

**REPUBLIC OF TURKEY  
ÇUKUROVA UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES  
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**A STUDY ON THE RELATIONSHIP OF  
CRITICAL THINKING ACTIVITIES AND SPEAKING SKILLS  
OF THE 6<sup>TH</sup> GRADERS IN TURKEY**

**Fatma Emray DENİZ**

**MASTER OF ARTS**

**ADANA / 2019**

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bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. .. / .. / 2019

Fatma Emray DENİZ

## ÖZET

# **TÜRKİYE’DE 6. SINIF ÖĞRENCİLERİNİN KONUŞMA BECERİLERİ VE ELEŞTİREL DÜŞÜNME ETKİNLİKLERİ İLİŞKİSİ ÜZERİNE BİR ÇALIŞMA**

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Milli Eğitim Bakanlığı 21. yüzyıl yeteneklerinin ihtiyaçlarına cevap verebilmek açısından köklü değişikliklerin yolunu açmıştır. İngilizce dersi müfredatında belirtilen değişikliklerle eş zamanlı olarak, İngilizce Dersi Öğretim Programı, Türkiye Cumhuriyeti Milli Eğitim Bakanlığının temel ilkelerinin yanı sıra, 1739 sayılı temel kanununda tanımlanan genel amaçlarına uygun olarak gözden geçirilip düzenlenmiştir. Üstelik, 8+4 eğitim modelinden yeni 4+4+4 eğitim sistemine geçiş, Türk eğitim sistemindeki öngörülen öğretim programı değişikliğinin bir gereği olarak ortaya çıkmıştır. Yeni İngilizce Ders Programı, Diller için Avrupa Ortak Öneriler Çerçevesi: Öğrenim, Öğretim ve Değerlendirme’nin ilke ve tanımlayıcıları ile uyumlu olarak düzenlenmiştir. Diller için Avrupa Ortak Öneriler Çerçevesi ile paralel olarak, yaşam boyu öğrenme kapsamında 21. yüzyıl yetenekleri, bilgi çağında öğrencilerin ihtiyacına göre modern müfredata ayak uydurmak açısından elzemdir. Sınıf ortamında bu yetenekleri öğretmek zor olsa da eleştirel düşünme becerileri, yabancı dil öğreniminde kendi kendini motive etmesi ve yenilikçi olabilmesi özelliğiyle öğrenen kişiye gerekli kavrayış ve sağduyu katkısı sağlamaktadır. Yükseköğretim kapsamında, yabancı dil olarak İngilizce ile eleştirel düşünme becerileri arasında olumlu bağlantı üzerine pek çok çalışma bulunmaktadır, fakat çok azının ortaöğretim düzeyinde yapıldığı görülmüştür. Bu maksatla bu çalışmada, 6. Sınıf öğrencilerinin konuşma yeteneği üzerine eleştirel düşünme etkinliklerinin etkisinin olup olmadığını ortaya çıkarmak için karma bir araştırma deseni uygulanmıştır. Adana’nın Ceyhan ilçesindeki İsmail Ayşe Önük Ortaokulunda 6. Sınıflara 2017-2018 Öğretim Yılı Güz Dönemi boyunca pilot çalışma da dahil olmak üzere 16 haftalık

uygulama yapılmıştır. Sınıflar deney (20) ve kontrol grubu (21) olarak rastgele seçilmiştir. Niceliksel veriler; öğrencilerin konuşma ve eleştirel düşünme yetilerinde olası bir değişikliği tespit etmek için ön ve son test olarak uygulanan Eleştirel Düşünme Testi (Demir, 2006) ve A Seviyesi Konuşma Testi'nden (retrieved from the site: <http://rcel2.enl.uoa.gr/kpg/>) toplanmıştır. Bu niceliksel verileri incelemek için SPSS 20.0 nicel veri analiz programı kullanılmıştır. Niteliksel veriler olarak, öğrencilerin Eleştirel düşünme etkinliklerini (Appendix. E) kullanma konusunda onların duygu ve algılayışlarını gözlemlemek için yansıtıcı öğretmen günlüğü, yansıtıcı öğrenci günlüğü ve portfolio kullanılmıştır. Çalışmanın bulguları, Eleştirel düşünme etkinliklerinin İsmail-Ayşe Önük Ortaokulu 6. Sınıf öğrencilerinin eleştirel düşünme ve konuşma seviyelerini dikkate değer biçimde geliştirdiğini göstermektedir.

**Anahtar Kelimeler:** Eleştirel düşünme etkinlikleri, yabancı dil olarak İngilizce, İngilizce dersi müfredatı, 21. yüzyıl yetenekleri, konuşma becerileri, karma araştırma deseni

**ABSTRACT****A STUDY ON THE RELATIONSHIP OF  
CRITICAL THINKING ACTIVITIES AND SPEAKING SKILLS  
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The Ministry of National Education (MoNE) paved the way for radical changes in the curriculum of education in terms of meeting the needs of 21<sup>st</sup> century skills. Concurrent with these changes, stated in the English Lesson Curriculum (2018), “English lesson curriculum has been revised in accordance with the general objectives of Turkish National Education as defined in the Basic Law of the National Education No. 1739, along with the Main Principles of Turkish National Education” (p.3). Moreover, the transition from the 8+4 educational model to the new 4+4+4 model has been arisen as a requisite of planned curricula change in Turkish Educational System. The new English language curriculum was designated in accordance with the principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR). In line with the principles of (CEFR) within the context of life-long learning objective, 21<sup>st</sup> century abilities are crucial to keep up with up-to-date curricula in accordance with students’ needs in a Knowledge age. Even if teaching these skills in a class environment can be challenging, The Critical Thinking Skills (CTSs) contribute learners an insightful and commonsense guide to become self-motivated and novative learners in foreign language learning as well.

There has been a plethora of studies on the positive correlation between the English as a Foreign Language (EFL) and CTSs within the concept of tertiary education. Yet, few have been conducted in secondary education. To this end, in this study, a mixed method research design was conducted to find out whether any effect of the Critical Thinking Activities (CTA) on speaking skills of the 6<sup>th</sup> graders. It was conducted for 16 weeks with 6<sup>th</sup> graders including the pilot study during 2017-2018 Autumn period of the

Academic Year, at İsmail Ayşe Önük Secondary School in Adana, Turkey. The classes were chosen randomly, one of which was assigned as the experimental group (20), and the other as the control one (21). The quantitative data were gathered from the instruments consisting of a CT Test and an English A Level Speaking Test as pre- and post-tests to track possible alterations in students' speaking and critical thinking levels. SPSS (Statistical Package for the Social Science) software version 20.0 was used to analyze quantitative data. As for qualitative instruments, teacher's reflective journal, students' reflective journals, and portfolios were utilized in order to observe the students' feeling and perceptions about the usage of the CTA. The findings of the study indicated that using CTA in EFL classroom enhanced the speaking skills and CT levels of 6<sup>th</sup> graders conspicuously at İsmail-Ayşe Önük Secondary School, Ceyhan-Adana, Turkey.

**Keywords:** Critical thinking activities, English as a foreign language, Common European framework of reference for languages: learning, teaching, assessment, English lesson curriculum, 21<sup>st</sup> century skills, speaking skills, mixed method reseach design.

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## ABBREVIATIONS

|              |                                                         |
|--------------|---------------------------------------------------------|
| <b>ANOVA</b> | : Analysis of Variance                                  |
| <b>CEFR</b>  | : Common European Framework of References for Languages |
| <b>CT</b>    | : Critical Thinking                                     |
| <b>CTA</b>   | : Critical Thinking Activities                          |
| <b>CTSs</b>  | : Critical Thinking Skills                              |
| <b>CTT</b>   | : Critical Thinking Test                                |
| <b>EFL</b>   | : English as a Foreign Language                         |
| <b>ELT</b>   | : English Language Teaching                             |
| <b>ESL</b>   | : English as a Second Language                          |
| <b>HOTS</b>  | : Higher Order Thinking Skills                          |
| <b>MoNE</b>  | : Ministry of National Education                        |
| <b>SPSS</b>  | : Statistical Package for the Social Sciences           |
| <b>SS</b>    | : Speaking Skills                                       |
| <b>TP</b>    | : Teacher Participant                                   |

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## CHAPTER I

### INTRODUCTION

This chapter aims to present a general overview of the study regarding the key aspects of the study. Firstly, statement of the problem will be put forward. Secondly, aim and scope of the study will be elucidated. Next, research questions will be presented. Then, significance of the study and the data collection tools will be explained to shed light on the research. Lastly, definition of the terms will be sorted by respectively.

#### **1.1. Background to the Study**

According to Plato (n.d), knowledge is “justified true belief.” As Pigliucci (2011) points out, Plato’s definition of knowledge accentuates the adjusting of learning skills to cover the requirements of the 21<sup>st</sup> century. Regarding this, the new era of Technology and Information Age entail possessing 21<sup>st</sup> century challenging qualities such as Critical Thinking (CT), and problem solving etc. Likewise, in many workforce requirements, speaking English is considered as a basic skill employees need to possess, on the other hand, CT is one of the requisite applied skills in information-age. Accordingly, in Knowledge Age, Critical Thinking Skills (CTSs) have become a core competency in education as well. Concerning this issue, learners should possess CTSs in order to discern and analyze new challenges from the flux of instant access information. Within the context of justification, the lack of ability to process and make sense of that information emphasizes the requirement of higher level of cognitive skills. Furthermore, “Critical Thinking Skills are relevant with quality thinking and, it provides learners with skills of effective communication and justification of information” (Vdovina & Cardozo, 2013, p. 56). Moreover, Liaw (2007) supports this statement by stating that learning a foreign/second language entails flexibility and utilizing of higher order thinking skills; therefore, CT has a great importance in education as well. In addition, as claimed by Chen (2017), “The language learning should go beyond the acquisition of basic literacy skills, and it is now essential to equip learners with the ability to think critically by integrating thinking skills into second language (L2) teaching” (p. 1).

As Tolste (2014) states that, “more and more, EFL is being taught in mainstream schools around the world” (p.1). In this regard, Kubilan (2000) argues that competency in a foreign language is connected with utilizing 21<sup>st</sup> century thinking skills such as CT

and creativity. Besides, Rana (2012) points out that if CT is introduced in English as Second Language (ESL) classrooms, the students, thus, develop speaking skills in English, together with high level thinking qualities. Concordantly, embedding CT into the language curriculum and making sure learning places foster CT level is vital to make it perceptible to the learners. In respect to this, students who possess CTSs can take advantage of their English as a foreign language in a more efficient way than students who do not. In furtherance of this fact, Uğurlu (2010) underlines that CT stimulates students' motivation, thereby participating actively in speaking English in classroom.

## **1.2. Statement of the Problem**

As Sánchez (2017) highlights, nowadays, Critical Thinking (CT) is one of the major concepts under consideration in education. Therefore, the proper functioning of CT necessitates absorbing it literally. Hence, CT is notable for learners to master because it requires effective communication and problem solving. By honing Critical Thinking Skills (CTSs), learners gain numerous advantages such as self-regulation and making reasonable decisions. In terms of language development, CT plays a crucial role in language teaching; therefore, they are interrelated as an essential part of enhancing learners' higher-order thinking skills. This is because language learning involves a critical eye. In parallel with this aspect, many scholars underline the prominence of enhancing CTSs in foreign language classrooms (e.g. Chamot, 1995; Tarvin & Al-Arishi, 1991).

Other study conducted by Malmir and Shoorcheh (2012) on the relationship between CT and Speaking Skills (SS) supports this research study in terms of the consequences. According to the study, Malmir and Shoorcheh (2012) revealed that teaching CT played an important role in promoting the SS of Iranian EFL learners besides enhancing their CT levels largely. Likewise, Ramazani, Larsari and Kiasi (2016) conducted a study to analyze the relationship between CT and speaking ability. As Ramazani, Larsari and Kiasi (2016) state that "Critical Thinking and speaking are interdependent and interrelated" (p. 197). In addition to this, many researches were conducted in order to find any relationship between CTSs and writing and reading. Accordingly, Sánchez (2017) expresses that CT is essential in terms of language skills especially for language skills, such as; writing and reading, and these skills maintain success in the research world.

However, today, in Turkey, there have been limited attempts to raise impact about the correlation between CT and SS. Yet, there have been remarkable changes in the

curriculum of education in terms of integrating and enhancing CTSs as indicated by Uğurlu (2010). In terms of enhancing CT, the language classrooms are efficient with regard to enhancing CT levels. In this context, Üstünlüoğlu (2004) underlines the English as a Foreign Language (EFL) classes are particularly appropriate for teaching CT owing to “the richness of material and the interactive approaches used” (p. 3). Likewise, Bedir (2016) asserts that language classrooms are available for promoting CTSs because the EFL classrooms are conducive mastering new culture and a way of thinking as well.

There have been some studies conducted on CTSs and their relationship with English Language Teaching (ELT) in Turkey. One of the studies relevant to ELT is based on reading skills. In this study, Bağdat (2009) defines the purpose of the study as “to determine whether teaching reading skills by asking higher level thinking questions which are consistent with constructivism and CT had an influence on the reading grades of the students or not” (p.v). According to the result of the study, Bağdat points out: “The experimental group was better than the control group” (p. 103). The other study conducted by Yağcılar (2010) revealed that micro-thinking skills were implemented minutely. Yağcılar (2010) points out that: “According to the result, some activities are suggested for all levels to develop students’ critical thinking skills” (p. 2). In addition, Yağcılar (2010) also underlines that “with limited exercises for critical thinking, it is almost impossible to educate students who can actively participate in language teaching and learning process” (p. 110). The study can be seen as an exemplary one in terms of suggesting to bridge the gap between the theory and practice in terms of assessing the activities in the 6<sup>th</sup> grade English Language Teaching textbooks at State Schools. Moreover, Tufan (2008) asserts that: “Books and course contents should be reviewed by the Board of Education so that they incorporate CTSs and competencies in each level of education” (p. 101). In terms of employing the CT in language classroom, the duration and the activities are fundamental issues. In that sense, Karakuzular (2013) asserts that a short time like seven weeks is not long enough to assess and acquiring CTSs and also suggests a long process with a field-related tasks would be more effective in future study. Besides these studies, in his study, Bayındır (2015) asserts that within the context of convenience of CT disposition levels of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders, 6<sup>th</sup> graders are inclined to display such dispositions than 7<sup>th</sup> and 8<sup>th</sup> graders.

However, despite being prevalently practiced in the Language Education, especially on reading and writing skills, using Critical Thinking Activities (CTA) for promoting SS in EFL Classrooms can be rarely seen in English Language Education.

Alongside plethora of research on CT and the relationships between the reading and writing skills, considering these facts, the aim of this study was to find out whether there would be any effect of CTA on speaking dexterity of the 6<sup>th</sup> graders. This current study also sought to observe any possible change in the level of the critical thinking of the 6<sup>th</sup> graders in reference to the results of pre- and post-test.

### **1.3. Aim and Scope of the Study**

According to Fulcher (2003), speaking a language is particularly challenging for EFL learners because efficient speaking ability requires utilizing the language properly in communication. In addition, as defined by Burns and Seidlhofer (2002), the speaking process involves rendering decisions about the extent of interaction concerning the cultural and social context. In this regard, Edalatkhah and Arjmandi (2015) point out that: “English teachers are expected to apply the appropriate technique which will surely work to fulfill learners’ need of English communication” (p. 765).

Likewise, in Edalatkhah and Arjmandi (2015)’s view, “the aim of English speaking class is to enable students using the target language as social functions, to express their ideas, to handle basic interactive skills, as well as to present their needs, such as expressing opinions” (p. 767). Hence, on the purpose of utilizing target language, Brown and Yule (1983) states that English teachers employ a syllabus involving strategies in terms of displaying Speaking Skills (SS) in social interaction ranging from simple to complex stages. On the other hand, as Bahçe (2012) indicates, language learning in Turkey is based on mostly teacher-centred instruction and does not put emphasis on learner-centered curriculum; for this reason, learners do not meet the demands of 21<sup>st</sup> century schooling as much as possible as stated in the Board of Education.

Therefore, the present study aims to find out whether there will be any effect of the Critical Thinking Activities (CTA) on the SS and Critical Thinking (CT) levels of 6<sup>th</sup> graders within the frame of extra-curricular activities.

### **1.4. Significance of the Study**

According to Larsen-Freeman (1986), social interaction is a requisite in all language learning and teaching environment. Therefore, the primary focus of English Language Teaching (ELT) is to help learners succeed in communicating in the target language. As the Common European Framework of Reference for Languages (CEFR)

(2006) states that “language learning promotes the development of linguistic and communicative awareness, and even metacognitive strategies which enable the social agent to become more aware of and control his or her own ‘spontaneous’ ways of handling tasks in particular their linguistic dimension” (p. 134). Unlike the requirements of CEFR, as Ekinçi and Ekinçi (2017) suggest that foreign language teaching and learning in Turkey can be called as displeasing in terms of many factors. Similarly, Aksit and Sands (2006) speculate about the education system in Turkey within the framework analysis factual and procedural grounds. There have been limited attempts in Turkey in terms of using Critical Thinking (CT) in English as a Foreign Language (EFL) classes. Especially the Critical Thinking Activities (CTA) on promoting Speaking Skills (SS) are rarely seen in English language teaching as a foreign language. Even though CT are widely used in EFL classes relevant to reading and writing skills, developing merely speaking aptitude of EFL learners through CTA has no place to be inserted in the curriculum in Turkey. However, the present study aims to examine any possible effects of CTA on enhancing the SS of 6<sup>th</sup> graders based on Bloom and Revised Bloom Taxonomies. Regarding these facts, the present study may shed light on the subject and corroborate future studies.

### **1.5. Limitations of the Study**

The universe of the study, conducted with 6<sup>th</sup> graders (n: 41) at İsmail-Ayşe Önük Secondary School in Adana, Turkey, covers the autumn semester of 2017-2018 academic year in the school. It should be acknowledged that there are some limitations to the study. Firstly, the study was carried out only in Ceyhan, Adana İsmail-Ayşe Önük Secondary School with 6<sup>th</sup> graders. Therefore, the population of the study is limited to 41 students aged between 11 and 13 at that level. In addition to that, the results of the study cannot be generalized to other age groups. As this study is a case study carried out in just one secondary school, the results may not be generalized to all 6<sup>th</sup> graders in Turkey as well.

Since the aim of the study is to investigate speaking skills’ achievements of participants along with the Critical Thinking (CT) levels, reading, listening and writing skills were excluded in the analysis and evaluation processes. Moreover, data collection tools are expected to evaluate only the achievement levels of participants irrespective of the other aspects such as gender, motivation, attitude, socio-cultural differences, and course book analysis and experience level of the teacher, etc. In addition, before the application of pre-tests, a pilot study was conducted in order to check whether the data

collection instruments would raise a problem or participants would be inconvenient in the study. Accordingly, the results obtained from this study are expected to be able to reflect the nature of data collection tools; and hence, scores may not be generalized to other data collection tools. Finally, the duration of the study was limited to 16-week period including pilot study in the first semester of 2017-2018 educational year; therefore, it can be extended more than 16 weeks in further studies as well.

### 1.6. Research Questions

The present study aims to find out any possible effects of the Critical Thinking Activities on the development of EFL students' Speaking Skills based on Bloom Taxonomy. For this reason, based on these purposes, the following research questions are addressed to seek answers in this study:

1. Are there any significant differences between the 6<sup>th</sup> graders in experimental group who are taught through Critical Thinking Activities and those who are taught through traditional English lesson in terms of Critical Thinking levels?
2. Are there any significant differences between the 6<sup>th</sup> graders in experimental group who are taught through Critical Thinking Activities and those who are taught through traditional English lesson in terms of speaking skills?
3. What is the contribution of Critical Thinking Activities to the Speaking skills of 6<sup>th</sup> graders in the experimental group qualitatively?

### 1.7. Definition of Key Terms

This section presents a general insight into key terms, which have been used throughout the study. To be able to understand and examine of the terms in detail, the reader should review the whole study.

**Bloom's Taxonomy:** "It comprises three domains of academic learning: cognitive, affective and psychomotor. The cognitive domain includes mental skills to produce knowledge, the affective domain adds gradual, emotional development of attitude/self, whereas, the psychomotor domain encompasses physical skills" (Pandhiani & Iqbal, 2017, p. 206).

**Critical Thinking:** "Critical Thinking is the process of analyzing and assessing thinking with a view to improving it" (Paul & Elder, 2006, p.6). Similarly, "Critical thinking is relevant to thinking at highest level of quality and, if sufficiently developed,

allows learners ingeniously communicate with other people, acquiring new knowledge, and dealing with ideas, beliefs, and attitudes” (Vdovina & Gaibisso, 2013, p. 56).

**Speaking Skills:** “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”( Chaney, 1998, p. 13).

**Critical Thinking Test:** In Wikijob site (2008), A critical thinking test is defined like that: A critical thinking test is designed to assess your capacity to conceptualise, analyse and reason when presented with a specific scenario. During a crucial thinking test you will be presented with a paragraph of information, usually setting out a given scenario and including both numerical and written data. During a crucial thinking test you will be presented with a paragraph of information, usually setting out a given scenario and including both numerical and written data (p. 1)..

**The A Level Speaking Test:** According to Joughin (1998) oral examinations are more authentic than most types of assessment and are resistant to plagiarism (as cited Marx Huxam, 2010, p. 2) Also As stated by Gent, Johnston,& Prosser (1999) claims that speaking tests are instrumental in terms of promoting critical thinking besides assessing oral skills. In the site of the Research Centre for Language Teaching, Testing and Assessment (RCeL) of the University of Athens (2014) (retrieved from the site: <http://rcel2.enl.uoa.gr/kpg/>) defines the A level speaking test:

It is an integrated-graded exam. Each module contains an equal number of A1 and A2 level items. It aims to assess the foreign language knowledge and skills developed within or outside the formal school system. (p. 2).

**Critical Thinking Skills:** Schafersman (1991) describes Critical Thinking Skills as:

Critical thinking skills are nothing more than problem solving skills that result in reliable knowledge. Humans constantly process information. Critical thinking is the practice of processing this information in the most skillful, accurate, and rigorous manner possible, in such a way that it leads to the most reliable, logical, and trustworthy conclusions, upon which one can make responsible decisions about one's life, behavior, and actions with full knowledge of assumptions and consequences of those decisions (p.4)

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Introduction**

This chapter provides a general overview of the related literature. Firstly, definition of the key terms is presented. Then, the role of the Critical Thinking (CT) in English Language Teaching (ELT) Curriculum is examined. Next, the definition and related issues of Speaking Skills (SS) are elaborated. Bloom's Taxonomy and the relationship between the Critical Thinking Skills (CTSs) follow this part. Besides, evaluative approach towards CT and SS are presented within the aspects of the scholars. After that, application of CT in EFL Classrooms are specified. Lastly, research studies in the field are presented in a general perspective.

#### **2.2. Foreign Language Learning**

The terms FL and SL, which are referred to Foreign and Second Language environments are defined distinctly, based on the surrounding population of the speakers. Kramer & Catalano (2015) define the two terms as:

A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. On the other hand, in a second-language acquisition situation, the language is spoken in the environment where the learners have the opportunity to use the language in natural communication situations (p. 327).

As Karami and Barekat (2012) state that teaching or learning English as a foreign language involves four different aspects of utilizing language; such as listening, speaking, reading, and writing. The four sub-skills are classified into two parts. In view of Milne (2017), "listening and reading are receptive: input, i.e. the exposure you have to authentic language in use. Speaking and writing are productive: output, i.e. the action of producing language as part of the process of second language learning" (p. 1). Hence, learning a second or foreign language necessitates the use of these four language skills effectively. Even if they all require varied application and strategies, in fact they are closely interrelated in principle. On the other hand, the proficiency in a language is generally assessed to the extent of performing the speaking skills. Because of being a productive

skill, speaking skills are the ways of human communication in everyday life. In line with this respect, according to Liaw (2007), being viewed as the most demanding skills of the four skills, speaking aptitude requires a lot of resilience and practising on higher order thinking skills, which is considered as a driven part that provides proficiency in language learning. In addition to what is mentioned above, considering the cruciality of foreign language teaching, this issue can be evaluated within the context of curriculum aspects as below.

### **2.2.1. Foreign Language Curriculum in Turkey**

Saricoban (2012) points out that as a crucial part of foreign language teaching in a globalized world, English teaching came into prominence in Turkey as well. Given the fact that Spolky (2004) states that foreign language policy in Turkey keeps up with the requirements of the principles and descriptors of Common European Framework of Reference for Languages (CEFR). Correspondingly, the Turkish government has revised the curriculum, teaching methods, teacher training and teacher education institutions in line with the emerging needs in foreign language education.

Moreover, Oktay (2015) asserts, “different policies and practices are followed in Turkey from the beginning of the foreign language teaching process till today” (p. 587). For instance, as Koc, Isiksal and Bulut (2007) indicate that the educational reform movements in Turkey, especially, radical changes in elementary school curriculum (Grades 1 to 8) started in 2003. Recent modifications in English Language Teaching (ELT) Curriculum are elaborated within the frame of Critical Thinking (CT), which is one of the 21<sup>st</sup> century skills besides problem solving, communication and collaboration, creativity and innovation etc.

#### **2.2.1.1. New Change in Curriculum**

As to Köksal and Şahin (2012), in Turkey, the Ministry of National Education (MoNE) is in charge with maintaining administrative plannings and superintendence regarding education. MoNE paved the way for drastic changes in the curriculum of education in terms of keeping up with 21<sup>st</sup> century skills. When it comes to the changes in English language curriculum, MoNE (2018) states that: “...the English language education curriculum focuses on developing the language skills and proficiency without any concrete course content” (p. 3).

Concurrent with these changes, in reference to Cohen (2011), the curriculum essentially aims at diversifying learning strategies for both in classroom activities and tasks, which can be maintained by methodologically arranged instruction of the teacher and meticulously selected strategies. In line with the favorable changes, the scope of the new revision in English language curriculum is outlined in regard to infuse 21<sup>st</sup> century abilities such as Critical Thinking (CT), problem solving, communication and collaboration, creativity etc. In addition, according to Trilling and Fadel (2009), “Critical Thinking and problem solving are considered by many to be the new basics of 21<sup>st</sup> century learning” (p. 50). On the other hand, the English coursebooks in elementary school do not meet the demands of 21<sup>st</sup> century learning. In other words, there is a gap between the theoretical aim and practical issues. Moreover, Yağcılar (2010) revealed that implementation of micro-thinking skills in 6<sup>th</sup> grade books is not enough in terms of assessing the activities, let alone higher order thinking skills. Similarly, in this research study, Critical Thinking Activities (CTA) were utilized as extracurricular activities besides the existing language curriculum, thereby aiming to find out possible changes in both Speaking Skills (SS) and CT levels of 6<sup>th</sup> graders.

#### **2.2.1.2. Change for 6th Grade**

The curriculum of grades 6 to 8 encourages learner autonomy. They are expected to expand the basic communicative skills and reach some maturity in language; in other words, they should be between A1 and A2 levels in terms of Common European Framework of Reference for Languages (CEFR) common reference levels as given in the tables below:

Table 1

*Common Reference Levels: Global Scale (2007)*

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A2         | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| Basic User |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| A1         | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.                                              |

Source: Council of Europe, 2007, p. 24

As presented in Table 1 above, the two levels A1 (Breakthrough) and A2 (Waystage) regarding CEFR the aim of MoNE is to insert to same issues in their national curriculum and the language curriculum proposes a framework including grades, skills and activities based on the principles of CEFR (Council of Europe, 2007, p. 24). This framework is stated in Ministry of National Education (MoNE) (2018) and it is shown in the following diagram:

Table 2

*Model English Language Curriculum (For 2<sup>nd</sup> – 8<sup>th</sup> Grades)*

| Levels [CEFR*]<br>(Hours / Week) | Grades | Skill focus                                                       | Main<br>activities/Strategies |
|----------------------------------|--------|-------------------------------------------------------------------|-------------------------------|
| 1 [A1]<br>(2)                    | 2      | Listening and Speaking                                            | TPR/Arts and<br>crafts/Drama  |
|                                  |        | Listening and Speaking                                            |                               |
|                                  | 3      | Very Limited Reading and<br>Writing <sup>o</sup>                  |                               |
|                                  |        | Listening and Speaking                                            |                               |
| 2 [A1]<br>(3)                    | 4      | Very Limited Reading and<br>Writing <sup>o</sup>                  | Drama/Role-play               |
|                                  |        | Listening and Speaking Limited                                    |                               |
|                                  | 5      | Reading <sup>o</sup><br>Very Limited Writing <sup>o</sup>         |                               |
|                                  |        | Listening and Speaking Limited                                    |                               |
| 3 [A2]<br>(4)                    | 6      | Reading <sup>o</sup> Limited Writing <sup>o</sup>                 | Theme-based <sup>∞</sup>      |
|                                  |        | Primary: Listening and Speaking<br>Secondary: Reading and Writing |                               |
|                                  | 7      | Primary: Listening and Speaking<br>Secondary: Reading and Writing |                               |
|                                  | 8      | Primary: Listening and Speaking<br>Secondary: Reading and Writing |                               |

Source: MoNE 2018, p. 10

Upon analysing the Table 2 thoroughly, a definite focus can be obviously observed on especially listening and reading skills.

### 2.3. Speaking Skills

There is a wide range of definitions of speaking skills. That is, many scholars define speaking skills in education systems. According to Cameron (2001), “speaking is the active use of language to express meanings” (p. 40). Similarly, Ur (1991) defines speaking as “the productive aural/oral skill” and strongly adds that: “Speaking consists of producing systematic verbal utterance to convey meaning” (p. 20). Lastly, according to Mirabela and Ariana (2013), “language proficiency includes four domains: Reading, writing, speaking, and listening; speaking is probably a priority for most learners of

English” (p. 168). When the definitions of scholars are examined, it is realized that even if SS is regarded as a challenging language sub-skill because the common idea is that speaking skill is the medium for interaction in terms of producing and processing information.

### **2.3.1. Types of Speaking**

One of the four language skills, speaking is the productive one, composing of three types within speaking situations. All these are indicated below:

#### **2.3.1.1. Interactive Speaking**

According to Karakuzu and Akdemir (2010), “Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner” (p. 3). When this type of speaking situations, the classroom activities such as role-plays, discussions and conversations, and related games can be given as some examples that are implemented to create an atmosphere for effective communication.

#### **2.3.1.2. Partially Interactive Speaking**

Karakuzu and Akdemir (2010) describe the partially interactive speaking situations:

Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood (p. 3).

For many people this type of speaking produces anxiety and can be a daunting task as it requires specific speaking skills.

#### **2.3.1.3. Non-interactive Speaking**

As specified by Vilagran (2008), “non-interactive speaking includes when recording a speech for a radio broadcast or recording a video, and performing in a play,

reciting a poem and singing can be given as the type of non interactional activities” (p. 4).

### **2.3.2. Process of Speaking**

One of the requirements of becoming a well-rounded communicator, proficiency in the oral dexterity is an indispensable competence. Therefore, this process is highly complex and places cognitive demands on speakers. Accordingly, the speaking process includes interrelated cognitive sections before delivering a speech, which are called as prior to, during, and after step in a speaking process, and these steps are elaborated as below:

#### **2.3.2.1. Prior to speaking**

The role of this stage is of great importance in terms of generating the speaking topics. Moreover, many prominent opinions are declared in terms of the significance of this stage. For instance, according to Goh and Burns (2012), “speakers, including language learners, have to think about what they have to say before and while they are saying it” (p. 37). The idea is to gauge the possible outcomes during the initial stages of communication and to make it successful in longlasting process.

#### **2.3.2.2. During Speaking**

The articulation process can be called as a performance pace, and by providing guidance and supportive, collaborative environments and opportunities, speaking experiences can be maintained as required. In addition, the quality of presentation stage of speaking can be enhanced with effective instruction, practice, and support.

#### **2.3.2.3. After Speaking**

After the articulation phase, as Goh (2007) states, the post-speaking process covers what and how is said, put it differently, this process can be subsumed under the name of ‘self-monitoring’. In light of predetermined criteria and with the guidance of teacher, students have a chance to reflect upon on their performance.

### **2.3.3. Linguistic Problems in Speaking**

During the process of learning the foreign language, the learner usually encounters many linguistic problems, which hinder learners' process and affect adversely. These mentioned barriers are likely to be listed as below:

#### **2.3.3.1. Language Barriers**

Giovannoni and Xiong (2017) sort out language barriers as indicated below:

1. The sender may not know the receiver's language type, and hence may not know what messages to send.
2. The receiver may not know the sender's language type, and hence may not know how to interpret a received message.
3. There may not be enough commonly known messages to transmit all the information (p. 5).

#### **2.3.3.2. Psychological Barriers**

There are several psychological factors that greatly affect English speaking performance, besides to other conditions like poor listening practice, lack of interest in subject, non-motivating atmosphere, and the use of mother tongue. For instance, shyness and anxiety can be given as examples within the context of psychological barriers (Brown, 2001). Regarding this, Ni (2012) also claims that "students who lack confidence are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class" (p. 1509).

#### **2.3.3.3. Environmental and Physical Barriers**

As to Rani (2016), "Messages can be blocked by environmental factors, such as the physical setting or the situation where communication takes place" (p. 76). In that sense, time, space, place, and the medium of the communication are main perspectives in maintaining the communication smoothly.

#### **2.3.3.4. Systematical Barriers**

Systematical barriers alias organizational barriers hinder the process of communication adversely and these are resulted from unclear planning, structure,

information overload, timing, technology, and status difference. Mpunga (2014) also states that:

The classical organization structure with a scalar chain of command restricts free and frequent communications. Too many levels intervene causing delay in transmission and distortion in the message. When the message has to pass through several hands, there is flittering (p. 11).

#### **2.3.3.5. Attitudinal Barriers**

Attitudinal barriers are behaviours or perceptions that prevent people from communicating effectively. The barriers are generally based on the issues of age, educational status, gender, lifestyle and race. In addition, Rani (2016) states that: “Behaviours such as stereotyping, bias and prejudice are forms of discrimination (p. 75).

#### **2.3.3.6. Interactional Barriers**

The first linguistic problem that the student often encounter is lack of vocabulary. Therefore, the deficiency in vocabulary knowledge affects adversely the amount of their participation in speaking activities. Secondly is pronunciation mistake. When it comes to the prominence of pronunciation, Bada, Genc and Ozkan (2011) assert the importance of pronunciation in speaking skill as “Speaking is often dealt with at pronunciation level” (p. 122). The third and the last linguistic problem for learners is grammar mistake. According to Anderson and Lynch (1988), “a carefully prepared L2 utterance is only a useful aid to communicate if the speaker can deal effectively with replies he receives. For the L2 learner in conversation, he needs to skilled as both speaker and listener.” (p. 15).

### **2.4. Strategies in Speaking**

Among the four key language skills, speaking is deemed the measure of knowing a language; hence, it must be mastered well in learning a new language. Accordingly, when it comes to teaching English, as in the case of other foreign languages, gaining the proficiency in speaking ability can be seen daunting and demanding task. However, depending on efficient speaking strategies and approaching language critically, English learners are able to possess the maturity and competence in Speaking Skills (SS) by processing information in a timely manner, and engaging more deeply with the materials. One of the language learning strategies is exemplified as O’Malley and Chamot (1990)’s

taxonomy. Chamot and O'Malley (1990) divided language-learning strategies into three main categories namely metacognitive, cognitive, and social/affective ones as given below:

(1) metacognitive strategies are higher order executive skills that may entail planning for monitoring, or evaluating the success of learning activity; (2) cognitive strategies (rehearsal, deduction, transfer, etc) operate directly on incoming information, manipulating it in ways that enhance learning. (3) social/affective strategies (cooperation with peers, self-talk, etc) represent a broad grouping that involves either interaction with another person or ideational control over affect (pp. 44-45).

The other widely used taxonomies in teaching practice in language learning is Oxford's (1990) taxonomy. According to Oxford (1990), language learning strategies include two categories: direct and indirect strategies. The former one, direct categories involve three groups and their sub-strategies are memory, cognitive and compensation. The latter one, indirect strategies consist of three groups and they are metacognitive, affective and social strategies. This scheme is shown in the following table:

Table 3

*Oxford's Language Learning Strategy Scheme*

| <b>LANGUAGE LEARNING STRATEGIES</b> | <b>GENERAL DESCRIPTION</b>                                                                          | <b>STRATEGIC BEHAVIOURS AIMED AT SPEAKING (SOME EXAMPLES ARE LISTED)</b>                                                                                                                                          |
|-------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meta-cognitive speaking strategies  | Managing learning by centring, arranging, planning, organising, evaluating, or monitoring learning. | Setting up oral English learning goals at different learning stages; paying attention when hearing English; monitoring and evaluating the oral learning process.                                                  |
| Cognitive speaking strategies       | Enhancing learning through various ways (practising, repeating, translating, deductive reasoning).  | Practising oral English through songs and films or using structured patterns; making use of L1 (Chinese) to translate when encountering difficulty expressing in English.                                         |
| Memory speaking strategies          | Structuring the process of reviewing; building mental links; retrieving.                            | Putting a new word in a meaningful context for easier memory and use; periodically revising previously learned knowledge in oral English; connecting new words with known words (in sound, meaning and function). |
| Compensation speaking strategies    | Overcoming limitations, guessing based on clues.                                                    | Selecting or adjusting topic; inferring the meaning of a new word; approximating the meaning by using a synonym.                                                                                                  |
| Affective speaking strategies       | Reducing anxiety; making positive statements; viewing risks and mistakes wisely.                    | Taking a deep breath, using laughter or simulating reality in order to control anxiety; encouraging oneself to learn oral English; feeling free to make mistakes while speaking.                                  |
| Social speaking strategies          | Asking others for help; cooperating with others; enhancing mutual understanding                     | Asking someone to correct mistakes; asking for confirmation; practicing oral English with peers or proficient users of the target language; using body language to emphasise speech.                              |

Source: Oxford, 1990, pp. 18-21

### 2.4.1. Metacognitive

According to O'Malley and Chamot (1990), metacognitive strategies are “higher order executive skills that may entail planning for, monitoring or evaluating the success of a learning activity” (p. 44). As to Griffiths (2013), metacognitive strategies are “activities consciously chosen by learners for the purpose of regulating their own language learning” (p. 50). Furthermore, as Lerner and Kline (2006) point out that:

Efficient learners use metacognitive strategies but students with learning disabilities tend to lack the skills to direct their own learning. However, once they learn the metacognitive strategies that efficient learners use, students with learning disabilities can apply them in many situations (p. 184).

In addition, O'Malley and Chamot (2009) presents a five-phase iterative cycle and it includes five stages beside the final assessment conducted by teacher:

**Preparation:** Teacher identifies students' current learning strategies for familiar tasks. These activities in this phase involve class discussions, group or individual interviews; think-aloud sessions, questionnaires or checklists, and finally diary entries about individual approaches to language and content learning.

**Presentation:** This step is based on explaining and modeling the new learning strategy. In this stage, teacher models, names, explains new strategy; asks students if and how they have used it.

**Practice:** Strategies can be implemented in this stage by combining of language tasks. In this step, students practice new strategy; in subsequent strategy practice, teacher fades reminders to encourage independent strategy use.

**Self-evaluation:** Students evaluate their own strategy use immediately after practice. In this process, activities such as learning logs, checklists and open-ended questions.

**Expansion:** By this stage, students transfer strategies to new tasks, combine strategies into clusters, develop repertoire of preferred strategies, and reflect on their own learning.

**Assessment:** Finally, teachers assess students' use of strategies and impact on performance. In this way, students begin to take their own responsibility for controlling their own learning (pp. 3-4).

### 2.4.2. Cognitive

One of the learning strategies is cognitive strategies and Van Dijk and Kintsch (1983) define cognitive strategies and after their descriptions, they are presented in the following table:

Thinking and problem solving are well-known examples: We have an explicit goal to be reached, the solution of a problem, and there may be specific operations, mental steps, to be performed to reach that goal. These steps are under our conscious control and we may be at least partly able to verbalize them, so that we can analyze the strategies followed in solving the problem. (p. 68).



Table 4

*Cognitive Strategies: A Reader's and Writer's Tool Kit*

| PLANNING AND GOAL SETTING                                             | MONITORING                                         |
|-----------------------------------------------------------------------|----------------------------------------------------|
| Developing procedural and substantive plans                           | Directing the cognitive process                    |
| Creating and setting goals                                            | Regulating the kind and duration of activities     |
| Establishing a purpose                                                | Confirming reader/writer is on track               |
| Determining priorities                                                | Signaling the need for fix up strategies           |
| Tapping Prior Knowledge                                               | Revising Meaning: Reconstructing the               |
| Mobilizing knowledge                                                  | Draft                                              |
| Searching existing schemata                                           | Backtracking                                       |
| Asking Questions and Making Predictions                               | Revising meaning                                   |
| Generating questions re: topic, genre, author/audience, purpose, etc. | Seeking validation for interpretations             |
| Finding a focus/directing attention                                   | Analyzing text closely/digging deeper              |
| Predicting what will happen next                                      | Analyzing author's craft                           |
| Fostering forward momentum                                            | Reflecting and Relating                            |
| Establishing focal points for confirming or revising meaning          | Stepping back                                      |
| Constructing the Gist                                                 | Taking stock                                       |
| Visualizing                                                           | Rethinking what one knows                          |
| Making connections                                                    | Formulating guidelines for personal ways of living |
| Forming preliminary interpretations                                   | Evaluating                                         |
| Identifying main ideas                                                | Reviewing                                          |
| Organizing information                                                | Asking questions                                   |
| Expanding schemata                                                    | Evaluating/assessing quality                       |
| Adopting an alignment                                                 | Forming criticisms                                 |

Source: Olson 2003, p. 8

**2.4.3. Attentive/ Social**

Laland (2004) defines the social learning strategies under the two headings as when and who strategies as presented in the table below:

| WHEN                                           | WHO                         |
|------------------------------------------------|-----------------------------|
| Copy when established behavior is unproductive | Copy the majority           |
| Copy when asocial learning is costly           | Copy if rare                |
| Copy when uncertain                            | Copy successful individuals |
|                                                | Copy if better              |
|                                                | Copy if dissatisfied        |
|                                                | Copy good social learners   |
|                                                | Copy kin                    |
|                                                | Copy “friends”              |
|                                                | Copy older individuals      |

Source: Laland, 2004, p. 5

## 2.5. Taxonomy

In Collins Dictionary of Contemporary English (2001), taxonomy is defined as “the process of naming and classifying things such as animals and plants into groups within a larger system, according to their similarities and differences” (p. 1599). In addition, as Conti (2015) explains, the taxonomy as a holistic classification of the different objectives and these are the cognitive, affective and motor domains of learning. Also, the first taxonomy, probably the best known and published by Bloom in 1956. Moreover, it was later applied to the areas of instruction and evaluation.

### 2.5.1. Bloom’s Taxonomy

Bloom’s taxonomy can be defined as a very leading and significant regarding the English as a Foreign Language (EFL) classes. In addition, in terms of supporting teachers of any subject matter and instructional classroom activities concerning the six levels of the hierarchy, Bloom’s Taxonomy is considered as the benchmark in learning and teaching language. According to Woo (1999), Bloom’s Taxonomy underlines the complexity of the cognitive activities involved in learning. These are categorized as the Lower Order Thinking Skills (remember, understand, and apply) and the Higher Order Thinking Skills (analyze, evaluate, and create). By several scholars including Conti (2015) and Woo (1999), it is suggested that these micro- and macro-thinking skills should be given in an integrated way.

### **2.5.2. 1956 Version of Bloom's Taxonomy**

In 1956, Benjamin Bloom wrote *Taxonomy of Educational Objectives: Cognitive Domain*, and his six level description of thinking. Bloom (1956) defines the cognitive domain as a knowledge and the development of intellectual skills. As also pointed out by Cullinane (2009), “cognitive objectives vary from simple recall of material that was learned to highly original and creative ways of combining and synthesising new ideas and materials” (p. 1). In addition, the 1956 version and the revised version are listed as below.



### 2.5.3. Revised Version

Anderson and Krathwohl (2001) gives the difference between the original and revision of the Bloom's Taxonomy in the following table:

Table 5

*Taxonomies of the Cognitive Domain by Bloom and Anderson and Krathwohl*



| Bloom's Taxonomy<br>1956                                                                                                                                                                                                                                                                                                                                                                                                             | Anderson and Krathwohl's Taxonomy<br>2001                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Knowledge: Remembering or retrieving previously learned material. Examples of verbs that relate to this function are: know identify define recall record name relate list memorize repeat recognize acquire                                                                                                                                                                                                                       | 1. Remembering:<br>Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.                                                                                                                                                                                                                                                                                                                 |
| 2. Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are: restate locate report identify discuss illustrate interpret recognize explain describe discuss draw represent express review infer differentiate conclude                                                                                                                                             | 2. Understanding:<br>Constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, classifying, summarizing, inferring, comparing, or explaining.                                                                                                                                                                                                                                                                                                         |
| 3. Application: The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are: apply relate organize employ practice calculate develop translate restructure interpret show exhibit use operate demonstrate illustrate dramatize                                                                                                                  | 3. Applying:<br>Carrying out or using a procedure through executing, or implementing. Applying relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.                                                                                                                                                                                                                                                                                |
| 4. Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are: Analyze/ compare /differentiate/ contrast/experiment Probe/ inquire/ investigate/ detect/ scrutinize/ discover/ examine/ contrast/ survey/ classify/ inspect dissect/ categorize/ deduce/ discriminate/ separate. | 4. Analyzing:<br>Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations. |

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|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are:<br/>Compose/ produce/ plan/ invent/ propose/ develop design/ assemble/ formulate/ collect/ arrange construct/ create/ prepare/ set up/ generalize/ organize originate/ predict/ modify/ tell/ document/ combine derive/ write/ relate/ propose.</p> | <p>5. Evaluating:<br/>Making judgments based on criteria and standards through checking and critiquing.<br/>Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, evaluating comes before creating as it is often a necessary part of the precursory behavior before one creates something.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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Source: Anderson & Krathwohl, 2001, pp. 2-4.

## 2.6. Critical Thinking

As Hançerlioğlu (1996) indicates, the word ‘kritikos’ passed to Latin as ‘Criticus’. McGregor (2007) states that Greek word ‘kritikos’ is the origin of critical word and it means to judge. Originally, the Greek philosopher Socrates proposed a system of enquiry, which set out to question everyday beliefs and to arrive at the truth based on real evidence (Sokrates, n.d.). In addition, ‘Socratic questioning’ influences many approaches to education to this day and is certainly one skill required of effective critical thinkers and the concept of Critical Thinking (CT) first emerged in academic circles and literature in the mid-twentieth century. When it comes to emerging in education life, CT has also been one of the most sought-after skills within the context of 21st schooling.

There are many definitions of critical thinking CT diversely. Paul and Elder (2007) describe CT as “the process of analyzing and assessing thinking with a view to improving it” (p. 6). Similarly, according to Vdovina and Gaibisso (2013), “Critical Thinking is relevant to thinking at highest level of quality and, if sufficiently developed, allows learners ingeniously communicate with other people, acquiring new knowledge, and dealing with ideas, beliefs, and attitudes” (p. 56). As Cottrell (2005) states that CT entails identifying an argument, analysing, evaluating evidence, making judgements, and structuring reasons reasonably. In terms of assessing whether or not CT can be taught to students at school, Keihaniyan (2013) claims that, CT requires passion and creativity, but can be guided with discipline, practicality and common sense. In addition to that, Bloom’s Taxonomy includes CT as higher order thinking skills.

## **2.7. Teaching Critical Thinking in Education**

As Norris and Phillips (1987) explain that Critical Thinking (CT) can be considered as a tool to shape and stimulate schemes in terms of being involved in reflective thinking and make up of new ideas. Moreover, Geertsen (2003) also claims that “Critical thinking is associated with its link to higher-level thinking and defined as a “systematic way of using mind to confirm existing knowledge or to search for new information using various degrees of brainstorming” (p. 4). In line with this issue, education in the 21<sup>st</sup> century necessitates integrated set of skills such as critical and creative thinking and problem solving skills. Likewise, within the context of life-long learning, these skills assume a central role throughout life. However, one of the significant challenges education system faces is the failure in putting into the real classroom environment in a way to get children out of their comfort one.

Furthermore, the concept of CT is often misjudged as criticism, and perceived as a skill, which is gained or improved during higher education. On the contrary, as Tufan (2008) asserts “it should be taught and developed from primary level to university level. Therefore, CT competencies should be defined for each level of education in connection to curriculum and curricular objective” (p. 101). As indicated, even if having been an assessment in higher education, CT should be integrated in the language curriculum in any levels comprehensively, which inquires its reason in this current study.

### **2.7.1. Critical Thinking and EFL Education**

Language learning and Critical Thinking (CT) concepts have been the subject of English Language Teaching (ELT). Thus, some prominent scholars claim that there is an observable relation between thought and language in terms of emphasizing the significant role in language classrooms (e.g. Vygotsky, 1962; Piaget, 1971). Besides the fact that, language learning ensures a convenient setting for implementing Critical Thinking Skills (CTSs). Accordingly, many scholars assert foreign language education enhance CT mindset through promoting CTSs (Chaffee, 1985; Sacco, 1987; & Flower, 1981). Also, Thompson (2002) claims that until the 1990s, CT was only regarded as essential factor in first language (L1) speaking contexts. However, recently that most of the scholars predicate the notable role of the CT in foreign language learning and teaching strategies as part of promoting learners’ mastery of a language (e.g. Oxford, 2002; Nunan, 2002; Griffiths, 2003; Cohen, 2007 & Prichard, 2008). Similarly, Sanavi and Tarighat (2014)

states that “Educators have long seen Critical Thinking as a desirable educational outcome” (p. 80). Therefore, Kabilan (2000) also points out that:

Language is a communication tool and learners only become proficient using the language, not just by learning about the language. However, of course, merely using the language and knowing the meaning is not enough. He also adds that to become proficient in a language, learners need to use CT through the target language (p. 21).

### **2.7.2. Features of Critical Thinkers**

According to Paul and Elder (2009) point out, critical thinkers possess some sophisticated features and improve their intellectual features. As Harlow (2017) indicates that integrating the key features concerning Critical Thinking (CT) into practice enhances displaying intellectual qualities. Similarly, learners approaching the situations critically engage in independent self-learning.

Trilling and Fadel (2009) lay emphasis on the ability to think critically by stating that:

The ability to ask and answer important questions, to critically review what others say about a subject, to pose and solve problems, to communicate and work with others in learning, and to create new knowledge and innovations that help build a better world these have always been at the core of learning and innovation (pp. 49-50).

As stated above, the core fact of the cultivated critical thinkers is to question before acting and therefore, CT is regarded as analytical thinking. Beyond the requirements of 21<sup>st</sup> century life, acquiring Critical Thinking Skills (CTSs) is a vital issue in terms of becoming a self-reliant life-long learner. When it comes to analysis of the mode of thinking in the context of education, learners must possess such qualities mentioned above in order to justify their thoughts and thinking process reasonably.

### **2.7.3. Non-Critical Thinkers**

Non-critical thinkers mean individuals who fail to think clearly, rationally, and reflectively about what to do and to be able to engage logical connections in between ideas as being sorted out by Ruggiero (2011) as below:

1. pretend they know more than they do, ignore their limitations, and assume their views are error-free,
2. regard problems and controversial issues as nuisances or threats to their ego,
3. are impatient with complexity and thus would rather remain confused than make the effort to understand.
4. base judgments on first impressions and gut reactions. They are unconcerned about the amount or quality of evidence and cling to their views steadfastly.
5. are preoccupied with themselves and their own opinions and so are unwilling to pay attention to others' views. At the first sign of disagreement, they tend to think, "How can I refute this?"
6. ignore the need for balance and give preference to views that support their established views,
7. tend to follow their feelings and act impulsively (p. 21).

When these features are evaluated within the educational context, teacher-centered approach can be considered as a factor. For this reason, such kind of approach fails to stimulate Critical Thinking (CT) in a classroom environment. In other words, Ruggiero states that "Effective thinkers exert control over their mental life, direct their thoughts rather than being directed by them, and withhold their endorsement of any idea even their own until they have tested and confirmed it" (p. 22)

#### **2.7.4. Embedding Critical Thinking into Teaching**

21<sup>st</sup> century learning concept presupposes series of radical changes in many fields of life, especially in the field of education. Accordingly, in order to provide an insightful guide concerning the requirements of the Information Age, organizing the curriculum in accordance with the demands of the age necessitates involving 21<sup>st</sup> century skills such as Critical Thinking (CT), creative thinking and problem solving skills. Accordingly, Paul and Elder (2007) includes strategies or models, which would incorporate CT across the curriculum in educational design. Similarly, Paul (1993) claims that "Critical Thinking requires some standards of excellence and mindful command of the use of self-directed, self-disciplined, self-monitored and self-corrective thinking" (p. 22). As Paul and Elder (2008) state, CT is one of the most modern issues in education around the world and it is implemented in order to help learners perform reasonably. Likewise, CT is called as a

necessity that students possess in a changing world at a supersonic speed so to speak. Employing CT in the classroom can be challenging at first, however, with some effective strategies, the students with curious minds are able to develop appropriate questions and go beyond the obvious response on their own by assessing and analyzing. Furthermore, Üstünlüoğlu (2004) indicates that CT is one of the thinking skills that should be highlighted in developing and updating language curricula.

### **2.7.5. Application of Critical Thinking in EFL Classrooms**

In terms of promoting Critical Thinking Skills (CTSs), especially in an EFL Classroom, teaching strategies and the position of teacher have gained prominence. However, Fok (2002) claims that:

The teachers were still influenced by the traditional way of teaching, that is, they were too conscientious in imparting knowledge to students and giving the correct answers and students were not given too much room for free discussion. At times, when they disagreed with the answers given by teachers, there was not enough time for them to discuss this difference (p. 88).

Integrating and applying CTSs in the classroom can be challenging yet this supports active cognitive processing which provides better learning. In this respect, Elder and Paul (2003) point out that “turning students into active questioners is an important part of Critical Thinking (CT) education and it is important for learners to keep asking questions in the learning process, stressing that to learn well is to question well” (p. 36). However, incorporating CT in lesson plans requires a long process but with some useful strategies language teachers provide their students with a quality learning experience. Additionally, as Carneiro (2007) claims that “students should be equipped with these skills to connect knowledge and skills, learning and competence, inert and active learning, codified and tacit knowledge, and creative and adaptive learning and transform them into valuable skills” (p. 156).

#### **2.7.5.1. Language Teachers**

In English as a Foreign Language (EFL) Classroom, within the context of fostering students’ thinking level, teacher should approach flexibly and be qualified in terms of implementing some teaching strategies. When it comes to implementing Critical

Thinking Activities (CTA) in an EFL classrooms, as propoled by Morino Institute (2001), the interaction between the teacher and the students should go beyond teacher-centered instruction, which is based on one way questioning. In other words, teacher should further question from micro to macro levels. However, having a tendency to pose lower cognitive questions is a common for teachers; hence, as Tan (2007) asserts, focusing on lower cognitive questions more “places the students in a passive position by depriving them of opportunities to think independently and critically” (p. 100).

Therefore, ensuring students engage in CTA actively and fostering their Critical Thinking (CT) levels can be enhanced by some useful activities such as group discussions, questioning activities, brainstorming etc. However, just keeping up with the lesson curriculum, that is, one single language teaching without any extra curricular activities such as CTA cannot be seen flexible and adequate as to meet the demands of the requirements of 21<sup>st</sup> century learning. Likewise, according the research findings conducted by Yağcılar (2010), “overall implication about the book is that it is not possible to promote CT with limited exercises. Activities should utilize different skills from each level of the model and be applied on systematic basis” (p. 105).

#### **2.7.5.2. Teaching Materials**

When teaching a foreign language class, choosing material is determined based on the need analysis and provides a stimulus to learning in terms of communicative interaction in English as a Foreign Language (EFL) Classroom. Moreover, Urgan (2007) also indicates that “If the materials chosen for the students deal with familiar and real-life situations, these materials can allow the students to increase their interest and participation” (p. 146). Likewise, Tomlinson (2013) asserts that:

Communication skills are best developed when learners learn to eventually take control of their own performance from their own perspective rather than wait to be directed by the teacher. If a task can create this condition, it will succeed in reflecting much real-life communication where verbal utterances come voluntarily from the speaker’s personal decisions (p. 418).

When the definitions of scholars are examined, it is realized that in addition to implementing teaching strategy and activities involving higher-level and probing questions and selecting appropriate resources are considered effective in prompting

students' critical thinking. For this purpose, the materials utilized in this research study are listed and elaborated as below.

#### **2.7.5.2.1. Students' Reflective Journals**

In terms of enhancing students' reflection through classroom activities especially in an English as a Foreign Language (EFL) classrooms, Paris and Ayres (2004) recommends some tools such as portfolios, surveys, inventories, conferences, and journals. Likewise, Nabhan (2016) underlines the importance of reflective journal in terms of students by stating that "In EFL Classroom, reflection process can stimulate the students to evaluate what they have learned as well as promote the students to have CT and self-awareness towards English learning and teaching" (p. 450).

Consequently, in this current research, participants were asked to keep reflective journals after each English lesson throughout 12 weeks (excluding the pilot study). At the end of the study, the teacher researcher collected the journals kept by the participants throughout the research period in order to shed light on their insights and analyze their feelings and perceptions about the process of the current study and some short passages from students' reflective journals were given in the appendix (See Appendix H). At this point, analyzing interpretative comments of students in reflective journals is regarded as the necessity of the process in the study, and provides an illustrative guideline during the research period.

#### **2.7.5.2.2. Teacher's Journal**

Janesick (1998) defines journal writing as "a type of connoisseurship by which individuals become connoisseurs of their own thinking and reflection patterns and indeed their own understanding of their work" (p. 3). In line with that journal, writing makes up of essential part in a detailed methodological account of research study. Mruck and Breuer (2003) asserts "...as one of the reflective writing, it promotes deepening researcher's understanding in a research process (p. 3). In addition, Janesick (1998) argues that journal writing is "a tangible way to evaluate our experience, improve and clarify one's thinking, and finally become a better scholar" (p. 24).

In this regard, the use of journals serves as a pedagogical instrument for teacher and justifies the study's reliability by creating transparency in the research process. In this current study, the teacher researcher kept a journal concerning the process of the study by taking notes and her reflection. Therefore, in this study, the teacher researcher used the

reflective journal as a qualitative tool so that effective data management could be maintained without falsification. The process reflected through the eyes of teacher researcher were cited in the appendix (See Appendix G).

#### **2.7.5.2.3. Portfolios**

Besides using in various professions such as architecture and arts, portfolios is considered as a tool to gather all the samples of the work in education as well. In that way, it can be said that a portfolio makes students' learning progress discernible. Sandford and Hsu (2013) states the importance of student portfolios to present what they learnt over a period. This means that students will be able to appreciate more about whatever they learn, and assess what kind of real world can be used through the Common European Framework of Reference for Languages (CEFR); hence, their confidence will grow with their linguistic, social, and psychological competence. In the current study, all the tasks, activities implemented in the process including students' reflective journals were gathered in a portfolio.

#### **2.7.5.3. Learners**

As the most essential part in education, learners and their characteristics especially in foreign language is of utmost importance in terms of recognizing the needs of them. In that sense, the concept of learners' autonomy comes into prominence. Based on this perspective, as Horváthová (2016) states that: "It can be reasonably expected that decision-making and making choices is the core of the learner autonomy." (p. 124). Regarding this fact within the concept of providing and enhancing the qualities such as decision-making and making choices, Critical Thinking Activities (CTA) allows for structure and guidance in English as a Foreign Language (EFL) classrooms. It is worth noting that such a teaching environment is created through the CTA and; thus, it helps learners monitor and optimize their learnings. This last point raises the issue of capability of a self-directed learners. In this context, Hedge (2000) illustrates the competences of a 'Self-Directed Learner' as indicated below:

1. Self-Directed learners know their needs and work productively with the teacher towards achieving their objectives.
2. Self-directed learners know how to use resources independently.
3. Self-directed learners learn both inside and outside the classroom.

4. Self-directed learners adjust their learning strategies as needed.
5. Self-directed learners manage and divide the time in learning properly.
6. Self-directed learners learn with active thinking.
7. Self-directed learners do not think the teacher is a god who can give them (as cited in Thompson, 2005, p. 6).

## **2.8. Studies related to Critical Thinking and Speaking**

Alongside an overwhelming trend in research on Critical Thinking (CT) and its relationship with language skills such as reading, writing, and listening, the studies conducted on the search of the correlation between the speaking ability and Critical Thinking Skills (CTSs) is at the initial stage. In comparison with the studies on this relationship between CT and Speaking Skills (SS) within the context of foreign education field and in Turkey, it can be said that the subject is a rising trend abroad. There are some distinguished studies conducted abroad relevant to the relationship between CT and SS.

### **2.8.1. Studies related to Critical Thinking and Speaking Abroad**

Many of these studies conducted abroad indicate that Critical Thinking (CT) has a notable impact on the speaking dexterity. For instance, Worrell and Profetto-McGrath (2007) assert that:

Applying and using Critical Thinking Activities with different levels of language proficiency in English language classrooms can increase learner's level of thinking and simultaneously can help language learners promote their speaking abilities and enhance their own judgmental power in authentic and real-world conversations (as cited in Malmir & Shoorcheh, 2012, p. 615).

Also, in line with this aspect, the study by Malmir and Shoorcheh (2012) supports the interrelation between the CT and Speaking Skills (SS); that is to say, the study was conducted as to find out whether CT training would have a crucial impact on promoting the speaking ability of Iranian EFL learners.. The result of this study demonstrated that Critical Thinking Strategies provided the learners participate in the interaction process actively and make proper decisions in response to the messages of the other interactant in conversation. Another example is the study conducted by Keihaniyan (2013). The name of the study was '*Critical Thinking and Language Proficiency*'. The study was applied to 100 Iranian undergraduate university students in order to find out the relationship between their CT ability and language proficiency. As showed by the results, proficiency in

English is positively related to Critical Thinking Skills (CTSs), it implies if the undergraduates are proficient in English, and their CTSs will be reinforced accordingly.

The other study applied to Iranian learners was the study of Sanavi and Tarighat (2014). The study was a mixed study with 30 female Iranian intermediate-level learners of English, studying at an English institute situated in the northeast of Tehran. The study also indicated the impact of CT on speaking ability largely. Ramezani, Larsari and Kiasi (2016) investigated the relationship between CT and SS among EFL students at Payame Noor University (PNU) of Rasht conducted another study. This research aimed at verifying the fact that language students who are as critical thinker perform better in their speaking ability. Likewise, in the study named as '*The Effect of Six Thinking Hats and Critical Thinking on Speaking Achievement*', Hani, Petrus, and Sitinjak (2017) tried to find out if there would be a meaningful effect on the participants' CT levels and speaking ability. The sample of this study covered 48 students that were equally divided into experimental and control group. The result showed that there was a partial significant interaction between students' critical thinking and speaking achievement. Besides, the results also showed that there were significant differences among the levels of students' critical thinking in the experimental group especially in comprehension, pronunciation, and fluency aspects. In addition to that, the results of the research conducted by Shahini and Riazi (2011), and Zhang, Anderson, and Nguyen-Jahiel (2013), and Yang and Gamble (2013) also demonstrated that CT has a great impact on students' performances in terms of motivation and towards learning process. They showed interest for better interaction without language-use anxiety.

### **2.8.2. Studies related to Critical Thinking and Speaking in Turkey**

There are many studies concerning Critical Thinking (CT) and English as a Foreign Language (EFL) in Turkey, yet especially concerning possible effect of CT on SS within the frame of 6<sup>th</sup> grades at secondary school can be exemplified by this current study. It is observed that the studies conducted in Turkey generally focused on tertiary education. Nevertheless, in his study, Yağcılar (2010) aimed to analyze how and to what extend 6<sup>th</sup> grade English textbooks "*My English*" used in Turkish State Primary School implement Critical Thinking Skills (CTSs) to reading and writing activities. As a result, the study indicated that all units only Level 1/Micro-thinking Skills are applied in a restricted area. In this study, promoting CTSs at different levels was proposed for a more successful and comprehensive implementation of CTSs for all levels. In addition to these

studies, there have been some studies relevant to differences among seventh and eighth grade students' levels of CT in terms of students' class level and gender, class existing and mathematics success. The other study is conducted by Kalkan (2008), whose dissertation thesis was named as '*Critical Thinking Levels of the Seventh and Eighth Grade Students*' indicated that the level of 7<sup>th</sup> and 8<sup>th</sup> grade students' critical thinking levels were high and there were differences among the CT levels point of view all the independent variables of the research. In this research, data was collected through Critical Thinking Test by Demir (2006) as it was used in this current study as well. Likewise, according to Bayındır (2015), his own study was concerning the difference between grade variable and students' critical thinking disposition level and 6<sup>th</sup> grade students. As Bayındır (2015) states that: "The test results showed that the 6<sup>th</sup> graders' average CT disposition score was higher than 7<sup>th</sup> and 8<sup>th</sup> grade students" (p. 98). Moreover, Tufan (2008) asserts that: "Books and course contents should be reviewed by the Board of Education so that they incorporate critical thinking skills and competencies in each level of education" (p. 101). In terms of employing the CT in language classroom, the duration and the activities are fundamental issues. In that sense, Karakuzular (2013) asserts that a short time like seven weeks is not long enough to assess and acquiring CTSs and also suggests a long process with a field- related tasks would be more effective in future study. And besides these studies, Bağdat (2009) defines the purpose of his study as "to determine whether or not teaching reading skills by asking higher level thinking questions which are consistent with constructivism and CT had an influence on the reading grades of the students" (p.v). According to the result of the study, Bağdat points out: "The experimental group was better than the control group" (p. 103). And, the other study conducted by Ungan (2007). She states that: " the assumption of the present study that literature, especially short stories, stimulates students' critical thinking skills in higher-order thinking level, which include students' personal feelings and reactions integrating with the stories" (p. 145).

## CHAPTER III

### METHODOLOGY

#### 3.1. Introduction

This chapter aims to present a general overview of the methodology regarding the key aspects of the study. Firstly, the research questions of the study will be put forward. Secondly, the research design of the study will be explained. Next, the sampling and participants will be clarified. Then, the data collection tools, pilot study and procedures of data analysis will be elucidated to shed light on the research. After all, this chapter will refer to the trustworthiness and ethical considerations of the study.

#### 3.2. Research Questions

The present study aims to find out the effects of the Critical Thinking Activities (CTA) on the development of English as a Foreign Language (EFL) students' Speaking Skills (SS) based on Bloom's Taxonomy. In addition, it is also implemented to reveal the possible change in the level of Critical Thinking Skills (CTSs) of the EFL learners at the secondary school. Therefore, based on these purposes, the following research questions are addressed to seek answers in this study:

*Research Question 1:* Are there any significant differences between the 6th Graders in the Experimental Group taking Critical Thinking Activities and the Control Group taking traditional English lesson in terms of Critical Thinking levels?

*Research Question 2:* Are there any significant differences between the 6th Graders in the Experimental Group taking Critical Thinking Activities and the Control Group taking traditional English lesson in terms of speaking skills?

*Research Question 3:* What is the contribution of critical thinking to the speaking skills of 6<sup>th</sup> Graders in the experimental group qualitatively?

#### 3.3. Research Design

Research design is defined as forming a whole study based on questions for data analysis and reporting (Vaus, 2001). Because of challenging changes in both education and technology for a few decades, researchers need to investigate different research designs to enlighten the unknown issues to be dealt with in their studies. In the present study, a mix method design was conducted in order to shed light on the effects of Critical

Thinking Activities (CTA) of 6<sup>th</sup> Graders' speaking achievement levels and their Critical Thinking Skills (CTSs). Both quantitative and qualitative methods were used in company since using only one method never provides enough information to bring up the problem in this study.

Quantitative research method seeks to confirm hypotheses about phenomena, and is applied by using tools such as questionnaire, survey, quantifies variation, predict casual relationships, and describe characteristics of a population in a data format, which is numerical (Burns & Grove, 2005). In another way, in a quantitative research, the representation of the observable change or the differences through the systematic, statistical techniques are focused on so that the analyzed results can be generalized in the studies based on numbers and statistics (Given, 2008; Fraenkel, Norman & Hyun, 2011). Briefly, this research method is a kind of approach to focus on testing theories through analyzing relationship among different variables (Creswell, 2014).

On the other hand, qualitative research method focuses on important meanings to be discovered (Neuman, 2000) and finding out how an individual or a group interpret a problem (Creswell, 2014). In addition, the qualitative research method seeks to present the meaning and understanding of the learning situation and personal reflections of participants (Merriam, 2009) and to deal with understanding situations and events from the viewpoint of the participants (Fraenkel, Norman & Hyun, 2012). Fraenkel, Wallen and Hyun (2012: p. 11) strongly underline the importance of using more than one method explaining, "Its advantage is that by using multiple methods, researchers are better able to gather and analyze considerable more and different kinds of data than they would be able to use just one approach". Therefore, the study was conducted utilizing both quantitative and qualitative methods. The steps used in this study were initially to utilize the quantitative data via two tests Critical Thinking Test (CTT), which was adopted by Demir (2006) and A Level Seaking Test, which was modified based on the test in Greek site (retrieved from the site: <http://rcel2.enl.uoa.gr/kpg/>). The qualitative data analyses via teacher's journal, students' reflective journals, and portfolios were maintained to reveal the reflections of participants and the instructor as cited in the appendices. Before starting the current study, the classes were chosen randomly and entitled as experimental and control group regarding their exam scores on the 5<sup>th</sup> grade in English lesson. Pre- and post-test data analyses were taken into account so that the scores were to maintain if a similar or same level of speaking proficiency is achieved and fulfill the reliability of this test in the current study. Moreover, at the beginning of this study, CTT and A Level

Speaking Test were conducted to all the participants as pre-test and post-test at the initial and last stages of the study.

### **3.4. Sampling and Participants**

Creswell (2012) defines sampling as a small group from target population with whom a researcher can study to obtain data. Therefore, sampling plays a vital role in any study. It is also not practical to research with all related population (Marshall, 1996). Hence, deciding sampling is one the fundamental elements in order to indicate the reliability of a study (Kemper, Stringfield & Teddlie, 2003).

The participants of the study were 41 students attending the 6<sup>th</sup> graders at İsmail-Ayşe Önük Secondary School in Adana, Turkey. This study was applied during the Autumn Semester of 2017-2018 Academic year in the school. The 41 participants aged between 11 and 13 were selected through the random sampling strategy as they shared the same learning conditions. These participants were divided into two separate groups: The experimental and the control one. In order to form the groups separately, convenient sampling was utilized since this sampling is based on “involving the selection of the most accessible subjects” (Marshall, 1996, p. 523). The number of participants in the experimental group was 20 whereas the number of participants in the control group was 21. Even though there was heterogeneity in both groups regarding age and the gender, these two factors were excluded in the study since the focus in on Critical Thinking Activities (CTA) and Speaking Skills (SS). The participants were given a Critical Thinking Test (CTT) and A Level Speaking Test before conveying the study, the results of these tests indicate that the English proficiency level of the participants is beginner, namely A1 Level. The participants of the both groups have 3 hours of English courses per week, consisting of 16 weeks including the pilot study.

### **3.5. Data Collection Tools**

Data were obtained from various sources during the study implementation. Five types of collection tools were used in the current study and are given in Table 6.

Table 6

*Data collection tools of the study*

| <b>Data Collection Tool</b>  | <b>Procedure and Product</b>                                                                                                                                                                      |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Critical Thinking Test       | Quantitative Analysis<br>Close-ended questions related to ELF and ELF-related issues<br>Voluntary participants (n=41)<br>Descriptive statistics<br>The data were analyzed via SPSS 20.0.          |
| A Level Speaking Test        | Mainly Quantitative and Qualitative<br>Voluntary participants (n=41)<br>Classroom practices of participating instructors based on EFL and ELF-related issues<br>Data were analysed via SPSS 20.0. |
| Teacher's Reflective Journal | Qualitative Analysis<br>Voluntary participants (n=1)<br>Content Analysis                                                                                                                          |
| Students' Reflective Journal | Voluntary participants (n=41)<br>Content Analysis<br>Qualitative Analysis                                                                                                                         |
| Portfolio                    | Voluntary participants (n=41)<br>Qualitative Analysis<br>Content Analysis                                                                                                                         |

**3.6. Data Collection Procedure****3.6.1. Pilot Study**

Before implementing the main study, in the first week, a class was chosen randomly for a pilot study, which was conducted in order to check whether the data collection instruments would raise any problem or participants would be convenient in the study. In terms of justifying the practice, the pilot study had a preliminary research value as an indispensable part of the main study. Because pilot study helps researcher check and revise the materials if needed (Mackey & Gas, 2005). Before conducting it,

participants (n=25) in the pilot study were provided training as regard the instruments such as keeping reflective journal, tests and their usage effectively and then, the participants received mini strategy training about the Critical Thinking Activities (CTA) (See Appendix E). The study covered four weeks and the participants were equal in terms of performance in English lesson like the other students in the main study. In the process of the study, two of the participants were excluded, one of whom failed to attend regularly and the other had a certified mental disorder. Moreover, after obtaining feedback from the participants, the researcher devised some of the items in the A Level Speaking Test according to the level and the need of the 6<sup>th</sup> graders and had a consensus with the other instructors to realize this study with no bias. As for keeping journals, there was no problem, yet some problems arised in portfolio management such as concerning discarding notes and not staying organized in terms of gathering the materials utilized in the process of the study. After clarifying how to keep the portfolio, process continued smoothly to the end of the process and besides that, the tests and plans were given the final version for each data collection tool so that the participants could reflect their ideas without being confused. The Cronbach's alpha score of the tests was 0.712, which is accepted in applicability and reliability. Upon this consideration, the pilot study was considered to be carried out sufficiently.

### **3.6.2. Main Data Collection**

At the beginning of the first term, two groups were assigned as one experimental and one control group. Before applying the research within the concept of pre- and post-test data analysis, the classes were chosen according to the exam scores of the participants in both groups. The scores were the classroom performance grades in the 5<sup>th</sup> grade of these participants. The aim of comparing these scores was to maintain the reliability of the application of this reseach study. After group identification, A Level Speaking Test, which was modified according to the 6<sup>th</sup> grade and conducted so as to ensure that the participants had a similar or same level of speaking levels (See Appendix G). At this stage, pre- and post-achievement tests were applied to evaluate the participants' possible alterations in speaking and Critical Thinking (CT) levels. After that, the experimental group received teaching materials consisting of three components and activities: the pre- or warm up activities regarding syllabus and curriculum of the 6<sup>th</sup> grade, while speaking activities besides the current curriculum and the post-speaking activities, especially the pair-work activities in which participants were required to state their comments and

debate on the concerning the issues in the Critical Thinking Activities (CTA). Besides the quantitative instruments mentioned above, the participants in the experimental group were also required to keep a reflective journal during the process of the study. The aim of this qualitative phase is to control their learning process by tracking their feelings jotted down in their journals. On the other hand, the participants of the control group continued to receive the traditional English lesson according to the current 6<sup>th</sup> grade English lesson curriculum.

The first term of teaching covered 18 weeks and the first initial four weeks comprised of the pilot study with the mini training regarding the instruments to the end. As mentioned above, the pilot study was implemented effectively and then main study was conducted by generating random groups as experimental and control ones; thus, sampling randomly would eliminate the systematic bias. In the pilot study, one participant from experimental group and one participant from control one who were determined to have certified mental disorders, were excluded in the third week of the main study. After conducting pilot study thoroughly, the order of the activities for the main study was determined and arranged after the detailed analysis of the learning outcomes of the first five topics in the curriculum. The second week of the study was completed by giving information about the lesson plan. Then, the participants in the experimental group received mini strategy training about the CTA.

Starting from the third week, after teaching the topic of the week, CTA were implemented to the lesson as a subsidiary program for the rest of the weeks. The activities were divided as pre-, during, post activities, and implemented during the process of the study. After each week, the participants in the experimental group were asked to keep reflective journals about their perspectives and feelings (See Appendix H). During the whole process, the teacher researcher also kept reflective journal in order to track the possible alteration on the participants' perceptions and feeling about the CTA (See Appendix F). At the end of the study, until the two weeks of the autumn term, Critical Thinking Test (CTT) and A Level Speaking Test were conducted as post-tests in both groups. Their final scores in pre- and post-tests were compared and the teacher researcher calculated the statistical differences. In addition to the results of the tests, the researcher's journal, the students' reflective journal and the portfolios were also analyzed in order to get a wider information.

As a result, the findings concerning these tools indicated that the CTA had a noteworthy effect on the participants' Speaking skills as well as their Critical Thinking

(CT) levels. In a language classroom, effective communication skills are maintained by implementing effective and authentic materials that stimulate learners' CT levels as well. In this study, it was also proven that using CTA could be more effective for both teachers and participants as subsidiary activities besides the syllabus. What's more, during the study, the participants in experimental group stated that they felt relaxed and eager to learn and speak English as much as possible in their reflective journals. As it stated, they could act more independently because there was no pressure of learning in an invigorating classroom atmosphere. The teacher researcher also observed that most of the participants constantly demanded getting involved in the CTA during the courses (See Appendix F).

### 3.6.3. Data Procedure and Analysis

Table 7

*Research Questions and Data Collection Tools*

| Research Questions                                                                                                                                                                                                                                               | Data Collection Tools                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 1. Are there any significant differences between the 6 <sup>th</sup> graders in experimental group who are taught through Critical Thinking Activities and those who are taught through traditional English lesson in terms of critical thinking levels?         | Critical Thinking Test                                                          |
| 2. Are there any significant differences between the 6 <sup>th</sup> graders in experimental group who are taught through Critical Thinking Activities and those who are taught through traditional English lesson in control group in terms of speaking skills? | A Level Speaking Test                                                           |
| 3. What is the contribution of critical thinking to the speaking skills of learners qualitatively?                                                                                                                                                               | Students's Reflective Journals<br>Researcher's Reflective Journal<br>Portfolios |

### **3.6.3.1. Critical Thinking Test**

Critical Thinking Test (CTT), designed by Demir (2006), is a quantitative tool for surveying the dispositional aspects of CT (See Appendix A and B). The test was designed to deliver high quality objective metrics on the strengths and weaknesses of key aspects of thinking. There are six scales on the CTT: Analysis, Evaluation, Deduction, Interpretation, Clarification, and Self-regulation. The six scales consist of 50 questions and each scale score describes an aspect of the overall disposition toward using one's critical thinking to form judgments about what to believe or what to do. The CTT, which comprised of the quantitative data analysis, was used as pre- and post-test in order to determine the possible changes in CT levels of the participants in the experimental group. The data gathered by the CTT, frequencies, percentage, arithmetic mean, standard deviation, t test, one-way analysis of variance (ANOVA) were employed to analyze the process in this current research and presented in the fourth chapter.

### **3.6.3.2. The A Level Speaking Test**

The A level language exam, introduced in May 2008, was applied in the site of the Research Centre for Language Teaching, Testing and Assessment (RCeL) of the University of Athens (2014) (retrieved from the site: <http://rcel2.enl.uoa.gr/kpg/>) (See Appendix G). This exam aims to certify A1 Level and A2 Level competence, in harmony with the scale set by the Council of Europe, as described by the Common European Framework of Languages (CEFR). The A1 and A2 Level candidate, according to CEFR (2007), Table 8 includes the basic user category:

**Table 8**

*The A1 and A2 Level described by the Common European Framework of Languages (CEFR, 2007, p. 24).*

|            |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basic User | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
|            | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.                                              |

The format and structure of the A Level exam composed of Module A1 and Module A2 shares similarities with the other level exams, but it has the following distinguishing features:

1. It is an integrated-graded exam. Each module contains an equal number of A1 and A2 Level items.
2. It aims to assess the foreign language knowledge and skills developed within or outside the formal school system. Its content is loosely linked to the national school curriculum for English: English Across the Curriculum for Compulsory Education, whereas it is linked directly with the recently developed National Foreign Languages Curriculum, which has been implemented in a number of pilot schools across the country.
3. Certification at this level does not serve the purpose of a job qualification but it does function as a reward for having developed basic level competence in the foreign language.

4. The present a level exam is designed for young learners aged 10-15 years. In the near future, an adult version of the A level exam will also be administered.
5. As with all other level exams, the A level exam consists of 4 modules or tests. Each module aims at assessing specific communicative uses of language.

In addition, The A level Speaking Test was modified based on the levels of 6<sup>th</sup> Graders as in the form of lesson plans based on Critical Thinking Activities (CTA). (See Appendix E).

### **3.6.3.3. Students' Reflective Journals**

The reflection term was used and developed by John Dewey within the context of education. He brought forth awareness about reflective thinking and writing as well. According to Dewey (1933), reflective thinking is “the active, persistent, and careful consideration of belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it ends” (p. 9). In terms of classroom activities, Nabhan (2016) states that: “The reflective learning engages the students to reflect the students’ classroom activities” (p. 449). Further, Nabhan (2016) underlines the importance of reflective journal in terms of students by stating that: “In EFL Classroom, reflection process can stimulate the students to evaluate what they have learned as well as promote the students to have critical thinking and self-awareness towards English learning and teaching” (p. 450). In terms of enhancing students’ reflection through classroom activities especially in EFL Classrooms, Paris and Ayres (2004) recommend some data tools such as portfolios, surveys, inventories, conferences, and journals. Accordingly, reflective journal maintains students think deeply about their progress in their own learning and raises awareness on the process the teacher researcher implemented. Therefore, in this study, participants in experimental group used the reflective journal as a qualitative tool, and a process reflected through the eyes of participants was obviously cited (See Appendix H).

### **3.6.3.4. Teacher's Reflective Journal**

As one of the reflective writing, it promotes deepening researcher’s understanding in a research process. The researcher’s journal aims to make visible to the reader the constructed nature of research outcomes, a construction that “originates in the various choices and decisions researchers undertake during the process of researching” (Mruck

& Breuer, 2003, p. 3). Likewise, Maxwell (1996) suggests the researcher's journal in terms of reflection where ideas are generated and explored, and also discoveries made in and through writing. In that sense, reflective journals comprise an important part of documenting the practice of different professions, such as nursing, and in fields such as musical education, business administration, psychology, and education (Bashan & Holsblat, 2017, p. 2). In addition to such fields, the use of journals serves as a pedagogical instrument for teacher in terms of gathering information instantly by recording all reasons, justifications and inferences from the process; hence, it justifies the study's reliability by creating transparency in the research process.

As Janesick (1998) argues, journal writing is “a tangible way to evaluate our experience, improve and clarify one's thinking, and finally become a better . . . scholar” (p. 24). Therefore, in this study, the teacher researcher used the reflective journal as a qualitative tool so that effective data management could be maintained without falsification. The process reflected through the eyes of teacher researcher was cited (See Appendix G).

#### **3.6.3.5. Portfolio**

Sandford and Hsu (2013) states that student portfolios are utilized by students to present what they learnt over a period. Moreover, a portfolio also helps to make the students' learning progress and process visible and noticeable not only for themselves but also for their teacher to see their strengths and weaknesses. This means that students will be able to appreciate more what they learn, and because the learners to assess what kind of real world can use the Common European Framework of Reference for Languages CEFR descriptors language tasks they are able to do, their confidence will grow with their competence. Regarding this fact, all the qualitative tools stated above were gathered in a portfolio.

### **3.7. Analysis of the Quantitative Data**

The “Statistical Package for the Social Sciences” (SPSS) is a package of program for manipulating, analyzing, and presenting data; the package is widely used in the social and behavioral sciences (Landau & Everitt, 2004). As Arkkelin (2014) states, SPSS allows many different types of analyses, data transformations, and forms of output. Therefore, in this study, Statistical Package for Social Sciences (SPSS) edition 20.0 was used to analyse the quantitative data. To determine the possible alteration in the Critical

Thinking (CT) levels of participants and their speaking skills, a Critical Thinking Test (CTT) and A Level Speaking Test were used as quantitative data and via this SPSS 20.0 packet program, the data from pre-and post-tests were compared each other so as to determine whether or not any notable alteration appears in the levels of the participants.

### **3.8. Analysis of Qualitative Data**

Thorne (2000) clarifies that a qualitative study usually relies on inductive reasoning processes to interpret and structure the meanings that can be derived from data. Qualitative data analysis is described as the process of making sense from research participants' views and opinions of situations, corresponding patterns, themes, categories and regular similarities (Cohen, 2007). Patton (2002) describes the places of the researcher in a qualitative research as follows:

Qualitative designs are naturalistic to the extent that the research takes place in real world settings, and the researcher does not attempt to manipulate the phenomenon of interest (e.g. a group, event, program, community, relationship, or interaction (p. 39). When conducting data analysis, the researcher becomes the instrument for analysis, making judgments about coding, theming, decontextualizing, and recontextualizing the data based on the researcher's journal, portfolio and participants' diaries (Starks & Trinidad, 2007). To analyze the qualitative data gathered through researcher's journal, students' reflective journals and the portfolios, thematic analysis were utilized. Thematic analysis are classified in six phases: 1) Familiarising yourself with the data 2) Generating initial codes, 3) Searching for themes, 4) Reviewing themes, 5) Defining and naming themes, 6) Producing the report, which are realized during the analysis of the current study.

### **3.9. Ethical Issues**

Research Ethics is a crucial point in educational research and no researcher can conduct study without regarding any ethical issues in order to access the data (Shawa, 2017). Therefore, informed consent is necessary and preliminary phase in terms of making voluntary participants involve in any research study. In this study, ethical issues were maintained by receiving the approval of the head of the secondary school by presenting the planning of the study in detail. Because the participants are under the age of eighteen, parent permission forms were also sent to the families of all the participants in both groups. Each parent of the participants filled the consent form before conducting

the research (See Appendix I). The participants were also informed that they had right to withdraw from participating in the research process to ensure the voluntariness. To maintain confidentiality and anonymity, each participant was given a number to refer who they were. Furthermore, they were also informed that during the process of the study, they were required to write their feeling and perspectives in reflective journals without any stress or manipulation, and keep portfolios in order that they track their self-assessment. During the classroom observation by the teacher researcher, the class was informed about the study before and after each English lesson so that they would be stress-free as much as possible. The A Level Speaking Test and Critical Thinking Test (CTT) were conducted in an invigorating atmosphere and in an appropriate time for both the researcher and the participants in company with colleague to ensure member checking as the classroom is conducive to learning effectively without disturbance factor. Therefore, this stimulating intellectual atmosphere made them express their feelings reasonably and comfortably.

## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

#### 4.1. Introduction

This chapter describes the data obtained from various data tools including pre- and post- achievement tests, such as a Critical Thinking Test (CTT), A Level Speaking test, students' reflective journals, and teacher's journal and both of these were included in a portfolio. These data were utilized to find answers to the following research questions:

The first one aims to find out whether or not there are any significant differences between the 6<sup>th</sup> Graders in the Experimental Group taking Critical Thinking Activities (CTA) and the Control Group taking traditional English lesson in terms of Critical Thinking (CT) levels. The second one aims to find out whether or not there are any significant differences between the 6<sup>th</sup> Graders in the Experimental Group taking CTA and the Control Group taking traditional English lesson in terms of Speaking Skills (SS). The third research question is about exploring any contribution of CTA to the (SS) of 6<sup>th</sup> Graders in the experimental group qualitatively.

Both qualitative and quantitative analysis methods were used in the study, which was designed under the paradigm of mix method research. The data were analyzed by using SPSS 20.0 statistical package program. The suitability of the data for the normal distribution were evaluated by histogram, Q-Q graphics and Shapiro-Wilk test. In comparison between the measures of pre- and post- test in terms of CT and SS, Independent Samples T-test and Paired Samples T-test were implemented in order to determine whether there would statistical evidence that the associated population means are significantly different. The data were carried out through Turcosa Cloud (Turcosa Ltd Co SPSS statistical package program). Because of the process conducted in current research study, the statistical significance level was regarded as  $p < 0.05$ .

#### 4.2. Comparing the data relevant to the groups before the application of the study

Before initiating the procedure of the current research study, within the concept of pre- and post-test data analyses, the classes were chosen randomly as experimental and control group in accordance with the exam scores of the participants based on the 5<sup>th</sup> grade scores in English lesson. The aim of comparing these scores was to maintain the reliability

of this test in the current study. The data given in the Table 9 are the participants' academic score averages in English in 5<sup>th</sup> grade.

Table 9

*The arithmetic means of the scores in English lesson of the 5<sup>th</sup> Grade*

| <b>Name of the Group</b>  | <b>Number of the Participants</b> | <b>Arithmetic Mean</b> |
|---------------------------|-----------------------------------|------------------------|
| <b>Experimental Group</b> | 20                                | 72,4                   |
| <b>Control Group</b>      | 21                                | 70,2                   |

As can be seen, Table 9 presents the arithmetic means based on the scores of the participants in both groups based upon the 5<sup>th</sup> grade before the application of the research study. The data given in Table 9 indicates that the groups were chosen unbiasedly and the study was applied under equal circumstances.

#### **4.3. Findings of the First Research Question**

**Research Question 1:** *Are there any significant differences between the 6<sup>th</sup> graders in experimental group who are taught through Critical Thinking Activities and those who are taught through traditional English lesson in terms of critical thinking levels?*

Pre- and post- Critical Thinking Test (CTT) scores of the experimental and control groups were given in Table 10 in order to display any possible change before and after the process of this research study. The pre- and post-test were addressed to find out the effects of utilizing Critical Thinking Activities (CTA) on the improvement of the participants' Critical Thinking (CT) levels. To this end, an independent sample t-test analysis method was used by comparing the CT levels of two groups.

Table 10

*The Independent Samples T-Test Results of Critical Thinking Levels Pre-test*

| Subscale               | Experimental group | Control group    | p     |
|------------------------|--------------------|------------------|-------|
|                        | (n = 20)           | (n = 21)         |       |
|                        | $\bar{X} \pm SD$   | $\bar{X} \pm SD$ |       |
| <b>Analysis</b>        | 5.70 ± 0.47        | 5.53 ± 0.93      | 0.451 |
| <b>Assessment</b>      | 6.25 ± 1.94        | 5.76 ± 2.02      | 0.436 |
| <b>Interpretation</b>  | 8.00 ± 1.21        | 7.52 ± 1.66      | 0.303 |
| <b>Inference</b>       | 4.50 ± 1.47        | 4.57 ± 1.40      | 0.874 |
| <b>Explanation</b>     | 7.25 ± 2.17        | 6.33 ± 1.90      | 0.159 |
| <b>Self-assessment</b> | 7.45 ± 1.70        | 6.24 ± 1.51      | 0.021 |
| <b>Total</b>           | 8.96               | 9.42             |       |

As presented in Table 10, the experimental group includes 20 participants while the control group has 21 participants. The mean and the standard deviation pre-test scores of the experimental and control groups are given under the six subscales (analysis, evaluation, interpretation, inference, explanation, and self-assessment). According to the table, the standard deviation of the experimental group is 8,96 whereas the standard deviation of the control group is calculated as 9,42. When assessing the sub-scales one by one, only the subscale self-assessment reveals a statistically significant difference. However, as a whole, the total result indicates that participants in the experimental group showed a slight difference than those in the control group before conducting the research study. In the current study, there is no statistically significant difference ( $p > .05$ ) between pre-test scores of the experimental and the control groups.

Table 11

*The Independent Samples T-Test Results of Critical Thinking Levels Post-test*

| Subscale               | Experimental group | Control group    | p      |
|------------------------|--------------------|------------------|--------|
|                        | (n = 20)           | (n = 21)         |        |
|                        | $\bar{X} \pm SD$   | $\bar{X} \pm SD$ |        |
| <b>Analysis</b>        | 6.00 $\pm$ 0.00    | 5.71 $\pm$ 0.96  | 0.186  |
| <b>Assessment</b>      | 7.70 $\pm$ 1.34    | 6.14 $\pm$ 1.85  | 0.004  |
| <b>Interpretation</b>  | 9.00 $\pm$ 1.26    | 7.71 $\pm$ 1.45  | 0.004  |
| <b>Inference</b>       | 5.40 $\pm$ 0.68    | 5.29 $\pm$ 1.06  | 0.681  |
| <b>Explanation</b>     | 8.40 $\pm$ 1.35    | 6.57 $\pm$ 1.69  | <0.001 |
| <b>Self-assessment</b> | 8.65 $\pm$ 1.53    | 6.95 $\pm$ 1.16  | <0.001 |
| <b>Total</b>           | 45.15 $\pm$ 6.16   | 38.37 $\pm$ 8.17 |        |

As can be observed in Table 11, the mean and the standard deviation post-test scores of the experimental and control groups are given under the six subscales (Analysis, Evaluation, Interpretation, Inference, Explanation and Self-Assessment). The mean post-test score of the experimental group is calculated as 45,15 in total while the same variable is calculated as 38,37 for the control group. According to the results given in the table, the standard deviation of the experimental group is 6,16 whereas the standard deviation of the control group is observed as 8,17. When assessing the six sub-scales in the table one by one, the subscales *analysis* and *inference* reveal no statistically significant difference. However, the other subscales (assessment, interpretation, explanation, and self-assessment) reveal statistically significant difference ( $p < .05$ ) as it is suggested by the p-value: ( $p = .000$ ;  $p < .05$ ). In other words, it could be concluded that the Critical Thinking (CT) level of the experimental group increased after the treatment period.

In pursuance of finding out whether any significant difference exists between the CT levels of the participants in the experimental group before and after the treatment, the results obtained from ‘the independent samples t-test’ were examined. The pre- and post-achievement test results of the experimental group were compared by using t-test analysis. The pre- and post-achievement test results of the participants in the experimental group and the control group are given in Table 12.

Table 12

*The Paired Samples T-Test Results of Critical Thinking Levels Pre-test and Post-test*

| Subscale               | Experimental group (n = 20) |                      | p      | Control group (n = 21) |                      | p      |
|------------------------|-----------------------------|----------------------|--------|------------------------|----------------------|--------|
|                        | Pre-test                    | Post-test            |        | Pre-test               | Post-test            |        |
|                        | ( $\bar{X} \pm SD$ )        | ( $\bar{X} \pm SD$ ) |        | ( $\bar{X} \pm SD$ )   | ( $\bar{X} \pm SD$ ) |        |
| <b>Analysis</b>        | 5.70 ± 0.47                 | 6.00 ± 0.00          | 0.010  | 5.52 ± 0.93            | 5.71 ± 0.96          | 0.214  |
| <b>Assessment</b>      | 6.25 ± 1.94                 | 7.70 ± 1.34          | <0.001 | 5.76 ± 2.02            | 6.14 ± 1.85          | 0.162  |
| <b>Interpretation</b>  | 8.00 ± 1.21                 | 9.00 ± 1.26          | <0.001 | 7.52 ± 1.66            | 7.71 ± 1.45          | 0.296  |
| <b>Inference</b>       | 4.50 ± 1.47                 | 5.40 ± 0.68          | 0.001  | 4.57 ± 1.40            | 5.29 ± 1.06          | <0.001 |
| <b>Explanation</b>     | 7.25 ± 2.17                 | 8.40 ± 1.35          | <0.001 | 6.33 ± 1.90            | 6.57 ± 1.69          | 0.286  |
| <b>Self-assessment</b> | 7.45 ± 1.70                 | 8.65 ± 1.53          | <0.001 | 6.24 ± 1.51            | 6.95 ± 1.16          | 0.021  |

As can be observed in Table 12, the difference is statistically significant ( $p < .05$ ) as it is suggested by the p-value. ( $p = .000$ ;  $p < .05$ ). In other words, the CT level of the experimental group appears to be increased after the treatment period in comparison to the control group. Especially, when comparing the pre- and post-test results of the both groups in terms of the p-value, the subscales assessment, interpretation, explanation and self-assessment reveal a statistically significant difference, namely, in these subscales, the research question proves that the experimental group performed more than the control group. On the other hand, the inference subscale for the control group indicates a statistically significant difference in comparison to the pre- and post-tests. Except this subscale, the other ones for the control group show no statistically significant difference.

#### 4.4. Findings of the Second Research Question

**Research Question 2:** *Are there any significant differences between the 6<sup>th</sup> graders in experimental group who are taught through Critical Thinking Activities and those who are taught through traditional English lesson in control group in terms of speaking skills?*

Table 13

*The Independent Samples T-Test Results of A Level Speaking Test Pre-test*

| Subscale                      | Experimental<br>group<br>(n = 20) | Control<br>group<br>(n = 21) | p     |
|-------------------------------|-----------------------------------|------------------------------|-------|
|                               | $\bar{X} \pm SD$                  | $\bar{X} \pm SD$             |       |
| <b>Pronunciation</b>          | 2.10 $\pm$ 0.85                   | 1.86 $\pm$ 0.96              | 0.399 |
| <b>Lexical range</b>          | 2.10 $\pm$ 0.85                   | 1.86 $\pm$ 0.96              | 0.399 |
| <b>Grammatical accuracy</b>   | 2.10 $\pm$ 0.85                   | 1.86 $\pm$ 0.96              | 0.399 |
| <b>Cohesion and coherence</b> | 2.10 $\pm$ 0.85                   | 1.90 $\pm$ 1.00              | 0.505 |
| <b>Task completion</b>        | 2.45 $\pm$ 1.19                   | 2.52 $\pm$ 1.17              | 0.842 |
| <b>Total</b>                  | 10.85 $\pm$ 4.59                  | 10.00 $\pm$ 5.05             |       |

Table 13 presents the mean and the standard deviation for pre-test scores of the experimental and the control groups in terms of five subscales (Pronunciation, Lexical Range, Grammatical Accuracy, Cohesion and Coherence, and Task Completion). The mean pre-test score of both experimental group and the control group appear similar to each other and it is calculated as 10,85 for the experimental group in total while the same variable is calculated as 10.00 for the control group. According to the table, the standard deviation of the experimental group is 4,59 whereas the standard deviation of the control group is calculated as 5,05. As a whole, the total result indicates that participants in the experimental group have a slight difference over those in the control group before conducting the research study. According to the p-value, there is no statistically significant difference ( $p > .05$ ) between pre-test scores of the experimental and the control group.

Table 14

*The Independent Samples T-Test Results of Speaking Achievement Test Post-test*

| Subscale                      | Experimental     | Control          | p     |
|-------------------------------|------------------|------------------|-------|
|                               | group            | group            |       |
|                               | (n = 20)         | (n = 21)         |       |
|                               | $\bar{X} \pm SD$ | $\bar{X} \pm SD$ |       |
| <b>Pronunciation</b>          | 3.95 ± 1.05      | 2.95 ± 1.02      | 0.004 |
| <b>Lexical range</b>          | 4.10 ± 1.12      | 2.95 ± 1.02      | 0.001 |
| <b>Grammatical accuracy</b>   | 4.00 ± 1.08      | 2.95 ± 1.02      | 0.003 |
| <b>Cohesion and coherence</b> | 4.00 ± 1.08      | 2.95 ± 1.02      | 0.003 |
| <b>Task completion</b>        | 4.25 ± 1.07      | 3.57 ± 1.16      | 0.060 |
| <b>Total</b>                  | 20.03 ± 5.04     | 15.37 ± 5.24     |       |

The results of the analysis presented in Table 14 reveal that the mean score of the experimental group (20,03) is higher than that of the control group (15,37). While the standard deviation for the experimental group is (5,04), it is (5,24) for the control group. Apart from the task completion subscale, the other subscales indicate statistically significant value. There is a statistically significant difference between the post-test results of the two study groups ( $p=.001$ ;  $p < .05$ ). It is also clearly observed that there is no big difference in terms of speaking skills achievement.

To find out whether any significant differences exist between the oral assessment levels of the participants in the experimental group before and after the treatment, the results obtained from 'the independent samples t-test' were examined. The pre- and post-achievement test results of the experimental group and the control group were compared by using t-test analysis. The pre- and post- achievement test results of the participants in the both groups are presented in Table 15.

Table 15

*The Paired Samples T-Test Results of Speaking Achievement Test Pre-test and Post-test*

| Subscale               | Experimental group   |                      | p      | Control group        |                      | p      |
|------------------------|----------------------|----------------------|--------|----------------------|----------------------|--------|
|                        | (n = 20)             |                      |        | (n = 21)             |                      |        |
|                        | Pre-test             | Post-test            |        | Pre-test             | Post-test            |        |
|                        | ( $\bar{X} \pm SD$ ) | ( $\bar{X} \pm SD$ ) |        | ( $\bar{X} \pm SD$ ) | ( $\bar{X} \pm SD$ ) |        |
| Pronunciation          | 2.10 ± 0.85          | 3.95 ± 1.05          | <0.001 | 1.86 ± 0.96          | 2.95 ± 1.02          | <0.001 |
| Lexical range          | 2.10 ± 0.85          | 4.10 ± 1.12          | <0.001 | 1.86 ± 0.96          | 2.95 ± 1.02          | <0.001 |
| Grammatical accuracy   | 2.10 ± 0.85          | 4.00 ± 1.08          | <0.001 | 1.86 ± 0.96          | 2.95 ± 1.02          | <0.001 |
| Cohesion and coherence | 2.10 ± 0.85          | 4.00 ± 1.08          | <0.001 | 1.90 ± 1.00          | 2.95 ± 1.02          | <0.001 |
| Task completion        | 2.45 ± 1.19          | 4.25 ± 1.07          | <0.001 | 2.52 ± 1.17          | 3.57 ± 1.16          | <0.001 |

The results of the analysis given in Table 15 reveal that the p-value is .001 which is lower than 0.05, which is a statistically significant difference ( $p = .001$ ;  $p < .05$ ) regarding all the subscales (Pronunciation, Lexical range, Grammatical accuracy, Cohesion and coherence, and Task completion) between the post-test results of the two study groups. As a whole, the total results of these subscales indicate that participants in the experimental group have a remarkable difference over those in the control group in the research study.

#### 4.5. Findings of the Third Research Question

**Research Question 3:** *What is the contribution of critical thinking to the speaking skills of learners qualitatively?*

The third research question constitutes the qualitative phase of the current study. In order to uncover the reflection of the participants about the process, the qualitative phase aims at diving deeper into the findings. Accordingly, the qualitative phase includes students' reflective journals, portfolios and teacher's reflective journal. Within the context of analysis of students' reflective journal, the aim of this qualitative phase is to sort out the progress in their learning process by their tracking their feelings jotted down in their journals since keeping journals are considered as a way to express their feelings and ideas.

Meanwhile, during the treatments the control group continued to receive the traditional English lessons determined according to the current 6<sup>th</sup> grade English lesson curriculum. In this current research, participants in the experimental group were asked to keep reflective journals after each English lesson throughout 12 weeks. While analyzing the data, the coding system was applied, and categories were created by under the name of 'educational themes, social themes, procedural themes and individual themes' in reference to the students' reactions to class events, materials and the instructor. These categories were discussed among language instructors and the consensus was reached. After the categorization process, the researcher compared percentages and means descriptively. Descriptive analysis results and frequencies of these findings were listed in tables below by week. The journal analysis of the experimental group covered twelve weeks and excerpts were examined and analyzed per week. However, in order to make a better comparison between individual weeks, the data collected from the every other week (i.e., fourth, eighth, and twelfth week) were calculated and tabulated by the researcher in a more detailed way.

#### 4.5.1. Content Analysis of the Journals in the Fourth Week

The researcher conducted journals to collect data for eight weeks. During this period, the researcher observed some differences between specific weeks. In order to frame this difference clearly, the data collected in the fourth, eighth and twelfth weeks were tabulated and compared. The numbers and frequencies of the positive, negative and neutral orientation of the fourth week are presented in Table 16.

Table 16

*Positive and Negative Answer Percentages of the Fourth Week's Journals*

|          | Positive | Negative | Neutral | Total |
|----------|----------|----------|---------|-------|
| <i>f</i> | 16       | 3        | 2       | 21    |
| <i>%</i> | 76,19    | 14,28    | 9,52    | 100   |

As can be observed in Table 16, positive feelings and perceptions of the participants in the experimental group about utilizing Critical Thinking Activities (CTA) were 16 with the percentage of 76.19. However, the participants had 3 negative (14.28%)

and 2 neutral (9.52%) reflections. Meanwhile, some of them were excluded in the study because of not attending or having mental problems in the orientations.

In the fourth week of the study, the participants in the experimental group were asked to write their feelings and opinions about using CTA on their reflective journals. The positive and negative orientations of the fourth week were calculated and tabulated. The data was analyzed by using the coding system. The results of the positive orientation analysis are in Table 17:

Table 17

*Content Analysis of Journals of Experimental Group in the Fourth Week- Positive Orientations*

| <b>Positive Orientations</b> | <b>f</b>  | <b>%</b>   |
|------------------------------|-----------|------------|
| <b>Educational Themes</b>    |           |            |
| • Instructive                | 2         | 12,5       |
| • Helping to speak           | 3         | 18,7       |
| <b>Social Themes</b>         |           |            |
| • Culture Learning           | 1         | 6,2        |
| <b>Procedural Themes</b>     |           |            |
| • Pronunciation availability | 2         | 12,5       |
| <b>Personal Themes</b>       |           |            |
| • Enjoyable                  | 3         | 18,7       |
| • Motivating                 | 2         | 12,5       |
| • Beneficial                 | 3         | 18,7       |
| <b>Total</b>                 | <b>16</b> | <b>100</b> |

As observed in Table 17, there are four themes including ‘educational themes, social themes, procedural themes, and personal themes’ which are in balance with Common European Framework of Reference for Languages (CEFR). When the researcher analyzed the students’ reflective journals, it can be realized that these participants from the experimental group (n. 3; n. 3) thought using this method was enjoyable and beneficial (18.7%), and the following was helping to speak issue (18.7%). The other participants were of the opinion that using CTA as a learning tool was an instructive, pronunciation availability, and motivating activity within the same percentage

(12.5%). Indeed, some other participants defined that this process was beneficial for their academic success (18.7%), and it was educational (12.5%). Lastly, a few of the participants were of the opinion that English lesson contributed to help them comprehend culture learning (6.2%). The following extracts taken from the students' journals may shed light on to comprehend the positive themes.

**Participant 4:** *'I think using these strategies is highly motivational. They also help me concentrate on speaking skills'.*

**Participant 12:** *'I think these activities will help me improve my speaking and give me some time to think before speaking. I hope that these activities will also be enjoyable for me'.*

Furthermore, the researcher coded and counted the negative orientations of participants' opinions by using descriptive analysis method. Descriptive analysis and frequencies are listed as follows in Table 18.

Table 18

*Content Analysis of the Journals in the Fourth Week - Negative Orientations*

| Negative Orientations         | <i>f</i> | <i>%</i>   |
|-------------------------------|----------|------------|
| <b>Educational Themes</b>     |          |            |
| • Grammatical Problems        | 1        | 33,3       |
| <b>Procedural Themes</b>      |          |            |
| • Difficulty in Understanding | 1        | 33,3       |
| <b>Personal Themes</b>        |          |            |
| • Challenging                 | 1        | 33,3       |
| <b>Total</b>                  | <b>3</b> | <b>100</b> |

As illustrated in Table 18 above, Several of the participants defined that utilizing these activities created some grammatical problems (33.3%) because according to them they do not care what he/she says utters while speaking. It is clearly observed that some of the participants who had negative comments complain about difficulty in understanding the spoken language (33.3%). Some participants thought that because of speaking part, doing these activities was a challenging activity (33.3%).

**Participant 20:** *‘I think it is very hard to improve language skills by doing these activities. They are hard and challenging, and I have a difficulty in learning English by rote’.*

**Participant 21:** *‘The activities are challenging and not beneficial for my grammar’.*

#### 4.5.2. Content Analysis of the Journals in the Eighth Week

As it is stated earlier in the other chapters, the participants implemented these activities during the process of the study. During the first five weeks, the experimental group fulfilled the Critical Thinking Activities (CTA) in addition to their regular schedules. During this process, the teacher researcher observed them and in order to find out the effect of this process, the researcher analyzed the data collected by journals of the eighth week. The results are given in Table 19:

Table 19

*Positive and Negative Answer Percentages of the Journals in the Eighth Week*

|          | Positive | Negative | Neutral | Total |
|----------|----------|----------|---------|-------|
| <i>f</i> | 17       | 2        | 2       | 21    |
| <i>%</i> | 80,95    | 9,52     | 9,52    | 100   |

As it can be observed in Table 19, most of the participants had positive ideas about applying the CTA (80.95%) while some other learners had negative feelings about using them (9,52%), and neutral (9,52%) to improve their language skills.

Both the positive and negative orientations were presented by using the coding system again. Descriptive analysis and frequencies are listed in Table 20 as follows:

Table 20

*Content Analysis of the Journals in the Eighth Week - Positive Orientations*

| <b>Positive Orientations</b> | <b>f</b>  | <b>%</b>   |
|------------------------------|-----------|------------|
| <b>Educational Themes</b>    |           |            |
| • Instructive                | 3         | 17,6       |
| • Helping to speak           | 4         | 23,5       |
| <b>Social Themes</b>         |           |            |
| • Culture Learning           | 1         | 5,8        |
| <b>Procedural Themes</b>     |           |            |
| •                            |           |            |
| <b>Personal Themes</b>       |           |            |
| • Enjoyable                  | 4         | 23,5       |
| • Motivating                 | 3         | 17,6       |
| • Beneficial                 | 2         | 11,7       |
| <b>Total</b>                 | <b>17</b> | <b>100</b> |

Table 20 indicates the positive orientations of the participants' feelings and perceptions towards these activities. Most of the positive opinions of the participants were put into 'educational themes' category. When the responses collected under this category were considered, the participants were observed to have opinion that applying this process helped them speak better (23,5 %) and enjoy remarkably (23,5 %). Some other participants who had given the same percentage importance also pointed out that this study was instructive and motivating (17,6 %), which assisted them to be more enthusiastic about the lesson. Some participants also underlined the importance of CTA, in terms of beneficial (11,7 %). Others said that this process helped them learn the target culture (5, 8 %) The following extracts from the participants' journals may illustrate their positive themes about using CTA.

**Participant 9:** *'Now, after many weeks, I can understand and speak slowly. It was amazing. When I can understand them, my motivation raises, and it makes me happy'.*

**Participant 17:** *'This implementation is as beneficial as I can think and speak English gradually'.*

Along with positive orientations, the researcher tabulated negative orientations by coding and counting the negative orientations of the participants' opinions and perceptions. Descriptive analysis and frequencies are given as follows in Table 21:

Table 21

*Content Analysis of the Journals in the Eighth Week - Negative Orientations*

| Negative Orientations         | <i>f</i> | %          |
|-------------------------------|----------|------------|
| <b>Educational Themes</b>     |          |            |
| • Grammatical Problems        | 1        | 50.0       |
| <b>Procedural Themes</b>      |          |            |
| • Difficulty in Understanding | 1        | 50,0       |
| <b>Total</b>                  | <b>2</b> | <b>100</b> |

From Table 21, it is evident that negative aspects included merely 'educational, procedural, and personal themes' as a result of the open coding process. In other words, grammatical problems and difficulty in understanding appeared equally (50 %).

**Participant 8:** *'The English lesson is entertaining, but I still think that these are challenging for me'.*

**Participant 11:** *'These activities are time-consuming for me. It would be better to read and learn the vocabularies by heart because it is easy. In these activities, I can understand anything and I don't want to speak English'.*

#### 4.5.3. Content Analysis of the Journals in the Twelfth Week

The twelfth week's journals were considered the last outcomes of data gathered through journal analysis method. It was also more important than others as it defined the feelings and perceptions of the learners in the experimental group in the end of the whole treatment. The results are indicated in Table 22:

Table 22

*Positive and Negative Answer Percentages of the Journals in the Twelfth Week*

|          | Positive | Negative | Neutral | Total |
|----------|----------|----------|---------|-------|
| <i>f</i> | 17       | 3        | 1       | 21    |
| <i>%</i> | 80,9     | 14,28    | 4,76    | 100   |

Table 22 proved that most of these participants had positive ideas about them (80,9 %) while some of the participants had some negative feelings about using Critical Thinking Activities (CTA) (14,28 %). And, only one participant seems neutral in terms of assessing CTA (4,76 %). On the other hand, Table 23 indicates the results of the positive orientations of the journal analysis of the twelfth week. The data was analyzed by using the coding system, and different codes for the concepts are given below:

Table 23

*Content Analysis of the Journals in the Twelfth Week - Positive Orientations*

| Positive Orientations     | <i>f</i>  | <i>%</i>   |
|---------------------------|-----------|------------|
| <b>Educational Themes</b> |           |            |
| • Instructive             | 3         | 18,7       |
| • Helping to speak        | 5         | 29,41      |
| <b>Social Themes</b>      |           |            |
| • Culture Learning        | 1         | 5,8        |
| <b>Personal Themes</b>    |           |            |
| • Enjoyable               | 4         | 23,5       |
| • Motivating              | 4         | 23,5       |
| <b>Total</b>              | <b>17</b> | <b>100</b> |

As obtainable in Table 23, the participants acknowledged their experiences and reflections about applying CTA for improving their speaking skills and Critical Thinking (CT) levels. Many participants affirmed that this process helped them improve their Speaking skills (29,41 %). Others stated that using these activities in the classroom was a motivating technique, which gave them the interest of learning and searching more (23,5 %). In addition, according to some other positive orientations of the reflective journal analysis, the usage of these activities was enjoyable (23,5 %). Some participants

underlined that usage of CTA was instructive in helping them understand the spoken English (18,7 %). As it happened in the other tables given above, the cultural learning took place less than the others (5,8%). The following extracts may illustrate the positive opinions of the participants:

**Participant 10:** *'Thanks to it, I can speak English than before I did'. These activities helped me think English in my mind and even I sometimes speak English in my dreams'.*

**Participant 20:** *'I think this process was so beneficial. I liked these activities much. The worksheets and activities were so influential'.*

Negative codes that are formed by analyzing the participants' journals of the twelfth week were categorized and listed in Table 24 as follows:

Table 24

*Content Analysis of the Journals in the Twelfth Week - Negative Orientations*

| Negative Orientations         | <i>f</i> | %    |
|-------------------------------|----------|------|
| <b>Educational Themes</b>     |          |      |
| • Grammatical Problems        | 1        | 33,3 |
| <b>Procedural Themes</b>      |          |      |
| • Difficulty in Understanding | 2        | 66,6 |
| <b>Total</b>                  | 3        | 100  |

As expressed in Table 24, there were some negative comments and opinions about using CTA. However, it can be clearly observed that the percentage of the negative comments decreased while the positive ones increased. In the last week of the journal writing process resulted most of the participants having negative opinions complained that this process in terms of grammatical issues. For instance, most participants expressed that the process was challenging (66.6 %) whereas some reflected their opinions on behalf of grammatical problems (33.3 %). As representations, the following extracts are presented below from the responses of the students:

**Participant 11:** *'I do not like English course. I have difficulty in even understanding my English teacher let alone native speakers'.*

**Participant 16:** *'CTA were so hard for me. I think it was not beneficial'.*

## CHAPTER V

### CONCLUSION

#### 5.1. Introduction

The study was designed as a mixed research, comprised of two types of data: Quantitative and qualitative. By conducting mixed research method, the current study maintains the possibility of triangulation, thereby allowing the researcher to identify aspects of research questions more accurately by approaching it from different vantage points utilizing different methods and techniques. Hence, the quantitative data was collected from achievement tests: Critical Thinking Test (CTT) and A Level Speaking Test, the qualitative data was obtained from students' reflective journals, researcher's journal and portfolios. In this chapter, conclusion based on the findings from previous chapter, implications and limitations of the study are contextualized in reference to elucidate future researches; therefore, general criticisms and suggestions over the educational practices are addressed to a large extent.

#### 5.2. Conclusion

The aim of this study was to find out the effects of the Critical Thinking Activities (CTA) on the development of the speaking skills for 6<sup>th</sup> Graders based on Bloom's Taxonomy. In addition, it was also implemented to find out the prospective change in the level of Critical Thinking (CT) abilities of these learners during the process of pre- and post-test. The number of research on this topic is very limited with regard to Turkey and for this reason; this study was believed to be beneficial to realize and get familiar with the possible effects of CTA based on Bloom's Taxonomy along with the regular curriculum. The study was carried out with 41 6<sup>th</sup> Graders at İsmail-Ayşe Önük Secondary School in Adana, Turkey. All the participants in the study were chosen and divided into groups randomly. This process of the study covered 16 weeks including the pilot study in the autumn semester of 2017-2018 academic year. The content of the current research was based on the topics in the 6<sup>th</sup> Grade English and besides the curriculum; the subsidiary program was implemented including twelve CTA (See Appendix E). The data obtained in this thesis were analysed through both qualitative and quantitative methods.

During the research period, while the experimental group made use of the CTA, composed of mainly discussion and oral activities, the control group went on their usual

flow of English Courses. Before conducting the study, in the first four weeks, a pilot study was implemented in order to check whether the data collection instruments would raise a problem or participants would be inconvenient in the study. After pilot study, a CTA and A Level Speaking Test were conducted so as to ensure that the participants had a similar or same level of speaking and Critical Thinking Proficiency (See Appendix G). At this stage, pre- and post-achievement tests were applied to evaluate the participants' possible alterations in speaking and CT levels. Besides the quantitative instruments mentioned, the participants in the experimental group were also required to keep a reflective journal during the process of the study. The aim of this qualitative phase is to control their learning process by their tracking their feelings jotted down in their journals. This phase was vital to participants to justify their learning process. On the other hand, the participants of the control group continued to receive the traditional English lesson according to the current 6<sup>th</sup> Grade English lesson curriculum. Their final scores in pre- and post-tests were compared and the researcher calculated the statistical differences. In addition to the results of the tests, the researcher's journal, the students' journals, and the portfolios were analyzed.

With regard to the first research question, which is related to whether there are any significant differences between the 6<sup>th</sup> Graders in experimental group who are taught through Critical Thinking Activities and those who are taught through traditional English lesson in terms of critical thinking levels, the findings were maintained by utilizing the CTT. The test designed by Demir (2006) consist of six scales (Analysis, Evaluation, Deduction, Interpretation, Clarification, and Self-regulation) including 50 questions. It was used as pre-and post-test in order to determine the possible changes in CT levels of the participants. From these tools, the findings indicated that the CTA has a substantial effect on the participants' CT levels.

Upon considering the second research question inquires an answer for if there are any significant differences between the 6<sup>th</sup> Graders in experimental group who are taught through CTA and those who are taught through traditional English lesson in control group in terms of speaking skills. In order to determine the possible alteration in participants' speaking skills, A Level Speaking Test was used as a quantitative data and via this SPSS 20.0 packet program, the data from pre-and post-tests were compared with each other to determine any notable alteration in the levels of the participants. Seeing that the findings gathered from the test utilizing CTA during the experimental group's test process had a positive effect on oral achievement levels of the students at İsmail-Ayşe Önük secondary

school. In line with this result, Malmir and Shoorcheh's (2012) study aims to find out whether CT training would have a crucial impact on promoting the speaking ability of Iranian EFL learners or not supports this current study. To put it simply, the result of this study demonstrated that CTA provided the learners participate in the interaction process actively and make proper decisions in response to the messages of the other interactant in conversation. Hence, CT is notable for learners to master because of entailing effective communication and problem solving. By honing these skills, learners gain numerous advantages such as self-regulation and making reasonable decisions

In the light of the answer of the third research question to find out the contribution of critical thinking to the speaking skills of 6<sup>th</sup> Graders in experimental group, qualitative data was obtained through students' reflective journals, portfolios and teacher researcher's journal. The findings indicated that most of the participants (80,9) reported that this process helped them improve their speaking skills. What's more, during the study, the participants in the experimental group reflected that they felt relaxed and eager to learn and speak English as much as possible in their journals. As stated, they could act more independently because there was no pressure of learning in the classroom atmosphere. Thus, they found the opportunity to monitor their own process because CT enabled students to assess their learning styles, strengths and weaknesses, and allows them to take ownership of their education as well.

### **5.3. Implications of the Study**

The study aimed at investigating the possible effects of Critical Thinking Activities (CTA) on the development of speaking skills of 6<sup>th</sup> graders beside their Critical Thinking (CT) levels by using qualitative and quantitative instruments. Based on the findings of the research, there were some implications that could be inferred from the analysis of the findings in the study. As it is stated by Escobar (2017), the relationship between CT and foreign language teaching can be implemented in multilaterally. In addition, as Escobar (2017) emphasized, CT can not be described merely as cognitive skills at an initial level (i.e., remembering, recognizing, exemplifying, inferring, etc.). It also involved higher order thinking skills and meta-cognitive skills. Benjamin Bloom, a worldwide known educational psychologist, put forward his Taxonomy of Educational Objectives in 1956, categorising as three domains of learning: the psychomotor domain, the affective domain, and the cognitive domain; the latter being the one that correlates with CTSs (Critical Thinking Skills) and HOTS (Higher Order Thinking Skills).

Firstly, the study maintained a vice versa effect on the implementation of the CT and Language Teaching whereas many research were based on the effect of language teaching on CT levels in English as a Foreign Language (EFL) Classrooms. In this research, it was proven that, the CTA had a significant effect on 6<sup>th</sup> graders' speaking skills as well as their CT levels. Naturally, until now, many research relevant to CT and ELT have been conducted in higher education; however, at primary level and especially on the development of speaking skills of students, not enough research have been conducted in Turkey up to now. Despite being prevalently practiced in the Language Education, especially on reading and writing skills, using CTA for promoting speaking skills in EFL Classrooms can be rarely seen in English Language Education. Alongside plethora of research on CT and the relationships between the reading and writing skills, considering these facts, the aim of this study was to enhance, especially, the speaking aptitude of the EFL students as part of CTA. It is also recommended to carry out more researches including all the levels in the speaking skills.

The second implication is relevant to the suitability of grade in terms of teaching CT extensively including all levels and degrees. In this sense, this research could give point of view for the teachers and significantly forming the English Curriculum by giving weight to the principles of CT. This outcome seems parallel with the results of the findings by Karakoç (2011) who emphasizes the importance of CT by stating that "Critical Thinking is emphasized to be one of the eight desired outcomes of the new curriculum" (p.5). In line with this aspect, CT should not be perceived as a skill that is gained or improved during higher education. It should be taught and developed from primary level to university level. Therefore, this research study was conducted in a secondary school and the critical thinking levels and speaking skills of 6<sup>th</sup> graders were analyzed thoroughly. Besides these studies, supporting the current study, another one conducted by Bayındır (2015) asserts, "within the context of convenience of Critical Thinking disposition levels of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders, 6<sup>th</sup> graders are inclined to display CT dispositions than 7<sup>th</sup> and 8<sup>th</sup> graders. To put it simply, the test results revealed that the 6<sup>th</sup> graders average CT disposition score was higher than 7<sup>th</sup> and 8<sup>th</sup> grade students" (p. 98), which is in parallel with the findings of this current study and strongly underlines the importance of the current study focusing on the 6<sup>th</sup> grade rather than the other levels.

Another aspect of this current study is the necessity of extra curricular activities such as CTA. In line with this respect, the study conducted by Yağcılar (2010) revealed that "...with limited exercises for CT, it is almost impossible to educate students who can

actively participate in language teaching and learning process” (p. 110). In addition, the study can be seen as an exemplary one in terms of suggesting to bridge the gap between the theory and practice in terms of assessing the activities in the 6<sup>th</sup> grade English Language Teaching textbooks at State Schools. Moreover, as Tufan (2008) states about the books and course contents be reviewed by the Board of Education so that they incorporate CTSs and competencies in each level of education, reveals to be in harmony with the findings of this study.

Another essential implication of the study is about the implementation of CTA largely in English language teaching curriculum. In the lights of the findings, the learning outcomes in the English curriculum can be enhanced because this study also revealed a proof about the applicability of CTA based on Bloom’s Taxonomy by emphasizing the higher thinking levels for the development of speaking skills and also the suggestions of CEFR. In line with this respect, the study by Karakuzular (2013) on the efficacy of a sequence of and CT tasks in improving CTSs of EFL learners asserts that a short time like seven weeks is not long enough to assess and acquiring CTSs and also suggests a long process with a field- related tasks would be more effective in future study. Therefore, this study was applied within longer periods of teaching in order to shed light into the problem.

#### **5.4. Limitations and Suggestions**

It should be acknowledged that there are some limitations to the study. Firstly, since this was planned to be a case study, one regional secondary school, İsmail-Ayşe Önüç Secondary School was chosen with 41 participants in the 6<sup>th</sup> Graders in order to provide an insight to what extent the research questions can be handled. This attitude might give researchers to study more than one school to generalize the problem. This might give a wider aspect about the situation of the study.

Secondly, this study disregards the participants’ differences in age, gender, social and educational background, learning styles, motivation level, and other affective factors which might affect the results. Future studies may consider these factors regarding the age factor, participants of this study were 6<sup>th</sup> Graders at the age of 11-13. Therefore, in the further studies, researchers might expand the age of focus group.

Since the aim of the study is to investigate speaking skills of participants with the CT levels, reading, listening, and writing skills were excluded in the analysis and evaluation processes. As a matter of fact, the results obtained from this study are expected

to reflect the nature of data collection tools, and scores may not be generalized to other data collection tools in terms of speaking skills.

The duration of the study was limited to 16-week period including four-week pilot study in the first semester of 2017-2018 educational year. Each skill was studied for one lesson time through four weeks in each 12-week period for the experimental group, and the control group followed their traditional schedule.

As it is realised that the teachers need to be competent to teach CTSs to the students, teachers are likely to be competent to prepare and conduct a lesson that infuses CTSs to lessen the teacher-centered approach in the traditional classroom. To benefit from CTA in the English curriculum mostly, English teachers should receive more teacher training on CT so that they could apply their teaching requirements for the new curriculum based on constructivism and be beneficial for students during learning process through the teaching materials implicitly including CTA for foreign language teaching materials.

Consequently, it can be advised that researchers might want to design a whole lesson in terms of student/learner-centred methodology starting from the needs analysis of students, selection of topics, design of the lesson and assessment at the end, embolden students into teaching/learning process, as they are the builders of their own knowledge.

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## APPENDICES

### Appendix A.

#### Eleştirel Düşünme Testi

##### ANKET SORULARI

##### Eleştirel Düşünme – Analiz Ölçeği

1'den 6'ya kadar olan sorularda her bir sorunun yanında verilen 2 ifadeyi doğru olarak kabul edin. Daha sonra bu iki ifadeden çıkan sonuç verilmiştir. Bu sonucun verilen 2 ifadeye göre doğru ya da yanlış olduğuna karar verip cevabı uygun boşluğa X koyarak belirtin.

1. Yandaki 2 ifadeyi doğru olarak kabul et.

- Bütün canlıların suya ihtiyacı vardır.
- Çiçeklerin suya ihtiyacı vardır.

|                                     |       |        |
|-------------------------------------|-------|--------|
| Sonuç: Çiçekler canlıdır.           | DOĞRU | YANLIŞ |
| Bu sonuç doğru mudur, yanlış mıdır? |       |        |

2. Yandaki 2 ifadeyi doğru olarak kabul et.

- Bütün uçaklar uçar.
- Bisikletler uçamaz.

|                                     |       |        |
|-------------------------------------|-------|--------|
| Sonuç: Bisikletler uçaktır.         | DOĞRU | YANLIŞ |
| Bu sonuç doğru mudur, yanlış mıdır? |       |        |

3. Yandaki 2 ifadeyi doğru olarak kabul et.

- İçilen her şey sağlık için yararlı değildir.
- Sigara içilir.

|                                       |       |        |
|---------------------------------------|-------|--------|
| Sonuç: Sigara sağlık için yararlıdır. | DOĞRU | YANLIŞ |
| Bu sonuç doğru mudur, yanlış mıdır?   |       |        |

4. Yandaki 2 ifadeyi doğru olarak kabul et.

- Bütün 5. sınıf öğrencileri sosyal bilgiler dersini alır.
- Arda 5. sınıf öğrencisidir.

|                                          |       |        |
|------------------------------------------|-------|--------|
| Sonuç: Arda sosyal bilgiler dersi almaz. | DOĞRU | YANLIŞ |
| Bu sonuç doğru mudur, yanlış mıdır?      |       |        |

5. Yandaki 2 ifadeyi doğru olarak kabul et.

- Bütün öğrenciler derslerini geçer.
- Emre hayat bilgisi dersinden geçmiştir.

|                                     |       |        |
|-------------------------------------|-------|--------|
| Sonuç: Emre öğrenci değildir.       | DOĞRU | YANLIŞ |
| Bu sonuç doğru mudur, yanlış mıdır? |       |        |

6. Yandaki 2 ifadeyi doğru olarak kabul et.

- Bütün parfümler güzel kokar.
- “X” parfüm değildir.

|                                     |       |        |
|-------------------------------------|-------|--------|
| Sonuç: “X” güzel kokar.             | DOĞRU | YANLIŞ |
| Bu sonuç doğru mudur, yanlış mıdır? |       |        |

##### Eleştirel Düşünme – Değerlendirme Ölçeği

1'den 9'a kadar olan sorularda her bir soruda verilen görüşü doğru kabul edin. Daha sonra bu görüşün altında bulunan ifadenin, doğru olarak kabul ettiğiniz görüşü destekleyip desteklemediğine karar verip cevabınıza uygun boşluğa X koyarak belirtin.

1. Futbolda seyirci tuttuğu takımı her zaman alkışlamalıdır. (Bu görüşü doğru olarak kabul edin)

|                                                 |           |             |
|-------------------------------------------------|-----------|-------------|
| Maçlarda oyuncular alkışa çok ihtiyaç duyarlar. | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?        |           |             |

|                                                                                                              |           |             |
|--------------------------------------------------------------------------------------------------------------|-----------|-------------|
| 2. Futbolda seyirci tuttuğu takımı her zaman alkışlamalıdır. (Bu görüşü doğru olarak kabul edin)             |           |             |
| Seyirci, sadece oynanan oyunu beğendiği zaman takımı alkışlar.                                               | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 3. Uçakla seyahat etmek arabayla seyahat etmekten çok daha tehlikelidir. (Bu görüşü doğru olarak kabul edin) |           |             |
| Alkollü sürücüler arabalarda daha çok kazaya sebep olurlar.                                                  | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 4. Uçakla seyahat etmek arabayla seyahat etmekten çok daha tehlikelidir. (Bu görüşü doğru olarak kabul edin) |           |             |
| Araba kazalarında uçak kazalarından daha çok kişi ölmektedir.                                                | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 5. Bilgisayarlar insan hayatına büyük kolaylıklar getirmektedir. (Bu görüşü doğru olarak kabul edin)         |           |             |
| Bilgisayarlar çok sık bozulmaktadır.                                                                         | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 6. Bilgisayarlar insan hayatına büyük kolaylıklar getirmektedir. (Bu görüşü doğru olarak kabul edin)         |           |             |
| İnsanlar işlerini bilgisayarlar sayesinde çok kısa sürede hallederler.                                       | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 7. Televizyon programları insanlar için çok yararlıdır. (Bu görüşü doğru olarak kabul edin)                  |           |             |
| Televizyon programları insanlara faydalı bilgiler öğretir.                                                   | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 8. Televizyon programları insanlar için çok yararlıdır. (Bu görüşü doğru olarak kabul edin)                  |           |             |
| Televizyon izlemek insanları tembelliğe alıştıır.                                                            | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 9. Spor yapmak insanı daha sağlıklı yapar. (Bu görüşü doğru olarak kabul edin)                               |           |             |
| İnsanlar spor yaparak sakatlanırlar.                                                                         | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |

#### Eleştirel Düşünme – Çıkarım Ölçeği

1'den 6'ya kadar olan sorularda her soruda bir bilgi verilmiştir. Bu bilgiyi okuduktan sonra verilen bilginin altında yazan cümlelerin, verilen bilgiye göre doğru ya da yanlış olduğuna karar verip cevabınıza uygun boşluğa X koyarak belirtin.

|                                                                        |       |        |
|------------------------------------------------------------------------|-------|--------|
| 1. Ülkemizde okuma yazma bilen insan sayısı her geçen yıl artmaktadır. |       |        |
| Ülkemizde bu yıl, önceki yıllardan daha az insan okula gitmektedir.    | DOĞRU | YANLIŞ |
| Bu çıkarım yukarıdaki bilgiye göre doğru mudur?                        |       |        |
| 2. Ülkemizde okuma yazma bilen insan sayısı her geçen yıl artmaktadır. |       |        |
| Ülkemizde bu yıl, önceki yıllara göre okul sayısı azalmıştır.          | DOĞRU | YANLIŞ |
| Bu çıkarım yukarıdaki bilgiye göre doğru mudur?                        |       |        |
| 3. Ülkemizde okuma yazma bilen insan sayısı her geçen yıl artmaktadır. |       |        |
| Ülkemizde okuma yazma öğrenmek zorlaşmıştır.                           | DOĞRU | YANLIŞ |
| Bu çıkarım yukarıdaki bilgiye göre doğru mudur?                        |       |        |
| 4. Ülkemizde hastalıktan ölen insan sayısı her geçen yıl azalmaktadır. |       |        |
| Ülkemizde her yıl sağlık hizmetleri daha çok iyileşmektedir.           | DOĞRU | YANLIŞ |
| Bu çıkarım yukarıdaki bilgiye göre doğru mudur?                        |       |        |
| 5. Ülkemizde hastalıktan ölen insan sayısı her geçen yıl azalmaktadır. |       |        |
| Ülkemizde her geçen yıl doktor sayısı azalmaktadır.                    | DOĞRU | YANLIŞ |
| Bu çıkarım yukarıdaki bilgiye göre doğru mudur?                        |       |        |

|                                                                                                              |           |             |
|--------------------------------------------------------------------------------------------------------------|-----------|-------------|
| 2. Futbolda seyirci tuttuğu takımı her zaman alkışlamalıdır. (Bu görüşü doğru olarak kabul edin)             |           |             |
| Seyirci, sadece oynanan oyunu beğendiği zaman takımı alkışlar.                                               | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 3. Uçakla seyahat etmek arabayla seyahat etmekten çok daha tehlikelidir. (Bu görüşü doğru olarak kabul edin) |           |             |
| Alkollü sürücüler arabalarda daha çok kazaya sebep olurlar.                                                  | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 4. Uçakla seyahat etmek arabayla seyahat etmekten çok daha tehlikelidir. (Bu görüşü doğru olarak kabul edin) |           |             |
| Araba kazalarında uçak kazalarından daha çok kişi ölmektedir.                                                | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 5. Bilgisayarlar insan hayatına büyük kolaylıklar getirmektedir. (Bu görüşü doğru olarak kabul edin)         |           |             |
| Bilgisayarlar çok sık bozulmaktadır.                                                                         | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 6. Bilgisayarlar insan hayatına büyük kolaylıklar getirmektedir. (Bu görüşü doğru olarak kabul edin)         |           |             |
| İnsanlar işlerini bilgisayarlar sayesinde çok kısa sürede hallederler.                                       | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 7. Televizyon programları insanlar için çok yararlıdır. (Bu görüşü doğru olarak kabul edin)                  |           |             |
| Televizyon programları insanlara faydalı bilgiler öğretir.                                                   | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 8. Televizyon programları insanlar için çok yararlıdır. (Bu görüşü doğru olarak kabul edin)                  |           |             |
| Televizyon izlemek insanları tembelliğe alıştıır.                                                            | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |
| 9. Spor yapmak insanı daha sağlıklı yapar. (Bu görüşü doğru olarak kabul edin)                               |           |             |
| İnsanlar spor yaparak sakatlanırlar.                                                                         | DESTEKLER | DESTEKLEMEZ |
| Bu cümle yukarıdaki görüşü destekler mi?                                                                     |           |             |

#### Eleştirel Düşünme – Çıkarım Ölçeği

1'den 6'ya kadar olan sorularda her soruda bir bilgi verilmiştir. Bu bilgiyi okuduktan sonra verilen bilginin altında yazan cümlelerin, verilen bilgiye göre doğru ya da yanlış olduğuna karar verip cevabınıza uygun boşluğa X koyarak belirtin.

|                                                                        |       |        |
|------------------------------------------------------------------------|-------|--------|
| 1. Ülkemizde okuma yazma bilen insan sayısı her geçen yıl artmaktadır. |       |        |
| Ülkemizde bu yıl, önceki yıllardan daha az insan okula gitmektedir.    | DOĞRU | YANLIŞ |
| Bu çıkarım yukarıdaki bilgiye göre doğru mudur?                        |       |        |
| 2. Ülkemizde okuma yazma bilen insan sayısı her geçen yıl artmaktadır. |       |        |
| Ülkemizde bu yıl, önceki yıllara göre okul sayısı azalmıştır.          | DOĞRU | YANLIŞ |
| Bu çıkarım yukarıdaki bilgiye göre doğru mudur?                        |       |        |
| 3. Ülkemizde okuma yazma bilen insan sayısı her geçen yıl artmaktadır. |       |        |
| Ülkemizde okuma yazma öğrenmek zorlaşmıştır.                           | DOĞRU | YANLIŞ |
| Bu çıkarım yukarıdaki bilgiye göre doğru mudur?                        |       |        |
| 4. Ülkemizde hastalıktan ölen insan sayısı her geçen yıl azalmaktadır. |       |        |
| Ülkemizde her yıl sağlık hizmetleri daha çok iyileşmektedir.           | DOĞRU | YANLIŞ |
| Bu çıkarım yukarıdaki bilgiye göre doğru mudur?                        |       |        |
| 5. Ülkemizde hastalıktan ölen insan sayısı her geçen yıl azalmaktadır. |       |        |
| Ülkemizde her geçen yıl doktor sayısı azalmaktadır.                    | DOĞRU | YANLIŞ |
| Bu çıkarım yukarıdaki bilgiye göre doğru mudur?                        |       |        |

6. Ülkemizde hastalıktan ölen insan sayısı her geçen yıl azalmaktadır.

|                                                        |       |        |
|--------------------------------------------------------|-------|--------|
| Ülkemizde her geçen yıl ölen insan sayısı artmaktadır. | DOĞRU | YANLIŞ |
| Bu çıkarım yukarıdaki bilgiye göre doğru mudur?        |       |        |

### Eleştirel Düşünme – Yorumlama Ölçeği

#### ARDA'NIN BİR GÜNÜ

Arda, ilköğretim 5. sınıf öğrencisidir. O gün, okuldan eve geldiğinde annesi ona bir alışveriş listesi vermişti. Listede ekmek, gazete, yumurta, peynir, zeytin ve kıyma vardı. Arda, hemen markete gitti. 1 YTL'lik ekmek, 2 YTL'lik yumurta, 2 YTL'lik peynir ve 2 YTL'lik zeytin aldı. Ardından gazete bayisinden 2 gazete aldı. Sonra köşedeki kasaba gitti ve 6,5 YTL'lik kıyma aldı. Böylece, annesinin verdiği listedeki her şeyi almıştı. Cebinde 1 YTL arttığını görünce tekrar markete uğrayıp kendine o parayla çikolata aldı ve eve geldi.

Eve geldiğinde annesi, Arda'nın aldıklarını kontrol etti. Her şeyi aldığını gördü fakat istediği gazetelerden farklı gazeteleri aldığını fark etti. Arda, dalgınlıkla Milliyet ve Hürriyet gazetelerini almıştı, hâlbuki evlerinde sabah ve Akşam gazeteleri okunurdu. Annesi para artıp artmadığını sorduğunda Arda, hiç para artmadığını sordu. Bu arada telefon çaldı ve telefonu Arda açtı. Babaannesiymiş arayan ve “*Evde iseler onlara ziyarete geleceklerini*” söylemişti. Arda çok mutlu babaannesinin evlerine gelecek olmasından. Bunun üzerine annesi Arda'ya tekrar para verip taze çekirdek, leblebi, fıstık, badem, meyve suyu ile kuru pasta almasını ve aldığı gazeteleri değiştirmesini söyledi. Arda, koşarak evden çıktı. Çünkü babaannesi gelmeden alışverişini bitirmesi gerekiyordu. Önce gazete bayisine gitti ve gazeteleri değiştirdi. Sonra kuruyemişiye uğradı ve toplam 1 kilogramlık çekirdek, leblebi, fıstık ve badem aldı. Oradan markete geçti ve 1 litrelik şeftali suyu aldı. Son olarak da pastaneden 2 kilogramlık kuru pasta aldı ve “*ohh be, bu alışverişten de bütün mahalle esnafları para kazandı, ama keşke bir kardeşim olsaydı da, alışverişlere o gitseydi*” diye söylene söylene eve döndü.

Arda, eve geldikten 15 dakika sonra babaannesi ve halası Ardalara geldi. Arda'nın kuzenleri Doğukan ve Emre de öğrenci olduklarından onlardan 15 dakika sonra Ardalara geldiler. Çünkü okuldan yeni çıkmışlardı. Doğukan, Emre ve Arda hemen bilgisayarın başına geçtiler. Yarımşar saat oynadıktan sonra bahçeye inip top oynadılar. Arda 2 alışveriş macerası sonrası çok yorulduğu için kaleye geçti. Doğukan ve Emre Arda'nın halasının çocukları olduğu için kardeş gibiydiler ve çok iyi anlaşıyorlardı. 1 saat top oynadıktan sonra eve dönüp TV izlediler...

1'den 10'a kadar olan soruları yukarıda verilen “Arda'nın Bir Günü” başlıklı metni dikkatli okuduktan sonra metne göre cevaplayın. Her bir sorunun altında 4 seçenek verilmiştir. Doğru bulduğunuz seçeneği işaretleyin.

- Sence annesi niçin sürekli alışverişe Arda'yı göndermektedir?
  - Arda, ilköğretim 5. sınıf öğrencisi olduğu için.
  - Arda, okuldan çıktıktan sonra alışveriş yapmayı çok sevdiği için.
  - Arda, alışverişlerde hiç hata yapmadığı için.
  - Arda'nın başka kardeşi olmadığı için.
- Sence, niçin Arda annesinin istediğinden farklı gazeteleri almıştır?
  - Parası o gazeteleri almaya yettiği için.
  - Annesinin istediği gazeteleri sevmediği için.
  - Kendi aldığı gazeteleri okumayı sevdiği için.
  - Gazeteleri alırken dalgın olduğu için.
- Sence niçin annesi, para artıp artmadığını sorduğunda Arda, hiç para artmadığını söyledi?
  - Yalan söylemeyi sevdiği için.
  - Hesap yapmayı bilmediği için.
  - Hiç para artmadığı için.
  - Çikolata aldığını unuttuğu için.
- Sence neden Doğukan, Emre ve Arda farklı zamanlarda okullardan çıkmışlardı?
  - Okulları farklı olduğu için.
  - Arda sabahçı, Doğukan ve Emre de öğrenci oldukları için.
  - Sınıfları farklı olduğu için.
  - Doğukan ve Emre sabahçı, Arda da öğrenci olduğu için.

5. Arda'nın annesi, Arda'nın babaannesinin geleceğini öğrendikten sonra neden Arda'yı bir daha alışverişe gönderdi?

- a. Arda'nın yanlış aldığı gazeteleri değiştirmesi için.
- b. Arda'nın babaannesini daha iyi ağırlamak için.
- c. Evde taze çekirdek, leblebi, fıstık, badem, meyve suyu ile kuru pasta olmadığı için.
- d. Arda'nın babaannesi taze çekirdek, leblebi, fıstık, badem, meyve suyu ile kuru pastayı çok sevdiği için.

6. Arda, neden ilk alışverişte gazete ve kıyma, ikinci alışverişte de kuruyemiş ve kuru pastayı marketten almadı?

- a. Arda'nın canı öyle istediği için.
- b. Kasapta, kuruyemişçide ve pastanede daha taze ürünler satıldığı için.
- c. Markette gazete, kıyma, kuruyemiş ve kuru pasta satılmadığı için.
- d. Arda, yaptığı alışverişlerde bütün mahalle esnafının para kazanmasını istediği için.

7. Doğukan ve Emre, niçin Arda'yla çok iyi anlaşıyorlardı?

- a. Akraba oldukları için.
- b. Çocuk oldukları için.
- c. Misafir oldukları için.
- d. Birlikte oyun oynadıkları için.

8. Sence niçin Arda ikinci alışverişini koşarak yaptı?

- a. Koşmayı çok sevdiği için.
- b. Her işinin hızlı yapmayı sevdiği için.
- c. Babaannesi evlerine geleceği için.
- d. Ders çalışacağı için.

9. Sence niçin ilk alışveriş sonunda annesi, Arda'nın aldıklarını kontrol etmesine rağmen ikincisinde kontrol etmedi?

- a. Unuttuğu için.
- b. Arda'nın babaannesi geleceğinden hazırlık yaptığı için.
- c. Arda'ya güvendiği için.
- d. Arda'nın ikinci kez yanlış gazeteleri almayacağını düşündüğü için.

10. Babaannesi niçin gelmen önce Arda'ları telefonla aradı?

- a. Evde olup olmadıklarını öğrenmek için.
- b. Hatırlarını sormak için.
- c. Bir şey isteyip istemediklerini öğrenmek için.
- d. Arda'yla konuşmak için.

#### Eleştirel Düşünme – Açıklama Ölçeği

#### ARDA'NIN BİR GÜNÜ

Arda, ilköğretim 5. sınıf öğrencisidir. O gün, okuldan eve geldiğinde annesi ona bir alışveriş listesi vermişti. Listede ekmek, gazete, yumurta, peynir, zeytin ve kıyma vardı. Arda, hemen markete gitti. 1 YTL'lik ekmek, 2 YTL'lik yumurta, 2 YTL'lik peynir ve 2 YTL'lik de zeytin aldı. Ardından gazete bayisinden 2 gazete aldı. Sonra köşedeki kasaba gitti ve 6,5 YTL'lik kıyma aldı. Böylece, annesinin verdiği listedeki her şeyi almıştı. Cebinde 1 YTL arttığını görünce tekrar markete uğrayıp kendine o parayla çikolata aldı ve eve geldi.

Eve geldiğinde annesi, Arda'nın aldıklarını kontrol etti. Her şeyi aldığını gördü fakat istediği gazetelerden farklı gazeteleri aldığını fark etti. Arda, dalgınlıkla Milliyet ve Hürriyet gazetelerini almıştı, hâlbuki evlerinde sabah ve Akşam gazeteleri okunurdu. Annesi para artıp artmadığını sorduğunda Arda, hiç para artmadığını sordu. Bu arada telefon çaldı ve telefonu Arda açtı. Babaannesi arayan ve "Evde iseler onlara ziyarete geleceklerini" söylemişti. Arda çok mutlu babaannesinin evlerine gelecek olmasından. Bunun üzerine annesi Arda'ya tekrar para verip taze çekirdek, leblebi, fıstık, badem, meyve suyu ile kuru pasta almasını ve aldığı gazeteleri değiştirmesini söyledi. Arda, koşarak evden çıktı. Çünkü babaannesi gelmeden alışverişini bitirmesi gerekiyordu. Önce gazete bayisine gitti ve gazeteleri değiştirdi. Sonra kuruyemişçiye uğradı ve toplam 1 kilogramlık çekirdek, leblebi, fıstık ve badem aldı. Oradan markete geçti ve 1 litrelik şeftali suyu aldı. Son olarak da pastaneden 2 kilogramlık kuru pasta aldı ve "ohh be, bu alışverişten de bütün mahalle esnafları para kazandı, ama keşke bir kardeşim olsaydı da, alışverişlere o gitseydi" diye söylene söylene eve döndü.

Arda, eve geldikten 15 dakika sonra babaannesi ve halası Ardalara geldi. Arda'nın kuzenleri Doğukan ve Emre de öğlenci olduklarından onlardan 15 dakika sonra Ardalara geldiler. Çünkü okuldan yeni çıkmışlardı. Doğukan, Emre ve Arda hemen bilgisayarın başına geçtiler. Yarımşar saat oynadıktan sonra bahçeye inip top oynadılar. Arda 2 alışveriş macerası sonrası çok yorulduğu için kaleye geçti. Doğukan ve Emre Arda'nın halasının çocukları olduğu için kardeş gibiydiler ve çok iyi anlaşıyorlardı. 1 saat top oynadıktan sonra eve dönüp TV izlediler...

1'den 10'a kadar olan soruları yukarıda verilen "Arda'nın Bir Günü" başlıklı metni dikkatli okuduktan sonra metne göre cevaplayın. Her bir sorunun altında 4 seçenek verilmiştir. Doğru bulduğunuz seçeneği işaretleyin.

1. Arda yaptığı alışverişlerde en çok nereye uğramıştır?
  - a. Kasaba uğramıştır.
  - b. Gazete bayisine uğramıştır.
  - c. Markete uğramıştır.
  - d. Kuruyemişiye uğramıştır.
2. Doğukan, Emre ve Arda toplam kaç saat oyun oynamışlardır?
  - a. 1 saat oyun oynamışlardır.
  - b. 2 saat oyun oynamışlardır.
  - c. 2,5 saat oyun oynamışlardır.
  - d. 1,5 saat oyun oynamışlardır.
3. Arda, okuldan eve geldikten sonra toplam kaç kere dışarı çıkmıştır?
  - a. 1 kere dışarı çıkmıştır.
  - b. 2 kere dışarı çıkmıştır.
  - c. 3 kere dışarı çıkmıştır.
  - d. 4 kere dışarı çıkmıştır.
4. Doğukan ve Emre ile Arda arasındaki akrabalık bağı nedir?
  - a. Arda'nın babasıyla Doğukan ve Emre'nin anneleri kardeşler.
  - b. Arda'nın annesiyle Doğukan ve Emre'nin babaları kardeşler.
  - c. Arda'nın babasıyla Doğukan ve Emre'nin babaları kardeşler.
  - d. Arda'nın annesiyle Doğukan ve Emre'nin anneleri kardeşler.
5. Arda'nın yaptığı ilk alışverişte ürünlerin hangisi annesinin verdiği listede yoktu?
  - a. Ekmek yoktu.
  - b. Kıyma yoktu.
  - c. Yumurta yoktu.
  - d. Çikolata yoktu.
6. Arda alışverişlerinin hangisini fiyata (YTL) göre, hangisini ağırlığa (kilogram-litre) göre yapmıştır?
  - a. İlk alışverişini ağırlığa (kilogram-litre) göre, ikinci alışverişini ise fiyata (YTL) göre yapmıştır.
  - b. İlk alışverişini fiyata (YTL) göre, ikinci alışverişini ise ağırlığa (kilogram-litre) göre yapmıştır.
  - c. İlk alışverişini ağırlığa (kilogram- litre) göre, ikinci alışverişini de ağırlığa (kilogram-litre) göre yapmıştır.
  - d. İlk alışverişini fiyata (YTL) göre, ikinci alışverişini de fiyata (YTL) göre yapmıştır.
7. Annesini yanlış aldığı söyleyince Arda hangi gazeteleri değiştirmeye gitti?
  - a. Milliyet ve Sabah gazetelerini değiştirmeye gitti.
  - b. Sabah ve Akşam gazetelerini değiştirmeye gitti.
  - c. Hürriyet ve Akşam gazetelerini değiştirmeye gitti.
  - d. Milliyet ve Hürriyet gazetelerini değiştirmeye gitti.
8. "Arda'nın Bir Günü" başlıklı metne göre Ardaların mahallesinde bulunan esnaflar işyerleri hangileridir?
  - a. Kasap, kuruyemişi, pastane ve manav.
  - b. Manav, gazete bayisi, kasap, kuruyemişi ve pastane.
  - c. Berber, gazete bayisi, kasap ve kuruyemişi.
  - d. Market, gazete bayisi, kasap, kuruyemişi ve pastane.

9. Doğukan, Emre ve Arda bahçeye top oynamaya indiklerinde Arda neden kaleye geçmek istemiştir?

- a. Doğukan ve Emre öyle istediği için Arda kaleye geçmek istemiştir.
- b. Arda iki kere alışverişe koşarak gittiğinden bir daha koşup yorulmamak için kaleye geçmek istemiştir.
- c. Arda futbolda her zaman kalecilik yaptığı için kaleye geçmek istemiştir.
- d. Bir kişinin oyun esnasında kaleye geçmesi gerektiği için Arda kaleye geçmek istemiştir.

#### Eleştirel Düşünme – Öz Düzenleme Ölçeği

1'den 10'a kadar olan sorularda çeşitli davranışlar sıralanmıştır. Bu davranışları yapıp yapmadığınızı ve ne sıklıkla yaptığınızı (her zaman-bazen-hiçbir zaman) uygun boşluğa X koyarak belirtin.

|    | DAVRANIŞLAR                                                                         | HER ZAMAN | BAZEN | HİÇBİR ZAMAN |
|----|-------------------------------------------------------------------------------------|-----------|-------|--------------|
| 1  | Birisi benim yaptığım işlemlerden farklı bir yol önerdiğinde düşünmeden reddederim. |           |       |              |
| 2  | Bir problemi çözerken birden fazla doğru yol bulmaya çalışırım.                     |           |       |              |
| 3  | Çalışırken anlayamadığım şeyleri öğrenmek için çabalarım.                           |           |       |              |
| 4  | Kendi fikirlerim ile başkalarının fikirlerini karşılaştırırım.                      |           |       |              |
| 5  | Haklı olduğumu düşünürsem başkalarının fikirlerini dinlemem.                        |           |       |              |
| 6  | Sınavlarda hata yaptığımda nerede hata yaptığımı anlamaya çalışırım.                |           |       |              |
| 7  | Zor durumda kaldığımda başkalarından yardım istemem.                                |           |       |              |
| 8  | Yeni çözümler üretmeyi gerektiren problemlerle daha çok ilgilenirim.                |           |       |              |
| 9  | Çok fazla düşünmemi gerektiren işlerden kaçırım.                                    |           |       |              |
| 10 | Bir problemi çözerken, çözümün nasıl olacağını önce başka birine sorarım.           |           |       |              |

## Appendix B.

### Eleştirel Düşüme Testi (İngilizce)

#### CRITICAL THINKING TEST

##### Critical Thinking – Analysis Scale

Consider of the two statements which are given with every question ranging between 1 and 6. Then the result from these two statements are given as seen. Choose the correct option by ticking off X to the right blank.

**1. Assume the two statements given below as correct ones:**

\* All living creatures are in need of water.

\* Flowers are in need of water.

|                                           |             |              |
|-------------------------------------------|-------------|--------------|
| <b>Result:</b> Flowers are living things. | <b>TRUE</b> | <b>FALSE</b> |
| Is this result true or false?             |             |              |

**2. Assume the two statements given below as correct ones:**

\*All aeroplanes fly.

\*Bicycles do not fly.

|                                         |             |              |
|-----------------------------------------|-------------|--------------|
| <b>Result:</b> Bicycles are aeroplanes. | <b>TRUE</b> | <b>FALSE</b> |
| Is this result true or false?           |             |              |

**3. Assume the two statements given below as correct ones:**

\* Every potable things are not healthy.

\* Smoking is allowed.

|                                      |             |              |
|--------------------------------------|-------------|--------------|
| <b>Result:</b> Smoking is healthful. | <b>TRUE</b> | <b>FALSE</b> |
| Is this result true or false?        |             |              |

**4. Assume the two statements given below as correct ones:**

\* All the 5.grade students take social studies as a course.

\*Arda is a student in 5.grade.

|                                                  |             |              |
|--------------------------------------------------|-------------|--------------|
| <b>Result:</b> Arda does not take social studies | <b>TRUE</b> | <b>FALSE</b> |
| Is this result true or false?                    |             |              |

**5. Assume the two statements given below as correct ones:**

\* All students pass the courses.

\* Emre passed the social science studies course.

|                                       |             |              |
|---------------------------------------|-------------|--------------|
| <b>Result:</b> Emre is not a student. | <b>TRUE</b> | <b>FALSE</b> |
| Is this result true or false?         |             |              |

**6. Assume the two statements given below as correct ones:**

\*.All the perfumes smell good.

\*.X is not a perfume.

|                               |             |              |
|-------------------------------|-------------|--------------|
| <b>Result:</b> X smells good. | <b>TRUE</b> | <b>FALSE</b> |
| Is this result true or false? |             |              |

**Critical Thinking – Evaluation Scale**

Consider of the two statements which are given with every question ranging between 1 and 9. Then the result from these two statements are given as seen. Choose the correct option by ticking off X to the right blank.

**1. Assume the statement given below as correct one:**

\*Spectators always should cheer on the team they support in football.

|                                                        |            |           |
|--------------------------------------------------------|------------|-----------|
| Teamplayers are in need of the applause in the game.   | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b> |            |           |

**2. Assume the statement given below as correct one:**

\* Spectators always should cheer on the team they support in football.

|                                                                  |            |           |
|------------------------------------------------------------------|------------|-----------|
| Spectators only cheer on the team as long as they like the game. | <b>YES</b> | <b>NO</b> |
|------------------------------------------------------------------|------------|-----------|

|                                                        |  |  |
|--------------------------------------------------------|--|--|
| <b>Does this sentence confirm the statement above?</b> |  |  |
|--------------------------------------------------------|--|--|

**3. Assume the statement given below as correct one:**

\*. The flight is more dangerous than car travel.

|                                                        |            |           |
|--------------------------------------------------------|------------|-----------|
| Drunk drivers cause car accident mostly.               | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b> |            |           |

**4. Assume the statement given below as correct one:**

\* The flight is more dangerous than car travel.

|                                                                   |            |           |
|-------------------------------------------------------------------|------------|-----------|
| More people die in a automobile accident than in the plane crash. | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b>            |            |           |

**5. Assume the statement given below as correct one:**

\* Computers facilitate human life substantially.

|                                                        |            |           |
|--------------------------------------------------------|------------|-----------|
| Computers go wong very often.                          | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b> |            |           |

**6. Assume the statement given below as correct one:**

\* Computers facilitate human life substantially.

|                                        |            |           |
|----------------------------------------|------------|-----------|
| People take care of their works easily | <b>YES</b> | <b>NO</b> |
|----------------------------------------|------------|-----------|

|                                                        |  |  |
|--------------------------------------------------------|--|--|
| <b>Does this sentence confirm the statement above?</b> |  |  |
|--------------------------------------------------------|--|--|

**7. Assume the statement given below as correct one:**

\*Tv shows are very useful for people.

|                                                        |            |           |
|--------------------------------------------------------|------------|-----------|
| Tv shows relay useful information.                     | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b> |            |           |

**8. Assume the statement given below as correct one:**

\*Tv shows are very useful for people.

|                                                        |            |           |
|--------------------------------------------------------|------------|-----------|
| Watching tv makes people lazy.                         | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b> |            |           |

**9. Assume the statement given below as correct one:**

\*Doing sports make people more healthy.

|                                                        |            |           |
|--------------------------------------------------------|------------|-----------|
| People get injured in doing sports.                    | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b> |            |           |

**Critical Thinking –Deduction Scale**

Consider of the two statements which are given with every question ranging between 1 and 6. Then the result fom these two statements are given as seen. Choose the correct option by ticking off X to the right blank.

**1. Assume the statement given below as correct one:**

\*The number of literate people increases every passing year.

|                                                                                    |            |           |
|------------------------------------------------------------------------------------|------------|-----------|
| This year, less people in our country go to school compared to the previous years. | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b>                             |            |           |

**2. Assume the statement given below as correct one:**

\*The number of literate people increases every passing year.

|                                                                                              |            |           |
|----------------------------------------------------------------------------------------------|------------|-----------|
| This year, the number of school in our country has decreased compared to the previous years. | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b>                                       |            |           |

**3. Assume the statement given below as correct one:**

\* The number of literate people increases every passing year

|                                                                    |            |           |
|--------------------------------------------------------------------|------------|-----------|
| Learning how to read and write in our county has become difficult. | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b>             |            |           |



**4. Assume the statement given below as correct one:**

\* The number of people dying from illnesses decreases every passing year

|                                                           |            |           |
|-----------------------------------------------------------|------------|-----------|
| Health care services go better in our country every year. | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b>    |            |           |

**5. Assume the statement given below as correct one:**

\* The number of people dying from illnesses decreases every passing year

|                                                                    |            |           |
|--------------------------------------------------------------------|------------|-----------|
| The number of doctors in our country decreases every passing year. | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b>             |            |           |

**6. Assume the statement given below as correct one:**

\* The number of people dying from illnesses decreases every passing year

|                                                                        |            |           |
|------------------------------------------------------------------------|------------|-----------|
| The number of dead people in our country increases every passing year. | <b>YES</b> | <b>NO</b> |
| <b>Does this sentence confirm the statement above?</b>                 |            |           |

**Critical Thinking –Interpretation Scale**

Arda is a fifth grade student at secondary school. One day his mother gave him a shopping list when he returned home. On the list, there were a loaf of bread, newspaper, eggs, cheese, olives and minced meat. Arda went to grocery. He bought a loaf bread priced at one Turkish Lira, eggs, cheese and olives priced at two Turkish Liras. And then he

bought two newspaper in newsagent's. He went to the butcher's shop and bought minced meat price at 6.5 turkish liras. Thus, he bought every thing on the list. Before going home, he recognized that he has one more turkish lira in his pocket and he fetched a chocolate from market.

When he returned home, his mother checked all th stuff he bought. She recognized that he bought everything on the list but different newspapers. Arda bought Hurriyet and Milliyet newspapers absently yet, Sabah and Akşam newspapers are read in his home. When his mother asked him whether he got extra liras left after all the things, he replied 'no'. In the meantime, phone rang and he picked up the phone. It was his grandmother calling. And she stated that she would visit them if they were not busy. Arda became happy because of his grandmother's visit. Therewith this situation, his mother gave him money in order to get snack food such as sunflower seed, roasted chickpeas, peanut and almond besides fruit juice and cookies. And she remindedn him to switch the newspapers. Arda ran out of home because he had to do the shopping before his grandmother came. Fristly, he went to the newsagent's and switched the newspapers. Then he came over the kiosk and bought a kilo of the snack food. Later, he dropped by the grocery in order to buy a litre of peach juice. Finally, he bought 2 kilos of cookies from pastry shop and he returned home by grumbling ' Well! The shopkeepers earned via this shopping but I wish I had a brother and he would do this instead of me!

Fifteen minutes later, His grandmother and aunt came home. Fifteen minutes later after their arrival, arda's cousins, Doğukan and Emre also came home because they were afternoon students. Doğukan, Emre and Arda sat at the computer in a snap. All of them played computer games for half an hour. Then, they played football in the garden. Arda went in goal after going shopping twice. They were brotherlike and they were getting well each other. After playing football for an hour, They went home and watched tv.

**Give answer to the questions ranging between 1 to 10 according to the text given above. There are four options and circle the right option.**

1. Why do you think Arda's mother generally sends him?

- a) Because Arda is a fifth grade student.
- b) Because Arda likes doing shopping after leaving school.
- c) Because Arda never makes mistakes in doing shopping.
- d) Because Arda does not have a brother or sister.

2. Why do you think Arda got the newspaper instead of the ones his mother asked?

- a) Because he didn't have enough money to get these newspapers.
- b) Because he does not like the newspapers his mother asked.
- c) Because he likes reading the newspapers he got by himself.
- d) Because he was absentminded while he was buying them.

3. Why do you think Arda said that he had no extra money left when his mother asked?

- a) Because he likes lying.
- b) Because he does not know how to calculate.
- c) Because there was no extra money left.
- d) Because he forgot buying a bar of chocolate.

4. Why do you think Arda, Emre and Doğukan left the school at different times?

- a) Because Their schools are not similar ones.
- b) Because Arda goes to school in the mornings on the other hand the others go to school afternoon.
- c) Because their classrooms are different ones.
- d) Because Doğukan and Emre goes to school in the mornings but Arda goes to school afternoon.

5. Why do you think Arda's mother sent Arda for shopping again after she learnt that Arda's grandmother would come over?

- a) Because She wanted him to change the newspapers with the ones she asked..
- b) Because She wanted to show hospitality towards Arda's grandmother well.
- c) Because there were no snack food. such as sunflower seed, roasted chickpeas, peanut and almond besides fruit juice and cookies.
- d) Because Arda's grandmother likes snack food. such as sunflower seed, roasted chickpeas, peanut and almond besides fruit juice and cookies.

6. Why do you think Arda did not get newspaper and minced meat at first shopping, and fruit juice and cookies at second shopping?

- a) Because Arda liked doing just like that.

- b) Because more fresh products were sold in butcher shop, kiosk and pastry shop.
- c) Because there were no snack food. such as sunflower seed, roasted chickpeas, peanut and almond besides fruit juice and cookies.
- d) Because Arda's grandmother likes snack food. such as sunflower seed, roasted chickpeas, peanut and almond besides fruit juice and cookies.

7. Why were Doğukan and Emre getting well with Arda?

- a) Because they were cousins.
- b) Because they were children.
- c) Because they were guests.
- d) Because they played computer games together.

8. Why do you think Arda ran out of home for second shopping?

- a) Because he liked running.
- b) Because he liked doing everything swiftly.
- c) Because his grandmother would come over.
- d) Because he would study.

9. Why do you think his mother did not check the stuff he bought at second shopping while she checked the ones at first shopping?

- a) Because she forgot to check them.
- b) Because she was making preparation for his grandmother.
- c) Because she counted on him.
- d) Because she thought that Arda would not get the wrong newspapers twice.

10. Why did his grandmother call them before coming over?

- a) Because she wanted to know whether they were at home or not.
- b) Because she wanted to ask them how they were.
- c) Because she wanted to learn whether they ask anything or not.
- d) Because she wanted to talk to Arda.

### **Critical Thinking-Clarification Scale**

Arda is a fifth grade student at secondary school. One day his mother gave him a shopping list when he returned home. On the list, there were a loaf of bread, newspaper,

eggs, cheese, olives and minced meat. Arda went to grocery. He bought a loaf bread priced at one turkish lira, eggs, cheese and olives priced at two turkish liras. And then he bought two newspaper in newsagent's. He went to the butcher's shop and bought minced meat price at 6.5 turkish liras. Thus, he bought every thing on the list. Before going home, he recognized that he has one more turkish lira in his pocket and he fetched a chocolate from market.

When he returned home, his mother checked all th stuff he bought. She recognized that he bought everything on the list but different newspapers. Arda bought Hurriyet and Milliyet newspapers absently yet, Sabah and Akşam newspapers are read in his home. When his mother asked him whether he got extra liras left after all the things, he replied 'no'. In the meantime, phone rang and he picked up the phone. It was his grandmother calling. And she stated that she would visit them if they were not busy. Arda became happy because of his grandmother's visit. Therewith this situation, his mother gave him money in order to get snack food such as sunflower seed, roasted chickpeas, peanut and almond besides fruit juice and cookies. And she remindedn him to switch the newspapers. Arda ran out of home because he had to do the shopping before his grandmother came. Fristly, he went to the newsagent's and switched the newspapers. Then he came over the kiosk and bought a kilo of the snack food. Later, he dropped by the grocery in order to buy a litre of peach juice. Finally, he bought 2 kilos of cookies from pastry shop and he returned home by grumbling ' Well! The shopkeepers earned via this shopping but I wish I had a brother and he would do this instead of me!

Fifteen minutes later, His grandmother and aunt came home. Fifteen minutes later after their arrival, arda's cousins, Doğukan and Emre also came home because they were afternoon students. Doğukan, Emre and Arda sat at the computer in a snap. All of them played computer games for half an hour. Then, they played football in the garden. Arda went in goal after going shopping twice. They were brotherlike and they were getting well each other. After playing football for an hour, They went home and watched tv

**Give answer to the questions ranging between 1 to 9 according to the text given above. There are four options and circle the right option.**

1. Where did Arda drop in mostly while he was doing shopping?

- a) He drooped in butcher shop.
- b) He dropped in newsagent's.
- c) He drooped in grocery.
- d) He dropped in kiosk.

2. How many hours did Doğukan, Emre and Arda play in total?

- a) They played for an hour.
- b) They played for two hours.
- c) They played for two and a half hours.
- d) They played for one and a half hours.

3. How many times did Arda go out in total?

- a) He went out once.
- b) He went out twice.
- c) He went out three times.
- d) He went out four times.

4. What is the degree of relationship between Doğukan, Emre and Arda?

- a) Arda's father is brother of Doğukan and Emre's mother.
- b) Arda's mother is sister of Doğukan and Emre's father.
- c) Arda's father is brother of Doğukan and Emre's father.
- d) Arda's mother is sister of Doğukan and Emre's mother.

5. Which one was not in the shopping list his mother gave?

- a) Bread
- b) Minced meat
- c) Egg
- d) Chocolate.

6. Which ones did Arda do shopping in terms of price and weight units (kilos and litres)?

- a) the first shopping was done in terms of weight units, the second one was vice versa.
- b) the first shopping was done in terms of price, the second one was vice versa.
- c) Both shopping was done in terms of weight units

d) Both shopping was done in terms of price

7. Which newspapers did Arda go out to buy when his mother asked him to change them?

- a) He went out for changing Milliyet and Sabah newspapers.
- b) He went out for changing Sabah and Akşam newspapers
- c) He went out for changing Hürriyet and Akşam newspapers
- d) He went out for changing Milliyet and Hürriyet newspapers

8. According to the text above, which shops were in his neighborhood?

- a) Butcher shop, kiosk, pastry shop and greengrocer.
- b) Greengrocer, newsagent's, butcher shop, kiosk and pastry shop.
- c) Barber shop, newsagent's, butcher shop and kiosk.
- d) Grocery, newsagent's, butcher shop, kiosk and pastry shop.

9. Why did Arda wanted to go in goal when they went out for playing football in the garden?

- a) Because Doğukan and Emre wanted like that.
- b) Because Arda wanted not to get tired again after hi going shopping twice.
- c) Because Arda was always a goalkeeper when they were playing football.
- d) Because A person had to be a goalkeeper in a football game.

### Critical Thinking- Self-Regulation Scale

Some varied behaviours are listed in the questions ranging between 1 and 10. State your choice by putting X. The frequencies of the behaviours are given below.

| BEHAVIOURS                                                                      | ALWAYS | SOMETIMES | NEVER |
|---------------------------------------------------------------------------------|--------|-----------|-------|
| 1.If someone recommend a different way from mine, I refuse it without thinking. |        |           |       |
| 2.While I am solving a problem, I try to find ways more than one.               |        |           |       |
| 3.While I am studying, I try to figure out what I do not understand.            |        |           |       |
| 4.I compare my ideas to the others.                                             |        |           |       |
| 5.If I think of being right, I do not care about others' ideas.                 |        |           |       |
| 6.If I make a mistake in an exam, I try to understand what I did wrong.         |        |           |       |
| 7.While being stuck in a difficult situation, I do not ask for help.            |        |           |       |
| 8.I especially take care of issues which necessitates new solutions.            |        |           |       |
| 9.I get out of the issues which necessitates overthnking.                       |        |           |       |
| 10.While solving a problem, I ask for help from someone how to solve this       |        |           |       |

## Appendix C.

### Oral Assessment Criteria and Rating Scale

| TASK COMPLETION                                        |                                                                                                                                                                  |                                                                                                                                                                                               |                                                                                                                                                             |  |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                        | 1 Unsatisfactory                                                                                                                                                 | 3 Moderately satisfactory                                                                                                                                                                     | 5 Fully satisfactory                                                                                                                                        |  |
| <b>ACTIVITY 1</b><br>Interview                         | Barely responds to the questions, gives wrong or irrelevant answers or no answer at all.                                                                         | Responds to the A1 questions effectively, including most of the main content points, but has difficulty with or may not respond to the A2 questions.                                          | Responds to all questions in a fully satisfactory manner, including the most important content points in his/her answers.                                   |  |
| <b>ACTIVITY 2</b><br>Talking about photos              | Has difficulty in replying even to the A1 questions of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of visual prompts. | Responds to the A1 questions of the task effectively, using the visual prompts and including most content points, but has difficulty with or may not respond to the A2 questions of the task. | Responds to both the A1 and A2 questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points. |  |
| <b>ACTIVITY 3</b><br>Giving and asking for information | Has difficulty in responding even to the A1 part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text.   | Responds to the A1 part of the task effectively, using the multimodal texts and including most content points, but has difficulty with or may not respond to the A2 part of the task.         | Responds to both the A1 and A2 parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points.   |  |

| QUALITY OF PRODUCTION                                      |                                                                                                                             |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                      |  |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                            | 1 Unsatisfactory                                                                                                            | 3 Moderately satisfactory                                                                                                                                                                                                                                   | 5 Fully satisfactory                                                                                                                                                                                                 |  |
| <b>Pronunciation and intonation</b>                        | Articulation is unclear. L1 interference in pronunciation and stress is distracting and the output is often unintelligible. | Articulation is generally clear but with quite a few mispronunciations. L1 interference in stress and intonation is very evident. Limited control of phonological features.                                                                                 | Articulation is clear, but a few mispronunciations may occur. L1 accent is noticeable but generally the output is intelligible.                                                                                      |  |
| <b>Lexical range and appropriacy of linguistic choices</b> | Uses a few scattered words, makes inappropriate word choices or there is no response.                                       | Uses a very basic and limited repertoire of mostly memorised words and simple phrases that are generally morphologically correct but not always appropriately used. The message gets across though not always very clearly.                                 | Uses a basic repertoire of mostly memorised words and phrases reasonably accurately and appropriately. The message gets across clearly.                                                                              |  |
| <b>Grammatical accuracy</b>                                | Makes constant errors of grammar and syntax which obscure communication or there is no response.                            | Uses a limited range of simple grammatical structures and sentence patterns in a memorised repertoire, but not always correctly. Basic errors are common and are rarely self-corrected, but the message gets across without much difficulty in most cases.  | Uses some simple structures and a repertoire of frequently used routines and patterns correctly but makes surface mistakes which are occasionally self-corrected. Nevertheless, the message gets across clearly.     |  |
| <b>Fluency</b>                                             | No fluency; communication is impeded by exceptionally long pauses to search for words, or there is no response.             | Manages very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions and words. Hesitations and quite long pauses are systematically present, which may tire the listener and affect fluency.                          | Makes him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident, but do not tire the listener. Maintains a simple flow of speech without too much effort. |  |
| <b>Communication strategies</b>                            | Does not maintain communication and cannot overcome difficulties even after clarifications have been given.                 | Has difficulty in overcoming gaps in communication or facilitating the flow of conversation through the use of appropriate communication strategies. Generally manages to communicate with excessive body language or after clarifications have been given. | Uses simple strategies (synonyms, paraphrase, body language) to facilitate the flow of conversation and overcome knowledge gaps. Occasionally requires additional prompting and support.                             |  |
| <b>Cohesion and coherence</b>                              | Does not organise his/her utterances in a logical way; produces incoherent speech or there is no response.                  | Organises information in a more or less logical way, occasionally linking words with very basic linear connectors (e.g., <i>and</i> , <i>then</i> ). Hesitations and false starts are systematically present and occasionally disrupt coherence.            | Organises information clearly and uses simple cohesive devices (e.g., <i>and</i> , <i>but</i> , <i>because</i> ). Hesitations and reformulations are common and do not disrupt coherence.                            |  |

|                                                            |                                                                        |                                                                   |                                                               |                                                              |
|------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------|
| <b>1= Unsatisfactory</b><br>(OUTPUT UNSATISFACTORY FOR A1) | <b>2= Partly unsatisfactory</b><br>(OUTPUT PARTLY SATISFACTORY FOR A1) | <b>3= Moderately satisfactory</b><br>(OUTPUT SATISFACTORY FOR A1) | <b>4= Satisfactory</b><br>(OUTPUT PARTLY SATISFACTORY FOR A2) | <b>5= Fully satisfactory</b><br>(OUTPUT SATISFACTORY FOR A2) |
|------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------|

## Appendix D.

### A Level Simulation- Evaluation Form

| A Level Simulation – Evaluation form                       |          |            |          |            |
|------------------------------------------------------------|----------|------------|----------|------------|
|                                                            | Dimitra  |            | Marios   |            |
| TASK COMPLETION                                            | Comments | Mark (1-5) | Comments | Mark (1-5) |
| ACTIVITY 1<br>DIALOGUE<br>1-5                              |          |            |          |            |
| ACTIVITY 2<br>ONE SIDED TALK<br>1-5                        |          |            |          |            |
| ACTIVITY 3<br>GIVING AND ASKING<br>FOR INFORMATION<br>1-5  |          |            |          |            |
| QUALITY OF PRODUCTION                                      | Comments | Mark (1-5) | Comments | Mark (1-5) |
| Pronunciation and intonation<br>1-5                        |          |            |          |            |
| Lexical range and appropriacy of linguistic choices<br>1-5 |          |            |          |            |
| Grammatical accuracy<br>1-5                                |          |            |          |            |
| Fluency<br>1-5                                             |          |            |          |            |
| Communication strategies<br>1-5                            |          |            |          |            |
| Cohesion & coherence<br>1-5                                |          |            |          |            |

## Appendix E.

### Lesson Plans Based on Critical Thinking Activities

#### LESSON PLANS BASED ON CRITICAL THINKING ACTIVITIES

##### Unit 1: After School

|                    |                                                       |
|--------------------|-------------------------------------------------------|
| Lesson Plan:       | Time Schedule                                         |
| Proficiency Level: | A1 level                                              |
| Activity Type:     | Stem Sentences                                        |
| Learners' Age:     | Young Adults                                          |
| Skills focussed:   | Language skills (Reading and Speaking and Writing)    |
| Time:              | Depending on class size (approximately 2 class hours) |
| Materials:         | Task Sheets                                           |

##### The Plan

Give students the first part of a sentence which they have to complete. Make a list of stems on a handout. This guides them and gives them something to work through and compare in pairs or groups. The sentences can follow a theme.

##### How to Use

###### 1. Create

Create a list of sentence stems that are appropriate to the discussion or task you are setting the students. Be sure to provide stems that use academic language or sentence structure that is difficult for the students.

###### 2. Model

Review stems with students and provide some examples of how to complete the sentence stems.

###### 3. Practice

Pose questions or a set a writing task for students. In pairs or independently, have students use sentence stems to respond.

###### 4. Review

Ask students to share their sentences. Add any clarification where needed.

##### Important Notes:

This activity gives students the opportunity to respond in the form of a complete sentence to effectively communicate. Sentence stems provide scaffolding to help students

get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response.

This activity is useful for working on students' questioning skills, provide them with a list of question stems. Question stems promote the use of open-ended questions which incite thought, reflection, and connections

### **Unit 1: After School**

|                    |                                                       |
|--------------------|-------------------------------------------------------|
| Lesson Plan:       | A Student's Daily Routine                             |
| Proficiency Level: | A1 level                                              |
| Activity Type:     | Information Gap Activity: Order the Story             |
| Learners' Age:     | Young Adults                                          |
| Skills focussed:   | Language skills (Reading and Speaking and Writing)    |
| Time:              | Depending on class size (approximately 2 class hours) |
| Materials:         | Task Sheets                                           |

### **The Plan**

Information gap and jigsaw tasks have been shown to be beneficial task types in terms of promoting obligatory, as opposed to optional information exchange and as a way of promoting collaborative dialogue in the classroom. In this activity, students work in pairs and the information, i.e. the pictures are divided equally between them. Students must work collaboratively to put the story together in the right order. Suitable for strong Pre-intermediate students and above.

### **How to Use**

1. Before the class, find a cartoon with at least 4 vignettes. The cartoon can be with or without dialogue. The more vignettes and more elements in the story, the more difficult the task.
2. Print the cartoon and cut up the vignettes. Divide the vignettes equally between student A and student B.
3. Give students time to think about how to describe their pictures and ask for any vocabulary they need.
4. Pre-teach any difficult vocabulary that has not come up as well as phrases for talking about pictures and sequencing: e.g. In my picture there is... I can see... I think this is the first / second / last picture... Then.... After that....
5. Tell students to work together to put the story in the correct order.

6. Optional extension: Tell students to write the story.

Information gap activities offer several advantages; they can:

Increase student talking time: students actively collaborate with classmates to achieve the activity's goal while the teacher facilitates the activity (preparation, set up and scaffolding, and during-activity support, as needed).

Increase student motivation: students communicate for a purpose as they exchange and collect information needed to complete the task. Information gaps can involve group, pair, or whole-class interaction dynamics, which add variety to a lesson. Also, students get to feel like important "experts" because everyone has task-essential information.

Incorporate authentic communication situations and materials: teachers can tailor information gap activities to meet students' real spoken English needs, such as asking for and following directions, asking for opinions, and problem solving with others. While teachers should provide level-appropriate scaffolding and language frameworks, communication during information gaps is often unscripted, reflecting the communication format students will encounter in everyday situations. Also, information gap activities can be designed to incorporate authentic materials such as maps, brochures, and other real-world content.

Can be creatively designed to focus on meaning, form, and/or curriculum content: once teachers become familiar with the formats information gap activities can take, they can build activities that meet many types of learning objectives. Teachers can create activities that require or encourage students to orally use recently taught vocabulary or grammatical forms. Teachers can also build information gaps around themes from non-language curriculum content areas, such as science or history.

Encourage critical thinking skills and teamwork: during information gaps, students must often exercise problem-solving skills, determine what data are missing, categorize and analyze data that is collected, seek clarification from others, and collaborate with classmates to successfully achieve the activity's objectives.

**Unit 2: Yummy Breakfast**

|                    |                                                 |
|--------------------|-------------------------------------------------|
| Lesson Plan:       | Some Countries' Breakfasts                      |
| Proficiency Level: | A1 level                                        |
| Activity Type:     | I see, I think, I wonder                        |
| Learners' Age:     | Young Adults                                    |
| Skills focussed:   | Language skills (Reading and Speaking)          |
| Time:              | Depending on class size (approximately 20 mins) |
| Materials:         | Task Sheets                                     |

**Plan**

Thinking because it promotes students' critical thinking skills and dispositions

Routine because of the systematic, flexible and simple nature of the activity

It works well with all ages and nearly all levels.

When: I use it when I want to stimulate students' curiosity, encourage them to think carefully about why something looks the way it is, make predictions, careful observations, and thoughtful interpretations.

Where: Everywhere.

At the beginning of a new unit to motivate student interest

During the unit to connect with the topic

At the end of the unit to encourage further thinking and ideas

At any given moment with any theme or project

Skills: Observing, developing metaphoric thinking, making predictions, writing, speaking, listening to other students' ideas

How long: 15-20 minutes.

What & How: Use a work of art (painting, photography, book cover, image, artifact) relevant to the theme at stake and ask students three key questions:

What do you see?

What do you think about it? / What are your thoughts?

What does it make you wonder?

Students can work individually, in pairs or in groups depending on the multitude of ideas you want to generate. They can first write their responses on paper before sharing them with the rest of the class or just try the routine in their heads.

How to make students' thinking visible: keep a visible record of their responses to the three stems. Construction papers on the walls where students' responses are written down, post-it notes, slips of paper, or any other sort of visible documentation you can

think of, so that a class chart of observations, interpretations and wonderings are listed for all to see and maybe return to during the course of study.

Tips: The routine works best when students answer by using all three stems at the same time, “I see..., I think..., I wonder...” It’s OK if students begin by using one stem at a time, i.e. “I see...” You just need to scaffold each response with a follow up question for the next stem. Once students get familiar with the routine they will be using all three stems together.

Why?

Because...

it offers the possibility to use the English language meaningfully

it generates greater motivation for learning

of how works of art make us think

of what works of art make us think about

there is a shift in classroom culture towards a community of enthusiastically engaged thinkers and learners

**Unit 2: Yummy Breakfast**

|                    |                                                                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson Plan:       | My Favourite Food and Drinks                                                                                                                 |
| Proficiency Level: | A1 level                                                                                                                                     |
| Activity Type:     | Talking Points                                                                                                                               |
| Learners' Age:     | Young Adults                                                                                                                                 |
| Skills focussed:   | Language skills (Reading and Speaking and Writing)                                                                                           |
| Time:              | Depending on class size (approximately 2 class hours)                                                                                        |
| Materials:         | You need scraps of paper and dice for this activity. You will need 12 bits of paper and two dice for each group of between 3 and 6 students. |

This is a great student-centred speaking activity.

**How to use**

1. Put the students into groups and ask each group to write 12 topics they are interested in on the scraps of paper.
2. Tell the students to put the bits of paper face down on the table and to write the numbers 1 to 12 on the side facing up.
3. Give each group two dice. Students take turns to throw the dice, they turn over the corresponding bit of paper and the whole group talks for two minutes about that topic.
4. After two minutes call out 'throw again'. If a different number comes up they turn over that paper and change topic, if it's the same number they keep talking about the same topic for another two minutes. And so on until they have no bits of paper left, or you run out of time!

**Purpose**

to support students' exploratory talk skills by pushing them out of cumulative and disputational modes and into a more exploratory talk mode (i.e., speaking, listening, justifying with NO COMMENT)

to reveal student thinking about speaking, listening, justifying and about having a growth mindset

to cultivate a growth mindset community.

**Unit 3: A Day in My City**

|                    |                                                 |
|--------------------|-------------------------------------------------|
| Lesson Plan:       | An Excursion in My City                         |
| Proficiency Level: | A1 level                                        |
| Activity Type:     | Tour Guide for An Alien                         |
| Learners' Age:     | Young Adults                                    |
| Skills focussed:   | Language skills (Reading and Speaking and)      |
| Time:              | Depending on class size (approximately 20 mins) |
| Materials:         | Task Sheets                                     |

It was adapted to the needs of the unit 3 and organized according to the learning outcome of this unit.

Critical thinking is a skill that students develop gradually as they progress in school. This skill becomes more important in higher grades, but some students find it difficult to understand the concept of critical thinking. The concept can be difficult to grasp because it requires students to set aside assumptions and beliefs to think without bias or judgment. That is difficult to do! Critical thinking involves suspending your beliefs to explore and question topics from a "blank page" point of view. It also involves the ability to know fact from opinion when exploring a topic. These exercises are designed to help you develop critical thinking skills

The exercise provides an opportunity to think outside your normal way of thinking. Pretend that you have been assigned the task of conducting a tour for aliens who are visiting earth or country observing human life.

**How to Use**

Try to answer the following questions for him.

What's name of the Country?

How do you go home?

Why do you prefer walking on foot instead of riding the bus?

Where is your school and how do you go there?

Why do I need to visit here again?

If you try to answer these questions fully, it will quickly become apparent that we carry around certain assumptions and values. We support a certain team, for instance, because it makes us feel like we're a part of a community. This sense of community is a value that matters to some people more than others. Furthermore, when trying to explain team sports to an alien, you have to explain the value we put on winning and losing. When you think like an alien tour guide, you are forced to take a deeper look at the things we

do and things we value. They don't always sound so logical and true from the outside looking in!



**Unit 3: A Day in My City**

|                    |                                                                                                                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson Plan:       | Using Present Continuous Time                                                                                                                                                                                           |
| Proficiency Level: | A1 level                                                                                                                                                                                                                |
| Activity Type:     | Retelling The Story                                                                                                                                                                                                     |
| Learners' Age:     | Young Adults                                                                                                                                                                                                            |
| Skills focussed:   | Language skills (Reading and Speaking )                                                                                                                                                                                 |
| Time:              | Depending on class size (approximately 40 mins)                                                                                                                                                                         |
| Materials:         | Paper and pencils or A selection of 'scene' pictures for each member of the class. (The pictures should contain a number of different aspects such as people 'doing things along with vocabulary related to the scene') |

This activity can be used in a number of different ways and for a number of different tenses. I have used it to practise using there is / are and the present continuous. However it's up to the teacher or students to decide on this.

**How to use**

1. Draw or find a picture of a landscape or scene. Make sure you fill the picture with people doing things and vocabulary related to the scene.
2. Give out blank pieces of paper and pencils. Describe your picture and ask the students to draw a picture based on your description. Students then describe their pictures to each other and compare results. At this point don't allow them to show each other their pictures. After they have described the pictures the students can then show each other their pictures and compare drawings. You can then show your picture in order for students to compare.
3. Ask the students to draw a picture similar to the example. They should be encouraged to choose different scenes such as in a park. At the fun fair. At a sports event. At a concert etc.

or

1. Give out a selection of pictures depicting various scenes. It's ok for students to have the same pictures as long as they are not working together in the next part of the lesson.
2. Put students into pairs. Make sure they have a different picture from each other. Ask students to write a description of their picture similar to your example. Monitor and correct where necessary.

3. It might be good at this point to highlight any common errors and put these on the board. Elicit corrections and leave these on the board.

4. Ask student A to dictate what is happening in his or her picture. Student B draws a picture.

5. Student B then dictates what is happening in his or her picture. Student A draws a picture.

6. Both students now write sentences about each others picture. Draw students' attention to the language on the board and monitor and help where necessary. Students can ask each other for clarification but dictation directly from the text should be discouraged when finished students compare pictures and texts to find commonality.



**Unit 4: Weather and Emotion**

|                    |                                                    |
|--------------------|----------------------------------------------------|
| Lesson Plan:       | In Four Seasons How should I wear?                 |
| Proficiency Level: | A1 level                                           |
| Activity Type:     | What's My Problem?                                 |
| Learners' Age:     | Young Adults                                       |
| Skills focussed:   | Language skills (Reading and Speaking and Writing) |
| Time:              | Depending on class size (approximately 40 mins.)   |
| Materials:         | Task Sheets                                        |

This is a brilliant EFL game to practice giving advice. It should be played after the 'giving advice' vocabulary lesson has taken place. It is a great way for students to see what they have remembered and what needs reviewing. This game works well with any age group, just adapt it to fit the age you're working with.

- Why use it? Speaking and Listening; Giving Advice
- Who it's best for: All ages and levels

**How to use**

1. Write ailments or problems related to your most recent lesson on post-it notes and stick one post-it note on each student's back.
2. The students must mingle and ask for advice from other students to solve their problem.
3. Students should be able to guess their problem based on the advice they get from their peers.
4. Use more complicated or obscure problems to make the game more interesting for older students. For lower levels and younger students, announce a category or reference a recent lesson, like "Health", to help them along.

These games will keep your students engaged and happy as they learn! Remember, these are just ten on the hundreds of different EFL games that you can play with your students. As you get more confident in the classroom, you can start putting your own spin on games and eventually make up your own. Whatever the age of your students, they're guaranteed to love playing EFL games in the classroom. An EFL classroom should be fun, active and challenging and these games are sure to get you heading in the right direction.

**Unit 4: Weather and Emotions**

|                    |                                                 |
|--------------------|-------------------------------------------------|
| Lesson Plan:       | How do you think or feel?                       |
| Proficiency Level: | A1 level                                        |
| Activity Type:     | Drama Techniques (to get them talking)          |
| Learners' Age:     | Young Adults                                    |
| Skills focussed:   | Language skills (Reading and Speaking)          |
| Time:              | Depending on class size (approximately 40 mins) |
| Materials:         | Task Sheets                                     |

Drama techniques which focus on getting across meaning with body, as well as words, are very useful for the language classroom.

These techniques:

- Encourage creativity of thought
- Appeal to reluctant speakers
- Appeal to the more 'physical' learner
- Reinforce understanding of language as a way to communicate meaning

Words with mime and movement (all levels)

**How to use**

This is an activity to revise recently learnt vocabulary. Follow these steps.

1. Students sit or stand in a circle with you in the centre.
2. Say a word from a pile of word cards.
3. Indicate the first student to start the game. This student steps into the circle and either mimes the meaning of the word with body/hand movements or says the word with a voice reflecting the meaning of the word. For example:
  - o Slow = said very slowly or a slow swaying movement of the arms.
  - o Frightened = a look of fear on the face or a tone of terror.
4. After the first player mimes/says the word they must step back into the circle. Then each student in the circle must step in and repeat the meaning of the word until the whole group has mimed or said it.
5. Continue round the circle in a clockwise fashion, giving a new word for each student to try out. Keep the movement around the circle fairly rapid.

**Unit 4: Weather and Emotions**

Lesson Plan: What did I learn?

Proficiency Level: A1 level

Activity Type: Exit Pass

Learners' Age: Young Adults

Skills focussed: Language skills (Speaking)

Time: Depending on class size (approximately 30mins)

Materials:

**Purpose:**

To allow the teacher to assess student learning of the lesson, to develop further critical thinking skills, to encourage students to admit points of confusion/ ask for clarification, to share understanding.

**How to use**

1. Towards the end of the lesson, index cards / post-its are given to the students.
2. Students are encouraged to describe a part of the lesson which they particularly enjoyed, as well as a part of the lesson which they may have found challenging, or questions which remain unanswered for them.
3. The student responses are noted on the index cards / post-its and handed to the teacher as the students leave the class room.
4. Further feedback will be provided by the teacher during the next lesson.

**Unit 5: At The Fair**

|                    |                                                    |
|--------------------|----------------------------------------------------|
| Lesson Plan:       | My Favourite Places at The Fair                    |
| Proficiency Level: | A1 and A2 level                                    |
| Activity Type:     | I see, I think I wonder                            |
| Learners' Age:     | Young Adults                                       |
| Skills focussed:   | Language skills (Reading and Speaking and Writing) |
| Time:              | Depending on class size (approximately 40 mins)    |
| Materials:         | Task Sheets                                        |

Purpose: to stimulate and share creative ideas and opinions around visual aids, asking and answering of questions, listening to others, hear and use specific descriptive language.

**How to use**

1. In pairs / groups, students study an illustration (painting, photograph, cartoon, diagram, map, etc.) or object, without speaking, for one minute.
2. Each member of the team makes three statements about the visual aid, describing what they see, what their opinion of it is, and one question they would like to ask about it.
3. These statements are shared with, and discussed with, the rest of the team / partnership, and recorded on paper.
4. The team / partnership decide on a group statement about what they see, think and wonder about the visual aid. This is shared with the rest of the class.
5. The activity is reviewed and all recorded work is collected and noted.

**Unit 5: At The Fair**

|                    |                                                    |
|--------------------|----------------------------------------------------|
| Lesson Plan:       | My Favourite Places at The Fair                    |
| Proficiency Level: | A1 and A2 level                                    |
| Activity Type:     | Thinking Triads                                    |
| Learners' Age:     | Young Adults                                       |
| Skills focussed:   | Language skills (Reading and Speaking and Writing) |
| Time:              | Depending on class size (approximately 40 mins)    |
| Materials:         | Task Sheets                                        |

**Purpose:**

To promote higher order thinking, pose questions, stimulate ideas and answers to questions, take turns, actively listen, use key terminology and concepts.

**How to use**

1. Students form groups of three. As a group, the students read / research the topic or problem to be solved.

2. Each member of the group takes on a role – researcher / recorder / questioner – where the problem / content is analysed, ideas gathered, answers recorded and questions asked, to ensure individual and group understanding, share ideas, check back on information and agree on the key points / concepts.

3. As a team, the triad explains their findings to the rest of the class. Each member of the team must be able to justify their group findings.

**Extension:**

Here are some different ways to ask your students to THINK about things:

1. How are things alike? Students look for similarities between items, events or ideas. How are fractions and decimals alike?
2. How are things different? Students look for differences between items, events, or ideas.
3. How do things look differently from inside or from the outside? Students imagine what it would be like to be an observer inside or outside an item, event, system, etc.
4. What is your estimate or prediction? Students must make an educated guess or an inference using given information and their own general background information.
5. Justify their stance or thinking.

6. Ask groups to pair up with another set and have both groups share their ideas. Ask each group to choose one or two ideas to share with the entire group. Chart and discuss.



**Unit 5: At The Fair**

|                    |                                                    |
|--------------------|----------------------------------------------------|
| Lesson Plan:       | My Favourite Places at The Fair                    |
| Proficiency Level: | A1 and A2 level                                    |
| Activity Type:     | Exit Pass                                          |
| Learners' Age:     | Young Adults                                       |
| Skills focussed:   | Language skills (Reading and Speaking and Writing) |
| Time:              | Depending on class size (approximately 40 mins)    |
| Materials:         | Task Sheets                                        |

**Purpose**

To allow the teacher to assess student learning of the lesson, to develop further critical thinking skills, to encourage students to admit points of confusion/ ask for clarification, to share understanding.

**How to use**

1. Towards the end of the lesson, index cards / post-its are given to the students.
2. Students are encouraged to describe a part of the lesson which they particularly enjoyed, as well as a part of the lesson which they may have found challenging, or questions which remain unanswered for them.
3. The student responses are noted on the index cards / post-its and handed to the teacher as the students leave the class room.
4. Further feedback will be provided by the teacher during the next lesson.

**Appendix F.****Teacher's Reflective Journal****TEACHER'S REFLECTIVE JOURNAL****We learn by doing and reflecting on what we do. (John Dewey)**

Name: Fatma Emray DENİZ

Date: 14 November

| Instructional Strategies (Include more than one strategy) | Specific example describing how the strategy was implemented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Talking Points</p>                                     | <ol style="list-style-type: none"> <li>1. Put the students into groups and ask each group to write 12 topics they are interested in on the scraps of paper.</li> <li>2. Tell the students to put the bits of paper face down on the table and to write the numbers 1 to 12 on the side facing up.</li> <li>3. Give each group two dice. Students take turns to throw the dice, they turn over the corresponding bit of paper and the whole group talks for two minutes about that topic.</li> <li>4. After two minutes call out 'throw again'. If a different number comes up they turn over that paper and change topic, if it's the same number they keep talking about the same topic for another two minutes. And so on until they have no bits of paper left, or you run out of time!</li> </ol> |

| Learning Styles observed                                                              | Specific examples how the learner was supported through instructional delivery                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This is a great student-centred speaking activity based on group interactions.</p> | <p>To support students' exploratory talk skills by pushing them out of cumulative and disputational modes and into a more exploratory talk mode (i.e., speaking, listening, justifying with NO COMMENT)</p> <p>To reveal student thinking about speaking, listening, justifying and about having a growth mindset</p> <p>To cultivate a growth mindset community.</p> |

### 1. What have you learned about teaching this week?

**TP:** *This week is the fourth week of the main data process after the pilot study.*

*In this respect,*

*The data that I used to inform my planning was based on group activity.*

*Accordingly, It showed me that the students fancied involving this kind of activities without feeling any anxiety. The purpose of the lesson was giving them a space and time for thinking before speaking. Hence, I needed to support them informing about this facility.*

### 2. What have you observed/learned about students and their learning this week?

**TP:** *Regarding this opportunity, I realized that they were free of stress in explaining their ideas in English thanks to this thinking gap. Even if they made a mistake, they corrected themselves within the thinking time, thus it made the justification of thinking before articulating in English.*

|                                                                                                    |                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theory base observed                                                                               | Specific example from classroom to apply/support theory                                                                                                          |
| To support students' exploratory talk skills                                                       | Without any interference, peer guidance was maintained.                                                                                                          |
| To reveal student thinking about speaking, listening, justifying and about having a growth mindset | In the context of articulating what they were thinking, they felt no hesitation about speaking English even if the number of sentence they used was no more two. |

**TP:** *As indicated below, I also recognized that for the next lesson I really need to focus on activities involving more physical exercise and mimes. In addition, even if the attendance in this activity was satisfactory, I will need to involve especially the reluctant ones in such activities. Therefore, I need to employ an activity involving more feelings and physical dispositions.*

Name: Fatma Emray DENİZ

Date: 12 December

| Instructional Strategies (Include more than one strategy)                                      | Specific example describing how the strategy was implemented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Drama Techniques (to get them talking)</p> <p>Words with mime and movement (all levels)</p> | <p>This is an activity to revise recently learnt vocabulary. Follow these steps.</p> <ol style="list-style-type: none"> <li>1. Students sit or stand in a circle with you in the centre.</li> <li>2. Say a word from a pile of word cards.</li> <li>3. Indicate the first student to start the game. This student steps into the circle and either mimes the meaning of the word with body/hand movements or says the word with a voice reflecting the meaning of the word. For example: <ul style="list-style-type: none"> <li>Slow = said very slowly or a slow swaying movement of the arms.</li> <li>Frightened = a look of fear on the face or a tone of terror.</li> </ul> </li> <li>4. After the first player mimes/says the word they must step back into the circle. Then each student in the circle must step in and repeat the meaning of the word until the whole group has mimed or said it.</li> <li>5. Continue round the circle in a clockwise fashion, giving a new word for each student to try out. Keep the movement around the circle fairly rapid.</li> </ol> |

| Learning Styles observed                                                       | Specific examples how the learner was supported through instructional delivery                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This is a great student-centred speaking activity based on group interactions. | <p>These techniques:</p> <ul style="list-style-type: none"> <li>• Encourage creativity of thought</li> <li>• Appeal to reluctant speakers</li> <li>• Appeal to the more 'physical' learner</li> <li>• Reinforce understanding of language as a way to communicate meaning</li> </ul> |

### 1. What have you learned about teaching this week?

**TP:** *This is an activity to involve all the students especially the reluctant ones in this drama activity. I checked on what the students were learning by using their mimes while speaking. In terms of the appealing to the more 'physical' learners, this activity also created a conducive atmosphere for creative thought.*

### 2. What have you observed/learned about students and their learning this week?

**TP:** *When it comes to analyzing this dispositional activity, they felt free in showing their feelings by using gestures and mimes in speaking English. They reflected their feelings when they did not follow the process by using gestures meaning 'slow or frightened'.*

| Theory base observed                                                | Specific example from classroom to apply/support theory                      |
|---------------------------------------------------------------------|------------------------------------------------------------------------------|
| Appeal to the more 'physical' learner                               | Without any interference, peer guidance was maintained.                      |
| Reinforce understanding of language as a way to communicate meaning | In the context of expressing how they were thinking, they felt no hesitation |

|  |                                                                                  |
|--|----------------------------------------------------------------------------------|
|  | about speaking English even if the number of sentence they used was no more two. |
|--|----------------------------------------------------------------------------------|

**TP:** *This activity did not let their doubts and worries confuse them, and maintained them to get valuable insights from this activity. While expressing themselves, they used a critical eye in assessing the process. Hence, it justified cause and effect relation in defining their ideas.*



Name: Fatma Emray DENİZ

Date: 26 December

| Instructional Strategies (Include more than one strategy) | Specific example describing how the strategy was implemented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Exit Pass</p>                                          | <ol style="list-style-type: none"> <li>1. Towards the end of the lesson, index cards / post-its are given to the students.</li> <li>2. Students are encouraged to describe a part of the lesson which they particularly enjoyed, as well as a part of the lesson which they may have found challenging, or questions which remain unanswered for them.</li> <li>3. The student responses are noted on the index cards / post-its and handed to the teacher as the students leave the classroom.</li> <li>4. Further feedback will be provided by the teacher during the next lesson.</li> </ol> |

| Learning Styles observed                                                              | Specific examples how the learner was supported through instructional delivery                                                                                                                                        |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This is a great student-centred speaking activity based on group interactions.</p> | <p>To allow the teacher to assess student learning of the lesson, to develop further critical thinking skills, to encourage students to admit points of confusion/ ask for clarification, to share understanding.</p> |

**1. What have you learned about teaching this week?**

**TP:** *In this process, I involved in this activity in order to give feedback. With this activity, I aimed to encourage them to accept their deficiencies in articulating and critical thinking process.*

**2. What have you observed/learned about students and their learning this week?**

**TP:** *Assessing themselves with a critical eye justified all the expressions in this activity and therefore without focusing on whether they spoke English correctly or not, they felt free speaking English. This metacognitive aspect of this activity developed their critical thinkings largely.*

|                                                                                                                                                                   |                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Theory base observed                                                                                                                                              | Specific example from classroom to apply/support theory                                       |
| develop further critical thinking skills                                                                                                                          | With a teacher guidance, peer guidance was reinforced.                                        |
| feedback will be provided by the teacher during the next lesson to encourage students to admit points of confusion/ ask for clarification, to share understanding | Assessing all the parts of the activities were maintained by questioning with a critical eye. |

## Appendix G.

### A Level Oral Exam For 6 Grade Students

#### A LEVEL ORAL EXAM FOR 6 GRADE STUDENTS

**Duration:** 30 minutes

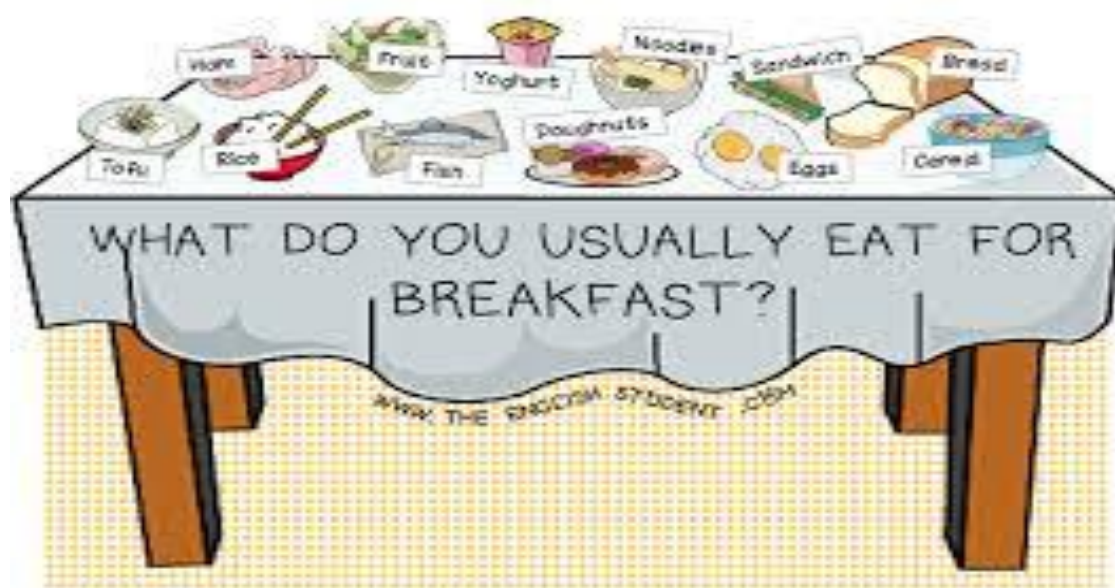
**Mode of participation:** Candidates are tested in pairs but do not converse with each other. They interact with the Examiner / Interlocutor.

**Activity:** Dialogue/Interview (10 min)

**Q1:** What time do you get up in the mornings?



**Q2:** Do you usually have breakfast? What do you usually eat for breakfast?



Q3: Is your house far from school? How do you get to school?

**Conversation** **Pair work:**  
 A: How do you get to school?  
 B: I \_\_\_\_\_ to school.



take the plane



walk



take the train



take the subway



ride the bike



take the bus



take the taxi



take the car

Q4: Where do you live? In a city or in a town?

Where do you live?



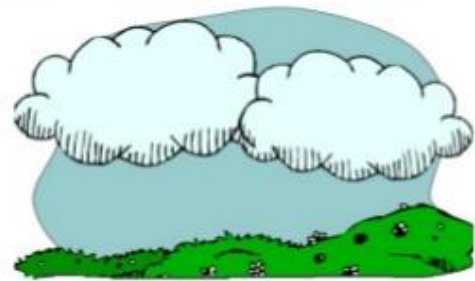
I live in a ...



**Q5:** What is the weather like in Ceyhan today?



**What is the weather like ?**



**Q6:** How do you feel when it is rainy? And why?



### Activity 2: Talking about photos (10 min)

**Q1:** Where do you think the people in photos?



**Q2:** What is your favourite activity at a fair?



**Q3:** What do you think about carousel?



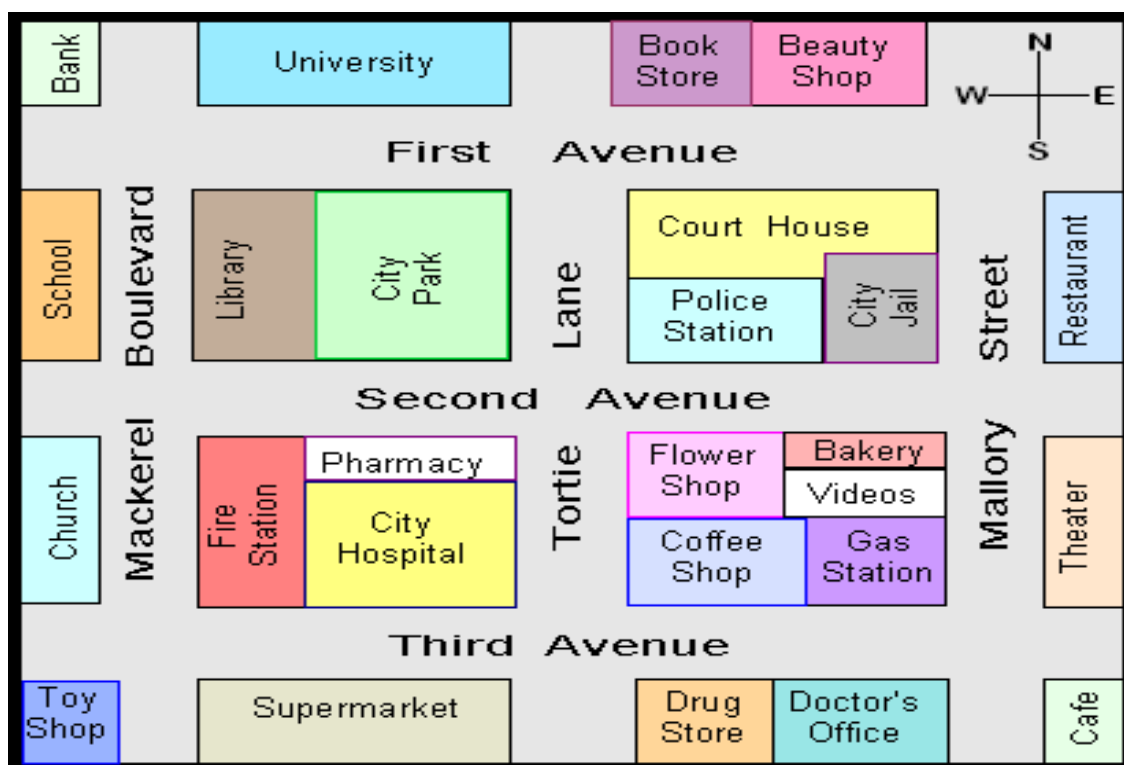
**Q4** Compare the two photos? Tell us what they are doing?



**Activity 3: Giving and asking for information (10 min)**

**Q1:** Look at the photos. Which one is the library?

**Q2:** Look at the map of the city. Which place is closer to bus stop?



**Q3:** Do you think is there a problem in this photo? Why?

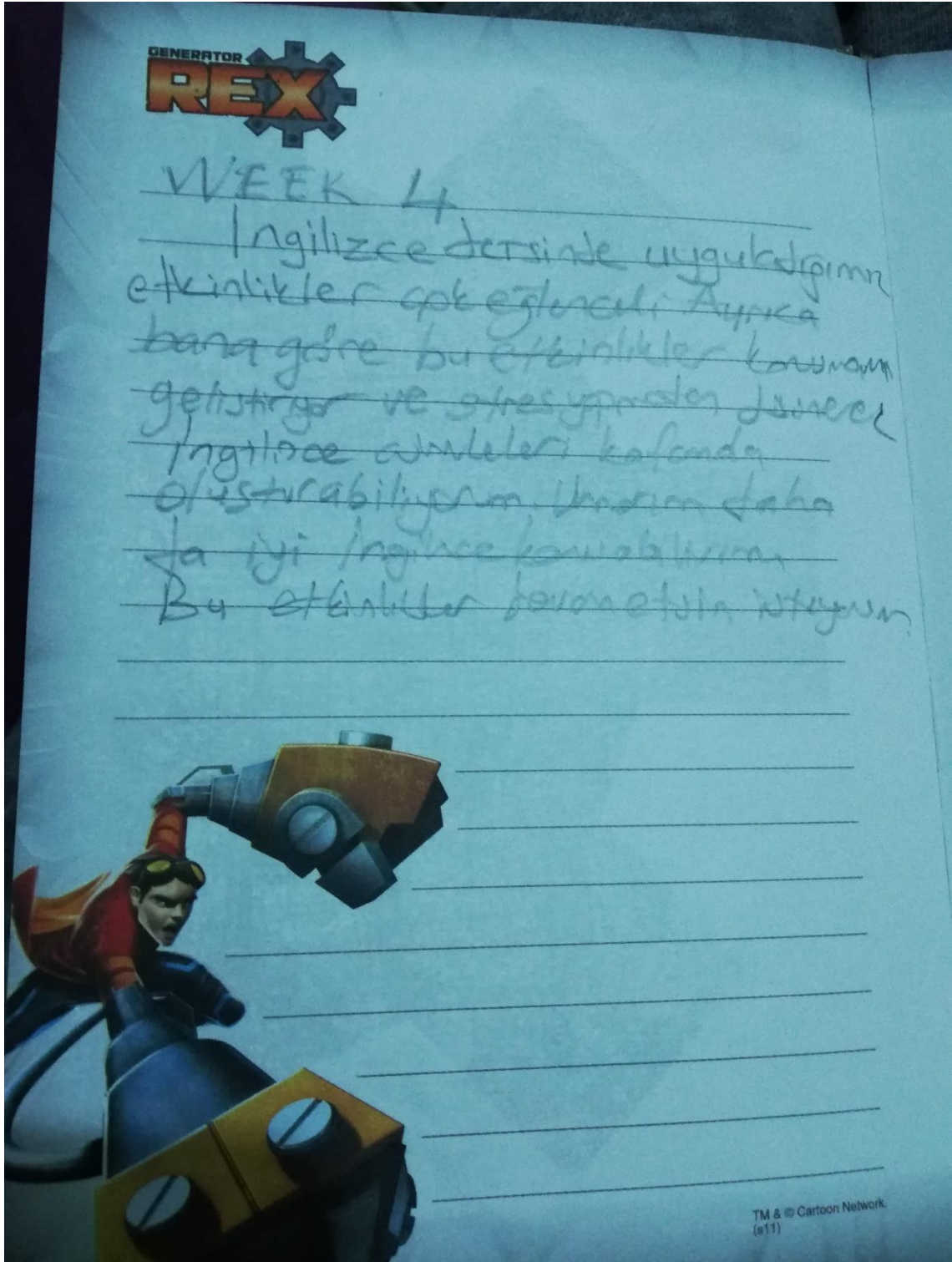
**Q4:** Can you see a possible solution to this problem?

**Q5:** Can you prove any example for it?



## Appendix H.

## Students' Reflective Journal





## WEEK 8

Bugünü degerlendiricek olursam etkinlikler  
gok oylanciligi ile ordek ben konusmada  
2. olarak. Hoca bana disimden izin  
2. olarak tani ve logirceyi ekleme  
olmadik bir anda yapmismisim.

Diger orneklerim ise daha yillar  
beraber. Daha cok kachinad istiyorum  
oncel kaka yapmadan a kachinad m  
beni denbel gorniler diye kachinad m  
Emrey kocanin kaka yapma kachinad m  
ana ben kaka yapmadik istiyorum  
Bundan da kachinad m kachinad m.



## WEEK 12

Bu hafta derste kendimi geliştirebildim  
ve kavayabildiğimi gördüm. Hatta bazı  
kafandan amleri taşıyan dyle  
kavayayım. Baktarda içi amle kavayabiliyor  
dün ona içinde dant amle kullandım.  
Gelmişiyim. Ancak bu yüzden soru  
yarak kavayam geliştireceğinden  
j

## Appendix I.

### Consent Form

Sayın Velimiz,

İsmail Ayşe Önük Ortaokulu'nda okuyan sevgili 6. Sınıf öğrencilerimizle bir çalışma yapılacaktır. Sizler bu çalışmada yer alacak seçilmiş öğrencilerimizin velilerisiniz. Çalışmayı İngilizce Öğretmeni Fatma Emray Deniz yapacaktır. Müdürlüğün onayladığı bu çalışmada sizlerin de izniniz ihtiyacı duyulmaktadır. Bu çalışmaya vereceğiniz destek için teşekkür ederiz. Lütfen aşağıdaki kutucuklardan birisine işaret koyunuz.

İngilizce Öğretmeni: Fatma Emray Deniz

Danışmanı: Doç.Dr.Gülden TÖM

☐ İzin veriyorum.

☐ İzin vermiyorum.

## Appendix J.

### Receipt of Permission from Secondary School



T.C  
CEYHAN KAYMAKAMLIĞI  
İsmail - Ayşe Öntük Ortaokulu Müdürlüğü

Sayı : 37663315-399-E.21780215  
Konu : Tez Çalışması İzni

18.12.2017

ÇUKUROVA ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ  
Sn. Doç. Dr. Gülden TÜM

İlgi : 15.12.2017 tarihli dilekçeniz

Yüksek lisans öğrenciniz Fatma Emray DENİZ ilgi dilekçenizde belirtilen Tez çalışmasını okulumuz 6. Sınıflarında yapabilir.  
Bilgilerinize rica ederim.

Kamil AKTAŞ  
Okul Müdürü

Güvenli Elektronik İmzalı  
Aslı ile Aynıdır

18/12/2017

Adres:  
Elektronik Ağ:  
e-posta:

Ayrıntılı bilgi için: Kamil AKTAŞ  
Tel: 3226126066  
Faks:

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 16a2-1f4c-3f66-bc6e-7b91 kodu ile teyit edilebilir.

**CURRICULUM VITAE****PERSONAL DETAILS**

**Name/Surname:** Fatma Emray DENİZ  
**Place of Birth:** Mersin  
**Date of Birth:** 12.09.1988  
**E-mail:** fatmaemraydeniz3301@gmail.com

**EDUCATIONAL BACKGROUND**

**2007-2011 :** Ankara University/ English Language and Literature  
**2010-2011 :** Hacettepe Üniversitesi / Non-thesis Master's Degree.  
**2002-2006 :** Toroslar Foreign Language Intensive High School

**WORK EXPERIENCE**

**2016-2018:** İsmail- Ayşe Önük Secondary School (English Teacher)  
**2013-2016:** Höyükü Primary School (English Teacher)  
**2012-2013:** Mersin Atatürk Secondary School (Substitute English Teacher)  
**2011-2012:** Freelance Translator

**LANGUAGES**

**Mother Tongue:** Turkish  
**Other Languages:** English C2\*, French B1\*

(\*) Common European Framework of Reference for Languages (CEFR) Level