



An examination of relationship between preservice teachers' reading habits and critical reading skills

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Abstract

This study aims at determining the relationship between preservice teachers' reading habits and critical reading skills as well as assessing whether preservice teachers' reading habits and critical reading skills vary with their gender, age, education year in the college, department, and the number of books read per year. A correlation survey model was used according to the objectives of our study. The sample consists of 255 preservice teachers studying at Turkish Language Teacher Education, Primary School Teacher Education, Social Studies Teacher Education, and Psychological Counseling and Guidance programs. "Attitude Scale on Reading Habit" (Gömlüksiz (2004) and "Critical Reading Self-Efficacy Perception Scale" Karadeniz (2014) were used as data collection tools. The obtained data analyzed using IBM SPSS software version 22.0. Mann-Whitney U and Kruskal Wallis H-test as, nonparametric tests, and correlation and regression tests were conducted to analyze data. Significant differences were found between variables and scores of reading habits and critical reading skills. Furthermore, a positive correlation was determined between preservice teachers' reading habits and critical reading skills. The regression analysis revealed that reading habit is a significant predictor of critical reading skills. The authors believe that the findings from the present study make important contributions to the current literature.

Keywords: preservice teachers; reading habit; critical reading; correlational research; reading skills

1. Introduction

In today's world, the need to reach correct and reliable information is increasing more and more. Instead of using the information obtained as it is, it is necessary to eliminate unreliable information. At this point, the individual's need for critical reading skills arises. Because, with the development of critical reading skills, the individual will be successful in distinguishing between reliable and unreliable information, passing information through a logic filter, and analyzing information. In this context, individuals need to gain critical reading skills.

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Reading habits are important for the individual to gain critical reading skills. Reading books makes the individual better equipped and helps them gain critical reading skills. In this way, critical reading skill develops naturally. In this regard, individuals should attach importance to reading and make reading culture and a lifestyle.

In today's world, technology and communication are advancing and developing rapidly, and hence, accessing information has become more convenient. On the one hand, these opportunities and conveniences make individuals lazier and cause them to take readily available information without questioning and thus keep individuals away from reading; on the other hand, such developments do not facilitate the development of individuals' critical, questioning and in-depth thinking skills and even cause to lose these skills. In this regard, reading habit and critical reading skills have become even more important today. The education level in which the acquisition of reading and critical reading skills become more important is undoubtedly the faculties of education in higher education. Also, education faculties, which are an important unit of higher education, have a special importance in terms of training teachers. In this context, gaining critical reading skills based on reading habits in education faculties will affect large masses. In this regard, determining the reading habits of preservice teachers studying at a college of education and examining its effects on critical reading skills in the current study is important since it allows determining the situation of preservice teachers who will train and teach students of the next generations and also provides some particular recommendations. The results will provide a better understanding of the importance of reading habits and critical reading skills in teacher training faculties. It will enable more emphasis on the courses for reading and critical reading in the curriculum. Moreover, our study is important since it will provide significant contributions to the literature because our study differs in some aspects from previous studies in this area such as the sample, education year, and diversity of departments.

1.1. Literature Review

Reading skill emerges as an effective language skill in acquiring and interpreting information, and for using the information in various ways and situations and is closely related to other language skills also. An individual with a high level of reading skill is expected to develop other language skills more easily. Improvement in reading skills contributes many to the individual and helps him/her improve personal development to higher levels. Because the development of reading skills is an indispensable requirement for an individual to be successful and adapt to the modern world (McDonald & Trautman, 2006). Besides, reading skills have important effects on an individual's cognitive and affective development (Epcapan, 2018, p. 618). However, it is important that the development of this reading skill is accompanied by the development of critical reading skills. Critical reading skill is a kind of tool that provides individuals with important qualities such as asking questions, questioning, researching, and evaluating a text with a critical perspective (İşeri, 1998, p. 6). Critical reading is a mental activity that helps an individual to find the better, the right, and the ideal by eliminating what he/she has read and the knowledge and experiences gained through this reading with his/her own previous experiences. Obtaining information without paying attention, doubting and understanding the integrity of a text is no longer sufficient today (Çiftçi, 2006, pp. 56-57). Because in today's world, knowledge is increasing rapidly and individuals are exposed to an intense flow of information and rather than obtaining information, it is important to distinguish this information, determine what is useful and use them effectively (Karasakaloğlu & Bulut, 2012, p. 96). In order to increase and develop knowledge and establish a knowledge base, a person must be a good reader (Akanda et al., 2013, p. 61). Accordingly, being a good reader requires making correct transitions between disciplines and knowledge, being objective, producing and reproducing (Ayyıldız et al., 2006, p. 2). Individuals who gain this skill can use their mental abilities at a higher level and also increase their understanding

capacity significantly. With active mental skills, individuals can evaluate the texts they read with a critical perspective and thus, develop their critical reading skills.

Critical reading is a high-level skill that includes determining the difference between real events and thoughts by making judgments and inferences on a text, understanding the author's point of view and intention (Aktaş, 2015, p. 218). Besides, critical reading skills cover various skills such as anticipating, accepting, comparing, evaluating, and decision-making (Shihab, 2011, p. 209). In this regard, critical reading is an active process that includes different structures (Wallace & Wray, 2011, p. 29). Therefore, critical reading requires much higher reader characteristics than normal reading.

Critical reading is actually going beyond the text by asking questions about that text. This reading stands out as an active process that requires the reader to spend more time, exertion, and effort, and also includes understanding, analyzing and evaluating. For a critical reading, the text is thoroughly evaluated, interpreted, various inferences are made with the mental activities carried out before, during and after reading, and thus the text is reconstructed (Emiroğlu, 2014, p. 33). The reader reads critically by paying attention to the writer's attitude in the text, consistency of the information and the words used (Karabay, 2012, p. 79).

Undoubtedly, teachers have great roles in developing students' critical reading skills. The most important of these are to encourage children to read, to establish a democratic discussion environment on the text being read for in-depth understanding, and to ensure evaluating what is understood using an impartial perspective (Karasakaloğlu & Bulut, 2012, p. 97). In order to help students to acquire critical reading skills and attitude, the teacher should first present a variety of texts and practice on these texts. The teacher should answer the questions of the students with great care and ensure a high level of adaptation on the sample texts. In fact, the purpose here is to initiate learning, perception and change in the student, and to provide students critical thinking and a critical perspective (McLaughlin & De Voogd, 2004, pp. 55-56). Therefore, during a critical reading activity, teachers should be in a guiding position to provide students with critical skills and attitudes and should play a very effective and important role in providing students such a reading ability.

Naturally, it can be argued that the essence of gaining critical reading skills is to love reading and having a reading habit. Individuals usually learn from reading and begin to analyze the ideas of others after gaining a reading habit; and this gives the individual critical thinking and reading skills (Parmawati, 2018, p. 2). Parents also have a great responsibility to get children to love reading and providing them the reading habit. The family should be a pioneer and in developing the reading habits of children and making it a lifestyle (Tanju, 2010, p. 31). Reading can also be considered as an activity for leisure time in everyday life (Huang et al., 2015, p. 62). Because a regular and active reading activity in daily life is the background of critical reading and being a good reader requires such qualifications. Accordingly, in order to achieve a certain success in reading, it is very important to create a desire for the book starting from the first stage of education, get individuals to love books and enable them to create a library of their own (Aytaş, 2005, p. 468). Therefore, reading skills and reading habits are gained more effectively and quickly through early-age practices and in parents-supported environments. Hence, gaining a reading habit is a process that starts in the family, continues at school, and further progresses by the individual's own efforts. So, as in all habits, the family's approach and attitude, that is, their sensitivity in this regard is the primary factor in acquiring reading habit and library use (Yılmaz, 2004, p. 117).

As reading habits develop, the individual gains critical reading skills and thinks more carefully by attentively following what each sentence and word means, thus the individual can evaluate the text he/she reads from a broader view. Accordingly, the individual evaluates what he reads with a critical and attentive perspective; and gains the ability to constantly refer and keep his mind alive (Odabaş et

al., 2008, p. 434). In this regard, with the emergence of the need to follow the innovations and developments introduced by today's fast-changing and constantly evolving world, reading has gone beyond its purpose and has become a necessity rather than a hobby. As supposed by the contemporary education approach, learning and development is not only a process that begins and ends within the educational stages. Therefore, it is now a necessity to develop a reading habit and make it a goal to increase the continuity of learning and the diversity of knowledge in different fields (Arslan et al., 2009, p. 114).

When the results of the studies on this subject are examined, it is seen that the increase in the habit of reading books, in general, contributes to the critical reading skill (Gündüz, 2015; Kösem, 2019, Kılavuz, 2020). According to the study results, it has been revealed that females have more reading habits and critical reading skills. It can be said that females have improved their critical reading skills because they spend more time reading than males. One of the results reached is that the habit of reading books increases as the class level increases. Also, there is a situation in favor of Turkish teaching departments in book-reading habits. The fact that pre-service teachers who study in Turkish language teaching departments have more reading habits can be attributed to the reason they read more books by the department. Also, it is seen that the Reading Education course in the departments of Turkish Language Teaching contributes positively to critical reading skills (Karabay, 2012).

Considering the studies conducted to investigate the attitudes and behaviors towards book reading habits (Ballı, 2019; Batur vd. 2010; Yalman vd. 2015; Odabaş vd. 2008), it is concluded that teacher candidates generally have the habit of reading books. The fact that the habit of reading books is at a certain level in teacher candidates can be attributed to the fact that studies and practices for reading are performed more frequently in education faculties. Besides, it was determined that the reading habits of the teacher candidates studying in the departments of Turkish Language Teaching were observed more.

Burgess et al. (2011) argued that reading habits are indispensable for individuals for lifelong learning and personal development. (Fisher, 2004) argued that the acquisition of reading habits should start from an early age and that this should be carried to advanced levels in the individual's life in the education process. Besides, Mckool (2007) put forward opinions and information on activities and practices aimed at increasing reading success and improving reading success by examining the factors affecting reading success.

1.2. Research questions

The purpose of this study is to determine the relationship between reading habits and critical reading skills of preservice teachers studying at Amasya University in the 2020-2021 academic year and to identify whether there are any differences according to certain variables. For this purpose, answers were sought to the following questions:

1. Is there a significant difference between preservice teachers' reading habits and their critical reading skills according to gender, age, education year, department, and the number of books they read?
2. What is the degree of the relationship between preservice teachers' reading habits and their critical reading skills?
3. Are the preservice teachers' reading habits a significant predictor of their critical reading skills?

2. Method

2.1. Research model

The correlation model model was used in our study to examine the reading habits and critical reading skills of preservice teachers according to certain variables and to determine the relationship between them. As Karasar (2011) stated, the correlation model aims to determine the degree of co-change between two or more variables. The correlation model aims to assess whether the variables change together and to determine the nature of this change if any.

2.2. Sample

The sample consists of 255 preservice teachers studying at Amasya University. A convenience sampling method was used to select participants. According to Ekiz (2009), this method makes it easier to identify the research participants or group. Our sample included preservice teachers studying at four different programs; Turkish Language Teacher Education, Primary School Teacher Education, Social Studies Teacher Education, and finally, Psychological Counseling and Guidance.

2.3. Data collection

To determine the reading habits of preservice teachers, the “Attitude Scale on Reading Habit” developed by Gömleksiz (2004) was used. It is a 5-point Likert type scale including 30 items after the validity and reliability analysis. The Cronbach's alpha for the internal consistency of the scale calculated by Gömleksiz (2004) is .88. In our study, the Cronbach's alpha for the internal consistency was calculated as .92.

To determine the critical reading skills of preservice teachers “Critical Reading Self-Efficacy Perception Scale” developed by Karadeniz (2014) was used. The scale consists of 33 items and Cronbach's alpha for the internal consistency was calculated as .937 (Karadeniz, 2014). In our study, the Cronbach's alpha for internal consistency was found as .93. It is known that Cronbach alpha coefficients above 0.70 were considered acceptable (McMillan & Schumacher, 2010). Therefore, both scales used in our study have a high reliability. The participants answered the scales digitally through Google Forms.

2.4. Data analysis

The data collected in our study were analyzed using IBM SPSS software version 22.0. The positive items were rated from 5-1 and the negative items were rated inversely from 1-5. The homogeneity tests were used and since data were found to be inhomogeneous, it was decided to conduct nonparametric tests. In our study, the Mann-Whitney U test and Kruskal Wallis H-test were used as nonparametric tests. Instead of using the “Post Hoc” option that shows which of the group means is statistically significant from the others when a difference was determined after the Kruskal Wallis H-test, Mann-Whitney U-test for the pairwise comparisons were used. A correlation analysis was conducted to determine the degree of relationship between preservice teachers' reading habits and critical reading skills. To calculate the predictive strength of reading habits of preservice teachers for critical reading skills, a simple linear regression analysis was conducted. To determine whether there are any differences between critical reading skills and reading habit scores according to gender variable, the Mann-Whitney U test was used.

3. Results

Table 1. The difference in Critical Reading Skills and Reading Habit Scores according to gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
Critical Reading	Male	49	105,18	5154,00	3929,000	,016
	Female	206	133,43	27486,00		
Reading Habit	Male	49	81,06	3972,00	2747,000	,000
	Female	206	139,17	28668,00		

As seen in Table 1, the difference between critical reading scores of male and female preservice teachers is significant at $p < 0.05$ level. Accordingly, it has been seen that female' critical reading mean score is higher than males. The difference between male and female preservice teachers' reading habit scores is significant at the $p < 0.05$ level. Based on these results, it can be said that female participants' critical reading skills and reading habit scores are higher than those of male participants. The fact that females are more interested in reading than males may affect the emergence of this result. To determine whether there are any differences between critical reading skills and reading habit scores according to age, Kruskal Wallis Test was conducted.

Table 2. The difference in Critical Reading Skills and Reading Habit Scores according to age

	Age	N	Mean Rank	df	χ^2	p	Difference
Critical Reading	17 - 19	40	111,50	3	21,279	,000	1,2 - 3,4
	20 - 24	197	124,66				
	25 - 29	9	219,50				
	30 and more	9	182,94				
Reading Habit	17 - 19	40	112,09	3	5,139	,162	
	20 - 24	197	128,71				
	25 - 29	9	140,78				
	30 and more	9	170,44				

The results of the Kruskal Wallis test performed to determine the difference in preservice teachers' critical reading skills and reading habit scores according to age variable revealed that while a significant difference exists in critical reading skill scores according to participants' age (χ^2 : 21.279; $p < 0.05$); however, no significant difference was found in reading habit scores (χ^2 : 5,139; $p > 0.05$). This finding demonstrated that preservice teachers' critical reading skills vary with their age. According to results of pairwise comparisons using the Mann-Whitney U tests conducted to identify scores of which group or groups differ, teacher candidates aged 25-29 and 30 and above had higher critical reading skills than teacher candidates aged 17-19 and 20-24.

Table 3. The difference in Critical Reading Skills and Reading Habit Scores according to education year

	Education Year	N	Mean Rank	df	χ^2	p	Difference
Critical Reading	1	35	104,84				
	2	46	140,24	3	9,059	,029	1-2,4
	3	88	118,01				3-4
	4	86	141,10				
Reading Habit	1	35	105,54				
	2	46	130,04	3	4,218	,239	
	3	88	128,38				
	4	86	135,66				

The results of the Kruskal Wallis test performed to identify the difference in preservice teachers' critical reading skills and reading habit scores according to their education year in the college showed that a significant difference exists in the scores of critical reading skills according to participants' education year (χ^2 : 9.059; $p < 0.05$), however, no significant difference was found in reading habit scores (χ^2 : 4.218; $p > 0.05$). This result indicated that preservice teachers' critical reading skills vary with their education year. Pairwise comparisons using Mann-Whitney U tests were made to identify the scores of which group or groups differ. Accordingly, it was determined that 1st year college students had lower critical reading skills than 2nd and 4th year students, and 3rd year college students had lower critical reading skills than 4th year students.

Table 4. The difference in Critical Reading Skills and Reading Habit Scores according to the departments

	Departments	N	Mean Rank	df	χ^2	p	Difference
Critical Reading	Turkish Language Teacher Education	69	155,23				
	Primary School Teacher Education	91	108,97	3	15,660	,001	1- 2,4
	Psychological Counseling and Guidance	45	129,36				
	Social Teacher Education	50	123,84				
Reading Habit	Turkish Language Teacher Education	69	159,85				
	Primary School Teacher Education	91	114,47	3	18,082	,000	1- 4 2,3,
	Psychological Counseling and Guidance	45	113,34				
	Social Teacher Education	50	121,87				

The results of Kruskal Wallis analysis performed to determine the difference in teacher candidates' critical reading skills and reading habit scores according to the department demonstrated that significant differences exist in the scores of both critical reading skills (χ^2 : 15.660; $p < 0.05$) and reading habits (χ^2 : 18.082; $p < 0.05$) according to teacher candidates' department they studied. The results of pairwise comparisons using Mann-Whitney U tests that were conducted to identify the critical reading scores of which group or groups differ revealed that preservice teachers who study in the Turkish Language Teacher Education program had a higher level of critical reading skills than those who study in Primary School Teacher Education and Social Teacher Education programs. On the other hand, the Mann-Whitney U tests on the reading habit scores showed that Turkish Language preservice teachers had higher reading habits than other teacher candidates. Turkish language preservice teachers are more likely to deal with reading books due to their departments.

Table 5. The difference in Critical Reading and Reading Habit Scores according to the number of books read per year

	Number of Books Read	N	Mean Rank	df	χ^2	p	Difference
Critical Reading	1 - 5	51	84,99				
	6 - 10	76	122,18	3	28,913	,000	1- 2,3,4
	11 - 15	48	139,84				2-4
	16 or more	80	153,84				
Reading Habit	1 - 5	51	67,68				
	6 - 10	76	123,44	3	53,375	,000	1- 2,3,4
	11 - 15	48	142,69				2-4
	16 or more	80	161,98				

A Kruskal Wallis test was conducted to identify the difference in preservice teachers' critical reading skills and reading habit scores according to the number of books read per year. The obtained results showed that significant differences exist in the scores of both critical reading skills (χ^2 : 28.913; $p < 0.05$) and reading habits (χ^2 : 53.375; $p < 0.05$) according to the number of books read by teacher candidates per year. This finding pointed out that preservice teachers' critical reading skills and reading habit scores vary with the number of books read per year. The results of pairwise comparisons using Mann-Whitney U tests conducted on the scores of critical reading skills to identify which group or groups differ showed that teacher candidates who read 1-5 books a year had lower levels of critical reading skills than the other groups, additionally, a significant difference exists between those who read 6-10 books a year and those who read 16 or more books. On the other hand, the analysis conducted on reading habit scores demonstrated that teacher candidates who read 1-5 books a year have lower reading habits than the other groups, besides, a significant difference was found between teacher candidates who read 6-10 books a year and those who read 16 or more books. It has expected that people who read a lot of books will have higher scores.

Table 6. The Relationship between Preservice Teachers' Reading Habits and Critical Reading Skills

		Critical Reading	Reading Habit
Critical Reading	r	-	,554**
Reading Habit	r	,554**	-

** . $p < 0.01$

The correlation value between preservice teachers' reading habit and critical reading scores was calculated as .554, significant at the 0.05 level. This finding showed that a positive correlation exists between reading habits and critical reading scores. Accordingly, as reading habits scores increase, critical reading scores increase also. This result has expected.

To determine the predictive strength of the reading habits of preservice teachers for their critical reading skills, a simple linear regression analysis was conducted (Table 1).

Table 7. Results of simple linear regression analysis for the predictive strength of reading habit for critical reading skills

	Model	B	Std. Error	β	t	p	
Critical Reading	Constant	1,834	,208		8,819	,000	R=,554
	Reading Habit	,504	,048	,554	10,592	,000	R ² =,307 F=112,189 p<.05

The simple linear regression analysis showed that reading habit scores significantly predicted critical reading skills (R=.554, R²=,307, F(1, 253)=112.189, $p < .05$). According to these results, 31% of the variance in critical reading scores was explained by reading habit scores. Accordingly, it was determined that reading habits have an impact on critical reading skills.

4. Conclusion and discussion

This study aims at determining the relationship between preservice teachers' reading habits and critical reading skills. Accordingly, significant differences were found as a result of the analyzes conducted to determine whether the reading habits and critical reading skills of the teacher candidates differ according to gender, age, education year, department, and the number of books read per year.

Regarding the gender variable, a significant difference was found in the scores of reading habits and critical reading skills besides, the female participants exhibited higher scores for both skills. Therefore, it can be said that female preservice teachers had higher reading habits and critical reading skills. Similarly, results of previous studies conducted by Aşiloğlu and Yaman (2017), Yıldırım (2018), and Ballı (2019) indicated that females had higher reading habits and critical reading skills than males, however; Gündüz (2015) found that no significant difference exists between males and females. Moreover, consistent with our findings, Özbay, Bağcı and Uyar (2008), Bozpolat (2010), and Yalınkılıç (2007) found that females positively different than males regarding reading habits.

Our findings indicated that while a significant difference exists in critical reading scores according to the age variable, no significant difference was found in reading habit scores. According to obtained results, it can be argued that participants aged 25-29 and 30 and above had higher critical reading skills than those aged 17-19 and 20-24. Similarly, Kösem (2019) found that critical reading skills increase with age.

Regarding the education year of preservice teachers in their college, while a significant difference was found in the scores of critical reading skills, no significant difference was found in reading habit scores. We found that first- and third-year college students had lower critical reading skills. On the other hand, Batur et al. (2010) determined that while first-year college students had the lowest reading habits, third-year students had the highest reading habits. 1st-year students may be experiencing adaptation issues as they have just started college. 3rd-year students are in a more comfortable position than other grades. These reasons can affect their reading status.

Regarding the department of teacher candidates, we found that significant differences exist in both critical reading skills and reading habits. Our results pointed out that preservice teachers who study in the Turkish Language Teacher Education program had higher levels of critical reading skills than those who study in Primary School Teacher Education and Social Teacher Education programs. On the other hand, regarding the reading habits, Turkish Language teacher candidates had higher reading habits than teacher candidates studying in other programs. These findings demonstrate that preservice teachers who study in the Turkish Language Teacher Education program explicitly stand out with their comparably higher reading skills. Similarly, previous studies showed that students who study at Turkish Language Teacher Education programs exhibited higher critical reading skills (Koçak, 2020; Kösem, 2019) and higher reading habits (Ballı, 2019; Bozpolat, 2010; Demir, 2009) than other teacher education programs.

Regarding the number of books read per year by teacher candidates, significant differences exist in both critical reading skills and reading habits. Based on the obtained results, it can be argued that teacher candidates who read 1-5 books per year had lower levels of critical reading skills and reading habits than the other groups. Moreover, teacher candidates who read 6-10 books per year had lower critical reading skills and reading habits than those who read 16 or more books. Similarly, Koçak (2020) concluded that with the increase in many book reads, critical reading skills also increased.

In order to determine the degree of relationship between preservice teachers' reading habits and critical reading skills, a correlation analysis was conducted and a positive correlation was found. Accordingly, it can be said that as reading habit increases, critical reading skills increase. Similar to our results, the findings obtained in the studies conducted by Gündüz (2015) and Kösem (2019) revealed that a positive correlation exists between reading habits and critical reading skills.

Moreover, a simple linear regression analysis was conducted to calculate the predictive strength of reading habits of preservice teachers for the levels of critical thinking and it was found that the reading habit is a significant predictor for critical reading skills.

As suggested in previous studies, our findings revealed that critical reading skills require reading habits. However, acquiring a reading habit would not be easy through individual efforts. Therefore, considering the suggestions provided in previous studies, families, where the interest and a love of reading start to develop, and in the following periods, the school and teachers should play a key role. Burgess, Sargent and Hill (2011) stated that teacher played an important role in helping students love and interest in reading; on the other hand, Fisher (2004) argued that schools should be convenient reading environments and provide opportunities in this regard.

Based on the findings of the current study, the authors made the following recommendations:

- Considering that reading habits play an important role in increasing students' critical reading skills, at first, students' reading habits should be increased.
- Regardless of the program type of preservice teachers, they should be supported for reading. Moreover, courses related to reading should be included in the curriculums of teacher education programs to train well-equipped teachers.

- By conducting long-term applied studies aimed at gaining the reading habit discussed within the scope of the study, the examinations on gaining the reading habit can be evaluated in more detail.
- Studies can be conducted to discuss the contributions of critical reading to teaching in general and to Turkish teaching in particular, especially to the lecturing process at the higher education level.
- Studies can be conducted to demonstrate the pedagogical contributions of having reading habits and critical reading skills to teachers.

5. Limitations of the study

This study is limited to 255 preservice studying at the departments of Turkish Language Teaching, Classroom Teaching, Social Studies Teaching and Psychological Counseling and Guidance at Amasya University Faculty of Education 2020-2021 academic year fall semester. Also, this study is limited to the data collected on book reading habits and critical reading skills.

6. Ethics Committee Approval

The author(s) confirm(s) that ethical approval was obtained from Amasya University (Approval Date/Number: 16.10.2020-E.22347).

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