.
	5	It was the first time I taught the subject with reading comprehension texts.
	4	It gives us the chance to get to know and evaluate the students as it enables participation.
	5	It provides us with the opportunity to evaluate the students.
	2	I figured out the potential (the power of achievement) in my students.
	3	I got scores better than I expected. Learning took place faster than I expected.
2	It is a waste of time for teachers who do not want to develop critical thinking and interpretation skills.	

When we examine the data about the implementation process for the reading comprehension tool given in Table 2, we can see that all the teachers expressed that it was the first time for all of them to teach towards the learning outcomes with reading comprehension tools; such teaching tools enabled participation in the class and required an effective class management. A teacher’s opinion that can be given as an example is as follows:

CT: *It contributed a lot as it facilitated using the imagination and making concrete concepts abstract. Children really enjoyed it when studying with these texts. Sometimes they themselves invite us: “Let’s do science reading, let’s do maths reading”.* [06.01.2019]

Classroom teachers expressed the followings regarding the points to note when using reading comprehension tools:

CT: *As reading comprehension questions are open-ended, there can be differences in the answers. When we discuss different answers in the class, everyone can raise his/her voice. Therefore, teacher’s management of the class is critical when using these tools.* [15.01.2019]

When we analyze the findings in Table 2, we can see that all of the teachers stated that reading comprehension tools developed for the learning outcomes contributed in interpretation

power of students. Other points highlighted by all teachers include that the reading comprehension tools made the class enjoyable and provided the teachers with the opportunity to evaluate their students. The fact that two teachers figured out the potential in their students can also be associated with the evaluation dimension. One can argue that reading comprehension tools created an opportunity to get to know the students better as students are expected to express themselves when using the tools. This is because four teachers stated that reading comprehension tools gave the chance to get to know and evaluate the students as they facilitated participation; and three teachers expressed that they enabled creation of a discussion environment in the class. Four teachers stated that reading comprehension tools contributed in interpretation, questioning and critical thinking as well as creative thinking skills of students. A teacher's opinion that can be given as an example is as follows:

CT: *It develops not only critical but also creative thinking as well. They are not like the fables in the course books ok the Ministry of National Education. Students find some things in the texts from their own lives. They put themselves in the shoes of people in the texts. They comment like "If I were in his/her shoes, I would do this way."* [04.01.2019]

Here is a statement of another teacher regarding the contribution of reading comprehension skills in thinking skills and the role of teachers:

CT: *It certainly develops the critical thinking skills. Children comprehend very quickly. They learn questioning with the question "why". The teacher factor is very critical. These texts can only be effective to the extent that the teacher can use them. I consider it as a waste of time for a teacher who does not want to develop critical thinking and interpretation.* [06.01.2019]

One can consider the fact that three teachers stated that the reading comprehension tools were easy to implement within the class hour as an encouraging factor regarding use of these tools in the class. Furthermore, based on the fact that three teachers said that they received more effective results than what they expected, we can argue that the reading comprehension tools contributed in the learning process despite the prejudice of teachers. The fact that two teachers considered the tools as a waste of time for teachers who do not want to develop critical thinking and interpretation skills from the perspective of educational contribution and points to note highlights the contribution of reading comprehension tools in thinking skills.

Findings about the 3rd Theme

As a result of the codification and thematization processes of the content analysis conducted on the data obtained through the interview, the theme of "Teachers' recommendations for reading comprehension tools and their implementation" was formulated. The findings obtained in this theme are given in Table 3.

Table 3. *Teachers' recommendations for reading comprehension tools and their implementation*

3 rd Theme	n	Opinions
<i>Teachers' recommendations for reading comprehension tools and their implementation</i>	2	Teachers should come to the class well-prepared to increase active participation.
	5	Questions after the reading texts should be answered together in the class.
	3	If used at home, they should definitely be checked afterwards.
	2	Teachers should take measures to ensure that children pass their comments even when they are not required to do so.
	3	Inverted sentences can be reduced.
	2	Questions for learning outcomes should be increased.
	3	The poems in the reading comprehension tools can be increased.
	4	It would be more effective if used after giving basic information.
	2	It would be better if some long sentences in the texts were shortened.

When we examine the data about the teachers' recommendations for reading comprehension tools and their implementation given in Table 3, we can see that all the teachers highlighted the importance of answering the questions about the texts in the activity part of the

reading comprehension tools altogether in the classroom. Three teachers underscored that the answers to the questions should be checked by teachers if the tool is used by students individually at home. The importance given by the teachers to checking the answers can be considered natural because the reading comprehension questions in the tools are open-ended and there is no answer key at the end of these tools. Teachers will thus be able to give feedback to students and prevent any possible learning mistake. The recommendation of two teachers to take measures to ensure that children pass their comments even when they are not required to do so in Table 3 also shows the importance of checking the answers of students to the questions in order to give feedback. A teacher's opinion that can be given as an example is as follows:

CT: *Critical perspective of some children has developed significantly, particularly their ability to find and see the wrong answer and to evaluate according to criteria. They have now started to pass their comments on questions that require only information. Therefore, answers should either be checked or discussed in the plenary in the classroom. [15.01.2019]*

Here is the statement of another classroom teacher regarding the recommendations for reading comprehension tools:

CT: *If homework is given, it only develops the reading comprehension skills. It will be effective for learning outcomes partly. It would be more effective for developing questioning and critical thinking skills and for the learning outcomes to do them in the plenary in the classroom. [06.01.2019]*

When we examine Table 3, we can see that four teachers stated reading comprehension tools would be more effective if used after giving basic information. The fact that the reading comprehension tools do not contain basic information and that these tools are mainly towards the use of knowledge and reading comprehension might have led teachers to think so. The finding that reading comprehension tools were effective in revising and enhancement as per Table 1 supports this finding as well. Based on these two findings, we can suggest that the reading comprehension tools can be more effective when revising and enhancing once the basic information is given. Another recommendation towards more effective implementation of reading comprehension tools and improving active participation is to ensure that teachers come to the class well-prepared. Two teachers highlighted the importance of preparedness of teachers for increased active participation. A teacher's opinion that can be given as an example is as follows:

CT: *These tools do not lecture like a course book. If we want to improve interpretation power of students, first we need to ensure that they possess this information. Therefore, using them after the subject is taught would be more useful rather than using them at the beginning of the class. It helps the students use what they learn in a real life situation. [12.01.2019]*

Here is the statement of another classroom teacher regarding the recommendations for reading comprehension tools:

CT: *Once I asked them to read the text and answer the questions at home regarding the subject I taught it. They answered the questions based on the text. They comprehended the text and answered the questions but they did not any comment. Using the tools in the classroom becomes more effective as it provides active participation. Students can make comments. I get better results particularly when I use the interpretation and discussion questions that I prepare in addition to the questions regarding the texts in the tool. [06.01.2019]*

The recommendations of three teachers, in Table 3, regarding decreasing the inverted sentences and increasing the amount of poems in the reading comprehension tools can be taken into account in development of reading comprehension tools. Another recommendation for improvement of reading comprehension tools is to shorten some long sentences in the texts. It is seen that two teachers recommended shortening long sentences. Recommendation of two teachers for increasing the questions towards learning outcomes is another one that needs to be taken into consideration.

DISCUSSION AND CONCLUSION

The lack of basic information in reading comprehension tools leads to that the tools are for using the information and reading comprehension. Therefore, reading comprehension tools

are more effective in revising and enhancement. On the other hand, Directorate General for Secondary Education of the Ministry of National Education of the Republic of Turkey restricted study aids with a communiqué dated 25.09.2018 and no: 17411997 stating that "Governorates shall take any relevant measure to inform – and to apply the relevant administrative measure for those who violate it – the administrators and teachers of the fact that any study aid except for those distributed to the teachers and students by the Ministry of National Education in line with the relevant regulation shall not be promoted and/or advertised at schools and institutes, students shall not be instructed to buy them, no coercive attitude shall be taken to make students use them and any practice that would create additional cost for the families of students shall be avoided". Considering the fact that the reading comprehension tools are also study aids, there is a restriction about the use of these sources by teachers and students. The fact that 38,7% of classroom and branch teachers at primary schools stated, according to a study conducted by the MoNE titled as An Evaluation of Primary School Course Books that all learning outcomes should be covered by course books MEB (2008) supports the idea that students need study aids in addition to the course books. In the above-mentioned study, teachers criticise the shortcomings particularly in the measurement & evaluation parts of the course books and in associating them with other courses.

In addition to the contribution of reading comprehension tools in attaining the learning outcomes, it was found out that they were also effective in development of grammar, reading pace and reading comprehension skills of children. Reading comprehension tools, which provides revising and enhancement about learning outcomes, also contribute in grammar, reading pace and reading comprehension skills. It can be foreseen that increased reading comprehension practices would lead to increased classroom performance and success. Yılmaz (2011) found out that there was a statistically significant correlation between reading comprehension skills of students and their success in Turkish, Maths, Social Sciences and Sciences and Technology classes. Furthermore, reading comprehension tools enable using what is learnt in a real time situation and help students to develop positive attitudes towards the class. Özdemir and Şerbetçi (2018) concluded that children with more positive reading attitudes read more, and children who read more had more positive reading attitude. Gür, Erdoğan and Demir (2016) also found that individuals with more positive attitudes towards reading had a higher frequency of reading a book, which can be considered relevant.

Reading comprehension tools support attainment of learning outcomes, positively affect participation and attitude, improve cognitive performance and even contribute to answering multiple-choice questions. Students who practice with reading comprehension tools that contain open-ended questions will answer the multiple-choice questions more easily. Students who do not do this practice will find it difficult to answer open-ended questions and they will perform better in multiple-choice questions. Temizkan and Sallabaş (2011) suggested that students performed better in multiple-choice questions as compared to open-ended questions, in terms of their reading comprehension levels.

Reading comprehension tools developed for the learning outcomes contribute to interpretation power of students, make the class more enjoyable, enable teachers to evaluate and get to know students better. Moreover, these tools help to create a discussion environment within the classroom. Belet and Yaşar (2007) concluded that using learning strategies improved the reading comprehension skills of students, and their recommendation that "students should be taught how to use learning strategies and helped to use these strategies" is in support of the finding that "students should not be left alone in the reading comprehension process".

Learning becomes long lasting as the reading comprehension tools developed in accordance with the learning outcomes in the curricula relates the learning outcomes with the real life and the texts are close to the real life situations. The conclusion of Yılmaz (2008) suggesting that "individuals well-equipped with reading comprehension skills required by functional literacy can comprehend what they read quickly is in support of this finding.

The reading comprehension tools developed in line with learning outcomes are effective in relating the learning outcomes to the real life. Teaching the courses with reading comprehension tools developed in line with the learning outcomes ensures that students can see

that the subjects learned come from within the life itself. Akyol (2005) and Lerner (2000), described reading comprehension as comparing, merging and synthesizing of preliminary information with what the reader learns from texts into a new thought.

Reading comprehension tools also contribute in development of various thinking skills such as creative and critical thinking. Şerbetçi (2018) suggests, in support of this finding: "There are positive and significant correlation between the attitude towards reading and not only the reading habit but also reading comprehension, academic success in Turkish course, using critical thinking strategies and high level thinking skills."

It has been found out that reading comprehension tools improves the power of questioning and interpretation of students. In support of this finding, Baz and Baz (2018) highlighted that, for an effective reading comprehension process, the reader is expected to extract meaning actively from the text through interpretation, configuration and critical thinking, and to question and review this meaning (Duke and Pearson, 2008; Paris and Hamilton, 2009). The tools contribute in the creative thinking skills of students as well as their interpretation, questioning and critical thinking skills.

It was figured out that it was the first time a course was taught with reading comprehension tools developed in line with the learning outcomes, learning tools ensured class participation and they required an effective classroom management. These findings match up with what was stated by Duke and Pearson (2008) that the teacher had a significant role to play especially in ensuring questioning and critical thinking throughout the reading comprehension process.

It was found that the reading comprehension tools yielded effective results despite the prejudices of teachers, ensured participation, positively affected the attitude of students toward the course and it was easier to implement them within the class hour.

The following recommendations came up as a result of the study:

1. The use of reading comprehension tools developed in line with learning outcomes would be more effective. These tools can be available as a printed book or on an online platform. Tools should be used after giving the basic information. Reading comprehension tools would be more effective in revising and enhancing for the use of the information once basic information is given.

2. As the use of reading comprehension tools developed in line with learning outcomes during the classroom activities will help students learn the subjects more easily and develop their reading and reading comprehension skills, reading comprehension tools developed in line with learning outcomes can be given more space in the courses.

3. Proper preparation of teachers before they come to the classroom is a prerequisite of the teaching profession. Teachers should come to the class well-prepared particularly for a more effective implementation of these tools and for more active classroom participation. Classroom management skills of teachers during the use of reading comprehension tools will ensure effectiveness of the tools.

4. Inverted sentences can be reduced, poems can be increased and some long sentences in the texts can be shortened when developing reading comprehension tools.

5. The study can be repeated with the observation technique to enrich the data input in addition to the interview technique.

6. A quantitative study can be conducted with a larger teacher group to understand to what extent the reading comprehension tools are effective in attaining the learning outcomes in the curricula.

7. A study can be conducted about in which courses the reading comprehension tools can be most effective.

8. Reading comprehension strategies and activities can be conducted in the teaching principles and methods courses during the teachers training programmes. The reading comprehension skills can be attached more importance in other field courses where this content is served as well.

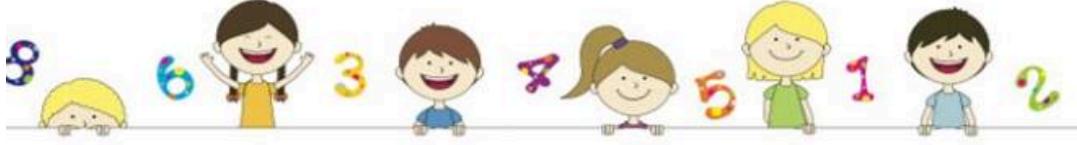
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ÖRNEK OKUDUĞUNU ANLAMA SAYFALARI (MATEMATİK)



MİSKET SAYISI



Güneşli bir pazar günü Sinan ve arkadaşları sokakta misket oynamaya karar vermişler. Herkes kaç adet misketi olduğunu söylemiş. Önce Sinan söylemiş kaç misketi olduğunu:

- Bir basamaklı en büyük çift sayı kadar misketim var benim. Bilin bakalım kaç misketim var?

diye sorunca Alp:

- Benim senden fazla misketim var. Çünkü benim misketlerimin sayısı iki basamaklı en küçük tek sayı kadar.

Alp'in misket sayısı üzerine Ataberk de söylemiş misket sayısını:

- Benim babamın sahip olduğu misket sayısının çözümlemesi şöyledir: Bir yüzlük, 2 onluk, 6 da birlik basamağında sayı vardır. Benim babamın misketi, hepinizinkinden fazla. Fakat benim o kadar misketim yok. Benim misketlerimin sayısı, bir basamaklı en büyük tek sayı kadardır.

Sonra herkes eşit sayıda rengârenk dörder misket çıkarmış.

Bu üç arkadaşın çıkardıkları misket sayısının toplamı iki basamaklı en küçük çift sayıdan iki fazlaymış. Hava kararıp akşam olana kadar da keyifle oynamışlar.





Aşağıdaki soruları metne göre cevaplayalım.

1. Alp'in Sinan'dan kaç fazla misketi vardır?

2. Ataberk, babasının kaç misketi olduğunu söylemiştir?

3. Ataberk'in kaç misketi vardır?

4. Toplam kaç misketle oynamışlar?

1
2
3

Üç basamaklı;

En büyük sayı : _____

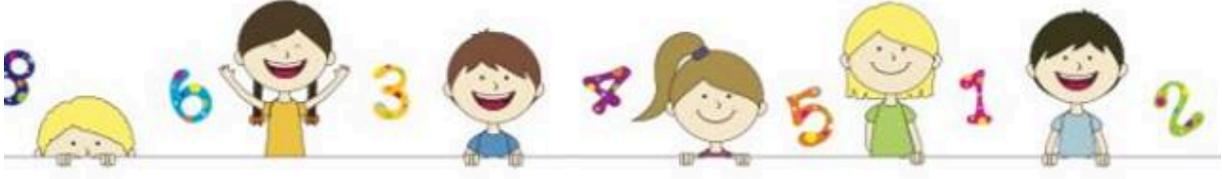
En küçük sayı : _____

En büyük çift sayı : _____

Aşağıdaki boşlukları uygun biçimde dolduralım.

1. İki basamaklı sayılar, bir basamaklı sayılardan büyüktür. İki basamaklı sayılar ise üç basamaklı sayılardan ..
.....tür.
2. 782 sayısı; 7 yüzlük,onluk ve 2 birlikten oluşur.
3. 5 yüzlük, 9 onluk ve 4 birlikten oluşan sayı
..... sayıdır.





YAŞI KIRK

40

Özgen'in babası ondan küçük olan bir akrabasının ona yaptığı davranışa çok kırılmıştı. "Ben kırk yaşıma geldim. Bu bana karşı bir saygısızlık. İnsanlar büyüklerine daha saygılı olmalı." diyerek söylenmişti. Bunun üzerine Özgen babasına, henüz kırk yaşında olmadığını, otuz dokuz ya-

şını bile bitirmediğini hatırlatınca, babası yaklaşık olarak söylediğini ifade etti. Özgen'in başını okşayarak: "Size okulda yuvarlamayı öğretmiyorlar mı? Otuz dokuz, kırka yuvarlanır." deyince Özgen matematik dersinde gördüğü yuvarlamayı hatırladı. İki ve üç basamaklı doğal sayıları en yakın onluğa ya da yüzlüğe yuvarlamışlardı derste. Hatta bir sonraki derste 1000'den küçük sayıları karşılaştırmışlar ve sembol kullanarak büyükten küçüğe doğru sıralamışlardı.

Aşağıdaki soruları metne göre cevaplayalım.

1. 39 yaşında olan birisi yaklaşık 40 yaşındayım diyorsa, 31 yaşındaki kişi yaklaşık kaç yaşındayım demelidir?
2. Sayıları yaklaşık olarak söylemeye matematikte ne denir?
3. Özgen'in sınıfında matematik dersinde yuvarlama konusundan sonra hangi konu işlenmiştir?





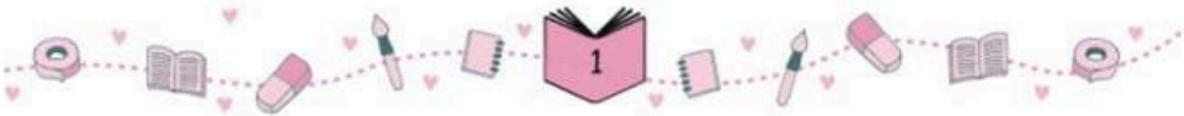
DÜNYA DÜZ MÜ?



Şükran ve ailesi pikniğe gitmişlerdi. Olabildiğince düz bir yeşillik alandı gittikleri yer. Bu düzlüğü gören Şükran babasına: "Dünya dümdüz bir yer midir?" diye sordu. Babası ona üzerinde yaşadığımız Dünya'nın şeklinin küreye benzediğini söyledi. Eski insanların Dünya'nın tepsi şeklinde olduğunu sandığından söz etti. Dünya'nın kara, hava ve su katmanlarından meydana geldiğini açıkladı. Sonra Şükran'a dönerek:

- Dur bak sana bir şiirden birkaç mısra okuyayım.

Gündüzleri yıldızların niye söndüğünü,
Dünya'nın yuvarlak olduğunu ve
Güneş'in etrafında döndüğünü bilmiyordu Yunus.
Bunları biz anlattık ona, şaşır kalmadı...





Aşağıdaki soruları metne göre cevaplayalım.

1. Şükran babasına ne sormuştur?
2. Babası Şükran'a Dünya'nın şeklinin neye benzediğini açıklamıştır?
3. Eski insanlar, Dünya'nın şeklinin nasıl olduğunu sanmaktadır?
4. Dünya hangi katmanlardan oluşmaktadır?
5. Şükran'ın babasının okuduğu şiirdeki Yunus, Dünya'nın nasıl olduğunu bilmemektedir?

Aşağıdaki boşlukları "su, küreye" sözcüklerini kullanarak uygun biçimde dolduralım.

1. Dünya'nın şekli _____ benzerdir.
2. Dünya kara, hava ve _____ katmanlarından meydana gelir.



ÖRNEK OKUDUĞUNU ANLAMA SAYFALARI (HAYAT BİLGİSİ)



BENİM HAYATIM



Türkan daha önceki okulundaki arkadaşlarıyla vedalaşmıştı. Yeni arkadaşlarıyla tanışmak için heyecanlanmaktaydı. Sonunda okullar açıldı. Türkan yeni bir okula başladı. Türkan'ın okuldaki ilk günüydü. İlk derse girdiklerinde öğretmeni yeni bir arkadaşınız var diyerek, Türkan'a sınıfa ve okula hoş geldin dedi. Ardından Türkan'dan kendini tanıtmasını istedi. Türkan ayağa kalkarak kendini tanıtmaya fiziksel özellikleriyle başladı:

- Gördüğünüz gibi kumral, kahverengi gözlü bir kız çocuğuyum. 8 yaşındayım. Kasım ayında 9 olacağım. Boyum 110 santimetredir. Kısa boyluyum. Ağırlığım 14 kilogram. Zayıf bir kızım.





Aşağıdaki soruları metne göre cevaplayalım.

1. Türkan kaç yaşındadır?

2. Türkan'in kilosunu nedir?

3. "Kumral" sözcüğünün anlamı nedir?

Aşağıdaki boşlukları uygun biçimde dolduralım.

1. Birbirimizin fiziksel farklılıklarına _____ olmalıyız.

2. Farklı özelliklere sahip bireyleri olduğu gibi

_____ etmeliyiz.





KİTAP SEÇİMİ



Sinan ve annesi alışverişe çıkmışlardı. Yolda giderken annesi kitap okumanın öneminden ve faydalarından söz etti. Sinan, annesinin söylediklerinden çok etkilendi. Annesine, gittikleri alışveriş merkezinden kitap almak istediğini söyledi. Birlikte kitapçıya gittiler. Annesi kendi ilgisine uygun raflara doğru yönelirken, Sinan'a çocuk kitaplarının olduğu rafları gösterdi. Raflarda o kadar çok kitap vardı ki... Sinan önüne gelen kitabı eline alıp, yerine bırakıyordu. O sırada yeğeni için hediye kitap almak isteyen bir kadın ona doğru dönerek: "Önce nasıl bir kitap aradığına karar vermelisin. Sonra kitapların kapağındaki isme, ardından içindekilere bakmalısın. Senin istediğin bir kitap olup olmadığını böyle anlayabilirsin. Ayrıca seçtiğin kitabın arkasında, anlamlarını bilmediğin sözcüklerin anlamını bulabileceğin bir sözlüğün bulunması da senin için önemli." öneride bulundu. Sinan teşekkür edip küçük hikâyelerin olduğu bir kitap bakmak üzere raflara yöneldi. Raflardaki kitapların önce kapağına, sonra içindekilerine, sonra da sözlük kısmı olup olmadığına bakarak beğendiği kitabı aldı.



