

Effects of Intertextual Reading on Creative Reading Skills

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Özet

Bu çalışmanın amacı, Türk edebiyatından seçilen üç postmodern anlatı üzerinden, Türk edebiyatı ile dünya klâsikleri arasındaki metinlerarası okumaların, öğrencilerin yaratıcı okuma becerilerini geliştirmelerinde katkıları olup olmadığını araştırmaktır. Postmodern anlatıların temel kurgu öğelerinden olan “metinlerarasılık”, yazar anlatıcının, eserini önceki dönem eserlerine yaptığı göndermeler, anıştırmalar, çağrışımlar, alıntılar, parodi-pastiş ve dönüştürümlerle yaratmasıdır. Zorlu bir okuma sürecine giren okur ise sözü edilen öğeleri, zihin şemasında anlamlandırmaya çalışacak, bir anlamda tüm bilişsel süreçlerini işe koşarak, “yaratıcı okuma”ya geçiş yapacaktır. Ancak, buradaki temel sorun, öğrencilerin okuma eksiklikleridir. Önceki eserlerle, çeşitli boyutlarda bağlantı kurabilen, onlardan farklı anlamlar çıkarıp yorum yapabilen öğrenciler ise metni yeniden kurmuş olacaklardır. Metinlerarası okuma, işte bu bağlamda onun yaratıcılık becerilerini geliştireceği gibi okuma kültürünü de artıracaktır. Metinlerarası okumanın yaratıcı okuma becerisine etkileri konulu bu araştırma, 2016-2017 yılı Güz döneminde Orta Anadolu’da bir üniversitede Türkçe Eğitimi alanında yüksek lisans yapan 10 öğrenciyle gerçekleştirilmiştir. Nitel araştırma desenli çalışmada “görüşme” yöntemi kullanılmıştır. Öğrenciler tarafından seçilen Yeni Hayat, Puslu Kıtalar Atlası ve Uykuların Doğusu adlı romanları sınıf ortamında çözümlenmiş, öğrenciler bu anlatıların yaratıcı okuma becerilerine neler kattıklarını, yapılandırılmış görüşme formuna yazmışlardır. Sonuç olarak, öğrenciler, her üç romandaki metinlerarasılık öğelerini bulmada zorlandıkları halde metinlerarası okumaların, yaratıcı okuma becerilerini geliştirmelerinde ve okuma kültürü edinmelerinde kendilerine zengin katkılarda bulduklarını belirtmişlerdir.

Anahtar Kelimeler

Metinlerarasılık, postmodern anlatılar, yaratıcı okuma

Abstract

The object of this study is to investigate whether intertextual reading between Turkish literature and world’s classics contributes to the development of creative reading skills of students through three postmodern narratives selected from Turkish literature. The "intertextuality", which is one of the basic construct factors of postmodern narratives, is that the author the narrator creates his/her work by references to his/her previous works, adumbrations, associations, quotations, parody-pastiche and transformations. The reader who enters a challenging reading process will try to give meaning to said factors in his/her mind, in other words he/she will pass to a “creative reading” by using his/her all cognitive processes. The main problem, however, is the reading deficiencies of the students. Students, who can connect with previous works in various dimensions, infer differently and comment on them, will re-establish the text. In this context intertextual reading will improve creative skills and increase reading cultures as well. This research, the subject matter of which is to determine the effects of the intertextual reading on creative reading skills, was carried out with 10 students who took a master degree in a university in Central Anatolia during the fall semester of 2016-2017. The "interview" method was used in the study of qualitative research design. Novels titled Yeni Hayat, Puslu Kıtalar Atlası ve Uykuların Doğusu, which are selected by students have been analyzed in the class and the students have written on the structured interview form that what contributions have been made to their creative reading skills by these narratives. Consequently,

the students have indicated that the intertextual readings have made rich contributions to them for improving their creative reading skills and acquiring the reading culture although they had difficulties to find intertextuality factors in each three novel.

Keywords

Intertextuality, postmodern narratives, creative reading

References

Reviewing the literature; it is seen that there are many publications on creative reading such as theses, articles, book sections and even books. An extensive educational project was applied for the first time in the school year of 1997-1998 within the scope of the 75th anniversary of the Republic. 300 students from different socio-economic backgrounds receiving education at five primary schools in İstanbul were asked to write down their opinions about certain children's books as they wished to. As a result of the study, it was determined that children were unable to express their thoughts confidently due to the oppressive quality of education received from family or school and continued to think by heart and in patterns (İpşiroğlu, 2000: 5-6).

As a result of the study regarding whether they acquired reading skills in the 2005 Turkish curriculum or not, it was determined that 85% of students were successful and 5 out of 34 acquisitions were not obtained at all.

Various publications have been included in literature journals since the 2000s concerning intertextual relations such as; "Components of Cemal Süreya's poetry in consideration of intertextual relations. (GökalpAlpaslan, G. G. 2009:436-463). "A view to yesterday's Ferdâ to today's Ferdâ within the context of intertextual relations" (Akbulut, 2009: 736-759); Intertextual reflections of the narratives of "Leylâ and Mecnun" and "Ferhad and Şirin" on the modern literature from the perspective of the concept of justification (Tunç, 2009: 19-29); "Intertextual relations in Tanpınar's novels" (Akyıldız, 2010: 715-727). "Mustafa Kutlu's quintet in terms of intertextual relations (Qasımova, 2011: 61-86). "Intertextual relations in the story of Kerem and Aslı" (Bars, 2013: 68-82).

On the other hand, there is a limited number of publications concerning the effects of intertextual reading on creative reading. 6th, 7th. and 8th grade Turkish school book and teacher's guide book were analyzed within the context of the criterion of intertextuality (Karatay, 2010). In the study, it was determined that references in themes and texts which were discussed for the purpose of structuring learning in educational instruments were performed as associations with disciplines except for the Turkish lesson, but they were not adequate in every theme and text.

Aside from the aforementioned study, a poster notice had been presented at the VI. National Symposium on Classroom Teaching Education which was prepared by Anadolu University in the field of education regarding the definition of intertextual reading and how it should be (Ünal, 2007). A trial of interpretation from texts was also applied in the 5th grade Turkish lesson at the XI. National Symposium on Classroom Teaching Education (Aru, 2015). The concept of intertextual reading will hopefully become more popular as it is included in primary and secondary education Turkish and Literature curriculums and taught in school books in the field of education.

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