

**T. R.  
GAZİANTEP UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES TEACHING  
ENGLISH LANGUAGE TEACHING PROGRAM**

**A SUGGESTED SYLLABUS FOR CRITICAL  
READING AND WRITING COURSE AND ITS  
EFFECTIVENESS**

**Master of Arts Thesis**

**BİLGE DENİZ ÇANKAYA**

**GAZİANTEP  
JUNE 2020**

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Supervisor: Assoc. Prof. Dr. Mehmet BARDAKÇI

GAZIANTEP  
JUNE 2020

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**Thesis Title** : A suggested syllabus for critical reading and writing course  
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**Thesis Date** : June 15<sup>th</sup>, 2020

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## RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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## ÖZET

### ELEŞTİREL OKUMA VE YAZMA DERSİ İÇİN DERS İZLENCE ÖNERİSİ VE İZLENCENİN ETKİLİLİĞİ

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21. yüzyıl ihtiyaçlarından biri de öğrencilerin okuma ve yazmaya karşı eleştirel bakış açısını geliştirmek olduğu için bu çalışmanın amacı öğrencilerin eleştirel okuma ve yazma becerilerini geliştirmektir. Bu yüzden, bu çalışma Gaziantep Üniversitesi İngilizce Öğretmenliği Bölümünde öğrenim gören 57 ikinci sınıf öğretmen adayına yönelik Eleştirel Okuma ve Yazma dersi için bir ders izlencesi önermekte olup aynı zamanda izlencenin etkinliğini araştırmaktadır. Ders izlencesi, öğrencilerin bir önceki sene almış oldukları Okuma Becerisi ve Yazma Becerisi dersinin öğretim elemanları ile görüşmeden elde edilen ihtiyaç analizi sonuçlarına göre düzenlenmiştir. Buna göre, şimdiki çalışmada eleştirel okuma becerisinin temel kavramları okuma aktiviteleri ile güçlendirilmiştir. Bu çalışmada açıklama, değerlendirme, çıkarım, analiz, yorumlama ve öz düzenleme gibi 6 alt kategorisi bulunan İngilizce Okumada Eleştirel Düşünme Becerisi Anketi aracılığıyla toplanan eleştirel okuma puanları karşılaştırılmış. Eleştirel yazmayla ilgili olarak, öğrencilerin yazdığı tartışma türünde kompozisyonlardan aldıkları puanları karşılaştırılmıştır.

Bu çalışmada sadece 51 öğrenciden oluşan bir deney grubu olduğu için yarı deneysel araştırma desenlerinden biri olan tek gruplu ön test-son test deseni kullanılmıştır. Veriler, ön ve son testler aracılığıyla toplanmış ve bağımlı örneklem t-test kullanılarak analiz edilmiştir.

Bu çalışmanın sonuçları, eleştirel okuma ve yazmanın ön ve son testleri arasında istatistiksel olarak anlamlı bir farklılık olduğunu ortaya koymuştur ( $p < .05$ ). Sonuç olarak, önerilen ders izlencesi öğrencilerin eleştirel okuma ve yazma becerilerini geliştirdiği sonucuna varmaktadır. Bu çalışmanın sonucunda, ileri çalışmalar için bazı önerilerde bulunulmuştur.

**Anahtar Kelimeler:** Eleştirel okuma, eleştirel yazma, tartışma türünde kompozisyon, ders izlencesi geliştirme

## ABSTRACT

### A SUGGESTED SYLLABUS FOR CRITICAL READING AND WRITING COURSE AND ITS EFFECTIVENESS

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The aim of the study was to improve the learners' critical reading and writing skills because one of the needs of the 21<sup>st</sup> century was to improve learners' critical stance towards reading and writing skills. Hence, this study suggested a syllabus for the Critical Reading and Writing course for 57 sophomores pre-service EFL teachers at the department of English language teaching at Gaziantep University and the research investigated its effectiveness. The syllabus was arranged according to the results of needs analysis gathered from the lecturers of Reading Skill and Writing Skill Course from the previous year. Accordingly, basic terms of critical reading skills were reinforced through reading activities in the current study. This study compared critical reading scores collected through Questionnaire on Critical Thinking Ability in English Reading which included 6 sub-categories such as explanation, evaluation, inference, analysis, interpretation, and self-regulation. As regards to critical writing, argumentative essay scores obtained from the learners were analyzed.

One-group pretest-posttest design, one of the quasi-experimental research designs, was used since there was an experimental group consisted of 57 students. Data were collected through pre and post-tests and analyzed by using paired-samples t-test.

The result of the current study revealed that there was a statistically significant difference between the pre and post-test of critical reading and writing ( $p < .01$ ). Consequently, it could be concluded that the suggested syllabus improved students' critical reading and writing skills. Accordingly, some suggestions were recommended for further studies.

**Keywords:** Critical reading, critical writing, argumentative essay, and syllabus design.

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## LIST OF ABBREVIATIONS

**ELT:** English language teaching

**EFL:** English as a foreign language

**ESL:** English as a second language



## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Introduction**

This chapter provides brief information about the background of the study, along with the statement of the problem, research questions, aim of the study and significance of the study. Limitations of the study are provided at the end of the chapter.

#### **1.2. Background of the Study**

Today, critical perspective apparently has come into prominence due to the abundance of information with the advancement of the technology, but indeed gaining a critical view appeared when Socrates gave importance in questioning before accepting ideas as worthy to believe in. On the basis of Socrates's inquisition to adopt an idea, it can be seen that critical thinking is evaluating whether the claims are true to be convinced (Epstein & Kernberger, 2005). After Socrates, critical thinking was defined in a variety of ways. Ennis (1993) defines critical thinking as "reasonable reflective thinking focused on deciding what to believe or do" (p. 180). This definition refers that critical thinking takes part in everyday life because people's behavior relies on what people believe, and human actions depend on what human beings decide to do (Paul, Elder & Bartell, 1997).

Apart from defining critical thinking in daily life occasions, Facione and other experts at Delphi panel defined critical thinking in an educational setting by referring to the core elements of critical thinking such as interpretation, analysis, inference, explanation, evaluation, and self-regulation to empower students' critical thinking

ability (Facione, 2013). They comprehended critical thinking as “purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as an explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based” (Facione, 1990, p. 3).

Sumner (1940) accepted a need for critical thinking both in education and in life. He assumed that criticism helps us to find if something corresponds to reality, so it is the main welfare in which human beings should be trained as he considered critical faculty as an outcome of training and education (as cited in Paul, Elder & Bartell, 1997).

In regard to the educational context, critical thinking can be applied in written materials, like reading passages, as it can be used in any context (Cottrell, 2005). This view moves us to critical reading because it may be considered as a subordinate of critical thinking. Critical reading can be considered as a manifestation of critical thinking (Sultan, Nurhadi, Rofiuddin & Priyatni, 2017). In this respect, it can be distinguished from ordinary reading. While ordinary readers focus on thesis sentences or central messages, critical readers go beyond (Jensen & Scharff, 2019) by questioning, analyzing, and evaluating information to draw a sensible conclusion about a text (Varaporn & Sitthitikul, 2019). As a matter of the fact, critical reading is more than the ability to comprehend the explicit meaning of the texts (Aghajani & Gholamrezapour, 2019). During the process of critical reading, the reader should be aware of what the writer’s attitude is, why a text has been written, how it has been written (Akyol, 2011). When understanding the writers’ purposes, the reader does not stick to the writer’s opinions. Instead, the reader evaluates, expresses personal judgment on the value, the quality, the accuracy, and the reliability of what is read (Smith, 1969). Similarly, according to Paul and Wallace (2003), critical readers consider the purpose of the author in writing, have a sceptical stance to the author’s opinions, and check whether the passage is relevant to their purpose.

As for teaching critical reading skills, Barnet and Bedau (2014) explain the techniques of critical reading as previewing a text, skimming, underlining, highlighting key passages and annotating in the margins, summarizing, and paraphrasing the text. These techniques may not need to possess higher thinking skills, but Knott (2012) suggests that one should read looking for ways of thinking. According to him,



determining central claims or purpose of the text and making judgments about context, finding kinds of reasoning, evidence and evaluation are among the ways of thinking.

Critical writing enables learners to select and form judgements on the evidence. Cottrell (2005) states that “most of the text is dedicated to presenting a case through providing reasons, using relevant evidence, comparing and evaluating alternative arguments, weighing up conflicting evidence, and forming judgements on the basis of the evidence” (p.168). According to this explanation, the researcher found that using argumentative essays in critical writing could foster students’ ability to find relevant evidence, to support their own claims, and to reason the counter arguments. The classical approach was used to write an argumentative essay. The classical approach, Aristotelian argumentative essay, provides writers to substantiate their claims with examples, statistics, and anecdotes and to be aware of the counter-arguments of a case as well. However, although the essay has counter-arguments, it is a key point that writers should refute the opposing idea by finding its flaws.

The learners in Turkey are prepared for university exams which includes multiple-choice questions and in this regard, learners do not read the texts critically (Aslan, 2017), so the learners may lack improving critical reading and writing skills due to the examination system. Having such a course based on critical reading and writing is a chance for pre-service English teachers to gain the ability and to convey it to their students in the future. Hence, the main purpose of the present study is to design a suggested syllabus by considering the importance of critical reading and writing. As syllabus design is one of the core components of the current study, the definition of the term ‘syllabus’ must be stated clearly. According to Lewis (1993), a syllabus explains the content of a teaching programme, and what is to be learned is involved in the syllabus. In other words, it summarizes the contents that learners will be taught (Yalden, 1987) and the selection and grading of content (Nunan, 1988). Syllabi can be seen as guides to meet the educational needs and goals, and syllabi comfort teachers about teaching because they prepare themselves for the course.

In designing a syllabus, there are some procedures to be followed. Nunan suggests 4 major points to be taken into consideration while a syllabus is being prepared: need analysis, goal and objective setting, the selection and grading of content, and the selection and grading of learning tasks (Nunan, 1988). The starting point of the syllabus design is needs analysis because we need to gather information

about the learners and the subjects. After getting the information, we need to determine the goals and the aims of the course that are suitable for the students and the course. It is also important to specify the syllabus type as it helps us decide the materials and the activity related to the course objectives and goals.

There are different kinds of syllabus types such as grammatical/structural syllabi, functional syllabi, lexical syllabi, situational syllabi, topic-based syllabi, skill-based syllabi, content-based syllabi, task-based syllabi. The focus points of the course for which a syllabus was designed through the present study are skills of reading and writing. Therefore, among the syllabus types, the researcher chose skill-based syllabus which is used to teach specific language skill (Reilly, 1988).

Accordingly, the present study investigated the effectiveness of a suggested syllabus for the Critical Reading and Writing Course at the department of English language teaching. The main goals of this course are to improve higher order reading and writing skills, to use arguments to support an idea, and to search out whether an argument is a fact or an opinion. The course was designed to improve the learners' critical reading and writing skills.

### **1.3.Statement of the Problem**

The ability to read texts critically is an augur of learners' achievement because analyzing, synthesizing and evaluating reading texts are necessary factors for the learners in terms of critical reading (Ahmad, 2019). Generally, students tend to understand the information in a text and then they just recall the information by answering the questions related to the text. Comprehension is one of the purposes of reading, but comprehension alone is not enough for a literal basis (Karabay, 2015). It is often understood that critical reading requires more than information recall in a body of knowledge (Dogrul & Saldana, 2019). The general approach for reading in Turkey is a traditional approach that is comprehension oriented (İçmez, 2005). Based on this study, it may be understood that reading and writing courses in Turkey do not have an important role in building a critical perspective towards a reading passage or writing an essay. According to the studies (İçmez, 2005; Aslan, 2017; Köse, 2006), the reason why critical reading is not developed is due to the examination system in which students are expected to read and understand texts and find the answer among the

options. The backwash effect of the university exam has shaped high school education in Turkey. Mostly, students could prefer to focus on what might be asked and how they would respond to those questions (Polat, 2019). Therefore, the learners do not have the environment in which they can practice critical thinking, and this influences both their success and their potential to generate new arguments and counter arguments during their life-time (Bahçe, 2012). The effect of the education system which has alienating effects on students can demonstrate itself in EFL students in the preparatory year (İçmez, 2009). Based on these studies, it can be understood that when learners begin to study at the department of ELT, they may need to improve their critical reading and writing thoroughly as the students may not have a critical perspective during the high school times. Hence, some studies suggest that critical reading and writing course should be included in the curriculum of ELT department (Balıkçı, 2012; Ünal, 2014). As a result of the lack of learners' critical reading and writing skills and the studies above which showed a necessity for teaching these skills, the researcher suggested a syllabus for learners to acquire critical reading and writing skills and investigated its effectiveness.

#### **1.4.Aim of the Study**

The purpose of the present study was to prepare a suggested syllabus for the Critical Reading and Writing course. As this course was lectured for the first time in the fall semester in the 2019- 2020 academic year, the suggested syllabus which the researcher designed could be an example and the first example syllabus for the lecturers who would give this course. Especially, as critical reading and writing have a range of subtitles, the syllabus would guide the lecturers to find their path during this course. Moreover, some studies (Balıkçı, 2012; Ünal, 2014) suggest a revision in the curriculum in ELT to include Critical Reading and Writing course, and their suggestion has turned into a reality, therefore; this suggested syllabus for Critical Reading and Writing course would help for those who are interested in.

#### **1.5.Research Questions of the Study**

Considering the purposes mentioned above, research questions are generated for the study.

- 1) Does the suggested syllabus improve the students' critical reading skills?
- 2) Does the suggested syllabus improve the students' critical writing skills?
- 3) Are there any significant differences between genders?

### **1.6. Significance of the Study**

Schools need 21<sup>st</sup> century skills in order for students to be educated by the needs of the century in social life. Curriculum frameworks and instructional methods must also change since the purposes of education and education standards are improving (Saavedra & Opfer, 2012); therefore, course contents should be prepared by taking the century's needs into considerations. It is known that 21<sup>st</sup> century skills include 4Cs which are critical thinking, creativity, communication, and collaboration. At the first side, critical reading may not be included, but when a deep investigation is done, it is understood that critical reading and writing take place under the title of critical thinking, so the needs of the century do not only want students to think critically but also want students to enhance the critical point of view with regard to reading and writing.

It is not enough to educate the students at high school or secondary schools in terms of critical reading and writing. Pre-service teachers should take critical reading and writing courses to give lectures thoroughly to the students in the future. Critical reading supplies learning skills, intellectual development and professional ability (Sultan et al., 2017). Therefore, pre-service teachers first need to learn the basic features of critical reading and writing with enough examples during teacher education. Then, when they become English teachers, they can get benefit from the activities or the materials by conveying these critical skills to their students. Teachers need to possess critical reading skills in order to teach these skills to their students (Maltepe, 2016). Improving pre-service teachers' critical reading and writing skills is considered as a necessary competence both for pre-service teachers' future profession and for their own reading skills in general. Hence, preparing a syllabus for a new course in the curriculum of English language teaching plays an important role in the purpose of improving the pre-service English teachers' skills in terms of critical reading and writing.

There are suggestions in the literature about a revision in the curriculum of ELT in terms of including critical reading and writing course as a selective or a compulsory course in previous years (Balıkçı, 2012; Ünal, 2014; Maltepe, 2016). The researchers (Balıkçı, 2012; Ünal, 2014) in Turkey studied critical reading under the scope of the Advanced Reading and Writing course. Based on these studies, the researchers revealed a need for the Critical Reading and Writing course in the curriculum. This research investigated critical reading and writing for the first time under the frame of the Critical Reading and Writing course where a suggested syllabus for 12 weeks was developed. At the end of the research, it was investigated whether the suggested syllabus has an impact on students' critical reading and writing skills.

### 1.7.Limitations

The study includes the following limitations:

1. In the current study, there was not a control group to identify the differences between two groups.
2. The suggested syllabus was designed in summertime and the learners were not available for the needs analysis. It was done through the interviews with the lecturers of reading skills and writing skill courses, so the syllabus did not include learners' opinions.
3. Although critical reading and writing were integrated during the treatment, four lessons were separated only critical writing. Thus, the learners could not have a chance to practice other critical writing types.

### 1.8.Related Studies

The related studies were found and summarized below. The detailed explanation is given under the title of previous studies in the chapter II.

Table 1  
The related studies

| The researchers                              | The scope of the study                                                  |
|----------------------------------------------|-------------------------------------------------------------------------|
| Ulu, Tuncay & Baş, 2017;<br>Küçükkoğlu, 2008 | self-efficacy and self-sufficiency of the<br>learners' critical reading |

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|                                                                                             |                                                                                                         |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Ünal, 2014; Bardakçı, 2010; İçmez, 2009;<br>Sultan et al, 2017; Varapon & Sitthitikul, 2019 | The effects of the strategies on the learners'<br>critical reading                                      |
| Ahangari & Sepehran, 2014; Schneer, 2014;<br>Can, 2006; Koç, 2018).                         | The usage of the discourse markers,<br>organizational patterns, cohesion patterns or<br>intertextuality |

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## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Introduction

This chapter is designed to provide literature review on critical thinking, critical reading and syllabus design. First, critical thinking is explained from a general perspective. Then, general information on reading, critical reading, teaching critical reading, critical writing and argumentative essay is given. Following the information related to syllabus design and syllabus types is presented. At the end of the chapter, previous studies on critical reading and writing are explained.

#### 2.2. Critical Thinking

The trace of critical thinking can be seen in history. Its origin goes back about 2,500 years ago when Socrates was the pioneer of critical thinking as he refused to accept an idea before thinking deeply about it by asking questions (Paul & Elder, 2002). He was so keen on questioning and analysing that a method is emerged, which is called Socratic Questioning. The method can serve as a self-evaluating, self-correcting and reflective thinking related with what to believe, and in that way, it can be a model for critical thinking (Hoaglund, 1993). Socratic Questioning involves questions to be asked to understand one's thinking. Paul and Elder (2008a) distinguished three types of questions used in questioning as spontaneous, exploratory, and focused.

**Spontaneous:** Curiosity is a premise of spontaneous. When a teacher is truly wondering what the students are thinking, spontaneous and unplanned questions are asked to probe students' thinking. Spontaneous Socratic questioning follows the sequence as (Paul & Elder, 2008a):

- giving similar examples.

- drawing an analogy that illuminates a particular position.
- paraphrasing counter views.
- restating students' responses accurately.

**Exploratory:** Exploratory Socratic questioning is used to discover controversy or interest areas or distinguish how and where academic materials are integrated into thinking of learners (Paul & Elder, 2008a). The aim is to find out what learners have already known about the concept (Jensen, 2015).

Samples of the question types for exploratory Socratic questioning are presented below:

- questioning the definitions of terms,
- asking to find the differences between the terms,
- asking the implications of terms in real life.

**Focused:** It enables students to muse about perspectives in different views (Paul & Elder, 2008a). To do this, students are engaged in ordered, extended, and integrated dialogues where they discover, develop, and exchange ideas and insights by gaining experience.

As having such world views shaped his teaching, Socrates taught his students the way that he believed and lived. Hence, his students, like Plato and Aristotle, followed and developed his ideology. They thought that the appearance and the fact of a thing are different from each other (Paul, Elder & Bartell, 1997). Although the root of critical thinking dates back to Socrates, John Dewey is assumed as the 'father' of the modern critical thinking tradition, which he called reflective thinking (Fisher, 2011). John Dewey thought that when receiving an idea, one thinks about the information, asks questions, and evaluates the findings and knowledge.

Sumner (1940) gave critical thinking special importance in the context of education (as cited in Paul, Elder & Bartell, 1997). According to him, critical thinking should be the aim of education because critical thinkers examine the information offered for acceptance. It can be understood from Sumner's view, schools should educate pupils to think elaborately against misconception, superstitions and persuasion (Bür, 2014) they may analyse the knowledge or the conversation taking place outside the school.



Critical thinking does not have an accurate definition to be memorized. Paul and Elder (2008b) describe critical thinking as “the art of analysing and evaluating thinking with a view to improve it and is the disciplined art of ensuring that you use the best thinking you are capable of in any set of circumstances” (p. 4). In the process of thinking, you need skill in musing on assumptions, in asking relevant questions, in drawing out implications (Fisher, 2011). In real life, we have many choices, and we need to choose the best one among them, and thinking critically may open us a way to choose the most suitable one by evaluating and interpreting the situation. As a result of the definitions and explanations, it can be inferred that we also improve our long-sightedness by thinking the facts and possibilities critically.

The definitions above give us a general understanding of critical thinking. However, Delphi panel was an important event for critical thinking in an educational context. In the panel, experts (1990) gave a detailed definition of critical thinking in an educational instruction as:

We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. CT is essential as a tool of inquiry. As such, CT is a liberating force in education and a powerful resource in one's personal and civic life. While not synonymous with good thinking, CT is a pervasive and self-rectifying human phenomenon. The ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. Thus, educating strong critical thinkers means working toward this ideal. It combines developing CT skills with nurturing those dispositions which consistently yield useful insights and which are the basis of a rational and democratic society (p. 3).

Within the detailed definition of critical reading, the experts at Delphi panel considered interpretation, analysis, inference, explanation, evaluation, and self-regulation as the core of critical thinking which requires higher-order thinking skills (Facione, 2013).

### **2.3. Reading**

Reading is a skill which human beings learn after listening and speaking. Unlike the learning process of listening and speaking, it is learned consciously, and the process of learning reading generally starts at the beginning of formal education. When we learn how to read, we witness history through reading, gain new knowledge, keep in touch with people (Watkins, 2017). There are many definitions of reading. According to Trudell (2019), “reading is the ability to derive meaning from written symbols” (p.431). Patel and Jain (2008) consider reading as “an active process consisting of recognition and comprehension skill” (p.113). Kirby (2007) defines reading comprehension as “the application of a skill that evolved for other purposes to a new form of input” (p.1). Understanding a text means getting essential information as efficiently as possible (Grellet, 1981). Coltheart (2005) indicates that reading is information- processing: transforming print to speech or print to meaning. The mental information-processing system has been acquired when someone has learned how to read.

### **2.4. Critical Reading**

Human beings can receive much information with the advancement in the technology where numerous information is presented in front of us. With the abundance of information, we should develop a critical perspective to understand whether the information is a fact or just an opinion; true or false. Being critical may have a negative meaning among most people, so it should be defined thoroughly to have accurate schemata in our mind.

Critical reading has been explained in many ways in the related literature, but there is no consensus about it. Wolf, King and Huck (1968) indicate that the total framework of reading includes critical reading as a sub-set of comprehension skills. According to them, critical reading “encompasses a set of skills which can be distinguished for the purposes of instruction and measurement, but it is not completely separable from other reading skills” (p. 440). It can be understood from this view that critical reading has its distinct features comparing to other reading skills. It is the ability to recognize the author's purpose or point of view, distinguish between fact and opinion, and make inferences (Darch & Kameenui, 2014), and judge how a text is argued (Knott, 2012). Wall and Wall (2005) define critical reading as “a way of

looking at a book and analysing what the author is saying and the methods the author is using to communicate a message or idea” (p.4). Critical reading is a technique in which one discovers ideas and information within a text (Kurland, 2000). Valle (2016) uses critical reading to refer to “read actively with the goals of identifying arguments, weighing evidence, evaluating sources, looking for conflicts of interest and questioning underlying assumptions” (p. 5).

Harris and Hodges define critical reading as follows:

Critical reading is (1) "the process of making judgments in reading; evaluating relevancy and adequacy of what is read; (2) an act of reading in which a questioning attitude, logical analysis, and inference are used to judge the worth of what is read according to an established standard; and (3) the judgment of validity or worth of what is read, based on sound criteria of standards developed through previous experience" (as cited in McCabe, 1984, p. 64).

Some authors do not define critical reading, but describe the expected attitudes or behaviours of a critical reader, or what they believe critical reading should aim at (Simpson, 1996; Frager & Thompson, 1985, as cited in Taglieber, 2000 p.16). Generally, a critical reader evaluates, expresses personal judgment on the value, the quality, the accuracy and the reliability of what is read (Smith, 1969).

Wallace and Poulson (2004, p.7) link critical approach to reading and propose the features of critical readers as they:

- consider the authors’ purpose in writing the account.
- examine the structure of the account to help you understand how the authors develop their argument.
- seek to identify the main claims the authors make in putting forward their argument.
- adopt a sceptical stance towards the authors’ claims, checking whether they support convincingly what they assert.
- question whether the authors have sufficient backing for the generalisations they make.
- check what the authors mean by key terms in the account and whether they use these terms consistently.
- consider whether and how any values guiding the authors' work may affect what they claim.
- distinguish between respecting the authors as people and being sceptical about what they write.
- keep an open mind, retaining a conditional willingness to be convinced.

- check that everything the authors have written is relevant to their purpose in writing the account and the argument they develop.
- expect to be given the information that is needed for you to be in a position to check any other literature sources to which the authors refer.

In addition to other behaviors of critical readers, Thistlewhaite (1990) gives an explanation by considering background knowledge as follows:

In critical reading, critical readers use their background knowledge as well as what the writer says to evaluate what they have read and make a decision. This decision may be to accept what the writer has said, to disagree with it, or to realize that additional information is necessary before an informed judgment can be made (p. 587).

As critical reading is defined in many ways, it is required to take place how critical reading is explained in the study. In the light of the definitions given above, operational definition of critical reading for this study is that it is the ability to distinguish facts and opinions, to summarize and paraphrase, to make inferences in a text, to differentiate the kinds of reasoning, to find premises, arguments, and conclusion in the texts, to make an inference about background of a writer by considering writing styles, to figure out the mood of a text and the purpose of a writer, and to be aware of fallacies.

The critical reading skills required to be acquired by the participants in the study is explained below.

#### **2.4.1. Fact and Opinion**

One of the basics of critical reading is to distinguish facts from opinions. These two terms differ from each other as their nature suggests. Facts are true statements, which describe what actually happens, can be verified by empirical means (Paul, Elder & Bartell, 1997). However, opinion has personal judgements, interpretations, and biases. When interpreting facts, people require to approach the statement with a critical eye and question the arguments.

#### **2.4.2. Summary and Paraphrase**

Both terms improve the comprehension of the reader by understanding what they read, but they have differences compared to each other. Paraphrasing means putting the writers' ideas into your own words by keeping the same ideas concerning the relationships between the ideas and pattern of organization in the paragraph (Carter, 2011). Within a text, every sentence may be paraphrased, but the summary

does not include every sentence. A summary is to write briefly what the whole says, it states the essential claim or thesis or point of the original (Barnet & Bedau, 2014).

### **2.4.3. Inference**

Basically, it is assumed that readers supply meaning not directly stated in the text (Smith, 1969). Inferring or interpreting statement means going beyond the literal meaning, and for more comprehensible language, it needs translating information (Wolf, King & Huck, 1968).

### **2.4.4. Reasoning and Fallacy**

Reasoning is taught to evaluate the arguments in the study. There are general premises assumed before an argument is begun, and a specific conclusion is produced by the joining of premises, which is called deductive reasoning (Barnet & Bedau, 2014). It is also possible that general conclusions are made by considering specific premises, which is inductive reasoning (Wilson, 2016). For both situations, inductive and deductive reasoning, conclusions or arguments are evaluated by considering the premises are true. If one of the premises is wrong, it is hard to assume the argument true.

The other term related to the arguments is fallacies which are poor arguments the premises of which fail to satisfy the support of its conclusion (Bardakçı, 2010). When you read fallacies, you may not find them nonsense, but reading critically helps you to identify the misconceptions in the fallacy sentences.

## **2.5. Writing**

Generally, human beings write to send messages or to communicate. According to Rozakis (1997), 'writing is a way of communicating a message to a reader for a purpose' (p.4). Today, the fact that most people use writing in the form of text messages, e-mail, blogging, Twitter, Facebook with the advancement of technology is a way of keeping in touch with family and friends. However, writing is used in educational context more than just communication. Generally, writing contributes to learning in terms of providing you not to forget what you study, and leading you make analyses and using information from different sources (Axelrod & Cooper, 2010). It is considered that writing includes knowledge and practice of reading, listening and speaking (Klimova, 2013).

Writing in EFL and ESL context is highly different comparing to writing in English as a mother tongue because writing courses in the first language focus on meaning while writing is seen as a practice of what is taught in grammar courses by teachers in EFL and ESL classes (Bayram, 2006). Harmer (1998) points out that the reason of teaching writing in English classes include language development, reinforcement, learning styles, and writing as a skill. Hyland (2003) suggests that L2 writing focus on content, text functions, language structures, themes or topics, genre and contexts of writing. According to Raimes (1983), writing in learning helps students with regard to (1) reinforcing the grammatical structures and vocabulary, (2) going beyond what the students have learned by taking risks, and (3) being involved with the new language.

## **2.6. Critical Writing**

Writing is the product of what is gained from reading and listening. We need to support our personal view and develop an argument according to the types of writing. In this respect, critical writing enables us to support writing through concrete evidence, examples, information from sources. There are limited definitions on critical writing. A simple definition is that critical writing is a kind of writing which develops an argument as a result of analysing and evaluating more than one sources (Smith, n.d.). It is understood from the definition that only one source does not make your writing critical enough to support an idea because there may be more than one completely different ideas or evidences which should be considered, and critical reading is crucial in the process of evaluation and analysis of different perspectives in order to write something critically. Critical writing has characteristic features which tell more comparing to its definition. The distinctive features of critical writers are:

- a clear and confident refusal to accept the conclusions of other writers without evaluating the arguments and evidence that they provide;
- a balanced presentation of reasons why the conclusions of other writers may be accepted or may need to be treated with caution;
- a clear presentation of your own evidence and argument, leading to your conclusion; and
- a recognition of the limitations in your own evidence, argument, and conclusion (University of Leicester, n.d.).

In the literature, its types, especially argumentative writing, are defined and studies more than itself. In this study, argumentative essay is used to develop students' critical writing skills.

### 2.6.1. Argumentative Essay

It is natural that there are arguments in the context of discussions, and the arguments are used to debate, persuade, negotiate, and solve differences in opinions (Graham, MacArthur & Fitzgerald, 2007).

Van Eemeren, Grootendorst, & Henkema (2002) defines

Argumentation is a verbal, social, and rational activity aimed at convincing a reasonable critic of the acceptability of a standpoint by putting forward a constellation of one or more propositions to justify this standpoint (p.xii).

Argumentation is a verbal and social activity of reason aimed at increasing (or decreasing) the acceptability of a controversial standpoint for the listener or reader, by putting forward a constellation of propositions intended to justify (or refute) the standpoint before a rational judge (p. 5, as cited in Ferretti, Weckerly, Lewis, 2007).

Two aspects of argumentation are important in the definition. First, constellation of propositions refers that arguments influence acceptability of a standpoint by having organization and structure. Second, critical standards are used to make judgements on the acceptability of a standpoint by reasonable people (Ferretti, Weckerly, Lewis, 2007).

In the context of education, argumentative writing is a complex process which includes understanding the topic, developing statement, arranging a coherent discourse, and putting ideas into writing (Pei, Zheng, Zhang, Liu, 2017). In addition, there are others' opinions in writing and one should examine others' viewpoints critically (Taylor, Lawrence, Connor & Snow, 2019), and convincing and strong argumentations must be written (Hasani, 2016).

The approach used to teach how to write an argumentative essay in the study is the classical approach, also known as Aristotelian argumentative essay, which includes introduction paragraph, thesis statement, arguments, refutation and conclusion paragraph.

**Introduction:** In introduction paragraph, it is aimed to gain the readers' interest, and also the thesis sentence is given to be understood what the essay is about.

**Narration:** It is presented the case in detail, and it is important to summarize the necessary background of the topic.

**Confirmation:** The claims are used to support the thesis by showing evidence for the claims. Examples, anecdotes, statistics and rates can be used to strengthen the claims

**Refutation:** It is the opposing viewpoints given in essays but refutation of the opposition is done by pointing out its flaws with logical claims.

**Conclusion:** It is the phase of reminding the readers the main points and the key points are summarized.

## 2.7. Teaching Language Skills

The main language skills are listening, speaking, reading and writing. Receptive skills are listening and reading while productive skills are speaking and writing. The features of these skills are different, so the way teachers teach varies according to the language skills. For example, in order to teach speaking, teachers should consider the types of speaking, like planned or unplanned, transaction or interpersonal, and interactive or non-interactive, approaches to teaching speaking, such as language input and output, and principles in teaching speaking while teaching listening concerns access to words, parsing, memory processes, extensive or intensive listening, and reciprocal or non-reciprocal listening, etc (Harmer, 2001). Although it is different the way how to teach language skills, the stages in language skills in a lesson are almost the same. The lesson in a language skill is conducted in 3 stages, pre, while and post. Teaching reading and writing skills are explained as the study is concerned only critical reading and critical writing.

### 2.7.1. Teaching Reading Skill

There are many reasons for reading. Some people read something for finding a specific information while some people read just for fun. Skimming, scanning, and reading for detailed comprehension are the most common reading skills that students acquire (Harmer, 2001).

**Skimming:** It refers to get a general impression of the content in the text (Hedge, 2000).

**Scanning:** The reader searches for a particular piece of information in the text (Grellet, 1981)



**Reading for details:** The reader looks for details in the text, and s/he should concentrate on what they are reading (Harmer, 2001).

In literature on reading, two basic processing types are discussed, which are top-down and bottom-up processes. The term top-down processing is explained as usage of prior knowledge to getting a meaning from the text while the term bottom-up help readers to decode the letters, words, and other features in a language within the text (Hedge, 2000). Figure 1 illustrates the levels processing of reading comprehension.

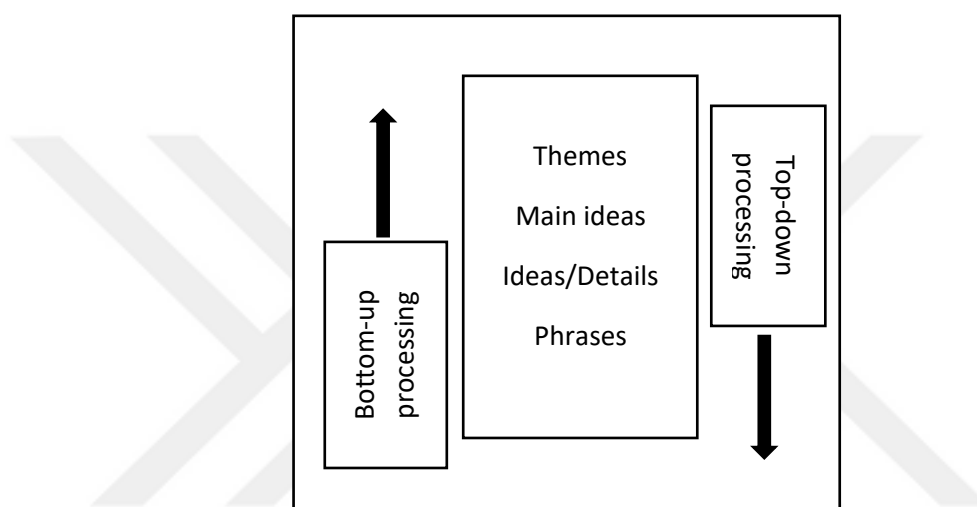


Figure 1. Levels of processing in reading comprehension (Kirby, J.R., 2007)

In metaphorical terms, this is the difference between looking at a forest or examining the individual trees in the forest (Harmer, 2007). In top-down process, you look at a forest in general without making a detailed investigation. Readers try to reach a general view about a reading passage in reading. With respect to this, schemata play an important role in having suitable expectations of what they are going to encounter. However, in bottom-up processing, when you are in a forest, you look at every tree, every branch, and every leaf. In other words, you examine the forest in a detailed way. It occurs when readers look at individual meanings, cohesive devices, words or phrases and build up a whole by stringing these elements together.

Lexical knowledge, grammatical knowledge and schemata are active in reading, so it is useful to benefit from both processes. Sometimes individual details enable us to understand the whole while sometimes general overviews help us process the details. It may be difficult to find a general information without a comprehension of details in a passage. However, understanding of every detail in a passage may not

give you a guarantee to have global understandings of the topic (Harmer, 2007). As a result, neither bottom-up nor top-down processing is not separated in reading.

Teaching of reading should include three phases (Brown, 1994). The procedure for teaching reading skill starts with a lead-in where readers engage with the topic and try to activate their schemata which is described by Cook (1983, p.69) as 'our pre-existent knowledge of the world'. At the pre-reading, the role of the teachers is to provoke students to bring out their knowledge or schemata. Teachers can give various clues such as pictures, videos, charts, headlines, news about the topics in order for student to remember something on the subject and make predictions of what the text is about or what they expect to read (Harmer, 2007).

When students begin to read, comprehension tasks are used to get a general understanding about a text. At the while-reading, students understand why they are reading the text. In other words, students are aware of the reasons and the aim of reading. Sometimes students read for having a general knowledge from the text while sometimes students read for having a detailed information by getting involved in a search of the passage. Watkins (2017) explain how to focus on information by saying:

While theoretically there are a great many things that teachers could ask learners to do during the while-reading phase of a lesson, the reality is that materials designed to promote reading tend to be dominated by question types that test factual comprehension. They typically centre on information that can be found explicitly in the text and have a single correct response (p. 47).

In addition, in order to understand a text, he exemplifies factual comprehension questions as:

- answering multiple choice questions
- answering True/False questions
- answering Yes/No questions
- answering who, what, when, where and how type questions
- putting pictures into a sequence
- inserting sentences/paragraphs into gaps
- matching pictures to parts of a text
- matching sub-headings to parts of a text
- correcting errors in a summary of a text (p.47)

It is not given much importance of higher thinking skills to answer the factual comprehension questions above because they require the concrete information from the text. They are answered much easier comparing to such questions as required

higher order thinking skills. After readers read and answer such questions, they should keep on post-reading phase. The aim of this phase enables readers to consolidate what it has been read, and to connect the text with the readers' knowledge, opinions and experience (Rivas, 1999). The activities for that phase depend on the production, and they should be meaningful and suitable for the topic of the text. The reader produces what they have learned from the previous phases by doing activities for post-reading such as poster design, letter writing, and role play etc.

### **2.7.2. Teaching Critical Reading Skills**

Critical thinking is one of the 21 century skills, which students need to learn to be successful today (Rotherham & Willingham, 2010). Critical thinking can be applied in written materials, like reading passages (Cottrell, 2005). According to Sultan et al (2017), manifestation of critical thinking may be critical reading. Hence, teaching critical reading skills prepares students to accomplish today. Different techniques or strategies are presented in terms of teaching critical reading skills, which is enlightened following. Barnet and Bedau (2014) give the components of critical reading as it consists of previewing a text, skimming, underlining, highlighting key passages and annotating in the margins, summarizing and paraphrasing the text. Similarly, Nasrollahi (as cited in Maslakhatin, 2016) shares these common features but adds four more which includes finding facts versus opinions, monitoring, drawing conclusions, questioning, and synthesizing.

Thistlewaite's (1990) critical reading questions fall into six categories: (1 ) writers' qualification as an authority, (2) writers' objectivity and bias, (3) the purpose of writers, (4) validity and up-to-dateness of the material, (5) writers' usage of reasoning and supporting an idea, (6) readers' own objectivity and biases (p. 588).

Wheeler (2009) states critical reading strategies as below:

- talking back to the text,
- asking question to the text and answering the questions,
- ask questions to make your own understanding,
- asking questions about the context,
- ask questions about broader implications,
- seek relevant connections,

According to Knott (2012), one should not read a text just for information but should read looking for ways of thinking. Looking for ways of thinking is described as follows by Knott (2012).

**Central claims:** First, one should determine the central claims or purpose of the text, and critical reading occurs when it is identified how the central claims are developed.

**Context:** Some judgments about the context are done by asking such questions as What audience the text is written for, in what historical context it is written, who is it in dialogue with.

**Kinds of reasoning:** A text may include more than one reasoning, so it is important to figure out that different disciplines (i.e. history, sociology, biology, philosophy,) may be argued differently. The questions asked to distinguish the reasoning are listed as following.

- What concepts are defined and used?
- Does the text appeal to a theory or theories?
- Is any specific methodology laid out?
- If there is an appeal to a particular concept, theory, or method, how is that concept, theory, or method then used to organize and interpret the data?
- You might also examine how the text is organized: how has the author analysed (broken down) the material?

**Evidence:** In order to examine the evidence, it is considered how the text employs supporting facts, examples, anecdotes, etc. It is the position how the evidence in a text develops the argument, and its controlling claims and concepts. The questions to examine the evidence are presented below.

- What counts as evidence in this argument?
- Is the evidence statistical? literary? historical? etc.
- From what sources is the evidence taken?
- Are these sources primary or secondary?

**Evaluation:** Evaluation is involved in critical reading. Reading of a text becomes critical when a text is argued by making a series of judgements. The sample questions for evaluating a text is given below.

- If the argument is strong/weak, why?
- Could it be better or differently supported?
- Are there gaps, leaps, or inconsistencies in the argument?

- Could the evidence be interpreted differently?
- Are the conclusions warranted by the evidence presented?
- What might an opposing argument be?

In conclusion, the teacher should choose which one is appropriate to their courses and should design the lecture accordingly.

### **2.7.3. Teaching Writing Skill**

Writing, one of the four skills, is always in the syllabus in language teaching. As writing has different kinds, syllabi include what is needed for students. According to Hyland (2003, p.2), writing in curriculum organizes L2 writing teaching around different focuses as;

- Language structure
- Themes or topics
- Text functions
- Creative expression
- Composing processes
- Content
- Genre and contexts of writing

It is useful for students to experience several perspectives when teachers adopt eclectic method for the writing focuses. In order to teach writing skills in a curriculum or a syllabus, there are two kinds of approaches skill most commonly used, the product approach and the process approach (Klimova, 2013).

### **2.7.4. The Product Approach**

The product approach involves the forms of the written product which learners produce. It includes the presentation of a model, which is read and analysed, so learners construct a similar text (Klimova, 2013). Rhetorical forms or patterns are defined and taught by the teacher (Ferris & Hedgcock, 2005). Then, the students copy and imitate the teacher (Sun & Feng, 2009). It is not considered to write a meaningful piece of connected discourse with coherence and cohesive devices and to teach strategies (Ferris & Hedgcock, 2005).

### **2.7.5. The Process Approach**

It has occurred in contrast with the traditional product-oriented in teaching writing. Student writers start organizing the ideas or tasks before they write, and they

need to know that their products are not their finished production, but it is just a beginning or a draft, so it is expected that the words which they put on is not perfect right away (Raimes, 1983). Taking such unfinished writing into consideration, process approach should be a process comprising of several stages, such as drafting, prewriting, receiving feedback from the instructor or peers (Sun & Feng, 2009). With involving students into the process, the approach contributes to the development of language use (Klimova, 2013), and in order to do that, it gets benefit from brainstorming, group discussion, re-writing, proofreading, and etc. (Klimova, 2013; Sun & Feng, 2009). Four basic processes are presented in writing such as prewriting, writing, revision, and proofreading (Uyar, 2014). First stage is prewriting in which information is gathered and played with (Applebee, 1987). It is understood that the writer concerns which information is used. Secondly, in writing stage, the topic is developed by producing false starts, but the focus is on the ideas which are expressed by the writers (Applebee, 1987). Thirdly, writers revise the writing which they have composed, find the mistakes and try to correct them (Uyar, 2014). At the last stage, editing, the writers try to improve a draft by adding, deleting or rearranging words (Nordquist, 2019).

The focus is on writing as a skill in this study because critical writing skill is required to teach. As writing as a skill need students to know how to write letters, how to reply to advertisements, how to write an academic essay, how to use writing's special conventions (paragraph construction, punctuation etc.) (Harmer, 1998), it is seen that it belongs to process-oriented writing skills. Hence, the learners involving the study are led by considering the four basic processes of writing.

## **2.8. The Studies on Critical Reading and Critical Writing**

Recent studies on critical reading similar to the present study we reviewed below, and it was come out that the studies on critical reading were limited in Turkey. The studies on critical writing were highly associated with argumentative essay in this research, so the studies on argumentative essay mainly were explained in the title of previous studies on critical writing.

There are some studies on critical reading in the literature ( Sultan et al, 2017; Varapon & Sitthitikul, 2019; İçmez, 2009; Balıkçı, 2015; Küçükoglu, 2008; Ünal, 2014; Bardakçı, 2010; Ulu, Tuncay & Baş, 2017). Some studies cared for self-efficacy

and self-sufficiency of the learners' critical reading without training the learners (Ulu, Tuncay & Baş, 2017; Küçükoğlu, 2008). It was found in both studies that the learners found themselves considerably sufficient about critical reading. Besides the research based on the perceptions of the learners, there are some studies the researchers of which gave the training and taught the strategies of critical reading skills and they investigated its effect on the learners' critical reading skills (Ünal, 2014; Bardakçı, 2010; İçmez, 2009; Sultan et al, 2017; Varapon & Sitthitikul, 2019). As the results of the studies, there was an increase in the ability to read the texts critically. Other studies were based on discourse analysis in critical reading skills (Balıkçı, 2015; Hazaea & Alzubi, 2017). The researchers determined criteria for the analysis, and during the course, they considered such criteria. The findings of the studies varied according to the discourse types in written works of the learners.

As for critical writing, the studies on argumentative essay writings are placed in the literature (Ahangari & Sepehran, 2014; Schneer, 2014; Can, 2006; Koç, 2018). Argumentative essay studies were mostly studies in the scope of analysis of written materials in terms of the discourse markers, organizational patterns, cohesion patterns or intertextuality without showing the teaching steps of argumentative essay writings. There were two studies which also shared the similarity in terms of the participant because they investigated the differences between the native English speakers and Turkish learners of English (Can, 2006; Koç, 2018). In the literature, the focus was on the linguistic aspects of the argumentative essays rather than its pedagogical implications in writing classes.

## **2.9. Curriculum and Syllabus**

Curriculum development in language teaching begins with the notion of syllabus design in the history, but syllabus design constitutes only one part of curriculum (Richards, 2001). Within the literature, there is a lack of understanding of the terms 'syllabus' and 'curriculum' (Nunan, 1988). The following definitions are intended to clarify the distinction. It is a common view in Britain that curriculum refers to the whole content to be taught and it is placed within one school or educational system while syllabus refers to individual content or subject matter (White, 1988). Syllabus explains the content of a teaching programme, and it involves what is to be learned (Lewis, 1993). Yalden (1987) suggests a syllabus summarizes the content

which learners will be taught. Robertson defines that curriculum contains learning experiences prepared for students in terms of aims, content, objectives, resources, process and evaluation (as cited in Shaw, 1977). Candlin (1984) indicates that

Curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation, and the role relationships of teachers and learners. Syllabi, on the other hand, are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation ( as cited in Nunan, 1988, p.3).

Nunan suggests similar opinion with Candlin by defining that “curriculum is concerned with the planning, implementation, evaluation, management, and administration of education programmes, and syllabus, on the other hand, focuses more narrowly on the selection and grading of content” (1988, p.8). In short, curricula include general goals and a statement of policy while syllabi contain details of course content and every day concerns are taught by syllabi (Ekşi, 2008).

### **2.9.1. Syllabus Design**

Plans are essential to fulfil the educational needs because teachers are guided by plans containing a path to deal with the educational goals. According to Breen (2001), a syllabus is a kind of plan of what is to be accomplished through learning and teaching (as cited in Szudarski, 2013). Syllabi provide a guidance to meet the educational needs and goals, and it also helps and comforts teachers about what they are going to do. There are some criteria for preparing a syllabus properly. According to Nunan, there are 4 major points taken into consideration by preparing a syllabus: needs analysis, goal and objective setting, the selection and grading of content, and the selection and grading of learning tasks (Nunan, 1988).

**Needs analysis:** Needs analysis is the techniques and procedures for collecting information to be prepared a syllabus design (Nunan, 1988). The process of gathering information can be viewed as a cycle as depicted in Figure 2 (Graves, 2000).



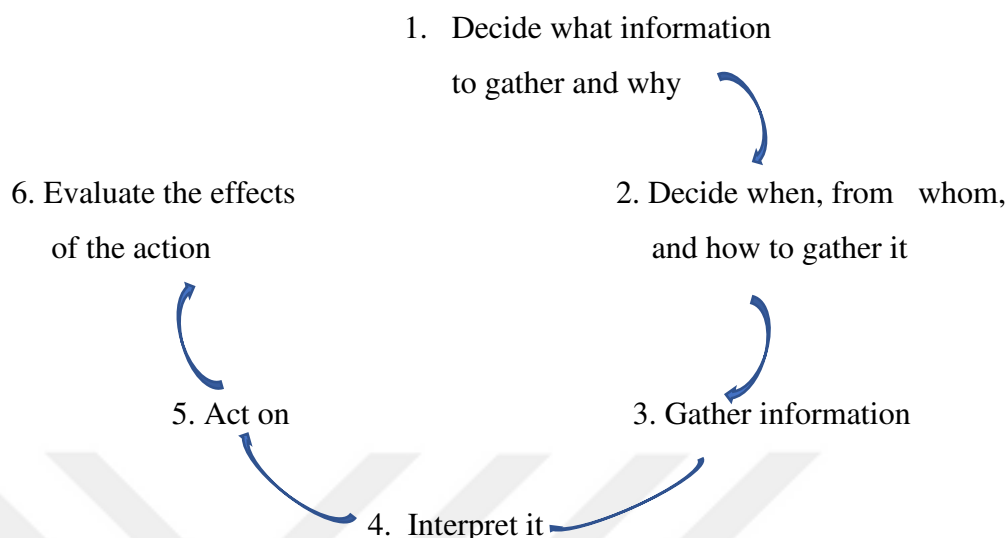


Figure 2. The needs assessment cycle (Graves, 2000, p.100)

The process starts with the kinds of information. We can learn both present knowledge like the learners' characteristics, their proficiency level, interest, attitudes, preferences and future knowledge such as the learners' expectations, goals, types of communicative skills, the target contexts (Graves, 2000). According to Nunan, there are two kinds of needs analysis, which are objective and subjective learner analysis. Objective data is factual information which has biographical information on age, mother tongue, nationality while subjective analysis shows goals, perceptions and priorities of the learner, and it has information about why the students has undertaken to learn the course and activities and tasks learners choose (Nunan, 1988).

The purpose of needs analysis varies according to the context, so it can be encountered with different purposes in the phase of the analysis. For instance, in the educational context, needs analysis helps teachers gather information on a certain issue which learners are experiencing, or identify a gap between what students are able to do and what they need (Richards, 2001). When a gap is recognised, needs analysis can guide the selection of content.

Needs analysis may take before, during and after the course (Richards, 2001). In order to make a general view and a long-term planning about the course content, we need to do needs analysis before the course begins. However, we may rearrange the syllabus in regard to the students' reactions as the classroom environment is dynamic.

An analysis done after the course may obtain comprehensive views of the needs of the students as a basis for evaluating and reviewing the program (Richards, 2001).

**Goal and objective setting:** Specific goals motivate people and improves the effectiveness of learning and teaching (Richards, 2001). Hence, a syllabus should have specific goals and objectives for learners to gain at the end of the year or semester. Knowledge, skills and values that learners need to develop are included. Goals are like a frame for the teachers because whatever they choose for learning should fit with the objectives. The goals also provide a map of what the teachers need to assess, so materials are chosen depending on the goals (Graves, 2000). Objective and goals may be seen similar but objectives are the way we reach our goals. We can write several objectives to achieve goals. As these two terms are indispensable parts of syllabus, the syllabus designer should take into these terms account.

**Selecting and grading of content:** There are different kinds of syllabus. At this phase, you decide whether your syllabus is structural, functional, and notional items or they are interrelated (Nunan, 1988). This decision should be parallel to your goals and objectives.

**Selection and grading of learning tasks:** After the content, goals and objectives are chosen, a related learning task is designed to foster teaching. Nunan (1988) emphasizes “the desirability of relating classroom activities to syllabus goals and objectives so that courses and programmes derived from such syllabi have an overall coherence of purpose” (p.96). It can be understood that syllabus planner associate classroom tasks to the goals, objectives and content of the course.

Similarly, another procedure for syllabus design is proposed by Davis (2009) entailing with some steps to be followed.

**Preliminary Information Gathering:** It is important to collect basic information about the students and the course. With this respect, the instructor may ask colleagues for their syllabus, look at old exams, assignments, papers and materials that give the main idea about themes and topics. Also, one more information to be obtained is to know the characteristics of the students. Questions should be asked in order to learn their features such as knowledge, skills, and attitudes that the learners have, previous courses that they took, preconceptions and misperceptions that the learners possess, educational background of the learners, etc (Davis, 2009).

**Deciding What You Want to Accomplish:** The instructor's expectation for the students in the course is taken into considerations by drafting a list of learning outcomes which are aimed to be clarified the fact of the learners' expectations for the course, and the meaning of achievement in terms of the learners. Learning outcomes are so important that the choice of textbook, the choice of teaching techniques, the selection of the type and order of assignments derive from the course objectives.

**Defining and Limiting Course Content:** It might be seen that everything is important for the students during the reading of a topic. Many examples, topics, terms and statistics may be assumed to be known. However, a research shows that topics and details more than the needs of the course may cause distraction for the learning of the topics (Bransford, Brown & Cocking, 2000, as cited in Davis, 2009). Metaphorically, students drown in the knowledge of ocean. In order to eliminate the undesirable situation in the classes, the instructor should limit the course content. In the way of limitation, Davis (2009) recommends that concept maps are helpful leadings in choosing important topics or examples.

**Structuring the Course:** The course should be designed in a logical arrangement. Materials can go on chronologically or can be arranged from concrete to abstract or vice versa, from theory to application, or by increasing proficiency of skills or complexity (Davis, 2009). If the instructor finds that the topic is hard to understand, extra time should be allowed. In addition, while a course is being designed, it is also important to list university holidays, breaks or religious holidays because there may be make-up lessons.

**Selection of Course Materials and Textbooks:** Textbooks and assignments should be the indicators of learning outcomes and should match their techniques or approaches to the material. If they cannot meet the students need, the learners may lose their motivation to the course. If there are already several textbooks which are appropriate to the course, there are some criteria to select them, which are indicated below (adapted from Dake, 2007; Forsyth, 2003; Lowman, 1995; National Research Council, 1997; Robinson, 1994, as cited in Davis, 2009);

- accuracy and coherency of the content
- material organization
- overall design in terms of pedagogy.
- difficulty level in terms of the background of the learners

- subject matter of the course in terms of techniques, methods and approach
- offers of different formats of the textbooks
- charge of the textbook
- environmental impacts
- thoughts of the instructor who implicated the book in the class
- consideration of some learners for the book

It is not always possible to find a textbook which suits your objectives or course content, so you need to prepare coursepacks which are prepared by taking activities or passages from book chapters, articles, journals or etc. Davis (2009) gives some tips that are useful to design coursepacks. and they are presented as below

- Limitation and selection of the topics.
- Inclusion of general view for the topics or content tables.
- Definition of jargon or technical words and phrases if possible.
- Permissions of copyright.

**Setting Course Policies:** On the first day of the school, students should know what the syllabus includes, what the teacher expect them, and whether attendance at lectures is compulsory, if it is, it should be enlighten how much percentage of attendance is required. If attendance is really important for you, extra points may be added those who attend the class by rewarding regular attendance rather than penalizing absences. Lastly, other course policies are grading, classroom behaviour and late work. It is obviously explained that how much percentage of the exams is make the total grade.

### 2.9.2. Syllabus Types

Syllabus types vary according to the aims of the content because every context, content and the course aim is different from one another, so it is important to understand the types and choose the appropriate one. There are two types of approaches to design a syllabus, which are product-oriented syllabi and process-oriented syllabi (Nunan, 1988).

### 2.9.3. Product-oriented Syllabi

The focus is on the product of language learning as its title suggests. It emphasises the knowledge and skills that learners obtain from instructions (Nunan, 1988).

### **2.9.3.1. Grammatical/Structural Syllabi**

The syllabus type mostly used in the history is the grammatical, or structural, syllabus which gives the main focus on simplicity and complexity of grammatical structures while the contents are being chosen and graded (Rabbini, 2002). The theory behind structural syllabi is that grammatical and structural aspect in a language are basic and essential (Krahnke, 1987). According to Nunan (1988), language comprises of a finite set of rules, and teaching languages is a combination of structures and forms to be taught, which includes verbs, nouns, adjectives, subordinate clauses, statements, and so on (Reilly, 1988).

### **2.9.3.2. Lexical Syllabi**

The centre is on lexis by aiming to teach most frequent words and phrases together with their most frequent uses and meanings and the combinations in which they generally occur (Willis & Willis, 2013). It is basic concept that lexical phrases are comprehended and produced as chunks.

### **2.9.3.3 Functional/Notional Syllabi**

Nunan (1988) states that “functions may be described as the communicative purposes for which we use language, while notions are the conceptual meanings (objects, entities, states of affairs, logical relationships, and so on) expressed through language” (p. 35). It is clear from the previous sentence that the syllabus is designed to give importance to communicative purpose and likely uses of a language in real communication (Wilkins, 1972). It depends on strongly needs analysis so deciding particular syllabus content entails examining the types of discourse which the learners need to take part in, noting the functions and notions and the specific forms which are used in the types of discourse involved (Krahnke, 1987).

### **2.9.3.4. Situational Syllabi**

In a general view, the syllabus is based on specific situations in which language is used, and the main purpose is to teach language that happens in the situations (Reilly, 1988). Learners are able to understand the meaning from a relevant context by linking structural theory to situations (Rabbini, 2002), and use the forms in context and improve the form-meaning relationship by being provided contexts of discourse where meaning and form coincide (Krahnke, 1987).

#### **2.9.4. Process-oriented Syllabi**

It was realized that functions and forms may not in itself develop communicative language skills, which caused the development of process-oriented views. Some applied linguists changed focus from the outcomes of instruction, product-oriented syllabus, to the process during which skills and knowledge may be gained (Nunan, 1988). This type of syllabi includes the skills to be acquired, not solely the content; however, the content is chosen to support the target skills (Murphy, 2013).

##### **2.9.4.1. Tasked- Based Syllabi**

This type of syllabi is designed for learners to complete certain tasks. Tasks and activities enable learners to use the language communicatively to achieve a purpose, and by dealing with the tasks, like information or opinion gap, learners would perceive the language subconsciously while they consciously concentrate on solving the meaning behind the tasks (Rabbani, 2002). Ellis (2003) considers the task as “workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of content (rather than language)” (p.64).

##### **2.9.4.2. Skill-based Syllabi**

Traditionally, skill-based, called competency-based instruction, resembles to behavioural objectives, and competences mean what learners are able to do according to instructions (Kranche, 1987). Skill in language teaching designate one of the four skills in a language: listening, speaking, writing, or reading (Chastain, 1976, as cited in Kranche, 1987).

The main purpose is to learn specific language skill and improving general competence in the language is the secondary purpose of skill-based syllabi (Reilly, 1988). Meaning placed in the first place in skill-based syllabi instead of grammar or vocabulary teaching (Civan, 2013).

When learners improve specific types of language uses, the skill-based syllabus is suitable (Krahnke, 1987). The decision of what skills are selected relies on their perceived usefulness (Ekşi, 2008).

One of the examples of skill-based syllabus in a reading course includes such examples as:

- Guessing vocabulary from context,
- Reading for the main idea,

- Summarizing readings,
- More inference,
- Critical reading skills,
- Restatement (Krahnke, 1987).

#### **2.9.4.3. Content-Based Syllabi**

The main purpose is to teach contents by using language with little or no effort (Reilly, 1988). According to Widdowson (1979), being associated language with contents both ensures the link with the pupils' experience and reality and create certain means for teachers to teach the language as communication (as cited in Krahnke, 1987). Using L2 is the means to achieve the goal (Murphy, 2013) and teachers teach the subject in the usual way of language with use of gestures and simplification of language (Yalden, 2002).

#### **2.9.4.4. Topic-Based Syllabi**

It is based on topics/themes which can be chosen by considering students' interests, needs and aims or cross-cultural knowledge, and the topics are thought as a source for contextualized and meaningful activities (Can, 2009). This kind of syllabus does not give all information about the topic, but it provides that students can discover information about the topic and its connection with the language (Soori & Ghader, 2015).

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

This study examined the effectiveness of the syllabus design for the critical reading and writing course. This chapter presents the methodological details of the study. In the first section, the research design conducted to the study is introduced. Next, research population and sampling model are presented. Lastly, the ways how data were collected and instrument used in the study are mentioned.

#### **3.2. Research Design**

The present study applied one-group pretest-posttest design as quantitative method since there was only one group for the course. According to Frankel, Wallen, and Hyun (2012), one-group pretest-posttest design is a quasi-experimental research design where a single group is measured or observed not only after but also before a treatment. Both pre and post tests were implemented to the participant who attended the class regularly in order to understand the effectiveness of the suggested syllabus.

As the course is placed in the second-year at the university, the participants were mostly from second year. The study began with administration of pretest, which is Critical Thinking Ability in English Reading. After the pretest, the participants were informed about the syllabus to the course.

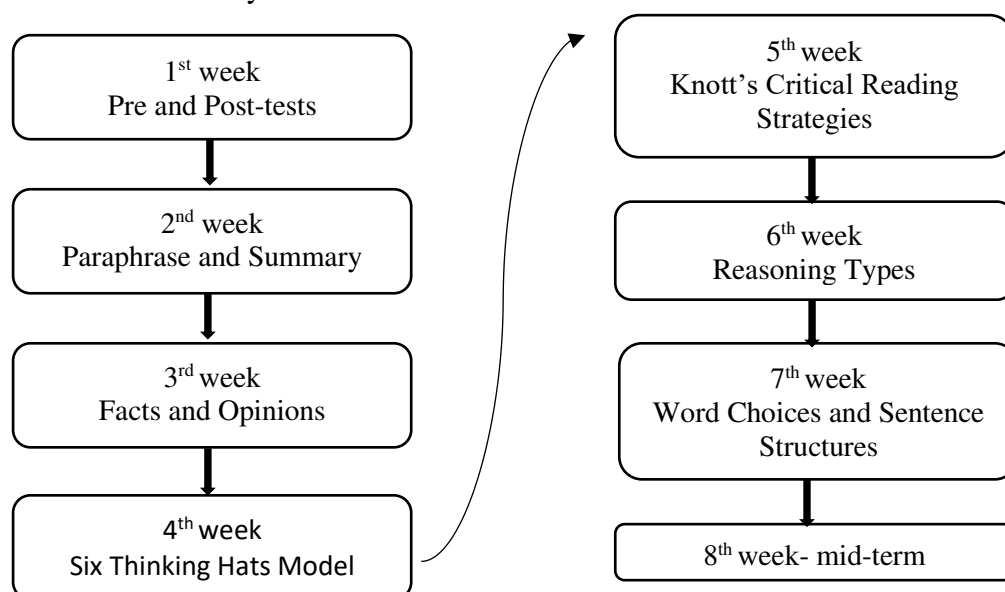
Critical reading and writing course consisted of 12 separate lessons, excluding midterm and final weeks, over a 4-month period. As the course is based on reading and writing skills, each lesson included three parts: pre-, while- and post-reading or writing skill. As it is generally accepted that reading has an impact on writing, the critical reading courses were integrated with critical writing, however; the first 8 weeks were primarily based on critical reading skill in order for students to gain an idea about terms and to encounter with the examples in critical perspectives



and the following four weeks were on critical writing as a production of readings in terms of argumentative essay.

### 3.3. Procedure

At the first week, it was aimed to remind the learners of basic reading skills such as scanning, skimming, finding a thesis statement and supporting ideas. Then, the participants improved the critical reading skills on the other seven weeks. During other lessons of the critical reading, students were able to distinguish fact and opinion, to paraphrase and to make a summary, to interpret the fact in the story, to acquire how an author's cultural background affects the way s/he writes, to find arguments in a text, to study Knott's five reading strategies, to find and produce arguments (premises and conclusion), to make an inference, and to learn fallacies respectively. As for critical writing, as the previous teacher of the participants in the writing class told that the learners were not successful in writing an argumentative essay, the researcher tried to simplify the procedures by using  $i+1$ . Two weeks were the practice to support their ideas by writing an agreement and disagreement essay, and the last two weeks, the participants dealt with writing a classical argumentative essay. When they are asked to write an argumentative essay, the learners knew how to support their ideas, which referred to  $i$ , but the need to refute the other claims, which represented  $+1$ . The refutation was a new term for them, and they found out how to refute the opposing claims by analyzing and argumentative essay and then, they practised it. Last week, post-test was administered for the last stage of course. The schema below illustrates the contents of every week.



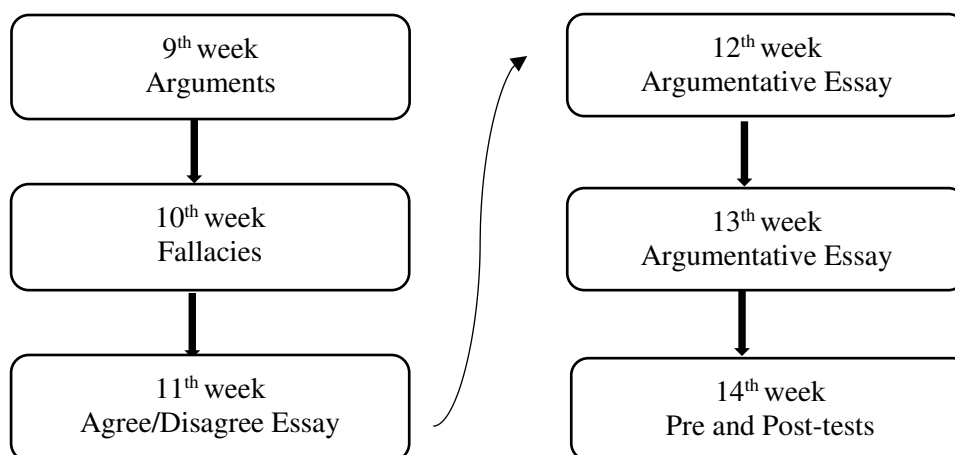


Figure 3. The procedure of the course

In the following, the researcher explained precisely what was lectured in every week.

**First week.** The researcher firstly administered the pre-test in terms of critical reading and writing to the participants before starting to teach anything related to critical reading and writing. First, they were given the questionnaire for critical reading and then, they were supposed to write an argumentative essay on the mother tongue usage in English teaching. After collecting the pre-tests, the researcher showed the syllabus and briefly explained what they were going to learn every week. Lastly, the learners were expected to share their own opinions and expectations to the course.

**Second week.** It was aimed to remind the learners of basic reading skills such as scanning, skimming, finding a thesis statement and supporting ideas. At the first lesson, students learned what paraphrasing was and how to write paraphrase. The distinguish between paraphrase and summary was taught. At the second lesson, A reading passage about online education was given to the learners and it was expected from learners to find the thesis statement and supporting ideas. Then, students wrote a summary and paraphrased the given paragraph taken from the passage. (See Appendix 1).

**Third week.** The main goals were to have students distinguish between facts and opinions. At the beginning of the lesson, there were some example sentences for fact and opinion and students were expected to tell the differences of the sentences. After understanding of the students' background, the teacher explained how to understand whether a sentence was a fact or an opinion. In order to decide, what questions should be asked or what kind of adverbs, verbs were used in a sentence was explained. Sample

statements were given. After this phase, students had a text and find opinion and fact sentences in it. Then, they were given a text about fact and opinions on social media, and students answered the questions. At the end of the lesson, the learners wrote an opinion and a fact sentence based on social media. (See Appendix 2).

**Fourth week.** The lesson focused on having a different point of view by considering an event, so six thinking hats model was presented in the classroom. Before starting to the course, the teacher asked whether the learners know six thinking hats model. Hats were drawn in the board giving different color to every of them and were explained. Then, as a pre-reading activity, brainstorming activity was used by asking the notion of the learners about pride. The story, named "The Necklace", was read, and character analyses were done. Also, the questions related to the story were answered. At the end of the story, six thinking hats model was used to solve the problem in the story. Six students came in front of the class by representing every color. Then each of the six hats played its own role in order to find a suitable solution. (See Appendix 3).

**Fifth week.** The lesson was organized according to Knott's critical reading strategies. At the beginning of the course, the learners talked about coffee and tea. In while-reading, the strategies were shown to the students by explaining how they can analyze a text step by step and what kind of questions should be asked to analyze. Then, advantages and disadvantages essays were given and the learners were expected to use the strategies to analyze the text. At the end of the lesson, the evaluation part, last step of Knott's strategies, was done by enabling students to write the opposite ways of the essays. (See Appendix 4).

**Sixth week.** At the beginning of the lesson, the learners learned types of reasoning by giving examples. Then, in pre-reading, the learners watched a video related to the news, and they talked about the woman in the news in light of the questions that the teacher asks. Then, they were asked what came to their mind when they hear nanny. After this activity, the news was given to the learners, and the learners answered the questions about the news. The teacher asked them to compare their assumption about the woman which they made at the beginning of the course with their opinion after they read the news. The reasoning types, inductive and deductive reasoning, were taught inductively by showing examples in the story. At the end of the course, the learners were expected to write inductive or deductive reasoning. (See Appendix 5).

**Seventh week.** The aim of this week was to understand the author's background knowledge in choosing words and in producing sentences. First, the learners read the author's life and tried to make a connection with word choices and sentence structures. Then, they read the story and answered the question. The students gave attention to the sentence structures. At the end of the lesson, the learners finished the story by referring to the last part of the story (See Appendix 6).

**Eighth week.** It was the midterm week.

**Ninth week.** Argumentation was the main focus of the week. First, the learners described and discussed photos related to the text. In while-reading, the learners read and answered the questions by finding and outlining the arguments in the text. Lastly, the learners wrote an e-mail to the owner of the zoo in the texts by stating their claims and supporting their ideas. Then, the learners discussed the outcomes with their friends. (See Appendix 7).

**Tenth week.** At the beginning of the course, example sentences about fallacies were shown and the learners were asked whether they know or not. Then, a presentation about some of the fallacy types was presented. In the pre-reading, the learners watched a video about the trailer of the text and while they were watching the video, they made assumptions about the texts. A short story was about the fallacy types and they were explained well by indicating examples from the real-life situations. There were some blank in the story and the learners had to fill in the blanks with the appropriate fallacy types. Features of the characters were analysed. At the end of the lesson, the students worked with their pair. One of them was the author and the other one was Polly who was the character in the story. As they knew the situation, they needed to maintain the conversation by writing the fallacies. (See Appendix 8).

**Eleventh Week.** This week, the learners learned how to write an agree and disagree essay. At the beginning of the course, the students read sentences and said whether they agreed or not by giving reasons. Then, there was an example essay on agree and disagree essay, the teacher analysed it with the learners. Then, they wrote a paragraph and continue to wrote the essay as homework. (See Appendix 9).

**Twelfth week.** The learners learned how to write an argumentative essay. A sample of argumentative essay was shown and analysed paragraph by paragraph. Then, on the basis of the sample, the learners wrote which side they supported and also they

explained their claims. Then, the learners found the counter side and wrote a paragraph about an opposing idea. Finally, they shared their writings and discussed it. (See Appendix 10).

**Thirteenth week.** There was a text about the first language usage in English classes. The text was read, and students gave the opinions. Then, the learners were asked to write an argumentative essay on the topic. The students wrote an essay by declaring the outlines before writing. At the end of the lesson, they shared essays and discussed it. The homework was about effective native and non-native English teachers in teaching English as a second language. They had to write arguments on the text. (See Appendix 11).

**Fourteenth Week.** post-test was administered to the participants. Then, the learners wrote an argumentative essay on native and non-native English teachers.

### 3.4. Research Population Sampling

The target population in the study is students in the department of English Language Teaching. 57 sophomore students were chosen for the research because the course Critical Reading and Writing is the second-year course. However, the population decreased to 51 as six outliers were removed from the study in the analysis of critical reading, which constituted 30 females and 21 males. On the other hand, as for critical writing, while the researcher was collecting the data for pre-test, some of the students didn't want to write or some of them wrote only one paragraph, so the population of samples in essay writing was 26 students, 24 females and two males, which was less than the samples who administered critical reading pre and post-tests. What year the course is given is a criterion for the selections of the students. As the course is only lectured to the second-year students, every student in the department does not have a chance to participate in the research, so the non-random sampling model was used in this study. Under the title of non-random sampling, convenience sampling was selected as according to Frankel, Wallen, & Hyun (2012), a convenience sampling is a group of individuals who are available for study (p. 99), only those who attended the class regularly and were volunteer to participate to the study were included in the process of data analysis. Regular attendance for the course in this study meant that a student should attend at least nine lessons.

### 3.5. Instruments

Two data collection tools were used for critical reading and writing. This questionnaire for critical reading and argumentative essay for critical writing was used as pre and post-test and in an argumentative essay, a holistic rubric taken from Kök (2013) was used to evaluate students' pre and post writing.

#### 3.5.1. The Questionnaire on Critical Thinking Ability in English Reading

In this research, the data collection tool used in this research is the questionnaire on critical thinking ability in English reading which measures critical thinking ability in English reading including explanation, inference, evaluation, interpretation, analysis and self-regulation (Jie, Yuhong, Yuan, 2015). The questionnaire was designed on the basis of Facione's List of Core Six CT Skills by Jie, Yuhong, Yuan. The questionnaire has 22 items with a five-point Likert scale (5=agree; 4=basically agree; 3=hard to say; 2=not quite agree; 1=disagree). The items refer to sub-categories of the questionnaire, which are inference, interpretation, explanation, evaluation and self-regulation. The six sub-categories are given below with the item numbers.

**Explanation:** It aims that students can write and support their own opinions. Items 11, 14 and 21 are designed to evaluate the students' explanation.

**Inference:** Students are expected to predict the content of a text, to infer how the text is going to end, and when they don't know the meaning of words, they try to find out by looking at the whole passage. Also, one of the objectives in the course is to understand the backgrounds of the authors who reflect their culture and ethnic groups to their works. Items 2, 4, 12, 16, 18 are designed to evaluate the students' inference.

**Evaluation:** Evaluation enables students to assess the credibility of statements or other people's perception, judgment or opinion (Facione, 1990). Items 7, 13 and 15 evaluate the students' evaluation.

**Analysis:** Bloom (1956) defines "analysis as the breakdown of the material into its constituent parts and detection of the relationships of the parts and of the way they are organized" (p. 144). In order to evaluate students' ability in terms of analysis, items 5, 6, 10 and 17 are used.

**Interpretation:** According to Fisher (2011), interpretation is an essential preliminary to draw conclusions from different claims and it is used to select and construct the best

of some alternatives. Items 1, 3, 8, 9, and 19 are used to evaluate the interpretation ability of the students.

**Self-regulation:** Self-regulation help students monitor one's cognitive activities by applying analysis and evaluation to one's judgements (Facione, 1990). Items 20 and 22 are related to self-regulation.

The reliability of the pre and post-test was analysed in the present study by using Cronbach's alpha coefficient which is the indicator of internal consistency. According to a previous study (Aghanjani & Gholamrezapour, 2019), The Questionnaire on Critical Thinking Ability in English Reading has good internal consistency, with Cronbach alpha coefficient reported of .91. In the current study, Cronbach's alpha coefficient was .88 in the pre-test and .80 in the post-test. Acceptable values are above .70, but values above .80 are preferable and good (Pallant, 2010); therefore, the reliability of the test is good and preferable.

### **3.5.2. Argumentative Essay**

Argumentative essay writings were used to evaluate how the learners supported their ideas and refuted an opposing idea. At the beginning of the course, the learners were asked to write an argumentative essay as a pre-test, and after they took instruction about both critical reading and argumentative essay, the post-test of argumentative essay was administered. The topics students wrote on included "First language usage in English teaching" and "Non-native or native English teachers in teaching English". The scores of the essays were evaluated by using a holistic rubric.

In order to check the inter-rater reliability of the scores of argumentative essays, the intraclass correlation coefficient was used. According to Field (2009), the intraclass correlation assesses the consistency between judges' ratings. The intraclass correlation estimates and their 95% confident intervals were calculated using SPSS. If intraclass correlation values are between 0.75 and 0.9, it indicates good reliability (Koo & Li, 2015). The results of inter-rater reliability are .807 in pre-test and .885 in post-test, so it shows good reliability in the inter-rater reliability of argumentative essay scores.

## **3.6. Data Analysis**

Data analysis was performed by using SPSS statistical software program. Normality of the test was done to understand whether the analyse was done through

parametric or non-parametric statistics. As the data of the pre and post-tests were normally distributed, the statistic was parametric. According to the research design, paired-samples t-test was used to interpret the data since it is used when the comparison of the mean scores of the same group of people on two different occasions is done (Pallant, 2010). In addition, as the scores of argumentative essays were evaluated through rubric by two raters, the inter-rater reliability was regarded. The results of the present study are discussed in the following chapter.





## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1. Introduction

This chapter presents the results of the statistical analysis of the data collected through the instrument given in the previous chapter.

#### 4.2. The Results of the Normality Test

The first step in data analysis was to check whether the test had normal distribution in the scores. Normality test is done to check whether the data is distributed normally, that is to say, if the majority of scores are placed in the middle of the distribution (Frankel, Wallen, & Hyun, 2012). To check the normal distribution of the data of the present study, values of skewness and kurtosis were utilized, skewness value was found as .025 in the pre-test and .376 in the post-test in critical reading, and as .277 in the pre-test and -.551 in the post-test in terms of critical writing; Kurtosis value was found as -.806 and -.721 in the post-test in critical reading, and as -1.030 in the pre-test and -.177 in the post-test with regard to critical writing. According to Tabachnick and Fidell (2012), the acceptable range for kurtosis and skewness is between +1.5 and -1.5. In the current study, therefore, the data of the study showed normal distribution. In accordance with the results of the normality test, the data analysis followed through parametric statistic and was explained by answering the research questions below.

#### 4.3. The Findings of the Research Questions

##### *1) Does the suggested syllabus improve the students' critical reading skills?*

A paired-samples t-test was conducted to evaluate the impact of the syllabus on students' critical reading on the data obtained through The Questionnaire on Critical

Thinking Ability in English Reading. Table 1 presents the pre and post-tests results of the Questionnaire on critical thinking skill in English reading.

Table 2

*T-test results of the scores of pre and post-test in questionnaire*

|                  | N  | Mean  | Sd   | df | t     | p    |
|------------------|----|-------|------|----|-------|------|
| <b>Pre-test</b>  | 51 | 85.94 | 7.58 | 50 | -6.20 | .000 |
| <b>Post-test</b> | 51 | 90.74 | 6.67 |    |       |      |

**p<.01**

The results revealed there was a statistically significant difference in students critical reading skills as their scores increased from pre-test ( $M = 85.94$ ,  $SD = 7.58$ ) to post-test ( $M = 90.74$ ,  $SD = 6.67$ ),  $t(50) = -6.19$ ,  $p < .01$  (two-tailed). When we look at the mean scores, the mean at pre-test was 85.94 and the mean at post-test was 90.74. Therefore, there was a significant increase in the scores from pre-test (prior to the instruction) to post-test (after the instruction).

The questionnaire includes six sub-categories which are interpretation, analysis, evaluation, inference, explanation and self-regulation. The results enable us to evaluate the impact of the syllabus on subtitles.

**Interpretation:** As seen from Table 2, a paired-samples t-test was conducted to evaluate the impact of the syllabus on students' interpretation.

Table 3

*T-test results of the scores of pre and post-test in interpretation*

|                  | N  | Mean  | Sd   | df | t     | p    |
|------------------|----|-------|------|----|-------|------|
| <b>Pre-test</b>  | 51 | 20.15 | 2.04 | 50 | -2.46 | .017 |
| <b>Post-test</b> | 51 | 21.00 | 2.17 |    |       |      |

**p<.05**

For the first sub-category which is interpretation, the t-test scores showed that there was a statistically significant increase from pre-test ( $M = 20.15$ ,  $SD = 2.04$ ) to post-test ( $M = 21.00$ ,  $SD = 2.17$ ),  $t(50) = -2.46$ ,  $p < .05$  (two-tailed).

**Inference:** Table 3 illustrates the impact of the syllabus on students' inferencing skill.

Table 4

*T-test results of the scores of pre and post-test in inference*

|                  | N  | Mean  | Sd   | df | t     | p   |
|------------------|----|-------|------|----|-------|-----|
| <b>Pre-test</b>  | 51 | 19.27 | 1.76 | 50 | -2.72 | .01 |
| <b>Post-test</b> | 51 | 20.19 | 2.30 |    |       |     |

**p<.05**

According to the result, although there was a slight difference between mean scores of pre and post-test, there was a statistically significant increase from pre-test ( $M = 19.27$ ,  $SD = 1.76$ ) to post-test ( $M = 20.19$ ,  $SD = 2.30$ ),  $t(50) = -2.72$ ,  $p < .05$  (two-tailed).

**Analysis:** In order to understand whether the scores have differences in analysis, Table 4 was presented to indicate the comparison between pre and post-test results.

Table 5

*T-test results of the scores of pre and post-test in analysis*

|                  | N  | Mean  | Sd   | df | t     | p    |
|------------------|----|-------|------|----|-------|------|
| <b>Pre-test</b>  | 51 | 15.84 | 2.06 | 50 | -3.07 | .003 |
| <b>Post-test</b> | 51 | 16.84 | 1.92 |    |       |      |

**p<.01**

The results of the analysis showed that there was a statistically significant increase in analyse from pre-test ( $M = 15.84$ ,  $SD = 2.06$ ) to post-test ( $M = 16.84$ ,  $SD = 1.92$ ),  $t(50) = -3.07$ ,  $p < .05$  (two-tailed). When the mean scores were compared, the learners improved analysis skills more than the other skills.

**Evaluation:** As is seen in Table 5, the students' evaluation skills were investigated.

Table 6

*T-test results of the scores of pre and post-test data in evaluation*

|                  | N  | Mean  | Sd   | df | t     | p    |
|------------------|----|-------|------|----|-------|------|
| <b>Pre-test</b>  | 51 | 11.33 | 1.64 | 50 | -3.25 | .002 |
| <b>Post-test</b> | 51 | 12.17 | 1.50 |    |       |      |

**p<.01**

By considering the results of mean scores and Sig. (2-tailed) value, it was seen that there was a statistically significant increase from pre-test ( $M = 11.33$ ,  $SD = 1.64$ ) to post-test ( $M = 12.17$ ,  $SD = 1.50$ ),  $t(50) = -3.25$ ,  $p < .05$  (two-tailed).

**Explanation:** Table 6 indicates the impact of the syllabus on students' explanation.

Table 7

*T-test results of the scores of pre and post-test in explanation*

|                  | N  | Mean  | Sd   | df | t     | p    |
|------------------|----|-------|------|----|-------|------|
| <b>Pre-test</b>  | 51 | 11.68 | 1.96 | 50 | -2.76 | .008 |
| <b>Post-test</b> | 51 | 12.43 | 1.48 |    |       |      |

**p<.01**

In the light of the results, there was a statistically significant increase from pre-test ( $M = 11.68$ ,  $SD = 1.96$ ) to post-test ( $M = 12.43$ ,  $SD = 1.48$ ),  $t(50) = -2.76$ ,  $p < .05$  (two-tailed).

**P<.05**

**Self-regulation:** As Table 7 shows, the results showed the impact of the syllabus on students' self-regulation.

Table 8

*T-test results of the scores of pre and post-test data in self-regulation*

|                  | N  | Mean | Sd   | df | t     | p    |
|------------------|----|------|------|----|-------|------|
| <b>Pre-test</b>  | 51 | 7.64 | 1.23 | 50 | -2.12 | .038 |
| <b>Post-test</b> | 51 | 8.10 | 1.10 |    |       |      |

**p<.05**

According to the analysis, there was a statistically significant increase from pre-test ( $M = 7.64$ ,  $SD = 1.23$ ) to post-test ( $M = 8.10$ ,  $SD = 1.10$ ),  $t(50) = -2.12$ ,  $p < .05$  (two-tailed).

## 2) Does the suggested syllabus improve students' critical writing skills?

Paired samples t-test was used to identify the differences between the scores of students from the pre and post-test. Table 8 shows the results of scores obtained from the argumentative essays of the learners.

Table 9

*T-test results of pre and post-test data in argumentative essay*

|                  | N  | Mean  | Sd    | df | t     | p    |
|------------------|----|-------|-------|----|-------|------|
| <b>Pre-test</b>  | 26 | 40.76 | 22.96 | 25 | -6.70 | .000 |
| <b>Post-test</b> | 26 | 70.76 | 21.33 |    |       |      |

**p<.01**

There was a statistically significant increase in argumentative essay scores from pre-test ( $M = 40.76$ ,  $SD = 22.96$ ) to post-test ( $M = 70.76$ ,  $SD = 21.33$ ),  $t(25) = -6.70$ ,  $p < .01$  (two-tailed).

### 3) Does the suggested syllabus create a difference between the genders?

When you compare the mean scores of two different groups of people or conditions independent samples t-test is used, and if the Sig. (two-tailed) value is above .05, it shows no significant differences between the groups (Pallant, 2010). Hence, t-test was administered to investigate a significant difference in the mean scores for males and females. An independent-samples t-test, as seen in Table 9, taken from pre-test was conducted to compare between genders.

Table 10

*T-test results concerning the difference between the pre-test and post-test scores of genders in questionnaire on critical thinking skill in English reading*

|                  | Group  | N  | Mean  | Sd   | t     | df | p    |
|------------------|--------|----|-------|------|-------|----|------|
| <b>Pre-test</b>  | Male   | 20 | 85.95 | 7.20 | -.007 | 49 | 1.0  |
|                  | Female | 31 | 85.93 | 7.93 |       |    |      |
| <b>Post-test</b> | Male   | 20 | 90.35 | 6.36 | .337  | 49 | .738 |
|                  | Female | 31 | 91.00 | 6.95 |       |    |      |

There was no significant difference in scores in pre-test for males ( $M = 85.95$ ,  $SD = 7.20$ ) and females ( $M = 85.93$ ,  $SD = 7.93$ ;  $t(49) = -.007$ ,  $p = 1.00$  two-tailed). The results of post-test in terms of the gender differences indicated that there was no significant difference in scores for males ( $M = 90.35$ ,  $SD = 6.36$ ) and females ( $M = 91.00$ ,  $SD = 6.95$ ;  $t(49) = .33$ ,  $p = .73$  two-tailed). Briefly, in the present study, the Sig.(two-tailed) values in pre and post-test were above .05 so it does not show significant differences between genders.

#### **4.4. The Discussion of the Results**

Teachers should possess critical reading and writing skill when they practice reading activities in their classroom because according to Correia (2006), learners need the help of their teacher to read texts critically. In order to acquire these skills, the curriculum of ELT department should include critical reading and writing skills. A study conducted by Balıkçı (2012) supported the alteration of the Council Higher Education in her study by recommending a revision in the curriculum of ELT department to include critical reading course. In accordance with this view, critical reading and writing course was included in the curriculum of ELT department in 2018 by the Council of Higher Education, so the present study tried to provide a syllabus for this revision and innovation in the curriculum.

The study not only suggested a syllabus for critical reading and writing course but also it investigated its effectiveness. The contents of the syllabus were prepared by considering the needs analysis done with lecturers from the first year and by taking the procedures into consideration. The syllabus was implemented to 57 second-year students in the department of ELT, and the learners took 12 weeks based on critical reading and writing skills. One-group pretest-posttest design was applied in the current study. In order to collect the data, pre and post-tests were administered and analysed. The data analysis was interpreted in terms of two aspects which are critical reading and argumentative writing in response to the research questions. Since the course was put into practice recently, no similar studies suggesting syllabus for the course were found. That's way, the discussion of the results was done by considering the course effectiveness with the previous studies on critical reading and writing.

The results of the current study showed that there was a statistically significant increase from pre-test to post-test. It can be said that the learners improved themselves in terms of critical reading, so the course had a positive impact on students. A similar impact of critical reading course was observed in a study (Ebrahimi & Rahimi, 2013) which indicated that the learners perceived the classroom learning environment more positively by implying critical reading materials. Another study carried out by Correia (2006) indicated that critical reading improved the level of students' participation and considered the result as the major benefits of the lesson on critical reading. In addition, Arslan (2017) found in her study that training students in terms of critical reading strategies enabled the learners to learn how to approach and

to analyse a text. Similarly, research (Xiao-mei, 2009) indicated that by teaching critical reading, students improved their reading skill as well as argumentation in writing. Another resembles study on critical reading done by Bardakçı (2010) investigated the development of critical reading skills by raising awareness to reasoning fallacies which is one of the critical reading terms. After the instruction, when it was compared to see the differences between pre and post-test scores, and the result showed that there was a significant increase in critical reading skill.

In the current study, writing an argumentative essay was reinforced by being aware of and improving critical reading skill, and before the learners wrote an argumentative essay, they learned how to support their view by writing agreement and disagreement essay. The result of the data analysis showed a statistically significant increase in argumentative essay scores from pre-test to post-test. This finding is in line with the findings of similar studies mentioned in the literature part. For example, the study by Kolour and Yaghoubi (2015) investigated the impact of teaching critical thinking tasks, cause and effect relationship and divergent thinking, on coherence in argumentative essay writing among EFL learners, and they found that critical thinking tasks had a significant effect on learners' coherence in argumentative essay writing. Similarly, Alagözlü (2007) conducted a study on critical thinking and writing in L2, and it indicated that critical thinking skills overcame the difficulties in L2 writing. Bacha (2010) taught argumentative writing through five steps and at the end of the study, this way of teaching indicated improvement in students' argumentative structure and in argumentative writing. similar to Bacha study, the present study followed a step by step procedure to teach how to write an argumentative essay by supporting their opinions in writing agreement and disagreement essay first.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1 Introduction**

In this chapter, the summary of the study is given and the researcher made some suggestions for further studies.

#### **5.2 Conclusion**

This study suggested a syllabus for critical reading and writing course which was included in 2018 by the Council of Higher Education and investigated its effectiveness. Lessons were given through 12 weeks, and the course was designed in the way that 8 weeks were spared to integrate both critical reading and writing and 4 weeks were allotted to focus on essay types of critical writing. With regard to designing the syllabus, the procedures indicated in the books of Nunan (1988) and Davis (2009) were taken into consideration. Since the course was mainly based on reading and writing, a skill-based syllabus was chosen among the syllabus types, which Krahnke (1987) considers critical reading skills as an example of this type of syllabus. As the first step in designing a syllabus was needs analysis, the interviews with the lecturers of reading and writing skill courses from the previous year were held by the researcher. Accordingly, contents, materials and material types were determined by considering the terms related to critical reading and writing. Appropriateness of the texts was done by considering the steps explained by Arias (2007).

The present study applied one-group pretest-posttest design, so the syllabus was implemented to only the experimental group, and data were collected from the experimental group through questionnaire on critical thinking in English reading. The mean score in pre-test was 85.94 and the mean of post-test was 90.74, and the significant value was smaller than .01. Briefly, it can be understood that there was a statistically significant difference between the scores of pre and post-test of the questionnaire in general and its sub-categories. For critical writing, the learners wrote



an argumentative essay in which the students added an opposing idea and refutation. The mean score from pre-test was 40, and post-test's mean score was 70. Hence, when the results of scores in argumentative essays were considered, it was found that there was a significant increase in writing argumentative essays. In conclusion, the results of the current study showed that there was a significant increase in the scores of both critical reading and writing.

Critical reading enables professional ability and learning skills (Sultan et al., 2017). By looking at the overall results of the study, it can be concluded that the improvement of the learners' critical reading and writing skills may make contributions on teaching reading and writing skills by arranging the activities according to the levels of their learners when they become English teachers. As critical reading and writing is a need in 21<sup>st</sup> century, such skills may be included in the course books in the EFL classes, so the learners may not get confused when they come across the materials in their class. Furthermore, this study may be thought that the syllabus may be a suggestion about the procedures and techniques for the course and it may be an example for further studies.

In light of the study, there were some suggestions for further studies. For example, when the current syllabus was designed, needs analysis was done by having interviews with only the lecturers from the previous year. However, the notion and wish of the learners may be included in the preparation of the syllabus for further studies. In addition, the present study had only the experimental group, so the syllabus was implemented to only one group. However, in order to identify the effectiveness of the study and the differences between groups, a control group may be arranged in the further studies.

## CHAPTER VI

### A SUGGESTED SYLLABUS FOR CRITICAL READING AND WRITING COURSE

*“Reading without reflecting is like eating without digesting.”*  
Edmund Burke

#### 6.1. Introduction

The syllabus was designed to be a sample for Critical Reading and Writing course which is involved in the new catalogue of ELT and was taught for the first time in the department.

#### 6.2. General Aims

It is clearly inferred from the quote above that writing is the reflection of reading. Getting input from listening and speaking enables us to produce a kind of writing by summarizing, analysing, or adding a personal view to the output. It is clear that reading makes us better writers (Axelrod & Cooper, 2010). Based on this ideology, this course aims at lecturing critical reading at first, and then leading students to write critically through making students familiar with the terms and arguments in the scope of critical reading. Before producing something, students looked at the example texts by analysing how the concepts were applied, and how the texts were shaped according to the aim of writing. Learners could write by activating background knowledge and skills gained in the reading section.

### **6.3. Methodology**

The key part to design the suggested syllabus was to collect data from need analysis. For the needs analysis, the researcher had an interview with the instructors of reading and writing courses that of the participants took the previous year. The results of the needs analysis are given below.

#### **6.3.1. Needs Analysis**

As the course name suggests that the lesson should be arranged in accordance with critical reading and writing, the researcher knows that students need to improve their reading and writing critically. However, it is not certain whether the learners took such courses before. Needs analysis enlightens the level of students in terms of critical reading and writing through the interview with the lecturers of Reading Skill and Writing Skill Courses. In the lights of these needs analysis, the course contents have come into focus. The purpose of needs analysis was to understand whether the students took a course related to critical reading and writing and if yes, it was tried to have an idea about what they learned and how they were successful in the first year at the university and to identify the gaps between what has been taught and what the learners need to learn as the syllabus aims at taking a further step to the background knowledge of the learners. As a result of the needs analysis, the content of the course, the topics and terms are determined to be included in the lesson.

#### **6.3.2. Needs Analysis on Critical Reading**

Learners took Reading Skill Course through both fall and spring terms in the first year of the university. In order to understand whether they learned terms or did some practices related to critical reading, the syllabus of the Reading Skill Course was analysed. The objectives of the course were that students were able to understand the topic of the text, summarize, find thesis and supporting sentences, improve selective reading skill, reinforce critical thinking skill, identify odd sentences in the paragraphs. In order to look at the objectives, the syllabus of the course is presented Appendix 16.

After all these objectives were taken into consideration, it was found that the terms related to critical reading skill were not even included in the course content; however, inference questions took part during the course, which actually was aimed to foster critical thinking skill. Besides, finding or evaluating the arguments in the

passages was not the focus of the course, so critical reasoning and fallacies were not included in the syllabus.

### 6.3.3. Needs Analysis on Critical Writing

Learners took writing skill Course through both first and second terms in the first year of the university. The information for the course was taken by having an interview with the lecturer of the course. The main purpose of the interview was to find out whether the essay writings included critical writing in the class. Expert opinions were received for the questions in the interview. During the interview, the lecturer talked about the course content and the learners' academic success.

The lecturer said that

*“We studied the argumentative essay writing. However, the learners were not successful in writing the argumentative essay. Especially, they got difficulty in giving an opposing idea and refuting it.”*

The lecturer told about the techniques that she used while she was teaching the argumentative essay writing by explaining that

*“I showed an example argumentative essay, and we looked at every paragraph. Then, I expected them to write.”*

Appendix 17 shows two examples which are the learners' argumentative essay writings in writing course evaluated by the lecturer of the course.

After the interview, it was noticed that the argumentative essay was taught in terms of critical writing for two weeks. The lecturer told the teaching method of argumentative essay writings. Formerly, she showed the sample of argumentative essay and investigated the text with the learners in terms of analysing every paragraph in the essay. Later, she expected the students to write an argumentative essay. The lecturer said that the learners were not successful in writing the essay.

With the enlightenment of the interview, the ideology for critical writing in this study is to produce an output from easy to complex. Hence, the learners begin with finding arguments, and notice if the arguments are wrong or right. Then, learners support and counter with an idea by writing a paragraph. Then, they are expected to produce classical argumentative essay.

As a result of needs analysis, it was found that the learners did not practice critical reading and they were not successful in learning argumentative writing. Hence, basic and crucial terms in terms of critical reading and writing should be included. As a result of the needs analysis, the suggested syllabus was designed and the researcher received expert opinions before the implementation of the syllabus.

Another point in designing a syllabus is to decide what syllabus type was chosen. According to Kranché (1987), the ability to use language in specific ways is partially dependent on the need for specific skills. It is understood that the aim of the course was to improve the specific skills in reading and writing as the course name suggests. With regard to this notion and the name of the course, the researcher chose skill-based syllabus that was highly based on critical reading and writing skills.

The syllabus has its content according to the books on critical reading and writing (Barnet & Bedau, 2014; Poulson & Wallace, 2004; Carter, 2011), and researchers' explanations (Darch & Kameenui, 2014; Valle, 2014; Knott, 2014) like distinguishing facts and opinions, summarizing and paraphrasing, making inferences in a text, differentiating the kinds of reasoning, finding premises, arguments, and conclusion in the texts, making an inference about the background of a writer by considering writing styles, figuring out the mood of a text and the purpose of a writer, and being aware of fallacies. These features include in the questionnaire designed based on Facione's critical thinking skills, which shows us that critical reading and thinking is inseparable. Critical writing was analysed through argumentative essays writing.

#### **6.3.4. Recommended Techniques and Materials**

Finding a textbook suitable your objectives and course content is not always possible, so you need to prepare coursepacks which are photocopies of copyrighted book chapters, articles, and other materials (Davis, 2009). Based on this view, this course has a coursepack which was prepared for the needs of the learners. The material used in the class should be suitable for learners, educators and the curriculum that are appropriate to the specific context (Miekeley, 2005). In this research, the materials were selected by considering critical reading skills defined by the researchers (Darch & Kameenui, 2014; Valle, 2014; Knott, 2014; Barnet and Bedau, 2014), so the researcher brought in relevant texts related to the critical reading concept, students level and

background knowledge and even some materials sharing examples for the content and the objectives. Students' level, interest, needs and background knowledge are seen as the most significant factors in the selection of reading materials while content, relevance and authenticity are the other factors (Arias, 2007).

**Students' level:** According to Melvin, Stout, Lotherington, and Fox (1987), the educator needs to know which materials are suitable for the students' level (as cited in Arias, 2007). In the study, the learners were from the department of ELT, and some of them studied at preparatory class at the university. Hence, they were able to read essays, short stories and news.

**Students interest:** According to Fox (1989), the instructor should find materials which the learners are likely to be interested in (as cited in Arias, 2007). It was found that the texts were about social media, education and English language teaching, which was observed as the interest of the learners. As the interest of the students may vary, the content preference may be long. Based on this view, the contents of the texts showed differences such as social media, prejudice, marriage, drinking coffee, online education, the first language usage in teaching English etc.

**Students' needs:** As a result of the needs analysis, it was found that the learners needed to learn some key concepts in critical reading and learned how to write an argumentative essay. The chosen materials touched upon different aspects of critical reading skills.

**Students' background knowledge:** Pre-reading activities are particularly useful for this purpose (Arias, 2007). On this view, pre-reading activities included the concepts to reinforce the students' background knowledge and while-reading activities included the concept which was learned in pre-reading activities.

### **Aspects related to the text**

**Content and Relevance:** Choosing reading materials should be relevant to the topic and the text types. Reading materials were selected to reflect the purpose of the content of each week. For example, the advantages and disadvantages of an essay was a relevant material to practice Knott's reading strategies.

**Authenticity:** The rationale for selecting authentic material in this research is given as the following.

- Students need to be able to comprehend real-life language.
- Teachers can take advantage of the grammatical aspects found in the texts.
- Students will be prepared to read any type of text.
- The fact that language is simplified does not ensure comprehension.
- We can provide the students with different strategies to ensure better comprehension.
- It is better to simplify the reading process, rather than the text.

Taking into consideration the rationale, the researcher found a different type of texts some of which include real-life language, like reading tweets, and language of the texts was not simplified. Some materials in the reading course were taken from magazines, newspaper and news. In addition, the texts were analysed by using different strategies.

#### **6.4. Objectives of the Course**

Students will be able to;

- find thesis and supporting ideas in the texts,
- distinguish the central claims or purpose of a text,
- summarize and paraphrase the texts,
- understand the differences between opinion and fact and distinguish fact and opinion at the sentence and paragraph level,
- understand the purpose of the author and view the point in different perspectives,
- understand the background of the writer and how this background influence the writing,
- describe aspects of the texts and to reflect on their reading and thinking,
- identify the texts and understand the potential reader of the texts,
- infer hidden messages that the text give,
- understand the mood of the text,
- differentiate the kinds of reasoning,
- find out the supporting details that a text covers, which is the evidence the text holds,

- make judgements and to try to bring up counter argument instead of accepting the ideas given in the text,
- find arguments, premises and conclusion in the texts,
- get familiar with the fallacies,
- learn how to support and counter an idea in writing essays,
- write a classical argumentative essay,

The suggested syllabus is presented below by explaining different objectives for every week. As pre-tests were administered in the first week, the suggested syllabus started with the second week.

## Week 2

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Themes            | Online Education                                                                                                                                                                                                                                                                                                                                                                                                        |
| Time Duration     | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Population        | 57                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Integrated Skills | Reading, writing, speaking, listening                                                                                                                                                                                                                                                                                                                                                                                   |
| Materials         | Power point and a reading passage                                                                                                                                                                                                                                                                                                                                                                                       |
| Objectives        | <p>Students will be able to,</p> <ol style="list-style-type: none"> <li>1. find thesis and topic sentences and supporting ideas in a text.</li> <li>2. learn how to summarize a text and make a summary of the given text.</li> <li>3. learn what paraphrasing is and how to paraphrase sentences and paraphrase the given sentences and paragraphs.</li> <li>4. distinguish between summary and paraphrase.</li> </ol> |
| Pre-reading       | The learners describe the pictures and state their opinions about the education types.                                                                                                                                                                                                                                                                                                                                  |
| While-reading     | There is a paragraph that students read and answer the questions and using the paragraph students find the                                                                                                                                                                                                                                                                                                              |



|              |                                                                                                        |
|--------------|--------------------------------------------------------------------------------------------------------|
|              | thesis statements, main ideas and supporting ideas apart from answering the questions.                 |
| Post-reading | The student are given short paragraphs and expected to paraphrase and make a summary of the sentences. |

### Week 3

|                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Themes            | Fact and Opinion                                                                                                                                                                                                                                                                                                                                                                                              |
| Time Duration     | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                       |
| Population        | 57                                                                                                                                                                                                                                                                                                                                                                                                            |
| Integrated Skills | Reading, writing, speaking, listening                                                                                                                                                                                                                                                                                                                                                                         |
| Materials         | Power point and a reading passage                                                                                                                                                                                                                                                                                                                                                                             |
| Objectives        | <p>Students will be able to;</p> <ol style="list-style-type: none"> <li>1. distinguish the differences between opinion and fact and find the differences at the sentence and paragraph level.</li> <li>2. figure out the transitions used for facts.</li> <li>3. produce fact and opinion sentences.</li> </ol>                                                                                               |
| Pre-reading       | There are some sentences based on fact and opinions. It is asked to learners to distinguish. The learners are asked about social media and they share their point of views.                                                                                                                                                                                                                                   |
| While-reading     | <p>The text including the fact and opinion will be given to the students. First, students will skim and scan the text</p> <p>The text has written on a magazine the topic of which is about fact vs. opinions on social media.</p> <p>Students encounter with the real-life situation in terms of facts and opinions</p> <p>Students answer the question to judge the comments typed on the social media.</p> |

|              |                                                                                                                                       |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Post-reading | Students write 5 sentences including both fact and opinion statements on social media and then, they will check them with their pair. |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------|

#### Week 4

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Themes            | Pride                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Time Duration     | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Population        | 57                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Integrated Skills | Reading, writing, speaking, listening                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Materials         | Power point and a reading passage                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Objectives        | Students will be able to; <ol style="list-style-type: none"> <li>1. Learn six thinking hats model</li> <li>2. View the point in a different perspectives apart from understand the purpose of the author.</li> <li>3. Learn how to solve the problems by using six thinking hats model.</li> </ol>                                                                                                                                                       |
| Pre-reading       | The students make discussion about pride.                                                                                                                                                                                                                                                                                                                                                                                                                |
| While-reading     | There is a short story and students make character analyses and answer the questions. Then, they are given a situation in the story and write what they have expected and what actually happens.                                                                                                                                                                                                                                                         |
| Post-reading      | The short story has a problem, so students will try to solve the problem by using six thinking hats models. A box is full of papers including the colors of the hats and every student choose one of the paper and adopt their role according to the color of the hat. They have five minutes to think about the role. Then, six students who has different colors are asked to come in front of the class and perform their role and solve the problem. |

#### Week 5

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Themes            | Advantages and Disadvantages of Coffee                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Time Duration     | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Population        | 57                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Integrated Skills | Reading, writing, speaking, listening                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Materials         | Power point and a reading passage                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Objectives        | <p>Students will be able to;</p> <ol style="list-style-type: none"> <li>1. distinguish the central claims or purpose of a text.</li> <li>2. to identify a text and understand the potential reader for a text.</li> <li>3. to find out the supporting details that a text covers that is the evidence the text holds</li> <li>4. to make judgements and to try to bring up counter argument instead of accepting the ideas given in the text.</li> </ol> |
| Pre-reading       | Knott's reading strategies is presented.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| While-reading     | The material is an advantages and disadvantages essay on coffee. The essay is given to the students and they try to analyse the text following Knott's 5 strategies with the questions.                                                                                                                                                                                                                                                                  |
| Post-reading      | The essay gives the advantages points of drinking coffee. Evaluation part, the last part of Knott's strategies, is done with the findings of the students, and students write the disadvantages of drinking coffee into the essay.                                                                                                                                                                                                                       |

## Week 6

### First hour for presentation of reasoning types

|                   |                                       |
|-------------------|---------------------------------------|
| Themes            | Bias                                  |
| Time Duration     | 1 hours                               |
| Population        | 57                                    |
| Integrated Skills | Reading, writing, speaking, listening |

|              |                                                                                                                                                                                                                                                                               |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Materials    | Power point and a reading passage                                                                                                                                                                                                                                             |
| Objectives   | Students will be able to; <ol style="list-style-type: none"> <li>1. differentiate the kinds of reasoning</li> <li>2. be aware of the conclusion is not true if the premises are wrong.</li> <li>3. find out that assumptions should be supported strong arguments.</li> </ol> |
| Presentation | There were some example sentences and the lecturer asked the differences between the sentences.                                                                                                                                                                               |
| Practice     | The reasoning types were presented deductively.                                                                                                                                                                                                                               |
| Production   | The students should write inductive and deductive reasoning.                                                                                                                                                                                                                  |

#### Second Hour for reading practices

|                   |                                                                                                                                                                                                                                                                               |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Themes            | Bias                                                                                                                                                                                                                                                                          |
| Time Duration     | 1 hour                                                                                                                                                                                                                                                                        |
| Population        | 57                                                                                                                                                                                                                                                                            |
| Integrated Skills | Reading, writing, speaking, listening                                                                                                                                                                                                                                         |
| Materials         | Power point and a reading passage                                                                                                                                                                                                                                             |
| Objectives        | Students will be able to; <ol style="list-style-type: none"> <li>4. differentiate the kinds of reasoning</li> <li>5. be aware of the conclusion is not true if the premises are wrong.</li> <li>6. find out that assumptions should be supported strong arguments.</li> </ol> |
| Pre-reading       | Students watch a video about the news and they should talk about the woman in the story. Then, they write their opinions about nanny.                                                                                                                                         |
| While-reading     | The news is presented to the learners, and it explains everything in the video and assumptions. The questions                                                                                                                                                                 |

|              |                                                                                         |
|--------------|-----------------------------------------------------------------------------------------|
|              | are asked. Then, reasoning types are taught inductively by giving examples in the news. |
| Post-reading | The students should write inductive and deductive reasoning based on the news.          |

**Week 7**

|                   |                                                                                                                                                                                                                                                     |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Themes            | Courage                                                                                                                                                                                                                                             |
| Time Duration     | 2 hours                                                                                                                                                                                                                                             |
| Population        | 57                                                                                                                                                                                                                                                  |
| Integrated Skills | Reading, writing, speaking, listening                                                                                                                                                                                                               |
| Materials         | Power point and a reading passage                                                                                                                                                                                                                   |
| Objectives        | Students will be able to; <ol style="list-style-type: none"> <li>1. make inferences about the text.</li> <li>2. understand the author's background by analysing the language use.</li> <li>3. distinguish the author purpose of writing.</li> </ol> |
| Pre-reading       | The learners are asked about Western America, and read the author's life and showed some word choices used in the story. Then, the learners discuss why such words used in the story.                                                               |
| While-reading     | The learners read the short story, and answer the questions. The attention of the learners is taken to the language of the story to infer the background of the author.                                                                             |
| Post-reading      | The story does not an ending, so something are hanging in the air. The learners are expected to infer the ending of the story by refering and sticking to the other events in the story.                                                            |

**Week 9**

|               |                        |
|---------------|------------------------|
| Themes        | Zoo or Natural Habitat |
| Time Duration | 2 hours                |

|                   |                                                                                                                                                                                              |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Population        | 57                                                                                                                                                                                           |
| Integrated Skills | Reading, writing, speaking, listening                                                                                                                                                        |
| Materials         | Power point and a reading passage                                                                                                                                                            |
| Objectives        | Students will be able to; <ol style="list-style-type: none"> <li>1. distinguish arguments.</li> <li>2. find how an argument is supported.</li> <li>3. find two aspects in a text.</li> </ol> |
| Pre-reading       | The learners describe and discuss about photos with their friends.                                                                                                                           |
| While-reading     | Read and answer the questions. Then, the learners learned what an argument is and they try to find arguments in a text.                                                                      |
| Post-reading      | the learners wrote an e-mail to the owner of the zoo in the texts by stating their claims and supporting their ideas.                                                                        |

### Week 10

|                   |                                                                                                                                                                                                             |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Themes            | Fallacy                                                                                                                                                                                                     |
| Time Duration     | 2 hours                                                                                                                                                                                                     |
| Population        | 57                                                                                                                                                                                                          |
| Integrated Skills | Reading, writing, speaking, listening                                                                                                                                                                       |
| Materials         | Power point and a reading passage                                                                                                                                                                           |
| Objectives        | Students will be able to; <ol style="list-style-type: none"> <li>1. learn the fallacy types.</li> <li>2. distinguish fallacies in a text.</li> <li>3. distinguish the author purpose of writing.</li> </ol> |
| Pre-reading       | The learners watched a video about the text and make assumptions about the text.                                                                                                                            |

|               |                                                                                                                        |
|---------------|------------------------------------------------------------------------------------------------------------------------|
| While-reading | The learners read the short story about the fallacies, and answer the questions. Characters in the story are analysed. |
| Post-reading  | The learners work with pair to write a fallacy and explain it.                                                         |

### Week 11

|                   |                                                                                                                                                                                                                                                                                                  |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Themes            | Agreement/Disagreement                                                                                                                                                                                                                                                                           |
| Time Duration     | 2 hours                                                                                                                                                                                                                                                                                          |
| Population        | 57                                                                                                                                                                                                                                                                                               |
| Integrated Skills | Reading, writing, speaking, listening                                                                                                                                                                                                                                                            |
| Materials         | Power point and a reading passage                                                                                                                                                                                                                                                                |
| Objectives        | Students will be able to; <ol style="list-style-type: none"> <li>1. learn how to write an agreement or disagreement essay.</li> <li>2. learn how to support their claims.</li> <li>3. explain the reason why they agree or disagree.</li> <li>4. reply the other side of the opinion.</li> </ol> |
| Pre-writing       | There are some sentences, and the learners state if they agree or disagree by adding their opinions. Then, they learn how to write an agreement and disagreement essay by analyzing an essay.                                                                                                    |
| While-writing     | A sentence about education is written on the board, and students write a paragraph whether they agree or disagree. They need to support their claims by using evidence.                                                                                                                          |
| Post-writing      | One of the learners reads an agreement paragraph, the other students declare the disagreement paragraph by discussing the essay.                                                                                                                                                                 |

### Week 12

|               |                     |
|---------------|---------------------|
| Themes        | Argumentative Essay |
| Time Duration | 2 hours             |

|                   |                                                                                                                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Population        | 57                                                                                                                                                                                                     |
| Integrated Skills | Reading, writing, speaking, listening                                                                                                                                                                  |
| Materials         | Power point and a reading passage                                                                                                                                                                      |
| Objectives        | Students will be able to;<br>1. Learn how to write classical argumentative essay.                                                                                                                      |
| Pre-writing       | The teacher asks what the learners know about argumentative essay. A sample of argumentative essay is shown and analzed paragraph by paragraph.                                                        |
| While-writing     | The learners are asked to which side in the argumentative esssay they support and also they explain their claims. Then, the learners find counter side and write a paragraph about an opposining idea. |
| Post-writing      | The learners discuss about what they have written.                                                                                                                                                     |

### Week 13

|                   |                                                                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Themes            | Argumentative Essay                                                                                                                     |
| Time Duration     | 2 hours                                                                                                                                 |
| Population        | 57                                                                                                                                      |
| Integrated Skills | Reading, writing, speaking, listening                                                                                                   |
| Materials         | Power point and a reading passage                                                                                                       |
| Objectives        | Students will be able to;<br>1. support their claims.<br>2. find evidences to support their claims.<br>3. write an argumentative essay. |
| Pre-writing       | There is a passage about the first language usage in English classes. Students are asked to give their outlines about the passage.      |
| While-writing     | The learners write an argumentative essay about the first language usage in teaching English.                                           |
| Post-writing      | The learners discuss about what they have written.                                                                                      |



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## Appendices

### Appendix 1

#### Week 2

#### Pre-reading

Discuss the following questions with your friends.



1. Can you describe the photos?
2. Would you prefer to study online or at the class.

#### While-reading

##### Online Education

It seems everything is moving online these days. Even our education is transferring onto the internet. Many people might squabble about the disadvantages of this phenomena, but today, I want to discuss the advantages of getting an education online. This is a pertinent topic, as the future of education is moving more and more towards shifting physical educational institutions online. There are reasons for this: many times you can learn whatever you want, it is more comfortable in a variety of ways, online courses often look good on resumes, the pacing of learning is managed by the learner, and the cost of virtual education is often lower than traditional education.

The freedom to choose your educational path is an enduring quality of online education. For more creative people, or people who want to focus on a single activity, this can be a dream come true. According to e-learning Industry, “You can pick the program of your dreams in traditional education, too, but that would involve traveling away from home, living in a completely unknown city, and struggling in an extremely competitive learning environment. With online education, you can take any program or course present in traditional four-year universities” (Norman, Stephanie). So, the ease of access to the courses and majors you are striving to study are widely available online. This increases opportunities to gain the education we desire instead of making needless compromises.

Like the last point, comfort takes center stage for many students. Countless students choose online education in order to avoid wasting time travelling and on many other activities in order to attend physical education institutions. According to the Open Education Database, “Commercials that feature online students studying in their pajamas only skims the surface of one of the benefits of online education: no physical class sessions. Students listen to lectures and complete assignments sent to them electronically, with no need to fight traffic, leave work early for class, or miss important family time. Rather than miss important class sessions (due to weather conditions), students in online courses can always “attend” by participating in discussion boards or chat sessions, turning in their work on time, and watching lectures or reading materials” (“10 Advantages of Taking Online Classes”). In other words, by being an online student, you circumnavigate many of the issues that regular students endure on a daily basis.

In addition, many employers are happy to see online courses on resumes. Many recruiters see the taking of online courses as a sign of taking initiative. As stated by Pongo Resume, “Employers respect a degree earned online as much as a degree earned from attending a brick-and-mortar school. They understand that with the technological advances we have today, more and more employees are getting their education and training online. Because hiring managers value continuing education and professional development, having the relevant courses and programs in the education section of your resume will demonstrate that you are resourceful and have taken the initiative to stay ahead of the curve and improve professionally” (“The Advantages of Online Learning for You and Your Career”). Therefore, not only is online education seen as equal to regular education by employers, but it is also viewed as being competent in the latest technologies and trends.

Back to the students, one of the great advantages of online education is that learners can study at their own pace. According to eLearning Industry, “This type of system does not require attending live sessions; you can access the materials at any time that works for you. If you have to work or take care of your home and children during the day, you can study at night. That’s an advantage the traditional educational system cannot beat” (Norman, Stephanie). In addition, people who want to take a longer time to receive a degree can do so without any pressure.

Finally, the cost of getting an online education is cheaper on average than receiving a traditional education. According to the Open Education Database, “Though not all online degrees offer less expensive net tuition prices than traditional colleges, associated expenses almost always cost less. For example, there are no commuting costs, and sometimes required course materials, such as textbooks, are available online at no cost. In addition, many colleges and universities accept credits earned via free massive open online courses (MOOCs), the most recent advance in online education” (“10 Advantages of Taking Online Classes”). Thus, there are a variety of reasons why an online education costs less.

Receiving an online education is becoming more and more popular due to a multitude of advantages it has over traditional instruction. These advantages include, to name a few: students can learn whatever they want, it is more comfortable, online courses often look great on resumes, the pacing of learning is

managed by the pupil, and the cost is often lower than traditional education. With these reasons, it is hard to not see why this form of education is on the rise.

### Activity 1

Answer the following questions.

- 1) What are the advantages of online education?
- 2) Which advantages of online course is best for you?
- 3) Would you prefer taking online courses? If yes, why? If no, why?
- 4) Have you taken an online course before? If yes, please share your experience with us.

Find the sentences in the passage.

Thesis sentence:

Topic sentences:

Supporting sentences:

### Post-reading

#### Activity 2

Please paraphrase the following sentences.

1. “Employers respect a degree earned online as much as a degree earned from attending a brick-and-mortar school.
2. Countless students choose online education in order to avoid wasting time travelling and on many other activities in order to attend physical education institutions.
3. The cost of getting an online education is cheaper on average than receiving a traditional education.
4. “You can pick the program of your dreams in traditional education, but that would involve traveling away from home, living in a completely unknown city, and struggling in an extremely competitive learning environment. With online education, you can take any program or course present in traditional four-year universities”. (Norman, Stephanie).

#### Activity 3

Please summarize the following paragraphs.

1. The freedom to choose your educational path is an enduring quality of online education. For more creative people, or people who want to focus on a single activity, this can be a dream come true. According to e-learning Industry, “You can pick the program of your dreams in traditional education, too, but that would involve traveling away from home, living in a completely unknown city, and struggling in an extremely competitive learning environment. With online education, you can take any program or course present in traditional four-year universities” (Norman, Stephanie). So, the ease of access to the courses and majors you are striving to study are widely available online. This increases opportunities to gain the education we desire instead of making needless compromises.
2. Back to the students, one of the great advantages of online education is that learners can study at their own pace. According to eLearning Industry, “This type of system does not require attending live sessions; you can access the materials at any time that works for you. If you have to work or take care of your home and children during the day, you can study at night. That’s an advantage the traditional educational system cannot beat” (Norman, Stephanie). In addition, people who want to take a longer time to receive a degree can do so without any pressure.
3. They understand that with the technological advances we have today, more and more employees are getting their education and training online. Because hiring managers value continuing education and professional development, having the relevant courses and programs in the education section of your resume will demonstrate that you are resourceful and have taken the initiative to stay ahead of the curve and improve professionally.
4. Like the last point, comfort takes center stage for many students. Countless students choose online education in order to avoid wasting time travelling and on many other activities in order to attend physical education institutions. According to the Open Education Database, “Commercials that feature online students studying in their pajamas only skims the surface of one of the benefits of online education: no physical class sessions. Students listen to lectures and complete assignments sent to them electronically, with no need to fight traffic, leave work early for class, or miss important family time.

## Appendix 2

### Week 3

#### Pre-reading

##### Activity 1

##### A) Please identify facts and opinions.

1. Alligators provide no physical care for their young. \_\_\_\_\_
2. Humans should be concerned about the use of pesticides that kill insects at the bottom of the food chain. \_\_\_\_\_
3. There are 28 more humans living on the Earth now than there were 10 seconds ago. \_\_\_\_\_
4. We must bear greater responsibility for the environment than our ancestors did. \_\_\_\_\_ 5. Nuclear power is the only viable solution to our dwindling natural resources. \_\_\_\_\_

##### Activity 2

- 1) How often do you use social media?
- 2) Do you search what you read on the social media?

#### While-reading

##### Activity 2

##### Read and answer the questions.

Social Media or News: Opinion vs. Fact

When it comes to today's world, where technology is so prevalent, there appears to be a decreasing number of students that acquire their information from actual news sources.

Now that there are social media outlets such as Twitter, Instagram and Facebook, a lot of the younger generations resort to using these as a way of gaining knowledge on current events and controversial topics. Although many reliable news sources are now increasing their use of social media to appeal to other audiences, there are an increased number of "fake" news sources.

Acquiring your news from social media isn't the big problem, though. It's the influence by other users and posts by uneducated individuals that appeal to the beliefs and ideas of the reader; the reader then takes that opinionated post and converts it into a "fact," using it in debates and conversations and passing it on to other individuals that don't bother to research the information.

"It's honestly very annoying when you're trying to have an educated conversation with someone and they act like they know what they are talking about or pull out untruth statements," senior Halley Lane said. "If you're going to contribute to a conversation at least know what you're

talking about first.”

My interest on this topic began last year during the presidential race; where throughout Coral Shores High School (CSHS) you could walk through the halls and hear Nothing but clamor as students argued about different issues surrounding the race. The issue isn’t the fact that the conversations and arguments were centered around politics, but it was the varied responses to the same questions that students were asking each other that left any outsider thinking, “Is that true or is that false?”. I would like to consider myself a very knowledgeable person as I tend to keep myself updated on many current events and don’t jump straight to conclusions whenever I read a news article or see something on social media; I research first. So, when I would hear all these students’ mixed responses and false statements I was genuinely bothered, not by the fact that they were interested and concerned about the topic at hand, but rather that they were shouting out falsehoods that other student’s would retain and pass on into other conversations; leading to a chain reaction of students becoming swarmed by inaccurate statements.

“I was always watching the news and keeping up to date to the polls in the presidential race, but not so much to the issue surrounding it,” sophomore Juan Gonzalez said. “I would hear things being said around the halls and be in shock, but never bothered to look anything up and thought it was just true; the moment I looked things up I realized that you have to really research a topic before you can give your take on it and that you can’t believe everything you hear.”

Now, I don’t mean to bash those that use social media as their main source of news and information; I use it too. Social Media can be a great way to keep yourself updated on current events and issues surrounding our world today, but I just don’t think it’s the best option. My take is that whatever information you receive from a social media outlet you cross check with whatever news source you prefer (MSNBC, CNN, Fox News, CBS, PBS, etc.), and then you also research the topic online to make sure you are equipped with as much knowledge as possible. However, you can’t expect every person to do that as not everybody has the time to sit down and do extensive research on topics all the time, but if the number of people doing that increased, I feel it would be a lot more pleasant to engage in a conversation with someone even if they have different beliefs and viewpoints. Frankly, it is impossible to have a conversation with anyone nowadays without being bashed for your opinion.

“I don’t like sitting down and watching the news,” freshman Mario Menendez said. “It’s easier to get information from social media, but I know that you can’t believe everything that is said on there.”

We as a nation and as a school complain about the uneducated portion of our population, the ones who don’t stay up-to-date on current issues and talk nonsense when addressing those issues; but are we just being hypocrites?

Do you bash others for not being knowledgeable on certain topics when in reality, even if you are more knowledgeable than that specific individual, aren’t really that informed on that topic yourself? News and social media is a beautiful thing, but we need to use it to our advantage. Don’t believe everything you hear; research it, watch the news, look at social media. If we could do these things more than we are now, maybe we would have a more educated population. Not only as a nation, but as students at CSHS as well.

Whenever I get notified that I have been tagged in a Facebook post, there’s always another notification that my grandma already liked it. If my friends have a picture of me on their Facebook profiles, you can bet she interacted with it. I love my grandma, but this behavior worries me. I know she will be this supportive of anything I post — even if I’m wrong. But



she and other social media users need to be vigilant. According to The American Press Institute, social media users are more likely to trust information in an article shared online based on who shared it, rather than the original source. This is not really a big deal if we are only talking about cat videos that your aunt or uncle decides to share from your page. But it is serious when it comes to news.

About 67 percent of American adults get their news from a social media platform, according to Pew Research Center. When such a large part of the population regards the information online as the truth, a fake news article could mislead the masses into believing almost anything. On Election Day in 2016, The New York Times reported that a tweet, seemingly from a CNN Politics account, reported false exit poll data in Florida. The website claimed to be a news source, but it falsely reported a promise of amnesty by presidential Democratic candidate Hillary Clinton for immigrants in the United States illegally who voted for her. These spread online, influencing people who regarded them as factual.

Not all hope is lost, however, provided that you don't automatically trust every source on Facebook or Twitter claiming to produce news. Now anyone with a computer and decent amount of technological know-how can create a website that resembles a trustworthy news outlet. CBS News reported about a website that was extremely similar to ABC News that posted articles that were false. The format and logo bore a strong semblance to the legitimate outlet, but if readers looked closely, they would see the logo is forged and the web address included additional letters. Readers must be skeptical of what they see, always alert about a story's sources, verification, and independence.

Readers must:

- 1) Determine authenticity. Ascertain whether the post can be verified through direct evidence, such as video or audio clips, legal documents or witness accounts.
- 2) Establish independence. Figure out whether the article is free of any sort of self-interest.
- 3) Look for brand logos or disclaimers of paid posts. If, for example, you see the words "SPONSORED BY" on an article, you've found native advertising — ads that masquerade as news reports. In such cases, you can be sure that the creator is interested in promoting a product or service rather than informing the public about important issues, and that this is not journalism.
- 4) Check who's behind the work. Verify whether those who published the material hold themselves accountable. Check for by lines, an "about us" page on the website, and other evidence that the journalists have taken responsibility for their news reporting, such as corrections of past errors. I want to make sure I only share the best journalism. The most accurate articles rely on information that comes from reliable sources. The best sources are independent from self-interest, corroborated by others, authoritative and informed about the topic, and are identified in the article. Sources may not be perfect; they might have to speak to reporters under the guise of anonymity for fear of safety risks, but that does not completely discount their validity.

### Questions:

- 1) What is this text about?
- 2) Who would be most likely to read and/or view this text and why?
- 3) Why are we reading and/or viewing this text?
- 4) How are children, teenagers or young adults constructed in this text?
- 5) What knowledge does the reader/viewer need to bring to this text in order to understand it?

- 6) What is real in the text?
- 7) What kind of social realities does the text portray

### Post-reading

#### Activity 3

**Please write a fact and opinion sentences on the basis of social media, its views and posts.**

#### Social Media

##### Facts

- 1.
- 2.
- 3.
- 4.
- .
- .
- .

##### Opinions

- 1.
- 2.
- 3.
- 4.
- .
- .
- .

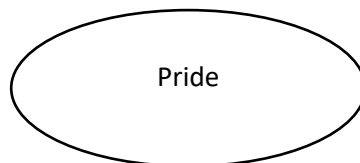
## Appendix 3

### Week 4

#### Pre-reading

**Discuss the following question with your friends.**

What comes to your mind when you hear pride?



#### While-reading

##### The Necklace

She was one of those pretty and charming girls born, as though fate had blundered over her, into a family of artisans. She had no marriage portion, no expectations, no means of getting known, understood, loved, and wedded by a man of wealth and distinction; and she let herself be married off to a little clerk in the Ministry of Education. Her tastes were simple because she had never been able to afford any other, but she was as unhappy as though she had married beneath her; for women have no caste or class, their beauty, grace, and charm serving them for birth or family, their natural delicacy, their instinctive elegance, their nimbleness of wit, are their only mark of rank, and put the slum girl on a level with the highest lady in the land.

She suffered endlessly, feeling herself born for every delicacy and luxury. She suffered from the poorness of her house, from its mean walls, worn chairs, and ugly curtains. All these things, of which other women of her class would not even have been aware, tormented and insulted her. The sight of the little Breton girl who came to do the work in her little house aroused heart-broken regrets and hopeless dreams in her mind. She imagined silent antechambers, heavy with Oriental tapestries, lit by torches in lofty bronze sockets, with two tall footmen in knee-breeches sleeping in large armchairs, overcome by the heavy warmth of the stove. She imagined vast saloons hung with antique silks, exquisite pieces of furniture supporting priceless ornaments, and small, charming, perfumed rooms, created just for little parties of intimate friends, men who were famous and sought after, whose homage roused every other woman's envious longings.

When she sat down for dinner at the round table covered with a three-days-old cloth, opposite her husband, who took the cover off the soup-tureen, exclaiming delightedly: "Aha! Scotch broth! What could be better?" she imagined delicate meals, gleaming silver, tapestries peopling the walls with folk of a past age and strange birds in faery forests; she imagined delicate food served in marvellous dishes, murmured gallantries, listened to with an inscrutable smile as one trifled with the rosy flesh of trout or wings of asparagus chicken.

She had no clothes, no jewels, nothing. And these were the only things she loved; she felt that she was made for them. She had longed so eagerly to charm, to be desired, to be wildly attractive and sought after.

She had a rich friend, an old school friend whom she refused to visit, because she suffered so keenly when she returned home. She would weep whole days, with grief, regret, despair, and misery.

\*

One evening her husband came home with an exultant air, holding a large envelope in his hand.

"Here's something for you," he said. Swiftly she tore the paper and drew out a printed card on which were these words:

"The Minister of Education and Madame Ramponneau request the pleasure of the company of Monsieur and Madame Loisel at the Ministry on the evening of Monday, January the 18th."

Instead of being delighted, as her husband hoped, she flung the invitation petulantly across the table, murmuring:

"What do you want me to do with this?"

"Why, darling, I thought you'd be pleased. You never go out, and this is a great occasion. I had tremendous trouble to get it. Everyone wishes one; it's very select, and very few go to the clerks. You'll see the whole official world there."

She looked at him out of furious eyes, and said impatiently: "And what do you suppose I am to wear at such an affair?"

He had not thought about it; he stammered:

"Why, the dress you go to the theatre in. It looks very nice, to me . . ."

He stopped, stupefied and utterly at a loss when he saw that his wife was beginning to cry. Two large tears ran slowly down from the corners of her eyes towards the corners of her mouth.

"What's the matter with you? What's the matter with you?" he faltered.

But with a violent effort she overcame her grief and replied in a calm voice, wiping her wet cheeks:

"Nothing. Only I haven't a dress and so I can't go to this party. Give your invitation to some friend of yours whose wife will be turned out better than I shall."

He was heartbroken.

"Look here, Mathilde," he persisted. "What would be the cost of a suitable dress, which you could use on other occasions as well, something very simple?"

She thought for several seconds, reckoning up prices and also wondering for how large a sum she could ask without bringing upon herself an immediate refusal and an exclamation of horror from the careful-minded clerk.

At last she replied with some hesitation:

"I don't know exactly, but I think I could do it on four hundred francs."

He grew slightly pale, for this was exactly the amount he had been saving for a gun, intending to get a little shooting next summer on the plain of Nanterre with some friends who went lark-shooting there on Sundays.

Nevertheless, he said: "Very well. I'll give you four hundred francs. But try and get a really nice dress with the money."

The day of the party drew near, and Madame Loisel seemed sad, uneasy and anxious. Her dress was ready, however. One evening her husband said to her:

"What's the matter with you? You've been very odd for the last three days."

"I'm utterly miserable at not having any jewels, not a single stone, to wear," she replied. "I shall look absolutely no one. I would almost rather not go to the party."

"Wear flowers," he said. "They're very smart at this time of the year. For ten francs you could get two or three gorgeous roses." She was not convinced.

"No . . . there's nothing so humiliating as looking poor in the middle of a lot of rich women." "How stupid you are!" exclaimed her husband. "Go and see Madame Forestier and ask her to lend you some jewels. You know her quite well enough for that."

She uttered a cry of delight.

"That's true. I never thought of it."

Next day she went to see her friend and told her trouble.

Madame Forestier went to her dressing-table, took up a large box, brought it to Madame Loisel, opened it, and said:

"Choose, my dear."

Firstly, she saw some bracelets, then a pearl necklace, then a Venetian cross in gold and gems, of exquisite workmanship. She tried the effect of the jewels before the mirror, hesitating, unable to make up her mind to leave them, to give them up. She kept on asking:

"Haven't you anything else?"

"Yes. Look for yourself. I don't know what you would like best."

Suddenly she discovered, in a black satin case, a superb diamond necklace; her heart began to beat covetously. Her hands trembled as she lifted it. She fastened it round her neck, upon her high dress, and remained in ecstasy at sight of herself.

Then, with hesitation, she asked in anguish:

"Could you lend me this, just this alone?"

"Yes, of course."

She flung herself on her friend's breast, embraced her frenziedly, and went away with her treasure. The day of the party arrived. Madame Loisel was a success. She was the prettiest woman present, elegant, graceful, smiling, and quite above herself with happiness. All the men stared at her, inquired her name, and asked to be introduced to her. All the Under-Secretaries of State were eager to waltz with her. The Minister noticed her.

She danced madly, ecstatically, drunk with pleasure, with no thought for anything, in the triumph of her beauty, in the pride of her success, in a cloud of happiness made up of this universal homage and admiration, of the desires she had aroused, of the completeness of a victory so dear to her feminine heart.

She left about four o'clock in the morning. Since midnight her husband had been dozing in a deserted little room, in company with three other men whose wives were having a good time. He threw over her shoulders the garments he had brought for them to go home in, modest everyday clothes, whose poverty clashed with the beauty of the ball dress. She was conscious of this and was anxious to hurry away, so that she should not be noticed by the other women putting on their costly furs.

Loisel restrained her.

"Wait a little. You'll catch cold in the open. I'm going to fetch a cab."

But she did not listen to him and rapidly descended the staircase. When they were out in the street they could not find a cab; they began to look for one, shouting at the drivers whom they saw passing in the distance.

They walked down towards the Seine, desperate and shivering. At last they found on the quay one of those old night prowling carriages which are only to be seen in Paris after dark, as though they were ashamed of their shabbiness in the daylight.

It brought them to their door in the Rue des Martyrs, and sadly they walked up to their own apartment. It was the end, for her. As for him, he was thinking that he must be at the office at ten.

She took off the garments in which she had wrapped her shoulders, so as to see herself in all her glory before the mirror. But suddenly she uttered a cry. The necklace was no longer round her neck!

"What's the matter with you?" asked her husband, already half undressed.

She turned towards him in the utmost distress.

"I . . . I . . . I've no longer got Madame Forestier's necklace..."

He started with astonishment.

"What! . . . Impossible!"

They searched in the folds of her dress, in the folds of the coat, in the pockets, everywhere. They could not find it.

"Are you sure that you still had it on when you came away from the ball?" he asked.

"Yes, I touched it in the hall at the Ministry."

"But if you had lost it in the street, we should have heard it fall."

"Yes. Probably we should. Did you take the number of the cab?"

"No. You didn't notice it, did you?"

"No."

They stared at one another, dumbfounded. At last Loisel put on his clothes again.

"I'll go over all the ground we walked," he said, "and see if I can't find it."

And he went out. She remained in her evening clothes, lacking strength to get into bed, huddled on a chair, without volition or power of thought.

Her husband returned about seven. He had found nothing.

He went to the police station, to the newspapers, to offer a reward, to the cab companies, everywhere that a ray of hope impelled him.

She waited all day long, in the same state of bewilderment at this fearful catastrophe.

Loisel came home at night, his face lined and pale; he had discovered nothing.

"You must write to your friend," he said, "and tell her that you've broken the clasp of her necklace and are getting it mended. That will give us time to look about us."

She wrote at his dictation.

\*

By the end of a week they had lost all hope.

Loisel, who had aged five years, declared:

"We must see about replacing the diamonds."

Next day they took the box which had held the necklace and went to the jewellers whose name was inside. He consulted his books.

"It was not I who sold this necklace, Madame; I must have merely supplied the clasp."

Then they went from jeweller to jeweller, searching for another necklace like the first, consulting their memories, both ill with remorse and anguish of mind.

In a shop at the Palais-Royal they found a string of diamonds which seemed to them exactly like the one they were looking for. It was worth forty thousand francs.

They were allowed to have it for thirty-six thousand. They begged the jeweller not to sell it for three days. And they arranged matters on the understanding that it would be taken back for thirty-four thousand francs, if the first one was found before the end of February.

Loisel possessed eighteen thousand francs left to him by his father. He intended to borrow the rest.

He did borrow it, getting a thousand from one man, five hundred from another, five louis here, three louis there. He gave notes of hand, entered into ruinous agreements, did business with usurers and the whole tribe of moneylenders. He mortgaged the whole remaining years of his existence, risked his signature without even knowing if he could honour it, and, appalled at the agonising face of the future, at the black misery about to fall upon him, at the prospect of every possible physical privation and moral torture, he went to get the new necklace and put down upon the jeweller's counter thirty-six thousand francs.

When Madame Loisel took back the necklace to Madame Forestier, the latter said to her in a chilly voice: "You ought to have brought it back sooner; I might have needed it."

She did not, as her friend had feared, open the case. If she had noticed the substitution, what would she have thought? What would she have said? Would she not have taken her for a thief?

\*

Madame Loisel came to know the ghastly life of abject poverty. From the very first she played her part heroically. This fearful debt must be paid off. She would pay it. The servant was dismissed. They changed their flat; they took a garret under the roof.

She came to know the heavy work of the house, the hateful duties of the kitchen. She washed the plates, wearing out her pink nails on the coarse pottery and the bottoms of pans. She washed the dirty linen, the shirts and dishcloths, and hung them out to dry on a string; every morning she took the dustbin down into the street and carried up the water, stopping on each landing to get her breath. And, clad like a poor woman, she went to the fruiterer, to the grocer, to the butcher, a basket on her arm, haggling, insulted, fighting for every wretched halfpenny of her money.

Every month notes had to be paid off, others renewed, time gained.

Her husband worked in the evenings at putting straight a merchant's accounts, and often at night he did copying at two pence-halfpenny a page.

And this life lasted ten years.

At the end of ten years everything was paid off, everything, the usurer's charges and the accumulation of superimposed interest.

Madame Loisel looked old now. She had become like all the other strong, hard, coarse women of poor households. Her hair was badly done, her skirts were awry, her hands were red. She spoke in a shrill voice, and the water slopped all over the floor when she scrubbed it. But sometimes, when her husband was at the office, she sat down by the window and thought of that evening long ago, of the ball at which she had been so beautiful and so much admired.

What would have happened if she had never lost those jewels. Who knows? Who knows? How strange life is, how fickle! How little is needed to ruin or to save!

One Sunday, as she had gone for a walk along the Champs-Élysées to freshen herself after the labours of the week, she caught sight suddenly of a woman who was taking a child out for a walk. It was Madame Forestier, still young, still beautiful, still attractive.

Madame Loisel was conscious of some emotion. Should she speak to her? Yes, certainly. And now that she had paid, she would tell her all. Why not?

She went up to her. "Good morning, Jeanne."

The other did not recognise her, and was surprised at being thus familiarly addressed by a poor woman. "But . . . Madame . . ." she stammered. "I don't know . . . you must be making a mistake."

"No . . . I am Mathilde Loisel."

Her friend uttered a cry. "Oh! . . . my poor Mathilde, how you have changed! . . ."

"Yes, I've had some hard times since I saw you last; and many sorrows . . . and all on your account."

"On my account! . . . How was that?"

"You remember the diamond necklace you lent me for the ball at the Ministry?"

"Yes. Well?"

"Well, I lost it."

"How could you? Why, you brought it back."

"I brought you another one just like it. And for the last ten years we have been paying for it. You realise it wasn't easy for us; we had no money... Well, it's paid for at last, and I'm glad indeed."

Madame Forestier had halted. "You say you bought a diamond necklace to replace mine?"

"Yes. You hadn't noticed it? They were very much alike." And she smiled in proud and innocent happiness.

Madame Forestier, deeply moved, took her two hands. "Oh, my poor Mathilde! But mine was imitation. It was worth at the very most five hundred francs! . . ."



**Activity 1**

A) Please write the characteristics of the characters.

Matilda

Her Husband

| Situation                                                       | What is expected | What happens |
|-----------------------------------------------------------------|------------------|--------------|
| Mathilda's husband gives her an invitation to a ball            |                  |              |
| Matilda prepares for the ball (consider her economic situation) |                  |              |
| Mathilda lose the necklace                                      |                  |              |
| Matilda comes Madame Forestier on the street.                   |                  |              |

B) Please consider the situation and write what you expect during reading and what happens.

Expectation

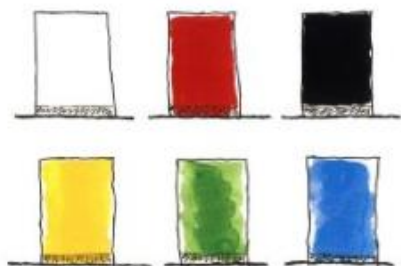
Reality

C) Please answer the questions.

- 1) What is the author is trying to accomplish?
- 2) How does the author describe Matilda's houses. How do such adjectives affect the mood of the story?
- 3) How does she feel in her poor life condition?
- 4) How do Matilda and her husband assume that the necklace is expensive? What information do they have about the owner of the necklace?
- 5) Why did de Maupassant name this "The Necklace"? Use specific details and information from the story to support your answer.
- 6) How would you write the title if you were the author of the story?
- 7) What is the role of pride in this story?

**Post-reading****Activity 2**

The problem is the necklace is lost. Based on the problem, you are going to write appropriate sentences for every hat.



Blue hat:

White hat:

Green hat:

Black hat:

Yellow hat:

Red hat:



## Appendix 4

### Week 5

#### Pre-reading



- 1) Would you prefer to drink a cup of tea or coffee?
- 2) How often do you drink?
- 3) Are you addicted to coffee or tea?

#### Advantages and Disadvantages of Coffee

Caffeine, the most widely consumed psychoactive substance in the world, is the best known ingredient of coffee. Its beneficial effects on the human body have been researched quite well, but coffee as a whole is a complex beverage with a thousand different substances. Some studies argue that decaf and caffeinated coffee may have the same health effects and suggest that it's not the caffeine that is responsible for most of coffee's health benefits.

Research on coffee and its pros and cons for humans is nowhere near finished, but here is a list of what we know at the moment.

Firstly, Caffeine's main effect on the body is to increase alertness and arousal, which can make workouts seem not so bad. It also may help the muscles burn more fat. Here's the theory: Muscles use glycogen, a stored version of glucose, for energy, and when glycogen stores run out, muscles get weaker and less efficient, leading to exhaustion. Besides, it's also unclear how much coffee you need to get the exercise benefits. Until recently, the thinking has been that since the body can become tolerant to caffeine, regular coffee drinkers would need an extra cup to get the exercise benefits. But in a recent study conducted by researchers in Brazil, even regular caffeine drinkers—including those who downed about three cups of coffee every day—were able to pedal faster and longer on a stationary bike after taking a caffeine pill, which contained the caffeine equivalent of four cups of coffee, compared to when they hadn't taken the pill.

Secondly, a new study published in the journal *Nature Medicine* found that older people with low levels of inflammation had something surprising in common: they were all caffeine drinkers. “The more caffeine people consumed, the more protected they were against a chronic state of inflammation,” says study author David Furman, consulting associate professor at the Institute for Immunity, Transplantation and Infection at Stanford University. “There was no boundary, apparently.”

In the study, Furman and his colleagues analysed blood samples from 100 young and old people. The older people tended to have more activity in several inflammation-related genes compared with the younger group — no surprise, since as people get older, inflammation throughout the body tends to rise. Chronic diseases of aging, like diabetes, hypertension, heart problems, cancer, joint disorders and Alzheimer’s, are all believed to have inflammation in common. “Most of the diseases of aging are not really diseases of aging, per se, but rather diseases of inflammation,” Furman says. The more active these genes were, the more likely the person was to have high blood pressure and atherosclerosis.

Thirdly, many people use different tricks and techniques to keep their eyeballs from losing focus and drifting off to sleep. One such technique to stay awake is to drink coffee. Drinking hot beverages is very common for students while cramming in their final studying on the eve of exams. Somehow, drinking coffee or tea (caffeine-rich beverages) helps you stay awake. Have you ever wondered why? Caffeine enters this picture when you drink coffee, tea, or some other caffeine-fueled beverage. Caffeine is a very smart substance, as it binds to the adenosine receptors in the brain, essentially blocking the molecules that cause slowing down brain activity.

This is very similar to the idea of ‘two negatives make a positive.’ Adenosine slows the activities of the brain, but caffeine binds to adenosine molecules and slows down their activity. This is why the activities of brain go unchecked and you are able to fend off feelings of drowsiness.

Disadvantages of drinking coffee

## Activity 1

### Central claims:

- 1) What is the purpose of the text or the author?

**Context:**

- 2) What audience is the text written for?

**Kinds of reasoning.**

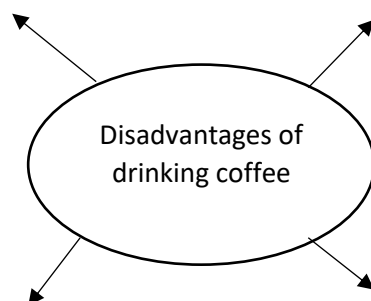
- 3) What concepts are defined and used?
- 4) Does the text appeal to a theory or theories?
- 5) Is any specific methodology laid out?
- 6) If there is an appeal to a particular concept, theory, or method, how is that concept, theory, or method then used to organize and interpret the data?
- 7) You might also examine how the text is organized: how has the author analysed (broken down) the material?

**Evidence:**

- 8) What counts as evidence in this argument?
- 9) Is the evidence statistical? literary? historical? etc.
- 10) From what sources is the evidence taken?

**Post-reading****Activity 2****Evaluation:**

- 11) If the argument is strong/weak, why?
- 12) Could it be better or differently supported?
- 13) Are there gaps, leaps, or inconsistencies in the argument?
- 14) Could the evidence be interpreted differently?
- 15) Are the conclusions warranted by the evidence presented?



- A) Please complete the essay by adding the disadvantages sides of drinking coffee supporting your evidence with research, anecdotes or statistics and by writing a conclusion.



## Appendix 5

### Week 6

#### First lesson

#### Warm-up

**Tell the differences between the statements below.**

1. There is no such thing as drought in the West.  
California is in the West.  
California need never make plans to deal with a drought.
2. Harold is a grandfather.  
Harold is bald.  
Therefore, all grandfathers are bald.

#### Presentation

The two major types of reasoning, *deductive* and *inductive*, refer to the process by which someone creates a conclusion as well as how they believe their conclusion to be true.

**Deductive reasoning** requires one to start with a few general ideas, called *premises*, and apply them to a specific situation. Recognized rules, laws, theories, and other widely accepted truths are used to prove that a conclusion is right. The concept of deductive reasoning is often expressed visually using a funnel that narrows a general idea into a specific conclusion. In practice, the most basic form of deductive reasoning is the *sylogism*, where two premises that share some idea support a conclusion. It may be easier to think of syllogisms as the following theorem: If  $A=B$  and  $C=A$ , then  $B=C$ .

**Inductive reasoning** uses a set of specific observations to reach an overarching conclusion; it is the opposite of deductive reasoning. So, a few particular premises create a pattern which gives way to a broad idea that is likely true. This is commonly shown using an inverted funnel (or a pyramid) that starts at the narrow premises and expands into a wider conclusion. There is no equivalent to a syllogism in inductive reasoning, meaning there is no basic standard format. All forms of inductive reasoning, though, are based on finding a conclusion that is most likely to fit the premises and is used when making predictions, creating generalizations, and analysing cause and effect.

#### Practice

#### Activity 1

**Explain whether the statements are deductive or inductive**

1. My neighbor's cat hisses at me daily. At the pet store, all the cats hiss at me.  
Therefore, all cats probably hate me.
2. All musical instruments make sounds. Airplanes make sounds. Therefore, airplanes are musical instruments.
3. All muscles are made out of living tissue. All humans have muscles. Therefore, all humans are made out of living tissue.
4. The cost of college has been increasing over the past several decades. Therefore, higher taxes on the rich are probably the best way to help middle class America thrive.

## Production

**Work in pair and produce a deductive and an inductive statement.**

## Second Lesson

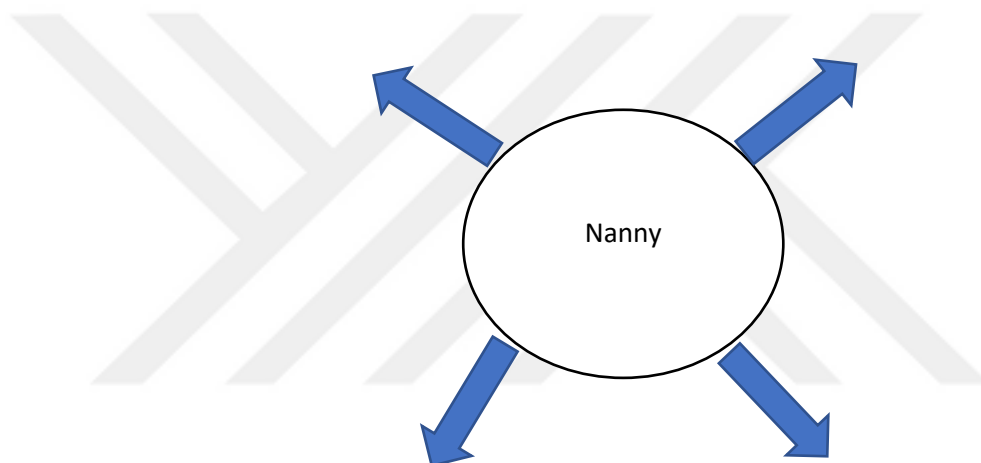
### Pre-reading

#### Activity 1

A) Watch the video and write your assumptions about the woman in the video.

This is the link of the video <https://www.youtube.com/watch?v=Mh4f9AYRCZY>

B) What comes to your mind when you hear nanny?



### While-reading

#### Activity 2

A) Read and answer the questions.

#### **Why did people assume an Asian woman in BBC viral video was the nanny?**

By now, most of the Internet seems to have seen the video of a BBC interview being interrupted by two small children.

International Relations professor Robert Kelly's interview about South Korea was briefly interrupted when his two small children walked in. He managed to keep his composure, and his wife ushered the two young intruders out.

The video has been viewed hundreds of million times - and delighted hundreds of thousands of people on social media. But it didn't go unnoticed that many people - including some media outlets, had assumed that Prof Kelly's wife, Jung-a Kim, was the nanny. It's sparked a wider discussion about assumptions about race, gender, and mixed-race couples.

#### **Was it reasonable to assume Ms Kim was a nanny?**



Some families in South Korea do hire nannies - especially if both parents work long hours.

But many people feel the assumption that Ms Kim was a helper, rather than the children's mother, was grounded in racial stereotypes about the roles played by Asian women.

Not everyone thinks this is fair. Some have argued that the look of panic on Ms Kim's face, and the way she speedily ushered out the children, suggested that she was the nanny - and concerned for her job.

But others say she behaved as only a mother would - and that she was obviously anxious that her husband's interview not to be disrupted further.

Either way, it's fair to say Korean speakers would have known she was the mother - because during the video, the daughter appears to say: "Why? What's wrong?" and "Mummy, why?"

### **What sort of assumptions do people make about Asian women?**

Conscious - or unconscious bias, does happen sometimes.

When I was at university in London, most people I met assumed that I (as a British Chinese student) was studying either medicine or economics - when I was actually studying English literature.

It was a little annoying, but not a huge deal. But sometimes assumptions can be more hurtful.

One journalist of Indian descent says when she went to work at a regional newspaper, the receptionist mistook her for a cleaner, and asked her: "Are you here to clean the kitchen?"

And Kumiko Toda, an academic of Japanese descent, says a majority of people who meet her for the first time ask her where she's from - despite her growing up in the UK and having a British accent.

It also seems to have affected how some strangers interact with her.

"I was surprised when chatting about street harassment with my friends who are white - they had quite different experiences," she says.

"They said they did not experience nearly as much as I did and the comments tended to be less patronising, although just as bothersome in other ways.

"I wonder whether my ethnicity and the perception of East Asian women as being submissive has something to do with the frequency and the nature of the harassment I experience."

### **Are people still surprised by mixed-race couples?**

Another factor that may have led to the assumptions that Ms Kim was a nanny, is the fact that many still assume, consciously or unconsciously, that people tend to date others from the same ethnic group.

Once, I was at a concert with three male friends - two white English, and one British Chinese - and everyone I spoke to assumed that I was dating the Chinese guy.

Tiffany Wong and Jonathan Smith, a couple in the UK, say they experienced some discrimination from strangers when they started dating, although it was very much the exception rather than the norm.

"We have had people shout stuff at us - once, when we were walking down the street, a guy yelled 'it's so sad you're going with an Asian girl' to John," Tiffany says.

Some of their colleagues and family were also initially surprised when they realized they were dating someone of another race.

"When I mention my fiancée at work, people normally just assume she's Caucasian, and they might be surprised to learn she's not. It's not offensive - it's just that their first thought is that you date someone from your own race," John says.

### **Does everyone make assumptions though?**

Some have argued that assuming that Ms Kim was the nanny is a sign of white-centric bias.

But others have argued it's a chance for people to revisit their assumptions.

And assumptions about race can be a two-way street.

Helen (not her real name), a Filipina nanny working in South Korea, says she has noticed that some "Koreans are very particular about skin colour" and appear to discriminate against some people with darker skin.

Meanwhile, Andrew Wood, a BBC journalist who worked in South Korea for two years, says he was often mistaken for a US soldier while he was there.

"Taxi drivers would rarely stop for white men on Friday or Saturday night as they allegedly assumed white men were drunk soldiers who would vomit in the back of their cabs."

### **Questions**

- 1) Consider your assumption and is there a relationship between your assumption and the news? If you think that the woman is a nanny, why? Or if you think that the woman is a wife, why?
- 2) What do you think of mixed-race couples?
- 3) Why does this event become a news?

### **Activity 3**

#### **A) Reasoning**

Write reasoning types according to the news and misconceptions.

#### **Deductive Reasoning**

Premise:

Premise:

Conclusion:

#### **Inductive Reasoning**

Premise:

Premise:

Conclusion:

### **Post-reading**

### **Activity 4**

Write any kind of reasoning types on intermarriage based on your experience and opinions. The other learners are going to identify whether your reasoning is logical or not.

## Appendix 6

### Week 7

#### Pre-reading

Please, discuss the questions and idioms below.

- 1) What do you know about pioneer life in America's West?

#### Idioms

These idioms appear in the story. Then, skim the text and find not standardized grammatical structures.

Grub: food

plumb: completely

Rigged up: put together

fired up: enthusiastic

Two-bit: of small worth

- 1.
- 2.

#### While-reading

##### Too soon a woman

We left the home place behind, mile by slow mile, heading for the mountains, across the prairie where the wind blew forever.

At first there were four of us with the one-horse wagon and its skimpy load. Pa and I walked, because I was a big boy of eleven. My two little sisters romped and trotted until they got tired and had to be boosted up into the wagon bed.

That was no covered Conestoga, like Pa's folks came West in, but just an old farm wagon, drawn by one weary horse, creaking and rumbling westward to the mountains, towards the little woods town where Pa thought he had an old uncle who owned a little two-bit sawmill.

Two weeks we had been moving when we picked up Mary, who had run away from somewhere that she wouldn't tell. Pa didn't want her along, but she stood up to him with no fear in her voice.

"I'd rather go with a family and look after kids", she said, "but I ain't going back. If you won't take me, I'll travel with any wagon that will."

Pa scowled at her, and her wide blue eyes stared back.

"How old are you?" he demanded.

"Eighteen," she said. "There's teamsters come this way sometimes. I'd rather go with you folks. But I won't go back."

"We're prid'near out of grub," my father told her. "We're clean out of money. I got all I can handle without taking anybody else. He turned away as if he hated the sight of her. "You'll have to walk," he said.

So she went along with us and looked after the little girls, but Pa wouldn't talk to her.

On the prairie, the wind blew. But in the mountains, there was rain. When we stopped at little timber claims along the way, the hornstealers said it had rained all summer. Crops among the blackened stumps were rotted and spoiled. There was no cheer anywhere, and little hospitality. The people we talked to were past worrying. They were scared and desperate.

So was Pa. he travelled twice as far each day as the wagon, ranging through the woods with his rifle, but he never saw game. He had been depending on venison. But we never got any except as a grudging gift from the homesteaders.

He brought in a porcupine once, and that was fat meat and good. Mary roasted it in chunks over the fire, half crying with smoke. Pa and I rigged up the tarp sheet for shelter to keep the rain from putting the fire clean out.

The porcupine was long gone, except for some of the tried-out fat that Mary had saved, when we came to an old, empty cabin. Pa said we'd have to stop. The horse was wore out, couldn't pull anymore up those grades on the deep-rutted roads in the mountains.

At the cabin, at least there was shelter. We had a few potatoes left and some corn meal. There was a creek that probably had fish in it, if a person could catch them. Pa tried it for half a day before he gave up. To this day I don't care for fishing. I remember my father's sunken eyes in his gaunt, grim face.

He took Mary and me outside the cabin to talk. Rain dripped on us from branches overhead.

"I think I know where we are," he said. "I calculate to get to old John's and back in about for days. There'll be grub in the town, and they'll let me have some whether old John's still there or not."

He looked at me. "You do like she tells you," he warned. It was first time he had admitted Mary was on earth since we picked her up two weeks before.

"You're my pardner," he said to me, "but it might be she's got more brains. You mind what she says."

He burst out with bitterness. "There ain't anything good left in the world, or people to care if you live or die. But I'll get grub in the town and come back with it."

He took a deep breath and added, "If you get too all-fired hungry, butcher the horse. It'll be better than starvi'n."

He kissed the girls goodbye and plodded off through the woods with one blanket and the rifle.

The cabin was moldy and had no floor. We kept fire going under a hole in the roof, so it was full of blinding smoke, but we had to keep the fire so as to dry out the wood.

The third night we lost the horse. A bear scared him. We heard the racket, and Mary and I ran out, but we couldn't see anything in the pitch-dark.

In gray daylight I went looking for him, and I must have walked fifteen miles. It seemed like I had to have that horse at the cabin when Pa came or he'd whip me. I got plumb two or three times and thought maybe I was going to die there alone and nobody would ever know it, but I found the way back to the clearing.

That was the fourth day, and Pa didn't come. That was the day we ate up the last of the grub.

The fifth day, Mary went looking for the horse. My sisters whimpered, huddled in a quilt by the fire, because they were scared and hungry.

I never did get dried out, always having to bring in more damp wood and going out to yell to see if Mary would hear me and not get lost. But I couldn't cry like the little girls did, because I was a big boy, eleven years old.

It was near dark when there was an answer to my yelling, and Mary came into the clearing.

Mary didn't have the horse- we never saw hide nor hair of that old horse again- but she was carrying something big and white that looked like a pumpkin with no color to it.

She didn't say anything, just looked around and saw Pa wasn't there yet, at the end of the fifth day.

"What's that thing?" my sister Elizabeth demanded.

"Mushroom," Mary answered. "I bet it hefts ten pounds."

"What are you going to do with it now?" I smeered. "Play football here?"

"Eat it- maybe," she said, putting it in a corner. Her wet hair hung over her shoulders. She huddled by the fire.

My sister Sarah began to whimper again. "I'm hungry!" she kept saying.

"Mushrooms ain't good eating," I said. "They can kill you."

"Maybe," Mary answered. "Maybe they can. I don't set up to know all about everything, like some people."

"What's that mark on your shoulder?" I asked her. "You tore your dress on the brush."

"What do you think it is?" she said, her head bowed in the smoke.

"Looks like scars," I guessed.

"This scars. They whipped me. Now mind your own business. I want to think."

Elizabeth whimpered, "Why don't Pa come back?"

"He's coming," Mary promised. "Can't come in the dark. Your pa'll take care of you scons he can."

She got up and rummaged around in the grub box.

"Nothing there but empty dishes," I growled. "If there was anything, we'd know it.",

Mary stood up. She was holding the can with the porcupine grease. "I'm going to have something to eat," she said coolly. "You kids can't have any yet. And I don't want any squalling, mind."

It was cruel thing, what she did. She sliced that big, solid mushroom and heated grease in a pan.

The smell of it brought the girls out of the cabin, but she told them to go back in so fierce a voice that they obeyed. They cried to break your heart.

I didn't cry. I watched, hating her.

I endured the smell of the mushroom frying as long as I could. Then I said, "Give me some."

"Tomorrow," Mary answered. "Tomorrow, maybe. But not tonight." She turned to me with sharp command: "Don't bother me! Just leave me be."

She knelt there by the fire and finished frying slice of mushroom. If I'd had Pa's rifle, I'd have been willing to kill her right then and there. She didn't eat right away. She looked at brown, fried slice for a while and said, "By tomorrow morning, I guess you can tell whether you want any."

The little girls stared at her as she ate. Sarah was chewing an old leather glove. When Mary crawled into the quilts with them, they moved away as far as they could get.

I was so scared that my stomach heaved, empty as it was.

Mary didn't stay in the quilts long. She took a drink out of the water bucket and sat down by the fire and looked through the smoke at me. She said in a low voice, "I don't know how it will be if it's poison. Just do the best you can with the girls. Because your pa will come back, you know... you better go to bed. I'm going to sit up."

And so would you sit up. If it might be your last night on earth and the pain of death might seize you at any moment, you would sit up by the smoky fire, wide-awake, remembering whether you had to remember, savoring life. We sat in silence after the girls had gone to sleep. Once I asked, "How long does it take?"

"I never heard," she answered. "Don't think about it."

I slept after a while, with my chin on my chest. Maybe Peter dozed that wat at Gethsemane as the Lord knelt praying.

Mary's moving around brought me wide-awake. The black of night was fading.

"I guess it's all right," Mary said. "I'd be able to tell by now, wouldn't iy?"

I answered gruffly, "I don't know."

Mary stood in the doorway for a while, looking out at dripping world as if she found it beautiful. Then she fried slices of the mushroom while the little girls danced with anxiety. We feasted, we three.

That was a strange day in the moldy cabin. Mary laughed and was gay; she told stories, and we played "Who's Got the Thimble?" with a pine cone.

In the afternoon, we hear a shout, and my sisters screamed and I ran ahead of them across the clearing.

The rain had stopped. My father came plunging out of woods leading a pack horse- and well I remember the treasures of food in that pack.

He glanced at us anxiously as he tore at the ropes that bound the pack.

"Where's the other one?" he demanded.

Mary came out of the cabin then, walking sedately. As she same toward us, the sun began to shine.

My stepmother was a wonderful woman.

**Questions**

- 1) Where was the family going?
- 2) What is the sign for us to understand that they were poor?
- 3) Skim the text and find not standardized grammatical structures. What might be the reason of writing such ungrammatical structures?
- 4) Supply three examples of Mary's courage.
- 5) How does the title of this story explain Mary's situation?

**Post-reading**

What do you interpret at the end of the story?

Write an ending of for the story based on your interpretation.



## Appendix 7

### Week 9

#### Pre-reading

##### Activity 1

Discuss the following questions with your pair by looking at the photos.



- 1) Where might be the animals?
- 2) What are the differences between these two photos?

#### While-reading

##### **The safest place for an animal is its natural habitat – not a zoo**

It is false to claim that captive breeding protects endangered species.

Talking of campaigns by our charity to phase out the keeping of animals in captivity, Dartmoor zoo owner Ben Mee says: “Actually, I can see their point; I don’t particularly like looking at animals behind wire either” (Battle for survival, 31 August). He then adds the usual caveat: “But, as a zoo director, I understand that it is absolutely essential that we keep them there.”

Are zoos really essential? Ben talks about them "protecting as many endangered species as possible". Yet of the 51 mammal and bird species at his zoo only seven are classed as threatened by the International Union for Conservation of Nature.

Zoos claim to be safer places for animals than their natural habitats. Mee questions whether it is "fair" to reintroduce a jaguar, because of not only the dwindling rainforest but also the impact "on the people who live and farm there". This view is highly dangerous for conservation, and many field scientists consider captive breeding to give a false impression that species are safe and that natural habitats don't need protecting. I can only hope Mee was joking when he suggested building "biospheres on the moon, stocked with tigers, safe from poaching".

Despite its claims, Dartmoor zoo itself has been responsible for killing animals- deer, as a result of “overpopulation”, and a wolf who was ostracised by the pack, for example. More sinister is the line pushed by international zoo bodies that hybrid animals should be killed – such as three tiger cubs at a German zoo recently- because they use resources that could be spent on pure-bred animals. The Mee family brought the zoo without any prior experience, so not surprisingly Ben found it “harder than I thought” – so hard that its operating company has gone into liquidation despite a TV deal and a planned Hollywood film. Let’s hope they haven’t started a trend for wealthy people with no experience to by getting a TV series based on her buying a zoo in Wales.



Mee talks about the alleged good work of members of the zoo-trade body, the British and Irish Association of Zoos and Aquaria (Biaza). Twice in the past year, we in the Captive Animals' Protection Society have exposed the practices of member zoos. One had a tiger-breeding programme with the owner of the country's most controversial animal circus. The other was locking lions inside for up to 18 hours a day. Biaza revoked membership of the zoo connected to a circus but not the one keeping lions confined in a building that, according to government inspectors, had "no visible environmental enrichment" and "clear" signs of substantial fighting". So how can Mee say we have "some of the highest standards of husbandry in the World"?

We need to urgently recognise that conservation means the protection and restoration of natural habitats, not keeping animals in cages. If we phase out zoos, and end captive breeding, resources can be used to protect habitats for the benefit of all fauna and flora.

## Activity 2

Read the passage and answer the questions.

- 1) What is the reason of the author?
- 2) What is the opinion of the author?
- 3) What are the arguments and counter arguments in the passage?

### Arguments

1.

### Counter Arguments

1.

- 4) How are the arguments supported in the passage?
- 5) Imagine that you were in a captivity and people were watching you. You were far from your home without having a connection with your family.
  - How would you feel? Aggressive or calm?
  - Would you bear living in that place?

## Post-reading

You are going to write an e-mail to the owner of the zoo. Your paragraph should include ;

- Which side you support (Zoo/ natural habitat)
- Write your claims
- Support your claims by explaining your reason.

## Appendix 8

### Week 10

#### Pre-reading

<https://www.youtube.com/watch?v=womTuPpZXJ4>

While you watch the trailer of the text, write your assumptions about the text.

#### While-reading

Max Shulman: Love is a Fallacy

Cool was I and logical. Keen, calculating, perspicacious, acute and astute—I was all of these. My brain was as powerful as a dynamo, precise as a chemist's scales, as penetrating as a scalpel. And—think of it!—I only eighteen.

It is not often that one so young has such a giant intellect. Take, for example, Petey Bellows, my roommate at the university. Same age, same background, but dumb as an ox. A nice enough fellow, you understand, but nothing upstairs. Emotional type. Unstable. Impressionable. Worst of all, a faddist. Fads, I submit, are the very negation of reason. To be swept up in every new craze that comes along, to surrender oneself to idiocy just because everybody else is doing it—this, to me, is the acme of mindlessness. Not, however, to Petey.

One afternoon I found Petey lying on his bed with an expression of such distress on his face that I immediately diagnosed appendicitis. “Don’t move,” I said, “Don’t take a laxative. I’ll get a doctor.”

“Raccoon,” he mumbled thickly.

“Raccoon?” I said, pausing in my flight.

“I want a raccoon coat,” he wailed. I perceived that his trouble was not physical, but mental. “Why do you want a raccoon coat?”

“I should have known it,” he cried, pounding his temples. “I should have known they’d come back when the Charleston came back. Like a fool I spent all my money for textbooks, and now I can’t get a raccoon coat.”

“Can you mean,” I said incredulously, “that people are actually wearing raccoon coats again?”

“All the Big Men on Campus are wearing them. Where’ve you been?”

“In the library,” I said, naming a place not frequented by Big Men on Campus.

He leaped from the bed and paced the room. “I’ve got to have a raccoon coat,” he said passionately. “I’ve got to!”

“Petey, why? Look at it rationally. Raccoon coats are unsanitary. They shed. They smell bad. They weigh too much. They’re unsightly. They—”

“You don’t understand,” he interrupted impatiently. “It’s the thing to do. Don’t you want to be in the swim?”

“No,” I said truthfully.

“Well, I do,” he declared. “I’d give anything for a raccoon coat. Anything!”

My brain, that precision instrument, slipped into high gear. “Anything?” I asked, looking at him narrowly.

“Anything,” he affirmed in ringing tones.

I stroked my chin thoughtfully. It so happened that I knew where to get my hands on a raccoon coat. My father had had one in his undergraduate days; it lay now in a trunk in the attic back home. It also happened that Petey had something I wanted. He didn’t have it exactly, but at least he had first rights on it. I refer to his girl, Polly Espy.

I had long coveted Polly Espy. Let me emphasize that my desire for this young woman was not emotional in nature. She was, to be sure, a girl who excited the emotions, but I was not one to let my heart rule my head.

I wanted Polly for a shrewdly calculated, entirely cerebral reason. I was a freshman in law school. In a few years I would be out in practice. I was well aware of the importance of the right kind of wife in furthering a lawyer’s career. The successful lawyers I had observed were, almost without exception, married to beautiful, gracious, intelligent women. With one omission, Polly fitted these specifications perfectly.

Beautiful she was. She was not yet of pin-up proportions, but I felt that time would supply the lack. She already had the makings.

Gracious she was. By gracious I mean full of graces. She had an erectness of carriage, an ease of bearing, a poise that clearly indicated the best of breeding. At table her manners were exquisite. I had seen her at the Kozy Kampus Korner eating the specialty of the house—a sandwich that contained scraps of pot roast, gravy, chopped nuts, and a dipper of sauerkraut—without even getting her fingers moist.

Intelligent she was not. In fact, she veered in the opposite direction. But I believed that under my guidance she would smarten up. At any rate, it was worth a try. It is, after all, easier to make a beautiful dumb girl smart than to make an ugly smart girl beautiful.

“Petey,” I said, “are you in love with Polly Espy?”

“I think she’s a keen kid,” he replied, “but I don’t know if you’d call it love. Why?”

“Do you,” I asked, “have any kind of formal arrangement with her? I mean are you going steady or anything like that?”

“No. We see each other quite a bit, but we both have other dates. Why?”

“Is there,” I asked, “any other man for whom she has a particular fondness?”

“Not that I know of. Why?”

I nodded with satisfaction. “In other words, if you were out of the picture, the field would be open. Is that right?”

“I guess so. What are you getting at?”

“Nothing , nothing,” I said innocently, and took my suitcase out the closet.

“Where are you going?” asked Petey.

“Home for weekend.” I threw a few things into the bag.

“Listen,” he said, clutching my arm eagerly, “while you’re home, you couldn’t get some money from your old man, could you, and lend it to me so I can buy a raccoon coat?”

"I may do better than that," I said with a mysterious wink and closed my bag and left.

"Look," I said to Petey when I got back Monday morning. I threw open the suitcase and revealed the huge, hairy, gamy object that my father had worn in his Stutz Bearcat in 1925. "Holy Toledo!" said Petey reverently. He plunged his hands into the raccoon coat and then his face.

"Holy Toledo!" he repeated fifteen or twenty times.

"Would you like it?" I asked.

"Oh yes!" he cried, clutching the greasy pelt to him. Then a canny look came into his eyes. "What do you want for it?"

"Your girl." I said, mincing no words.

"Polly?" he said in a horrified whisper. "You want Polly?"

"That's right."

He flung the coat from him. "Never," he said stoutly.

I shrugged. "Okay. If you don't want to be in the swim, I guess it's your business."

I sat down in a chair and pretended to read a book, but out of the corner of my eye I kept watching Petey. He was a torn man. First he looked at the coat with the expression of a waif at a bakery window. Then he turned away and set his jaw resolutely. Then he looked back at the coat, with even more longing in his face. Then he turned away, but with not so much resolution this time. Back and forth his head swiveled, desire waxing, resolution waning. Finally he didn't turn away at all; he just stood and stared with mad lust at the coat.

"It isn't as though I was in love with Polly," he said thickly. "Or going steady or anything like that."

"That's right," I murmured.

"What's Polly to me, or me to Polly?"

"Not a thing," said I.

"It's just been a casual kick—just a few laughs, that's all."

"Try on the coat," said I.

He complied. The coat bunched high over his ears and dropped all the way down to his shoe tops. He looked like a mound of dead raccoons. "Fits fine," he said happily.

I rose from my chair. "Is it a deal?" I asked, extending my hand.

He swallowed. "It's a deal," he said and shook my hand.

I had my first date with Polly the following evening. This was in the nature of a survey; I wanted to find out just how much work I had to do to get her mind up to the standard I required. I took her first to dinner. "Gee, that was a delish dinner," she said as we left the restaurant. Then I took her to a movie. "Gee, that was a marvy movie," she said as we left the theatre. And then I took her home. "Gee, I had a sensaysh time," she said as she bade me good night.

I went back to my room with a heavy heart. I had gravely underestimated the size of my task. This girl's lack of information was terrifying. Nor would it be enough merely to supply her with information. First she had to be taught to think. This loomed as a project of no small

dimensions, and at first I was tempted to give her back to Petey. But then I got to thinking about her abundant physical charms and about the way she entered a room and the way she handled a knife and fork, and I decided to make an effort.

I went about it, as in all things, systematically. I gave her a course in logic. It happened that I, as a law student, was taking a course in logic myself, so I had all the facts at my fingertips. "Poll'," I said to her when I picked her up on our next date, "tonight we are going over to the Knoll and talk."

"Oo, terrific," she replied. One thing I will say for this girl: you would go far to find another so agreeable.

We went to the Knoll, the campus trysting place, and we sat down under an old oak, and she looked at me expectantly. "What are we going to talk about?" she asked.

"Logic."

She thought this over for a minute and decided she liked it. "Magnif," she said.

"Logic," I said, clearing my throat, "is the science of thinking. Before we can think correctly, we must first learn to recognize the common fallacies of logic. These we will take up tonight." "Wow-dow!" she cried, clapping her hands delightedly.

I winced, but went bravely on. "First let us examine the fallacy called Dicto Simpliciter."

"By all means," she urged, batting her lashes eagerly.

"Dicto Simpliciter means an argument based on an unqualified generalization. For example: Exercise is good. Therefore, everybody should exercise."

"I agree," said Polly earnestly. "I mean exercise is wonderful. I mean it builds the body and everything."

"Polly," I said gently, "the argument is a fallacy. Exercise is good is an unqualified generalization. For instance, if you have heart disease, exercise is bad, not good. Many people are ordered by their doctors not to exercise. You must qualify the generalization. You must say exercise is usually good, or exercise is good for most people. Otherwise you have committed a Dicto Simpliciter. Do you see?"

"No," she confessed. "But this is marvy. Do more! Do more!"

"It will be better if you stop tugging at my sleeve," I told her, and when she desisted, I continued. "Next we take up a fallacy called Hasty Generalization. Listen carefully: You can't speak French. Petey Bellows can't speak French. I must therefore conclude that nobody at the University of Minnesota can speak French."

"Really?" said Polly, amazed. "Nobody?"

I hid my exasperation. "Polly, it's a fallacy. The generalization is reached too hastily. There are too few instances to support such a conclusion."

"Know any more fallacies?" she asked breathlessly. "This is more fun than dancing even."

I fought off a wave of despair. I was getting nowhere with this girl, absolutely nowhere. Still, I am nothing if not persistent. I continued. "Next comes Post Hoc. Listen to this: Let's not take Bill on our picnic. Every time we take him out with us, it rains."

"I know somebody just like that," she exclaimed. "A girl back home—Eula Becker, her name is. It never fails. Every single time we take her on a picnic—"

"Polly," I said sharply, "it's a fallacy. Eula Becker doesn't cause the rain. She has no connection with the rain. You are guilty of Post Hoc if you blame Eula Becker."

"I'll never do it again," she promised contritely. "Are you mad at me?" I sighed. "No, Polly, I'm not mad."

"Then tell me some more fallacies."

"All right. Let's try Contradictory Premises."

"Yes, let's," she chirped, blinking her eyes happily.

I frowned, but plunged ahead. "Here's an example of Contradictory Premises: If God can do anything, can He make a stone so heavy that He won't be able to lift it?"

"Of course," she replied promptly.

"But if He can do anything, He can lift the stone," I pointed out.

"Yeah," she said thoughtfully. "Well, then I guess He can't make the stone."

"But He can do anything," I reminded her. She scratched her pretty, empty head. "I'm all confused," she admitted.

"Of course you are. Because when the premises of an argument contradict each other, there can be no argument. If there is an irresistible force, there can be no immovable object. If there is an immovable object, there can be no irresistible force. Get it?"

"Tell me more of this keen stuff," she said eagerly.

I consulted my watch. "I think we'd better call it a night. I'll take you home now, and you go over all the things you've learned. We'll have another session tomorrow night."

I deposited her at the girls' dormitory, where she assured me that she had had a perfectly terrific evening, and I went glumly home to my room. Petey lay snoring in his bed, the raccoon coat huddled like a great hairy beast at his feet. For a moment I considered waking him and telling him that he could have his girl back. It seemed clear that my project was doomed to failure. The girl simply had a logic-proof head.

But then I reconsidered. I had wasted one evening; I might as well waste another. Who knew? Maybe somewhere in the extinct crater of her mind a few members still smoldered. Maybe somehow I could fan them into flame. Admittedly it was not a prospect fraught with hope, but I decided to give it one more try.

Seated under the oak the next evening I said, "Our first fallacy tonight is called Ad Misericordiam."

She quivered with delight.

"Listen closely," I said. "A man applies for a job. When the boss asks him what his qualifications are, he replies that he has a wife and six children at home, the wife is a helpless cripple, the children have nothing to eat, no clothes to wear, no shoes on their feet, there are no beds in the house, no coal in the cellar, and winter is coming."

A tear rolled down each of Polly's pink cheeks. "Oh, this is awful, awful," she sobbed.

"Yes, it's awful," I agreed, "but it's no argument. The man never answered the boss's question about his qualifications. Instead he appealed to the boss's sympathy. He committed the fallacy of Ad Misericordiam. Do you understand?"

"Have you got a handkerchief?" she blubbered.

I handed her a handkerchief and tried to keep from screaming while she wiped her eyes. "Next," I said in a carefully controlled tone, "we will discuss False Analogy. Here is an example: Students should be allowed to look at their textbooks during examinations. After all, surgeons have X-rays to guide them during an operation, lawyers have briefs to guide them during a trial, carpenters have blueprints to guide them when they are building a house. Why, then, shouldn't students be allowed to look at their textbooks during an examination?" "There now," she said enthusiastically, "is the most marvy idea I've heard in years."

"Polly," I said testily, "the argument is all wrong. Doctors, lawyers, and carpenters aren't taking a test to see how much they have learned, but students are. The situations are altogether different, and you can't make an analogy between them."

"I still think it's a good idea," said Polly.

"Nuts," I muttered. Doggedly I pressed on. "Next we'll try Hypothesis Contrary to Fact." "Sounds yummy," was Polly's reaction.

"Listen: If Madame Curie had not happened to leave a photographic plate in a drawer with a chunk of pitchblende, the world today would not know about radium."

"True, true," said Polly, nodding her head "Did you see the movie? Oh, it just knocked me out. That Walter Pidgeon is so dreamy. I mean he fractures me."

"If you can forget Mr. Pidgeon for a moment," I said coldly, "I would like to point out that statement is a fallacy. Maybe Madame Curie would have discovered radium at some later date. Maybe somebody else would have discovered it. Maybe any number of things would have happened. You can't start with a hypothesis that is not true and then draw any supportable conclusions from it."

"They ought to put Walter Pidgeon in more pictures," said Polly, "I hardly ever see him anymore."

One more chance, I decided. But just one more. There is a limit to what flesh and blood can bear. "The next fallacy is called Poisoning the Well."

"How cute!" she gurgled.

"Two men are having a debate. The first one gets up and says, 'My opponent is a notorious liar. You can't believe a word that he is going to say.' ... Now, Polly, think. Think hard. What's wrong?"

I watched her closely as she knit her creamy brow in concentration. Suddenly a glimmer of intelligence—the first I had seen—came into her eyes. "It's not fair," she said with indignation. "It's not a bit fair. What chance has the second man got if the first man calls him a liar before he even begins talking?"

"Right!" I cried exultantly. "One hundred per cent right. It's not fair. The first man has poisoned the well before anybody could drink from it. He has hamstringed his opponent before he could even start ... Polly, I'm proud of you."

"Pshaws," she murmured, blushing with pleasure.

"You see, my dear, these things aren't so hard. All you have to do is concentrate. Think—examine—evaluate. Come now, let's review everything we have learned."

"Fire away," she said with an airy wave of her hand.

Heartened by the knowledge that Polly was not altogether a cretin, I began a long, patient review of all I had told her. Over and over and over again I cited instances, pointed out flaws, kept hammering away without letup. It was like digging a tunnel. At first, everything was work, sweat, and darkness. I had no idea when I would reach the light, or even if I would. But I persisted. I pounded and clawed and scraped, and finally I was rewarded. I saw a chink of light. And then the chink got bigger and the sun came pouring in and all was bright.

Five grueling nights with this took, but it was worth it. I had made a logician out of Polly; I had taught her to think. My job was done. She was worthy of me, at last. She was a fit wife for me, a proper hostess for my many mansions, a suitable mother for my well-heeled children.

It must not be thought that I was without love for this girl. Quite the contrary. Just as Pygmalion loved the perfect woman he had fashioned, so I loved mine. I decided to acquaint her with my feelings at our very next meeting. The time had come to change our relationship from academic to romantic.

"Polly," I said when next we sat beneath our oak, "tonight we will not discuss fallacies."

"Aw, gee," she said, disappointed.

"My dear," I said, favoring her with a smile, "we have now spent five evenings together. We have gotten along splendidly. It is clear that we are well matched."

"(1) \_\_\_\_\_," said Polly brightly.

"I beg your pardon," said I.

"(1) \_\_\_\_\_," she repeated. "How can you say that we are well matched on the basis of only five dates?"

I chuckled with amusement. The dear child had learned her lessons well. "My dear," I said, patting her hand in a tolerant manner, "five dates is plenty. After all, you don't have to eat a whole cake to know that it's good."

"(2) \_\_\_\_\_," said Polly promptly. "I'm not a cake. I'm a girl."

I chuckled with somewhat less amusement. The dear child had learned her lessons perhaps too well. I decided to change tactics. Obviously the best approach was a simple, strong, direct declaration of love. I paused for a moment while my massive brain chose the proper word. Then I began:

"Polly, I love you. You are the whole world to me, the moon and the stars and the constellations of outer space. Please, my darling, say that you will go steady with me, for if you will not, life will be meaningless. I will languish. I will refuse my meals. I will wander the face of the earth, a shambling, hollow-eyed hulk."

There, I thought, folding my arms, that ought to do it.

"(3) \_\_\_\_\_," said Polly.

I ground my teeth. I was not Pygmalion; I was Frankenstein, and my monster had me by the throat. Frantically I fought back the tide of panic surging through me; at all costs I had to keep cool.



“Well, Polly,” I said, forcing a smile, “you certainly have learned your fallacies.”

“You’re darn right,” she said with a vigorous nod.

“And who taught them to you, Polly?”

“You did.”

“That’s right. So you do owe me something, don’t you, my dear? If I hadn’t come along you never would have learned about fallacies.”

“(4)\_\_\_\_\_,” she said instantly.

I dashed perspiration from my brow. “Polly,” I croaked, “you mustn’t take all these things so literally. I mean this is just classroom stuff. You know that the things you learn in school don’t have anything to do with life.”

“(5)\_\_\_\_\_,” she said, wagging her finger at me playfully.

That did it. I leaped to my feet, bellowing like a bull. “Will you or will you not go steady with me?”

“I will not,” she replied.

“Why not?” I demanded.

“Because this afternoon I promised Petey Bellows that I would go steady with him.”

I reeled back, overcome with the infamy of it. After he promised, after he made a deal, after he shook my hand! “The rat!” I shrieked, kicking up great chunks of turf. “You can’t go with him, Polly. He’s a liar. He’s a cheat. He’s a rat.”

“(6)\_\_\_\_\_,” said Polly, “and stop shouting. I think shouting must be a fallacy too.” With an immense effort of will, I modulated my voice. “All right,” I said. “You’re a logician. Let’s look at this thing logically. How could you choose Petey Bellows over me? Look at me—a brilliant student, a tremendous intellectual, a man with an assured future. Look at Petey—a knothed, a jitterbug, a guy who’ll never know where his next meal is coming from. Can you give me one logical reason why you should go steady with Petey Bellows?”

“I certainly can,” declared Polly. “He’s got a raccoon coat.”

A) Please write the features of the characters.

| Polly | The author |
|-------|------------|
| 1.    | 1.         |
| 2.    | 2.         |

Please fill the blanks with the correct fallacy type and explain your reason.

- 1:
- 2:
- 3:
- 4:
- 5:

**Post-reading****Activity 2**

Work in pairs and maintain the conversation between Polly and the author by writing any fallacy types and explain it.



## Appendix 9

### Week 11

#### Pre-writing

#### Activity 1

Please read the sentences and state whether you agree or disagree and support your opinion.

- 1) Critical reading course should be given at the department of ELT.
- 2) The curriculum should be flexible and managed with learners individually.
- 3) Education does not prepare young people for the future.

The example essay is presented and its procedures are analysed below.

#### Activity 2

The growing number of overweight people is putting a strain on the health care system in an effort to deal with the health issues involved. Some people think that the best way to deal this problem is to introduce more physical education lessons in the school curriculum To what extent do you agree or disagree?

*Owing to the problems which a growing population of overweight people cause for the health care system, some people think that the key to solving these issues is to have more sport and exercise in schools. I completely agree that this is the best way to tackle the issue of deteriorating public health in relation to weight.*

*Firstly, dealing with the issues surrounding obesity and weight problems is best solved by taking a long term approach and introducing more sport and exercise in schools. This method will ensure that the next generation will be healthier and will not have such health problems. At the moment, the average child in the West does sport possibly twice a week, which is not enough to counteract their otherwise sedentary lifestyle. However, by incorporating more sports classes into the curriculum as well as encouraging extracurricular sports activities, they will undoubtedly become fitter and more active.*

*Another point to consider is that having more sports lessons for children in schools will probably result in children developing an interest in exercise which might filter through to other members of their family and have a longer lasting effect. In other words, parents with sporty children are more likely to get involved in sport as a way of encouraging their children. By both parents and children being involved, it will ensure that children grow up to incorporate sport into their daily lives. This is certainly a natural and lasting way to improve public health.*

*In conclusion, to deal with an increasing population of unfit, overweight people, changing the lifestyle of the coming generation by introducing sport in schools is the easiest and most effective method to use.*

<https://ieltsliz.com/ielts-agree-disagree-essay-sample-answer/>

Analysing the essay

- 1) Does the author agree or disagree with the solution? How do you understand?

- 2) How many body paragraphs does the essay include?
- 3) What are the authors claims?

Claims

- 1.
- 2.

- 4) How are the claims supported?
- 5) Can you find different agreement and disagreement on the solution.

Agreement

Disagreement

- 1.
- 2.

### While-writing

**Write an agreement or disagreement paragraph for agreement or disagreement opinions above.**

Agreement or Disagreement paragraph

.....

.....

.....

.....

.....

.....

.....

.....

.....

### Post-writing

#### Activity 3

**Write the different view from your friends**

Sides of agreements

- 1.
- 2.
- 3.
- 4.

Sides of disagreement

- 1.
- 2.
- 3.
- 4.

### Homework

Convert your paragraphs into an agree or disagree essay.

## Appendix 10

### Week 12

#### Pre-writing

The sample of the essay is given and analysed below.

#### Professional Army Needed

Many countries have professional armies yet some countries such as Turkey still have compulsory military service. It is claimed that compulsory military service is beneficial for a country because it teaches its citizens how to fight in a war. However, many people argue that compulsory military service should be abolished, and Turkey should transition into a professional army because a professional army is more effective and compulsory military service is a barrier to young people's lives/careers.

First of all, a professional army is a lot more effective than implementing compulsory military service. It is not possible to train people like professional soldiers in a short period of time. What is more, many people forget what they learn after the end of their compulsory military service. Professional soldiers are experts in their jobs. They train for their jobs every single day. They know how to use guns and various kinds of armed vehicles effectively. Therefore, a professional army is a lot more efficient than a compulsory military service.

Secondly, Turkey should transition into a professional army because compulsory military service is a huge burden for many young people. Many university graduates have difficulty in finding a job if they have not completed their military service. They cannot start their careers unless they complete their military duties. However, when they join the army, they might lose some of their skills because they will not be able to do their jobs or practice their skills in the army. Therefore, compulsory military service should be abolished so that young people can work in their fields of expertise and contribute to Turkey.

On the other, supporters of compulsory military service argue that it is important for men to learn how to use guns. This is a very narrow-minded approach. Men can learn how to use a gun without joining the army. What is more, people tend to forget what they learn during their compulsory military service unless they practice it. Therefore, it is clear that compulsory military service is not needed.

To conclude, whether Turkey should transition into a professional army is a controversial issue. Although there are those who support compulsory military service, it seems that a professional army might be the better choice because it is more efficient, and it does not waste the time of young people. Therefore, Turkey should establish a professional army.

Analysis of the text

- 1) What is the essay about?
- 2) What does the introduction paragraph include?
- 3) How many body paragraphs does the essay has?
- 4) What is this essay different from agreement and disagreement essay?
- 5) How does the author refute the opposing idea?

#### While-writing

#### Activity 2

- A) Decide your side and write a paragraph about your claims by supporting it with examples. Also, write another paragraph about an opposing idea and refute the counter side.

**Post-writing****Activity 3**

- A) Let's discuss your writing with your friends.

**Homework**

Read the given passage on L1 usage in teaching English and find pros and cons about the topic.



## Appendix 11

### Week 13

#### Pre-writing

#### Activity 1

- A) The text is given previous week as a homework, so the teacher asked the pros and cons for both sides.

#### Use of L1 in EFL classes

The use of the mother tongue in EFL classes is debatable in the foreign language classroom. Advocates of the monolingual approach suggest that the target language should be the only medium of communication, believing that the prohibition of the native language would maximize the effectiveness of learning the target language. However, some teachers believe that the use of the mother tongue can be helpful in learning new vocabulary items and explaining complex idea and grammar rules. They contend that teachers who master the students native language have far more advantages over the ones who don't.

#### The bilingual approach

**The monolingual approach has been criticised by many teachers who find that the use of L1 in EFL classes is beneficial at various levels. This point of view is expressed clearly by Sheelagh Deller and Mario Rinvoluceri (2003) in their book *Using the Mother Tongue* and earlier by Atkinson (1987). More recently Widdowson (2003) also called for an explicitly bilingual approach.**

L1 has long been considered as a lower language and a source of errors. This view is now being criticised because EFL teachers have become aware of the significance of L1. Vivian Cook (2001) writes about the mother tongue in EFL classes as

“a door that has been firmly shut in language teaching for over a hundred years.”

When students come to the classroom they don't come out of the blue; they come “loaded” with their native language and a cultural heritage that nobody must deny or underestimate. EFL teachers working with monolingual students at lower levels of English proficiency find prohibition of the mother tongue to be practically impossible. So instead of looking at the students native language and cultural background as inferior or a source of errors, they must be used as a tool to maximize foreign language learning. It's worth noting that the use of L1 in EFL classes is just a “rehabilitation” of those “students who were forced to smuggle their bilingual dictionaries into classrooms and hide them under the table.” The mother tongue represents a powerful resource that can be used in a number of ways to enhance learning but it must always be used in a principled way. Sheelagh Deller and Mario Rinvoluceri's book *Using the Mother Tongue*, which provides practical L1 activities, shows that judicious use of L1 can maximize language learning.

#### Judicious use of L1 in foreign language learning

Using L1 is not the problem. The problem is when and how to use it. Before answering this question, it should be born in mind that L1 use must be considered “as a means to an end”.

The target language must be used where possible and L1 when necessary. Here are some examples of appropriate use of L1 in EFL classes.

### **Beginners**

The mother tongue can be probably more beneficial to beginners. As they progress in their learning the target language will take the lead.

### **L1 can be time-saving.**

Instead of going through a long explanations in the target language, it is sometimes easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point. Imagine a teacher who wants to teach the word “car” to French students and start by phrasing the explanation as follows “a car is a road vehicle with an engine, four wheels, and seats for a small number of people” while a simple translation of the word ( or perhaps the use of visual aids) would be enough.

### **Comparison**

A comparison of English and the mother tongue can be a very enriching experience. In fact, discovering the similarities and differences of both languages can enhance the target language acquisition.

### **Culture**

Language is a vehicle for cultural aspects. If teachers ban the use of the mother tongue, this underlies an ideological conception of L1 culture as being inferior. Alternatively, cultural differences and similarities can be highlighted to help learners accept and tolerate differences while at the same time preserve their cultural uniqueness. This can be done through various activities where L1 plays an important role.

### **Stress**

Using L1 gives a sense of security and acknowledges the learners identity, allowing them to minimize the stress they may feel in EFL classrooms. With careful use of L1 learners may become willing to experiment and take risks with English.

### **Classroom management**

Management of conduct and discipline is sometimes hard to be done in the target language. For instance, if a serious problem emerges in the classroom, will the teacher really insist on an English-only policy when coping with it?

### **Grammar**

L1 can be of great help when teaching grammar. Translation exercises for example may be the perfect practice when there is a grammar point that is causing trouble to students.

### **Instructions**

According to my experience with EFL classes, I can dare say that so many failures in tests were due to learners lack of understanding of instructions. L1 can be used to redress this issue, helping students to understand what is exactly asked from them.

### **Errors**

Discussion of some recurring errors. It is true that a lot of errors are caused by L1 transfer. French students, for example, say “I’m agree” instead of “I agree” which is an error due to L1 transfer (in French “Je suis d’accord”.) A discussion in L1 of such errors will help students overcome these problems.

Of course, the list may be extended to other areas of foreign language teaching.

### **Conclusion**



The debate over the use of L1 in foreign language teaching hasn't been settled yet. On the one hand there are those teachers who reject the use of L1 altogether or fail to recognize any significant potential in it. On the other hand, there are those who either massively overuse it. Both are abusing a resource of great importance and delicacy each in his own way. My view consists of using the target language as the medium of instruction when possible and switching to the mother tongue when it is really necessary. L1 use must be tuned up with effective target language teaching, taking into consideration learners mother tongue and cultural background and using them to the best of their interest.

**Pros****Cons****While-writing**

A) Write an argumentative essay on L1 usage in teaching English.

**Outlines for the essay**

- 1.
- 2.
- 3.

**Post-writing**

A) Let's discuss your essay with your friends.

## Appendix 12

### The Questionnaire on Critical Thinking Ability in English Reading

Dear Students,

The Questionnaire on Critical Thinking Ability in English Reading is designed to find out the status quo of university non-English majors' critical thinking in EFL reading class. Please respond to the following items based on your personal practical situation and actual thinking. Please note that there is no right or wrong answers to the questions. The information you provide will lay an essential foundation to our research. I hereby solemnly pledge to keep all your personal data confidential and to use them only for the purpose of academic research. I am very grateful for your kind support and cooperation.

#### I. Personal Background Information

Write down your responses on the line or in the bracket.

Name \_\_\_\_\_ Gender \_\_\_\_\_  
Grade \_\_\_\_\_ Years for Learning English \_\_\_\_\_

English Test Performance ( )

A. NEVER Pass CET 4 or CET 6      B. Pass CET 4      C. Pass CET 6

#### II. The Performance on Critical Thinking Skills

To what extent do you think the following statements apply to you? Circle the number after each statement below according to the degree of your agreement/acceptance of the statement. Each number stands for a different degree in measurement.

5=agree; 4=basically agree; 3=hard to say; 2=not quite agree; 1=disagree

- |                                                                                         |   |   |   |   |   |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. In daily reading training, I can recognize the type of the reading text.             | 1 | 2 | 3 | 4 | 5 |
| 2. I can infer the meaning of the proverb from the reading text.                        | 1 | 2 | 3 | 4 | 5 |
| 3. I will pay attention to the figure of speech when reading.                           | 1 | 2 | 3 | 4 | 5 |
| 4. I can predict the main idea of reading text from title or subtitles.                 | 1 | 2 | 3 | 4 | 5 |
| 5. I will pay attention to implied meaning of author's mood or attitude.                | 1 | 2 | 3 | 4 | 5 |
| 6. I can distinguish facts from opinion.                                                | 1 | 2 | 3 | 4 | 5 |
| 7. I will judge the rationality of the view from the previous knowledge.                | 1 | 2 | 3 | 4 | 5 |
| 8. I will pay attention to the structure of the reading text.                           | 1 | 2 | 3 | 4 | 5 |
| 9. I know the writing purpose of the author.                                            | 1 | 2 | 3 | 4 | 5 |
| 10. I can refine different views from the text when reading.                            | 1 | 2 | 3 | 4 | 5 |
| 11. I can find relevant arguments to support the view of the text.                      | 1 | 2 | 3 | 4 | 5 |
| 12. I can speculate from various clues (e.g. context) when I can't understand the text. | 1 | 2 | 3 | 4 | 5 |
| 13. I have my own choice and judgment of the authenticity of information.               | 1 | 2 | 3 | 4 | 5 |
| 14. I can express my own opinion according to the text.                                 | 1 | 2 | 3 | 4 | 5 |
| 15. I can compare my opinion with that of the author in the text.                       | 1 | 2 | 3 | 4 | 5 |
| 16. I can make reasonable inference without reading the rest of the text.               | 1 | 2 | 3 | 4 | 5 |
| 17. I can find reasonable arguments in the text to support my own view.                 | 1 | 2 | 3 | 4 | 5 |
| 18. I can understand the implicit conclusion.                                           | 1 | 2 | 3 | 4 | 5 |
| 19. I can summarize the main idea of the text after reading.                            | 1 | 2 | 3 | 4 | 5 |
| 20. After reading, I can correct my unreasonable inference made in reading.             | 1 | 2 | 3 | 4 | 5 |
| 21. I can write comments on the information in the text.                                | 1 | 2 | 3 | 4 | 5 |
| 22. I can verify my own view by searching relevant material.                            | 1 | 2 | 3 | 4 | 5 |

Thank you for your support!

## Appendix 13

## RUBRIC FOR ARGUMENTATIVE ESSAY

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <i>An excellent persuasive argument:</i> The paper states a clear point of view and gives good and sufficient reasons to support it. The reasons are clearly explained and well-elaborated by using convincing information/examples. The paper may present reasonable opposing view(s) and also refute the opposing view(s) appropriately, though they are not required. The paper is well-organized and sequenced. It demonstrates effective word choice and contains few or no grammar/mechanical errors.                                                                                                                                       |
| 4 | <i>A reasonably good and persuasive argument:</i> The paper states a reasonably clear point of view and gives generally plausible reasons to support it. The reasons are explained and elaborated to some extent, though not enough. There may be one or two inconsistencies or pieces of irrelevant information. The paper may present some opposing point(s) of view, but may fail to refute them or the refutation may be ineffective. The paper is generally well-organized and flows well, and shows evidence of effective word choice overall. There might be some grammar/mechanical errors, but they do not impede overall communication. |
| 3 | <i>A clearly recognizable argument but limited in effectiveness:</i> The paper states a point of view and gives one or two good reasons to support it. The reasons are not explained or supported in a fully coherent way. The reasons may be of limited plausibility and some inconsistencies exist. The organization is not well-developed, and ideas could be better sequenced. There might be some major problems in word choice; a noticeable number of grammar/mechanical errors occur.                                                                                                                                                     |
| 2 | <i>A minimally acceptable argument paper, though not persuasive:</i> The paper states a point of view but only one good reason is provided to support the point of view; or the reasons given are unrelated to or inconsistent with the point of view; or the reasons are incoherent. The organization is weak and ideas are not sequenced well. The paper demonstrates limited control of written language. There are numerous word choice, grammar and mechanical errors, and communication is impeded by these errors.                                                                                                                         |
| 1 | <i>An ineffective argument with major gaps in reasoning:</i> The paper states some sort of a point of view, but it is vague or general. No reasons are provided for the point of view; or the reasons given are unrelated to or inconsistent with the point of view. Most of the content of the paper is not relevant to the task. The paper is not properly organized, and it just contains a piece meal list of phrases or sentences with no coherence. There are so many word choice, grammar and mechanical errors that communication is severely impeded by these errors.                                                                    |

**Appendix 14****THE PROMPTS OF THE ARGUMENTATIVE ESSAYS****1. Pre-test of argumentative essay writing**

The use of the mother tongue in EFL classes is debatable in the foreign language classroom. Advocates of the monolingual approach suggest that the target language should be the only medium of communication, believing that the prohibition of the native language would maximize the effectiveness of learning the target language. However, some teachers believe that the use of the mother tongue can be helpful in learning new vocabulary items and explaining complex idea and grammar rules. Please write an argumentative essay on L1 usage in EFL classes.

**2. Post-test of argumentative essay writing**

Being lectured by native and non-native English teachers is debatable in the foreign language classroom. There are advocates of native and non-native speakers in terms of the different aspects of teaching language. Please write an argumentative essay on native and non-native English teacher.

**Appendix 15****The Interview Questions for the Needs Analysis**

- 1) Tartışmacı kompozisyonu öğrenciler yazmadan önce argumanlar ile ilgili bir bilgi verdiniz mi?
- 2) Tartışmacı kompozisyonu nasıl öğrettiniz?
- 3) Sınıf ortamında tartışmacı kompozisyon yazarken fikirlerini desteklemeleri açısından konuyu daha önce araştırmalarını istiyor muydunuz?
- 4) Öğrencilerin tartışmacı kompozisyonlarını incelediğiniz zaman öğrencilerinizin bu konuda yazma becerilerini nasıl dönütler aldınız?

## Appendix 16

### The course content of Reading Skill course

| The name of the course | Reading Skill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives             | <p>At the end of the course students will be able to;</p> <ol style="list-style-type: none"> <li>1. have a general understanding about the texts.</li> <li>2. distinguish the types of the texts.</li> <li>3. find out main and supporting ideas.</li> <li>4. read the texts selectively.</li> <li>5. understand the relation between the topic and the pilot of the texts.</li> <li>6. summarize the texts</li> <li>7. convey the knowledge in the texts</li> <li>8. guess the meaning of the words in text by looking at the contexts and the hints in the texts.</li> <li>9. find out odd sentences in the texts.</li> <li>10. think critically when the students read the texts.</li> </ol> |
| Weeks                  | Contents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1 <sup>st</sup> week   | Short story                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2 <sup>nd</sup> week   | Cat in the Rain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 3 <sup>rd</sup> week   | Thank you,ma'am                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4 <sup>th</sup> week   | The Green Door                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 5 <sup>th</sup> week   | The Haunted Mind                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 6 <sup>th</sup> week   | The discussion of the short story                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 7 <sup>th</sup> week   | Midterm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 8 <sup>th</sup> week   | Unit 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 9 <sup>th</sup> week   | Unit 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 10 <sup>th</sup> week  | Unit 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 11 <sup>th</sup> week  | Unit 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 12 <sup>th</sup> week  | The discussion of the novel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

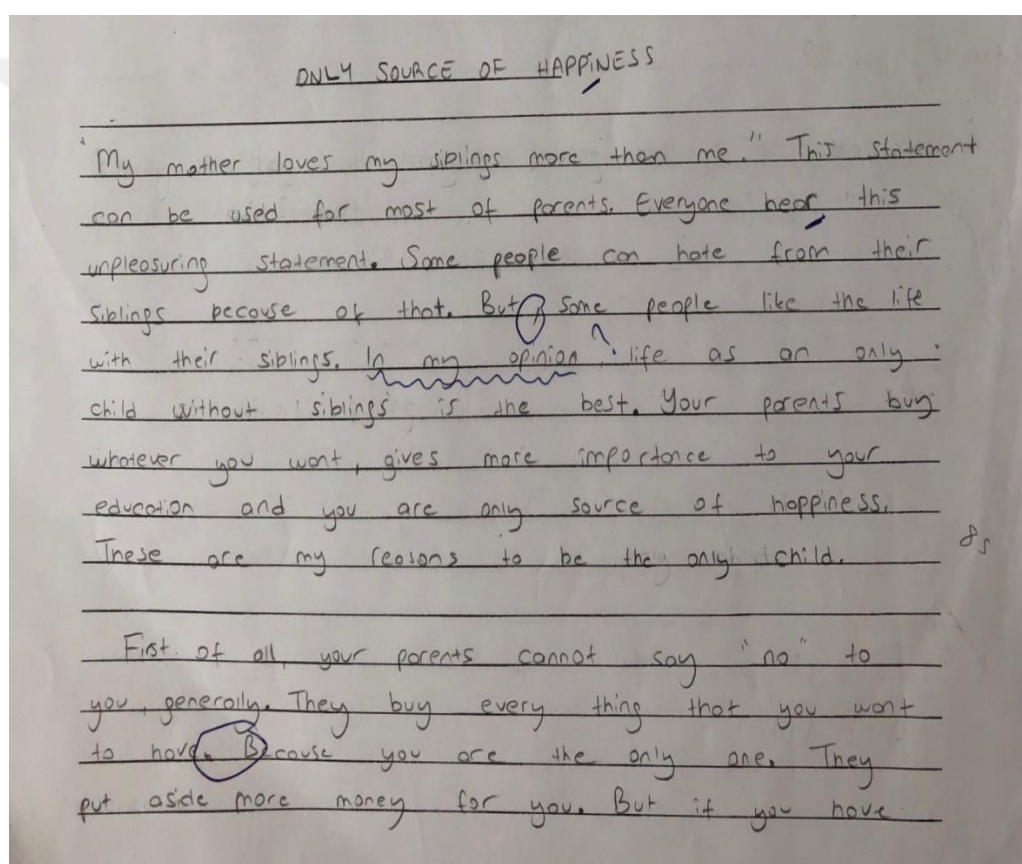
## Appendix 17

### The example of the learners' argumentative essay from the previous year.

Write an argumentative essay by supporting one of the topics below by giving the opposite ideas.

- "Life as an only child"
- "life with siblings (brothers/sisters)"

### Student 1



12  
argument  
Siblings, most of stuffs that you want cannot be taken by your parents. Because this situation causes a problem about money. Father or mother cannot give money to every will.

Second reason to be only child is about importance of education. If you are the only child, probably you will be more successful in your educational life. Your family will do the best for you. They can support you with more money. Separated money for your education will be more without siblings. Thus, you can be lucky. If you have siblings, you utilize less from your parents' financial supports. However rich your family are, this cannot be the same as the situation that you are the only child.

12  
argument  
Third reason to be advocator of idea being the only kid is more liking by parents. There won't be a problem about whom is more liked. Most of children say that "My parents like me less." Even though parents treat with same way to every children, this cannot be accomplished exactly. If you are the only child, you don't think this kind of stuffs. You will be the most loved. And you are the only source of happiness. They have no children apart from you. They are happy only with you. You won't be envy like children that have siblings.

✓  
In conclusion, the life as an only child is awesome. You will be the only one. This is so special situation. Your parents will buy whatever you want. They will give more importance to your education. You will be happy for your parents. You don't care about problems of siblings. That will be wonderful!

No reputation



## Student 2

Life with Siblings or Not

Every married couples want to make their family bigger that's why they have a child/children. But what children want may sometimes change. Some children want to be the only child while others want to live with siblings.

Parents do not want their child to grow up alone so they generally make another babies. Child who has a life with siblings may not have difficulty in making friends easily, sharing his/her stuffs with peers at school or neighbourhood. On the other hand, children who is the only child of family may not get used to new people easily and they generally have problem with sharing their stuffs because they are accustomed to be the one who does not share their things.

Having a life with siblings has really good advantages. When you get in trouble like money issues, relationship problems, basically all problems, you do not have to cope with them alone as your siblings will be there for you. They help your homeworks, when there are people messing up with you your siblings will take care of them etc. However, when you are only child, if you do not have real friends, problems become bigger as you have to deal with them alone.

On the other, living as an only child has good opportunities. For example your family may spend their savings to give you a better life as you are the only one they should worry about. If child is able to get over problems he/she face with alone, he/she may have a good personality. *No retention*

To conclude, there are supporters of each side and each side thinks they are right. Both side have advantages and disadvantages. However, whether you have a life with siblings or not what kind of person you are going to be depends on you.

## Appendix 18

Evrak Tarih ve Sayısı: 11/09/2019-50234



T.C.  
GAZİANTEP ÜNİVERSİTESİ  
Gaziantep Eğitim Fakültesi

Sayı :73628654/100/  
Konu :Eğitim İşleri

### YABANCI DİLLER EĞİTİMİ BÖLÜM BAŞKANLIĞINA

İlgi :05.09.2019 tarih ve 48685 sayılı yazınız.

Bölümünüz İngiliz Dili Eğitimi Ana Bilim Dalı kadrosunda olup, doktora tez aşamasında olan Arş.Gör.Dilara SOMUNCU'nun, 2019-2020 eğitim-öğretim yılı güz yarıyılı İngilizce Öğretmenliği Lisans Programında okutulacak olan ELT201 İngilizce Öğrenme ve Öğretim Yaklaşımları (2-0-2) dersine ve yüksek lisans tez aşamasında olan Arş.Gör.Bilge Deniz ÇANKAYA'nın ELT207 Eleştirel Okuma ve Yazma (2-0)2 dersine, dersi vermek üzere görevlendirilen öğretim elemanları gözetiminde ve sorumluluğunda katılmaları Dekanlığımızca uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Mehmet Fatih ÖZMANTAR  
Gaziantep Eğitim Fakültesi Dekanı

### **VITAE**

Bilge Deniz ÇANKAYA was born in Gaziantep in 1995. She is a graduate of Çukurova University -Foreign Language Education Department- English Language Teaching Program (2018). She has been working as a research assistant at Gaziantep University, Foreign Language Education Department- English Language Teaching Program since 2019. She speaks English fluently.

### **ÖZGEÇMİŞ**

Bilge Deniz ÇANKAYA 1995 yılında Gaziantep’te doğmuştur. Çukurova Üniversitesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Programı mezunudur (2018). 2019 yılından beri Gaziantep Üniversitesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Programı’nda araştırma görevlisi olarak çalışmaktadır. İyi derecede İngilizce bilmektedir.