

T.C.
GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE EFFECT OF CRITICAL THINKING ON READING
SKILLS: A CONSTRUCTIVIST PERSPECTIVE

MA THESIS

By
SEZGİN BAĞDAT

ANKARA – 2009

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Assist. Prof. Dr. İskender Hakkı SARIGÖZ

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Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

SEZGİN BAĞDAT'ın "THE EFFECT OF CRITICAL THINKING ON READING SKILLS: A CONSTRUCTIVIST PERSPECTIVE" başlıklı tezi 16 / 09 / 2009 tarihinde, jürimiz tarafından İNGİLİZ DİLİ EĞİTİMİ Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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ÖZET

ELEŞTİREL DÜŞÜNMENİN OKUMA BECERİSİ ÜZERİNDEKİ ETKİSİ: YAPILANDIRICI YAKLAŞIM

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Bu araştırmada Çankırı Nevzat Ayaz Anadolu Öğretmen Lisesi'nin 9. sınıfında öğrenim görmekte olan öğrencilerin eleştirel düşünme ve yapılandırıcı yaklaşım ölçütlerine göre okuma becerileri ölçülmüştür. Eleştirel düşünme ve bilginin kişiselleştirilmesi gibi yöntemler kullanılarak kazandırılan okuma becerileri ile yüzeysel okuma becerileri elde etmiş olan iki sınıf birbiriyle karşılaştırılmıştır. Araştırmanın sonunda, eleştirel düşünme becerileri kazandırılan ve kazandırılmayan sınıfların okuma notları birbiriyle kıyaslanmıştır.

Araştırmanın evrenini, İngilizceyi yabancı dil olarak öğrenen ve dört beceriyi kullanan devlet okullarındaki lise öğrencileri oluşturmaktadır. Araştırmanın örneklemini Çankırı Nevzat Ayaz Anadolu Öğretmen Lisesi'nde 9. sınıfta öğrenim görmekte olan öğrenciler oluşturmaktadır. Bu araştırma kapsamında, bütün 9. sınıf öğrencileri için ayrı bir okuma sınavı kullanılmıştır.

Araştırmanın sonucuna göre:

- 1) Eleştirel Düşünme becerisi kazanan sınıflarda metni farklı yönden ele alma, yorum yapma, önerilen fikri kabul etme ya da reddetme gibi durumlar gözlemlenirken, diğer sınıflarda yazılan her bilginin doğru olduğuna dair yanlış bir kanı hâkimdir.
- 2) Deney grubu yazarla ilgili bilgileri merak etmekte iken kontrol grubu bunu göz ardı etmektedir.

- 3) Kontrol grubu sorulan sorulara metinden direk cevaplar bulmaya çalışırken deney grubu önceden elde etmiş olduğu veriyi de kullanarak analiz, sentez ve değerlendirme yapabilmektedir.
- 4) Deney grubunun üretkenlik ve yaratıcılık özelliklerinde gözle görülebilen bir artış gözlemlenmiştir.
- 5) Deney grubu görüş bildirme konusunda çekingen davranmamaktadır.

Araştırma sonunda ortaya çıkan sorunlara dayalı olarak araştırmacı tarafından ortaya konulan önerilere yer verilmiştir.

ABSTRACT

THE EFFECT OF CRITICAL THINKING ON READING SKILLS: A CONSTRUCTIVIST PERSPECTIVE

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Master Theses, English Language Teaching Programme

Theses Supervisor: Assistant Prof. Dr. İskender Hakkı SARIGÖZ

September – 2009

The aim of this study is to determine whether teaching reading skills by asking higher level thinking questions which are consistent with constructivism and critical thinking has an influence on the reading grades of the students or not.

In this study, reading skills of 9th grade students in Çankırı Nevzat Ayaz Anatolian Teacher High School have been evaluated. The two classes having superficial reading skills and the two classes having reading skills gained by studying critical thinking and personalized information techniques have been contrasted. At the end of this study, the grades of the two groups have been compared.

At the end of the research, it has been revealed that:

1. While the experimental groups can deal with the text from different perspectives, make comments on it, and accept or refuse the arguments presented in the text, the control groups have a tendency to believe every piece of information in the text.
2. Whereas the experimental groups wonder about the author, and the information related to him / her, the control groups ignore these facts.
3. While the control groups strive to find direct answers from the text, experimental groups use the previous data in the text to make analysis, synthesis, and evaluation.
4. Productivity and creativity of experimental groups have increased.

5. Experimental groups have not been shy of expressing their thoughts on a topic.

The suggestions made by the researcher based on the problems have been added at the end of the research.

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CHAPTER 1: INTRODUCTION

1.1 Introduction

Every day people are bombarded with a great deal of written or spoken messages in their daily lives (Gagnon & Collay, 2001, p.1). They do not know exactly which claims they should accept and which ones they should reject. Since they do not know exactly what they ought to do in such circumstances they are easily persuaded by some wily people around them. This problem is based on the fact that they have not learned how to think about an issue critically and evaluate an assertion gravely by applying some methods. This thinking process can be developed both in family and in school. However, this process is not taken into consideration and it is totally ignored by the educated people. In other words, it is not regarded as important. Nevertheless, the absence of this brain work affects people throughout their lives.

One of the most important sources of eliciting information about the world and having ideas about it is reading. People choose to read for different purposes. Similarly, in schools students also read for several reasons. They read in order to keep abreast of the latest ideas, developments and news, in other words, to know the world spinning around them well. In parallel with this, the range of different texts to which readers and students are exposed in real life is extensive.

Although reading is a popular activity, a lot of people and students have difficulties in comprehending texts. Especially, a great majority of EFL (English as a Foreign Language) students have been experiencing problems in reading skills because almost all English teachers see reading as a passive activity. As a result of this, they teach students to read just for the sake of answering some comprehension questions which are not incisive. For this reason, students cannot develop and use their critical thinking skills in order to evaluate the material presented.

Unfortunately, they cannot be engrossed in texts. They take the language at its face value. Their eyes glide across the page regardless of any involvement in the text. They just see the statements the author says outright. They hardly ever dig deeper. That is, they view superficially what they read or hear in one source, without checking how this compares with what other sources say. In the end, since people cannot store unconnected pieces of information, students are bound to forget all the things they have read.

Moreover, arguments abound everywhere both in speeches and in written texts. Especially, there are a lot of hidden messages in a text which authors do not say outright as well as oral arguments where people have to decide objectively. Because of this, people's decisions have to rely on sound factual evidence in order not to be easily persuaded and this can only be realized by awakening the thoughts. It should start at home and then teachers take this responsibility at school. Later, students start to get accustomed to using it on their own.

1.2 Problem

Students in high schools tend to find answers by copying down the text when they happen to have a reading exam in a foreign language. Since this is the case some answers happen to be true and some of them false by chance. In this way, they get a moderate point and it will be enough for them to pass the lesson. They do not try to make use of a text in terms of their own cognitive and psychological development. So, their success is a pseudo one. Moreover, teachers' questions support the case, which is very dramatic. Students are not forced to think and personalize the information. Those pieces of information just float in air and are left to be forgotten in time.

Besides, teachers do not take students' background information into consideration while teaching reading. It also causes a serious problem. The teachers are afraid of the fact that the students may blend or intermingle what they know

with what the writer says. They have a notion that the students cannot make this differentiation. Because they do not trust them, they force them to accept what the author says and not to negotiate with the written material. For this reason, they do not want their students to use their past experience while reading a text. They dread of students' giving wrong answers by heavily relying on their past experience.

1.3 The Aim of the Study

The purpose of this study is to reveal whether pre-intermediate Çankırı Nevzat Ayaz Anatolian Teacher High School students will succeed in comprehending reading passages after being exposed to higher level order questions which are consistent with Critical Thinking and Constructivist Approach.

1.4 The Significance of the Study

This study is significant in understanding the importance of critical thinking and constructivism while reading. Now that much of the existing research regarding critical thinking does not relate to constructivism, this study will focus on how EFL teachers can apply constructivism as well as critical thinking to reading activities. Deep learning versus surface learning will be compared in this way. This experience will not occur in vacuum and rote memorization of discrete facts will not be supported.

1.5 Assumptions and Research Questions

In this study, there are 89 students in total. The experimental group consists of 44 students and the control group consists of 45 students.

The assumptions are;

1. The students in the experimental group will get higher grades in a reading exam.
2. Some students with natural critical thinking abilities and overall English proficiency will be able to use the needed skills in a more effective and efficient way.
3. The students in both the experimental and control group have not been taught any critical thinking skills and have not been exposed to any constructivist strategies.
4. The classrooms are homogenous. So, the students are supposed to have similar cognitive skills and abilities.
5. The students who have participated in this study are the first grade students of Çankırı Nevzat Ayaz Anatolian Teacher High School. Therefore, they may experience some adaptation problems. The school, the teachers and the other students are all new to them. They try to get used to their new environment and this may affect their performance in the lessons. Now that they do not know each other very well, they might behave a bit shy and introvert. It is probable that they will be afraid of raising their hands and giving answers in front of a new group. They will be frightened of being scolded, looked down upon or ridiculed.

Regarding the assumptions of this study, the research questions are the followings.

1. Will the students in the experimental group elicit higher grades than the students in the control group when they are exposed to the reading lessons which are interwoven with the principles of Critical Thinking and Constructivist Approach?
 - 1.1. Are CT questions important in comprehending a text?
 - 1.2. Is the personalization of information crucial while reading?
2. What features have the students in the experimental group gained as a result of the implementation?

3. What faulty habits have the students in the control group displayed at the end of the research?

1.6 Limitations

The data for this study have been collected at Çankırı Nevzat Ayaz Anatolian Teacher Training High School. Although there is a wide range of high schools in Turkey and four different grades in these high schools, this study is limited to 9th grade students who study in Anatolian Teacher Training High School. This study is also limited to traditional activities applied to control group and the techniques which conform to Critical Thinking and Constructivist Approach applied to the experimental group.

Furthermore, the students in the 9th grade are overburdened in terms of lessons. They have 17 lessons throughout the year and 32 course hours a week. Just 10 hours a week out of 32 are allocated for English. Therefore, they have to give importance to all their lessons in the curriculum because they have not chosen their departments or study fields yet. They are going to settle down it in the tenth grade. So, the time and the students' energy spared for English is limited.

Besides, high school is a four-year-educational institution. The subjects in English are to be covered throughout these four years step by step. In each year, there are certain topics and structures to be discovered. The structures which students learn in the 9th grade have been specified by The National Ministry of Education. At the end of the 9th grade, the students will have learned Simple Present Tense, Present Continuous Tense, Simple Past Tense, Past Continuous Tense, Present Perfect Tense and some basic skills in English. The subjects are limited. Therefore, the students will not be knowledgeable enough to express their ideas freely on a topic in a foreign language.

Additionally, the students' English is a bit poor. Unfortunately, they ignore English lessons in the primary school. Now that the subject, English, was not

assessed in the Secondary School Entrance Examination in 2007, most of them had studied math, science and Turkish in English courses instead of studying foreign language the year before. Their past studies put hindrance in this respect.

1.7 The Abbreviations Used in the Study

The abbreviations used in this study have been given in the list below.

1. Critical Thinking CT
2. High School Entrance Examination HSEE
3. Çankırı Nevzat Ayaz Anatolian Teacher High School ÇNAATHS

CHAPTER 2: REVIEW OF LITERATURE

2.1 Introduction

This chapter reviews the literature on reading, types of reading, critical thinking and constructivism and the relationship among the three.

2.2 Reading

In the past, reading was assumed to be a passive, happening largely as a result of decoding and learning the meaning of individual words. According to Pearson, the goal of reading therefore was to “approximate” the text (as cited in Jones, Palincsar, Ogle & Carr, 1987, p. 5).

Now, it is accepted as private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable (Davies, 1995, p.1).

Reading is a complex information processing skill in which the reader interacts with text in order to (re)create meaningful discourse. From this perspective, reading is understood to be a complex cognitive process in which reader and text interact to (re)create meaningful discourse. Contemporary reading theory puts text and the reader at its centre (Klein, 1988, p.12).

Since reading is an active process, students work intensively, interacting with the text in order to create meaningful discourse. Although reading has sometimes been characterized as “passive” or “receptive”, as early as 1917, Thorndike

established the notion that reading is an active process related to problem solving. More recently, scholars (notably Goodman, 1967 & Smith, 1971) developed a psycholinguistic perspective of reading, focusing on its active, cognitive process. According to this point of view, efficient readers develop predictions about the content of a passage. Along with textual clues, knowledge and experience help readers develop expectations about what they will read. The efficient reader then reads rapidly to confirm or refute these predictions. If hypotheses are confirmed, the reader continues with an increasing store of information on the topic. If they are not confirmed, the reader returns and rereads more carefully (as cited in Silberstein, 1994, p.6).

Klein (1988, p.9) also expresses that reading is a communicative activity in the sense that reader interacts with text. Interactive Reading Theory stresses the interactive nature of reading. These approaches assume that meaning is created through the interaction of text and interlocutor.

2.3 The Purposes of Reading

People choose to read for different purposes. For example; they read for day-to-day survival, for general interest, for personal interest, for social purposes, for pleasure and aesthetic appreciation and for academic purposes. In parallel with this, the range of different texts to which readers are exposed in real life is extensive (Davies, 1995, p.2)

For pleasure

- to follow a narrative
- to enjoy the “sound” and rhythm or rhyme of a literary text.

For a general impression

- to gain an idea of the writer’s viewpoint
- to gain an overall impression of the “tone” of a text.
- to decide whether or not to read the text.

For organizing reading and study

- to identify the important content of a text

- to answer specific question(s)
- to decide which section of a text to start studying

For learning content or procedures

- to gain an understanding of new concepts
- to learn certain facts from a text
- to follow instructions

For language learning

- to “translate” the text, literally or metaphorically
- to learn new vocabulary
- to identify “useful” structures or collocations
- to use the text as a model for writing
- to practice pronunciation

In this information age, these kinds of incentives and similar ones urge people to read more and more day by day.

2.4 Models of Reading

There are some well-known and widely used models of reading, which are top-down, bottom up, schema theory and affective reading model which are going to be covered in this paper.

2.4.1 Bottom-Up

In a bottom-up model of the reading process, the reader is seen to move progressively from smaller to larger units of language in his way to understanding. In other words, a reader starts first by reading letters, then associating these letters with their appropriate sounds, then they combine the letters to read words, then sentences then paragraphs and so forth. In other words, reading is a data-driven process (bottom-up) in which: (1) letters are transformed into phonemic representations; (2) phonemic representations are then transformed into word representations; (3) words

are next assigned meaning; (4) words are combined into meaning-bearing sentences; (5) meaningful associations are formed; and (6) information is finally stored. (Zakaluk, 1988, on-line pages).

2.4.2 Top-Down

As opposed to the bottom-up model which is essentially phonic based with the processing sequence being from letters to sounds to words to sentences and finally to meaning, the top-down model of reading reverses the order in that thinking and meaning are included at a very early stage and the processing sequence proceeds from prediction to progressively smaller units (Davies, 1995, p.58).

Thus, reading according to this view considers reading as a ‘top-down’ process in which the reader: (1) samples the print; (2) makes predictions as to what the word might be based upon prior knowledge of the topic and sentence sense; (3) reads to confirm the hypothesis; (4) constructs meaning; and (5) assimilates new knowledge. In short, reading starts from meaning to words and letters.

In other words, the top-down reading process begins with readers focusing on the main ideas of a text and any other information that they can understand immediately. They then use contextual guessing to construct meaning at a deeper, more detailed level and to understand any unfamiliar words or phrases. This is in contrast to the bottom-up process, which emphasizes the words, phrases, and structures of a text over its main ideas. An effective reading strategy requires a balance between both processes, but should begin with the top-down process (Annenberg, 2009, on-line pages).

2.4.3 Interactive Model

During the 1980s an alternative model of reading was proposed that puts together the two views, bottom-up and top-down. The result is called an “interactive” (Perfetti, 1985; Rumelhart, 1977; Stanovich, 1980) model of the process of reading.

It stresses the interplay of all meaning-gathering activities which take place during reading. Bottom-up and top-down reading models are complementary; one is not able to function properly without the other. Thus, interactive theory accounts for the ability which mature readers have when they read rapidly for main ideas as well as their ability to read closely when necessary- for example, in scanning for specific information or proofreading material after composing it (cited in the Celce-Murcia, 1991, p.197).

2.4.4 Schema Theory

David Rumelhart has proposed a “schema-theoretic” account of the comprehension process. The focus here is on higher levels of processing rather than on lower-level processing of visual information, although it should be noted that lower-level processing is not ignored. In this explanation the basic construct proposed is a schema, defined as a unit of knowledge. The function of schemata is to provide frameworks for interpreting the world, including, in reading, the world of the text. The fundamental assumption is that people can only interpret visual information and words by relating these to our prior knowledge and experience; and our prior knowledge and experience is seen to be “packaged” into an infinite number of both general and specific units or into schemata. Furthermore, an individual’s schemata may change over time and with experience. From this it should be clear that schemata should not be thought of as fixed and stable but rather as fluid and constantly subject to modification (Davies, 1995, p.60).

Background knowledge that aids in text comprehension has recently been studied under the rubric of schema theory. This theoretical framework (aptly termed by Grabe, 1991, a “theoretical metaphor”) emphasizes the role of pre-existing knowledge (a reader’s “schemata”) in providing the reader with information that is implicit in a text. Students rely on their schemata for information about how a text looks and what it means (Silberstein, 1994, p.7).

In summary, according to Schema Theory, readers' expectations are based on readers' prior knowledge.

2.4.5 Affective Model

This model incorporates affective factors in reading. This model most explicit in its predictions about affective factors is that of Grover Mathewson. This model takes account of the real-world context of reading in ways that other models do not, starting indeed at the level of deciding whether or not to read. And it is the affective factors, attitude, motivation, affect and physical feelings that serve as the input to this initial decision-making process (Davies, 1995, p.70).

2.5 The Limitations of Reading Models

As mentioned above, there are models of reading but they may not promote students' overall thinking capacity. One gives importance to one item another gives importance to another. They deprive something all in all. Therefore, there is no satisfaction both for teachers and students in terms of reading success.

2.6 Thinking

What is thinking? The question has intrigued and puzzled countless people since human beings first started to think! Perhaps the simplest definition is that thinking is what goes on inside our heads (Bowkett, 2007, p.2).

2.6.1 Critical Thinking

As Grace Grant (1988, p.35) has acclaimed Critical Thinking is:

- the ability to identify and formulate problems as well as the ability to propose and evaluate ways to solve them.
- the ability to recognize and use inductive and deductive reasoning and to recognize fallacies in reasoning;
- the ability to draw reasonable conclusions from information found in various sources (written, spoken, tables, graphs), and to defend one's conclusions rationally.
- the ability to distinguish between fact and opinion (Glasman, Koff, and Spiers, 1984, p.467).

Another group defines higher order thinking as “ ‘active sustained cognitive effort directed at solving a complex problem’, with a complex problem being one that requires a student to integrate different sources of information, consider alternative perspectives, make critical judgments, and develop and test the hypotheses”(Computers, 1985, p.3).

Keating (1980, pp. 57-58) describes the four components of creative thinking: (1) content knowledge – thorough familiarity with an accumulated base of knowledge / experience; (2) divergent thinking-the ability to entertain or generate new ideas easily from the knowledge base; (3)critical analysis – the ability to separate promising from unpromising avenues and to consider alternatives; and (4) communication skills – the ability to develop a product to be evaluated in a social content, outside the individual. Only Hannah Arendt addresses the abstraction that must occur in the process of thinking: “Every thought is an afterthought. By repeating in imagination, we *re-sense* what has been given to our senses. And only in this immaterial form can our thinking faculty now begin to concern itself with these data. This operation precedes all thought processes.” (as cited in Grant, 1988, p.35).

Apart from the linguists mentioned above, Glaser (1941) defined critical thinking as:

(1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experience; (2) knowledge of the methods of logical enquiry and reasoning; and (3) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends (p.5).

Robert Ennis defined critical thinking as: Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. (cf. Norris and Ennis, 1989)

In addition to Robert Ennis, Michael Scriven has argued that critical thinking is “an academic competency akin to reading and writing”. According to him, critical thinking is skilled and active interpretation and evaluation of observations and communications, information and argumentation. (Fisher & Scriven, 1997, p.21)

Scriven defines critical thinking as an “active” process, partly because it involves *questioning* and partly because of the role played by *metacognition* – thinking about your own thinking. He includes “interpretation” (of texts, speech, film, graphics, actions, and even body language) because “like explanation, interpretation typically involves constructing and selecting the best of several alternatives [and it] is a crucial preliminary to drawing conclusions about complex claims. He includes “evaluation” because “this is the process of determining the merit, quality, worth or value of something” and much critical thinking is concerned with evaluating the truth, probability, or reliability, of claims.

Critical thinking requires identifying an argument, analysing, evaluating evidence, making judgements, and structuring reasons in a logical way towards a conclusion. (Cottrell, 2005, p.181)

Critical reading is different from other kinds of reading such as skimming or scanning text. The latter are useful strategies for locating where information is in a text and to develop a general feel for a subject. However, they usually result in a more superficial reading of the material. (Cottrell, 2005, p.147)

Critical reading requires readers to focus their attention much more closely on certain parts of a written text, holding other information in mind. As it involves analysis, reflection, evaluation, and making judgements, it usually involves slower reading than that used for recreational reading or for gaining general background information. As readers develop critical reading skills, these reading skills will become faster and more accurate. (Cottrell, 2005, p.147)

2.6.2 Thinking Skills Peculiar to Critical Thinking

There are thinking skills which are seen as basic to critical thinking. Edward Glaser listed the abilities which are essential for critical thinking:

- a- to recognize problems
- b- to find workable means for meeting those problems
- c- to gather and marshal pertinent information
- d- to recognize unstated assumptions and values
- e- to comprehend and use language with accuracy, clarity and discrimination
- f- to interpret data
- g- to appraise evidence and evaluate statements
- h- to recognize the existence of logical relationships between propositions
- i- to draw warranted conclusions and generalizations
- j- to put to test the generalizations and conclusions at which one arrives
- k- to reconstruct one's patterns of beliefs on the basis of wider experience
- l- to render accurate judgments about specific things and qualities in everyday life.

Some of the fundamental critical thinking skills are to identify the elements in a reasoned case, especially reasons and conclusions; to identify and evaluate assumptions; to clarify and interpret expressions and ideas; to judge the acceptability, especially the credibility, of claims; to evaluate arguments of different kinds; to analyze, evaluate and produce explanations; to analyze, evaluate, and make decisions; to draw inferences; to produce arguments (Fisher, 2005, p.10).

In addition to the skills above, Cottrell (2005, p.2) also believes that Critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes. It includes.

- *identifying* other people's positions, arguments, and conclusions;
- *evaluating the evidence* for alternative points of view;
- *weighing up opposing arguments* and evidence fairly;
- *being able to read between the lines*, seeing behind surfaces, and identifying false or unfair assumptions;
- *recognizing techniques* used to make certain positions more appealing than others, such as false logic and persuasive devices;
- *reflecting on issues* in a structured way, bringing logic and insight to bear;
- *drawing conclusions* about whether arguments are valid and justifiable, based on good evidence and sensible assumptions;
- *presenting a point of view* in a structured, clear, well-reasoned way that convinces others.

A critical thinker is master of many distinct skills. A critical thinker is neither dogmatic nor gullible. On the one hand, a critical thinker is expected not to close off from consideration viewpoints different from his or her own. On the other hand, a critical thinker is expected to recognize when to be doubtful of claims that do not merit investigation (Carroll, 2000, p.4).

2.6.3 Bloom's Taxonomy

Bloom has specified six steps of thinking processes. He identified the levels and labelled them. There are both lower and higher level thinking skills. He has claimed that a person can move these stages one by one and there is no transition among them. That is, he asserts that once you have completed a level, then you can pass the other. Furthermore, you can not use more than one at the same time and cannot make cycles and twist backwards. Although his explanations own some misconceptions, the table shows people's actions when they use their higher level thinking skills.

Table 1 : Bloom's Taxonomy

(Gabler & Schroeder, 2003)

Questioning Category	Bloom's Category	Student Activity	Questions (Stem Words for Directions)
Lower Level	Knowledge	Memorizing facts, terms, definitions, concepts, principles	What...?, list..., name..., define..., describe....
Lower Level	Comprehension	Understanding the meaning of material beyond factual recall	Explain, interpret, summarize, give examples, predict, translate
Lower Level	Application	Selecting a concept or skill and using it to solve a problem	Compute, solve, apply, modify, construct
Higher Level	Analysis	Breaking down material into its parts and	How does ...apply? How does

		explaining the hierarchical relations	...work? How does ... relate to...? What can we infer from / about ...? What distinctions can be made about ...and ...?
Higher Level	Synthesis	Creating / producing something original after having broken down the material into its components	How do the data support...? How would you design an experiment that investigates ...? What predictions can you make based on the data?
Higher Level	Evaluation	Making a judgment based on a pre-established set of criteria	What judgements can you make about ...? Compare and contrast ... criteria for

2.6.4 Cognitive Skills Special to Critical Thinking

As the table below illustrates, there are cognitive skills and sub-skills of CT. These are some meta-cognitive tasks for a person in order to be a critical thinker. A person can categorize a material, decode the significance of a subject and clarify the meaning so as to interpret a situation clearly. Furthermore, one should examine ideas, identify arguments and analyse them in order to analyse a case. In addition to

interpretation and analysis, one should have the ability to assess the situation to evaluate a case. Assessing claims and assessing arguments will lead to evaluation. Besides, to be able to infer something, someone should query evidence, conjecture alternatives, and draw conclusions. Moreover, stating results, justifying procedures and presenting arguments will help a person to explain the case. Likewise, to self-regulate, one has to make self correction and do self examination. Being a critical thinker entails these features.

Table 2 : The Consensus on the Descriptions of Each of the Skills and Sub-skills of CT (taken from Özmen, 2006, p.18)

CONSENSUS LIST OF CT COGNITIVE SKILLS AND SUBSKILLS		
SKILLS		SUBSKILLS
1	INTERPRETATION	Categorization Decoding Significance Clarifying Meaning
2	ANALYSIS	Examining ideas Identifying Arguments Analyzing Arguments
3	EVALUATION	Assessing Claims Assessing Arguments
4	INFERENCE	Querying Evidence Conjecturing Alternatives Drawing Conclusions
5	EXPLANATION	Stating Results Justifying Procedures Presenting Arguments
6	SELF REGULATION	Self-examination Self correction

2.6.5 Questions That Provoke Critical Thinking and Reading Skills

“The skill needed to become a critical thinker is not an ability to find the answers; it is the ability to ask the right questions (Allen, 1997, p.22)”. Questions are important. If students are asked, “What is the population of the world?” their answers are likely to include facts that have been committed to memory. However, if students are asked, “Why is the population of the World rapidly growing?” they are required to go beyond the facts and use their knowledge and judgment. Teachers need to begin with questions that encourage dialogue, and then follow with questions that require clarification and elaboration.

2.6.5.1 Possible Questions that promote CT

Critical thinking has been a concern of many researchers. They have focused on certain questions that foster high level thinking skills. Carol Numrich and Browne and Stuart have been among these researchers and they have listed questions that lead to critical thinking as follows:

1. What is the text about?
2. What is the author’s purpose? What is the author trying to persuade you to accept? What does the author want you to believe?
3. Who is the audience or readers in mind?
4. What is the source of the material? Where do you think the text has come from?
5. What are the author’s qualifications?
6. Is the material fact or opinion?
7. Is the author biased?
8. What is the tone of the writer? The author can have different tones of voice: Anger, Humour, Irony, Nostalgia, Resignation, and Sadness. Which one is dominant in this writing? Which tone of voice does the author use in describing the good old days? Look at the writer’s use of diction and tone.
9. What is the genre of the text? Is it a story, fable, letter or an article?

10. What did you understand best from what you read?
11. What did you understand least well from what you read?
12. To what extent does the text arouse your interest? Do you expect to enjoy reading the text? Can you say why?
13. What was your (first) reaction to the text?
14. What questions or thoughts did this text raise in your mind?
15. Are there any imbalances in the writer's argument?
16. What are the strengths and weaknesses in the author's writing?
17. What is the writer's attitude towards the subject? Examine the writer's choice of words and give some examples of them. / How does the writer's choice of words help to express his / her ideas in an exact way? Which words does he use to describe ? / Which verb does he choose to describe his interest in a? / Which expression does the author use to express the? / Which words describe the writer's preference for ...? What does he value?
18. What are the factors that cause X? / Which ones are most important? / How do the factors interrelate?
19. Did the author succeed in proving his point? Why or why not?
20. What reasons does the author offer to support his / her position? / What kind of evidence did he provide?
21. What is the meaning of "....."? / What does the word, "....." mean?
22. What does "it", "this" or "they" refer to?
23. What are the topic sentences of each paragraph?
24. What is the role of paragraph 1? / What is the function of paragraph 2?
25. Which paragraph gives a detailed description of?
26. Which paragraph expresses concerns over the reasons for?
27. Which paragraph shows the writer's emotions about her?
28. What conclusion do you reach about this experiment?
29. How do you know it?
30. In your opinion, is the writer right?
31. Can you summarize the author's viewpoint? / Can you summarize the issue presented in the text?

32. Read the following statements. Do you think the author would agree (A) or disagree (D) with them. Write A or D next to each statement.
33. Which words does he use to describe ?
Which verb does he choose to describe his interest in a?
Which expression does the author use to express the?
Which words describe the writer's preference for ...?
34. Can you identify the figurative language used in the text?
35. What are the proponents' arguments or opponents' arguments?
36. To take a position in an argument, a writer can use statistics (numbers and opinion polls), personal testimony (the writer's own experience), factual reference (facts cannot be argued, but they must be accurate), or appeal to authority (the experts' opinions can support writer's opinion).
Which of the four ways described above does the writer use to argue his position on the issue? From the article, list three examples of each type s/he uses.
37. Write O for the Opponents' view or W for the Writer's View in the provided space near the statements.
38. How would you rate the text in terms of ease of reading or difficulty? Can you say why?
39. How easy do you think it will be to learn something from it?
40. How will you have to read the text if you want to understand it and learn from it?
41. What strategies will you use to understand a text and learn from it?
42. What are the issues and the conclusions?
43. What are the reasons?
44. Which words or phrases are ambiguous?
45. What are the value conflicts and assumptions?
46. What are the descriptive assumptions?
47. Are there any fallacies in the reasoning?
48. How good is the evidence?
49. Are there rival or contradictory causes?
50. Are the statistics deceptive?
51. What significant information is omitted?
52. What reasonable conclusions are possible?

2.6.6 Limitations of Standard Comprehension Exercises

Davies (1995, p.27) asserts that there are some very serious threats of using standard comprehension questions. He identifies them in this way:

- The summary of the text may not be necessarily closely related to the answers given to the questions. In some exercises, comprehension or multiple-choice questions can be answered without reference to the text;
- Being able to answer the questions is not a direct reflection of how much of the text was fully understood;
- Comprehension exercises do not reflect the process or outcomes of either personal or study reading;
- The texts selected for exercises are not representative of text selected for real-world personal or study reading;
- The task of answering predetermined questions is artificial, compared with real world reflection on / discussion of what is read, or of the note-making and summarizing that is undertaken for real-world study.

The limitations of comprehension questions can be proven in a sentence. To illustrate it, the statement below, which is totally meaningless, is going to be examined (Taken from Russel, 1996, p.2).

“The griney grollers grangled in the granchy gak.”

1. What kind of grollers were they?
- The griney
2. What did the grollers do?
- They grangled in the granchy gak.
3. Where did they do it?
- In the gak.

4. In what kind of gak did they grangle?
- In the granchy gak.
5. In one sentence, explain why-the grollers were grangling in the granchy gak. Be prepared to justify your answer with facts.
6. If you had to grangle in a granchy gak, what one item would you choose to have with you and why?

As it is clearly seen that the first four questions can be answered without understanding the meaning of the sentence and even if the words are nonsense but the remaining two questions are quite different from the first four. So as to be able to answer those two questions, anyone should go through some kind of thinking process and then reach at answers.

It is for such reasons and others that the validity of the traditional comprehension or multiple-choice test has been seriously questioned in recent years. In many cases, open-ended questions elicit extended answers.

2.6.7 The Role of CT in Reading

Although teachers have a tendency to underestimate the value of thinking and critical thinking while teaching reading, it is obvious that there is a strong relationship between these two. The rote memorization of discrete facts is not useful. By addressing to different cognitive skills in parallel with CT, the instructors can improve students' reading ability. Students need to use some kind of means during a reading activity to get the meaning of a text. The students can use these means which lead to overall understanding and internalizing of the information only if teachers force them to stretch their minds. To do this, teachers should ask higher order questions. The aim of using higher order questions is to promote higher level thinking as an ultimate goal.

2.7 Constructivism

Constructivism is a theory about how we learn. Constructivism is a theory about knowledge and learning it; it describes both what “knowing” is and how one “comes to know” (Fosnot, 2005, p.2).

People construct their own meaning and learning about issues, problems, and topics. Because none of them has had exactly the same experiences as any other person, their understandings, their interpretations, and their schemata (knowledge constructs learning) of any concept cannot be exactly the same as anyone else’s. Their prior experiences, knowledge, and learning affect how they interpret and experience new events; their interpretations, in turn, affect construction of their knowledge structures and define their new learning (Marlowe & Page, 2005, p.7).

Marlowe and Page (2005, p.8) explain it in this way.

Let’s assume students are reading a story about a cat. Each student comes to class with a different understanding of the concept “cat.” One student might be thinking cats are warm and cuddly; another might be thinking about how a cat’s scratch can hurt. Given the meaning and past experiences each student has in relation to cats, the story itself takes on a different understanding for each student. Think about a day a teacher was teaching the causes of the First World War or the seasons of the year or any other subject. How many of the students really got it? How does the teacher know how many understood in the way he / she meant it? Half of the students? Three quarters of the students? Or one student?

It is because people all make their own meanings and understandings of issues, concepts, and problems that the emphasis in a constructivist classroom is not on transmitting information but on promoting learning through student intellectual activity such as questioning, investigating, problem generating, and problem solving. In short, it is about *constructing* knowledge, not receiving it (Marlowe & Page, 2005, p.8).

Cunningham (1992, pp. 36-37) has also supported this idea and cited that constructivism holds that learning is a process of building up structures of experience. Learners do not transfer knowledge from the external world into their memories; rather, they create interpretations of the world based upon their past experiences and their interactions in the world. He has exemplified his idea in this way:

People's knowledge of chairs is determined by their experience of them in many and varied way: people sit on them, feel the support, move them around if they are not too heavy, stand on them to reach the light bulb, hide behind them in their childhood games, draw them in pictures, use them as metaphors, talk about them and so on. The sense of chair that is "correct" cannot be determined independent of the context in which it appears. That is, knowledge emerges in contexts to which it is relevant.

2.7.1 Objectivism versus Constructivism

To understand what constructivism is, it is better to know what constructivism is not and what its rival philosophy is. The opposite opinion of constructivism is objectivism. That is, constructivism has come into being as a reaction to objectivism.

Objectivism holds that the world is completely and correctly structured in terms of entities, properties, and relations (Lakoff, 1987, p.159). Experience plays an insignificant role in the structuring of the world; meaning is something that exists in the world quite aside from experience. Hence, the goal of understanding is coming to know the entities, attributes, and relations that exist. The objectivist view acknowledges that people have different understandings based on differing experiences. Indeed, because of experience it is unlikely that two people will have identical understandings. However, the impact of prior experience and human

interpretation is seen leading to partial understandings and biased understandings. The goal is to strive for the complete and correct understanding. The purpose of the objectivist instruction is to cause the students to demonstrate the mastery of the knowledge. Since knowledge is believed to exist independently of instruction, an objectivist need not look at the instructional activities to see what is learned. Rather, designers produce a test that is designed to probe the knowledge acquired in an objective way (Duffy & Jonassen, 1992, p.2).

On the other hand, Duffy and Jonassen also explain that constructivism provides an alternative epistemological base to the objectivist tradition. Constructivism, like objectivism, holds that there is a real world that we experience outside. However, the argument is that meaning is imposed on the world by us, rather than existing in the world independently of us. There are many ways to structure the world, and there are many meanings or perspectives for any event or concept. Thus there is not a correct meaning that we are striving for (1992, p.3).

Meaning is seen as rooted in, and indexed by, experience (Brown, Collins, & Duguid, 1989a). Each experience with an idea – and the environment of which that idea is a part – becomes part of the meaning of that idea. That is, understanding is indexed by experience and it is constructed (as cited in Duffy & Jonassen, 1992, p.4).

2.7.2 Traditional Education versus Constructivism

Similar to objectivists, traditional educators believe that the external world is mind independent; things are objectively, absolutely and unconditionally true or false. Consistent with this view of knowledge, they define the goal of instruction as to communicate or transfer knowledge to learners in the most efficient, effective manner possible. They are of the opinion that knowledge can be completely characterized using the techniques of semantic analysis. One key to efficiency and effectiveness is simplification and regularization; that is thought can be completely broken down into simple building blocks which form the basis for instruction.

Behaviourist applications focus on the design of learning environments which optimize knowledge transfer while cognitive information processing stresses efficient processing strategies (Duffy & Jonassen, 1992, pp. 20-21).

On the other hand, constructivism is about thinking and the thinking process rather than about the quantity of information a student can memorize or recite. In a constructivist classroom, a teacher does not stand and deliver most or even much of the content material. Rather, students uncover, discover, and reflect on content and their conceptions of such through inquiry, investigation, research and analysis in the context of a problem, critical question, issue or theme. Students gain and are encouraged to develop through these processes the ability to think for themselves and to think critically; that is, to discriminate between the relevant and the irrelevant, to look at issues from different perspectives, to interpret and analyze written and electronic data (Marlowe and Page, 2005, p.8).

Learning is regarded as a constructive process in which the learner is building an internal representation of knowledge, a personal interpretation of experience. This representation is constantly open to change, its structure and linkages forming the foundation to which other knowledge structures are apprehended. Learning is an active process in which meaning is developed on the basis of experience. This view of knowledge does not necessarily deny the existence of the real world and agrees that reality places constraints on the concepts that are knowable, but contends that all we know of the world are human interpretations of our experience of the world. Conceptual growth comes from the sharing of multiple perspectives and the simultaneous changing of our internal representations in response to those perspectives as well as through cumulative experience (Duffy & Jonassen, 1992, p.21).

Constructivism takes a more cognitive or brain-based approach. In a constructivist classroom, emphasis is placed on first knowing that knowledge is not transferred directly from the teacher to the students. Rather, knowledge is built (or

constructed) by the students according to the prior experience and understanding they bring to the lesson (Llewellyn, 2002, p.30).

The list compares traditional classrooms with constructivist ones (Brooks and Brooks, 1999, 17).

Traditional Classrooms

1. Curriculum is presented part to whole, with emphasis on basic skills.
2. Strict adherence to fixed curriculum is highly valued.
3. Curricular activities rely heavily on textbooks and workbooks.
4. Students are viewed as “blank slates” onto which information is etched by the teacher.
5. Teachers generally behave in a didactic manner, disseminating information to students.
6. Teachers seek the correct answer to validate student learning.
7. Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.
8. Students primarily work alone.

Constructivist Classrooms

1. Curriculum is presented whole to part with emphasis on big concepts.
2. Pursuit of student questions is highly valued.
3. Curricular activities rely heavily on primary sources of data and manipulative materials.
4. Students are viewed as thinkers with emerging theories about the world.
5. Teachers generally behave in an interactive manner, mediating the environment for students.
6. Teachers seek the students’ points of view in order to understand students’ present conceptions for use in subsequent lessons.
7. Assessment of student learning is interwoven with teaching and occurs through teacher observations of students at work and through student exhibitions and portfolios.

8. Students primarily work in groups.

2.7.3 Principles of Constructivism

As Foreman asserts, there are some principles of constructivism.

The first one is **“It takes time to learn.”**: Learning is not instantaneous. For significant learning people need to revisit ideas, ponder them, try them out, play with them and use them. This cannot happen in 5-10 minutes.

The second one is **“Learning is an active process in which the learner uses sensory input and constructs meaning out of it.”**: Learners need to do something, because learning involves the learners engaging with the world.

The third one is **“People learn to learn as they learn.”**: Learning consists both of constructing meaning and constructing systems of meaning. Each meaning we construct makes us better able to give meaning to other sensations which can fit a similar pattern.

The fourth one is **“The crucial action of constructing meaning is mental.”**: It happens in the mind. We need to provide activities which engage the mind as well as the hands.

The fifth one is **“Learning involves language.”**: The language we use influences learning. People talk to themselves as they learn, and language and learning are inextricably inter-wined.

The sixth one is **“Learning is a social activity.”**: Our learning is intimately associated with our connection with other human beings, our teachers, our peers, our family. Conversations, interaction with others and collaborations are an integral aspect of learning.

The seventh one is **“Learning is contextual.”**: We do not learn isolated facts and theories in some abstract ethereal land of the mind separate from rest of our lives. We learn in relationship to what else we know, what we believe, our prejudices and our fears.

The eight one is **“One needs knowledge to learn.”**: It is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on. The more we know the more we can learn.

The ninth one is **“Learning is not the passive acceptance of knowledge which exists "out there".”** : Learning involves the learner engaging with the world and extracting meaning from his/her experiences.

The tenth one is **“Motivation is a key component in learning.”**: Not only is the case that motivation helps learning, it is essential for learning.

These are the principles of constructivism. According to these principles of constructivism, teachers also have some characteristics.

2.7.4 The Role of Constructivist Teachers

Brooks and Brooks (1999, pp. 103-111) summarize the constructivist teachers’ roles as it follows:

1. Constructivist teachers encourage and accept student autonomy and initiative.
2. Constructivist teachers use raw data and primary sources, along with manipulative, interactive, and physical materials.
3. When framing tasks, constructivist teachers use cognitive terminology such as “classify”, “analyze”, “predict”, and “create”

4. Constructivist teachers allow student responses to drive lessons, shift instructional strategies, and alter content.
5. Constructivist teachers inquire about students' understandings of concepts before sharing their own understandings of those concepts.
6. Constructivist teachers encourage students to engage in dialogue, both with the teacher and with one another.
7. Constructivist teachers encourage student inquiry by asking thoughtful, open ended questions and encouraging students to ask questions of each other.
8. Constructivist teachers seek elaboration of students' initial responses.
9. Constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses Constructivist teachers and then encourage discussion.
10. Constructivist teachers allow wait time after posing questions.
11. Constructivist teachers provide time for students to construct relationships and create metaphors.
12. Constructivist teachers nurture students' natural curiosity through frequent use of the learning cycle model.

2.7.5 Personalization of the Information

According to Piaget, two major principles guide intellectual growth and biological development: adaptation and organization. For individuals to survive in an environment, they must adapt to physical and mental stimuli. Assimilation and accommodation are both part of the adaptation process. Piaget believed that human beings possess mental structures that assimilate external events, and convert them to fit their mental structures. Moreover, mental structures accommodate themselves to new, unusual, and constantly changing aspects of the external environment. Piaget's second principle, organization, refers to the nature of these adaptive mental structures. He suggests that the mind is organized in complex and integrated ways. The simplest level is the schema, a mental representation of some physical or mental

action that can be performed on an object, event, or phenomenon (Bhattacharya & Han, 2001).

Assimilation occurs when a person perceives new objects or events in terms of existing schemas or operations. Accommodation refers to the process of changing internal mental structures to provide consistency with external reality. It occurs when existing schemas or operations must be modified or new schemas are created to account for a new experience. Obviously, accommodation influences assimilation, and vice versa. Equilibration refers to the biological drive to produce an optimal state of equilibrium between people's cognitive structures and their environment (Duncan, 1995). Equilibration occurs as an effort to bring balance between assimilation and accommodation as the person adapts more sophisticated internal mental structures. Human beings continually attempt to make sense of the world around them by assimilating new information into pre-existing mental schemes and accommodating thought processes as necessary. This effort to maintain a balance, denoted by equilibration, allows for cognitive development and effective thought processes. (Bhattacharya & Han, 2001).

Unless people make a connection between what they see, hear or read and what they know, it is not possible for them to retain and interpret that piece of information.

2.7.6 Asking Questions to Personalise the Information

Gabler and Schroeder (2003, pp. 235, 317, 412) have created some questions to awaken students' past learning and make them internalize what they read.

How many of you have heard of ...?

Have you ever thought about ...?

What comes to your mind when I say ...?

If we compare this and that, what do they remind you of ?

What are the advantages and disadvantages of ...?

What are the pros and cons of ...?

When then

If then

It appears thatwhen

Use essay questions

Compare and contrast

Explain the relationship between

What do you feel is the best explanation for?

What evidence can you give that would support?

Do you agree or disagree with this statement: Why?

How could we improve?

Is justified in saying? Why / why not?

How would respond to?

How could you prove that?

Evaluate the following:

Does the information given contradict with your previous knowledge?

2.8 The Relationship among Reading, Critical Thinking and Constructivism.

One of the goals of reading is comprehension. It means understanding. However, it is not one of the ultimate goals of reading. The ultimate goal of reading is to develop critical thinking in individuals. An individual can comprehend a sentence fully without missing a sentence or phrase. However, it does not signify that they have reached the conclusive goal. It becomes meaningless unless they know how to reason on it. The literal meaning of the sentence, “Come to the edge of the cliff and let yourself float in air” is obvious. But if this comprehension turns into an action without filtering it, it causes a disaster in the end.

All these processes are the activities happening in each individual's mind. They are personal. It is special and each one is unique. Learning is also private. Hence, it combines the theory in constructivism with critical thinking in reading.

In the light of the views above, some conclusions can be derived. Reading requires active involvement of both the reader and the writer. No one is a blank sheet; everybody has their own values, and beliefs. Therefore, the readers must be kept in mind during reading. They and their values must be appreciated. What they know can make invaluable contributions to reading. After all, to get an overall success of reading, readers are to be taught to think clearly and revise what they know.

There are constructs in human being's mind. They are not fixed or frozen structures. They are dynamic, inter-connected, emergent, open-ended, time-bound, and dialectic and flexible constructs. They are always in motion. Students who have questioning minds overview the incoming data, cross-check them, confirm or disconfirm them. That is, they nullify or confirm the data all the time. They seek relevance and inter-connectedness between the truths outside and the truths inside. As relevance Theory's claims, they look for a balanced state. They handle with bits and make a whole out of them as Whole Systems Thinking asserts.

Constructivism is beyond information processing theory. According to constructivism, only salient decisions, ideas or thoughts can stay in mind. But, they are still open to change, as long as an individual continue to think critically and analyse the events, he /she can change the constructs in mind at any time.

The questioning mind does this activity progressively both in daily life and in academic life. Reading is a micro-level of this macro-level activity. In foreign language learning, reading is the most convenient area in which a student can use these cognitive processes among four basic skills. In listening and speaking the data are not in students' use all the time. They can not turn back, look back again and check what interlocutors mean, why they are told so and so on. On the other hand, in reading, the text is in front of the reader. They can look back it again and again. And

between the text, and the reader's mind there becomes an electrical flow. Reading is a written discourse.

CHAPTER 3: METHOD

3.1 The Research model

This study has a quasi-experimental design. It is a scientific research method and primarily used in social sciences. “Quasi” means likeness or resembling, therefore quasi-experiments are similar to the experimental designs. They both seek treatments for a problem. The researcher in this study aims to increase the reading scores of the learners by taking the control of the specific variables. The method of instruction serves as the independent variable for this study. The dependent variable is the mean scores on the Reading Exam. The dependent variable is the factor that is expected to vary or change as a result of the independent variable.

3.2 Subjects and Settings

This study has been conducted in ÇNAATTHS. It is a boarding school and comprises four buildings, which are school building, dormitory, refectory, and a gymnasium. There are four classes in the first grade of the school. Students are enrolled to the school after they have passed the Secondary School Entrance Examination and got the required results.

The classrooms are assumed to be homogenous both in terms of quality and quantity because the students are distributed to the classrooms in a fair way. After the Secondary School Entrance Examination, the students who are accepted to the school are ranged from the highest to the lowest point. After this list is prepared, the first person on this list is taken to Section A, the second person on the sequenced list is enrolled to Section B, and the third person on the list is registered to Section C and the forth person on the list is taken to Section D. After the first four students with the

highest scores have been sent to different classes, the same process is done for other students until the last person in the list is reached.

In this study, students' social backgrounds have not been taken into consideration. They have been excluded from the scope of the study since the variables are quite similar to each other.

There are 45 students in the control group and 44 students in the experimental group. 9/B and 9/C have formed the experimental group whereas 9/A and 9/D have formed the control group. They have been chosen randomly.

3.3 Data Collection

This study was conducted in the educational year of 2007 - 2008 in ÇNAATTHS. The 9th grade students have a 10-hour English course a week. They study English Grammar for 7 hours and try to improve their reading skills for 3 hours. In the first term, all the students in the 9th grade used the book, POWER UP. In this duration of time, they have acquired some basic skills and structures.

When the second semester began, students started to use the book, Comprehension 2 and confronted with close reading. The experimental group was encouraged to make judgements, comments and decisions about the material they read while the control group was required to read the text and answer only the comprehension questions which do not provoke higher order thinking and refresh their past knowledge.

In the experimental group, the students were allowed to express their feelings or thoughts about the topic before they were dived into reading. The researcher asked open-ended questions and let students think and discover their own answers and create their own thoughts about the issue. Since there was not only one answer to the

questions, they enjoyed being capable of thinking and their own ideas' being highly valued.

By asking higher order questions, the teacher wanted the students in the experimental group

- to distinguish between the relevant and irrelevant information.
- to go back over the same ground several times to check that nothing has been missed.
- to look at the same information from several points of view.
- to put their likes, beliefs and interests to one side with the aim of gaining the most accurate outcome or a deeper understanding and to be aware of how their current beliefs might prejudice fair consideration of an issue when needed.
- to consider implications and distant consequences.
- to reflect upon and evaluate their personal motivations, interests, prejudices, expertise and gaps in their knowledge.
- to make a quick first reading to get the overall picture and check their initial response.
- to see whether it rings true or contradicts what they believe to be true.
- to compare what they read with what they already know about the topic and with their experience.
- to look for the author's position or point of view, asking 'What are they trying to "sell"?''
- to dig deeper below the surface of the subjects they are studying.
- to find out where the best evidence lies for the subject they are discussing.
- to evaluate the strength of the evidence.
- to come to an interim conclusion about where the available evidence appears to lead.
- to reason well.

- not to make judgements based on too general an overview of the subject matter.
- to feel comfortable pointing out potential weaknesses in the work of experts.
- to remain focused on the exact requirements of an activity.
- to offer criticism without feeling bad.
- to go over the facts in order to reach an accurate view.
- to identify unfair techniques used to persuade readers.
- to be good at reading between the lines.
- to evaluate the evidence to support a point of view.
- to weigh up different points of view fairly.
- to research to find out more when there is an uncertainty.
- to present my own arguments clearly.
- to know how to evaluate source materials.
- to make analogies.

as Cottrell (2005, p. 10) identifies them.

In the control group, teacher wanted students to read the passage aloud and find the factual information from the text. They were not asked to internalise the written material or question it. The material was treated like an absolute truth.

The questions used for the control group and the experimental group have been given in Appendix 1. After the reading passages have been introduced, the students have been exposed to those questions. The reading passages in the book, “COMPREHENSION 2” have been studied.

3.3.1 Procedure (Implementation)

In ÇNAATHS, there are four sections in the 9th grade, each of which consists of 24 students. The students in the 9th grade have 10-hour-English course a week. They have 380 English course hours throughout a year. Every week seven hours

have been spared for grammar, which is called as Main Course, and three hours have been spared for skill development, which is named as Skill Course. In the first semester, none of the 9th grade students have been exposed to any different treatment. All of them have been subjected to the same methods and techniques. They studied the book New Bridge to Success 9 during the main course and used Power Up 1 during the skill course. In the main course, they have learned some basic forms like Imperatives, Simple Present Tense, Simple Past Tense, Present Continuous Tense, Past Continuous Tense and Modals. In the skill course, students have written some letters, postcards and paragraphs because of the fact that the book, Power Up 1, is mainly centred on writing. The writing activities are all related to students' introducing themselves, their families or their pets. In the second semester, students have continued to use the book, New Bridge to Success 9 in the main course. However, in the skill lesson, students have studied a new book, which is "Comprehension 2".

With the introduction of the book, "Comprehension 2", the four sections in the 9th grade in ÇNAATHS have been divided into two randomly. According to this division, 9/A and 9/D have formed the control group and 9/B and 9/C have formed the experimental group in this study.

In this study, the teacher covers the same reading texts in different techniques in order to prove that conducting a reading lesson embedded with a diverse range of questions conforming to CT and Constructivist Approach will make discernible increase in students' reading grades and their reading abilities.

In the first week, a reading passage on "mantis" is read. In the control group, the teacher enters the classroom, greets the students and sits by the table. The students open their books. Pre-reading activities are not applied. The teacher reads the title aloud and asks who wants to read the passage. Some students raise their fingers and become willing to read the text. The teacher chooses one of the volunteers and the text is begun to be read. Two or three paragraphs later, the teacher points another student to continue reading. The process goes on in this way. When

the students complete reading the text, the teacher asks them to turn the page and answer the comprehension questions pertinent to the text (see Appendix 1.1).

Unlike the process with the control group, the teacher follows a different way with the experimental group. The teacher enters the classroom and greets the students as she does with the control group. After asking them about their well beings, the teacher starts to question whether they have had any interaction with “mantis”, which is a small insect. She also wants to learn if they have had any kind of relationship with this insect, if yes, what it was, when it was and where it was, and what their first reaction was for that small creature. After getting the answers for these questions, she requires them to skim the text. That is, the students look through the text silently and quickly without reading all of it. Hence, they are able to know quickly what is in it. They look at the title and the other headings with regard to the text. They read only the first sentence of each paragraph and certain parts of it. Moreover, they do not read everything and they do not stop to comprehend every small detail. Thanks to this skimming activity, they are familiarised with the general idea of the text. Then, the teacher asks some skimming questions like “What is a mantis?”, “What do mantises do well?” and “How do mantises kill – quickly or slowly?”. When they finish reading silently, the text is read aloud for the audio learners in the classroom. Later, the students are encouraged to say some facts which they can remember about mantises. For each fact they are asked to give some evidence or proof and some examples from the text. By this way, they learn to make solid and sound explanations.

In the second week, the subject matter is “Favourite Food”. In this text, teenagers from different countries express their feelings about their favourite foods and make comment on them. In the sections 9/A and 9/D, the teacher comes to the classroom, greets the students, takes attendance and tells the students to open the page they are going to study. Without doing any pre-reading or warm up activities, she rushes into reading. She does not help her students to make any resemblance between what they know and what they will read. The students’ previous knowledge is totally ignored. The students read the text aloud. After finishing reading the whole

text, the students give answers to some basic comprehension questions which do not require them to make comments, deductions or remember their own experiences. The teacher does not ask personal questions either before or after the text, either.

As to the experimental group, after the teacher enters the classroom and takes the attendance, she shows the pictures on the previous page of the text, “Favourite Food” and wants them to predict the content of the text. The students make guesses about the text before reading it by looking at the title and the pictures. The guesses are not criticised harshly or cruelly. They are assessed only according to the logic behind them. Especially, negative comments have been avoided by the teacher on purpose. She does not criticise the students in an effort to motivate them to think carefully and logically. As a result of this, the students start to make more reasonable guesses. After they predict the topic and some vocabulary items by considering the context, they are triggered to think about what they have already known about the topic. Later, their past accumulations have been shared. Subsequently, students begin to read the text. After each international food, their opinions are asked. For instance, Murat likes “Turkish-delight, lokum”, what about you? He thinks that it suits best with a cup of coffee. Do you agree with him? Do you have any other preferences? Yuki from Japan loves raw fish. Have you ever eaten uncooked fish? The procedure goes on in this way. Moreover, the teacher asks questions while passing from one paragraph to another paragraph. To illustrate; before reading the paragraph of Mike from the USA, the teacher directs the question, which is “What do you know about a typical American?” and while reading the paragraph she asks another question, which is “In which way does Mike differ from other Americans?” After finishing reading the whole text, the teacher demands students to complete the sentences with their own sentences and opinions. “I would like to have a meal with because”, “I have never eaten but I would like to try it.” and “I have never eaten and I never think of tasting it.”

In the third week, the text, “Ellen MacArthur and Kingfisher” is studied. It is about a sailor and her racing yacht. The students in the control group open their

books and read the text aloud and answer some multiple choice questions. For instance: “Ellen is from” a) the UK b) Antarctica c) France. While the control group is reading the text superficially, the experimental group is learning how to scan a text in the mean time. The students in the experimental group are asked to look at the text and not to read the whole of it. First of all, they are required to find all the numbers in the extract and underline them. They are told that it will help them to find a particular item while reading a text. Then, they answer some scanning questions like “How long was Ellen at sea?” / “How many days does Ellen spend alone in the sea?”, “How many metres long is Ellen’s yacht, Kingfisher?”, “How old is Ellen?”, “How many kilometres is the race, Vendée Globe?” and “How many minutes did Ellen usually sleep?” After finding these specific pieces of information from the text, students begin to read the text one by one. Their active involvement is required. From time to time, the teacher has stopped their reading in order to understand whether they are capable of perceiving what they read. When the experimental group has finished reading the text, they answer the teacher’s questions and in the end they imagine that they were Ellen and write what they could think during the sea voyage around the entire world and would feel at the time of one of her accidents in the race.

In the forth week, the reading passage named, “Three ice creams, please?”, is studied. While working on the text, the students in the control group are not asked to examine the visual material. The pictures are neglected deliberately. For this reason, the students do not show much concern for them. When they finish reading it, they are not asked to express their thoughts or feelings, either. The questions directed towards them are not open ended. Therefore, their answers are very short and limited and as a result of this they are not personal, either.

On the other hand, the experimental group is charged to analyse the photo before reading the text. Firstly, they describe the picture and the scene where the event takes place. Later, the teacher paraphrases the students’ sayings and makes a summary of it by telling “In the photo, there is a man and he is sitting at a table at Joe’s café. Is it OK?”, “And there are three ice creams on the man’s table. Is that

right?” When she gets the answers, she keeps telling and asking some more questions. “Is this an ordinary or an extraordinary case? Why?” Students state that it is a strange situation because the man at the café is alone and he is eating three ice-creams. Then, the teacher asks the students to think about the reasons for this case. The possible reasons behind it are searched and different answers are recorded. The answers are that the man might be too hungry, too greedy or waiting for his friends. When the students hear that it is not the real reason for his behaviour according to the story in their books, they stretch their brain and broaden their answers and this has enriched their minds. After reading the passage, students understand that Joe eats three ice-creams so as to feel close with his two brothers who are far away from him. On the grounds that the story has a dramatic ending, the students are affected emotionally and they start to make comment on the man’s behaviour. Some find his manner as abnormal and irrational and some find it quite tender and touching. At the end of the reading, they answer the questions which are addressed by the teacher and find the chance to express themselves and their ideas more. In the end, students narrate what they have done or what their acquaintances have done so far so as to feel close together with their beloved ones who are far away either physically or spiritually.

In the fifth week, “Thailand’s water festival” is dealt with. The control group reads the text aloud and answers the comprehension questions after it.

As for the experimental group, they first answer the questions which spark their background knowledge. The questions are “Which celebrations, festivals or feasts do you know?”, “Do you know what time of the year they are celebrated?” and “What do people do to celebrate them?” By doing so, they recall what they have known about festivals and celebrations by using their existing schemata. Moreover, some more questions like “What is your favourite holiday or celebration?” and “How do you celebrate your favourite holiday?” are also asked in order for them to personalize the subject matter better. In addition, one more question is also asked. It is “Have you ever known any other celebrations or festivals celebrated abroad apart from Thailand’s Water Festival?”. Their background knowledge about other nations

is checked with the help of this question. According to their replies, it can be said that they know Italy's Orange Festival, Spain's Tomato Festival and Bullfight, and Brazil's Rio Carnival. They also list the festivals and holidays in Turkey. Due to the fact that customs and traditions differ everywhere, they have the chance to compare and contrast these cultural happenings, which prompts their cognitive domains.

Moreover, the students are taught to make intelligent guesses to find out the words that they do not know. To illustrate; the word, "bucket" is an unfamiliar word for them. The teacher utters the word, declares its line and shows it and then she wants them to examine the sentence where the word stands carefully. They are assured that if they inspect it, they will see the meaning straightforwardly. The sentence is "People fill buckets from the water tanks and use them to pour water on everyone." The students commence to reason on the sentence: "The word, "bucket" can be filled, "it" can be filled with water and people can use "it" to pour water on other people and then what can "it" be?". By making logical deductions, they get the desired result. Another example is also given. The word, "hose" has been tried to be figured out by referring to the sentence, "Some people connect a hose to a kitchen tap and spray water through their window into the street." It is stated that reading the ongoing sentences are optional. If they have difficulty in getting the meaning, then they are suggested that they can make use of the preceding or subsequent sentences. During this process, they make inner talking: "What can be connected to the tap?", "It must be something that can both be connected to a tap and with the help of it people can carry away water", "Then, what can this object be?". Then, they get the answer. The obscure vocabulary items are processed in the same way. By doing this activity, they learn that context is important. They should not think an item as an isolated one. A sentence gains meaning by looking at its surrounding. By considering this, they have gained more self confidence towards reading. Then, the text is read aloud by stopping when it is necessary and students make summary at the end of each paragraph. On quitting the reading, the students elucidate the captivating questions in Appendix 1.5 as a final activity.

The reading text to be covered in the sixth week is related to a specific profession. The name of the unit is “Job Profile: Smoke Jumper”. The passage in this unit tells a typical day of a fire fighter. The students take a strong interest in the topic because the text includes both excitement and adventure and it also describes a new and an extraordinary occupation for them. In conclusion, the material has fascinated all of them owing to the fact that they are young teenagers and are on the threshold of their career choice.

The control group opens their books, reads the text aloud and responds the questions irrespective of precise apprehension. In the event that they find it hard, the teacher gets them to read it once more.

In contrast to the control group, the experimental group embarks the reading by imagining a fireman or firewoman. They close their eyes and try to visualize their clothes. They are asked to think of a fire fighter in his / her special clothes. Then they are wanted to speak out the objects like helmet, face mask and glasses, backpack with fire fighting tools, heavy gloves and special suit that does not burn. Afterwards, they are demonstrated a picture of a smoke jumper in his/her special clothes and are asked to find the differences between a fire fighter and a smoke jumper. Making comparison improves their intellectual ability. Later, the teacher asks them whether they can remember any fire which has a great damage to its surrounding in Turkey or in other countries. The students mention the fires happening in Mediterranean Sea almost every year traditionally. The teacher states that these fires seem uncontrollable and in these fires the firemen become helpless. The students confirm the teacher. Then, the teacher continues to state that sometimes there are no roads which firemen can use when a fire comes out. So, she asks the students what people can do in these cases to extinguish such large fires. She waits for a while and there is a silence among the students. While the students think, the teacher summarizes the case by telling there is a huge fire in the middle of a jungle, and there are no roads near the fire where fire brigades can drive their fire engines, no human beings or vehicles can reach that place. The students struggle to find effective solutions for the problem. They advise the authorities to use helicopters and aeroplanes to extinguish

the fire and prepare a special team who can make a circle by cutting the trees which are a few kilometres away from the fire so as to prevent the fire's spreading out. The teacher appreciates the students' ideas and congratulates them. She wonders who can achieve such a mission, ordinary people or a special team. The students all agree that it requires some skilled and qualified people. When they finish reading the text, they answer whether they want to be a smoke jumper or not by justifying their ideas.

In the seventh week, the learners read four funny jokes. On the ground that jokes, riddles and puzzles need some mental work, these passages become quite meaningful for the implementation. They entail more than just pure understanding. Students do some intellectual exercises thanks to them. With the control group, the jokes are read aloud but not discussed or commented on. Only comprehension questions are dealt with. Some of the comprehension questions are "Who were the speakers?", "What were they talking about?" and so on. It does not necessitate real understanding; it requires narrow interpretation without involving any underlying meanings.

Conversely, the experimental group does not read it in that way. Firstly, they are suggested that they may not need to understand every word to understand a text. Secondly, they are advised not to stop reading until they reach the end. It is also proposed that every sentence will give them a clue to make sense and it will make them fluent readers in the end. After these beneficial pieces of advice, the teacher wants them to read the four jokes silently and fluently, that is, without stopping when they come across with a difficulty. They are advised to make use of the ongoing sentences in such cases. The experimental group reads the jokes in the way the teacher designates and then they discuss each joke and answer the questions, "What makes these jokes funny or comic?", "Does the humour result from a misunderstanding or foolishness of somebody or from a communication gap or from an irony?" At the end of the reading, they write jokes by themselves and tell them in the classroom. They produce their own original work and evaluate both their own work and their friends' works in terms of certain criteria which they specify. Some of the criteria are "Is there a humour in it?", "Is it explicit or implied?", "Is it a product

of a long thinking process? and “Does it worth telling or sharing again?”. Ultimately, they choose the best among them.

In the eighth week, a dramatic story is read. It is a story of a brother and a sister who suffer from an avalanche. The control group starts to read the text immediately and without interruption. It is a non-stop reading. At the end of the reading, they complete the sentences in the book with one or two words from the text.

The experimental group lists the sports which can be done in winter. They also define their favourable ones by explaining why they prefer them in detail. Furthermore, they indicate whether they do it or not. The teacher also inquires whether they are appreciative of risky sports or risk-free sports by addressing different questions. By doing so, their affective domains are awakened and stimulated and also checked. The students’ positive and negative feelings come to the light and become apparent. It has been observed that their previous experience has a dramatic effect on their thoughts. Then, the students look at the photo in the book and they specify which sport the two people in this photo are going to do by examining their clothes and equipments. They make some simple deductions by replying this question. Afterwards, the teacher asks whether they would like to go on a holiday like this or not. They answer it with their grounds. Then, the question, “What possible dangers can these two people confront with?” is replied. While reading, the teacher interrupts the students from time to time and asks the questions - “Does the writer give any clues about the events and happenings which the central figures in the story are going to experience?”, “If yes, what clues does the writer give about the event they are going to go through?” and “Where is the climax? – Which part takes your breath and where do you burst with curiosity about the ongoing events?” “Has the writer succeeded in giving the characters’ emotions and feelings vividly? If yes, give some proof.” After the text is read, they answer the thought provoking questions. As a final activity, the students write the remaining half of the story according to their imagination inasmuch as the story ends in the half.

In the ninth week, *Avalanche* (part 2) is tackled with. The students continue reading the second half of the story. The control group reads the text and completes the sentences concerning the passage by choosing the given alternatives in the book.

With regard to experimental group, the teacher starts the lesson by asking “What do you know about natural disasters?”, “Can you name some of them?”, “What do you think about them and their results?”, “Have you ever had such a disaster?”, “Were you able to keep your nerve in such a case? and “Or did you get panicked?”. The students answer them by telling some earthquake memories. Before students read the text, the teacher counsels them to try to read in chunks not to read word by word in order to be more fluent readers. Initially, the students read the text silently to find out whether their stories match with the original one or not. Then, they read the story silently again. This time, they find some samples of factual information and opinions from the text and write them down. To illustrate; one of the students comes to the board, writes the sentence, “People can die easily from the cold” and indicates that it is a fact. Other students keep on it. It doubles their awareness on a sentence’s objectiveness and subjectivity. If a sentence has a subjective judgement in it, they are warned not to believe it blindly. It is highly probable that it may not be true. It can be open to a discussion. If it is a fact, the readers ought to be careful again. But, this time the situation is not as serious as the previous one. The information which seems as a fact might be decisive. For instance; some false statistics might be given. There might be mistakes in logic. The author’s background knowledge might be insufficient on that specific subject matter. Cottrell explains it in detail under the title, “Finding flaws in the argument.” The subtitles are false premises, the fact that two wrongs do not make a right, stereotyping, lack of consistency in the argument, unnecessary background information, lack of precision, assumptions that is not supported by the evidence, incorrectly assuming a casual link, false correlation, meeting necessary conditions, meeting sufficient conditions, false analogy, deflection, complicity, exclusion, unwarranted leaps (e.g. castle of cards, sleight of hand), emotive language, attacking the person, misrepresentation, trivialisation, tautology and poor referencing (2005, p.234). Some easy ones have been taught to the students, too.

When students finish reading, they put themselves in the position of Jack and write a diary telling the day of the avalanche. As homework, students write a short composition telling a story in which they have shown some heroism or behaved heroically such as saving a neighbour from a fire, saving a friend from a fast car or calling the police when people need help. They also write how they have felt meanwhile.

In the tenth week, the passage, “The fisherman and the tourist” is read. The control group reads the dialogue twice. One student takes the role of the fisherman and reads those lines; another becomes the tourist and reads the remaining part of the speech. At the end of the text, they do a controlled exercise by filling in the gaps. They take the necessary words from the text and write into the gaps and answer the comprehension questions.

The students in the experimental group depict the photo before reading. They state “It may be a tropical island or a seaside resort. There are palm trees everywhere. Two men are talking in the photo. One of them is lying under a palm tree and the other is standing opposite him. The standing man must be a tourist because he is carrying a video camera and a camera and wearing sunglasses and grinning around. His clothes are colourful, too. And the other man must be a fisherman because there is a fishing boat near him.” As far as they are concerned, they have learned to make deductions better. After depicting the photo, they make endeavour to anticipate what the subject matter they are talking about can be. The guesses major in nearby resorts and hotels. Then, they revise the possibilities by negotiating with each other. Afterwards, they read the story silently first of all to check whether their guesses about the subject matter of the dialogue is correct. Later, they read it aloud as a dialogue and act it out. Afterwards, they answer the compelling questions which help them work mentally. Upon finishing the questions, the teacher wants them to evaluate the story. Some of them emphasise that the text reminds them of a Turkish advertisement where a small child who is trying to sell water in the street earns some money after making a lot of efforts and starts to sell lemonade as well as water in a

short time and then he earns much more money and buys a lemonade car at the end of the advertisement. In opposition to them, some of them find the story interesting but consider the man one-track minded, too repulsive and too avid.

The experimental group has a debate at the end of the course. The debate is on “Is money the most important thing in life?” The students who say “yes” come together in one place and the other students who say “no” gather in another place. They try to persuade the other team to think as they do. One by one students from each group voice in the affair. They are apprised of trying to give real examples. The students who support that there are more important assets and values than money cite that although Sakıp Sabancı is a millionaire, he cannot do anything for his mentally retarded son, Metin, no matter how hard he tries and how much money he spends for his son, it becomes of no avail. They assert that he is rich but woeful because of this. They also support that money cannot buy health, happiness, friendship and so on. On the other hand, the opposing group claims that people do not allow their daughters to marry a poor man. Moreover, if people do not have money, nobody cares about them. They do not have friends. They are not given the right to speak. They are insulted, humiliated, despised, and behaved as if they do not exist. So, the second group concludes that money is the most important thing that people adore in life. The students in both groups have the chance to change their opinions and their place during the debate. A student who supports that money is the most important thing in life at the beginning of the debate can come and sit by the students who believe that money is not the most important thing in life if he/she changes his/her mind. The vice versa is also possible. The group who gets more new participants to its group at the end of the debate becomes the winner. At last, the two groups are unable to defeat each other because the students who have changed their places in both groups are in equal numbers in the end.

Moreover, the experimental group writes a paragraph about whether it is essential for people to sacrifice their lives to earn an enormous amount of money without any rest as homework by clarifying their reasons as well. The students who do not want to write a composition on the first topic have a second choice. They

write a paragraph which gives advice either to the tourist or the fisherman about their philosophies of lives and their life styles. By this way, the students who are unwilling to express themselves orally rationalize themselves by writing.

In the eleventh week, the students read the text, “Zeynep’s cyber tour of Turkey”. The control group is not interested in the genre of the text in general. Owing to this reason, they adopt the same approach to all texts. Although the text is designed as a website, most of them are not even aware of it. They do not usually make use of visual materials to foster their existing knowledge. They have a notion that they ought not to confuse what they know with the material presented to them so as not to give wrong answers. Then, the students in the control group read the text twice and then match the halves of the sentences concerning the information in the text.

To the contrary, the teacher asks the experimental group the following questions. The questions are “Can you name the touristic places in Turkey?”, “Where are they mostly?”, “Have you ever been to them?”, “What memories do you have relevant to those places?”, “What makes them special for you? Have you made any efforts to make these beautiful places more popular? After getting the answers, the teacher announces that a girl called Zeynep has prepared a web-site to advertise her country, Türkiye and she commends reading the text. The teacher gives five sentences to students and wants them to write F (Fact) or O (Opinion) near them. They are called attention to the fact that the judgement, “A year has 365 days and six hours.” is a fact whereas the statement, “Vanilla ice cream is the best” or “This politician or this detergent is the best.” is an opinion.” When there is a subjective judgement, they know that they should be more critical and sceptical towards it. That is, they have to reason on it. Unlike it, if there is an objective statement, they are less likely to do so. But, even so, they had better be a dissenter. They read the text and later they answer the reflective questions on it. At the end of the text, the students make a website about their country. Before doing it, they decide what places and things they will tell about and make a list. Then, they write a paragraph about one of

them for the website. It helps them to make the reading material they have read more unique and special for them.

In the twelfth week, “The Food Web” is read. The story takes place in China and tells the hungry people who suffer from a serious famine and their king who finds the solution in killing the birds which are eating their crops. The control group reads the story twice and answers the comprehension questions and their answers are quite restricted because of the questions directed towards them.

As to the experimental group, the students look at the photo where there are shouting people in a crop field with sticks and pots in their hands and they try to give meaning to it. They make different comments to rationalize it. For the first time, these students in the experimental group come across with reference words in this unit. It is explained that adverbs function as nouns, in other words, they perform nouns’ duties in a sentence. It is illuminated that authors have recourse to adverbs to refrain from the repetition of nouns. Therefore, it is clarified that the readers must be able to follow these changes or transformations to be able to be good readers. It is verbalized that “they”, “them”, “he”, “she”, “it”, “this” are all examples of reference words. Some sentences from the text are given to the students to analyse. Then the students are asked to find the nouns which the pronouns have referred to. Later, they read the story and study the Food Web Map which shows the cycle and the circulation in a food chain. They notify how a hawk gets its energy from the sun by looking at the map.

As Fisher (2005, p.155) expresses in his book, “Critical Thinking: An Introduction”, there are some common flaws in people’s thinking about decisions: not giving the matter enough thought, doing the first thing they think, not thinking of possible alternatives, not considering the consequences of various courses of action, needing to get some more information, not really considering what matters to them, being too hasty, being too emotionally involved, doing what “the authority” says and accepting what others recommend without thinking about it. In the light of this knowledge, the students try to find the fallacy in the king’s logic.

In the end, the students liken the story to “The Pied Piper of Hamelin”. Upon this, the teacher wants them to explain in what ways this story is similar to that one. They tell that there are a lot of rats and mice in that fairy tale. It means that the villagers must have given damage to the snakes living there before. Then, they face such a situation. Likely, in this reading passage there are a lot of insects because the inhabitants have killed all the birds living in that place to save the grain. The teacher approves of it. Thanks to the text, it has been detected that the students internalize the importance of food chain better. It is discerned that they take notice of the fact that if one of the animal species did not exist, this would affect all of the other species. They realize that if people do harm to one of them, then they get some more harm to their own lives in the long run. The students also conclude that the mankind is going to be a loser on the ground that they have been doing a great harm to ecological balance. They have a short discussion about the future of the planet and the human beings in general among themselves.

In the thirteenth week, the learners read the story, “Adam and George”. It narrates the events between a hardworking ant and a lazy cicada. The control group reads the text twice then answers the comprehension questions which require them to find some pieces of information in the text.

In reverse, the experimental group starts the lesson by talking about seasons and the specific weather events in those seasons. The teacher quests whether there are the same atmospheric events everywhere in the world or not. She asks “Is winter the same everywhere?” The students answer it by explaining that seasons are different in the North Pole and South Pole. They add that it changes even from one region to another. After this geographical information is shared, the students indicate which season they like most. The teacher asks the question, “Are there some specific activities in specific seasons?” They tell that there are; for instance, they fly kite in autumn, swim in summer, play snowball in winter, and pick up flowers in spring. Then, the teacher asks what their parents do in those special time periods. They mention that their mothers make jars of jam in spring, they dry or desiccate

vegetables like pepper, aubergine, bean, mint and so on in summer and they also make tomato paste and prepare tarhana - the mixture of yogurt and flour dried in the sun - in summer. They say that their mothers knit in winter, too. They go on explaining that in autumn, their mothers clean their house and make spring cleaning. Later, the teacher asks these questions, which are “Why do your mothers do this housework?”, “What do these attitudes or behaviours show?”, “What can you say about your parents’ wisdom and maturity by analysing these samples?”, “Can you conclude that your parents are wise and mature human beings?” Then, they read the text and give their first reaction by stating that this story is the English version of “The Cicada and the Ant”. Some of them are content with this case and some of them are not satisfied with it unfortunately. They cite that it is boring to read a story they know in another language. But the teacher indicates that it will enrich their language knowledge. She adds that because of the fact that English is not their mother tongue they have to improve it by being exposed to various input. She goes on explaining that as long as the meaning and context in this input are clear for them they can absorb the language structures and new vocabulary items more easily and quickly. Furthermore, they acquire it and it becomes permanent consequently. In addition to this, the teacher informs the students about the fact that the stories may have different versions; especially their endings might change and after this explanation, she asks “Does this story have a different ending when compared to the Turkish version?” After the students read the text once more, the students have declared that the ant allows the cicada to enter its house in the English version of the story whereas it does not allow the cicada to enter its house at the end of the Turkish version of the story. Upon this, the teacher wonders how the students will behave in such a case and what their reasons will be for that particular manner.

The teacher asks “What activities do you do in summer although you should not do?” and “In what ways do these activities become harmful for you in winter?” They give oral or written answers to these questions. In respect of their replies, most of them recite that they play computer games and are sore about playing them. They also confess that it is totally time consuming and makes them addictive in a way. It has been monitored that they become insightful of the fact that they must control the

time they spend while playing computer games and do some useful activities instead of it.

In the fourteenth week, the unit is about sports heroes. The control group reads four different famous people and their lives and makes sentence completion by looking at the text and then answers the comprehension questions.

The experimental group starts the lesson by ranging the famous and successful sportsmen they have known so far and mention their sports branches as well. They also look into the reasons behind their success or their descents and ascents or their failures after the fame they get as far as they can know. For instance, they talk about Halil Mutlu, İbrahim Kutluay, Hidayet Türkoğlu, Süreyya Ayhan, Elvan Abalagese and so on. Before reading the text, the students learn that the topic sentence of a paragraph gives the author's main idea about that topic whereas a detail is a specific fact that tells more about a main idea. They are informed about the fact that a detail often tells why the main idea is true and a paragraph usually has many details that explain the main idea. Having such a piece of knowledge helps them not to be drawn in details and to proceed in their directions with safety. Additionally, they are enlightened that topic sentence is the most general sentence which shows what the paragraph is about. Then, they are wanted to find the topic sentence of each paragraph. Supplementary to it, they are warned about the fact that it does not have to be the first sentence in the paragraph.

Then, they read the sportsmen and the sportswomen one by one. While they read the part related to Naim Süleymanoğlu, they say his nickname, which is "Pocket-Hercules". Then, they read the second sportsperson who is interested in aerobatics. During this part, they remember The Turkish Air Force or Turkish Stars and mention their air shows without any guidance. They talk about the tricks, stunts and exciting and skilful movements they perform such as flying upside-down. They automatically use their previous knowledge and build it up. Sometimes they make changes in it or they melt it in one pot from time to time or sometimes they totally reject the new according to the data they get. After they have finished reading, they

find strong adjectives which describe the athletes best. Later, they are challenged with the higher level thinking questions and answer them.

In the fifteenth week, the theme is “The Flat Tire”. It dictates Mike’s one day. On that typical day, he experiences a problem and looks for a solution for it. The control group reads the text twice and answers the comprehension questions.

The experimental group begins the story by examining the photos. The students denote that the driver in the photo has a flat tire and upon this he takes his spare tire, wrench and jack from the boot and replaces the old one with the new one. After examining the photos, they read the story silently in order to number the sentences, which summarize the event, in order. Then, they read the story again and the teacher asks questions such as “How do you think Mike felt when he woke up at eight o’clock?”, “How do you think Mike felt when he did not eat breakfast?”, “How do you think Mike felt when he heard a bang under his car?”, “How do you think Mike felt when he took the flat tyre off and put the spare wheel on?”, “How do you think Mike felt when he lost the nuts?”, “How do you think Mike felt when he had a brilliant idea?” and “How do you think Mike felt when he arrived at work only a few minutes late? Students try to analyse Mike’s mental states in each case and give an answer. At the end of the text there are two questions and their answers. Those questions and their answers have not been read until the last moment. The students are asked to reply the two questions before reading that part. The two questions are “What must Mike have done in order not to miss his important meeting when he had a flat tire and lost the four nuts?” “What did Mike buy at the service station when he drove there after work?” It is like a puzzle so all of them put forward a lot of efforts to find the answer and make implications.

In the sixteenth week, “Mobile Phones” is reviewed. The control group reads the passages on mobile phone and answers some comprehension questions.

A glass whose half is full of with water and whose half is empty is drawn on the board. Then, the teacher seeks whether it is half full or half empty. Different

answers are murmured. The teacher expresses that their answers are all related to their being optimistic or pessimistic people. Then, the cartoon in the book is examined. There are two separate events. In one of them, a man is happy on the ground that he can call help thanks to his mobile phone when his car is broken down on the way. In the second one, there is a boy who looks miserable because his mother speaks on the phone all the time because of her job. There is a contradiction in these two examples. Nevertheless, it is usual because there are always useful sides and harmful sides of a product. The students are asked to tell a memory when their mobile phones become helpful or harmful. Then, they read the text and find suitable titles for each part. They are provided with headings. Students draw a picture on how a mobile phone works. Afterwards, they invent some short forms of words to send SMS. They complete the crossword related to facial expressions and abbreviations which are used while sending text messages.

In the seventieth week, “A thousand paper cranes” is read. The control group reads the text and answers the comprehension questions.

Experimental group begins the course by folding a piece of paper. First of all, they make it square and then a triangle. Meanwhile, one of the students says that she knows how to make a crane and comes on the stage. She becomes the guide and shows the others how to make a crane. In the interim, the teacher helps the students who have difficulty in folding. In the end, the teacher asks whether this bird has a special meaning in Turkey or not. They say that it is often used in love songs. The teacher wants to know what it can mean for other nations; for instance, what it can symbolise for Japan. They make guesses and some of the guesses are like “freedom”, “love”, and “their country and nation” and then one of them finds the correct answer, which is “health and long life”. Later, the teacher asks what they know about Japan and Japanese people. Then they are asked what they know about the Second World War. Some of the students say that they know the cities Hiroshima and Nagasaki which were bombed in the war. The teacher also wants to learn in what condition Japan is now after such a destruction. Moreover, she questions what they can say about the Japanese people and how they can describe them by looking at these

evidences. Upon this, one of the students breaks the silence and tells that Japan is one of the most developed countries, Japanese people excel in technology and they owe it to hardworking citizens. Another student gives an example and tells that they often commit suicide when they fail in a business. Another student tells that the school or the government takes the children to Hiroshima Peace Memorial Park just before they start school so that they can feel the earnestness of the situation and study hard in their schools in order to survive. After this useful information exchange, students read the dramatic story of Sadako Sasaki who lived after World War II and became ill at the age of twelve. Before she died, she wished peace in all over the world. To make her wish come true, she aimed at folding one thousand paper cranes; however, she could not achieve her aim. Later, the students are asked “What idiomatic expressions do they know about peace?” They answer it by telling Ataturk’s statement “Peace at home and peace in the world.”

In the eighteenth week, the passage “The rocket-bike race” is read. The control group reads the text and answers the comprehension questions.

Unlike the control group, the experimental group starts the course by examining what type of text it is. They are advised that it will help them understand what they read. The students evaluate whether this text is a newspaper article, a funny dialogue, an e-mail message, a joke, or a piece of fiction / a story after a short examination of the text. Then, they are asked “what do they know about Mars?” They answer it by telling that Mars is a planet, it is called as the red planet, there is not enough air on Mars for humans to breathe but new studies are being done by scientists to examine it in more detail and spacecrafts are being sent to the planet to do more research. Later, they read the text. They are asked “Which story is it similar to?” They reply it by telling it is similar to the story where a fast rabbit and a slow turtle have a race and the turtle wins the race. Another question is directed “In what ways are they similar to each other? They say that in both stories there is a race, in the story, “The rocket-bike race” people compete with each other, and in the second one the animals have a race. They also add that the slowest becomes the winner in both stories because he/she does not stop during the race. They explain that the

fastest thinks that his/her rival will never catch him/her so he/she wastes his/her time and loses the game. Afterwards, the students answer the thought provoking questions in Appendix 1.18.

In short, students' performance and answers in both the control group and in the experimental group have been observed by the researcher throughout the implementation time, that is, the second semester and at the end of the implementation, a reading examination has been applied to both groups. In the end, the students have been graded by the researcher with the help of a reading test besides these observations.

3.4 Instruments

At the beginning of the second term, the students have begun to use the book, Comprehension 2. The students have spared three hours for the book each week. At the end of the second term, students have taken a reading exam, which challenges them to think critically and use their background knowledge.

The researcher has asked open ended questions and enabled students to think and discover their own answers and create their own thoughts about the issue. Since there is not only one answer to the questions, they have enjoyed being capable of thinking and their own ideas' being highly valued.

The Test of Reading Exam (Appendix 2) scores represent the study' dependent variable. It is a 33-item, four choice, pencil and paper instrument designed to assess a range of integrated process skills in students aged 13-15 years. It was chosen for its efficacy in evaluating the skills necessary in the construction of reading comprehension.

The test takes 40 minutes to complete and was used as the post-test for this study. It contains 5 sections.

The data were analyzed using SPSS (Statistical Package for the Social Sciences) for the Windows version 11. 11.

To sum up, a reading exam was administered at the end of the research. SPSS 11.1.1 was used to make calculations. Microsoft Office 2003 Excel was utilized to formulate the graphics and pine apple charts. Exam paper was graded by the researcher.

CHAPTER 4: DATA ANALYSIS AND DISCUSSION

The reading exam the students have taken consists of 33 questions, 22 of which are multiple choice items and 11 of which are open-ended questions. Content validity has been assured by having had the experts in this field examine it. This exam has been taken by 89 students and its reliability is found. It is $\alpha=0,873$ (KR₂₁). This value proves that the exam has a high degree of reliability because the scores which are higher than 0, 7 are accepted as reliable tests. Having scores higher than 0, 7, this study has been regarded as reliable.

According to the exam results, it is concluded that each student in the experimental group has five points more than the student in the control group on average.

Table 3 : The Table of T-Test

Groups	N	Mean	SD	t	df	p
Experimental Group	44	42,272	20,307			
				5,574	77,707	0,000
Control Group	46	21,434	14,553			

The mean of the reading exam of the experimental group is remarkably higher than the mean of the reading exam of the control group ($t=5,574$; $p=0,000$). The experimental group has a mean of 42, 272 whereas the control group has a mean of 21,434. The scores of the experimental group have doubled the control group. In other words, the mean of the experimental group is twice that of the mean of the control group. That is, it is twice as high as the grades of the control group.

Students' exam grades have been displayed in graphics, too.

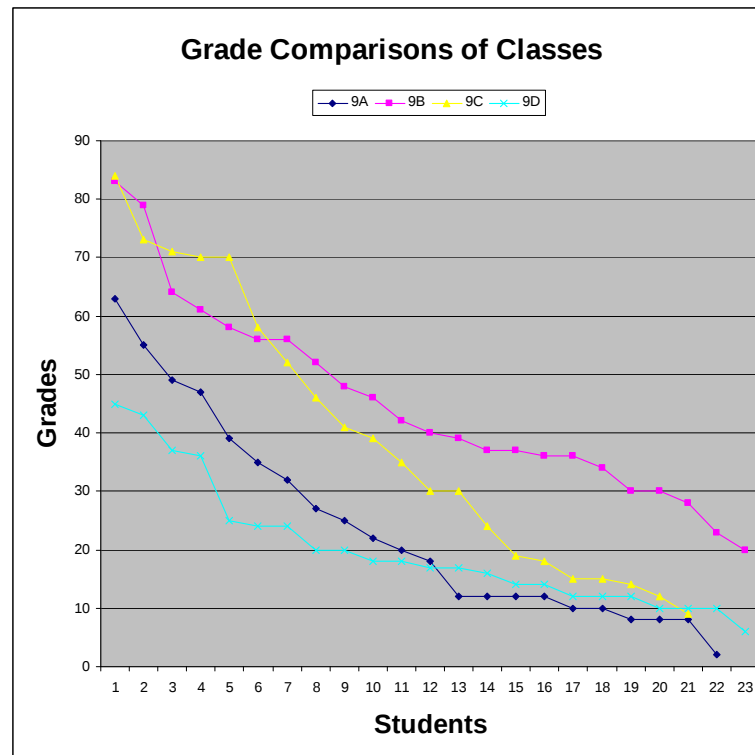


Figure 1 : Grade Comparisons of Classes

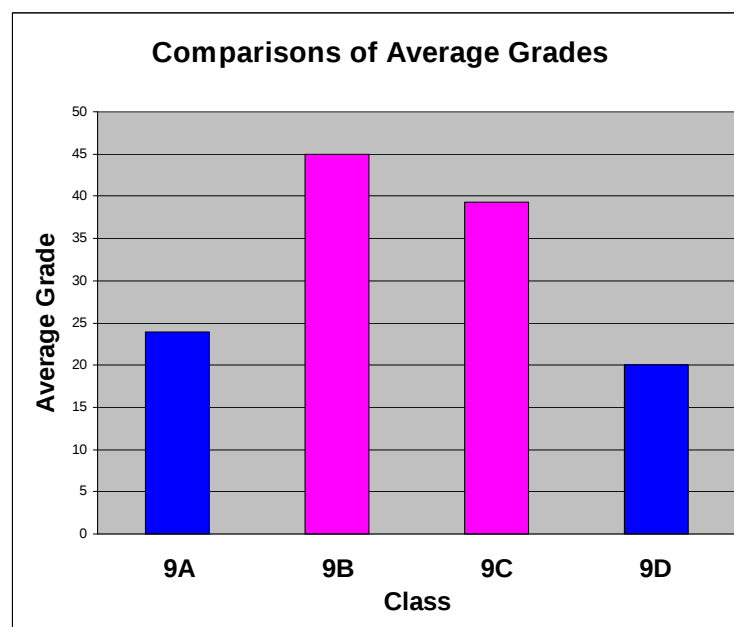


Figure 2 : Comparisons of Average Grades

If the classes are to be sequenced from the most successful to the least one, the order is going to be in this way: 9/B > 9/C > 9/A > 9/D. As it can be seen, 9/B and

9/C are the most successful classes of the four as it has been expected. The students in these classrooms have learned how to think critically and how to combine their past knowledge with the new one while reading. That is the reason why they have become more successful than the students in the control group. On the other hand, the least successful class is 9/D and the second least successful class is 9/A as it has been also expected because of the fact that they have not been exposed to the higher order questions and have not been given the chance to personalize the material.

Moreover, there is also one important issue to be enlightened. Although the difference between the control group and the experimental group is quite noticeable, the grades of the experimental group are not very high. Unfortunately, the students in experimental group have not had excellent grades. The average grade of the students in the experimental group is 42,272 whereas the average grade of the experimental group is 21, 434. They have moderate grades. In spite of the fact that there is a meaningful difference between the two groups, it cannot be said that the experimental group has had glamorous marks.

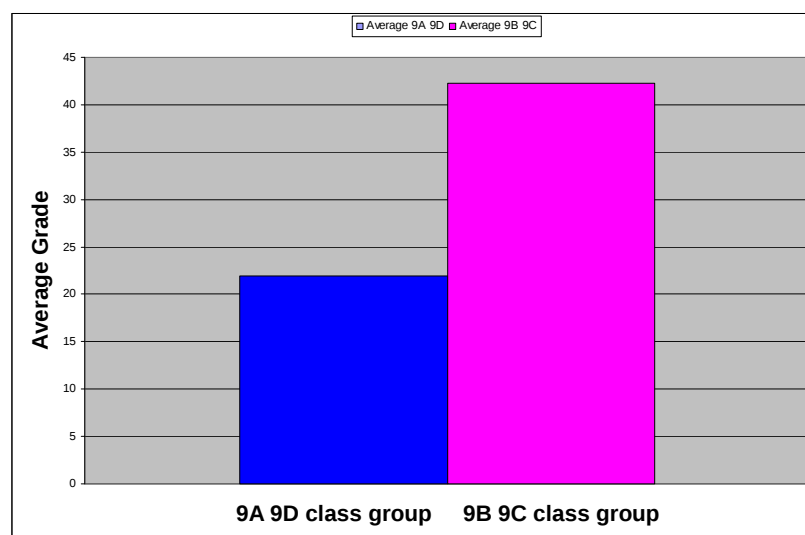
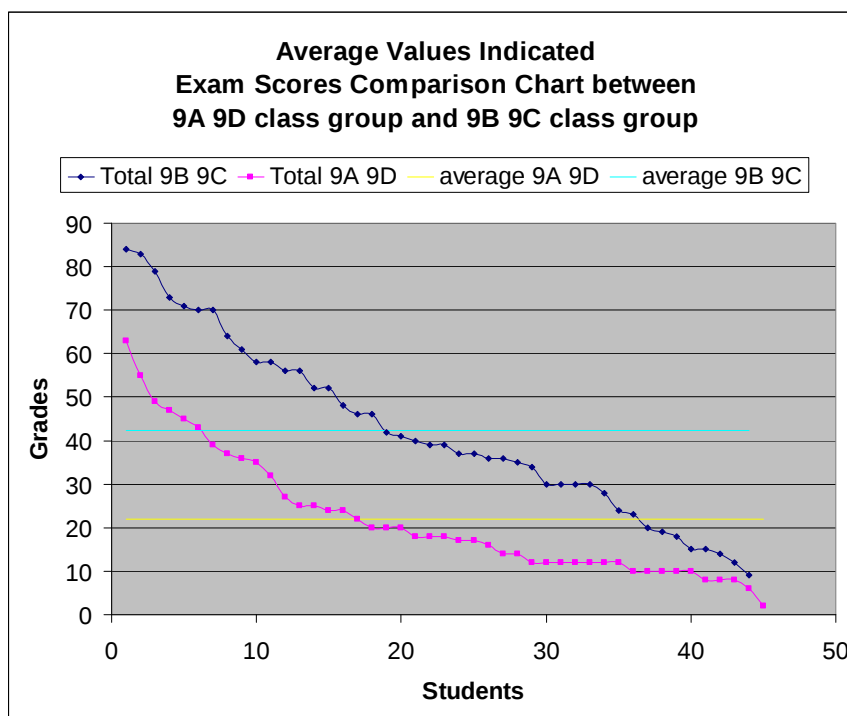


Figure 3 : Average Grades versus Class Groups



**Figure 4 : Average Values Indicated Exam Scores Comparison Chart between
9B 9C and 9A 9D**

The exam questions have been analysed by the researcher below.

The first seven questions in the exam aim at finding the main idea of each paragraph of the text. These questions look for whether students can use the top-down reading strategies properly. In order to answer these questions correctly, the students should skim the paragraphs in the text and then try to get the general idea of each paragraph. While answering these questions, they should not concentrate on the details in the paragraphs. They are asked to see the whole picture, not a part of it. Moreover, knowing how to find a topic sentence in a paragraph will also help the examinees answer these kinds of questions.

The first seven questions of the exam have been analysed item by item below.

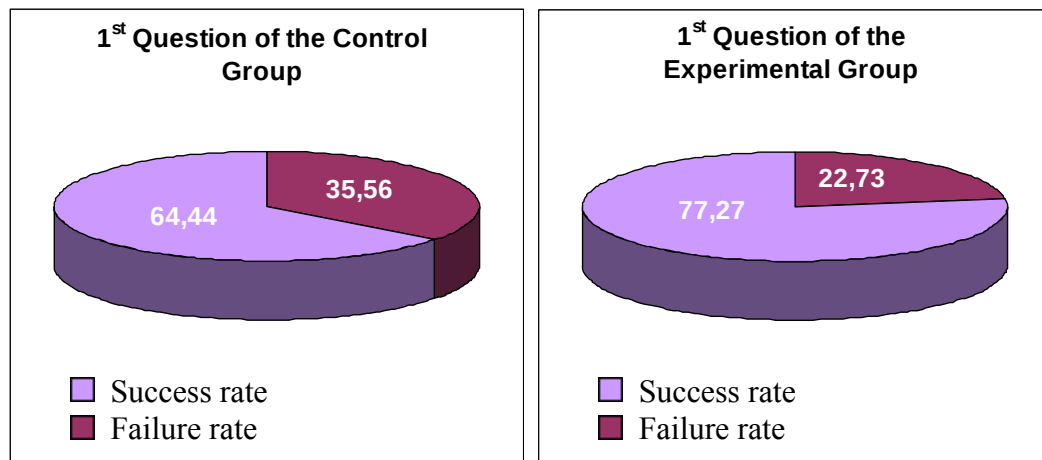


Figure 5 : The 1st Question of the Two Groups

The first question queries what the main idea of the first paragraph is. When the answers have been examined, it can be seen that there is a 77,27 % of success in the experimental group while there is a 64,44 success in the control group considering this question. It proves that students can use top-down reading strategies successfully when they are asked to do and the experimental group is much better at achieving it than the control group.

Table 4 : The 1st Item Analysis

GROUPS	OPTIONS				
	A	B	*C	D	N
Experimental Group	1	4	34	5	0
Control Group	3	4	29	8	1

The distracters and the number of students who have chosen them have been displayed in the Table 4.

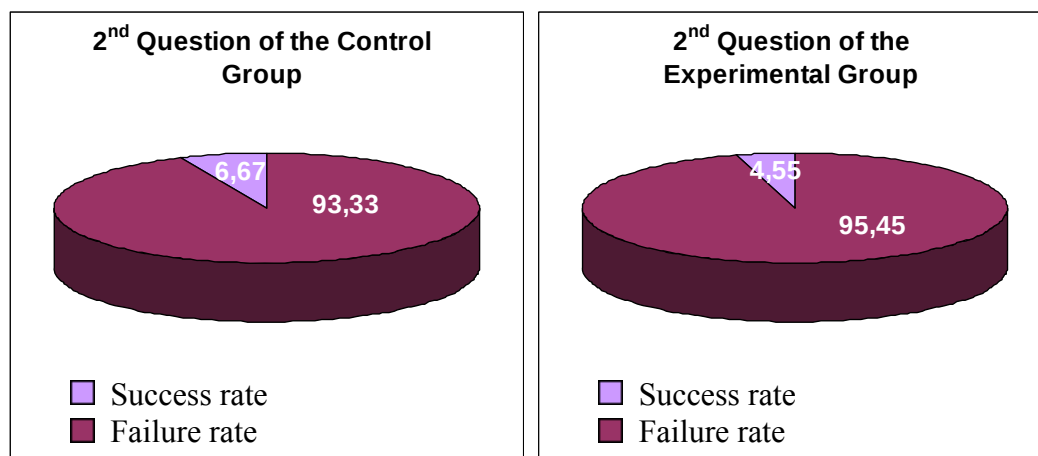


Figure 6 : The 2nd Question of the Two Groups

The second question queries what the main idea of the second paragraph is. In the second question, there is a 4, 55 % of success in the answers of the experimental group whereas the control group has a 6, 67 % of success in this question. As it can be observed, both groups have had difficulty in answering the second question. They both miss the most important information in the paragraph and intrigued by the distracter “b”, which is “He sent an envelope to his young relatives.” To the researcher’s surprise, there is a tiny difference between the control and the experimental group. It is not in the advantage of the experimental group, but it is in the advantage of the control group, though. It can be explained by the fact that multiple choice items sometimes can be misleading. The researcher also ascribes this small difference to the fact that the students in the experimental group have learned to consider a point from different perspectives so it can cause them not to see an uncomplicated or a simple fact as it is.

Table 5 : The 2nd Item Analysis

GROUPS	OPTIONS				
	*A	B	C	D	N
Experimental Group	2	32	1	9	0
Control Group	3	36	0	5	1

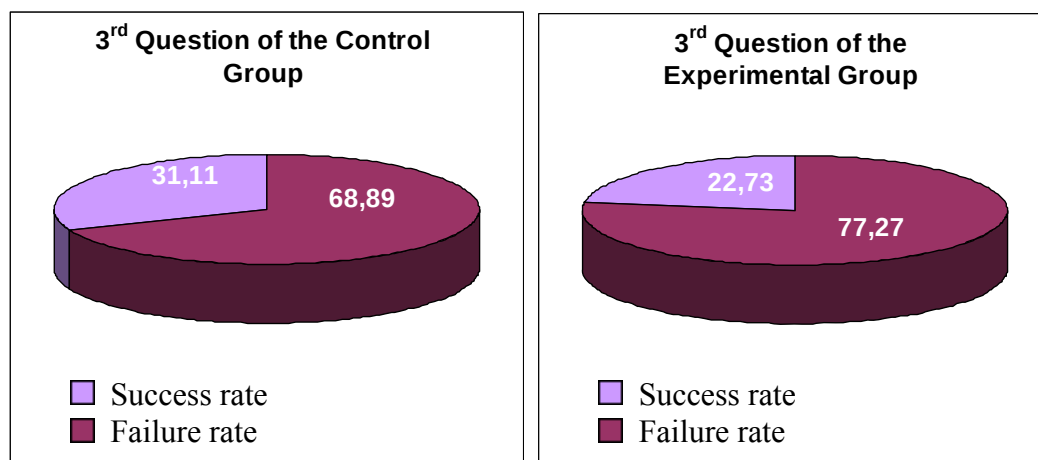
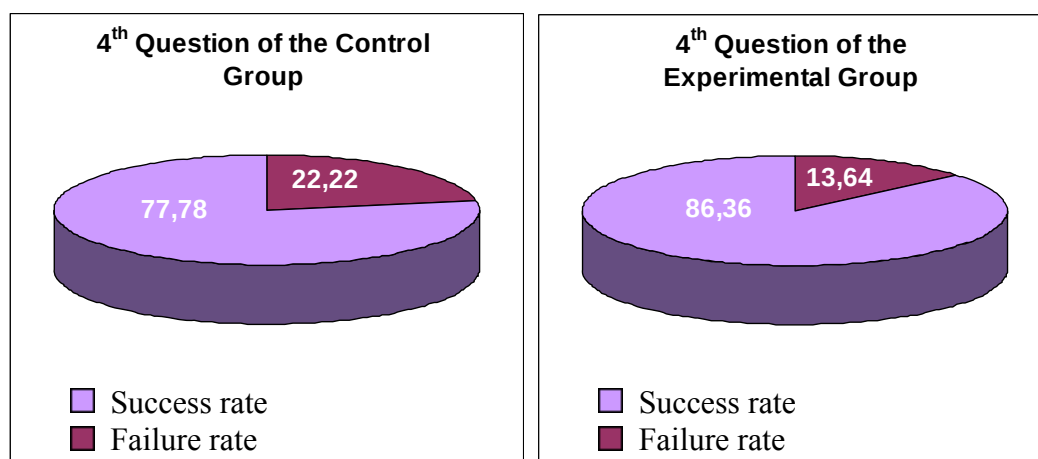


Figure 7 : The 3rd Question of the Two Groups

When the third item is analysed, it can be seen that there is a 22,73 of success in the experimental group whereas there is a 31,11 % of success in the control group. When it is probed in detail, it is seen that only 10 students in the experimental group out of 44 have known the correct answer. 19 students in the experimental group have been distracted by the distracter, “b”, which is “Ping loved his garden”, 11 students in the experimental group are distracted by the distracter “d”, which is “Ping was very young” and 3 of the students in the experimental group have been distracted by the distracter, “a”, which is “Ping got happy.” And 1 student has not chosen any alternatives. Likewise, in the control group, the situation is not very different. 14 students in the control group have found the correct answer. When the distracters have been weighed, it can be observed that 17 students in the control group have circled the option, “b”, 7 students have chosen the alternative, “d”, 6 students have been distracted by the distracter “a” and 1 student has not chosen any of the alternatives. This information shows that the students in both groups cannot make perfect shifts between top-down and bottom-up reading strategies. When they are asked the general idea, they can confuse it with details. They are accustomed to finding details in a paragraph because of their past habits so they cannot see the whole. They miss what the most important information in the paragraph is. To sum up, they have a general tendency to confuse the minor points with major ones.

Table 6 : The 3rd Item Analysis

GROUPS	OPTIONS				
	A	B	*C	D	N
Experimental Group	3	19	10	11	1
Control Group	5	16	14	7	3

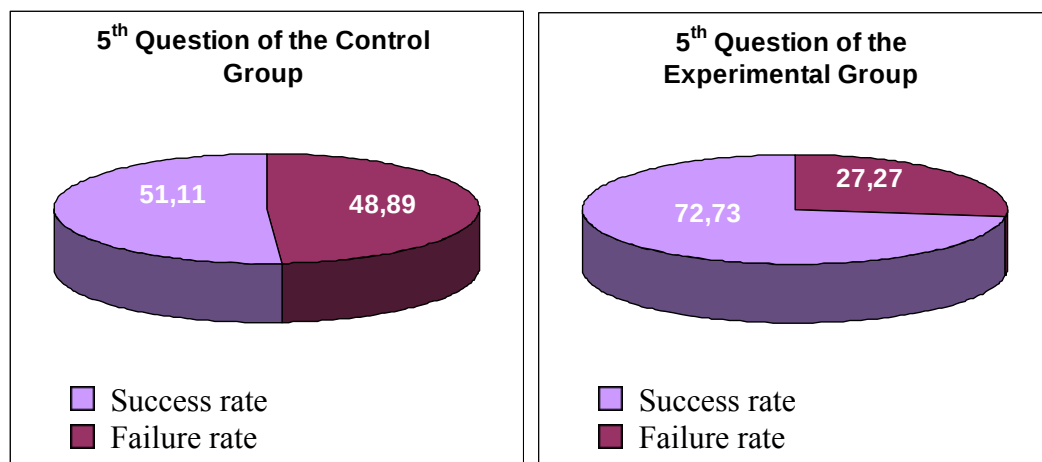
**Figure 8 : The 4th Question of the Two Groups**

The fourth question asks for the main idea of the fourth paragraph. The experimental group has an 86,36 % of success in this question while the control group has a 77,76 % of success in it. The experimental group is much more successful than the control group in answering this question. But, it can be seen that both groups have given the right answer. For this reason, it can be said that there is not a remarkable difference between the two groups in terms of the first seven questions and it can be concluded that these seven questions are not very discriminative in terms of students' internalising the text and assessing it critically.

The distribution of the alternatives has been computed in Table 7.

Table 7 : The 4th Item Analysis

GROUPS	OPTIONS				
	*A	B	C	D	N
Experimental Group	38	1	2	3	0
Control Group	35	6	0	2	2

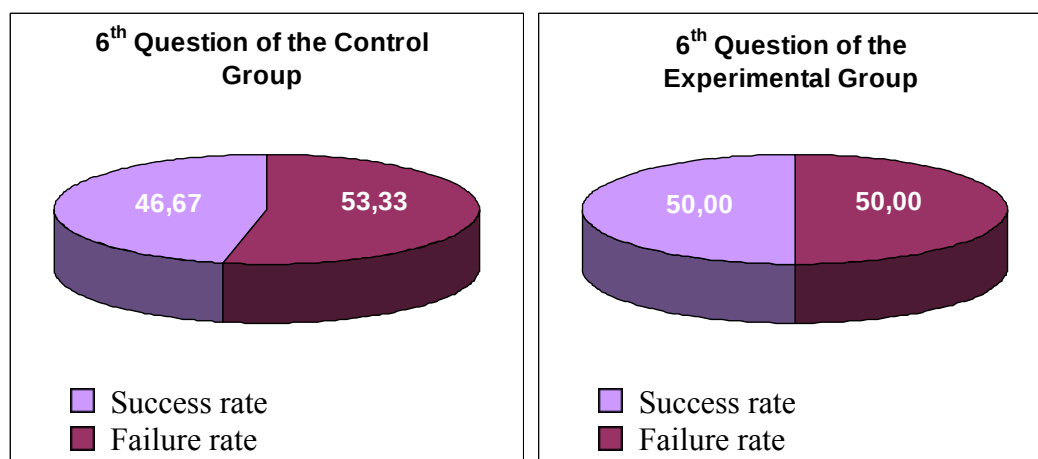
**Figure 9 : The 5th Question of the Two Groups**

The fifth question asks students to find out the main idea of the fifth paragraph. The experimental group has a 72,73 % of success whereas the control group has a 51,11 % of success in this question. The students in the experimental group are more prosperous than the students in the control group. The majority of the students in the control group have been distracted by the distracter “b”, which is “Ping entered the old man’s house.” This piece of information is written in the text openly just as it stands. Therefore, they are deceived by it easily. They do not judge on it. As soon as they see the sentence in the paragraph, they choose it as the correct one.

The distribution of the alternatives has been scaled in Table 8.

Table 8 : The 5th Item Analysis

GROUPS	OPTIONS				
	*A	B	C	D	N
Experimental Group	32	10	1	1	0
Control Group	23	13	4	4	1

**Figure 10 : The 6th Question of the Two Groups**

The sixth question solicits the main idea of the sixth and the seventh paragraphs of the text. The experimental group has a 50,00 % of success in this item whereas the control group has a 46,67 % of success in it. The numbers are quite close to each other. In the experimental group, it seems that the incorrect answers disperse equally. 9 students have marked the alternative, “a”, which is “The old man saw Ping.”, 7 students have selected the distracter, “b”, which is “The old man wanted to have a chat with Ping.” and 6 of them have discerned the alternative, “d”, which is “Ping loved the old man” as the correct answer. With regard to the control group, 17 students have chosen the alternative, “a”. The information in the distracter “a” is also written in the paragraph openly. So, they are mistaken that it is the correct answer. 4 students have chosen the alternative, “d”. This judgement can only be inferred by a long meditation. 3 of them have answered it as “b”, which describes the state in which these two characters are, but, which is not the main idea of the third paragraph. 1 student in the control group has not marked any of the alternatives. In

conclusion, they find it hard to make appropriate differentiations between the main points and the details.

Table 9 : The 6th Item Analysis

GROUPS	OPTIONS				
	A	B	*C	D	N
Experimental Group	8	7	23	6	0
Control Group	16	3	21	4	1

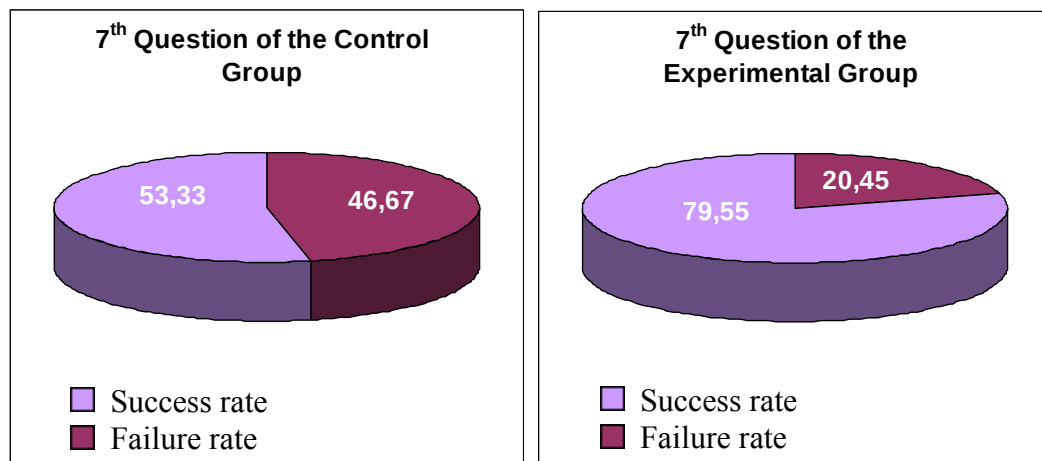


Figure 11 : The 7th Question of the Two Groups

The seventh question seeks what the main idea of the eighth paragraph is. The experimental group has a 79,55 % of success in this question while the control group has a 53,33 % of success in it. 3 students in the experimental group have chosen the alternative, “a”, 3 students have selected the alternative, “b”, 3 of them have marked the choice, “c” as the correct answer. There is a balanced distribution among the three distracters as respect to the experimental group’s answers. As to the students in the control group, 13 of them have chosen the option, “a” as the correct answer. It is “The old man wanted to learn where these flowers came from?” In the text, it is stated, the old man says that he does not know where their plants come from but he does not say that he wonders about where their plants come from. He is sure that his relatives have bought or brought all these plants from somewhere and have not

grown the seed that he has given them by themselves. However, as soon as the students have seen the judgement “I do not know where your plants came from” in the text, they immediately decide that this paragraph is related to it. But, they are mistaken. 3 of these students have selected the item, “c”, which is “The old man gave bad seeds to his relatives.” There is a word play here. It is not a bad seed but it is a cooked seed which is specially prepared for the relatives. Three students choose the item, “b”, which is “The old man made a trick and he made fun of his relatives.” It is partially true. The old man makes a trick but it is not made so as to ridicule his relatives but it is made in order to find his heir.

Table 10 : The 7th Item Analysis

GROUPS	OPTIONS				
	A	B	C	*D	N
Experimental Group	3	3	3	35	0
Control Group	12	2	4	24	3

The following eleven questions of the text, which are from the 8th question till the 19th one, assess the students’ ability to comprehend, make analyses, syntheses and evaluation, and their capability to make interpretation and inferences. The students are wanted to make deductions, to reason and to conclude about what they read. To be able to answer these questions, students should be able to query evidence, conjecture alternatives and draw conclusions.

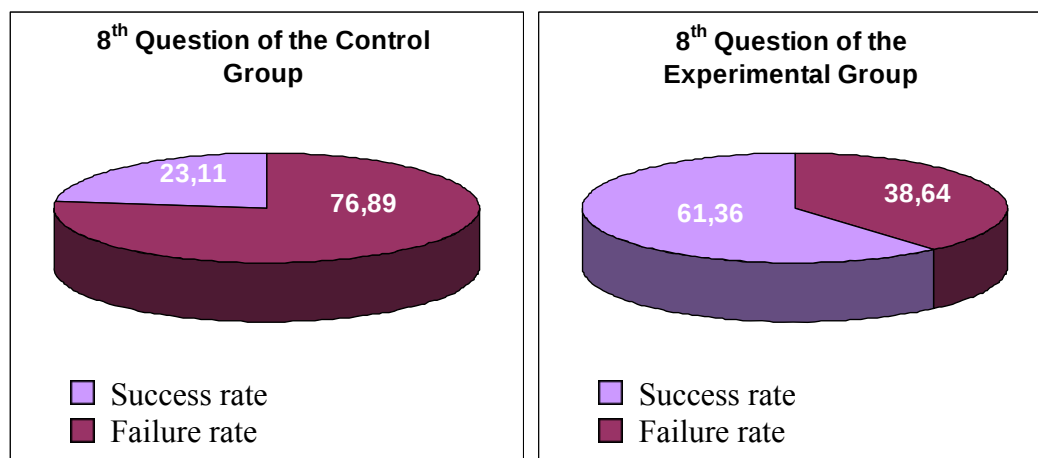


Figure 12 : The 8th Question of the Two Groups

The eighth question, which is “How did Ping feel when he received the letter and the seed?”, surveys the students’ facility for comprehension. In the experimental group, there is a 61,36 % of success as regards this question whereas the success in the control group is 23,11. The students in the experimental group clearly understand what piece of information the question asks them for. 27 students in the experimental group have answered this question correctly. 10 students have answered it incorrectly and 7 students have not answered it. On the part of the control group, it has been detected that 19 students have answered this question incorrectly, 15 students have not answered it, 10 students have given the correct answer and 1 student has received partial credit for this question, which is “2”. This examinee has stated “Ping is good.” although the right answer should be “Ping became happy”. It has been discovered that the students in the control group have taken the sentences from the text, which they see as related to the question, and put them into the provided space. Now that they suppose that all the answers are in the text, they copied down the sentences in the text. As a result, their answers are based on the statements in the text to a large extent. For instance; the students in the control group have looked for the word, “feel”, which is the predicate of this question, and when they have found it in the paragraph 5, they immediately suppose that it is the correct answer. However, it is an irrelevant piece of information. That sentence shows the psychological state in which Ping was when he entered the old man’s house and was looked down upon.

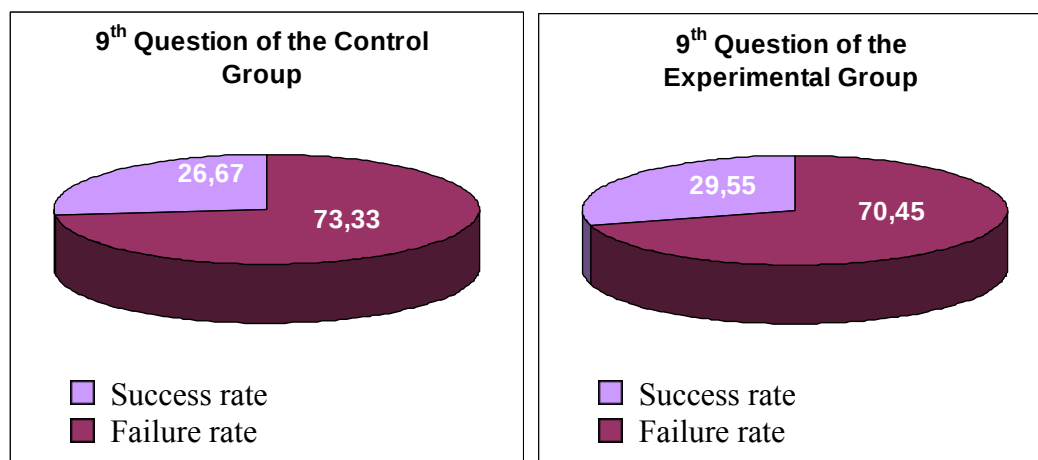


Figure 13 : The 9th Question of the Two Groups

The 9th question – How do you think Ping felt on the way to his uncle’s house? – is a deduction. It is not a simple question which asks for a fact given in the text but requires students to make inference. Ping got a seed from his uncle and he did his best to grow it but it did not work and now he was going to his uncle’s house. These are the previous data which are to be retained in mind to be able to answer this question. Then, the students have to make comment by asking themselves what kind of mood he can be in then. After these processes, they infer it and find the answer. There is a 29,55 % success in the experimental group while this number becomes 26,67 in the control group. 11 students in the experimental group have found the right answer whereas 19 students have not found the correct answer. 9 students have left a blank and 5 students have got partial credit for the 9th question. On the contrary, in the control group, 11 students have found the right answer, 11 students have answered it incorrectly and 21 students have left a blank for this question. 1 student has got 2 points and 1 student has received 3 points for this item. The right answer and the answers of the control group for this question coincidence by chance. On the way to his uncle’s house, Ping was desperate, helpless and hopeless. He was in despair in fact. But, the students in the control group have looked for the word “feel” in the text and written the sentence “Ping felt sad and foolish”, which is in fact an indication of another situation. But, it can be accepted as the right answer when it is separated from its context.

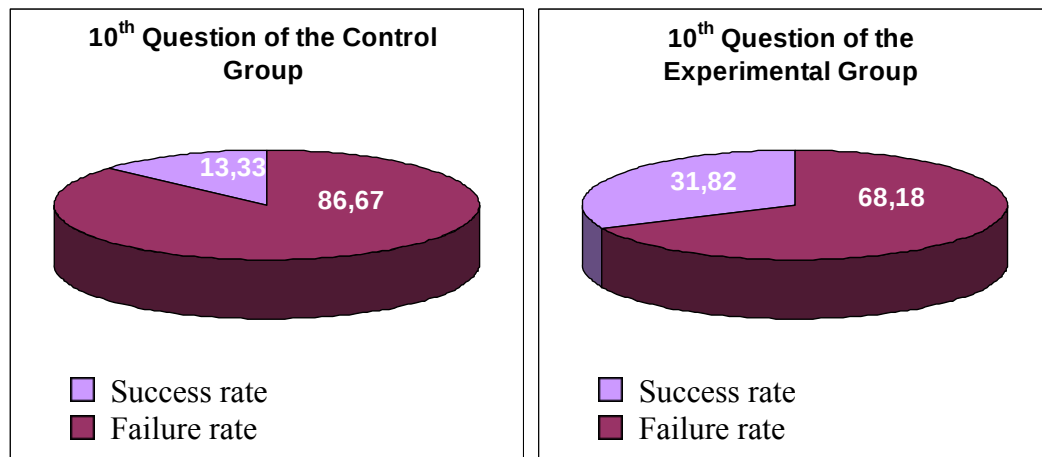


Figure 14 : The 10th Question of the Two Groups

The 10th question asks for comprehension. The students should make interpretation to answer it. How the old man felt when he saw Ping is not written directly in the text. But it is stated that the old man smiled when he saw Ping, so the students interpret this datum and find out his feelings. The percentage of success in the experimental group is 31,82 whereas it is 13,33 in the control group. In the experimental group, 12 students have responded it correctly, 19 students have responded it incorrectly, 8 students have left it blank, and 5 students have got “2” points out of 5 for this question. The case in the control group is in this way: 5 students have responded it correctly, 13 students have responded it incorrectly, 25 students have left it blank and 1 student has taken “2” points and 1 student has taken “3” points out of 5.

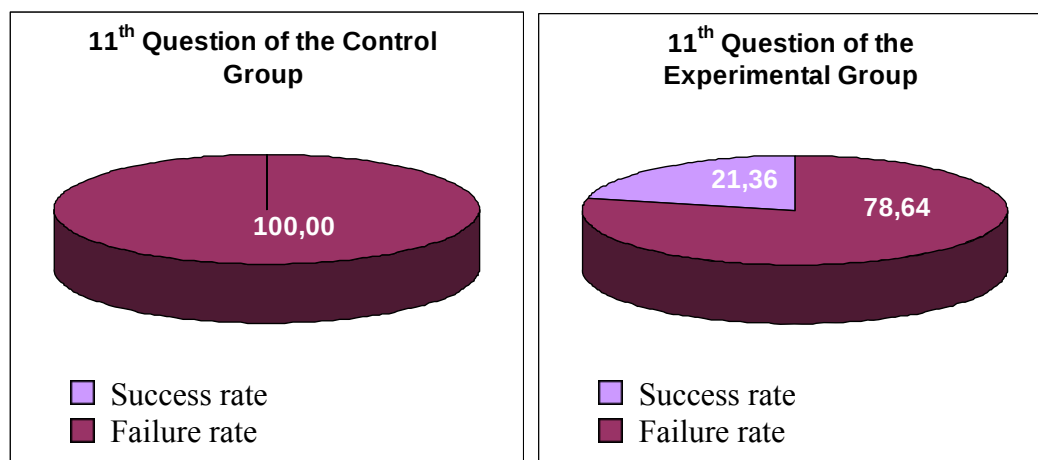


Figure 15 : The 11th Question of the Two Groups

The 11th question of the reading exam, which is “Where do you think the beautiful plants came from?”, can be answered only by making inferences. The students have to guess it through some logical reasoning. The old men sent a cooked seed to his relatives and wanted them to grow it although it is never going to be a beautiful plant. However, his relatives apart from Ping came with a diverse range of plants to his house at the end of the story. So, what could the relatives have done? How could they have supplied them? After thinking about these facts, the students can come to a conclusion. In the control group, there is a 21,36 % of success. 9 students have inferred it correctly, 25 students have given wrong answer for this question and 9 students have left it blank. 1 student has got partial credit for it, which is “2” out of “5”. As regards the control group, none of them could answer this question because it asks for interpretation. 29 students in the control group have not written anything for this question while 16 students have given the wrong answer. The narrator does not give the answer openly but he/she implies it. Therefore, the students in the control group could not be productive in this question.

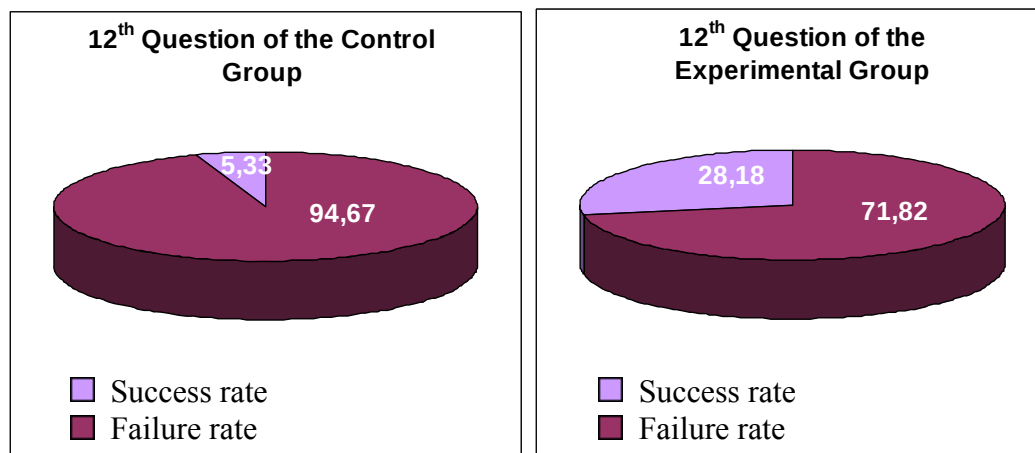


Figure 16 : The 12th Question of the Two Groups

The 12th question of the reading exam calls for inference again. It is heavily based on the students' CT strength. The question queries the reasons for Ping's courage or his bravery. It is not stated in the text but the students can deduce it by examining Ping's manner and by making an analogy between his manner and the other relatives' manners. In this question, there is a 28,18 % of success in the experimental group while there is a 5,33 % of success in the control group. In the experimental group, 11 students have replied it correctly, 23 students have replied it incorrectly and 7 students have left it blank. 2 students have taken 2 points and 1 student has got 3 points out of 5. Conversely, in the control group, 2 students have answered it correctly, 17 students have answered it incorrectly and 25 students have not made any comment for this question. 1 student has gained 2 points for it. This question points out the difference between the students in the control group and the experimental group in terms of making interpretations, which is an indicator of mastering critical thinking skills.

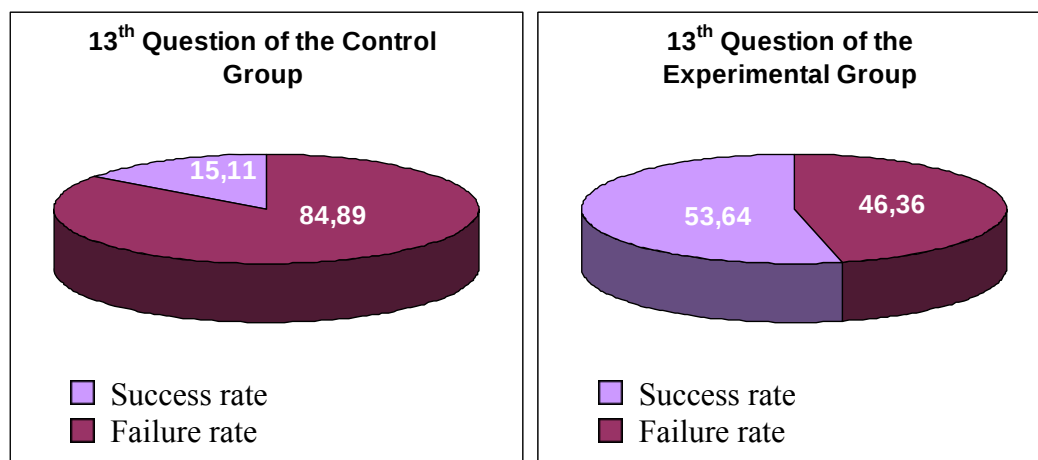


Figure 17 : The 13th Question of the Two Groups

The 13th question of the reading exam asks students to describe the old man characteristically. There is a 53,64 % of success in the experimental group whereas there is a 15,11 % of success in the control group. In the experimental group, 23 students have described the old man precisely, 11 students have described him inaccurately, and 9 students have not answered it. 1 student has got 3 points out of 5 for this question. Contrarily, in the control group, 6 students have depicted the man appropriately and 8 students have portrayed him defectively and 29 students have not given any answer for this question. Meanwhile, 1 student has got 3 points and 1 student has got 1 point for it. The students in the control group have described the old man physically not characteristically. They have revealed the known facts. They have stated “There was once a rich old man who had no wife or children.” The question asks them to make comments on the old man’s traits by examining his behaviours and attitudes in the presence of the events but they describe him from the outside. They have failed in making analysis.

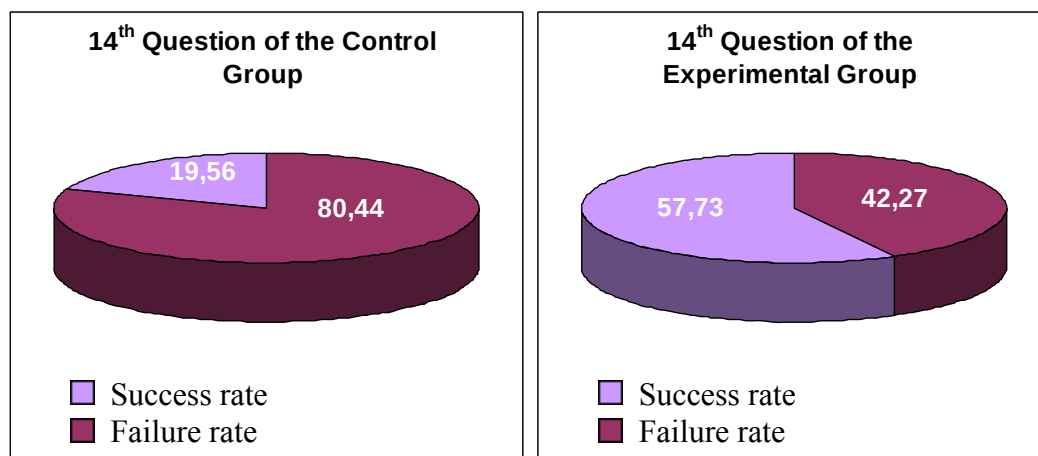


Figure 18 : The 14th Question of the Two Groups

The 14th question of the reading exam asks students to make analysis. There is a 57,73 % of success in the experimental group whereas there is a 19,56 % of success in the control group. In the experimental group, 24 students have described Ping properly, 7 students have described him faultily, and 9 students have not written anything. 3 students have got 2 points and 1 student has got 1 point out of 5 for this question. Contrarily, in the control group, 8 students have depicted Ping thoroughly, 5 students have portrayed him defectively and 30 students have not given any answer for this question. Meanwhile, 1 student has got 3 points and 1 student has got 1 point for it. The students in the control group have described Ping as a 14-year-old boy who is good at gardening. They have revealed the known facts again. The question asks them to make comments on Ping's traits in his character by examining his behaviours and attitudes in the presence of the events. But, they describe him by looking at his external features.

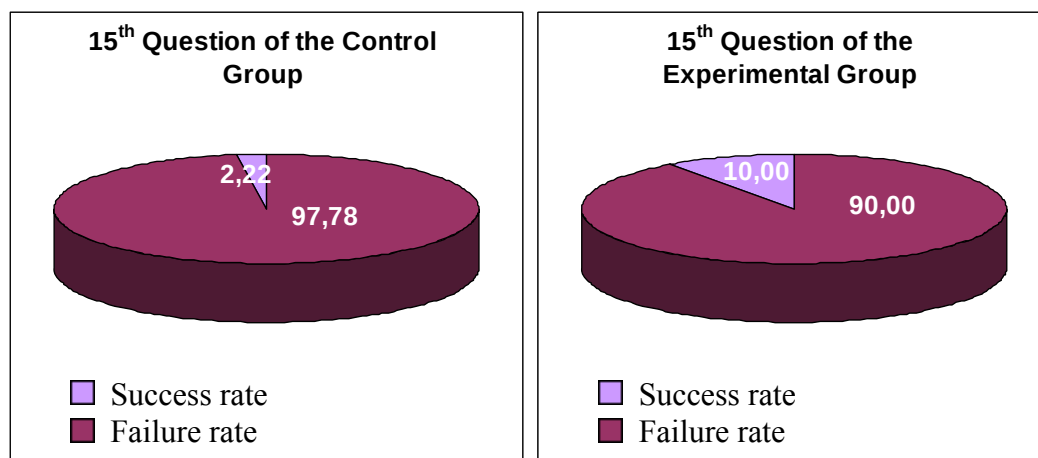


Figure 19 : The 15th Question of the Two Groups

The 15th question of the reading exam entails making character analyses. In this question, students analyze the facts, generate opinions in the light of these facts and defend them in the end. There is a 10,00 % of success in the experimental group whereas there is a 2,22 % of success in the control group. In the experimental group, 4 students have described the old man's relatives except Ping decently, 21 students have described them erroneously and 18 students have not replied it. 1 student has got 2 points out of 5 for this question. In reverse, in the control group, 1 student has depicted them vividly, 8 students have portrayed them defectively and 35 students have not given any answer for this question. Meanwhile, 1 student has got 2 points out of 5 for it. The students should interpret the data to arrive at a conclusion: They should state that the old man's relatives brought different plants to his house as if they had grown them by themselves. So, they are dishonest. They made fun of with Ping when they saw him. So, they are scornful, snobbish and ill-tempered. They have made logical deductions and reasoning based on reliable evidence. The students in the experimental group are much better at answering it than the control group.

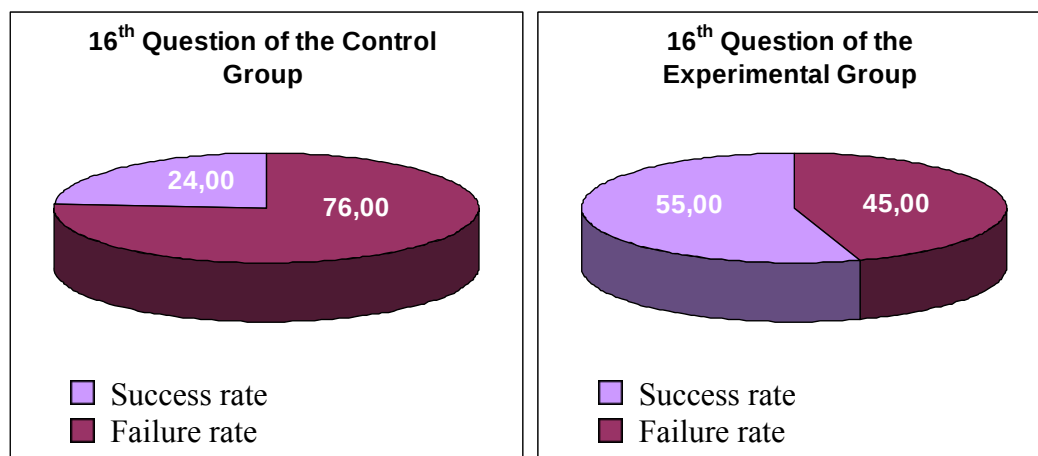


Figure 20 : The 16th Question of the Two Groups

The 16th question of the reading exam uncovers the writer's purpose of writing. There is a 55,00 % of success in the experimental group whereas there is a 24,00 % of success in the control group. It shows a marginal difference between the two groups. 23 students in the experimental group have replied it correctly, 7 students of this group have answered it wrongly and 11 students of the group have not responded it. 3 students have got 2 points out of 5 for this question. Unlikely, in the control group, 10 students have given the right answer for this question, 6 students have not commented on it attentively and 28 students have not made any comments on it. Moreover, 1 student has got 2 points out of 5 for this question.

The students in the experimental group have not rated the text superficially they have looked at underlying reasons for its existence. They have generated opinions, judged them and tried to find out the unstated remarks of the writer.

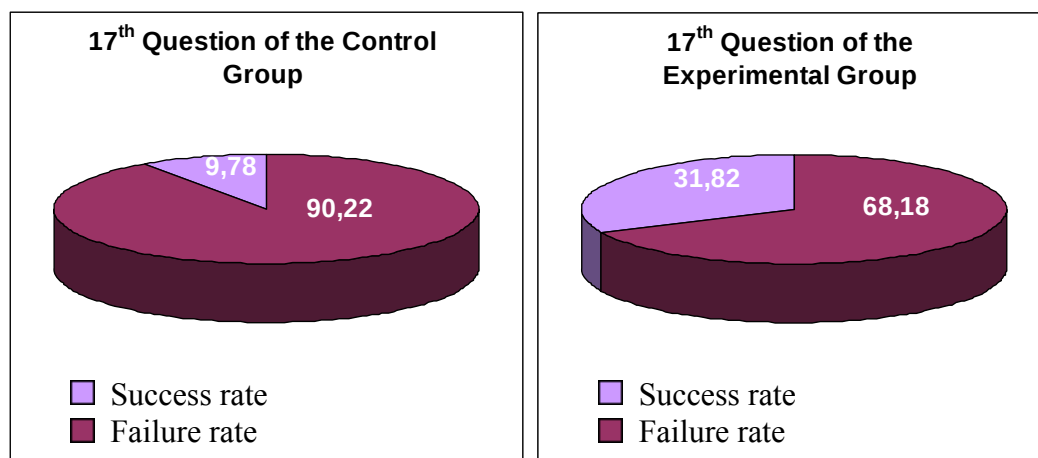


Figure 21 : The 17th Question of the Two Groups

The 17th question of the reading exam uncovers the students' personal views about the subject matter. The students are asked to tell about their first-hand experience relevant to the topic in this text and construct or form an opinion about it. There is a 31,82 % of success in the experimental group whereas there is a 9,78 % of success in the control group. It is explicit that there is a noticeable difference between the two groups. In the experimental group, 13 students have appraised it correctly, 15 students have misunderstood the question and given wrong answers and 13 students have not made any comment on it. 2 students have got 2 points and 1 student has got 1 point out of 5 for this question. Unlikely, in the control group, 4 students have given the right answer, 5 students have not found out the answer and 35 students have not replied it. Moreover, 1 student has got 2 points out of 5 for this question. The experimental group prevailed over the control group. They merged the event in the story with the happenings in their lives and argued it.

This question in nature is unique in reflecting different perspectives; it forms a basis for argumentation to some extent. Different interpretations have emerged and the thoughts of the students and the writer have fought against one another on paper in an attempt to find whose argument is better.

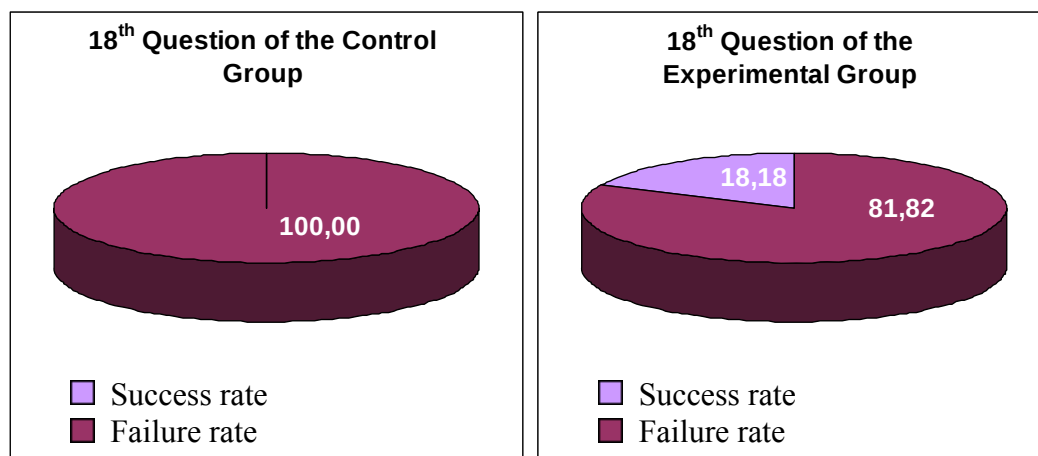


Figure 22 : The 18th Question of the Two Groups

The 18th question of the reading exam uncovers the students' creativity. The students are going to make syntheses and produce something original in this question. They will find a title for the text. There is an 18,18 % of success in the experimental group whereas there is a 0,00 % of success in the control group. It is explicit that the students in the control group have not fulfilled the task. In the experimental group, 8 students have found an appropriate title for it, 16 students have given irrelevant answers for this question and 20 students have not made any comment on it. Unlikely, in the control group, none of the students have answered it correctly, 9 students have given irrelevant answers and 36 students have not written anything in the provided area. There are more students in the experimental group who found a suitable title for the text than the control group.

This question entails a decision making activity. There is a defined goal, which is to find a title for the given text. The students go through some kind of thinking processes so that they can figure out a suitable title. Then, they produce alternatives and select the best alternative among them and write it in the provided area.

The following seven questions from the 19th question to the 25th are all related to eliciting the meaning of the words written in bold in the text by considering their context. The students have to reason well to find out their meanings.

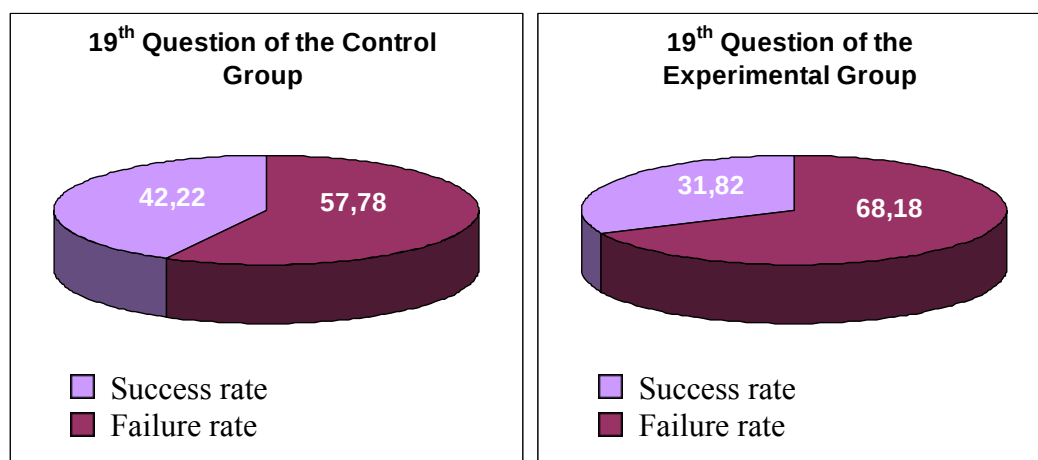


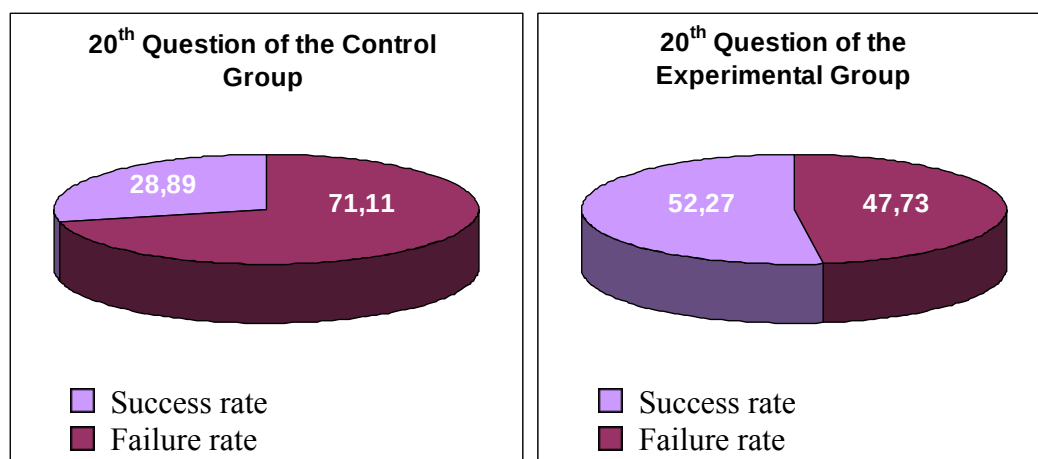
Figure 23 : The 19th Question of the Two Groups

The 19th question of the reading exam reveals the students' capacity to make predictions. It decodes whether they can make use of the given clues and proceed from the known to the unknown. There is a 31,82 % of success in the experimental group whereas there is a 42,22 % of success in the control group. In the experimental group, 14 students have circled the correct answer while 30 students have circled the wrong answer. On the other hand, in the control group, 19 students have answered it correctly whereas 26 students have answered it incorrectly. The control group is much more successful than the experimental group. This difference lies in the fact that the word, "envelope" is a known word. Therefore, any student can answer it without understanding the context. It is understood that much more students in the control group knows the meaning of the word, "envelope" than the students in the experimental group. There is also a connotation between the word, "envelope" and the word, "paper" which is in the correct answer. So, the students in the control group could have been affected by it, too.

The distracters and the numbers of students who have marked them are shown in Table 11.

Table 11 : The 19th Item Analysis

GROUPS	OPTIONS				
	A	B	C	*D	N
Experimental Group	7	1	22	14	0
Control Group	9	5	12	19	0

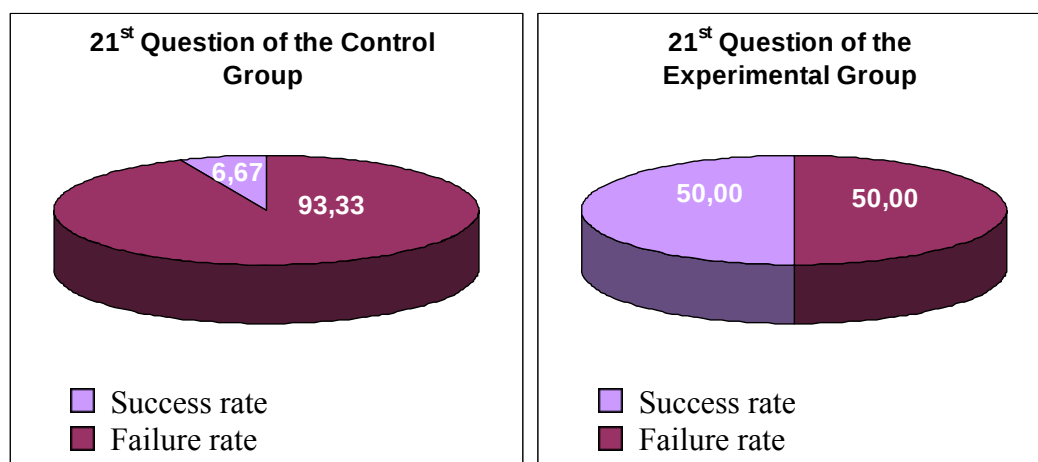
**Figure 24 : The 20th Question of the Two Groups**

The 20th question of the reading exam reveals the students' capacity to make predictions. It decodes whether they can make use of the given clues and proceed from the known to the unknown. There is a 52,27 % of success in the experimental group whereas there is a 28,89 % of success in the control group. In the experimental group, 23 students have circled the correct answer while 21 students have circled the wrong answer. On the other hand, in the control group, 13 students have answered it correctly whereas 30 students have chosen the wrong answer. 2 students have not chosen anything.

The distracters and the numbers of students who have marked them are shown in Table 12.

Table 12 : The 20th Item Analysis

GROUPS	OPTIONS				
	A	B	C	*D	N
Experimental Group	6	14	1	23	0
Control Group	12	14	4	13	2

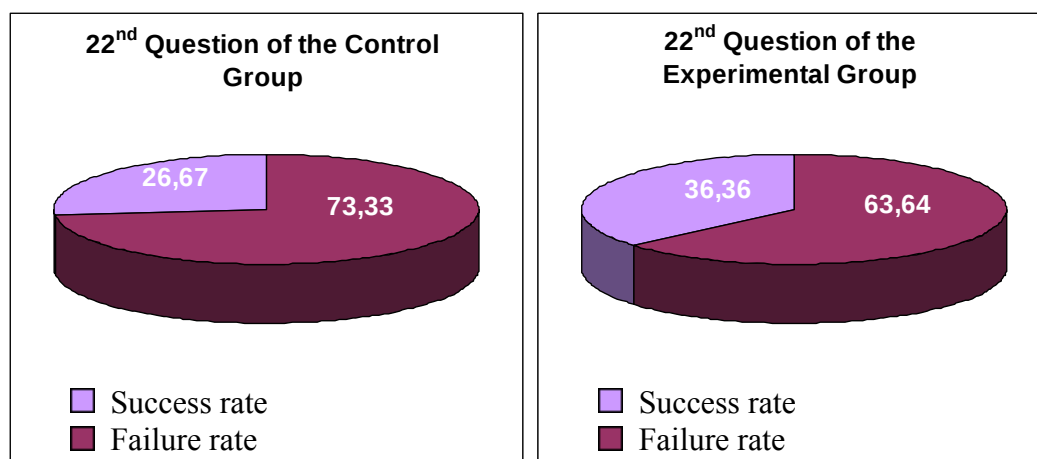
Figure 25 : The 21st Question of the Two Groups

In the 21st question of the reading exam, students utilize the contextual clues to be able to find out the meaning of the word written in bold. They try to value and respect the clues to discover it. There is a 50,00 % of success in the experimental group whereas there is a 6,67 % of success in the control group. In the experimental group, 21 students have circled the correct answer while 21 students have circled the wrong answer. 2 students have not chosen anything. On the other hand, in the control group, 2 students have answered it correctly whereas 37 students have chosen the wrong answer. 6 students have not chosen anything.

The distracters and the numbers of students who have marked them are shown in Table 13.

Table 13 : The 21st Item Analysis

GROUPS	OPTIONS				
	*A	B	C	D	N
Experimental Group	21	2	11	8	2
Control Group	2	1	22	14	6

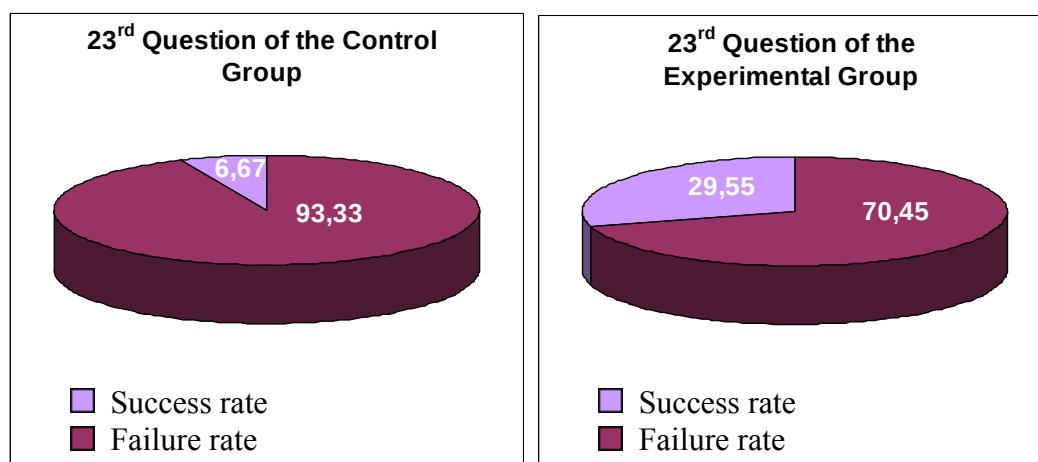
**Figure 26 : The 22nd Question of the Two Groups**

The 22nd question of the reading exam reveals the students' capacity to make predictions. It decodes whether they can make use of the given clues in order to discover the unknown piece of information. There is a 36,36 % of success in the experimental group whereas there is a 26,67 % of success in the control group. In the experimental group, 16 students have circled the correct answer while 25 students have circled the wrong answer. 3 students have not marked anything. On the other hand, in the control group, 11 students have answered it correctly whereas 33 students have chosen the wrong answer. 1 student has not chosen anything.

The distracters and the numbers of students who have marked them are shown in Table 14.

Table 14 : The 22nd Item Analysis

GROUPS	OPTIONS				
	A	*B	C	D	N
Experimental Group	7	16	3	15	3
Control Group	13	11	7	13	1

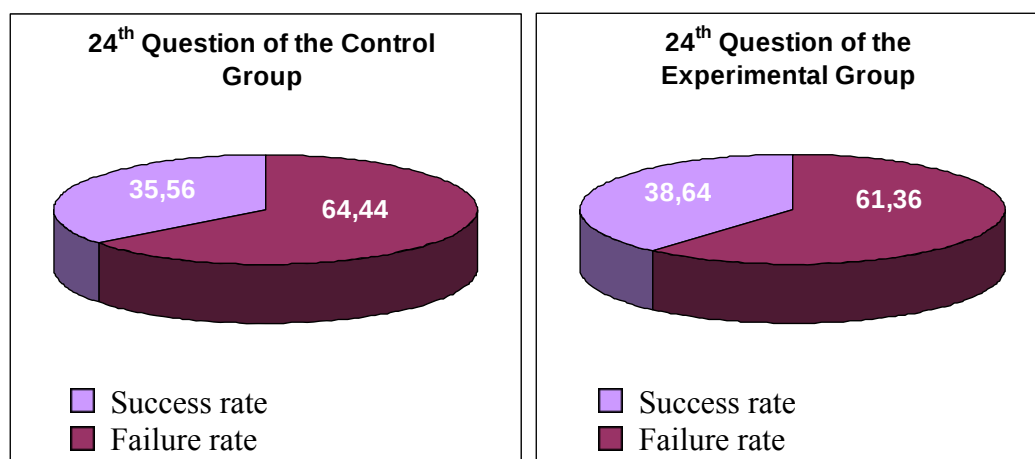
**Figure 27 : The 23rd Question of the Two Groups**

The 23rd question of the reading exam reveals the students' power to make predictions. Students use their bottom up reading skills. There is a 29,55 % of success in the experimental group whereas there is a 6,67 % of success in the control group. In the experimental group, 12 students have circled the correct answer while 32 students have circled the wrong answer. On the other hand, in the control group, 3 students have answered it correctly whereas 39 students have chosen the wrong answer. 3 students have not chosen anything.

The distracters and the numbers of students who have marked them are shown in Table 15.

Table 15 : The 23rd Item Analysis

GROUPS	OPTIONS				
	A	*B	C	D	N
Experimental Group	18	12	0	14	0
Control Group	31	3	0	8	3

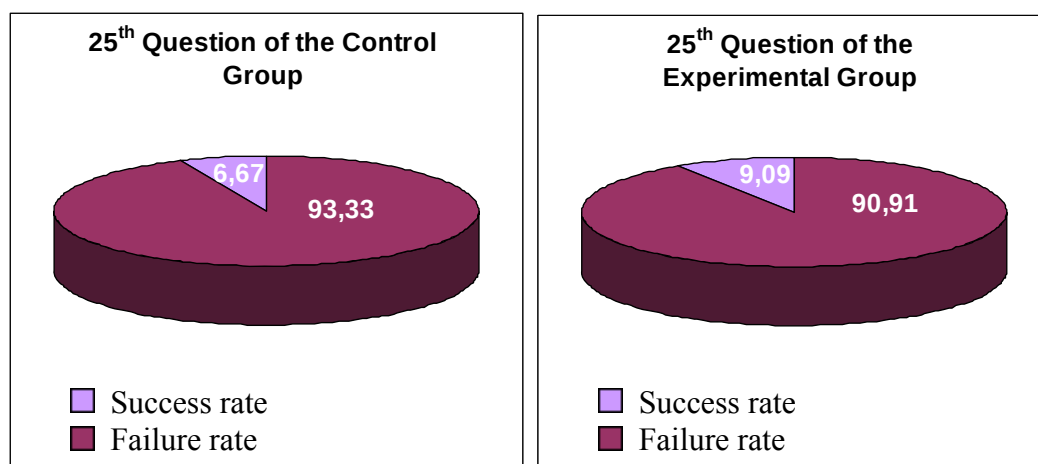
**Figure 28 : The 24th Question of the Two Groups**

The 24th question of the reading exam reveals the students' ability to make guesses. It decodes whether they can ask necessary questions and establish logical relationships to find out the meaning of a word by making use of the context. There is a 38,64 % of success in the experimental group whereas there is a 35,56 % of success in the control group. The numbers are quite close to each other. In the experimental group, 18 students have circled the correct answer while 26 students have circled the wrong answer. On the other hand, in the control group, 16 students have answered it correctly whereas 28 students have chosen the wrong answer. 1 student has not chosen anything.

The distracters and the numbers of students who have marked them are shown in Table 11.

Table 16 : The 24th Item Analysis

GROUPS	OPTIONS				
	A	B	*C	D	N
Experimental Group	3	20	18	3	0
Control Group	5	18	16	5	1

**Figure 29 : The 25th Question of the Two Groups**

The 25th question of the reading exam reveals the students' capacity to make predictions. It decodes whether they can make use of the given clues in order to discover the unknown piece of information. There is a 9,09 % of success in the experimental group whereas there is a 6,67 % of success in the control group. In the experimental group, 4 students have circled the correct answer while 39 students have circled the wrong answer. 1 student has not chosen anything. On the other hand, in the control group, 3 students have answered it correctly whereas 42 students have chosen the wrong answer.

Table 17 : The 25th Item Analysis

GROUPS	OPTIONS				
	A	B	C	*D	N
Experimental Group	28	9	2	4	1
Control Group	27	13	2	3	0

The following three questions from the 26th question till the 28th one are reference questions. They aim whether the students are aware of the nouns, pronouns and the transitions between these two while reading.

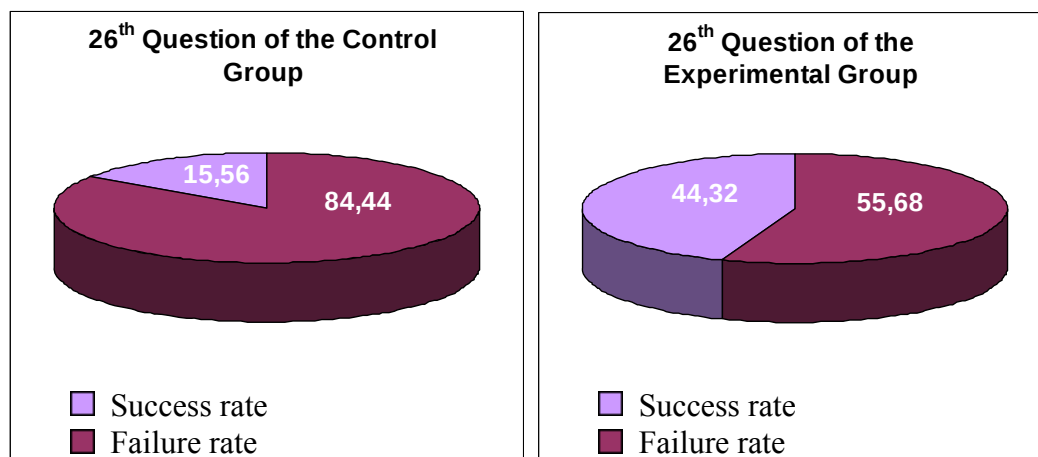


Figure 30 : The 26th Question of the Two Groups

There is a 44,32 % of success in the experimental group whereas there is a 15,56 % of success in the control group. In the experimental group, 16 students have known the correct answer and 21 students have not found out it. 7 students have got 1 point out of 2 for this question. On the other hand, in the control group, 7 students have answered it correctly and 38 have not answered it. The students in the experimental group are much more aware of the writer's shifts in terms of nouns and pronouns. It can be concluded that they have mastered following the course of events in a text more effectively than the control group.

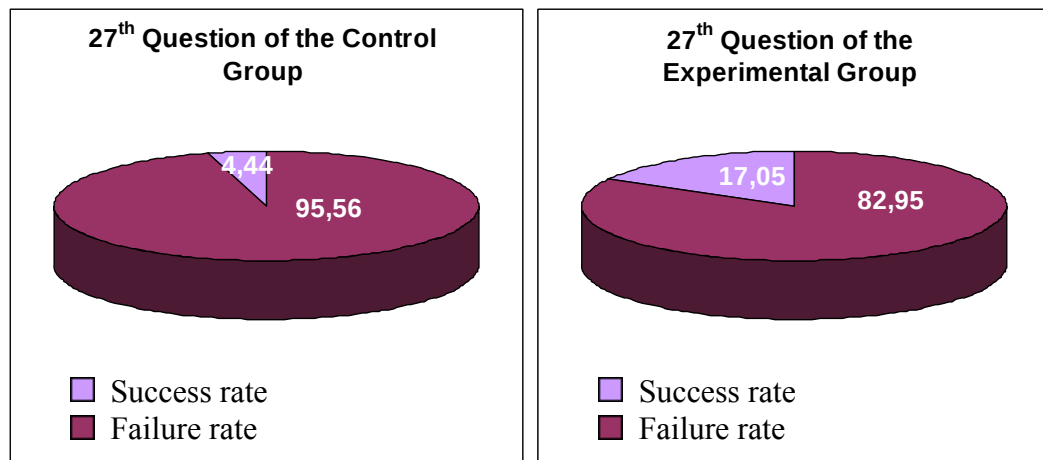


Figure 31 : The 27th Question of the Two Groups

There is a 17,05 % of success in the experimental group whereas there is a 4,44 % of success in the control group. In the experimental group, 6 students have known the correct answer and 35 students have not found out it. 3 students have got 1 point out of 2 for this question. On the other hand, in the control group, 2 students have answered it correctly and 43 have not answered it. It is seen that the students in the experimental group are adept at following the writer's speech much better than the control group.

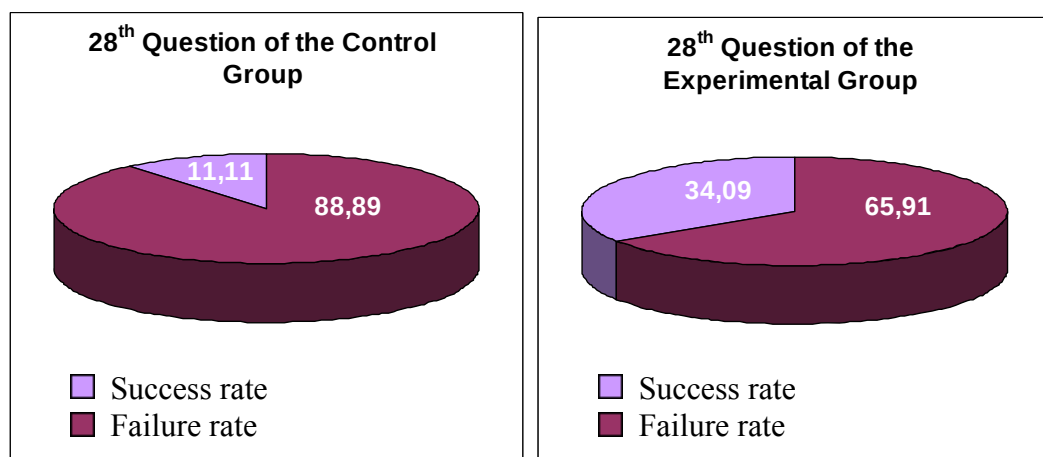


Figure 32 : The 28th Question of the Two Groups

There is a 34,09 % of success in the experimental group whereas there is an 11,11 % of success in the control group. In the experimental group, 15 students have

known the correct answer and 29 students have not found out it. On the other hand, in the control group, 5 students have answered it correctly and 40 students have not answered it. The students in the experimental group are much more aware of the writer's shifts in terms of nouns and pronouns. It can be concluded that they have mastered following what is happening in a text effectively.

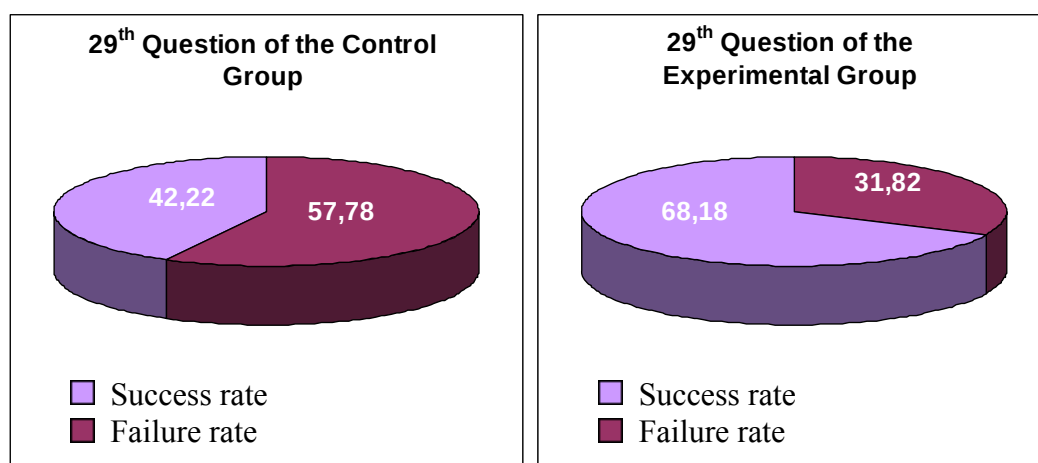


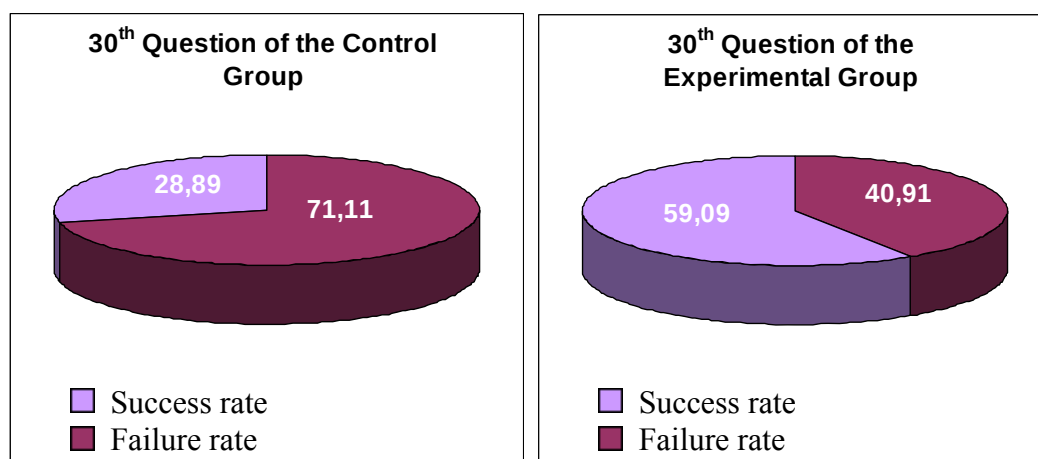
Figure 33 : The 29th Question of the Two Groups

The 29th question of the reading exam asks the students to analyse the functions of the paragraphs in the text. As regards this question, there is a 68,18 % of success in the experimental group whereas there is a 42,22 % of success in the control group. In the experimental group, 30 students have circled the correct answer while 14 students have circled the wrong answer. On the other hand, in the control group, 19 students have answered it correctly and 25 students have chosen the wrong answer. 1 student has not chosen any alternatives. The students in the experimental group have apprehended the roles of the paragraphs better than the control group. They have had questioning minds. They question why this paragraph has been written and put in this text.

The distracters and the numbers of students who have marked them are shown in Table 18.

Table 18 : The 29th Item Analysis

GROUPS	OPTIONS				
	*A	B	C	D	N
Experimental Group	30	9	2	3	0
Control Group	19	16	7	2	1

**Figure 34 : The 30th Question of the Two Groups**

The 30th question of the reading exam reveals the narrator's attitude towards the events he/she tells. There is a 59,09 % of success in the experimental group whereas there is a 28,89 % of success in the control group. In the experimental group, 26 students have circled the correct answer while 18 students have circled the wrong answer. On the other hand, in the control group, 13 students have answered it correctly whereas 27 students have chosen the wrong answer. 5 students have not chosen anything. The students in the experimental group can analyse the writer's point of view by finding evidence from the text. By paying attention to the details which the writer has given, they have had the desired answers. To be able to find the correct answer, they have had analyzed the writer's choice of words carefully and produced assertions based on these credible sources.

Students answer the question, in which feelings the writer handles the issue. The experimental group has surpassed the control group.

The distracters and the numbers of students who have marked them are shown in Table 19.

Table 19 : The 30th Item Analysis

GROUPS	OPTIONS				
	A	B	C	*D	N
Experimental Group	6	10	2	26	0
Control Group	7	10	10	13	5

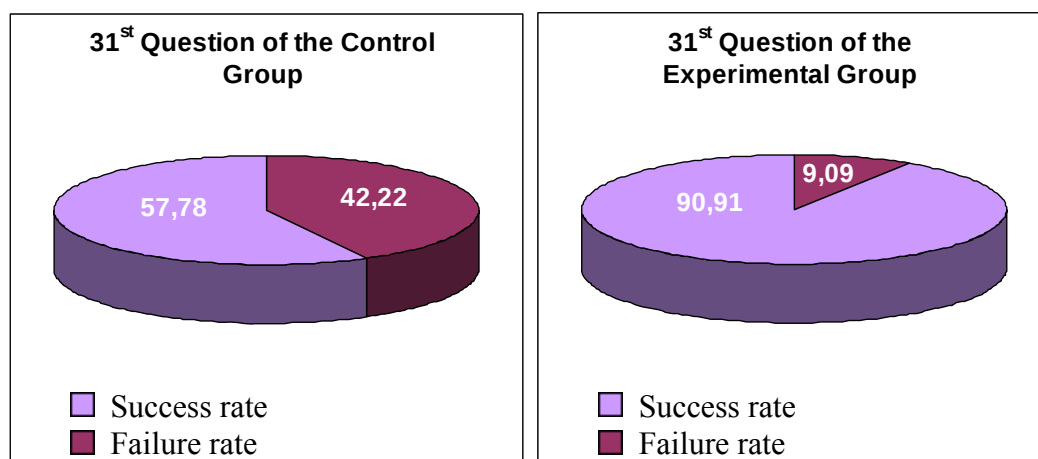


Figure 35 : The 31st Question of the Two Groups

The 31st question of the reading exam reveals what type of the text is. There is a 90,91 % of success in the experimental group whereas there is a 57,78 % of success in the control group. In the experimental group, 40 students have circled the correct answer while 4 students have circled the wrong answer. On the other hand, in the control group, 26 students have answered it correctly whereas 18 students have chosen the wrong answer. 1 student has not chosen anything. The students in the experimental group have not seen a text as a text, they have classified them as a

novel, story, article or a fable. By using their pre-existing schemata, they have made a classification for this text.

The distracters and the numbers of students who have marked them are shown in Table 20.

Table 20 : The 31st Item Analysis

GROUPS	OPTIONS				
	A	*B	C	D	N
Experimental Group	1	40	2	1	0
Control Group	3	26	14	1	1

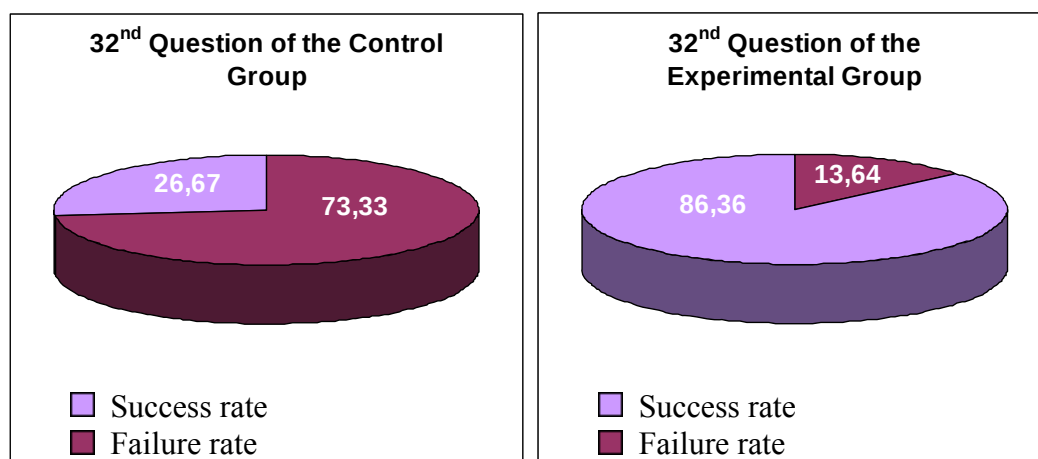


Figure 36 : The 32nd Question of the Two Groups

The 32nd question of the reading exam reveals the purpose of the writer. There is an 86,36 % of success in the experimental group whereas there is a 26,67 % of success in the control group. In the experimental group, 38 students have circled the correct answer while 5 students have circled the wrong answer. 1 student has not chosen anything. On the other hand, in the control group, 13 students have answered it correctly whereas 29 students have chosen the wrong answer. 3 students have not marked anything. The students in the experimental group have found out the aim of

the writer better than the control group. They have considered all sorts of evidence and reached a conclusion.

The distracters and the numbers of students who have chosen them are shown in Table 21.

Table 21 : The 32nd Item Analysis

GROUPS	OPTIONS				
	A	*B	C	D	N
Experimental Group	2	38	1	2	1
Control Group	9	13	5	15	3

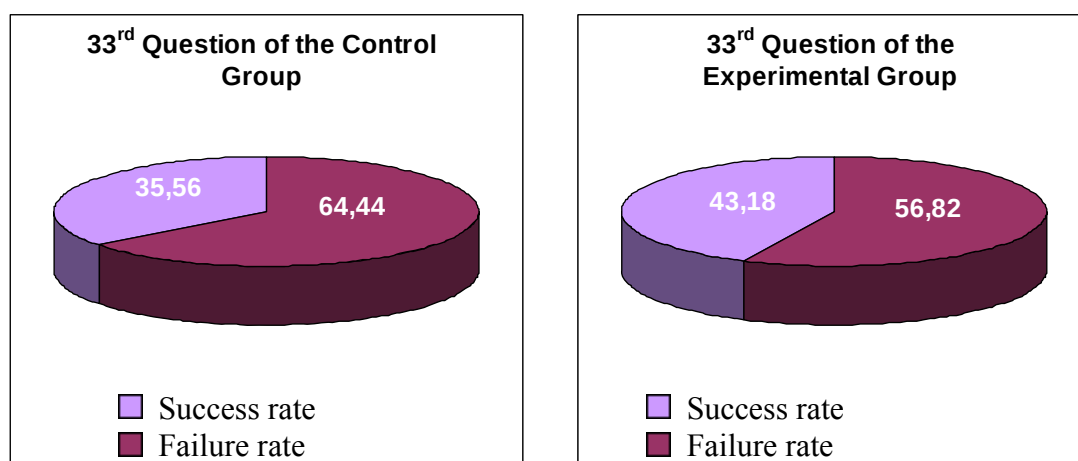


Figure 37 : The 33rd Question of the Two Groups

The 33rd question of the reading exam reveals who the intended audience is. There is a 43,18 % of success in the experimental group whereas there is a 35,56 % of success in the control group. In the experimental group, 19 students have circled the correct answer while 24 students have circled the wrong answer. 1 student has not chosen anything. On the other hand, in the control group, 15 students have answered it correctly whereas 27 students have chosen the wrong answer. 3 students have not chosen anything. The students in the experimental group have guessed the

targeted audience better than the control group. They are better at identifying unstated information than the control group is.

The distracters and the numbers of students who have marked them are shown in Table 22.

Table 22 : The 33rd Item Analysis

GROUPS	OPTIONS				
	A	*B	C	D	N
Experimental Group	10	19	8	6	1
Control Group	8	15	14	5	3

4.1 Discussion

After the implementation has been done, the researcher has concluded that improving reading skills by directing critical thinking questions and arising students' background knowledge does not occur in an eye blink. It needs a long time to adopt these practices. The students have some habits towards reading. They suppose that every answer is in the text and every piece of information provided by the writer is absolutely true. This may be because of their previous teachers' educational views and attitudes. They resisted to the new strategies at first. Nevertheless, then they started to use it progressively.

Another result is that when they are given chance, they can work out intact, genuine or authentic answers for the questions. Besides these, they have gained some useful reading strategies, too.

To some extent, as far as Cottrell (2003, p.10) has defined, the students in the experimental group have learned:

- ✓ to pay attention to necessary details.

- ✓ begin to go back over the same ground several times to check that nothing has been missed.
- ✓ look at the same information from several points of view.
- ✓ put their own likes, beliefs and interests to one side with the aim of gaining the most accurate outcome or a deeper understanding.
- ✓ consider implications and distant consequences.
- ✓ reflect upon and evaluate their personal motivations, interests, prejudices, expertise and gaps in their knowledge.
- ✓ to make a quick first reading to get the overall picture and check their initial response to see whether it rings true or contradicts what they believe to be true.
- ✓ to compare what they read with what they already know about the topic and with their experience.
- ✓ to look for the author's position or point of view, asking 'What are they trying to "sell"?''
- ✓ to dig deeper below the surface of the subjects they are studying.
- ✓ to find out where the best evidence lies for the subject they are discussing.
- ✓ to be able to evaluate the strength of the evidence.
- ✓ to come to an interim conclusion about where the available evidence appears to lead.
- ✓ to point out potential weaknesses in the work of experts.
- ✓ to remain focused on the exact requirements of an activity.
- ✓ to offer criticism without feeling bad.
- ✓ be good at reading between the lines.

Moreover, when compared with control group, it is observed that the students have become more rational and started not to make judgements based on too general overviews of the subject matter. They have begun to read materials with alert and questioning minds. Their minds have been set free. They have gained insights into the process of reading. They have learned to leave no stones unturned to reach a conclusion.

Furthermore, they have acquired to develop empathy between themselves and the characters in a reading passage. They have noticed what they would do if they were in those characters' shoes. They have learned how to make analyses of characters and make sound judgements on them.

They have grasped how to make guesses by assessing the data and predict the future events in response to it.

They have distinguished between a fact and an opinion. They have seen the differences between a subjective and an objective writing.

They have learned how to support their ideas by setting forth reasons. They have discovered how to debate by making logical explanations.

They have reckoned how to question. Why is this paragraph added to this text? What does the writer want me to believe or to do?

They have learned how to make similes and metaphors. Brain works better by making similarities or by making classifications or categorizations. They have learned how to find common features of something which seems different and to find the differences between two things which look like similar.

As regards the control group, the students process the data mechanically; they memorize the facts and can not make comments when they are asked unfortunately.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

This research has been fulfilled in ÇNAATHS. 89 students participated in the study. They were all 9th grade pupils. They were divided into two groups as experimental and control. There were 45 students in the control group and 44 students in the experimental group. 9/B and 9/C formed the experimental group whereas 9/A and 9/D formed the control group. They were chosen randomly. Throughout a year they have had 10-hour-English course a week, seven of which copes with the grammatical structures and three of which deals with the development of reading skills. In the first term, students studied their books and none of them were behaved in a particular way, there were no special threat for both groups. In the second term, the book, COMPREHENSION 2 was used. Each group read the same texts with a different style. The students in the control group started to read the text aloud and answered the comprehension questions, which forced them to remember the factual facts in the text. They were asked to depend on the memorized words or phrases that they do not understand. On the other hand, the past experience and ideas of the students in the experimental group were activated by the teacher elaborately before reading. Their past experience about the related topic was awakened by the teacher with the pre-prepared questions. Both the positive and the negative emotions or thoughts were discussed in the experimental group in short. Enough time was elaborated for them to reawaken their feelings and consider them for a while. In the phases of before- reading, while-reading and after-reading, they were asked to follow some strategies. Especially, in the post-reading part, they were demanded to answer some higher order thinking questions which saved them from thinking superficially. What is more, they were required to personalize the new information by making adaptation, assimilation and accommodation. This lasted three months and at the end of this duration, they took a reading exam. The exam results were compared. According to the numerical data obtained from the exam results, the experimental group is twice as successful as the control group.

5.1 Implications for Further Studies

The students who have participated in this study have had difficulty in understanding the meaning of the questions from time to time. Therefore, a more advanced group of students can be chosen next time.

A questionnaire can be used for both groups after the implementation in order to learn students' feelings about the reading course before and after the implementation.

Multiple choice items' distracters can be dispersed so as to elicit more reliable data.

Another skill can be studied instead of reading in further researches.

5.2 Recommendations for teachers

At the end of the study, the researcher agree with the suggestions which Gabler and Schroeder has given (2003, p. 456). These suggestions are valid for the teachers who want to increase their students' reading grades.

The suggestions are:

First of all, teachers should incorporate students' past experience and their knowledge into lessons. They ought to combine it with the course. To achieve this, teachers should ask personal questions and make reading material more private.

Secondly, teachers should not try to fill in students' minds with information. They should prepare materials and sequence questions so that students are guided to explore information, inter-relate facts, think through concepts, and arrive at justified evaluations.

Thirdly, teachers should try to increase students' self-confidence by asking easy questions at first and then the difficult ones later. The progression of a lesson should enable students to feel confident as they travel from one cognitive level to another.

Fourthly, teachers should stretch their imagination. Unless they stretch their own imagination, they cannot spread out students' imagination. It takes imagination to plan a motivating lesson or inquiry project or to prepare demanding questions.

Fifthly, teachers ought to treat students as responsible young adults who are capable of making important decisions rather than as children who need to be told what to do and how to act. By doing so, students will be able to learn how to make comment and decide what to believe or what not to believe or whom to believe or whom not to believe. They will be able to support their thoughts freely and take the responsibility of their lives in the end.

Lastly, teachers have to explore students' schemata of stereotypes and where they come from. They have to analyze the underlying reasons of students' misconceptions in order to teach something new.

If foreign language teachers are interested in developing their students' reading skills, they had better know these recommendations.

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APPENDIX 1: QUESTIONS USED FOR THE EXPERIMENTAL GROUP AND THE CONTROL GROUP

APPENDIX 1 . 1 : UNIT 1 One of Nature's Fastest Killers The Mantis

The questions used for the control group

1. What is a mantis?
2. How many types of mantis are there?
3. How long can the biggest adult mantis be?
4. Where do they usually sit?
5. What do they eat?

The questions used for the experimental group

1. Have you ever seen a mantis?
2. Do you have any experience with them?
3. Do you have a positive or negative feeling about them?
4. After reading the passage, what have you learned about mantises? What are their main features? What facts can you remember about mantises?
5. What are their strengths and weaknesses?
6. How do they hunt?
7. Is a mantis brave? How do you know it? Can you give some examples or evidence from the text for your answer?
8. Why can't other insects see them? Do you have any ideas about it?
9. What is the relationship between kung fu and a mantis? Can you compare the two?
10. Are there any similar examples in which people try to imitate the nature or some features of the nature or creatures in the real world?
11. Can you make new simulations?

APPENDIX 1 . 2 : UNIT 2 Favourite Food What's your favourite food?**The questions used for the control group**

1. What is Murat's favourite food?
2. Who likes dates?
3. Who lives in England?
4. Who is a vegetarian?
5. Does Paola like raw or well-cooked steak?
6. What is UK's most famous food?

The questions used for the experimental group

1. Do you know the typical foods of the most well-known countries?
2. What are the typical Turkish foods?
3. What do you like eating most?
4. When do you usually eat your favourite food?
5. What does Mike's favourite food contain?
6. Why are apricots special?
7. What is the aim of the writer?
8. What is the source of material? Where do you think the text is taken from?
9. Why has the sentence, "Everyone thinks Americans always eat beef burgers" been added to the fourth paragraph?
10. What is the function of the interrogative sentence "You know what I love for supper?"

**APPENDIX 1 . 3 : UNIT 3 Ellen MacArthur and Kingfisher Around the world
with Ellen MacArthur**

The questions used for the control group

1. Who is the youngest sailor in the race?
2. How old is Ellen?
3. What is the name of Ellen's yacht?
4. How many metres long is the yacht *Kingfisher*?
5. How many kilometres was the race?
6. How long was Ellen at sea?
7. Who became the winner of the race?

The questions used for the experimental group

1. Can you name all the continents in the world?
2. Do you want to travel around the world?
3. How many days do you think does it take to see all of them by yacht?
4. Can you give information about the race, Vendée Globe?
5. What did Ellen have to watch out for in the cold sea?
6. Why does Ellen sleep for only fifteen minutes?
7. What do you think Ellen thought and felt at the time of her accident?
8. Which admirable quality does this story exemplify?
9. What is the type of the text?
10. Is the writer an authority?
11. How does the writer know this event ?
12. Is this fact or opinion?

APPENDIX 1 . 4 : UNIT 4 Three ice creams, please. Saturday at Joe's Café**The questions used for the control group**

1. Who came into Joe's café?
2. What did Joe think of the man?
3. How often did the man come for ice cream?
4. How many brothers did the man have?
5. What did the man order?

The questions used for the experimental group

1. What was strange about the man?
2. After a few weeks Joe was surprised? Why?
3. Why did Joe think one of the man's brothers had a problem?
4. Why did Joe order only two ice-creams?
5. What did the man and his brothers do to feel close together?
6. What is your reaction to the text?
7. What is the tone?
8. What is the genre of the text?
9. What is the author's purpose? Can you summarize the author's viewpoint?
10. What does the writer value?
11. What are the strengths and weaknesses in the author's writing?
12. Have you ever done something special for your beloved?

APPENDIX 1 . 5 : UNIT 5 Thailand's water festival April 15

The questions used for the control group

1. What is *Songkran*?
2. Where is the biggest *Songkran* festival?
3. What time of year is the *Songkran* festival?
4. Who joins the celebration?

The questions used for the experimental group

1. What is your favourite holiday or celebration?
2. Who is the writer and where is he?
3. Give a detailed description of the festival, *Songkran*?
4. How do people celebrate *Songkran*? Does everyone celebrate it in the same way?
5. Are there any rules of the festival? / Do young people splash older people? Why or why not?
6. Older people say words of wisdom to younger people. Can you say some of them? Do you give any advice?
7. It is stated in the passage that it is important to remember to listen to your parents. Do you agree with the statement? Why or why not?
8. What is the meaning of “tanks”? Examine the sentence where this word is used (Lorries bring water in big tanks to towns and villages.) and try to guess the meaning.
9. What does the word, “bucket” in line 18 mean?
10. What does the word, “hose” in line 21 mean?
11. What is the role of paragraph 1?
12. What is the function of paragraph 2?
13. Which paragraph gives a detailed description of the festival?
14. Which paragraph expresses concerns over the reasons for the festival?
15. Are Thai people respectful to the elder? How do you know it?
16. What is the tone of the writer? Is he angry, melancholic or enthusiastic?
17. What is the writer's purpose? Is it to inform, to entertain, to persuade, or to deduct?

18. What does the writer imply by saying “Everybody wants to start the New Year with a good beginning?”
19. Can this text be a page of diary? Why or why not?

APPENDIX 1 . 6 : UNIT 6 Job Profile: Smoke Jumper A day at work with Lisa Jones

The questions used for the control group

1. What is Lisa Jones's job?
2. How old is she?
3. Does Lisa like her job?
4. What problem did Lisa have while working?
5. What qualifications does a person need to be a smoke jumper?

The questions used for the experimental group

1. Can you name jobs you know?
2. Do you know any professions or jobs with full of risks?
3. Can you say where Lisa is by reading the description in the first paragraph?
4. What are the advantages and disadvantages of being a smoke jumper?
5. What does the word, "ground" mean? Can you guess it? Without looking up a dictionary try to get the meaning of the word from context.
6. What are the necessary conditions to be a smoke jumper?
7. What do all the fires have in common?
8. Does the writer think that everybody can be a smoke jumper? Why?
9. Which paragraph shows the writer's emotions about her job?
10. What reasonable conclusions are possible for this text?
11. Can you categorize the words below? Make comparisons and analogies.

ankle burn chest flames head helmet face mask smoke

APPENDIX 1 . 7 : UNIT 7 Four Funny Stories**The questions used for the control group**

1. What was Jim doing when he burnt his ears?
2. How many pills did the doctor give Jim?
3. Where is the Captain?
4. What did Jim find by the side of the road?
5. Where will Jim take the two pandas tomorrow?

The questions used for the experimental group

1. What conclusion do you come to after reading the joke 1?
2. Why did Jim think that he would die?
3. Are there any fallacies in Jim's reasoning?
4. Why did the Captain not want to change his route?
5. Is the Captain proud of himself? How do you know it?
6. What does the Voice try to say to the Captain by saying "I'm in the lighthouse."?
7. What did the assistant want to mean by saying "You should take them to the zoo."?
8. What did Jim understand from the sentence "You should take them to the zoo."?

APPENDIX 1 . 8 : UNIT 8 Avalanche! (Part 1)**The questions used for the control group**

1. Who are Sally and Jack?
2. What was the weather like?
3. Where did Sally and her family visit every winter?
4. Who was usually the faster skier?
5. What was behind them?
6. Who was Bob?

The questions used for the experimental group

1. What seems to irritate Sally?
2. What factor contributed to the difference between Sally and her brother?
3. What did she liken the noise?
4. What did Sally do to survive? What did it show about her character?
5. What conclusion do you reach about this experiment?

APPENDIX 1 . 9 : UNIT 9 Avalanche! (Part 2)**The questions used for the control group**

1. Who was Jess?
2. How did they travel on the snow?
3. What did Bob say to Jess when they stopped?
4. What did Jess find first of all?
5. What does Bob give Jess to play with when Jess finds a person in snow?

The questions used for the experimental group

1. What does “rescue” mean?
2. Is the story told by the 1st – person or 3rd – person – narrative point of view?
3. What is the overall mood, feeling or atmosphere of the story?
4. Do people need heroes? Why or why not?
5. In your opinion have we lost our heroes?

APPENDIX 1 . 10 : UNIT 10 The fisherman and the tourist At the beach**The questions used for the control group**

1. What did the tourist carry with him?
2. Who did the tourist talk to?
3. What is the fisherman doing right now?
4. When does the fisherman work?
5. How many boats does the fisherman have?
6. Does the fisherman have any employees in his boat?

The questions used for the experimental group

1. What do you think about the occupation of the tourist?
2. What does the tourist try to prevail upon the fisherman to do?
3. What can you say about the characteristics of the two men?
4. What is the major dilemma in the story?
5. This story teaches a lesson. Tell what you think the lesson is.
6. What is the moral of the story?
7. Discuss why the characters speak the way they do.
8. What if you had money, job and you didn't have any spare time for yourself and your beloved?

APPENDIX 1 . 11 : UNIT 11 Zeynep's cyber tour of Turkey**The questions used for the control group**

1. What did Zeynep prepare?
2. What is the website about?
3. Which city comes first?
4. How old is İstanbul?
5. What is there in Topkapı Palace?
6. What can you see in Hippodrome Park?
7. Which Turkish food is popular all over the world?

The questions used for the experimental group

1. Pretend as if you were a web designer. Decide what your web site is about and devise a rationale for why people need it.
2. Is the information as true today as when it was written?
3. What does the metaphor, “heart” show us about İstanbul?
4. What is the simile used for Bosphorus?
5. Which words does Zeynep choose to describe Topkapı Palace?

APPENDIX 1 . 12 : UNIT 12 The food web**The questions used for the control group**

1. Where does the story take place?
2. Is there enough grain to feed the entire nation?
3. What was the idea of the leader of the country?
4. Did the number of insects increase or decrease as a result of killing the birds?

The questions used for the experimental group

1. What is the cartoon trying to tell us?
2. Where are the people in the picture?
3. Why are the farmers in the picture shouting and crying and why are they carrying pans and pots?
4. Pretend you are the king and devise a solution to this famine.
5. Pretend to be a senator on a committee to find ways to produce food. Make a list of ideas on how to deal with hunger?
6. Can you say the logic behind the king's solution? Does it have a fallacy in it?
7. How does man change ecosystems? Can you give your own examples?
8. Does this story remind you of another story?
9. What is the message of this text?
10. What if there were a famine?

APPENDIX 1 . 13 : UNIT 13 Adam and George**The questions used for the control group**

1. What is the season at the beginning of the story?
2. What was George doing?
3. What was Adam doing?
4. What was the season at the end of the story?
5. Did Adam let George come in?

The questions used for the experimental group

1. What kind of a person is Adam? What is his philosophy of life / motto?
2. What type of a person is George? What is his philosophy of life / motto?
3. What is the dilemma in the story?
4. What is the underlying message of the story? What is the moral of the story?
5. If you were Adam, would you take George in?

APPENDIX 1 . 14 : UNIT 14 Sports heroes International Sports Hero Cards**The questions used for the control group**

1. Who is Naim Süleymanoğlu?
2. Who is Patty Wagstaff?
3. Who is Lee Lai-Shan?
4. Who is Ahmed Barada?

The questions used for the experimental group

1. What are the topic sentences of each paragraph?
2. Is it a detail or an important piece of information?
3. Is it a fact or opinion?
4. Are these facts central or incidental?
5. Is it a real or a made-up story? How do you know it?
6. Why do people call Ahmed Barada as Pharaoh?
7. Do the place and the family have an influence on their choice? Can you give some examples?
8. Which sport do you think is the most difficult one? Can you support your idea with sound grounds?
9. What are the common features of the four?

APPENDIX 1 . 15 : UNIT 15 The flat tyre**The questions used for the control group**

1. Who is Mike?
2. What time did his clock go off?
3. What did he get up?
4. What happened on the way to work?
5. Where were the nuts?

The questions used for the experimental group

1. Is Mike a careful driver? Why or why not?
2. Did he give up trying in despair when he had a problem? / Did he abandon the attempt?
3. Is Mike clever? Which of his behaviour shows it?
4. Which personal pronoun has been used to tell the story?
5. In such a case, could you think of the same or different?

APPENDIX 1 . 16 : UNIT 16 Mobile Phones

The questions used for the control group

1. Who made the first radio transmission?
2. What did Alexander Graham Bell make in 1876?
3. How many antenna towers do the cities have now?
4. How big are the mobile phones now?
5. What are the functions of the mobile phones?

The questions used for the experimental group

1. Why did the mobile phones large in the past?
2. Invent a new machine. If you were to invent a new machine, what would it be?
3. What others have said about this topic?
4. Can you think of new short of words to send text messages?
5. What other emotions can be expressed during text messaging? What can be the symbols or icons for them?

APPENDIX 1 . 17 : UNIT 17 A thousand paper cranes**The questions used for the control group**

1. Who wrote the letter?
2. Whom was it written to?
3. Did Mari and her school friends go on a trip? If yes, where did they go?
4. What is there in the Peace Park in Hiroshima?
5. What are cranes?
6. Whose statute is it?
7. What is the Japanese custom?
8. When is Word Peace Day?

The questions used for the experimental group

1. What is the genre of the text? / What type of text is it?
2. What is the purpose of the writer?
3. Does the writer have a hidden motive?
4. Why did the writer present a character in this particular way? What did the writer want you to think or believe or do? Do you agree with him?

APPENDIX 1 . 18 : UNIT 18 The rocket-bike race

The questions used for the control group

1. Where are Harry and Tory?
2. Why do they use an international translation computer system?
3. How long is the race?
4. Where will they end the race?
5. What did Harry eat and drink in Falafel King?
6. Whose rocket bike is the fastest one?
7. Whose rocket bike is the winner?

The questions used for the experimental group

1. Do you believe that there is life on other planets? Why or why not? Do you have any proofs?
2. Do you think that one day people will start to live in space? How do you know it?
3. Can you tell or draw the strangest motorbike you can think of?
4. What do you think of racing? Is it good or bad? Give your proof or evidence.
5. Why did Harry think that Tory would never catch him?
6. What lessons do you think this text tries to give?

Which classic tale is it similar to? Can we say that this is a modern version of it?

APPENDIX 2: READING EXAM

THE EMPTY POT

Unit 11, from the book “Comprehension 1”

There was once a rich old man who had no wife or children. So he asked himself, “Who should have my money when I die?” He had forty-seven nephews and nieces, but he didn’t know them very well. How could he find the right one?

He thought long and hard, and he made a plan. He sent an **envelope** to all his young relatives. There was a letter and a little seed in each **envelope**. The letter said:

Plant this **seed** in a **pot**.

Do your best to grow a beautiful plant. After three months, bring it to me.

One of the old man’s nephews was a fourteen-year-old boy, called Ping. He was good at growing plants, so he was very excited about this **competition**. He put his seed into a **pot** and filled it with good **earth**. He watered it carefully every day and he waited for the **seed** to grow into a beautiful plant.

Days passed, but the **seed** did not grow. Ping put the seed into a bigger pot and added richer **earth**. Still nothing happened. Ping continued to care for the seed. He gave it plenty of water and sunlight. Months passed, but still nothing grew.

After three months, everyone took their plants to the old man’s house. As Ping walked in with his empty pot, Ping’s cousins arrived with beautiful plants of every kind. They laughed at Ping’s empty pot. Ping felt **foolish** and sad. “Why didn’t my seed grow?” he wondered.

When the old man saw Ping, he asked, “Why did you come here with an empty pot?”

Ping answered, “I planted the seed. I **did my best**, but the seed didn’t grow.” The old man smiled and said, “I have found the right person!”

Then he explained to **the others**, “Before I gave **you** the seeds, I cooked them, so they couldn’t grow. I don’t know where your plants came from! Ping is the only truthful person here. He has courage and honesty, so I will give everything to him.

Name and Surname :

Class and number :

A- What is each paragraph about? Choose the main idea of each paragraph.

(2X8=16)

Paragraph 1

- a-** A rich old man had many young relatives.
- b-** A rich old man was very lonely.
- c-** A rich old man wanted to know who should have his money.
- d-** A rich old man didn’t know his relatives very much.

Paragraph 2

- a-** He sent a seed to his young relatives.
- b-** He sent an envelope to his young relatives.
- c-** He couldn’t think quickly.
- d-** He was a good plan maker.

Paragraph 3

- a-** Ping got happy.
- b-** Ping loved his garden.
- c-** Ping followed his uncle’s instructions.
- d-** Ping was very young.

Paragraph 4

- a- The seed did not grow.
- b- Ping changed the pot.
- c- The sunlight was enough.
- d- Time passed.

Paragraph 5

- a- All the other relatives had beautiful plants.
- b- Ping entered the old man's house.
- c- Ping was stupid.
- d- All the other relatives were comic people.

Paragraph 6 & 7

- a- The old man saw Ping.
- b- The old man wanted to have a chat with Ping.
- c- Ping told him "The seed didn't grow."
- d- Ping loved the old man.

Paragraph 8

- a- The old man wanted to learn "Where did these flowers come from?"
- b- The old man made a trick and he made fun of them.
- c- The old man gave bad seeds to his relatives.
- d- The old man chose Ping because he was the only honest person.

B- ANSWER THE QUESTIONS BY MAKING COMMENTS. (5X11=55)

8- How did Ping feel when he received the letter and the seed?

.....

9- How do you think Ping felt on the way to his uncle's house?

.....

10- How did the old man feel when he met Ping?

.....

11- Where do you think the beautiful plants came from?

.....

.....

12- The old man said that Ping had courage? Why did he say this?

.....

.....

13- How can you describe the old man? (What kind of person is he? / What are his characteristic features?) How do you know it?

.....

.....

.....

14- How can you describe Ping? (What kind of person is he? / What are his characteristic features?) How do you know it?

.....

.....

.....

15- How can you describe the old man's relatives except / apart from Ping?

.....

.....

.....

16- What is the message of the writer?

.....

.....

17- What is your reaction to the text? Do you agree or disagree with the writer? Is honesty important? Explain it and give some examples from your own life.

.....

.....

.....

.....

D- ANSWER THE QUESTIONS BELOW. (5 points)

26. What does “**the others**” refer to? (2)
 27. What does “**you**” refer to? (2)
 28. What does “**them**” refer to? (1)

E- CHOOSE THE BEST OPTION. (2X5=10)

29. Which paragraph gives a detailed description of Ping?

- a- 3 b- 4 c- 5 d- 6

30. What is the tone of the writer’s voice?

- a- melancholic b- full of fun c- angry d- neutral

31. What is the genre of this text?

- a- It is a biography. b- It is a story. c- It is a letter. d- It is a
dialogue.

32. What is the purpose / aim of the writer?

- a- to make people laugh b- to give people a lesson
c- to give information about a subject d- to make people believe an idea

33. In your opinion who can be the readers of this text?

- a- adults b- children c- old people d- gardeners

APPENDIX 3: THE READING EXAM ANSWER KEY**THE EMPTY POT**

Unit 11, from the book “Comprehension 1”

There was once a rich old man who had no wife or children. So he asked himself, “Who should have my money when I die?” He had forty-seven nephews and nieces, but he didn’t know them very well. How could he find the right one?

He thought long and hard, and he made a plan. He sent an **envelope** to all his young relatives. There was a letter and a little seed in each **envelope**. The letter said:

Plant this **seed** in a **pot**.

Do your best to grow a
beautiful plant. After three
months, bring it to me.

One of the old man’s nephews was a fourteen-year-old boy, called Ping. He was good at growing plants, so he was very excited about this **competition**. He put his seed into a **pot** and filled it with good **earth**. He watered it carefully every day and he waited for the **seed** to grow into a beautiful plant.

Days passed, but the **seed** did not grow. Ping put the seed into a bigger pot and added richer **earth**. Still nothing happened. Ping continued to care for the seed. He gave it plenty of water and sunlight. Months passed, but still nothing grew.

After three months, everyone took their plants to the old man’s house. As Ping walked in with his empty pot, Ping’s cousins arrived with beautiful plants of every kind. They laughed at Ping’s empty pot. Ping felt **foolish** and sad. “Why didn’t my seed grow?” he wondered.

When the old man saw Ping, he asked, “Why did you come here with an empty pot?”

Ping answered, “I planted the seed. I **did my best**, but the seed didn’t grow.” The old man smiled and said, “I have found the right person!”

Then he explained to **the others**, “Before I gave **you** the seeds, I cooked **them**, so they couldn’t grow. I don’t know where your plants came from! Ping is the only truthful person here. He has courage and honesty, so I will give everything to him.

A- What is each paragraph about? Choose the main idea of each paragraph. (2X8=16)

Paragraph 1

- a- A rich old man had many young relatives.
- b- A rich old man was very lonely.
- c- **A rich old man wanted to know who should have his money.**
- d- A rich old man didn’t know his relatives very much.

Paragraph 2

- a- **He sent a seed to his young relatives.**
- b- He sent an envelope to his young relatives.
- c- He couldn’t think quickly.
- d- He was a good plan maker.

Paragraph 3

- a- Ping got happy.
- b- Ping loved his garden.
- c- **Ping followed his uncle’s instructions.**
- d- Ping was very young.

Paragraph 4

- a- **The seed did not grow.**
- b- Ping changed the pot.
- c- The sunlight was enough.
- d- Time passed.

Paragraph 5

- a- All the other relatives had beautiful plants.**
- b- Ping entered the old man's house.**
- c- Ping was stupid.**
- d- All the other relatives were comic people.**

Paragraph 6 & 7

- a- The old man saw Ping.**
- b- The old man wanted to have a chat with Ping.**
- c- Ping told him "The seed didn't grow."**
- d- Ping loved the old man.**

Paragraph 8

- a- The old man wanted to learn "Where did these flowers come from?"**
- b- The old man made a trick and he made fun of them.**
- c- The old man gave bad seeds to his relatives.**
- d- The old man chose Ping because he was the only honest person.**

B- ANSWER THE QUESTIONS BY MAKING COMMENTS. (5X11=55)

- 8- How did Ping feel when he received the letter and the seed?**

He felt **happy, excited. (5) These adjectives or similar ones are acceptable.**

- 9- How do you think Ping felt on the way to his uncle's house?**

He was **hopeless, in despair, sad, bewildered. (5) These adjectives or similar ones are acceptable.**

- 10- How did the old man feel when he met Ping?**

First, he was a bit surprised but he became happy but he didn't show his feelings openly immediately. (5)

- 11- Where do you think the beautiful plants came from?**

It is probable that the other relatives have bought the beautiful plants from a florist / from their houses / from a garden (5)

Each possible deduction is acceptable.

12- The old man said that Ping had courage? Why did he say this?

He didn't have a plant but he came to the old man's house.

13- How can you describe the old man? (What kind of person is he? / What are his characteristic features?) How do you know it?

He is clever because he has made a good plan to find his heir.

He is decent and he has morals because he gives importance to honesty.

He is mature and experienced because he can control his feelings and he doesn't become an easy prey to his feelings.

The underlined adjectives and similar ones are acceptable if they are provided with necessary proofs.

14- How can you describe Ping? (What kind of person is he? / What are his characteristic features?) How do you know it?

Ping is honest because he hasn't made a trick.

Ping is hardworking because he has done his best to grow the seed.

Ping is brave since he went to the old man's house even if he didn't have a flower.

He isn't rude because he didn't say anything when the other relatives made fun of him. He was just embarrassed.

The underlined adjectives and similar ones are acceptable if they are provided with necessary proofs.

15- How can you describe the old man's relatives except / apart from Ping?

They were liars, fakers and egocentric people. Similar adjectives are acceptable.

16- What is the message of the writer?

Don't lie. Be honest. Be courageous. Don't afraid of telling the truth.

17- What is your reaction to the text? Do you agree or disagree with the writer? Is honesty important? Explain it and give some examples from your own life.

Even if they support the writer's opinions or not when they give a logical explanation for their choice and go through a reasoning process for their preference or answer, their answers are going to be accepted.

18- Can you think of another title for this text? What is it?

**Any title which is related to the subject matter and the event is acceptable.
Ping and the Old Man / The Seed / Honesty and so on.**

**C- TRY TO GUESS THE MEANINGS OF THE WORDS FROM THE TEXT.
(2X7=14)**

19. What does "envelope" mean?

a- box b- present c- packet **d- paper container**

20. What does "seed" mean?

a- leaf of a plant b- flowers of a plant c- food **d- small hard part of a
plant**

21. What does “**competition**” mean?

- a- **a kind of race** b- a kind of game c- a kind of message d- letter or telegraph

22. What does “**pot**” mean?

- a- plate **b- bowl** c- glass d- bucket

23. What does “**earth**” mean?

- a- the world **b- the soil** c- the dirt d- the ground

24. What does “**foolish**” mean?

- a- sad b- angry **c- silly** d- clever

25. What does “**do your best**” mean?”

- a- be good at b- grow a seed c- have experience **d- work hard**

D- ANSWER THE QUESTIONS BELOW. (5 points)

26. What does “**the others**” refer to?

The old man’s young relatives (1) apart from Ping (1) = (2)

27. What does “**you**” refer to?

The old man’s all young relatives / The old man’s all nephews and nieces (2)

28. What does “**them**” refer to?

The seeds (1)

E- CHOOSE THE BEST OPTION. (2X5=10)

29. Which paragraph gives a detailed description of Ping?

- a- 3** b- 4 c- 5 d- 6

30. What is the tone of the writer's voice?

- a- melancholic b- full of fun c- angry **d- neutral**

31. What is the genre of this text?

- a- It is a biography. **b- It is a story.** c- It is a letter. d- It is a dialogue.

32. What is the purpose / aim of the writer?

- a- to make people laugh **b- to give people a lesson**
c- to give information about a subject d- to make people believe an idea

33. In your opinion who can be the readers of this text?

- a- adults **b- children** c- old people d- gardeners

APPENDIX 4: THE STUDENTS' EXAM RESULTS

Table 23 : The Students' Scores

CLASS	NUMBER	STUDENTS	SCORE
9/A	1	Student 1	18
9/A	2	Student 2	8
9/A	3	Student 3	12
9/A	4	Student 4	32
9/A	5	Student 5	12
9/A	6	Student 6	8
9/A	7	Student 7	12
9/A	8	Student 8	55
9/A	9	Student 9	63
9/A	10	Student 10	10
9/A	11	Student 11	49
9/A	12	Student 12	20
9/A	13	Student 13	28
9/A	14	Student 14	12
9/A	15	Student 15	10
9/A	16	Student 16	47
9/A	17	Student 17	18
9/A	18	Student 18	25
9/A	19	Student 19	2
9/A	20	Student 20	8
9/A	21	Student 21	39
9/A	22	Student 22	33
CLASS	NUMBER	STUDENTS	SCORE
9/B	1	Student 23	61
9/B	2	Student 24	48
9/B	3	Student 25	37
9/B	4	Student 26	40

9/B	5	Student 27	28
9/B	6	Student 28	23
9/B	7	Student 29	57
9/B	8	Student 30	42
9/B	9	Student 31	83
9/B	10	Student 32	56
9/B	11	Student 33	39
9/B	12	Student 34	36
9/B	13	Student 35	39
9/B	14	Student 36	36
9/B	15	Student 37	34
9/B	16	Student 38	30
9/B	17	Student 39	30
9/B	18	Student 40	46
9/B	19	Student 41	64
9/B	20	Student 42	79
9/B	21	Student 43	52
9/B	22	Student 44	20
9/B	23	Student 45	58
CLASS	NUMBER	STUDENTS	SCORE
9/C	1	Student 47	15
9/C	2	Student 48	35
9/C	3	Student 49	52
9/C	4	Student 50	12
9/C	5	Student 51	39
9/C	6	Student 52	14
9/C	7	Student 53	84
9/C	8	Student 54	71
9/C	9	Student 55	30
9/C	10	Student 56	19

9/C	11	Student 57	70
9/C	12	Student 58	70
9/C	13	Student 59	73
9/C	14	Student 60	9
9/C	15	Student 61	46
9/C	16	Student 62	58
9/C	17	Student 63	30
9/C	18	Student 64	24
9/C	19	Student 65	15
9/C	20	Student 66	41
9/C	21	Student 67	18
CLASS	NUMBER	STUDENTS	SCORE
9/D	1	Student 68	12
9/D	2	Student 69	24
9/D	3	Student 70	6
9/D	4	Student 71	20
9/D	5	Student 72	12
9/D	6	Student 73	45
9/D	7	Student 74	10
9/D	8	Student 75	10
9/D	9	Student 76	24
9/D	10	Student 77	18
9/D	11	Student 78	25
9/D	12	Student 79	10
9/D	13	Student 80	18
9/D	14	Student 81	36
9/D	15	Student 82	16
9/D	16	Student 83	20
9/D	17	Student 84	43
9/D	18	Student 85	14

9/D	19	Student 86	17
9/D	20	Student 87	12
9/D	21	Student 88	19
9/D	22	Student 89	14
9/D	23	Student 90	37

APPENDIX 5: THE STUDENTS' EXAM RESULTS IN ORDER**Table 24 : The Students' Scores**

CLASS	NUMBER	STUDENTS	SCORE
9/A	1	Student 9	63
9/A	2	Student 8	55
9/A	3	Student 11	49
9/A	4	Student 16	47
9/A	5	Student 21	39
9/A	6	Student 22	33
9/A	7	Student 4	32
9/A	8	Student 13	28
9/A	9	Student 18	25
9/A	10	Student 12	20
9/A	11	Student 1	18
9/A	12	Student 17	18
9/A	13	Student 3	12
9/A	14	Student 5	12
9/A	15	Student 7	12
9/A	16	Student 14	12
9/A	17	Student 10	10
9/A	18	Student 15	10
9/A	19	Student 2	8
9/A	20	Student 6	8
9/A	21	Student 20	8
9/A	22	Student 19	2
CLASS	NUMBER	STUDENTS	SCORE
9/B	1	Student 31	83
9/B	2	Student 42	79
9/B	3	Student 41	64
9/B	4	Student 23	61

9/B	5	Student 45	58
9/B	6	Student 29	57
9/B	7	Student 32	56
9/B	8	Student 43	52
9/B	9	Student 24	48
9/B	10	Student 40	46
9/B	11	Student 30	42
9/B	12	Student 26	40
9/B	13	Student 33	39
9/B	14	Student 35	39
9/B	15	Student 25	37
9/B	16	Student 34	36
9/B	17	Student 36	36
9/B	18	Student 37	34
9/B	19	Student 38	30
9/B	20	Student 39	30
9/B	21	Student 27	28
9/B	22	Student 28	23
9/B	23	Student 44	20
CLASS	NUMBER	STUDENTS	SCORE
9/C	1	Student 53	84
9/C	2	Student 59	73
9/C	3	Student 54	71
9/C	4	Student 57	70
9/C	5	Student 58	70
9/C	6	Student 62	58
9/C	7	Student 49	52
9/C	8	Student 61	46
9/C	9	Student 66	41
9/C	10	Student 51	39

9/C	11	Student 48	35
9/C	12	Student 55	30
9/C	13	Student 63	30
9/C	14	Student 64	24
9/C	15	Student 56	19
9/C	16	Student 67	18
9/C	17	Student 47	15
9/C	18	Student 65	15
9/C	19	Student 52	14
9/C	20	Student 50	12
9/C	21	Student 60	9
CLASS	NUMBER	STUDENTS	SCORE
9/D	1	Student 73	45
9/D	2	Student 84	43
9/D	3	Student 90	37
9/D	4	Student 81	36
9/D	5	Student 78	25
9/D	6	Student 69	24
9/D	7	Student 76	24
9/D	8	Student 71	20
9/D	9	Student 83	20
9/D	10	Student 88	19
9/D	11	Student 77	18
9/D	12	Student 80	18
9/D	13	Student 86	17
9/D	14	Student 82	16
9/D	15	Student 85	14
9/D	16	Student 89	14
9/D	17	Student 68	12
9/D	18	Student 72	12

9/D	19	Student 87	12
9/D	20	Student 74	10
9/D	21	Student 75	10
9/D	22	Student 79	10
9/D	23	Student 70	6

APPENDIX 6: HIGH SCHOOL ENTRANCE EXAMINATION RESULTS

Table 25: High School Entrance Examination Results

	Student	HSEE TM Results	Explanation
1	Student 18	421.773	Accepted in the first placement
2	Student 36	415.277	Accepted in the first placement
3	Student 62	415.129	Accepted in the first placement
4	Student 77	411.968	Accepted in the first placement
5	Student 72	406.364	Accepted in the first placement
6	Student 57	405.303	Accepted in the first placement
7	Student 40	404.055	Accepted in the second placement
8	Student 22	404.001	Accepted in the second placement
9	Student 9	403.838	Accepted in the first placement
10	Student 85	401.497	Accepted in the second placement
11	Student 30	400.210	Accepted in the first placement
12	Student 51	399.500	Accepted in the second placement
13	Student 39	398.689	Accepted in the second placement
14	Student 53	398.351	Accepted in the first placement
15	Student 69	397.245	Accepted in the first placement
16	Student 6	395.814	Accepted in the first placement
17	Student 56	393.591	Accepted in the second placement
18	Student 49	392.220	Accepted in the first placement
19	Student 32	392.100	Accepted in the second

			placement
20	Student 28	390.579	Accepted in the second placement
21	Student 55	390.452	Accepted in the first placement
22	Student 68	389.538	Accepted in the first placement
23	Student 73	389.371	Accepted in the first placement
24	Student 60	388.852	Accepted in the first placement
25	Student 17	387.905	Accepted in the first placement
26	Student 66	385.925	Accepted in the first placement
27	Student 25	384.974	Accepted in the first placement
28	Student 8	383.652	Accepted in the first placement
29	Student 4	383.218	Accepted in the first placement
30	Student 5	381.604	Accepted in the first placement
31	Student 26	381.247	Accepted in the first placement
32	Student 35	380.670	Accepted in the first placement
33	Student 78	380.346	Accepted in the first placement
34	Student 81	380.145	Accepted in the first placement
35	Student 61	380.103	Accepted in the first placement
36	Student 33	379.628	Accepted in the first placement
37	Student 2	379.314	Accepted in the first placement
38	Student 7	378.967	Accepted in the first placement
39	Student 64	378.931	Accepted in the first placement
40	Student 74	378.284	Accepted in the first placement

41	Student 93	378.111	Accepted in the first placement
42	Student 47	378.040	Accepted in the first placement
43	Student 59	377.885	Accepted in the first placement
44	Student 70	377.509	Accepted in the first placement
45	Student 86	377.225	Accepted in the first placement
46	Student 52	377.191	Accepted in the first placement
47	Student 34	376.731	Accepted in the first placement
48	Student 13	376.728	Accepted in the first placement
49	Student 91	376.288	Accepted in the first placement
50	Student 10	376.185	Accepted in the first placement
51	Student 16	376.144	Accepted in the first placement
52	Student 23	375.334	Accepted in the first placement
53	Student 94	375.263	Accepted in the first placement
54	Student 92	375.225	Accepted in the first placement
55	Student 45	375.207	Accepted in the second placement
56	Student 48	375.069	Accepted in the first placement
57	Student 84	374.863	Accepted in the first placement
58	Student 82	374.861	Accepted in the second placement
59	Student 54	374.333	Accepted in the first placement
60	Student 75	374.222	Accepted in the first placement
61	Student 71	374.059	Accepted in the first placement
62	Student 24	374.003	Accepted in the first

			placement
63	Student 63	373.952	Accepted in the first placement
64	Student 1	373.887	Accepted in the first placement
65	Student 11	373.879	Accepted in the first placement
66	Student 29	373.865	Accepted in the first placement
67	Student 27	373.843	Accepted in the first placement
68	Student 15	373.834	Accepted in the first placement
69	Student 95	373.622	Accepted in the first placement
70	Student 31	373.483	Accepted in the first placement
71	Student 50	373.435	Accepted in the first placement
72	Student 80	373.432	Accepted in the first placement
73	Student 58	373.416	Accepted in the first placement
74	Student 89	372.812	Accepted in the second placement
75	Student 3	372.403	Accepted in the second placement
76	Student 19	372.305	Accepted in the third placement
77	Student 87	371.787	Accepted in the second placement
78	Student 65	371.262	Accepted in the second placement
79	Student 42	370.988	Accepted in the second placement
80	Student 12	370.800	Accepted in the second placement
81	Student 43	369.534	Accepted in the second placement
82	Student 38	369.010	Accepted in the third placement
83	Student 21	368.899	Accepted in the second placement

84	Student 41	368.494	Accepted in the second placement
85	Student 67	366.701	Accepted in the second placement
86	Student 76	365.165	Accepted in the second placement
87	Student 83	364.831	Accepted in the second placement
88	Student 37	364.771	Accepted in the second placement
89	Student 20	364.261	Accepted in the second placement
90	Student 88	364.130	Accepted in the second placement