

T. C.
DOKUZ EYLÜL ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZCE ÖĞRETMENLİĞİ PROGRAMI
YÜKSEK LİSANS TEZİ

**TEACHING CRITICAL THINKING SKILLS THROUGH
THE USE OF SHORT STORIES**

Murat GÜNEŞDOĞDU

İzmir
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2015

Yemin Metni

Yüksek Lisans Tezi olarak sunduğum “**Teaching Critical Thinking Skills through the Use of Short Stories**” adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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ABSTRACT

The term "critical thinking" has been defined by numerous scholars in a variety of ways and there is no widely accepted standard definition. It is believed that using critical thinking skills in English classes enhances students' performance. The purpose of this study is to tackle whether critical thinking skills can be enhanced through short story teaching or not. Two high school classes which participated in the study were assigned into two experimental groups, control group and intervention group, and were given Cornell Critical Thinking Test, Level X both as pretest and posttest. In the intervention group, students dwelt upon four short stories through critical thinking skills. Their structured class discussions paved the way for them to be exposed to the critical thinking use through *Mr. Loveday's Little Outing* by Evelyn Waugh, *Miss Brill* and *The Fly* by Katherine Mansfield, and *A Family Supper* by Kazuo Ishiguro. The results of the study highlight the importance of the synergy between critical thinking strategy use and short story teaching.

Keywords : Critical thinking, short story teaching, English language teaching

ÖZET

“Eleştirel düşünme” terimi çok sayıda bilim adamı tarafından tanımlanmaya çalışılmış olsa da, bu terimin geniş kabul gören standart bir tanımı bulunmamaktadır. İngilizce derslerinde eleştirel düşünme becerilerini kullanmanın öğrencilerin performanslarını artırdığı düşünülmektedir. Bu çalışmanın amacı kısa hikâye öğretiminin öğrencilerin eleştirel düşünme becerilerini geliştirip geliştirmediğini araştırmaktır. Çalışma katılımcıları bir lisenin iki sınıfında öğrenim gören öğrencilerdi ve bu öğrenciler kontrol ve uygulama olmak üzere iki deney grubuna ayrılp, veri toplamak için Cornell Eleştirel Düşünme Testi Düzey X ön test ve son test olarak kullanılmıştır. Uygulama grubunda bulunan öğrenciler eleştirel düşünme becerileri kullanarak dört adet kısa hikaye öğrendiler. Bu gruptaki öğrencilerin yapılandırılmış sınıf içi tartışmaları Evelyn Waugh’ın *Mr. Loveday’s Little Outing*, Katherine Mansfield *Miss Brill* ve *The Fly*, ve Kazuo Ishiguro’nun *A Family Supper* isimli kısa hikayelerini öğrenirken eleştirel düşünme kullanmalarının yolunu açtı. Bu çalışmanın sonuçları eleştirel düşünme strateji kullanımı ile kısa hikaye öğretimi arasındaki sinerjinin önemine işaret etmektedir.

Anahtar kelimeler: Eleştirel düşünme, kısa hikâye öğretimi, İngiliz dili öğretimi

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CHAPTER I – INTRODUCTION

1.1 Introduction

This chapter includes the background, the purpose, and the significance of the study. In addition, this chapter describes the research questions and the organisation of the chapters.

1.2 Background of the Study

The ability to think critically is an important skill. In an ever-changing world where there is stiff competition in most work environments and getting a good job can be a difficult process, critical thinking skills play a pivotal role in the lives and careers of individuals. Due to its importance for the success of an individual in today's social and professional life, improving the critical thinking skills of students is a top priority of modern education.

A widely accepted definition of critical thinking was provided by Robert Ennis. His definition of critical thinking is as follows: "Critical thinking is reasonable reflective thinking focused on deciding what to believe or do" (Ennis, 1993: 180). In emphasizing the importance of critical thinking, Ten Dam and Volman (2004) remark that "critical thinking is a crucial aspect in the competence citizens need to participate in a plural and democratic society, and that enable them to make their own contribution to that society" (360). Besides its importance in modern day social life, critical thinking is also a crucial ingredient of today's work environment. The teaching of critical thinking at schools asserts itself as necessary in educating successful individuals for the modern work environment. Hirose explains this necessity as follows:

Many of today's youth lack the basic skills to function effectively when they enter the workforce. A common complaint is that entry-level employees lack the reasoning and critical thinking abilities needed to process and refine information. With the modern work environment requiring more thinking and problem solving than the jobs of the past, community college teachers

and administrators should emphasize critical thinking on their campuses, in their curricula, and in their teaching practices in order to prepare students to function effectively in today's workforce. (Hirose, 1992: 1)

In recent years the importance of promoting critical thinking skills has been widely acknowledged in foreign language teaching. Shirkhani and Fahim (2011: 111) suggest that “enhancing critical thinking in learners is considered one of the foreign language teachers’ tasks”. Thomas and Smoot (1994) and Huitt (1998) respectively point out that critical thinking is a very important element of schooling in the 21st century. Bean (1996: 4) stresses that critical thinking is a “learnable skill” and it is crucial for teachers to take a directive role in initiating and guiding critical thinking. Therefore, it would be wise to suggest that foreign language classes offer ideal settings to teach critical thinking “owing to the richness of material and the interactive approaches used” (Üstünlüoğlu, 2004: 3). Since so much emphasis is placed on the importance of promoting critical thinking skills in foreign language teaching, investigating the effectiveness of teaching short stories on promoting students’ critical thinking skills seems quite important.

In foreign language teaching, there has been a remarkable revival in the interest in literature as a valuable language teaching resource since the mid-1980s. Literary texts embody authentic examples of language use and can be used to reinforce previously learned points and complement language teaching. O’Sullivan (1991: 22) states that “literature is beginning to be viewed as an appropriate vehicle for language learning and development since the focus is now on authentic language and authentic situations.” Proponents of the use of literature in foreign language classes list diverse reasons for using literature. Oster (1989: 85), for example, points out that literature “enlarges students’ vision and fosters critical thinking”. According to Brabham and Villaume (2000), the use of literature enables the learner to be a critical reader. Burns (1998) makes a good point by stating that literature enhances learner autonomy and helps create a more democratic teaching environment where ideas and thoughts are actively involved. McKay (1982: 531) points out that “to the extent that students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency.” Carter

and Walker (1989) maintain that probably the most obvious advantage of using literature is that it provides unmatched enjoyment for the students. The use of literature can enlarge learners' vocabulary (Povey, 1972; Spack, 1985) and inspire them to take risks in experimenting with the target language (McConochie, 1985). Valdes (1986: 85) remarks that literature can "serve as a medium to transmit the culture of the people who speak the language in which it is written". Povey (1972) states that reading literature also familiarises students or learners with new and complex syntax and through this contributes to the extension of language usage and linguistic knowledge. Custodio and Sutton (1998: 20) add that literature can open horizons of possibility, allowing students to question, interpret, connect, and explore. Considering various influential researchers have reasoned in favour of using literature to promote critical thinking, it is crucial for us to make an attempt to provide evidence on the effectiveness of teaching short stories on students' critical thinking skills.

1.3 The Purpose of the Study

This study aims to investigate the impact of teaching short stories on students' critical thinking skills. Another aim of the study is to probe whether there are gender differences in the levels of critical thinking skills of students.

1.4 The Significance of the Study

The ultimate goal in English classrooms is to teach students English so that they will be able to use the language in their everyday lives with ease. As there is a rising need for international communication in the modern era, English has become a useful lingua franca for people from different countries to communicate with each other. To teach students English efficiently, English teachers are expected to provide students with language input and activities that are most useful to them in their learning process. As various established researchers have reported, including literature in their English syllabuses will be of great help to the English teacher. Furthermore, it has widely been argued that teaching literature in English classes

promotes critical thinking skills in students. Therefore, this study will focus on the impact of teaching short stories on students' critical thinking skills.

A great number of definitions have been suggested for critical thinking. Halpern (1996: 5), for example, defines critical thinking as "thinking that is purposeful, reasoned, and goal directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions." Carr (1988: 70), on the other hand, defines critical reading as "learning to evaluate, draw inferences, and arrive at conclusions based on evidence." According to Scriven and Paul (2013), critical thinking is "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action."

The interest in critical thinking has led to a range of studies, both abroad and in Turkey, aimed at investigating how critical thinking skills can be improved. In a study conducted in the United States, Combs (1992) tried to improve critical thinking skills of his fourth-grade gifted students by using whole language strategies. A literature unit involving whole language strategies using two books was implemented over a three month period. All instructions and activities in the study were based on Bloom's Taxonomy. The implementation of whole language strategies yielded favourable results as Combs managed to increase his students' thinking skills.

Liaw (2007) conducted a study to determine whether using a content-based reading and writing approach was effective in promoting EFL learners' critical thinking skills. The study was conducted at a junior high school in central Taiwan with thirty-two students aged 12 to 13. After being divided into two groups of similar language proficiency, the participants were taught with the same content-based critical thinking curriculum. The curriculum, whose implementation lasted 15 hours, included five instructional units in the subject areas of language arts, mathematics, science and social studies. *Critical Thinking Test, Level 1*, designed by Yeh (2003) and an analysis of the students' writing samples using Bloom's taxonomy were used

to collect data. The test results revealed no significant differences between the students' critical thinking scores before and after taking the lessons in all five areas of critical thinking indicators defined by Yeh (2003). However, exercises of critical cognitive domains as categorized by Bloom (1956) were observed in the students' work samples. Liaw's study also revealed that the students' performance on their English language proficiency test improved significantly after the project.

Tung and Chang (2009) sought to determine the efficacy of developing critical thinking through literature reading in their study. The participants of the study were 12 non-English majors who were enrolled in "Honors Program: Introduction to Literature" at a private university in Taiwan where they attended an elective 18-week course that met two hours per week. Strategies such as reading comprehension pop quizzes, learning log, group presentations, guided in-class discussion with Socratic questioning skills and individual essay-question reports were incorporated into the course design. Data were collected through a pretest and posttest (California Critical Thinking Skills Test) and self-assessed questionnaire. The results of the study showed that literature reading helped improve the overall critical thinking skills of those participants who scored low in the pretest.

Gomez B. (2010) explored the impact of structured reading lessons on the development of critical thinking skills in college students learning English as a foreign language. The participants were eighty-three Colombian students of whom forty-three were assigned to the experimental group and forty to the control group. The study was conducted at a private university in Bogotá where the participants attended English classes two hours a week over a semester that lasted 15 weeks. The control group received traditional reading instruction whereas the experimental group was taught structured reading lessons aimed at creating opportunities to activate higher order thinking levels. The California Critical Thinking Test (CCTST; Facione, 1995) was administered as the pre-test and post-test to measure the critical thinking skills of the participants before and after the study. The results of the study revealed that the students in the experimental group did not improve in a significant way compared to the results of the students in the control group in the post-test.

Lin (2013) aimed to explore the impact of the implementation of literature circles in English lessons on the development of critical thinking skills of Taiwanese high school EFL students in her study. She used the classroom research approach to conduct the study. The participants were 37 students in the second year of senior high school. The students read seven short stories during the seven-week study. The first and last of these stories were independent reading, the second one was the demonstration lesson, and the third to sixth stories were based on the literature circles model. Student-generated questions and response logs were collected and analyzed for the first and last independent reading stories. The coding scheme that was used to evaluate students' questions and responses was adopted from Bloom's (1956) taxonomy. According to the data gathered at the end of the study, some traces of development were found in the students' critical thinking skills as a result of the implementation of literature circles in English lessons.

A number of studies which focus on critical thinking have been conducted in Turkey. In a study conducted by Atay (2007), the impact of Language Based Approach (LBA) on students' language awareness and critical thinking skills was investigated. The participants of the study were 25 eighth grade students at a state primary school. During the study that lasted two months, the students analysed eight selected poems from English and American Literature by the principles of LBA with different activities. The data included the students' feedback and the reflections of the teacher which were assessed by rubrics at the end of the study. Descriptive research design was utilized in the analysis of the collected data. The results of the study revealed that the critical thinking skills of the participants were affected positively in the course of the study.

Yıldız (2007) focused on improving the existing critical thinking situation in literature courses in the Department of English Language and Literature at Karadeniz Technical University using a literature-based critical thinking programme. Her study consisted of two experimental groups: the first of these groups included 47 freshmen attending the Introduction to English Literature course while the second group included 34 seniors attending the Literary Criticism course. In order to identify the

existing critical thinking situation in the related literature courses, the researcher collected data through a pre-student questionnaire, a pre-instructor interview, observation and the Cornell Critical Thinking Test (pre-test). Once an understanding of the current critical thinking situation was established, two experimental groups were exposed to a literature-based critical thinking programme that lasted seven weeks on the basis of a one group pre-test post-test design. Following the completion of the programme, the students were given the Cornell Critical Thinking Test as post-test to determine whether a difference existed between the pre and post critical thinking scores. One of the important results the study yielded was that there was a significant difference between the pre-test and post-test critical thinking scores of the two experimental groups.

Uğurlu (2010) investigated whether critical thinking can be improved through cooperative learning. The participants were 16 randomly chosen seventh grade students attending Mersin Toros College Primary School. The study was based on cooperative learning activities with the critical thinking skills aimed to be developed infused into the lessons. The data collection tools were a questionnaire designed to assess the critical thinking skills of the participants at the beginning and at the end of the study, video-recorded lessons, interviews, and the diary of the researcher. The results of the study affirmed the efficacy of the use of tasks under cooperative learning in improving critical thinking skills.

A close look at the literature reveals that there is still need for investigation regarding the incorporation of critical thinking into the EFL classroom. This study aims to examine the impact of teaching short stories on students' critical thinking skills. A further aim of this study is to probe whether there are gender differences in the levels of critical thinking skills of students. An important aspect of this study will be the emphasis that will be placed on critical thinking skills while teaching literature as this study will attempt to learn whether teaching literature enhances students' critical thinking skills.

1.5 Research Questions

1. What is the level of the students' critical thinking skills before the study?
2. Is there a gender difference in critical thinking?
3. What is the level of the students' critical thinking skills after the study?
4. Does teaching short stories affect students' critical thinking skills in English?
5. Is there a gender difference in promoting students' critical thinking skills by means of teaching short stories?

1.6 Organisation of the Chapters

The rest of the chapters of this study are organised as follows:

Chapter Two, Literature Review, presents the review of literature with regard to critical thinking and its use in English Language Teaching (ELT). First various definitions of critical thinking and a brief history of critical thinking are presented. Then a discussion of characteristics of critical thinkers, critical thinking skills, critical thinking in ELT, and studies on critical thinking follows.

Chapter Three, Methodology, introduces the research methodology used in the study. First, a description of the research design, setting and participants, and selection of materials is provided. Then, the instrumentation, data collection procedure and data analysis procedure are discussed.

Chapter Four, Results, presents and discusses the findings obtained from the analyses on the differences of pretest and posttest critical thinking scores of the experimental groups.

Chapter Five, Conclusion, includes a brief overview of the study as well as a summary of the findings. Then, a discussion of the findings is provided. Limitations of the study and implications for further research are also presented in this chapter.

CHAPTER II – LITERATURE REVIEW

2.1 Introduction

The scope of this chapter is to review the literature with regard to critical thinking and its use in English Language Teaching (ELT). The following topics are discussed: critical thinking defined; a brief history of critical thinking; characteristics of critical thinkers; critical thinking skills; critical thinking in ELT; and studies on critical thinking.

2.2 Critical Thinking Defined

The term critical thinking has been defined by numerous scholars in a variety of ways and there is no widely accepted standard definition. It has even been argued that the number of definitions supplied for critical thinking is “as large as the number of researchers engaged in its study” (Nieto & Saiz, 2011: 202). However, as Hager and Kaye (1992: 26) point out “considerable agreement has been achieved that critical thinking is a combination of abilities and dispositions.” Multiple definitions of the term are included in this study to provide a clear understanding of this abstract cognitive ability. John Dewey, the pioneering American educator, called critical thinking as “reflective thinking” and defined it as:

Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends. (Dewey, 1910; cited in Collins and O’Brien, 2003: 298)

Edward Glaser, the co-author of the world’s most widely used test of critical thinking, defined critical thinking as follows:

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

evidence that supports it and the further conclusions to which it tends.
(Glaser, 1941: 5)

Dressel (1960; cited in Accongio & Doran, 1993: 24) defines critical thinking as a process that could be ordered in the following five steps:

1) recognizing and defining a problem; 2) clarifying the problem by making appropriate definitions, distinguishing between facts and assumptions, and collecting and organizing relevant information; 3) formulating possible explanations or solutions; 4) selecting one or more promising hypotheses for testing and verification; and 5) stating tentative conclusions.

According to McPeck (1981: 8; cited in Lombard and Grosser, 2008: 563), critical thinking is “a propensity and skill to engage in an activity with reflective scepticism”. He argues critical thinking to be a subset of rational thinking which itself is “the intelligent use of all available evidence for the solution of some problem” (McPeck, 1981: 12).

Sternberg (1985: 46) posits that critical thinking is “the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts”. Critical thinking is “the skill to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments, and solve problems” (Chance, 1986: 6). According to another definition, critical thinking is “The disposition to provide evidence in support of one’s conclusions and to request evidence from others before accepting their conclusions” (Hudgins and Edelman, 1986: 333).

One scholar implies confusion about how critical thinking is considered by certain circles and explains his own consideration of the term as follows:

The term critical thinking is one of the most abused terms in our skills vocabulary. Generally it means whatever its users stipulate it to mean. In some circles the term critical thinking is used to mean all thinking operations, from decision making to analysis of part-whole relationship to interpreting. In other circles it means the skills drawn from Bloom’s taxonomy. Yet critical thinking is not to be considered as encompassing all, or identical to any, of these operations. Critical thinking, for example, is

obviously not the same as recall, neither is critical thinking synonymous with decision making or problem solving. (Beyer, 1987: 32-33)

According to one definition of critical thinking found in the literature, critical thinking is “an investigation whose purpose is to explore a situation, phenomenon, question or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that can therefore be convincingly justified” (Kurfiss, 1988: 2). Critical thinking is also regarded as “skillful, responsible thinking that facilitates good judgment because it 1) relies upon criteria, 2) is self-correcting, and 3) is sensitive to context” (Matthew Lipman, 1988; cited in Yıldırım & Özkahraman, 2011: 177).

Critical thinking refers to “our active, purposeful, and organized efforts to make sense of our world by carefully examining our thinking, and the thinking of others, in order to clarify and improve our understanding” (Chaffee, 1988: 29). A leading scholar in the field described critical thinking as “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” (Faccione, 1990a: 2). According to a well-known yet concise definition, critical thinking “is reasonable reflective thinking focused on deciding what to believe or do” (Robert Ennis, 1993: 180).

Pascarella and Terezini (1991) compiled the following in an attempt to specify what critical thinking involves:

critical thinking has been defined and measured in a number of ways but typically involves the individual’s ability to do some or all of the following: identify central issues and assumptions in an argument, recognize important relationships, make correct inferences from data, deduce conclusions from information or data provided, interpret whether conclusions are warranted on the basis of the data given, and evaluate evidence or authority. (118)

An important scholar in the field of critical thinking, Richard Paul defines critical thinking as follows:

Critical thinking is that mode of thinking – about any subject, content or problem – in which the thinker improves the quality of his or her thinking by skilfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. (Paul, Fisher and Nosich, 1993: 4)

A different view holds that critical evaluation is the process of arriving at a judgment about the value or impact of a text by examining its quality (Harris and Hodges, 1995: cited in Duron, Limbach & Waugh, 2006: 160). To Michael Scriven, critical thinking means the “skilled and active interpretation and evaluation of observations and communications, information and argumentation” (Fisher and Scriven, 1997; cited in Fisher, 2001: 10). Critical thinking is also regarded as “an active and systematic cognitive strategy to examine, evaluate, understand events, solve problems, and make decisions on the basis of sound reasoning and valid evidence” (Levy, 1997: 236; cited in Ghanizadeh & Mirzaee, 2012: 454).

In a comprehensive definition, critical thinking is defined as follows:

Critical thinking refers to the use of cognitive skills or strategies that increase the probability of a desirable outcome. Critical thinking is purposeful, reasoned, and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions. Critical thinkers use these skills appropriately, without prompting, and usually with conscious intent, in a variety of settings. That is, they are predisposed to think critically. When we think critically, we are evaluating the outcomes of our thought processes—how good a decision is or how well a problem is solved. (Halpern, 1999: 70)

“Critical thinking in any area involves being able to pursue one’s questions through self-directed search and interrogation of knowledge, a sense that knowledge is contestable, and being able to present evidence to support one’s arguments” (Pithers & Soden, 2000: 239; cited in Thomson, 2011: 1). Reichenbach (2001: 19) defines critical thinking as “the careful, deliberate determination of whether we should accept, reject, or suspend judgment about the truth of a certain claim or a recommendation to act in a certain way.” Gabennesch (2006: 38) opts to describe critical thinking as “the use of rational skills, worldviews, and values to get as close as possible to the truth”. In a recent attempt to define critical thinking, it was considered to be “an awareness of a set of interrelated questions, an ability to pose

and answer critical questions at appropriate time and a desire to actively use the critical questions” (Browne and Keeley, 2007: 2). Rudinow and Barry (2008: 11) consider critical thinking as “a set of conceptual tools with associated intellectual skills and strategies useful for making reasonable decisions about what to do or believe.”

In the view of all the proposed definitions of critical thinking presented above, critical thinking can thus be defined as a totality of thinking operations that require a thoughtful and sceptical approach to solve a problem through a definitive logical chain. Essentially, critical thinking involves being able to use one’s mind effectively while trying to solve problems.

2.3 A Brief History of Critical Thinking

The origin of the word *critical* comes from the Greek word for “critic” (*kritikos*). The word itself means “to question, to make sense of, to be able to analyze” (Chaffee, 2014:54). The idea of critical thinking originated in the time of Socrates, more than 2,400 years ago. Much of what we know of Socrates comes from the works of his disciples, chiefly those of Plato. With his method of questioning known as “Socratic Questioning”, this prominent philosopher is believed to have laid the foundation of modern critical thinking. In his desire to urge the people of Athens to think logically, Socrates would ask people he met questions like “How can we find truth? What does it mean to know something? How should human beings live their lives? What is evil? What do we owe the state, and what does it owe us? What does it mean to be just?” (Noddings, 2007: 6). The Athenian ruling class of the time saw Socrates as a threat to their rule and put him on trial which led to his eventual execution.

Socrates was an eminent teacher who lived in 5th century BC Athens where he spent his entire life. As Copeland (2005) points out Socrates believed in the existence of a better way of teaching students than the lecture. “He believed that within each of his students resided an often-untapped reservoir of knowledge and

understanding” (7). According to Socrates (Portland, 2005: 7), “by helping students examine their premonitions and beliefs while at the same time accepting the limitations of human thought” students’ reasoning skills could be improved hence students would be able to think more rationally and support their ideas more easily with logic. In Socrates’ view, it was necessary for individuals to question whether certain ideas were based on sound foundations before one decided to believe in their truth. The method with which he managed to achieve this end has come to be referred to as Socratic Questioning. Following Socrates’ path, Plato, Aristotle and the Greek skeptics maintained that “things are often very different from what they appear to be and that only the trained mind is prepared to see the way through the way things look to us on the surface (delusive appearances) to the way they really are beneath the surface (the deeper realities of life)” (Paul, Elder & Bartell, 1997: 8).

A notable thinker of the Middle Ages, Thomas Aquinas (*Summa Theologica*) played a pivotal role in the development of the practice of critical thinking. The tradition of systematic critical thinking was represented in the writings and teachings of this medieval philosopher. As Paul, Elder and Bartell (1997: 8) point out, Aquinas ensured that his thinking met the test of critical thought by systematically stating, considering, and answering all criticism of his ideas in the process of developing them.

During the Renaissance (15th and 16th centuries), a large number of scholars in Europe including Colet, Erasmus, More, and Bacon, began to think critically about religion, art, society, human nature, law, and freedom. Furthermore, they also questioned the existing order of things. Bacon specifically opined that people misuse their minds when seeking knowledge. In his book titled *The Advancement of Learning*, Bacon emphasized the importance of studying the world in an empirical fashion (Paul, Elder & Bartell, 1997). Sir Thomas More, in his famous work entitled *Utopia*, envisaged a model society without private property in which people would be free to critique all aspects of their present world. According to Watson (1994), More wrote *Utopia* “to open people’s eyes to social and political evils of the world

around them, e.g. inflation, corruption, maltreatment of the poor, wars for little or no purpose, courtly ostentation, the misuse of power by absolute monarchs, etc.” (10).

Niccolo Machiavelli, an important figure of the Italian Renaissance, is known for his famous work *The Prince*, a handbook on how to rule successfully since *The Prince* is mainly “concerned with the acquiring and maintaining of territories” (Minter, 1992: 26). Machiavelli critically evaluated the politics of the period during which he lived, and played a key role in establishing modern critical political thought. Instead of accepting the assumption that government functioned the way people who were in power said it did, he critically analyzed how it really functioned (Paul, Elder & Bartell, 1997: 9).

The influential 17th century French philosopher and mathematician Rene Descartes wrote a substantial work called *Rules for the Direction of the Mind*, a book that is commonly considered as the second text in critical thinking. In this work, Descartes expressed the need for a special systematic disciplining of the mind that would guide it in thinking so that every part of thinking should be questioned, doubted, and tested (Paul, Elder & Bartell, 1997). Descartes is also known as the author of the famous phrase “I think, therefore I am.” A contemporary of Descartes, Blaise Pascal (cited in Serrat, 2011) emphasized the importance of thinking for man as follows: “Man is obviously made for thinking. Therein lies all his dignity and his merit; and his whole duty is to think as he ought” (1).

In England, a significant contribution to critical thinking was made by Thomas Hobbes who is best known for his famous work *Leviathan*. A contemporary of Descartes, Hobbes “doubted the reliability of the senses and questioned the accuracy of the reports our impressions made of the external world” (Weinstein, 1998: 9). It is important to emphasize that Hobbes expressed strong belief in the critical mind of the thinker. He displayed confidence in good reasoning, which, according to Hobbes, “must be the outcome of an ordered thought process” (Weinstein, 1998: 10).

John Locke, who is considered as one of the most influential philosophers of the late 17th and early 18th century, played a defining role by laying out the theoretical foundation for critical thinking. An advocate of empiricism, Locke's main concern was to indicate the close connection between language and the process of thought, thereby emphasizing the need to be precise in our use of language so that our concepts were not confusing (Habib, 2005: 320). Locke's pioneering work *An Essay Concerning Human Understanding*, which was first published in 1689, is a product of nearly twenty years of thought. In this essay, Locke develops a systematic empiricism that would "become the standard for subsequent theorists" (Newman, 2007: 1).

These Renaissance and post-Renaissance scholars were pioneers in the area of critical thinking and they played key roles in the development of a new science grounded in observation and experiment and in promoting democracy, human rights, and freedom of thought.

In the 17th and 18th centuries, Robert Boyle and Sir Isaac Newton were two scientists who were influential in the extension of critical thinking. In his book *The Sceptical Chymist*, a book which is regarded as a cornerstone in the field of chemistry, Boyle challenged the traditional views on the chemical theory. Newton, on his part, extending the critical thought of scholars such as Copernicus, Galileo, and Kepler, built a framework of thought that frankly criticized the traditionally held conception of the world (Paul & Elder, 2014: 178). Boyle and Newton inspired those who thought seriously about the world to abandon egocentric views in favour of judgments relying on attentively gathered evidence and effective reasoning. The thinkers of the French Enlightenment such as Bayle, Montesquieu, Voltaire, and Diderot nurtured strong belief in the necessity to discipline the human mind by reason to provide a better understanding of the nature of the political and social world. These thinkers believed that "reason must turn inward upon itself to determine weaknesses and strengths of thought" (Paul & Elder, 2001: 377). They recognized the importance of disciplined intellectual discussions in which all views were subject to serious analysis and critique.

Eighteenth century thinkers extended our notion of critical thinking even further, making us more aware of the power of critical thought and its potential impact. In the nineteenth century, the French sociologist Auguste Comte and the English philosopher Herbert Spencer were instrumental in extending critical thinking into the domain of human social life. Karl Marx, Charles Darwin and Sigmund Freud were all nineteenth century scholars who made a substantial contribution to critical thinking with their groundbreaking works in their respective areas of study. Caplan and Jennings (1984) draw attention to Darwin's influence on Marx and their shared influence on Freud, and state that these three thinkers and the theoretical movements inspired by them "have fundamentally reoriented our modern understanding of biological nature, society, and the human mind" (xi). Stahl (2013) points out that "the work of Freud, Darwin, and Marx replaced traditional philosophic assumptions about fixed natures of minds, organisms, and societies with much more dynamic views" (75).

Numerous scholars have made valuable contributions to the extension of critical thinking in the course of history, however, John Dewey, the American psychologist, philosopher and educator, is widely accepted as the 'father' of modern critical thinking (Fisher, 2001: 2). His 1910 masterwork *How We Think* broke new ground in modern critical thought. Building on Dewey's ideas, Edward Glaser wrote *An Experiment in the Development of Critical Thinking* as his doctoral dissertation in 1941. He also co-developed the Watson-Glaser Critical Thinking Appraisal as one of the world's most widely used critical thinking measurement tools for college-aged students. Another scholar building on the work of Dewey, B. Othanel Smith, on the other hand, originated the term 'critical thinking'.

Robert Ennis, an influential scholar in the field of critical thinking, enriched the body of literature on critical thinking with an article entitled "A concept of critical thinking: A proposed basis of research in the teaching and evaluation of critical thinking" which he wrote in 1962. As Thayer-Bacon (2000: 56) points out, Ennis attempted to define critical thinking in terms of skills in this highly influential article.

Names such as John McPeck, Matthew Lipman, Richard Paul, and Harvey Siegel also deserve mention as their contribution to critical thinking is far from negligible. John McPeck, a Canadian philosopher, published *Critical Thinking and Education* in 1981. He is known for his argument that critical thinking cannot be conceptualized as being a general skill. According to McPeck, it is impossible to dissociate thinking from its content since no such thing as pure thinking occurs; thinking always occurs in the form of thinking about something (Brodin, 2007: 140). Matthew Lipman, the American philosopher and educator, tried to conceptualize the essential characteristics of critical thinking. He argued that besides including the mental processes which people use to solve problems or to learn new concepts, critical thinking also involves “skilful, responsible thinking that facilitates good judgment because it relies upon criteria, is self-correcting, and is sensitive to context” (Lipman, 1988:39). Richard Paul is a well-known authority on critical thinking. As the author of nine books and over 200 articles on the subject, he has focused on the metacognitive aspects of critical thinking (Buffington, 2007: 19). Harvey Siegel, in his 1988 book titled *Educating Reason*, pronounces critical thinking as an educational ideal.

2.4 Characteristics of Critical Thinkers

In addition to the various definitions of critical thinking provided so far, it is also necessary to include the characteristics of critical thinkers in this part of the study. Schaefersman (1991; cited in Robertson & Mire, 2009) explains the characteristics of a person who thinks critically as follows:

A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it.
(3)

Facione (1990: 2) writes the following about the ideal critical thinker:

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 the inquiry permit.

According to Hopper (2003: cited in Ishikawa, Sasaki & Yamamoto, 2007), “A critical thinker is constantly asking questions, trying to distinguish between fact and opinion. Not about memorizing, but analyzing all sides of an issue to find more in the situation than the obvious and makes assertions built on sound logic and solid evidence” (53). Duron, Limbach and Waugh (2006: 160) consider critical thinkers to “raise vital questions and problems, formulate them clearly, gather and assess relevant information, use abstract ideas, think open-mindedly, and communicate effectively with others.” Kokkidou (2013: 3) maintains that “The ideal critical thinker is distinguished by scepticism, has the skills of a good listener, is not afraid to subject his positions to re-examination, and seeks valid, reliable sources that will support his or her argumentation”.

Nickerson (1987; cited in Khatib & Merhgan, 2012: 167–168) enumerates the characteristics of a good critical thinker as follows:

1. uses evidence skilfully and impartially,
2. organizes thoughts and articulates them concisely and coherently,
3. distinguishes between logically valid and invalid inferences,
4. suspends judgment in the absence of sufficient evidence to support a decision,
5. understands the difference between reasoning and rationalizing,
6. attempts to anticipate the probable consequences of alternative actions,
7. understands the idea of degrees of belief,
8. sees similarities and analogies that are not superficially apparent,
9. can learn independently and has an abiding interest in doing so,
10. applies problem-solving techniques in domains other than those in which learned,
11. can structure informally represented problems in such a way that formal techniques, such as mathematics, can be used to solve them,
12. can strip verbal argument of irrelevancies and phrase it in its essential terms,
13. habitually questions one’s own views and attempts to understand both the assumptions that are critical to those views and the implications of the views,
14. is sensitive to the difference between the validity of a belief and the intensity with which it is held,

15. is aware of the fact that one's understanding is always limited, often much more so than would be apparent to one with a non-inquiring attitude,
16. recognizes the fallibility of one's own opinions, the probability of bias in those opinions, and the danger of weighting evidence according to personal preferences.

Despite the fact that many characteristics have been attributed in the literature to critical thinkers, Missimer (1990) prefers to take a minimalist point of view regarding the number of these characteristics. In her thought-provoking article entitled "Perhaps by Skill Alone", she asserts that "the only trait necessary [to be a critical thinker] is a disposition to think critically" (Missimer, 1990: 149).

2.5 Critical Thinking Skills

Critical thinking is a way of thinking that involves a variety of interconnected skills. Baron (1990: 82) defines a skill as "whatever it is that improves in speed and accuracy as a result of practice" whereas Boyatzis and Kolb (1995: 4) define it as "a combination of ability, knowledge and experience that enables a person to do something well". Since critical thinking involves a set of skills (Fisher, 2001; Halpern, 2007; Kurfiss, 1988; Reichenbach, 2001), a discussion of these skills might provide a better insight into the concept of critical thinking.

John Dewey, the outstanding educational philosopher often hailed as the father of critical thinking, called critical thinking as "reflective thinking" and pointed to three attitudes as prerequisites of reflective action: open-mindedness, responsibility, and wholeheartedness. According to Dewey (1933: 29-30), an individual who listened to more than one side of any issue and evaluated alternative possibilities was open-minded. Responsibility demanded that an individual considered the consequences of a potential action, and wholeheartedness referred to the genuine enthusiasm and dedication an individual should show in their search for the truth. Dewey (1933) suggested five phases or aspects of reflective thought:

In between, as states of thinking, are (1) *suggestions*, in which the mind leaps forward to a possible solution; (2) an intellectualization of the difficulty or perplexity that has been felt (directly experienced) into a

problem to be solved, a question for which the answer must be sought; (3) the use of one suggestion after another as a leading idea, or hypothesis, to initiate and guide observation and other operations in the collection of factual material; (4) the mental elaboration of the idea or supposition as an idea or supposition (reasoning, in the sense in which reasoning is a part, not the whole of inference); and (5) testing the hypothesis by overt or imaginative action. (107)

Dewey also contended that the activities used to reach an intended purpose depend on the maturity of the learners, hence proposing that thinking and reasoning skills develop with experiences (Gruber and Bareen, 2003: 7; cited in Çubukçu, 2011: 11).

A significant step towards defining critical thinking skills was taken when a group of college and university examiners who worked under the leadership of Benjamin Bloom produced the well-known Bloom's taxonomy in 1956. In Bloom's taxonomy thinking is classified into six levels of hierarchical complexity. The six levels of Bloom's taxonomy from the lowest to the highest are knowledge, comprehension, application, analysis, synthesis and evaluation. Each of these categories represents an increasingly complex type of cognition so that, for example, *application* is more complex than *comprehension* and "to apply something requires 'comprehension' of the method, theory, principle, or abstraction applied" (Bloom, 1956: 120). Bloom's taxonomy ranks the cognitive skills on a continuum from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS).

Ennis (1962) elaborated and extended Dewey's five phases or aspects of reflective thought and categorized them as skills. He listed twelve aspects of critical thinking:

[a.] grasping the meaning of a statement, [b.] judging whether there is ambiguity in a line of reasoning, [c.] judging whether certain statements contradict each other, [d.] judging whether a conclusion follows necessarily, [e.] judging whether a statement is specific enough, [f.] judging whether a statement is actually the application of a certain principle, [g.] judging whether an observation statement is reliable, [h.] judging whether an inductive conclusion is warranted, [i.] judging whether the problem has been identified, [j.] judging whether something is an assumption, [k.] judging whether a definition is adequate, and [l.] judging whether a statement made by an alleged authority is acceptable. (cited in Kristensen, 2008: 31)

In the late 1980s, 46 internationally recognized experts from the United States and Canada were assembled by a subcommittee of the American Philosophical Association to reach a consensus on a definition of critical thinking and how to assess it. The panel was led by Dr. Peter A. Facione and the end product of the panel was the landmark 1990 “Delphi Report: Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction.” The Delphi committee reached a consensus on their definition of critical thinking and “skills” and “dispositions” essential to critical thinking. The Delphi Report listed interpretation, analysis, evaluation, inference, explanation, and self-regulation as core cognitive skills. Facione (1998; cited in Stroupe, 2006) summarizes these cognitive skills as follows:

1. Interpretation: the ability to understand and express the meaning associated with information, experiences, and beliefs.
2. Analysis: the ability to identify relationships, intended and inferential, among representations of information, experiences, and beliefs.
3. Evaluation: the ability to assess the credibility of representations of a person's perceptions or beliefs, and to assess the strength of the relationships on which those representations are based.
4. Inference: the ability to identify and utilize relevant portions of representations in order to draw reasonable conclusions, or form hypotheses or conjectures.
5. Explanation: the ability to state and justify one's reasoning.
6. Self-regulation: the ability to evaluate one's own process of reasoning, utilizing analysis skills, and through questioning, correcting and validating one's results. (44)

A relatively recent study by Fisher (2001) offers nine basic critical thinking skills that involve identifying, clarifying, judging, evaluating, analyzing, drawing inferences, and producing arguments; individuals using critical thinking per Fisher's taxonomy:

- [a.] identify the elements in a reasoned case, especially reasons and conclusions, [b.] identify and evaluate assumptions, [c.] clarify and interpret expressions and ideas, [d.] judge the acceptability, especially the credibility, of claims, [e.] evaluate arguments of different kinds, [f.] analyse [*sic*], evaluate and produce explanations, [g.] analyze, evaluate and make decisions, [h.] draw inferences, and [i.] produce arguments. (8)

Hawkins (2012: 6-7) contends that although critical thinking researchers fail to agree on a single definition of what critical thinking is, they seem to agree to some extent on at least five skills that are involved in critical thinking. She lists these skills as inductive reasoning, deductive reasoning, analysis, evaluation, and inference. Hawkins bases this statement on the fact that the four most commonly used tests to assess critical thinking in college students, i.e., *Cornell Critical Thinking Test, Level X* (Ennis & Millman, 1985a) and *Level Z* (Ennis & Millman, 1985b), *The California Critical Thinking Skills Test, College Level* (Facione, 1990b), and the *Watson-Glaser Critical Thinking Appraisal* (Watson & Glaser, 1980), each measure inductive and deductive reasoning, and they all involve analysis and evaluation. Cotrell (2005: 4) asserts that critical thinking involves the development of ancillary skills such as observation, reasoning, decision-making, analysis, judgment, and persuasion.

2.6 Critical Thinking in ELT

We live in an information age where computers and the Internet are part and parcel of our daily lives. With the rapid pace of technological change, the twenty-first century work environment favours “a more skilled workforce whose members are adaptable throughout their career course to changing technology, product demand, and global competition” (Karoly & Panis, 2004: 200). According to Karoly and Panis (2004), it is important to recognize that there will be an increased demand for a skilled workforce due to the evolutionary and revolutionary technologies in the coming decades (Santa Monica: 124). The backbone of a skilled workforce is “knowledge workers”. Karoly and Panis (2004) remark that “knowledge workers require high-level cognitive skills for managing, interpreting, validating, transforming, communicating, and acting on information” (Santa Monica, 2004: 201). They argue that “knowledge workers” need to possess such nonroutine skills as abstract reasoning, problem-solving, communication, and collaboration (Santa Monica, 2004: 201). The movement to the information age has focused attention on good thinking as an element of life success (Huitt, 1998; Thomas & Smoot, 1994). Therefore, one of the key concerns of educators presents itself as the need to meet

these challenges with a new perspective on education that prioritizes to educate successful individuals or, in other words, good thinkers.

A frequently employed approach to deliver content in English Language Teaching (ELT) teaching is the lecture format of teaching, which does not allow students to be active learners. Students are merely passive learners in this type of teaching. Moreover, the lecture format does not give students the opportunity to think critically. As this format is basically teacher-centred, it is the teacher who performs the necessary tasks such as talking, questioning and more importantly thinking. Therefore, teachers may need to change their approach to teaching from traditional methods to a more interactive model, one that challenges and interests students so as to help them develop their critical thinking skills (Chaffee, 1992; Paul, 1992). As Qing (2013: 7) points out “students should be equipped with critical understanding and adaptability before stepping into the labor market, which requires the capacity to become a critical and autonomous learner”.

The importance of critical thinking in ELT can hardly be exaggerated. Helping their students to communicate and write fluently in the target language is the main concern of ELT teachers; and since any meaningful communication, be it in spoken or written form, is almost impossible without the involvement of thought, ELT classes offer ideal settings for thinking. As Vdovina and Gaibisso (2013: 56) argue “Critical thinking is associated with quality thinking and, if sufficiently developed, provides learners with a more skilful way of communicating with other people, acquiring new knowledge, and dealing with ideas, beliefs, and attitudes.” Clasen and Bonk (1990; cited in Duron, Limbach, and Waugh, 2006: 162) posited that despite the existence of many strategies that can impact student thinking, it is teacher questions that have the greatest impact. They went on to point out that the level of student thinking is directly proportional to the level of questions asked. Accordingly, when making plans, teachers must consider the purpose of each question and then develop the appropriate level and type of question to accomplish the purpose. Thomson (2011) states that “Effective questioning is one of the most useful strategies that teachers can use to promote critical thinking. Good questions

are those that guide thinking and encourage students to interpret, analyze, synthesize, critique, and reflect” (4).

Kress (1985; cited in Liaw, 2007: 50) asserts that critical thinking is a social practice and language itself. Halvorsen (2005) argues that the benefit of incorporating critical thinking into the ELT classroom is twofold: “Firstly, classes which involve elements of critical thought tend to be generally more interesting and engaging [....] Secondly, using issues that encourage critical thinking helps to give the classroom a more meaningful and cohesive environment.” (1) Vdovina and Gaibisso (2013: 57) contend that the English language has become the lingua franca by which non-native speakers of English all around the world communicate, therefore critical thinking skills play an important role while employing intellectual traits such as empathy and tolerance in preparation for communication in multicultural contexts.

Lipman (2003; cited in Sanavi and Tarighat, 2014: 80) states that teachers are responsible for developing critical thinking in their students rather than push them from one educational level to the next. Different studies attest to the effectiveness of critical thinking in improving ESL writing ability (Rafi, 2009); language proficiency (Liaw, 2007); and oral communication ability (Kusaka & Robertson, 2006). Finally, as Rafi (2009: 65) articulates “learners may become proficient in English language if they are motivated and taught how to display critical thinking in English language usage”.

It is important that EFL teachers encourage critical thinking by creating a friendly, supportive and non-threatening classroom atmosphere as “it can have a positive impact on students’ motivation and language performance” (Tsiplakides, 2011: 84).

In seeking to promote critical thinking in the EFL classroom, this study aims to present how the use of Bloom’s cognitive domain taxonomy can be a useful tool for educators. This well-known taxonomy classifies thinking into six major levels of

hierarchical complexity. These six levels of the taxonomy are, from the lowest to the highest, knowledge, comprehension, application, analysis, synthesis and evaluation. In this taxonomy, which is often represented as a pyramid, the six levels of thinking are ranked on a continuum with lower-order thinking at the bottom and higher-order thinking at the top of the pyramid. Lower-order thinking is considered to involve knowledge, comprehension, and application whereas analysis, synthesis, and evaluation are associated with higher-order learning. As Çubukçu (2011) points out, using Bloom's taxonomy is "the best way to approach and apply critical thinking strategies and to categorize dimensions" (11). Moreover, Moseley et al. (2005: 52) remark that Bloom's proposed order of levels of complexity has received modest support from empirical studies over the years. They also praise Bloom's taxonomy on the grounds that this taxonomy "is not too complex for everyday classroom use" (2005: 54).

Bloom's taxonomy has been asserted to be "the most pervasive in curriculum development and provides the clearest definition of educational goals expressed in terms of descriptions of student behaviour" (Reeves, 1990: 609). As Feng (2013: 150) argues, Bloom's taxonomy involves educators employing lower level and higher level questions in their lessons with higher level questions being used when the development of students' critical thinking is the main teaching focus and effective teachers may alternate between these two types of questions in a single lesson according to need.

2.7 Studies on Critical Thinking

Critical thinking is one of the buzzwords in academic world and it has been a popular research subject among researchers since interest in this subject started to grow in the 1980s. The studies discussed below are expected to give a clear idea of the evolution of the critical thinking situation through critical thinking studies conducted both abroad and in Turkey.

There is a profusion of studies conducted abroad on critical thinking. In a study to shed light on the situation of the critical thinking education in the US, Thomas (1999) interviewed forty teachers from six public high schools in the greater Los Angeles area and observed thirty-three of these teachers in their classrooms to determine to what extent and under what conditions high school teachers expressed and showed elements of critical thinking in their lessons. Some of the findings from the study were analyzed quantitatively. This study revealed that a large percentage of teachers failed to articulate a clear understanding of what constituted critical thinking instruction. The researcher remarked that the teachers he interviewed had little vocabulary to talk about standards of critical thinking, what critical thinking would look like when done correctly, how to reconcile covering content with fostering critical thinking, and precisely what critical thinking skills they would desire their students to develop. This study gave a dim picture of the critical thinking situation at the time the study was conducted, yet the researcher proposed significant suggestions based on his study:

- (1) All teachers need to be educated in the philosophy, vocabulary, standards, intellectual traits, skills, and processes of critical thinking in their preservice and inservice education.
- (2) A concerted effort needs to be made to assure that all students, regardless of achievement level, be given the opportunity to learn to think critically.
- (3) Critical thinking should become an organizing core for other school reforms.
- (4) Textbooks need more critical thinking language and open-ended questions so as to encourage independent cognitive development and reasoning skills in students. (Thomas, 1999: iii)

A study implemented in South Africa by Lombard and Grosser (2008) aimed to investigate whether Outcomes-based Education (OBE) ideal of critical thinking had been realized in the school careers of first-year education students enrolled for a BEd degree in a university. Outcomes-based Education (OBE) was introduced in South African schools in 1997 and it is underpinned by the so-called Critical Outcomes, which itself is one of the major components of the Outcomes-based approach adopted by South African education and training sector. The sample of the study was a heterogeneous group of 117 first-year education students assigned through convenience sampling. The instrument used to measure the students' critical

thinking abilities was the Watson Glaser Critical Thinking Appraisal (WGCTA). The findings of the study suggested the necessity of teachers' incorporating the cultivation of critical thinking in their teaching practice.

Rimiene (2002) carried out a study in order to develop students' critical thinking skills and improve their motivation to think critically. The study was conducted in Vilnius Pedagogical University in Lithuania. The study was designed to enhance students' critical thinking skills and motivation through a critical thinking development programme which demanded the students in the study to attend a course of critical thinking for three months (four hours per week; 48 hours in total). The sample of the study were two hundred and twenty-seven students, aged 20-21, who were assigned to two groups, experimental (77 students) and control (150 students). The main method employed in the critical thinking programme was active learning where the students would learn the principles and stages of critical thinking and solve different problems. The methods of active learning employed in the critical thinking programme included brainstorming, problem solving, reflexive writing, active listening, purposeful research, cooperative learning, conversations, discussions, debates, projects, demonstration, and goldfish bowl. The study used California Critical Thinking Skills Test (CCTST) and California Critical Thinking Disposition Inventory (CCTDI) to measure critical thinking. The findings of the study indicated that all the measured components of the students' critical thinking skills and some components of their motivation were significantly influenced by the critical thinking development programme.

Bessick (2008) employed an experimental study to examine the impact of direct instruction in critical thinking on the critical thinking ability and academic achievement of Freshman students attending repeat courses at a rural university in the US. The study utilised Thinker's Guides, based on Richard Paul's model of critical thinking, and the Rationale Argument Mapping Program, based on Tim van Gelder's research. The Category Test: Computer Version – Research Edition (CAT:CV) was used to measure the subjects' abstract reasoning and problem solving skills. California Critical Thinking Skills Test – Form 2000 (CCTST – 2000) was

used to before and after the instruction to measure the subjects' critical thinking skills. The analysis of the findings from this study revealed no significant relationship between the intervention method and subjects' post-test critical thinking skills. This study also suggested that gender was not a significant factor in the improvement of critical thinking and academic achievement.

Khatib, M., Marefat, F., & Ahmadi, M. (2012) attempted to determine whether it was possible to enhance critical thinking abilities in EFL classrooms through written and audiotaped dialogue journals. The sample of the study consisted of 33 Iranian female advanced EFL learners aged between 19 and 33. The study was a quasi-experimental, quantitative study with a pretest-posttest design. Students were placed in three intact advanced classes as random assignment of students to treatment groups was not possible. The instrument employed to measure the students' critical thinking abilities was Watson-Glaser Critical Thinking Appraisal-Form A, WGCTA-FA, which was administered before and after the intervention. The study lasted a 45-day institutional semester during which the classes met three days a week for a total of 6 hours per week. The intervention conducted stipulated that the participants in two experimental groups kept two different kinds of dialogue journals (audiotaped or written) during each class whereas the comparison group did their ordinary writing tasks. The analyses of the findings obtained from the study revealed a significant difference between the experimental groups and the comparison group, indicating that teaching for critical thinking abilities through keeping journals enhances students' critical thinking abilities.

Jantrasakul (2012) investigated the impact of critical thinking-based EFL lessons on students' language learning as well as on their engagement in their fundamental English course in a Thai context. The study was a qualitative study and the researcher employed classroom observations and documents such as task sheets, written assignments and tests to collect data. The setting of the study was a medium sized science-oriented university in Thailand. The findings of the study suggested that critical thinking-based EFL lessons contributed to the students' EFL learning.

In a study conducted in Taiwan, Lu (2013) aimed to help improve freshmen medical students' critical thinking skills through a General English course integrated with an intercultural syllabus. A further aim of the study was to investigate how well the students could demonstrate critical thinking upon exposure to enhanced socio-cultural issues and intercultural content. The participants of the study were 50 freshmen students attending a medical university in Taiwan. The study was implemented during 2009 and 2010 and the findings of the study were based on both qualitative and quantitative data. The qualitative and quantitative data collected in this study indicated the success of the method employed in achieving improvement in students' critical thinking skills.

In a study carried out in Malaysia, Ching and Fook (2013) sought to determine the effects of graphic novels on the critical thinking skills in history learning. The sample of the study consisted of 291 Secondary Two students whose ages ranged between 14 and 15. The participants were enrolled in three secondary schools. The study employed the quantitative method to collect data. A quasi-experimental design was utilised to explore the effects of the three modes of multimedia graphic novel treatment employed to measure students' performance scores towards history learning. The findings of the study suggested that graphic novels had positive effect on enhancing and facilitating students' critical thinking skills in history learning.

There is no dearth of studies conducted in Turkey on critical thinking. For example, Çubukcu (2006) conducted a study aimed at determining the critical thinking dispositions of the teacher candidates attending a faculty of education in Turkey. The study employed descriptive research and the casual-comparative research model and involved a sample consisting of 400 students. The data collection instrument employed in this study consisted of two parts, the first part being about the subjects' personal information and the second part being the Critical Thinking Disposition Inventory, an adaptation of The California Critical Thinking Disposition Inventory (CCTDI). The findings of the study yielded regarding students' critical thinking dispositions indicated Open-mindedness and Analyticity as the highest two

critical thinking dispositions while Inquisitiveness and Systematicity were the low critical thinking dimensions.

İrfaner (2002) sought to investigate to what extent one specific teacher could understand and implement the components of critical thinking in a 15-week English course offered in the first year English program at a Turkish university and to analyze the students' implementation of the same components in their essays. The data was collected by interviewing the teacher and the students as well as the director of the program and instructor forms. The collected data was analyzed based on critical thinking components and teachers' expectations of students' use of those components of critical thinking. The findings obtained from this study suggested that a 15-week course was not long enough to teach students to use the components of critical thinking in their studies and assignments. However, the findings also indicated that students could be introduced to those critical thinking components.

Emir (2009) strived to establish whether education faculty students' critical thinking disposition differed according to academic achievement or not. The study sample consisted of sampling 279 students attending Istanbul University, Hasan Ali Yücel Education Faculty (Primary teaching, Science teaching, Mathematics teaching, Social Studies teaching, Gifted teaching and Turkish education departments). California Critical Thinking Disposition Inventory Scale (CCTDI) was employed to measure the students' critical thinking disposition. The findings of the study revealed that the critical thinking disposition of the students did not differ according to academic achievement. The study suggested that academic achievement had no impact on critical thinking and critical thinking disposition.

Işık (2010) carried out a study both to measure students' level of critical reading skills and to determine whether a relationship existed between students' critical reading levels and critical thinking dispositions and reading frequency in English as well as Turkish. The sample consisted of 147 high school students. Critical Reading Scale and California Critical Thinking Dispositions Inventory (CCTDI) were used to collect data. The findings of the study placed 32.4% of the

students at low level, 46.2% of the students at medium level and 21.4% of them at high level. The study indicated a positive and direct, yet insignificant correlation between the students' critical reading levels and their critical thinking dispositions. The findings indicated no relationship between the students' critical reading levels and reading frequency. Another conclusion the study yielded was that critical thinking dispositions triggered the development of critical reading skills whereas it was not possible to argue reading frequency affected critical reading.

Ungan (2007) investigated whether literature, specifically short stories, was instrumental in enhancing the higher-order thinking skills in the written responses of intermediate level first year undergraduates at a Turkish university. The sample consisted of 20 first year undergraduates in English Language and Literature Department at Ankara University. In their Textual Analysis course, the participants read short stories and prose for one semester and drama for another semester. The literary works the participants read in the course included *The New Villa* by Anton Chekhov, *The Death of the Author* by Roland Barthes, *The Lamb* and *The Tiger* by William Blake, *Araby* by James Joyce. The works of drama the participants read included Sophocles's *Oedipus Rex*, Plautus's *Mannaechnus Twins*, *Everyman*, John Heywood's *The Play Called the Four PP* and Bernard Shaw's *Pygmalion*. The data collection instruments for the study were four short stories and students' written responses where they wrote down their feelings and thoughts about the short stories they read. The participants received the treatment for four weeks in two hours per week. The four short stories employed for the treatment were *The Story of an Hour* by Kate Chopin, *Cat in the Rain* by Ernest Hemingway, *The Necklace* by Guy de Maupassant, and *The Garden Party* by Katherine Mansfield. The participants read one short story per week and after they completed reading each story, they were asked to write down their responses to related the story. After the completion of the treatment, the written data was collected and divided into four under the titles of each story. Finally, all written responses were read and categorized in terms of Bloom's Taxonomy for Literature Analysis. Besides, the sentence count for lower-order and higher-order thinking levels of response as a proportion of the sentence count of the whole written response was presented. As was assumed, the results of the study

indicated that the total percentages of response categories for higher-order thinking level were greater than that of lower-order thinking level.

In the light of the studies discussed above, it can be concluded that incorporating the cultivation critical thinking in school curricula has become a major priority of modern education. The education of teachers about the significance of critical thinking appears to be a major concern. Another conclusion that could be drawn from the above studies is that students should be given the opportunity to learn to think critically. It is important that teachers are open to trying new methods in their courses to improve their students' critical thinking skills.

CHAPTER III – METHODOLOGY

3.1 Introduction

The purpose of this chapter is to detail the research methodology used in the study. First, a description of the research design, setting and participants, and selection of materials is provided. Then, the instrumentation, data collection procedure and data analysis procedure are discussed.

3.2 Research Design

This study was an attempt to determine whether critical thinking skills can be enhanced through short story teaching or not. The nature of the research warranted the use of an experimental design as the study sought to identify a cause and effect relationship where the condition did not exist previously, and therefore had to be manipulated for the purposes of this study. To be precise, as random assignment was not feasible, this study employed a quasi-experimental, non-equivalent control group design with pretest and posttest. This design is described as “one of the most commonly used quasi-experimental designs in educational research” (Cohen, Manion & Morrison, 2007: 283). A quasi-experimental design is employed when the purpose of a research is to determine whether differences exist between research groups (Gall et al, 2007; cited in Pagan-Melendez, 2011: 67).

3.3 Setting

This study was conducted at Galatasaray High School in Istanbul, Turkey. On account of its being a boarding school, the student body of Galatasaray High School is richly diverse, with boy and girl students coming from every corner of Turkey. Admission to the school is by selective exams. Turkish primary school graduates who wish to be enrolled in this school have to take a very competitive centralized exam. Galatasaray High School generally admits 100 students from within the top 500 of about one million candidates. Galatasaray Primary Education School graduates are also admitted to Galatasaray High School. The current

curriculum of the school consists of a blend of Turkish and French curricula and a number of additional language and elective courses. Courses on Turkish Language and Literature, Geography, History, Religion, and Art are taught in Turkish. French Literature, Philosophy, Sociology, Mathematics, and Science courses use French as the language of instruction. English is taught as a second foreign language from the primary school's sixth grade on whereas Italian and Latin in the high school grades. Galatasaray High School has an enrolment of approximately 700 students.

3.4 Participants

A convenience sample of high school students at Galatasaray High School in Istanbul was used for the study due to the relative ease of accessibility to the participants. As Dörnyei and Csizér (2012: 81) remark, "Convenience or opportunity sampling is the most common non-probability sampling type in L2 research [....] Captive audiences such as students in the researcher's own institution are prime examples of convenience samples".

The sample consisted of two classes consisting of a total number of 37 eleventh graders (17 years old) (21 girls and 16 boys) taught by the researcher at Galatasaray High School. Eleventh grade students were selected for the study owing to their language and maturity levels. All participation in the study was voluntary and confidentiality of testing outcome was assured and maintained.

3.5 Selection of Materials

Four short stories were used in the implementation of the study; *Mr. Loveday's Little Outing* by Evelyn Waugh, *Miss Brill* and *The Fly* by Katherine Mansfield, and *A Family Supper* by Kazuo Ishiguro. Describing the qualities of texts that are instructionally worthwhile, Fisher and Frey (2012: 2) posit that these texts "allow readers to reflect on themselves and their actions; invite them in the worlds of others; understand the biological, social, or physical world; or solve problems that

are timely and important. Texts worthy of instruction also allow students to develop their literary prowess and become informed citizens.”

The primary reason these short stories were chosen to be taught in the course of this study is that all of these short stories revolve around the common themes of old age, and the relationships between old people and young people. These stories also centre on young people and a problem they most frequently face, i.e. generation gap. Each of the short stories required one hour of instructional time.

3.6 Instrumentation

The instrument used in this study to measure the critical thinking skills of the participants was Cornell Critical Thinking Test, Level X (CCTT-X) (Ennis & Millman, 2005). The choice of test was made based on recommendations derived from the critical thinking literature. CCTT-X was used as the pretest and posttest to measure critical thinking of the students in both groups. The template was a paper copy of the test the students completed altogether during their class hours. Cornell Critical Thinking Test, Level X (CCTT-X) was developed by two Cornell University professors, Robert Ennis and Jason Millman in 2005 and measures the critical thinking ability of students in grades 4-14. The test is divided into four sections and comprises a total of 76 multiple-choice items. The questions on the test are designed in accordance with a scenario that revolves around the exploration of a new planet. The test yields one composite score and five subscales are assessed: Induction, Deductions, Credibility, Observations, and Assumptions. Internal consistency reliability estimates for Cornell Critical Thinking Test, Level X range from 0.67 to 0.90 according to the reliability estimates reported in the test administration manual (Ennis, Millman & Tomko, 2005).

3.7 Data Collection Procedure

This study was conducted in 2015 during the second term of the 2014-2015 academic year with a total of twelve hours designated both for gathering pretest and

posttest data and the implementation of the short story teaching. Students (N=37) (21 girls and 16 boys) all 17 years old and attending two eleventh grade classes taught by the researcher at Galatasaray High School at the time of the study were already assigned to two different classes before the study was implemented, so random assignment was not feasible. This study employed a quasi-experimental, non-equivalent control group design with pretest and posttest. Therefore, of the two classes participating in the study, one was assigned as the control group and the other as the intervention group.

The study was conducted in three stages: First, prior to the implementation of the study, data were gathered through Cornell Critical Thinking Test, Level X to assess the current critical thinking situation.

Secondly, critical thinking strategies were implemented to the intervention group through Bloom's taxonomy where the lessons with this group were conducted in accordance with lesson plans prepared according to Bloom's taxonomy (see Appendix 1). Besides, activity handouts prepared in accordance with Bloom's taxonomy were a major component of the implementation with the intervention group. Meanwhile, the lessons with the control group were conducted in accordance with lesson plans aimed at achieving reading comprehension (see Appendix 1). Activity handouts aimed at achieving reading comprehension were used during the implementation with the control group. The implementation of the critical thinking strategies lasted four weeks. The short stories chosen for the intervention program were *Mr. Loveday's Little Outing* by Evelyn Waugh, *Miss Brill* and *The Fly* by Katherine Mansfield, and *A Family Supper* by Kazuo Ishiguro. During the first week of the implementation, the students in both experimental groups were taught Kazuo Ishiguro's short story titled *A Family Supper*. On the second week of the implementation, the students in the experimental groups were taught Katherine Mansfield's short story titled *Miss Brill*. The short story that was taught on the third week of the implementation was Evelyn Waugh's short story titled *Mr. Loveday's Little Outing*. On the last week of the implementation, the students in the experimental groups were taught Katherine Mansfield's short story titled *The Fly*.

Thirdly, following the implementation of critical thinking strategies, Cornell Critical Thinking Test, Level X was administered once more as a posttest to determine whether any improvement occurred in students' critical thinking levels.

3.8 Data Analysis Procedure

The data were analyzed via SPSS, arguably the most popular data analysis program used by social scientists (Miller, Acton, Fullerton, & Maltby, 2002:12). The data obtained by comparing pretest and posttest results were assessed in an electronic environment by SPSS 17.0 (Statistical Package for the Social Sciences) Software. The data were analysed using a $p < 0.05$ significance level.

CHAPTER IV – RESULTS

4.1 Introduction

The purpose of this study is to tackle whether critical thinking skills can be enhanced through short story teaching or not. This chapter presents and discusses the findings obtained from the analyses on the differences of pretest and posttest critical thinking scores of the experimental groups. Statistical analysis of data was conducted by means of SPSS, version 17.0.

4.2 Results

The first research question guiding this study was “What is the level of the students’ critical thinking skills before the study?” To test the initial equivalence between the two experimental groups, Cornell Critical Thinking Test, Level X was administered as pretest to the students in both groups before starting the implementation of critical thinking strategies.

Table 1. Comparison of Pretest Critical Thinking Scores of the Control Group and the Intervention Group

Group	N	M	s.d.	df	t	p
Control	18	38,83	11,75	35	-1,38	0,176
Intervention	19	43,57	9,06			

According to Table 1, an examination of the pretest data indicates the lack of any significant difference between the control and the intervention group scores. There was no significant statistical difference ($p=0,176$) when the pretest scores of the control group ($M=38,83$, $s.d.=11,75$) were compared to those of the intervention group ($M=43,57$, $s.d.=9,06$). Thus, it could be safely stated that the critical thinking levels of the students in both experimental groups did not differ significantly.

Table 2. Comparison of Pretest and Posttest Critical Thinking Scores of the Control Group

Test Type	N	M	s.d.	df	t	p
Pretest	18	38,83	11,75	17	-1,07	0,299
Posttest	18	40,77	11,70			

A comparison of the pretest and posttest critical thinking scores of the control group is presented in Table 2. As can be seen in the table, the pretest scores of the control group (M=38,83, s.d.=11,75) show no significant statistical difference (p=0,299) when compared to those of the posttest scores of the same group (M=43,57, s.d.=9,06).

Table 3. Comparison of Pretest and Posttest Critical Thinking Scores of the Intervention Group

Test Type	N	M	s.d.	df	t	p
Pretest	19	43,57	9,06	18	-3,07	0,007
Posttest	19	47,52	8,11			

Table 3 indicates that the pretest mean score of the intervention group is 43,57 whereas the posttest mean score is 47,52. The pretest standard deviation is 9,06 and the posttest standard deviation is 8,11. As the results indicate, there is a difference between the pretest and posttest scores of the intervention group with the critical thinking score of the group increasing from 43,57 to 47,52. When a comparison is made between the pretest and posttest scores of the intervention group, a difference between these scores is apparent, however, a T-test was employed to establish whether a statistically significant difference between the pretest and posttest scores of the group occurred following the implementation of the critical thinking strategies. The T-test results revealed a statistically significant difference between the pretest and posttest scores of the group with $t = -3,07$ and $p = 0,007$. The fact that the posttest scores of the group (M=47,52, s.d.=8,11) are higher than those of its pretest scores (M=43,57, s.d.=9,06) explains the reason for the difference. Overall, it

could safely be concluded that a significant increase was observed in the critical thinking score means of the intervention group as a result of the implementation of critical thinking strategies.

Table 4. Comparison of Posttest Critical Thinking Scores of the Control Group and the Intervention Group

Group	N	M	s.d.	df	t	p
Control	18	40,77	11,70	35	-2,04	0,048
Intervention	19	47,52	8,11			

As can be seen from Table 4, the posttest critical thinking scores of the intervention group ($M=47,52$, $s.d.=8,11$) were higher than those of the control group ($M=40,77$, $s.d.=11,70$). The value of $0,048$ $p>0.05$ showed that there was a statistically significant difference between the posttest critical thinking scores of the intervention and control groups in favour of the intervention group. Therefore, it can be said that short story teaching was instrumental in enhancing the critical thinking skills of the students in the intervention group.

Table 5. The Comparison of Male and Female Students' Posttest Scores in the Intervention Group

Gender	N	M	s.d.	df	t	p
Male	7	47,42	9,76	17	-0,03	0,969
Female	12	47,58	7,47			

According to Table 5, statistically there was no significant difference between genders in terms of their critical thinking scores when the posttest scores were analysed. The mean scores of male students ($M=47,42$) were not significantly different from the mean scores of female students ($M=47,58$). That is to say, there was not a significant gender difference in promoting students' critical thinking skills.

CHAPTER V – CONCLUSION

5.1 Introduction

This final chapter of the study includes a brief overview of the study as well as a summary of the findings. Then, a discussion of the findings is provided. Limitations of the study and implications for further research are also presented in this chapter.

5.2 Overview of the Study

Numerous scholars have attempted to explain what it means to think critically and definitions of the term “critical thinking” abound in the literature, yet there is still a lack of agreement on an accepted standard definition for the term. Based on the plethora of definitions supplied for this ambiguous term, critical thinking can be defined as a totality of thinking operations that require a thoughtful and sceptical approach to solve a problem through a definitive logical chain. Despite the lack of consensus among scholars on a clear definition of critical thinking, there has been agreement on the fact that critical thinking involves a variety of interconnected skills such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. Over the last few decades a great deal of thought has been put into exploring how critical thinking can be incorporated into school curricula, hence a range of studies, both abroad and in Turkey, aimed at investigating how students’ critical thinking skills can be improved.

A close look at the literature reveals that there is still room for investigation regarding the incorporation of critical thinking into the EFL classroom. This study was undertaken to determine whether critical thinking skills can be enhanced through short story teaching or not. In seeking to promote critical thinking in the EFL classroom, this study also aims to present how the use of Bloom’s cognitive domain taxonomy can be a useful tool for educators. This well-known taxonomy was originally developed in 1956 by American educational psychologist Benjamin Bloom and a group of college and university examiners who worked under his leadership. In

Bloom's taxonomy thinking is classified into six levels of hierarchical complexity. The six levels of Bloom's taxonomy from the lowest to the highest are knowledge, comprehension, application, analysis, synthesis and evaluation.

The study was conducted at Galatasaray High School in Istanbul in the second term of 2014-2015 academic year. Students (N=37) attending two eleventh grade classes taught by the researcher at Galatasaray High School were the participants of the study. The participants were all 17 years old at the time of the study and 21 of the participants are girls and 16 of them are boys. As the participants were already assigned to two different classes before the study was implemented, random assignment was not feasible. This study employed a quasi-experimental, non-equivalent control group design with pretest and posttest. Therefore, of the two classes participating in the study, one was assigned as the control group and the other as the intervention group. Prior to the study, the participants in both experimental groups were given Cornell Critical Thinking Test, Level X (Ennis & Millman, 2005) as a pretest to assess the current critical thinking situation. Following the administration of the pretest, the students were taught a total of four short stories over a four-week intervention program. The short stories chosen for the intervention program were *Mr. Loveday's Little Outing* by Evelyn Waugh, *Miss Brill* and *The Fly* by Katherine Mansfield, and *A Family Supper* by Kazuo Ishiguro. The primary reason these short stories were chosen to be taught in the course of this study is that all of these short stories revolve around the common themes of old age, and the relationships between old people and young people. Besides, these stories also centre on young people and a problem they most frequently face, i.e. generation gap. Each of the short stories required one hour of instructional time. In the intervention group students studied the short stories through critical thinking strategies. These critical thinking strategies were implemented through Bloom's taxonomy. Activity handouts prepared in accordance with Bloom's taxonomy were a major component of the implementation with the intervention group. On the other hand, the students in the control group discussed the same short stories through comprehension questions. The implementation with the control group employed activity handouts aimed at achieving reading comprehension. At the final stage of the study, after the critical

thinking strategies were implemented, Cornell Critical Thinking Test, Level X was administered once more as a posttest to determine whether any improvement occurred in students' critical thinking levels.

The data obtained by comparing the pretest and posttest scores of the control and intervention groups were analyzed in an electronic environment using statistical programs in order to answer the research questions guiding this study:

1. What is the level of the students' critical thinking skills before the study?
2. Is there a gender difference in critical thinking?
3. What is the level of the students' critical thinking skills after the study?
4. Does teaching short stories affect students' critical thinking skills in English?
5. Is there a gender difference in promoting students' critical thinking skills by means of teaching short stories?

5.3 Summary of the Findings

The first research question guiding this study was "What is the level of the students' critical thinking skills before the study?" No significant statistical difference was found ($p=0,176$) when the pretest scores of the control group ($M=38,83$, $s.d.=11,75$) were compared to those of the intervention group ($M=43,57$, $s.d.=9,06$). These findings suggest that the critical thinking levels of the students in both experimental groups did not differ significantly.

The second research question of the study was "Is there a gender difference in critical thinking?". Of the 37 participants involved in this study, 15 are boys and 22 are girls. When the pretest scores of the boy students ($M=41,53$, $s.d.=9,45$) were compared to those of the girl students ($M=41,09$, $s.d.=11,50$), there was no statistically significant difference ($p=0,903$). That is to say, the pretest findings yielded no significant gender difference in critical thinking.

The third research question read “What is the level of the students’ critical thinking skills after the study?”. To answer this question, it is necessary to compare the pretest and posttest critical thinking scores of the students in the two experimental groups. The findings reveal that the pretest scores of the control group ($M=38,83$, $s.d.=11,75$) show no significant statistical difference ($p=0,299$) when compared to those of the posttest scores of the same group ($M=43,57$, $s.d.=9,06$). Meanwhile, a comparison of the pretest and posttest data of the intervention group indicates different results than those of the control group’s results. According to these results, there is a marked difference between the pretest and posttest scores of the intervention group with the critical thinking score of the group increasing from 43,57 to 47,52. The pretest standard deviation is 9,06 and the posttest standard deviation is 8,11. These results imply a statistically significant difference between the pretest and posttest scores of the group following the implementation of the critical thinking strategies.

The fourth research question guiding this study was “Does teaching short stories affect students’ critical thinking skills in English?”. The posttest critical thinking scores of the intervention group ($M=47,52$, $s.d.=8,11$) were higher than those of the control group ($M=40,77$, $s.d.=11,70$). The value of 0,048 $p>0.05$ indicated a statistically significant difference between the posttest critical thinking scores of the intervention and control groups in favour of the intervention group. Thus, it can be concluded that short story teaching was instrumental in enhancing the critical thinking skills of the students in the intervention group.

Finally, the last research question read “Is there a gender difference in promoting students’ critical thinking skills by means of teaching short stories?”. The findings showed no statistically significant difference between genders in terms of their critical thinking scores when the posttest scores were analysed. The mean scores of male students ($M=47,42$) were not significantly different from the mean scores of female students ($M=47,58$). In other words, there was not a significant gender difference in promoting students’ critical thinking skills.

To summarise, the findings obtained through this study support the assumption of the present study that teaching short stories to students through critical thinking strategies has a positive impact on students' critical thinking skills.

5.4 Discussion

This study arose from the belief that there is lack of enough research on ways to enhance students' critical thinking while educating them for a successful future. In seeking to promote critical thinking in the EFL classroom, this study aimed to determine the feasibility of enhancing students' critical thinking skills through teaching them short stories.

One important aspect of this that should be noted here study is that, it is not a first-of-its-kind study. The interest in critical thinking has led onto a number of studies, both abroad and in Turkey, aimed at investigating how critical thinking skills can be improved. As discussed in Chapter 1, some studies had focused on improving students' critical thinking skills through literature reading (e.g. Tung and Chang, 2009; Yıldız, 2007) while some other studies aimed to promote students' critical thinking skills through different methods such as whole language strategies (Combs, 1992), content-based reading and writing approach (Liaw, 2007), structured reading lessons (Gomez, B., 2010), literature circles (Lin, 2013), Language Based Approach (LBA) (Atay, 2007), and cooperative learning (Uğurlu, 2010). However, the synergy between critical thinking strategy use and short story teaching had not been explored previously; this study aims to fill the gap in the literature by supplying empirical evidence supporting a positive relationship between critical thinking strategy use and short story teaching.

The findings of this study were consistent with earlier research that found a positive relationship between literature reading and critical thinking (e.g. Tung and Chang, 2009; Yıldız, 2007). The results of Tung and Chang's (2009) study showed that literature reading helped improve the overall critical thinking skills of those participants who scored low in the pretest. Yıldız (2007) also succeeded in improving

the critical thinking skills of her students through a literature-based critical thinking programme that lasted seven weeks. The fact that the findings of the current study do not contradict with the findings of these two studies is important in that these two studies are very similar to the current study because all three studies attempted to improve students' critical thinking skills through the use of literature.

Another study pinpointing the significance of critical thinking was Atay's (2007) study. Atay's purpose was to improve her students' critical thinking skills through Language Based Approach (LBA). Unlike the current study, the students in Atay's study analysed eight selected poems from English and American Literature over a period of two months. Another dissimilarity between the current study and Atay's study was that Atay used a descriptive research design in her study while the current study employed employed a quasi-experimental, non-equivalent control group design with pretest and posttest. Despite employing different designs, the current study and Atay's study obtained similar results, i.e. they both managed to improve students' critical thinking skills.

Liaw (2007) conducted a study to determine whether using a content-based reading and writing approach was effective in promoting EFL learners' critical thinking skills. In Liaw's study, exercises of critical cognitive domains as categorized by Bloom (1956) were observed in the students' work samples. Therefore, it could be said that the current study does not contradict with the findings of Liaw's study.

In a recent study, Lin (2013) aimed to explore the impact of the implementation of literature circles in English lessons on the development of critical thinking skills of Taiwanese high school EFL students in her study. Similarly, the students in her study read seven short stories during the study that lasted seven weeks. According to the data gathered at the end of the study, some traces of development were found in the students' critical thinking skills as a result of the implementation of literature circles in English lessons. Consequently, it could be

rightly assumed that the results of the current study are consistent with Lin's findings.

Uğurlu (2010) aimed to investigate whether critical thinking can be improved through cooperative learning. Uğurlu's study was based on cooperative learning activities with the critical thinking skills aimed to be developed infused into the lessons. The results of Uğurlu's study affirmed the efficacy of the use of tasks under cooperative learning in improving critical thinking skills. There appears to be no inconsistency between the findings of Uğurlu's study and those of the current study.

The results of this study appear inconsistent with that of Gomez, B. (2010) which found no significant improvement in critical thinking through the implementation of structured reading lessons. The instrument Gomez, B. used in his study to measure the critical thinking skills of his Colombian college students was the California Critical Thinking Test (CCTST; Facione, 1995). Gomez, B. (2010: 41-42) explains that although this test was a test designed for college students and suited the population of his study, the choice of the test could be a factor that could be linked with the low results the participants in his study scored as this test was "a norm-referenced test for U.S. college students".

In summary, this study which is expected to complement the current body of literature on incorporating critical thinking into foreign language education is consistent with a number of previously conducted similar studies. However, critical thinking is a promising research area and contribution of findings from further research will only help enlarge the current body of work on the incorporation of critical thinking into education.

5.5 Limitations of the Study

There are a few limitations in this study. First, the length of the implementation period was far from enough. As Behar-Horenstein and Niu (2011:

38) remark “critical thinking changes tend to be easier to detect with longer treatment”. Secondly, the fact that the study was limited to a total of 37 eleventh grade students is one of the major limitations of the study. Had the numbers of students in the control and intervention groups been more robust, more thorough analyses would have been possible. Thirdly, it is difficult to categorize the research design of this study as a true experimental design. As Dooley (2001) points out, a major aspect of true experimental designs is that they involve “two or more differently treated groups and random assignment to these groups” (cited in Behar-Horenstein and Niu, 2011: 32). Finally, the study was limited to merely four short stories due to time constraints. If it had been possible to include a higher number of short stories in this study, the students could have had more opportunities to improve their critical thinking skills.

5.6 Implications for Further Research

The current study had some constraints such as the sample size and the length of the implementation period, yet, based on the results of this study, a number of suggestions can be made for further research. However, it would be prudent to exercise some caution, too, as this study is an experimental study and all experimental studies may not yield similar results.

The results of this study highlight the importance of the synergy between critical thinking strategy use and short story teaching. It would be quite useful if similar studies aiming to determine the impact of short story teaching on critical thinking skills were conducted. In that case, the results of the current study can be compared with those of new studies and a better understanding of the impact of teaching short stories on the improvement of critical thinking skills can be reached. In other words, this study acknowledges a strong need for further research.

Due to the fact that the participants of the current study were already assigned to specific classes before the study started, random selection of participants was not feasible in this study. Another study can be conducted where the participants

are assigned through random selection. The findings of such research might give a better insight into the impact of teaching short stories on the improvement of critical thinking skills.

This study investigated the impact of teaching short stories on students' critical thinking skills. Another study which investigates the impact of watching films in English on students' critical thinking skills might be conducted.

Furthermore, the teachers of two different school subjects could cooperate to conduct a joint study. For example, these school subjects could be English and History. In the intervention, the students could be taught their History lessons in English through critical thinking strategies. This could be a different experience both for instructors and for students. The results of such an extraordinary practice might open up new horizons for educators.

5.7 Conclusion

The ability to think critically is an indispensable requirement of modern life. In a constantly changing world where competition in most work environments is stiff and job opportunities are few and far between, critical thinking skills play a pivotal role in the lives and careers of individuals. On account of its importance for the success individuals in today's social and professional life, improving the critical thinking skills of students emerges as a challenge for educators. Therefore, educators need to meet this challenge with a new perspective on education that prioritizes to educate successful individuals or, to be more precise, critical thinkers.

There has been a marked increase in the attention to critical thinking skills in foreign language teaching in recent years. The increase in the attention to critical thinking has led to a profusion of studies, both abroad and in Turkey, aimed at investigating how critical thinking skills can be improved. A careful investigation of the literature reveals that there is still need for research regarding the incorporation of critical thinking into the foreign language classroom, which might explain where this

study stemmed from. The present study is an attempt to determine whether critical thinking skills can be enhanced through short story teaching or not. In seeking to promote critical thinking in the EFL classroom, this study aims to present how the use of Bloom's cognitive domain taxonomy can be a useful tool for educators. This well-known taxonomy classifies thinking into six major levels of hierarchical complexity. These six levels of the taxonomy are, from the lowest to the highest, knowledge, comprehension, application, analysis, synthesis and evaluation. In this taxonomy, which is often represented as a pyramid, the six levels of thinking are ranked on a continuum with lower-order thinking at the bottom and higher-order thinking at the top of the pyramid. Lower-order thinking is considered to involve knowledge, comprehension, and application whereas analysis, synthesis, and evaluation are associated with higher-order learning.

For the purposes of this study, short stories were incorporated into the ELT curriculum of Turkish high school students in order to determine whether short story teaching helped enhance the students' critical thinking skills. The short stories used in the implementation of the study were *Mr. Loveday's Little Outing* by Evelyn Waugh, *Miss Brill* and *The Fly* by Katherine Mansfield, and *A Family Supper* by Kazuo Ishiguro. One significant conclusion that can be drawn from this study is that it has shown the importance of the synergy between critical thinking strategy use and short story teaching. As the results of the study suggest, a significant improvement was achieved in the critical thinking levels of the students who studied short stories through critical thinking strategies. From this study, it can also be concluded that whereas instilling critical thinking skills in students is a prioritized goal of education, any intervention aimed at enhancing students' critical thinking skills should take into account the length of intervention as an important factor for the success of the intervention.

Considering the current study, the mere intervention period of four weeks has proved insufficient in obtaining a maximum improvement in students' critical thinking levels. Furthermore, it should be noted that research is an innovative yet unpredictable process, and therefore, can fail to deliver expected results although it

has not been the case with this study. Future research studies should take into consideration some limitations of this study such as sample size of the study and the length of the intervention.

In conclusion, this study confirmed the significance of teaching short stories in improving students' critical thinking skills. The implementation of short story teaching through critical thinking strategies lasted only four weeks with the sample of the study. The need to infuse critical thinking in foreign language lessons can be fulfilled by educators who are willing to improve the learning atmosphere in their classes. Besides short stories, foreign language teachers have plenty of resources at hand such as graphic novels, prose, novels, movies, etc. to educate critically thinking individuals.

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APPENDICES

APPENDIX 1– LESSON PLANS

Lesson Plan 1 – Control Group

Difficulty Level: Advanced

Age of Students: 17 years

Lesson Topic: Mr Loveday’s Little Outing by Evelyn Waugh

Duration of Class Period: 40 Minutes

Language Skills: The lesson will focus on building “Reading” skills

Learning Objectives: Students will be able to comprehend the text and respond to any questions the teacher asks related to the text.

Materials: The text on Evelyn Waugh’s short story “Mr Loveday’s Little Outing”, worksheet including pre-reading and while-reading activities.

Procedure: On entering the classroom, the teacher greets the students (participants) and tells them what they are going to do for forty minutes.

Stage 1. Pre-reading activity: Before introducing the text to the students, the teacher hands out the pre-reading worksheet and asks the students to match some important words in the story with their dictionary definitions.

Pre-reading worksheet:	
Match the words to their definitions.	
1. marquee	A) to play or fuss; fiddle
2. reticent	B) the formal and official declaration of insanity
3. wing	C) psychiatric hospital
4. lunatic	D) a psychiatrist, especially a legal adviser on psychiatric problems
5. certification	E) crazy; mad

6. looney bin	G) silent
7. fidget event	H) a large tent with open sides, esp. used for an outdoor event
8. alienist purpose	I) a part of a large building devoted to a specific purpose

Once the students have finished the activity, the teacher writes the words “lunatic”, “looney bin” and “outing” on the board and asks the students to make predictions about the story.

Aim: The aim of the pre-reading activity is to prepare students for the reading. Besides, it can also be regarded as a warm-up activity to create student interest in the story.

Stage 2. While-reading activity: The teacher hands in the text to the students, and has them read the text once. After the students have read the text, the teacher hands in the while-reading activity worksheet. When all the students get the worksheet, the teacher has the students read the questions, and read the story once more paying attention to the questions. The teacher also suggests taking notes under the questions.

While-reading activity

Literal comprehension questions

1. Did Angela first go to visit her father by herself?
2. Who is Lord Moping?
3. What is the institution where Lord Moping stays?
4. Who is Mr Loveday?
5. Who are the main characters in the story?

Reorganisation questions

1. When did Lord Moping attempt to commit suicide?
2. Where does the story take place?
3. Is Mr Loveday a young man?

4. How does Mr Loveday help the private patients?

Inference questions

1. Is Lord Moping mentally sane?
2. How does Mr Loveday look like regarding his personal traits?
3. Why does the doctor tell Lady Moping that Mr Loveday is not a warder?

After the students finish reading the story, the teacher gives the students five minutes to answer the questions.

Aim: The aim of the while-reading activity is to check the students' comprehension of the text.

Stage 3. Post-reading activity: The teacher asks the students whether they would secure Mr Loveday's release if they were in Angela's shoes. When the students are ready to answer, the teacher asks some of the students to tell their answers to the class. As a further post-reading activity the teacher asks the students to act out a scene from the short story.

Aim: The aim of this activity is to make the students personalise the story as it allows them to use language to communicate real information about how they would act in a complex situation.

Lesson Plan 1 – Intervention Group

Difficulty Level: Advanced

Age of Students: 17 years

Lesson Topic: Mr Loveday's Little Outing by Evelyn Waugh

Duration of Class Period: 40 Minutes

Language Skills: This lesson plan aims to develop students' critical thinking through the short story entitled Mr Loveday's Little Outing by Evelyn Waugh

Learning Objectives: To apply Bloom's Taxonomy through a short story and encourage critical thinking in the classroom.

Materials: The text on Evelyn Waugh's short story Mr Loveday's Little Outing.

Procedure: On entering the classroom, the teacher greets the students (participants) and tells them what they are going to do for forty minutes.

Stage 1. Pre-reading activity: Before introducing the text to the students, the teacher hands out the pre-reading worksheet and asks the students to match some important words in the story with their dictionary definitions.

Pre-reading worksheet:	
Match the words to their definitions.	
1. marquee	A) to play or fuss; fiddle
2. reticent	B) the formal and official declaration of insanity
3. wing	C) psychiatric hospital
4. lunatic	D) a psychiatrist, especially a legal adviser on psychiatric problems
5. certification	E) crazy; mad
6. looney bin	G) silent
7. fidget	H) a large tent with open sides, esp. used for an outdoor event
8. alienist	I) a part of a large building devoted to a specific purpose

Once the students have finished the activity, the teacher writes the words “lunatic”, “looney bin” and “outing” on the board and asks the students to make predictions about the story.

Aim: The aim of the pre-reading activity is to prepare students for the reading. Besides, it can also be regarded as a warm-up activity to create student interest in the story.

Stage 2. While-reading activity: The presentation will give way to a transition into a group activity where the class is divided into groups of four and students in the groups work in pairs to answer the activity questions. The activity questions are prepared in line with the story Mr Loveday’s Little Outing and they are based on Bloom’s Taxonomy. When the students are ready, they answer the questions one by one, and a class discussion starts, with each student participating in the discussion.

Bloom’s Taxonomy Activity:

Knowledge Level:

1. What are the characters in the story?
2. Referring yourself to the story, describe the setting.
3. Tell three things that happened in the story.

Comprehension Level:

1. How would you summarise the story in your own words?
2. Who was the key character in the story?
3. Explain why the story has the title “Mr Loveday’s Little Outing”.

Application Level:

1. What questions would you ask if you met the main character on the street?
2. Select a character from the story and think of some things he/she would do if he/she came to your English class.
3. Write a different ending to the story.

Analysis Level:

1. What part of the story is the funniest or the saddest?
2. What was the turning point in the story?
3. Can you distinguish Lord Moping's function in the story?

Synthesis Level:

1. Make a picture about the short story.
2. Pretend you are the main character in the story. Write a diary about what happened.
3. What would it be like to have Lord Moping for a friend?

Evaluation Level:

1. Compare two characters in the story. Which one do you think is better and why?
2. Would you recommend this story to a friend? Why or why not?
3. Was this the best ending for this story? Why or why not?

Aim: The aim of the while-reading activity is to encourage the students to think critically and promote critical thinking in the classroom.

Stage 3. Post-reading activity: The teacher asks the students to write a short review of the short story they have read to share with prospective readers. When the students have written their reviews, the teacher asks some of the students to read out their reviews.

Aim: The aim of the post-reading activity is to encourage the students to evaluate the story they have read as evaluation is an important aspect of Bloom's Taxonomy.

Lesson Plan 2 – Control Group

Difficulty Level: Advanced

Age of Students: 17 years

Lesson Topic: Miss Brill by Katherine Mansfield

Duration of Class Period: 40 Minutes

Language Skills: The lesson will focus on building “Reading” skills

Learning Objectives: Students will be able to comprehend the text and respond to any questions the teacher asks related to the text.

Materials: The text on Katherine Mansfield’s short story “Miss Brill”, worksheet including pre-reading and while-reading activities.

Procedure: On entering the classroom, the teacher greets the students (participants) and tells them what they are going to do for forty minutes.

Stage 1. Pre-reading activity: Before introducing the text to the students, the teacher hands out the pre-reading worksheet and asks the students to complete the gaps in the sentences with words from the story given in a box.

Pre-reading worksheet:

Complete the following sentences with the appropriate words from the box.

band rotunda	eiderdown	lace
invalid	treat	resolute

1. Every bed in St. Euphemia Hotel is covered with a brown silk _____.
2. Brenda feels obligated to take care of her father as he is afflicted with multiple sclerosis, a nasty disease that has left him largely a(n) _____.
3. When we were taking a shortcut across the park it suddenly started to rain heavily, so we took shelter in the old _____ in the park.

4. As we were wandering around the narrow streets of Victoria, we came across several old women sitting on their doorsteps making _____.
5. Aunt Mary prepares sugar cookies every Christmas as a special _____ for her family.
6. The chieftain was a man of very _____ and decided character, and was well-liked and deeply respected among his people.

Once the students have finished the activity, the teacher writes the title of the story the class is going to read on the board and asks the students to predict what the story might be about based on the title.

Aim: The aim of the pre-reading activity is to prepare students for the reading. Besides, it can also be regarded as a warm-up activity to create student interest in the story.

Stage 2. While-reading activity: The teacher hands in the text to the students, and has them read the text once. After the students have read the text, the teacher hands in the while-reading activity worksheet. When all the students get the worksheet, the teacher has the students read the questions, and read the story once more paying attention to the questions. The teacher also suggests taking notes under the questions.

While-reading activity

Literal comprehension questions

1. What is the setting of the story?
2. Where does Miss Brill go every Sunday afternoon?
3. Who are sitting near Miss Brill this Sunday?
4. What colour is the rotunda where the bandsmen are sitting?
5. What colour are the leaves on the trees behind the rotunda?
6. What did Miss Brill usually buy at the baker's on her way home?
7. Did she buy anything at the baker's today?

Reorganisation questions

1. Why does Miss Brill enjoy her routine of sitting in the park and listening to the band?
2. Tell the story in your own words.

Inference questions

1. What nationality is Miss Brill?
2. What is Miss Brill's profession?
3. What is the weather like this Sunday?
4. In what season does the story take place?
5. Why did Miss Brill decide to wear her fur today?
6. Why is the Englishman wearing a Panama hat described as being patient?
7. What kind of person is Miss Brill?

After the students finish reading the story, the teacher gives the students five minutes to answer the questions.

Aim: The aim of the while-reading activity is to check the students' comprehension of the text.

Stage 3. Post-reading activity: The teacher asks the students to write five comprehension questions about the story. Then the teacher asks the students to work in pairs and answer each other's questions. Additionally, the teacher asks the students to work in pairs and conduct an impromptu or prepared interview with Miss Brill.

Aim: The aim of this activity is to promote the students' comprehension of the story and to give the students an opportunity to ask and answer questions about the story.

Lesson Plan 2 - Intervention Group

Difficulty Level: Advanced

Age of Students: 17 years

Lesson Topic: Miss Brill by Katherine Mansfield

Duration of Class Period: 40 Minutes

Language Skills: This lesson plan aims to develop students' critical thinking through the short story entitled Miss Brill by Katherine Mansfield

Learning Objectives: To apply Bloom's Taxonomy through a short story and encourage critical thinking in the classroom.

Materials: The text on Katherine Mansfield's short story Miss Brill.

Procedure: On entering the classroom, the teacher greets the students (participants) and tells them what they are going to do for forty minutes.

Stage 1. Pre-reading activity: Before introducing the text to the students, the teacher hands out the pre-reading worksheet and asks the students to complete the gaps in the sentences with words from the story given in a box.

Pre-reading worksheet:

Complete the following sentences with the appropriate words from the box.

band	rotunda	eiderdown	lace
invalid	treat	resolute	

1. Every bed in St. Euphemia Hotel is covered with a brown silk _____.
2. Brenda feels obligated to take care of her father as he is afflicted with multiple sclerosis, a nasty disease that has left him largely a(n) _____.
3. When we were taking a shortcut across the park it suddenly started to rain heavily, so we took shelter in the old _____ in the park.

4. As we were wandering around the narrow streets of Victoria, we came across several old women sitting on their doorsteps making _____.
5. Aunt Mary prepares sugar cookies every Christmas as a special _____ for her family.
6. The chieftain was a man of very _____ and decided character, and was well-liked and deeply respected among his people.

Once the students have finished the activity, the teacher writes the title of the story the class is going to read on the board and asks the students to predict what the story might be about based on the title.

Aim: The aim of the pre-reading activity is to prepare students for the reading. Besides, it can also be regarded as a warm-up activity to create student interest in the story.

Stage 2. While-reading activity: The presentation will give way to a transition into a group activity where the class is divided into groups of four and students in the groups work in pairs to answer the activity questions. The activity questions are prepared in line with the story Miss Brill and they are based on Bloom's Taxonomy. When the students are ready, they answer the questions one by one, and a class discussion starts, with each student participating in the discussion.

Bloom's Taxonomy Activity:

Knowledge Level:

1. Which character appears first in the story?
2. Can you tell three things that happened in the story?
3. What does Miss Brill usually buy at the baker's on her way home from the park on Sundays?

Comprehension Level:

1. Tell everything about the place where the story takes place.
2. How did Miss Brill feel at the beginning of the story?

3. How did Miss Brill feel at the end of the story?

Application Level:

1. Describe a place that you have visited which is like the setting in the story.
2. What questions would you ask Miss Brill if you met her on the street?
3. If you had to buy Miss Brill a birthday present, what would you buy?

Analysis Level:

1. What was the turning point in the story?
2. At the end of the story, Miss Brill passes the baker's by, goes to her little dark room, and sits on her bed for a long time. Why do you think she does this?
3. What function does Miss Brill's fur serve in the story?

Synthesis Level:

1. How would the story be different if Miss Brill did not go to the park this Sunday?
2. Write a different ending to the story that is different from the writer's ending.
3. Write a short poem about the story.

Evaluation Level:

1. Do you think this story could have happened where you live?
2. Does this story seem interesting to you? Why or why not?
3. Do you think the way the young couple talked about Miss Brill is good or bad? Why?

Aim: The aim of the while-reading activity is to encourage the students to think critically and promote critical thinking in the classroom.

Stage 3. Post-reading activity: The teacher asks the students to think about the following question in pairs:

- Do you think Miss Brill should continue to go to the same park on Sundays?
Why or why not?

When the students are ready, the teacher has the students tell their answers to the class. Having elicited the students' answers, the teacher asks the students to think about a further question:

- What are the ways for the elderly to be happy? What should we do for them?

When the students are ready, the teacher has the students tell their answers to the class, thus initiating a class discussion on a topic derived from the short story.

Aim: The aim of the post-reading activity is to encourage the students to think critically about the short story they have read.

Lesson Plan 3 – Control Group

Difficulty Level: Advanced

Age of Students: 17 years

Lesson Topic: The Fly by Katherine Mansfield

Duration of Class Period: 40 Minutes

Language Skills: The lesson will focus on building “Reading” skills

Learning Objectives: Students will be able to comprehend the text and respond to any questions the teacher asks related to the text.

Materials: The text on Katherine Mansfield’s short story “The Fly”, worksheet including pre-reading and while-reading activities.

Procedure: On entering the classroom, the teacher greets the students (participants) and tells them what they are going to do for forty minutes.

Stage 1. Pre-reading activity: Before introducing the text to the students, the teacher hands out the pre-reading worksheet and asks the students to complete the gaps in the sentences with words from the story given in a box.

Pre-reading worksheet:

Complete the following sentences with the appropriate words from the box.

helm	clamber	fair and square	snug
	ropes	sacrilege	blot

1. Although Mr. Mueller is 80 years old, he is still at the _____ of his family-run printing business.
2. The Smiths live in a(n) _____ house on the outskirts of town.
3. The ball missed the goalkeeper’s hands, hitting him _____ in the face.

4. Paul is so clumsy! He has dropped the ink pot on my new map; there are now ink _____ all over it.
5. James learned the _____ of seamanship from a bunch of experienced old salts who had spent a lifetime working on tall ships.
6. The police found Maria's dog trapped in a well near a farm in Mellieha. Apparently, the poor dog had fallen down the well and was unable to _____ out.
7. Since the Hindu believers regard the cow as a holy animal, it is considered a(n) _____ to eat meat from cows.

Once the students have finished the activity, the teacher writes the title of the story the class is going to read on the board and asks the students to predict what the story might be about based on the title.

Aim: The aim of the pre-reading activity is to prepare students for the reading. Besides, it can also be regarded as a warm-up activity to create student interest in the story.

Stage 2. While-reading activity: The teacher hands in the text to the students, and has them read the text once. After the students have read the text, the teacher hands in the while-reading activity worksheet. When all the students get the worksheet, the teacher has the students read the questions, and read the story once more paying attention to the questions. The teacher also suggests taking notes under the questions.

While-reading activity

Literal comprehension questions

1. Who are the characters in the story?
2. Where is Reggie's grave?
3. How many children did the boss have?
4. When did the boss' son die?

5. What happened to the fly at the end of the story?

Reorganisation questions

1. Where did the whisky the boss offered Woodifield come from?
2. Is Woodifield allowed to drink whisky at home?
3. Who is Macey?
4. Why did Woodifield's daughters go to Belgium?

Inference questions

1. Why does Mr. Woodifield visit the boss on Tuesdays?
2. Why do you think the boss tells Macey that he does not want to see anyone for half an hour after Mr. Woodifield leaves?
3. What can be inferred from the last sentence of the story, "For the life of him he could not remember."?

After the students finish reading the story, the teacher gives the students five minutes to answer the questions.

Aim: The aim of the while-reading activity is to check the students' comprehension of the text.

Stage 3. Post-reading activity: The teacher asks the students to write five comprehension questions about the story. Then the teacher asks the students to work in pairs and answer each other's questions. Additionally, the teacher asks the students to work in pairs and conduct an impromptu or prepared interview with the boss.

Aim: The aim of this activity is to promote the students' comprehension of the story and to give the students an opportunity to ask and answer questions about the story.

Lesson Plan 3 – Intervention Group

Difficulty Level: Advanced

Age of Students: 17 years

Lesson Topic: The Fly by Katherine Mansfield

Duration of Class Period: 40 Minutes

Language Skills: This lesson plan aims to develop students' critical thinking through the short story entitled The Fly by Katherine Mansfield

Learning Objectives: To apply Bloom's Taxonomy through a short story and encourage critical thinking in the classroom.

Materials: The text on Katherine Mansfield's short story "The Fly", worksheet including pre-reading and while-reading activities.

Procedure: On entering the classroom, the teacher greets the students (participants) and tells them what they are going to do for forty minutes.

Stage 1. Pre-reading activity: Before introducing the text to the students, the teacher hands out the pre-reading worksheet and asks the students to complete the gaps in the sentences with words from the story given in a box.

Pre-reading worksheet:

Complete the following sentences with the appropriate words from the box.

helm	clamber	fair and square	snug
	ropes	sacrilege	blot

1. Although Mr. Mueller is 80 years old, he is still at the _____ of his family-run printing business.
2. The Smiths live in a(n) _____ house on the outskirts of town.
3. The ball missed the goalkeeper's hands, hitting him _____ in the face.

4. Paul is so clumsy! He has dropped the ink pot on my new map; there are now ink _____ all over it.
5. James learned the _____ of seamanship from a bunch of experienced old salts who had spent a lifetime working on tall ships.
6. The police found Maria's dog trapped in a well near a farm in Mellieha. Apparently, the poor dog had fallen down the well and was unable to _____ out.
7. Since the Hindu believers regard the cow as a holy animal, it is considered a(n) _____ to eat meat from cows.

Once the students have finished the activity, the teacher writes the title of the story the class is going to read on the board and asks the students to predict what the story might be about based on the title.

Aim: The aim of the pre-reading activity is to prepare students for the reading. Besides, it can also be regarded as a warm-up activity to create student interest in the story.

Stage 2. While-reading activity: The presentation will give way to a transition into a pair work activity where the teacher asks the students to work in pairs and ask and answer the activity questions. The activity questions are prepared in line with the story *The Fly* and they are based on Bloom's Taxonomy. When the students are ready, they answer the questions and a class discussion starts, with each student participating in the discussion.

Bloom's Taxonomy Activity:

Knowledge Level:

1. What are the characters in the story?
2. Write six facts from the story.
3. Using facts you read in the story, describe the setting.

Comprehension Level:

1. What was the author's purpose in writing this story?
2. How would you summarise the story in your own words?
3. Give an example from the story that shows the main character is not concerned about other people.

Application Level:

1. What lesson did you learn from the story?
2. If you were in this story, what would you do?
3. Write a letter to a friend recommending this short story.

Analysis Level:

1. What was the turning point in the story?
2. Compare two of the characters in this story.
3. What is the function of the fly in the story?

Synthesis Level:

1. Write a brief radio announcement to advertise the story.
2. Choose a character from the story and think of a gift you would give him.
3. Write an acrostic poem about a character from the story.

Evaluation Level:

1. Was the main character in the story a good one? Why?
2. Which of the two main characters in the story would you prefer to have as a friend? Why?
3. Did you like how the story ended? Why or why not?

Aim: The aim of the while-reading activity is to encourage the students to think critically and promote critical thinking in the classroom.

Stage 3. Post-reading activity: The teacher asks the students to think about the following question in pairs:

- Do you think the boss ought to visit his son's grave in Belgium? Why or why not?

When the students are ready, the teacher has the students tell their answers to the class. Having elicited the students' answers, the teacher asks the students to think about a further question:

- What kind of suffering do wars cause?

After eliciting the students' answers, the teacher asks another question:

- Do you think wars could come to an end? Why or why not?

When the students are ready, the teacher has the students tell their answers to the class, thus initiating a class discussion on a topic derived from the short story.

Aim: The aim of the post-reading activity is to encourage the students to think critically about the short story they have read.

Lesson Plan 4 – Control Group

Difficulty Level: Advanced

Age of Students: 17 years

Lesson Topic: A Family Supper by Kazuo Ishiguro

Duration of Class Period: 40 Minutes

Language Skills: The lesson will focus on building “Reading” skills

Learning Objectives: Students will be able to comprehend the text and respond to any questions the teacher asks related to the text.

Materials: The text on Kazuo Ishiguro’s short story “A Family Supper”, worksheet including pre-reading and while-reading activities.

Procedure: On entering the classroom, the teacher greets the students (participants) and tells them what they are going to do for forty minutes.

Stage 1. Pre-reading activity: Before introducing the text to the students, the teacher hands out the pre-reading worksheet and asks the students to complete the gaps in the sentences with words from the story given in a box.

Pre-reading worksheet:

Complete the following sentences with the appropriate words from the box.

retrospect	dreary	giggle	scalding
	hazardous	kimono	

1. Brenda went to her cousin’s costume party wearing a beautiful green silk _____ that her father had brought her from Japan.
2. This neighbourhood gets so noisy at nights. In _____, I wish someone had warned us about it before we moved here.
3. Coal mining is a(n) _____ work. The job requires continued vigilance for potential risk factors.

4. Several students started to _____ when they noticed that the teacher was wearing different coloured socks.
5. This soup is _____ hot. I have burned my tongue!
6. Once one of the major cities lying on the ancient Silk Route, Karakorum is today a small and _____ town.

Once the students have finished the activity, the teacher writes the title of the story the class is going to read on the board and asks the students to predict what the story might be about based on the title.

Aim: The aim of the pre-reading activity is to prepare students for the reading. Besides, it can also be regarded as a warm-up activity to create student interest in the story.

Stage 2. While-reading activity: The teacher hands in the text to the students, and has them read the text once. After the students have read the text, the teacher hands in the while-reading activity worksheet. When all the students get the worksheet, the teacher has the students read the questions, and read the story once more paying attention to the questions. The teacher also suggests taking notes under the questions.

While-reading activity

Literal comprehension questions

1. Where was the narrator living at the time of his mother's death?
2. What is the setting of the story?
3. Who was Watanabe?
4. How long were the narrator's father and Watanabe partners?
5. Where does Kikuko study?
6. Who ate the last piece of the fish?

Reorganisation questions

1. Who is Suichi?

2. What mistakes did the narrator's parents do in bringing him up?
3. Tell the story in your own words.

Inference questions

1. Do you think the narrator's father believes in the necessity of wars?
2. Why did Watanabe kill himself and his whole family?
3. Why did Kikuko kick some pine needles on the remains of her cigarette?
4. Who was Vicki?
5. What can be inferred from the sentence, "But in an aeroplane - well - there was always the final weapon."?
6. Why can't Kikuko chat freely about her friends and her classes in the presence of her father?

After the students finish reading the story, the teacher gives the students five minutes to answer the questions.

Aim: The aim of the while-reading activity is to check the students' comprehension of the text.

Stage 3. Post-reading activity: The teacher asks the students whether they would choose to stay in Japan if they were in the narrator's shoes. When the students are ready to answer, the teacher asks some of the students to tell their answers to the class. As a further post-reading activity the teacher asks the students to act out a scene from the short story.

Aim: The aim of this activity is to make the students personalise the story as it allows them to use language to communicate real information about how they would act in a complex situation.

Lesson Plan 4 – Intervention Group

Difficulty Level: Advanced

Age of Students: 17 years

Lesson Topic: A Family Supper by Kazuo Ishiguro

Duration of Class Period: 40 Minutes

Language Skills: This lesson plan aims to develop students' critical thinking through the short story entitled A Family Supper by Kazuo Ishiguro

Learning Objectives: To apply Bloom's Taxonomy through a short story and encourage critical thinking in the classroom.

Materials: The text on Kazuo Ishiguro's short story "A Family Supper", worksheet including pre-reading and while-reading activities.

Procedure: On entering the classroom, the teacher greets the students (participants) and tells them what they are going to do for forty minutes.

Stage 1. Pre-reading activity: Before introducing the text to the students, the teacher hands out the pre-reading worksheet and asks the students to complete the gaps in the sentences with words from the story given in a box.

Pre-reading worksheet:

Complete the following sentences with the appropriate words from the box.

retrospect	dreary	giggle	scalding
	hazardous	kimono	

1. Brenda went to her cousin's costume party wearing a beautiful green silk _____ that her father had brought her from Japan.
2. This neighbourhood gets so noisy at nights. In _____, I wish someone had warned us about it before we moved here.
3. Coal mining is a(n) _____ work. The job requires continued vigilance for potential risk factors.

4. Several students started to _____ when they noticed that the teacher was wearing different coloured socks.
5. This soup is _____ hot. I have burned my tongue!
6. Once one of the major cities lying on the ancient Silk Route, Karakorum is today a small and _____ town.

Once the students have finished the activity, the teacher writes the title of the story the class is going to read on the board and asks the students to predict what the story might be about based on the title.

Aim: The aim of the pre-reading activity is to prepare students for the reading. Besides, it can also be regarded as a warm-up activity to create student interest in the story.

Stage 2. While-reading activity: The presentation will give way to a transition into a pair work activity where the teacher asks the students to work in pairs and ask and answer the activity questions. The activity questions are prepared in line with the story A Family Supper and they are based on Bloom's Taxonomy. When the students are ready, they answer the questions and a class discussion starts, with each student participating in the discussion.

Bloom's Taxonomy Activity:

Knowledge Level:

1. What are the characters in the story?
2. Where does the story take place?
3. Tell three things that happened in the story.

Comprehension Level:

1. How would you summarise the story in your own words?
2. Judging from your understanding of the story, what differences exist between the narrator and his father?
3. What was the author's purpose in writing this story?

Application Level:

1. What questions would you ask the narrator if you met him on the street?
2. If you were in this story, what would you do?
3. Tell about a time when something similar happened to someone you know.

Analysis Level:

1. Compare two of the characters in this story.
2. What is the function of the model battleship in the story?
3. What parts of the story are necessary? What parts are not?

Synthesis Level:

1. Think of a different problem for the narrator to solve.
2. Choose a character from the story and think of a gift you would give him/her.
3. What would happen if the story continued?

Evaluation Level:

1. Do you think this story could have happened where you live?
2. Is the title of the story a good title? Why or why not?
3. Was this the best ending for this story? Why or why not?

Aim: The aim of the while-reading activity is to encourage the students to think critically and promote critical thinking in the classroom.

Stage 3. Post-reading activity: The teacher asks the students to think about the following question in pairs:

- Do you think the narrator had a reason to leave his parents and go to America? Why or why not?

When the students are ready, the teacher has the students tell their answers to the class. Having elicited the students' answers, the teacher asks the students to think about a further question:

- What responsibility do children have to their parents?

When the students are ready, the teacher has the students tell their answers to the class, thus initiating a class discussion on a topic derived from the short story.

Aim: The aim of the post-reading activity is to encourage the students to think critically about the short story they have read.

APPENDIX 2- CORNELL CRITICAL THINKING TEST, LEVEL X

Cornell Critical Thinking Test, Level X (CCTT-X) is copyrighted material. Due to the agreement with the copyright owner, only a sample of 6 questions are presented below to give an idea about the structure of the test.

EXPLORING IN NICOMA

The year is 2052. It is the middle of June. Imagine yourself to be in the second group from Earth to land on the newly discovered planet Nicoma. Nothing has been heard from the first group, which landed on Nicoma two years earlier. Your group has been sent to make a report about what happened to the first group.

In this booklet, you will be told about some things learned on Nicoma by your group. Then you will be given problems that call for clear thinking. Answer these problems as if the things you are told are true.

Do not guess wildly at any answer. If you have no idea what the answer is, leave a blank. If you have a good idea, even though you are not positive, answer the problem.

The test has four parts. In the first two parts you must not go back to a problem once you have passed it.

Now wait until you are asked to begin.

SECTION I

WHAT HAPPENED TO THE FIRST GROUP?

The first job of your group is to find out what happened to the first group of explorers. Your group has landed on Nicoma and has just discovered the metal huts put up by the first group. From the outside, the huts appear to be in good condition. It is a warm day, and the sun is shining. The trees, rocks, grass, and birds make Nicoma appear like much of North America.

You and the health officer are the first to arrive at the group of huts. You call out, but you get no answer.

The health officer suggests, "*Maybe they're all dead.*" You try to find out if he is right.

Listed below are some facts you learn. You must decide whether each fact supports the health officer's idea *or* suggests that the health officer's idea is mistaken—*or* neither.

For each fact, mark one of the following on your answer sheet:

- A. This fact **supports** the health officer's idea that everyone in the first group is dead.
- B. This fact **goes against** the health officer's idea.
- C. **Neither**: this fact does not help us decide.

Here is an example of the kind of problem in this part of the test:

1. You go into the first hut. Everything is covered by a thick layer of dust.

Is this fact **for** or **against** the health officer's idea, or **neither**? It certainly isn't enough to prove him right, but it does give some support. If a fact supports the health officer's idea, you should mark A on your answer sheet. Mark A for Number 1.

Mark your answer for this next example:

2. Other members of your group discover the first group's rocket ship nearby.

The answer is C. Knowing that the first group's rocket ship has been discovered doesn't help you decide one way or the other. Since this fact doesn't help you decide whether the health officer is right or wrong, C is correct.

CORNELL CRITICAL THINKING TEST

LEVEL X

Here is a list of facts. For each one, mark A, B, or C. If you have no idea which to mark, leave a blank and go on to the next one. Consider each fact in the order in which it is numbered. Work carefully, and do not return to a problem once you have passed it.

Reminder—mark as follows:

- A. This fact supports the health officer's idea that they are all dead.
 - B. This fact goes against the health officer's idea.
 - C. Neither: this fact does not help us decide.
3. There are ten huts. You go into the second hut and again find that everything is covered by a thick layer of dust.
 4. You go into the third hut. There is no dust on the cookstove.
 5. You find a can opener by the cookstove in the third hut.
 6. In the third hut, you find the daily record of a member of the first group. It is written by a man named John Stilltron. The date of the last entry, July 2, 2050, is one month after the arrival of the first group.

APPENDIX 3- PERMISSIONS



T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-20-E.4734897
Konu: Murat GÜNEŞDOĞDU

06.05.2015

VALİLİK MAKAMINA

İlgi:a) 27.04.2015 tarihli dilekçe.

b) MEB. Yen. ve Eğ. Tek. Gn Md. 07.03.2012 tarih ve 3616 sayılı 2012/13 nolu gen.

c) Milli Eğitim Araştırma ve Anket Komisyonunun 04.05.2015 tarihli tutanağı.

Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi Murat GÜNEŞDOĞDU'nun "*Kısa Hikaye Yoluyla Eleştirel Düşünme Öğretimi*" konulu tezine dair araştırma çalışmasını ilimiz Beyoğlu ilçesi Galatasaray Lisesinde öğrenim gören öğrencilere; commel eleştirel düşünme testi ile nikomada keşif testini uygulama programı uygulama istemi hakkındaki ilgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Araştırmacının; söz konusu talebi; bilimsel amaç dışında kullanılmaması, uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının uygulanması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşımaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim -öğretimi aksatmayacak şekilde ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Şerafettin TURAN
Millî Eğitim Müdür V.

OLUR
06.05.2015

Yusuf Ziya KARACAEV
Vali a.
Vali Yardımcısı

Ek:1- Genelge
2- Komisyon Tutanağı



T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-44-E.4766976

07.05.2015

Konu: Araştırma İzni

Sayın: Murat GÜNEŞDOĞDU

İlgi: a) 27.04.2015 tarihli dilekçeniz.

b) Valilik Makamının 06.05.2015 tarih ve 4734897 sayılı oluru.

"Kısa Hikaye Yoluyla Eleştirel Düşünme Öğretimi" konulu tezinize dair araştırma çalışması hakkındaki ilgi (a) dilekçeniz ilgi (b) valilik onayı ile uygun görülmüştür.

Bilgilerinizi ve araştırmacının söz konusu talebi; bilimsel amaç dışında kullanılmaması, *uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının uygulanması*, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılması koşuluyla, gerekli duyurunun araştırmacı tarafından yapılmasını, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim -öğretimi aksatmayacak şekilde ilgi (b) Valilik Onayı doğrultusunda işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Strateji Geliştirme Bölümüne rapor halinde bilgi verilmesini rica ederim.

Murat ADALI
Şube Müdürü

EK:1- Valilik Onayı

2- Ölçekler

Elektronik İmza Aklı Sistemimizde Mevcuttur	
Adı Soyadı:	MURAT ADALI
Önvanı:	ŞUBE MÜDÜRÜ
Tarih:	11.05.2015
İmza:	

İl Millî Eğitim Müdürlüğü D/Blok Bab-ı Ali Cad.No:13 Cağaloğlu
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