KARADENİZ TEKNİK ÜNİVERSİTESİ ∗ SOSYAL BİLİMLER ENSTİTÜSÜ

BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI

UYGULAMALI DİLBİLİMİ YÜKSEK LİSANS PROGRAMI

AN EXPERIMENTAL STUDY ON ENHANCING CRITICAL THINKING

THROUGH A LITERATURE-BASED CRITICAL THINKING PROGRAMME

IN THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

AT KARADENİZ TECHNICAL UNIVERSITY

YÜKSEK LİSANS TEZİ

Nazan YILDIZ

Temmuz - 2007

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Karadeniz Teknik Üniversitesi – Sosyal Bilimler Enstitüsü'nce

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Jüri Üyesi   : Prof. Dr. İbrahim YEREBAKAN

Jüri Üyesi   : Yrd. Doç. Dr. Hikmet YAZICI

Enstitü Müdürü   : Prof. Dr. Osman PEHLİVAN

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KARADENIZ TECHNICAL UNIVERSITY* INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

MA PROGRAM IN APPLIED LINGUISTICS

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Nazan YILDIZ

We certify that we have read this thesis and that in our combined opinion it is fully

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Thesis Advisor   : Asst. Prof. Dr. Recep Şahin ARSLAN

Committe Member   : Prof. Dr. İbrahim YEREBAKAN

Committe Member   : Asst. Prof. Dr. Hikmet YAZICI

Director of Institute of Social Sciences: Prof. Dr. Osman PEHLİVAN

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ABSTRACT

The present study was conducted to improve the present critical thinking situation in literature courses in the Department of English Language and Literature at Karadeniz Technical University through a literature- based critical thinking programme. Accordingly, the study also attempted to find out the critical thinking situation in literature courses in the department. Two experimental groups; namely, 47 freshman attending the Introduction to English Literature course and 34 senior attending the Literary Criticism course consisted of the sample group of the study. To identify the present critical thinking situation in the mentioned literature courses, the data were collected through a pre-student questionnaire, a pre-instructor interview, observation and the Cornell Critical Thinking Test (pre-test). After learning about the current critical situation, one group pre-test –post- test design was implemented in which two experimental groups were exposed to a literature-based critical thinking programme for seven weeks. After the implementation, the students were again tested by the Cornell Critical Thinking Test (post-test) to see if there was a difference between their pre and post critical thinking scores. Moreover, to learn about students' and instructors' reflections on the literature-based critical thinking programme, a post- student questionnaire was administered to the students and a post- instructor interview was conducted in which the instructors of the experimental groups were asked about their insights into the implemented critical thinking activities. The results of the preliminary study reflected that the current critical thinking situation in literature courses should be improved in the department. Accordingly, a literature-based critical thinking program was implemented in the experimental groups after which a significant difference was found between the pre-test and post-test critical thinking scores of both experimental groups. Furthermore, post-student questionnaire and post- instructor interview revealed that both students and instructors had very positive ideas about the implemented critical thinking programme. The students expressed that the activities were original and thought-provoking that gave them a chance to produce new ideas and made literature courses more enjoyable. The instructors reflected that the critical thinking activities raised students' interest in the courses and thereby increased the class participation that turned their classrooms into a more student-centered atmosphere and the literature instruction into a more active process.

ÖZET

Bu çalışma Karadeniz Teknik Üniversitesi, İngiliz Dili ve Edebiyatı Anabilim Dalı edebiyat derslerindeki eleştirel düşünce ortamını edebiyat tabanlı eleştirel düşünce programıyla geliştirmek üzere yapılmıştır. Bu bağlamda çalışma bölümdeki edebiyat derslerinde eleştirel düşüncenin ne kadar vurgulandığını ortaya çıkarmayı da hedeflemiştir. Çalışmanın örneklem grubunu İngiliz Edebiyatına Giriş dersini alan 47 birinci sınıf öğrencisi ve Edebi Eleştiri dersini alan 34 son sınıf öğrencisi olmak üzere iki deney grubu oluşturmuştur. Ön çalışma olarak sözü geçen edebiyat derslerinde eleştirel düşüncenin ne kadar vurgulandığını belirlemek için veriler öğrenci anketi, öğretmen mülakatı, gözlem ve Cornell Eleştirel Düşünce Testi yoluyla toplanmıştır. Var olan eleştirel düşünce ortamı hakkında bilgi edinildikten sonra, tek gruplu ön test-son test modeli çerçevesinde iki deney grubu da yedi hafta boyunca edebiyat tabanlı eleştirel düşünce programına tabi tutulmuştur. Uygulamadan sonra ön ve son eleştirel düşünce puanları arasında fark olup olmadığını öğrenmek üzere öğrencilere tekrar Cornell Eleştirel Düşünce Testi verilmiştir. Ayrıca, öğrencilerin ve öğretmenlerin edebiyat tabanlı eleştirel düşünce programı hakkındaki düşüncelerini öğrenmek üzere her iki gruptaki öğrencilere anket verilmiş ve yine her iki dersin öğretmeniyle mülakat yapılmıştır. Ön çalışmanın sonuçları bölümdeki edebiyat derslerinde eleştirel düşüncenin geliştirilmesi gerektiğini göstermiştir. Çıkan sonuçla bağlantılı olarak deney gruplarında edebiyat tabanlı eleştirel düşünce programı uygulanmış ve uygulama sonucunda her iki deney grubunun da ön ve son test eleştirel düşünce puanları arasında anlamlı fark olduğu görülmüştür. Uygulama sonrası yapılan öğrenci anketi ve öğretmen mülakat sonuçları hem öğrencilerin hem de öğretmenlerin uygulanan eleştirel düşünce programı hakkında çok olumu düşündüklerini göstermiştir. Öğrenciler program çerçevesindeki etkinliklerin çok özgün olduklarını ve kendilerini düşünmeye sevk edip yeni düşünceler üretmelerine ortam sağladıklarını ve edebiyat derslerini daha eğlenceli hale getirdiklerini belirtmişlerdir. Öğretmenler ise eleştirel düşünce etkinliklerinin öğrencilerin derse olan ilgilerini ve dolayısıyla derse katılımlarını artırdığını ve böylelikle derslerini daha öğrenci merkezli hale getirdiklerini vurgulayıp, etkinliklerin edebiyat öğretimini daha etkin kıldıklarını belirtmişlerdir.

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LIST OF ABBREVIATIONS

CCTST	: California Critical Thinking Skills Test
CEA	: Cognitive Enrichment Advantage
EFL	: English as A Foreign Language
Eng.	: English
ESL	: English as A Second Language
F	: Frequency
HSD	: Honestly Significant Difference
Ins.	: Instructor
KTU	: Karadeniz Technical University
M	: Mean
N	: Number
NAP	: National Academies Press
USA	: United States of America
Para	: Paragraph
W-GCTA	: Watson-Glaser Critical Thinking Appraisal
S	: Student
Sd	: Standard Deviation
SPSS	: Statistical Package for the Social Sciences
T	: Total

CHAPTER I
INTRODUCTION

1.1. Introduction

This chapter starts with the background information about the study and then it deals with the statement of the problem and purpose of the study. Finally in the chapter, the research questions, significance of the study, definitions of terms and the outline of the study are included.

1.2. Background of the Study

There is no denying that the biggest characteristic that differentiates human beings from the other species is their thinking ability; however, now only having this ability is not enough on its own; we have to improve our existing thinking ability to handle the world in today's century. In a similar way, experts mention that except from knowledge, students should be taught thinking and reasoning skills to enable them to think critically and come over the problems to deal with the complexity of contemporary life. At this point, having critical thinking skills becomes "the most important characteristic of successful individuals" (Gibson, 1995, cited in Baker & Delmonico, 1999, p.15). Yes, naturally we- as being human beings- have the ability to think, but it should be improved. Moreover, it is stated that enhancing critical thinking is a life-long process, and it starts in the education period so it becomes an indispensable part of education. An education system highlighting critical thinking means better grades and job opportunities on the surface but beyond the surface, it means successful, active individuals, a rational and democratic society and an economically and politically strong nation. In a parallel way, critical thinking is a hot topic in education since it is regarded to improve students' thinking skills by teaching them not only what to think but also how to think; in this way, they not only obtain knowledge but they also learn how to use that knowledge; in other words, they learn how to think appropriately that is called the art of thinking.

In order to obtain a clear idea about critical thinking, it is necessary to provide its definition. There are various definitions of critical thinking as there is not a compromise for its definition. A definition is mentioned by Halpern (1996) as critical thinking is "the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned and goal directed" (p. 4). Another definition suggested by Moore and Parker (1994) as critical thinking is "careful and deliberate determination of whether to accept, reject, or suspend judgment" (p.3). Critical thinking is also defined by Schafersman (1991) as "correct thinking in the pursuit of relevant and reliable knowledge about the world" (p. 3). Moreover, he claims that critical thinking can be described as "the scientific method applied by ordinary people to the ordinary world" (p. 3) since the components of scientific method- a question, hypothesis, gathering data and evaluation, hypothesis testing and reliable conclusion- are matched by critical thinking and critical thinking is nothing more than the application of scientific method in everyday life. Examining the definitions, it can be mentioned that the researchers highlight the same points in their definitions as critical thinking is a search for truth by making use of cognitive skills in an objective and purposeful way.

The idea of critical thinking has been taken into consideration since the times of Socrates, 2500 years ago. When we come to the 21st century, critical thinking is still of a great importance in society and in education accordingly. Schafersman (1991) claims that besides its salience in education, critical thinking enables people to be a responsible citizen who takes an active role in society. To clarify his argument, he mentioned that critical thinking does not deal with low-order thinking that people employ in their daily lives, but with higher order thinking that enables them to decide about more serious and complex issues such as judging between political candidates or taking part in a murder trial jury.

Although critical thinking has a long history, it has recently been emphasized in education (Jones, 1996). Firstly, in 1980, California University underlined critical thinking in education and the U.S.A put critical thinking in its national curriculum and then many other nations followed the U.S.A; thereby critical thinking has its due place in education.

Related to the role of critical thinking in education, Paul, Elder and Bartell (1997) argue that:

no matter what subject is studied, students need to be able to articulate thinking about thinking that reflects basic command of the intellectual dimensions of thought: Let's see, what is the most fundamental issue here? From what point of view should I approach this problem? Does it make sense for me to assume this? From these data may I infer this? What is implied in this graph? What is the fundamental concept here? Is this consistent with that? What makes this question complex? How could I check the accuracy of these data? If this is so, what else is implied? Is this a credible source of information? (pp. 5-6)

Another researcher Gough (1991) puts forth the salience of critical thinking skills in education and states that today is an information age and thinking skills are regarded as essential for the schooled to deal with the constantly changing universe. Most of the educators accept that for tomorrow's individuals, the evaluation of knowledge will be more vital than acquiring pure knowledge.

In accordance with the vital place of critical thinking in education, critical thinking is a recently highlighted concept in the field of EFL and literature like in many other fields of education such as mathematics, history and geography. In her article 'Language Teaching Through Critical Thinking and Self-awareness', Üstünlüoğlu (2004) emphasizes critical thinking in EFL classrooms. She states that language teachers have recently focused on the active role of the learner, and this focus has brought the cognitive theories of learning on the agenda rather than behaviorism. This outgrowth of the cognitive approach has taken place in language teaching together with reflections about the relationship between thinking and language. Underlying the significance of producing knowledge, Üstünlüoğlu (2004) continues that language teachers can assist students to go beyond surface meaning and to discover the deeper meaning since language classes are especially proper for teaching critical thinking due to the richness of material and the interactive approaches. Examining the critical thinking studies in EFL setting, one can easily recognize that - just like in most of the world- the studies in Turkey generally focus on writing and reading skills; especially writing seems to be the easiest and the most effective way of fostering students' critical thinking abilities.

Besides writing and reading, educators and researchers have recently come up with a new way of enhancing critical thinking of language students- literature. Now, of the various means used to improve critical thinking in education, literature is regarded as a

valuable instrument. Naturally, on the way of promoting critical thinking, reading, writing and literature go hand by hand, and literature emphasizing critical thinking is called several names such as *critical reading* or *literature-based reading*. Cobine (1993) puts forth that it is the teacher's responsibility to help students become critical readers and thinkers through emphasizing critical thinking of literature in his/her class so that thinking becomes a habit for students. To give an example, he makes use of Shakespeare's word: "*A rose by any other name would smell as sweet*" and continues that teaching a sound literature, critical thinking should be underlined and teacher should search for other names for this rose Shakespeare mentioned; this another name may be called critical thinking, critical reading, reasoning or problem solving 'that is' what is growing in the garden, or in the students' mind while they are reading literature? What is the teacher trying to cultivate in this garden? And "What sweet smell will tell the teacher that something desirable, like a rose, is indeed growing?" (Cobine; 1993, p. 3). It is the teacher and his/her students to find other name for rose that will be suitable as the name rose; therefore, there is no limitation for appropriate and true choices in critical thinking unless they are supported by sound evidence.

Due to the significance of thinking skills and the idea that critical thinking is a life-long process starting in the education period, many researchers and educators - including the ones in EFL and literature- conducted various studies on critical thinking to provide students with the required skills. For example, after identifying the lack of critical thinking, Baker and Delmonico (1999) carried out a study to improve critical thinking in English and theatre classrooms in a high school in Chicago. The students were exposed to critical thinking activities and after the treatment of four months, the study showed that the teachers require critical thinking pedagogy and motivation is vital in teaching critical thinking.

In another study, Combs (1992) tried to improve critical thinking skills of his students by using whole language strategies. Incorporating critical thinking into all four language skills; namely, reading, writing, speaking and listening, Combs accomplished to increase his students thinking skills. Like Combs, Long and Pederson (1992) came up with positive results and students' critical thinking levels were increased in their study in which the students used a local area net work to improve their critical thinking skills in literature

courses. Another researcher Roether (2003) compared Korean ESL students' critical thinking levels to USA college students. He used California Critical Thinking Skills Test as the measurement tool and the study showed that USA college students' critical thinking levels were higher than those of the Korean ESL students' critical thinking levels.

On the other hand, in 2003, Abdulghani tried to find out the effect of cooperative learning on critical thinking and the achievement in Arabic Language. He formed two experimental and two control groups. The experimental groups were exposed to cooperative method and the control groups were taught by lecture method. The study did not show a statistical difference between the control and experimental groups.

Except for the studies in the field of EFL and literature, a number of studies were conducted on critical thinking in different areas of education. To give an example, Hall (2005) carried out a study to improve the extent of higher order critical thinking skills in two groups of students in the University of South Dakota. He formed an experimental and a control group and at the end of the study, the experimental group showed improvement in higher- order thinking skills. Another researcher, Valdes- Corbeil (2005) tried to find out the effect of the Watson Glaser Critical Thinking Appraisal Test Preparation Program on the critical thinking of teacher education programme applicants. At the end of the study, Valdes-Corbeil could not find any statistically significant difference between the applicants that participated in Watson Glaser Critical Thinking Appraisal Test Preparation Programme and those that did not participate in the programme. Similarly, in 2004, Hurte tried to find out the effectiveness of Cognitive Enrichment Advantage (CEA) approach and Scaffolding approach in improving critical thinking skills of students. In the end of the study, the group that was exposed to critical thinking activities through Cognitive Enrichment Advantage approach showed an increase in their critical thinking levels that were tested by Watson and Glaser Critical Thinking Appraisal.

Besides the studies conducted abroad, in Turkey there are also various studies conducted on critical thinking in EFL and other fields of education. As for the studies in the EFL setting, Özçınar (1996) tried to improve critical thinking levels of Hacettepe University preparatory students through reading and writing skills by forming an experimental and a control group. After the treatment of eight weeks, the study yielded

positive results since the reading and writing scores of the experimental group were better than the scores of the control group. In another study, in 2001, Şahinel tried to improve his students' language skills by critical thinking skills. He formed an experimental and a control group, the experimental group was exposed to a new course plan including all four language skills- reading, writing, speaking and listening- with an emphasize on critical thinking. In the end of the study, the experimental group performed better in all four language skills. In 2002, in her doctoral thesis at Çukurova University, the researcher, Mirioğlu, tried to find out the relationship between proficiency in a foreign language and critical thinking skills. The study showed that there is a positive relationship between language proficiency and critical thinking skills.

Again in 2002, İrfaner (2002) from Bilkent University, in which the faculties and departments have been undergoing a change, and the critical thinking skills are put in goals and objectives of the university, conducted a study to find out whether the implementation of critical thinking in an English 101 course worked or not. His study showed that teachers are quite satisfied with critical thinking and their students' level of critical thinking. Another researcher Dayıoğlu (2003) carried out a descriptive study and tried to find out critical thinking levels of English Preparatory school students of Hacettepe University. The study showed that the students of natural sciences performed better than the students of social sciences in critical thinking that was tested by Watson Glaser Critical Thinking Appraisal.

Finally, the Department of Modern Languages at Middle East Technical University in Ankara started to apply a new curriculum emphasizing critical thinking in English courses. Since it is quite new, there is not a detailed study with regard to its results, However, Reniart (2006) conducted a small-scale study to find out the preliminary results of the new curriculum and presented the results of her study in a conference held recently at Middle East Technical University. Through questionnaires, Reinart (2006) tried to find out the first impressions and if there is a difference related to critical thinking between students taking the new Eng 101 and those taking Eng 301. The questionnaire results showed that both students of Eng 311 and Eng 101 do not have an idea of critical thinking; the educational system discourages critical thinking and teachers are not sufficiently aware of what critical thinking is and its significance.

Besides the studies conducted on critical thinking in the EFL context, there are also studies that highlight critical thinking in different fields of education. To give an example, Kara (1997) carried out a descriptive study to identify İstanbul University students' critical thinking levels and factors affecting their critical thinking. The study showed significant relationship between critical thinking and risk taking and students' feeling themselves as a researcher. In another study, Tokyürek (2001) tried to identify the relationship between teachers' attitudes, curriculum and students' critical thinking abilities and he found out a significant relationship between students' critical thinking abilities, and teachers' attitudes and curriculum. In 2002, another researcher Özüberk from Çukurova University carried out a study to discover the effects of critical thinking skills on high school students through a programme based on Feuersten's instrumental enrichment program. He had a control and an experimental group and gained positive results from the study. Finally, again in 2002, Akbıyık from Hacettepe University tried to find out the relationship between critical thinking skills and academic achievement and he came up with no relationship between English course and critical thinking skills.

In conclusion, it seems that critical thinking is inevitable for complete education and it has recently taken its place in EFL and literature studies worldwide and in Turkey; especially literature is a new tool to promote critical thinking in classrooms. Although the researchers have mostly come up with positive results in the studies conducted in Turkey and abroad, they also reflect that there is much to do to in education for critical thinking to educate self-confident and independent individuals.

1.3. Statement of the Problem

Naturally, everybody thinks, but this thinking is not sufficient for dealing with today's challenging world. Now, we are in an information age in which the nations lead the way through knowledge. Above all, just obtaining raw knowledge is not enough but to know how to use and analyze this knowledge is entailed. In other words, people have to know the art of thinking. Remember the well-known quotation of Descartes "*I think, therefore, I exist*", now you have to know how to think to exist as a student, as a citizen and as an individual. Unfortunately, despite its significance, educators and researchers seem to have

a general idea that critical thinking is not emphasized in classrooms and students graduate from schools without improving their thinking skills. Cromwell (1992, cited in İrfaner, 2002) deals with the issue as "One of the main goals of education, agreed upon by almost everyone, is the improvement of students thinking. And in the last decade there has been a growing concern that graduates at all levels do not demonstrate higher thinking abilities" (p. 2).

Within the same line of reasoning, Schafersman (1991) underlines the issue in his article 'An Introduction to Critical Thinking', making use of Donald Norman's (1980) quotation "It is strange that we expect students to learn, yet seldom teach them anything about learning" (para. 3), and Schafersman (1991) states the purpose of teaching critical thinking as to "improve the thinking skills of students and thus better prepare them to succeed in the world" (para. 2). He also adds that teachers have two jobs in education: 1- to transmit the subject of matter or content of the course to students (what to think) and, 2- to transmit the correct way to understand and evaluate this subject matter (how to think). The educators are good at transmitting the first, but fail to transmit the second one- how to think; accordingly, he puts forth that critical thinking should be taught at the universities in addition to the content of the course.

Paul and Elder (2006) pinpoint the same problem and state that the instruction in colleges goes back hundred of years and traditions are alive. Generally, trying to teach students, professors transfer knowledge in several lectures and want students to put what they learn into practice in real life on their own. Quizzes and examinations are means to understanding which students obtain the knowledge covered in the lectures. In this type of instruction, students who are good at memorization get higher grades but become passive and helpless learners.

The education system in Turkey may be a typical example of the situation Schafersman, and Paul and Elder describe. Not being used to operating their thinking skills, our students do not know what to do with the knowledge in their hands when they face a problem in school or in real life. In a parallel way, our researchers (İrfaner, 2002; Mirioğlu, 2002; Özüberk, 2002; Dayıoğlu, 2003) agree with the common idea of the researchers abroad that despite its significance, critical thinking is not emphasized in

classrooms. In Turkey, there are limited studies on critical thinking and only a few departments underline critical thinking in their curriculum. Looking at the related studies, it is easily noticed that they are mostly composed of descriptive studies, and there are a few studies that try to apply critical thinking to the existing courses. Of the educational institutions, being as the last and higher step of the educational system, the universities have the biggest responsibility to ensure that students operate their critical thinking skills in the education process. However, looking at the present situation it can be supported that our universities need to work harder to provide the students with the appropriate critical thinking environment.

In conclusion, it is time to have our say in this highly emphasized issue in education and to achieve this end; we have to arrange our classrooms and lessons in a way that they encourage critical thinking skills. Since we believe that emphasizing critical thinking is necessary for a complete education, conducting a study on critical thinking in the Department of English Language and Literature at Karadeniz Technical University, Trabzon, might be the first step for critical thinking that would be taken on the behalf of the university and it is hoped that this study will be a contribution to the critical thinking studies in Turkey.

Moreover, emphasizing critical thinking in classrooms, the study will help Karadeniz Technical University to realize one of the biggest aims of higher educational institutions that is to provide students with thinking skills. Therefore, it will be a cure for the long-lasting illness in education, memorization. The study will also help the Department of English Language and Literature to achieve its aim of educating active and self-contained individuals by providing students with the appropriate classroom situations in which they can make use of in their real life. Finally, the study is thought to be useful to the teachers to catch up with today's and tomorrows' ideal teachers who are not satisfied with merely transferring knowledge to his/her students and to encourage them to search for and find the truth on their own so that the education will be closer to provide a complete education.

1.4. Purpose of the Study

Based on the idea that critical thinking is a sine qua non in education and the universities are the very responsible educational institutions that will promote critical thinking in classrooms, the study aims to improve critical thinking situation in literature courses in the English Language and Literature Department of KTU through a literature-based critical thinking programme. Accordingly, the study also aims to find out the critical thinking levels of the students and the existing situation in the department with regard to critical thinking. It is hoped that it will be a useful resource for the further studies in the field.

Furthermore, the study, highlighting critical thinking, is expected to make a contribution to project work studies of Karadeniz Technical University in which the students are asked to prepare projects that constitute 20 % of their final grades. Additionally, although the Department of English Language and Literature does not directly aim to emphasize or improve critical thinking, the aim of the department seems to be in parallel with critical thinking that intends to educate thinking students who can support their own ideas. Therefore, it is thought that through this study, there will be a chance to find out how much the department approaches its aim besides identifying the present critical thinking situation of the department, and it is believed that the current situation will be improved by the help of the application of critical thinking in line with the aim of the department.

1.5. Research Questions

Main Research Questions:
1- Is critical thinking emphasized in the literature courses in the English Language and Literature Department of KTU?
2- How can critical thinking levels of the students be enhanced in the literature courses in the English Language and Literature Department of KTU through a literature-based critical thinking programme?
3- What are the reflections of students and instructors on the literature-based critical thinking programme implemented in the literature courses?

Specific Research Questions:

1- Do the literature course instructors underline critical thinking in their literature courses in the Department of English Language and Literature at KTU?

2- What are the critical thinking levels of the students attending the literature courses of the Department Of English Language and Literature at KTU?

3- Is there any statistically significant difference in the critical thinking levels of the experimental groups after they are exposed to a literature-based critical thinking programme?

1.6. Significance of the Study

Although there are numerous studies conducted abroad examining critical thinking in various disciplines by those who are aware of the value of critical thinking, in Turkey the number of the studies carried out on critical thinking is very limited, and they are generally descriptive studies. Above all, the primary significance of the study comes from the fact that this study is considered as one of the first studies that try to improve critical thinking through literature in Turkey. Moreover, it is thought that it will make a contribution to the field of education in that it will highlight the significance of critical thinking that is not adequately emphasized in Turkish education system and make teachers and students be aware of the vital role of critical thinking in education. Additionally, to keep in step with the constantly changing world conditions, learners need to know how to think and how to use information. Underlying critical thinking skills, the study is considered to help learners improve their thinking in order to educate active and critical thinking individuals. Finally, emphasizing critical thinking, the study is expected to make a great contribution to the department's education system that is based on individualization and student-centered approach and to open new ways of teaching literature in which literature instruction is turned into a more active and enjoyable process.

1.7. Definitions of Terms

Critical Thinking: In the study critical thinking is regarded as "a reasonable and reflective thinking focused on deciding what to believe or do" (Ennis, 2005, p. 4)

Literature Courses: In line with the aim of the study, the researcher included Literary Criticism and Introduction to English Language and Literature courses in the study.

Literature-based Critical Thinking Programme: A literature-based critical thinking programme was implemented to the two experimental groups as a treatment. The programme consists of 52 activities - 23 for the Introduction to English Language and Literature group and 29 activities for the Literary Criticism group.

Literature Course Instructors: The researcher interviewed two literature course instructors at the department who teach Introduction to English Language and Literature and Literary Criticism that constituted the experimental groups of the study.

Literature Course Students: The students of Introduction to English Language and Literature, and Literary Criticism courses were taken as the subjects of the study.

Critical Thinking Levels: By the critical thinking level, the researcher means how much the subjects can use their ability to think to back their points to come up with the truth based on sound evidence and how well they can make inference, interpret, analyze and synthesize information to draw a conclusion.

Cornell Critical Thinking Test Level Z: Cornell Critical Thinking Test Level Z is a 52- item, multiple choice test that includes 5 main parts; namely, induction, deduction, observation, credibility, and assumption.

1.8. Outline of the Study

Chapter One, Introduction, portrays the background of the study and statement of the problem. It also includes purpose of the study that is succeeded by the research questions and significance of the study and the chapter finishes with the definition of terms.

Chapter Two, Review of Literature, presents the related review of literature. It starts with a brief history and various definitions of critical thinking and emphasizes the significance of critical thinking in education. The chapter also discusses critical thinking

skills and strategies with the ideal characteristics of a critical thinker. Finally, the chapter finishes with the summary of the studies conducted on critical thinking in Turkey and abroad.

Chapter Three, Methodology, firstly pictures the overall research design of the study, and then it deals with the setting, participants and sampling. The chapter also portrays data collection instruments in a detailed way.

Chapter Four, Results and Discussions, focuses on the data analysis and then the discussion in line with the findings.

Chapter Five, Conclusion, presents the overview of the study with its conclusion and then offers some pedagogical implications for teachers. The chapter finishes with the limitations of the study and some possible research ideas that can be the initiator of further studies on critical thinking.

CHAPTER 2
LITERATURE REVIEW

2.1. Introduction

This study examines critical thinking in the Department of English Language and Literature at Karadeniz Technical University and aims to find out the current critical thinking situation in the literature courses in the department and to improve this existing situation by implementing a critical thinking programme based on literature-based critical thinking activities.

This chapter comprises the literature review in the field, mainly including a brief history of critical thinking, definitions of critical thinking, the need for and significance of critical thinking in education, Bloom's Taxonomy in line with critical thinking, main components of critical thinking and teaching and assessment of critical thinking. A summary of the literature review will conclude this section.

2.2. A Brief History of Critical Thinking

Socrates is known as a great teacher and a great thinker. However he was killed because he asked too many questions. Socrates always felt that he didn't know anything and talking to others he always asked thoughtful questions that make people feel as if they knew nothing. In fact, he didn't ask these questions to make people feel they knew nothing but to make them be aware of the difference between knowing and only having an idea about something (Boostroom, 1992).

Critical thinking has a long story. The word 'critical' comes from the Greek word 'kritikos' that means to question, to make sense of and to be able to analyze something (Murrel & Houlihan, 2006). It might be mentioned that critical thinking has its roots in Socrates' time, 2500 years ago. Paul and Elder (2006) summarize the history of critical thinking as follows: 2500 years ago, using a probing questioning, Socrates (cited in Paul &

Elder, 2006) found out that "people could not rationally justify their confident claims to knowledge" (p. 457). Socrates claimed that people cannot depend on authority and to find out the truth on their own, they should be able to ask thoughtful questions to accept or reject ideas. Socrates (cited in Paul & Elder, 2006) also emphasized the significance of "seeking evidence, reasoning and assumptions, analyzing basic concepts, and tracing out implications not only of what is said but of what is done as well" (p. 457). Accordingly, Socrates started a tradition in which he claimed that people should question well-known convictions and separate the logical ones from those that might stem from our negative egocentrism and no matter how a belief interests them, they should look for adequate evidence and logical base to justify the idea. Socrates' method of questioning is now known as *Socratic questioning* and even today it is regarded as the best critical thinking teaching strategy. Socrates was followed by Plato, Aristotle and other Greek skeptics who asserted that the realities are frequently very distinct from how they seem and only 'the trained mind' can see the realities under the surface. Moreover, Plato argued that education should enable students to question, examine, and reflect on ideas and values. This old practice led the way of a tradition that requires everyone to think in a systematic way to grasp the deeper realities. Moreover in the middle ages, it was thinker Thomas Aquinas, who embodied critical thinking in his writings and teachings. Besides the power of reasoning, Aquinas underlined the necessity of reasoning to think systematically, and he asserted that thinking critically did not mean rejecting the 'established' facts but those ideas that lack logical basis.

In the Renaissance (15th and 16th centuries), numerous scholars in Europe took a critical point of view about religion, art, society, human nature, law and freedom. In England, Francis Bacon dealt with the way we misuse our minds in seeking knowledge and wrote *The Advancement of Learning* which is regarded as the first text in critical thinking. Bacon led the way for modern science by emphasizing the information gathering process. He also claimed that if people used their own ways, they had 'bad habits' of thought that made them believe in false or misleading beliefs. In France, Descartes wrote *Rules for the Direction of the Mind* that might be taken as the second text in critical thinking. In his work, Descartes argued that a special systematic disciplining of mind is required to guide it in thinking. Another philosopher, Sir Thomas More improved a new social order that he called Utopia. In this social order, he suggested everything in the world could be criticized,

and all the social systems required criticism. The critical thinking in Renaissance led the development of science, democracy and human rights. For instance, in the Italian Renaissance, *The Prince* by Machiavelli critized the politics of the day and established the basis for modern critical thought. In 16th and 17th century England, Hobbes and Lockes followed Machiavelli. They rejected the traditional ideas in their time since they were open to critical thought and new ideas. Hobbes supported a point of view in which everything had to be clarified by evidence and reasoning. Locke supported the examination of common life and thinking and established a basis for critical thinking related to human rights and government's respect of citizens' criticism. French thinkers- Bayle, Montesquieu, Voltaire and Diderot- contributed much to critical thinking as well. They all asserted that human mind disciplined by reason can understand the core of the social and political world in a better way. They also highlighted 'intellectual exchange' that requires all beliefs to be analyzed. In the 19th century, Comte and Spencer extended critical thinking to human social life. They implemented critical thinking to capitalism that brought about social and economic probe of Karl Marx. In the human culture and foundation of biological life, critical thinking came up with Darwin's *Descent of Man*. In the conscious mind, it showed itself in Sigmund Freud's works. In cultures, it caused the foundation of Anthropological studies and in language it led to the foundation of linguistics and various searches and uses of symbols and language in the human world (Paul and Elder, 2006).

Even though critical thinking has a long story starting from the time of Socrates, many researches (Paul, 1990; Fisher, 2006) have come to an agreement that Dewey is the father of modern critical thinking movement. Fisher (2006) claims that the American philosopher, psychologist and educator, John Dewey is largely regarded as the father of the modern critical thinking tradition. In 1916, Dewey wrote *How We Think* for teachers and developed a new concept – *reflective thought*. Based on Pierce's concept of meaning, Dewey asserts that thinking is related to experience, doing, and the consequences of action. Dewey (cited in Fisher, 2006) defines reflective thinking 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 conclusion to which it tends" (p. 2). Gelven and Stewart (2001, cited in Valdes, 2005) mention that Dewey regards thinking as a process by means of which people discover meaning in the world. Gelven and Stewart defend that according to Dewey besides one's intellect, thinking critically and reflectively was a product of one's

own experience and the skill of thinking critically is a sine qua non for problem solving. In 1930s and 1940s, the studies on critical thinking continued. In 1941, Edward Glaser wrote *An Experiment in the Development of Critical Thinking* and developed the Watson-Glaser Critical Thinking Appraisal as one of the most commonly used critical thinking measurement tools.

When we come to the 20th century, our concept of critical thinking has also increased, and critical thinking started to play a vital role in society and also in education. In 1906, in his work *Folkways*, William Graham Sumner emphasizes the significance of critical thinking in life and in education:

> Criticism is the examination and test of propositions of any kind which are offered for acceptance, in order to find out whether they correspond to reality or not. The critical faculty is a product of education and training. It is a mental habit and power. It is a prime condition of human welfare that men and women should be trained in it. It is our only guarantee against delusion, deception, superstition, and misapprehension of ourselves and our earthly circumstances. Education is good just so far as it produces well-developed critical faculty. ...A teacher of any subject who insists on accuracy and a rational control of all processes and methods, and who holds everything open to unlimited verification and revision is cultivating that method as a habit in the pupils. Men educated in it cannot be stampeded...They are slow to believe. They can hold things as possible or probable in all degrees, without certainty and without pain. They can wait for evidence and weigh evidence...They can resist appeals to their dearest prejudices...Education in the critical faculty is the only education of which it can be truly said that it makes good citizens. (cited in Paul & Elder; 2006, pp. 459-460)

During its long travel from Socrates to present day, critical thinking is seen not to lose the interest of people- various researcher, thinkers and educators. In every period of the history, human beings tried to make use of their thinking ability as much as possible to solve the problems they faced that were shaped by the conditions and matters of the period in which they lived. Maybe in the time of Socrates, it was the people's accepting anything coming from the authority without thinking why, in the time of Renaissance, people were aware of their values as an individual and they had the ability to think and find a solution to their problems on their own, but they had to give a great struggle to realize it. Today, in the 21st century, critical thinking still goes on helping people find their own way to home, and it plays a great role in society and education since life becomes more and more

challenging. Now, researchers and educators believe that critical thinking is not an additional but an indispensable part of an individual, and they state that education without emphasizing critical thought is not a sound one that will graduate successful citizens for the tomorrow's world.

2.3. Definitions of Critical Thinking

Throughout the years, critical thinking has been defined in several ways. One of the first definitions belongs to John Dewey. Dewey (cited in Hurte, 2004) defines critical thinking as a sensation of imbalance that leads people to search for the facts and knowledge that will originate the opposing feelings of balance. In 1906, William Graham Sumner offers a working definition of critical thinking; according to him, critical thinking is "the examination and test of propositions of any kind of which are offered for acceptance, in order to find out whether they correspond to reality or not" (para.15). In 1960s, defining critical thinking, another philosopher, Dressel (cited in Hurte, 2004) lists the following five steps:

(1) recognizing and defining a problem, (2) clarifying the problem by collecting necessary facts of information and recognizing assumptions being made; (3) formulating possible explanations; (4) selecting one or more possible hypotheses for testing and verification; and (5) making final conclusions. (p.13)

Dressel's definition is a significant one, for it established a foundation for the Watson-Glaser Critical Thinking Appraisal (W-GCTA)- one of the most frequently used instruments to measure critical thinking. Another definition is suggested by Watson and Glaser (1964, cited in Hurte, 2004) as follows:

(1) attitudes of inquiry that involve an ability to recognize the existence of problems and an acceptance of the general need for evidence in support of what is asserted to be true; (2) knowledge of the nature of valid inferences, abstractions, and generalizations in which the weight or accuracy of different kinds of evidence are logically determined; and (3) skills in employing and applying the above attitudes and knowledge. (p. 13)

Critical thinking was defined by the distinguished critical thinking expert Robert H. Ennis, who is also the developer of the Cornell Critical Thinking Tests which are widely

used in critical thinking studies all over the world. Ennis (1989) defines critical thinking as "reasonable reflective thinking that is focused on deciding what to believe or do" (p. 4). Mcpeck (1981) declares that Ennis's most original contribution to critical thinking is his dimensional simplification of the concept. Mcpeck (1981) highlights Ennis's argument that only knowing critical thinking skills is not enough but one must know when and how much to use them in right circumstances. In the dimensional analysis, Ennis lists three dimensions and highlights that critical thinkers must employ the critical thinking skills together with the dimensional considerations. Mcpeck (1981) summarizes Ennis's dimensional analysis as:

> *Logical dimension*: judging the alleged relations between terms, statements and sets of statements. This includes knowing the meanings of the terms and statements and their implications. *Criterial dimension:* covers knowledge of standards and subject-related criteria for judging statements, for example, statistical judgments in the social sciences. *Pragmatic dimension*: judging, in context, when one has enough evidence in the light of the statements's purpose and practical consequences. (p. 49)

When we come to 1980s, we encounter a committee consisting of 46 critical thinking experts from different fields – philosophy (52 %), education (22 %), and social sciences (6 %). They gathered to discuss and identify the current position of critical thinking and the product of this meeting is a comprehensive study called *The Delphi Method* in which these critical thinking experts define critical thinking as "a 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" (p.2).

In 1988, Lipman (cited in Valdes, 2005) defines critical thinking emphasizing its three main elements as "skillful, responsible thinking that facilitates good judgment because it (1) relies upon criteria, (2) is self-correcting, and (3) is sensitive to context" (p. 20). Paul, Binker, Adamson and Martin (1990) describe critical thinking as " the art of thinking about your thinking while you are thinking in order to make your thinking better; more clear, more accurate, or more defensible" (para.12). Weinstein (1989) defines critical thinking as "thinking which appropriately reflects the power and convincing force of reasons" (p. 8). Coming to 20th century, we have different critical thinking experts defining critical

thinking. According to Schafersman (1991) critical thinking is "correct thinking in the pursuit of relevant and reliable knowledge about the world" (p. 3). Halpern (1997) defines critical thinking with the following words: "the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned and goal directed" (p. 4). Moreover, he mentiones that critical thinking is also called directed thinking since it aims to obtain a desired outcome. Another definition is suggested by Moore and Parker (1994) as "critical thinking is careful and deliberate determination of whether to accept, reject, or suspend judgment" (p. 3). In 1997, in his work *Critical Thinking: Its Definition and Assessment*, Scriven (cited in Valdes-Corbeil, 2005) defines critical thinking as "the skilled and active interpretation and evaluation of observations and communications, information and argumentation" (p. 21). Furthermore, Scriven (cited in Valdes-Corbeil, 2005) discusses that critical thinking has to require certain criteria of clarity, relevance, and reasonableness that entail different levels of skills and claims that critical thinking is contrasted with (1) the pure acquisition of information (it should be in a systematic way), (2) the pure possession of a group of abilities (the abilities should be used in a regular way) and (3) the pure use of those abilities without admitting their consequences.

In 2006, Paul and Elder define critical thinking as "the art of thinking about thinking in order to make thinking better. It involves three interwoven phases: it analyzes thinking, it evaluates thinking, it improves" (p.xvii). Also in 2006, Gelder offers MMC General Education Initiatives' complete definition of critical thinking as the following:

> Critical thinking includes the ability to respond to material by distinguishing between facts and opinions or personal feelings, judgments and inferences, inductive and deductive arguments and the objective and subjective. It also includes the ability to generate questions, construct, and recognize the structure of arguments, and adequately support arguments; define, analyze and devise solutions of problems and issues; sort, organize, classify, correlate, and analyze materials and data; integrate information and see relationships; evaluate information, materials, and data by drawing inferences, arriving at reasonable and informed conclusions, applying understanding and knowledge to new and different problems, developing rational and reasonable interpretations, suspending beliefs and remaining open to new information, methods, cultural systems, values and beliefs and by assimilating information. (para. 26)

In sum, over the years critical thinking was defined in different ways by different people. However, regarding all the definitions above, we can list the common features of the definitions to come up with a sound idea of the concept of critical thinking:

Critical thinking,
1- requires a systematic search for reaching a sound knowledge.
2- emphasizes a logical, deep and purposeful thinking.
3- aims to recognize and solve a problem.
4- examines different point o f views to find the accurate and reliable one.
5- is related to cognitive skills.
6- rejects the arguments that lack sound evidence.
7- is a careful and deliberate thinking whether to accept or reject and idea.
8- is a self-regulatory judgment that was reached by a deep thinking about the idea on which this judgment is made.
9- has argument and the separation of 'fact and opinion' at its very core.
10- requires to be open to new ideas.

2.4. Need for and Significance of Critical Thinking in Education

The necessity and significance of critical thinking in education mainly lies in the fact students are passive participants in the learning process since they are generally memorizing facts and accumulating knowledge without operating their thinking skills. They graduate from educational institutes without improving their thinking skills and cannot be active citizens that contribute to the society and thinking on their own. In other words, critical thinking becomes vital in the field of education, for the existing education system lacks encouraging students' thinking skills they need to deal with the problems they face first in their educational life and later in their social life.

To put it in other words, the significance of critical thinking in education comes from the fact that it can manage to cure the long-lasting illness in education; namely, memorization. Critical thinking is a hot topic in education since it is regarded as a useful tool that turns students into active participants in the learning process through activating their thinking skills and thereby encouraging the ideal education. With the same token,

nowadays critical thinking is highly esteemed especially in higher education since ideal university education requires thinking students (Harper-Marinick, 2001).

Grinberg (2004) argues that emphasizing critical thinking in classrooms, teachers engage students into activities that require students to produce knowledge rather than just acquiring facts and prepare students for democratic life. Similarly, Nelson (2004) cites that schools should be regarded as democratic spheres where critical inquiry is emphasized and she argues that:

> Critical thinking is believed to be among the goals of education and directly related to meaningful educational experiences , however much of what continues to take place in classrooms is more closely associated with knowledge acquisition for the primary purpose of preparing students for taking tests. (p. 407)

Nelson (2004) continues that rather than memorization, teachers and students should emphasize deep level of understandings like application, analysis, synthesis and evaluation.

Another researcher Gibson (1995, cited in Baker & Delmonico, 1999) claims that critical thinking is regarded as the most important characteristic of successful individuals in the next century that has brought critical thinking into the forefront of education. In addition, Baker and Delmonico (1999) emphasize that "critical thinking is an essential aspect of education since it provides students with the skills required to perform adequately essential tasks in the work force" (p. 15). They also state that teachers should teach their students the ability to think critically because when students develop positive thinking skills, they have the ability to progress beyond the memorization of content to the depth of understanding complex problems. Students will then be able to transfer these skills into lifelong learning.

Related to significance of critical thinking in education, in his *Focus on Critical Thinking Skills across the Curriculum*, another researcher Hunter (1991, cited in Baker & Delonico, 1999) remarks that:

> All academic disciplines must accept responsibility and accountability of exposing students to and training them in the basic higher- order thinking skills that will provide them with the cognitive processes to confront a rapidly changing world and to be free to explore the unknown future. (p. 46)

About the significance of critical thinking in education, another important researcher Paul (1993) cites that the most fundamental goal of education is to improve the intellectual development of students, and it is required to prepare activities and provide a suitable environment to this end. He continues that the goal in this type of education is to:

> entail cultivating students' ability to reason creatively and critically with respect to the logic of any subject matter they study, in such a way as to maximize the development, over an extended period of time, of general intellectual standards and disciplined minds, minds strongly motivated to reason rigorously and analytically with respect to any problem, issue, or intellectual task to which they afterward set themselves. (p. 37)

Furthermore, Abdulghani (2003) suggests a list of items underlining the reasons of teaching thinking skills by making use of the ideas of critical thinking experts. Firstly, critical thinking skills are indispensable elements of the learning process. Many philosopher and educators such as Ennis, Lipman, and Paul regard the development of critical thinking abilities as a *primary goal* of education. A curriculum emphasizing thinking is the way to achieve this goal. Abdulghani (2003) states that a thinking-based curriculum has been impacted by educational psychologies which suggest that learning is a product of knowledge and skill. Recently, problem solving and higher order thinking have taken the place of these old ideas, offering that there is more in education rather than just acquiring knowledge and associating ideas.

Secondly, various studies (Marzano, 1988; Bayer, 1995; Haynes, 2002) showed that students lack critical thinking skills. Educators concerned that many of their students cannot argue, examine or write in a convincing way. For instance, the reports of USA government and various agencies indicate the lack of student ability to think critically.

Thirdly, critical thinking skills are required for individuals in a democratic society, so citizens can think, judge and come up with the truth. In a similar way, Glaser (1985, cited in Abdulghani, 2003) argues that "Critical thinking ability helps the citizen to form

intelligent judgments on public issues and, thus contributes democratically to the solution of social problems" (p.19). Another researcher, Rostman (1995, cited in Abdulghani, 2003) asserts that liberty cannot happen without critical thinking skills since it enables people to separate truth from lies. Critical thinkers are able to take responsibility for their nations' future.

The last reason is the change in information and society. As the time flows, people need to struggle much to survive in this rapidly chancing society; one should acquire critical thinking skills so that he/she can process information related to social, economic, personal and political issues. In this information age, students should be provided with higher order thinking skills such as critical thinking. In a parallel way, a significant figure in critical thinking, Halpern (1996) underlines the same point. He argues that in 21st century, the humankind has to make many crucial decisions related to economy, politics, conservation of the natural resources, and the development of nuclear weapons that will influence the future generations. At this point, thinking skills play a great role in making right decisions. Moreover, like many other researchers (Abdulghani, 2003; Grinberg, 2004; Nelson, 2004), Halpern (1996) pinpoints the lack of critical thinking in education and adds that the United States has been counted in the nations that are at risk since they do not adequately provide their students with the most essential component of education- ability to think.

Related to issue, another important name in critical thinking, Facione (1998) emphasizes the word *liberal education.* He believes that we have the word *liberal education*, but *who is being liberated*? and answered his own question as "You ! Liberated from a kind of slavery. But from whom? From professors" (p. 11). Lacking critical thinking skills, students come to their professors in every situation when they face a problem However, if the students were taught critical thinking skills and how to question, they would get rid of this slavery or dependence, so they could make their own contribution to knowledge and society.

Another researcher Semali (2004) puts forth that one of the most important activities in human life is to learn to think critically because thinking critically we become aware of our assumptions that affect our thinking and acting; we can give our decisions on our own and determine our future thereby live the real democracy. As the researcher claims, it can be

concluded that critical thinking opens not only the doors of a democratic education but a democratic life and a democratic society as well.

As a consequence, critical thinking is regarded as a sine qua non by many researchers, and an education without emphasizing thinking skill is not taken as a whole one. Although it is greatly highlighted by the experts, it does not seem to be highlighted adequately in classrooms. Moreover, providing students with critical thinking skills enables them to become more active and successful individuals both in their educational process and in their later life in society. Therefore, besides its individual benefits, the development of critical thinking skills contributes much to societies, nations and to the whole world.

2.5. Main Concepts in Critical Thinking

Studying critical thinking, we encounter some concepts that should be known to have a sound knowledge of critical thinking. Some fundamental concepts that critical thinking includes are fact, interpretation, inference, assumption, value judgment and argument. In his book, *Reading, Writing, Thinking*, Rosenberg (1989) highlights such concepts as *fact*, *interpretation*, and *value judgment*. He states that scientists define fact as "the statement that is empirically verifiable, statement that no one can disprove" (p. 25). He defines interpretation as "an explanation or opinion about some aspect of human experience" (p. 25). He continues that interpretations may come from factual data or logical analysis or from assertions of beliefs without basing on any reference or factual data. He defines value judgment as "a special kind of interpretation that indicates whether someone approves or disapproves, likes or dislikes, or considers something *good* or *bad*" (p. 26). To make the concepts clear, he also provides the following examples:

Broccoli is a vegetable. (FACT) (p. 27).
Broccoli is a healthy food. (VALUE JUDGMENT) (p. 27).

He states that because 'healthy' suggests something good for us, he takes this statement as a value judgment.

Broccoli contains vitamin A. (FACT) (p. 27).

Broccoli tastes good. (VALUE JUDGMENT) (p. 27).

It is going to rain. (INTERPRETATION) (p. 27).

He adds that this statement may be taken as an accurate interpretation if it is based on a scientific assessment of climate conditions. However, any statement about future is always a hypothesis, so this statement is not a fact.

The earth is flat. (INTERPRETATION) (p. 27).

He underlines that once people believed that it was a fact, but further investigations proved that they were wrong in their interpretation based on experience, so this statement is an inaccurate interpretation.

The earth is round. (FACT) (p. 27).

He adds that even though we do not have the chance to see it ourselves, the scientists have empirical evidence to prove this statement.

Another researcher Cottrell (2005) differentiates two basic concepts in critical thinking- fact and opinion. She defines facts as "basically items of information that can be checked and proved through experience, direct observation, testing or comparison against evidence" (p. 141). Cottrell (2005) defines opinion as "a belief that is believed to be true, but which is not based on proof or substantial evidence" (p. 141). Cottrell (2005) also provides the following examples for the concepts:

"The body was found at 6.30 a.m. by the cook" (FACT) (p. 141).

"I think the butler murdered his employer" (OPINION) (p. 141).

Being among the leader figures in critical thinking, in their Watson- Glaser Critical Thinking Appraisal Short Form, Watson and Glaser (1994) differentiate two significant terms in critical thinking by providing their definitions -inference and assumption. They define inference as "a conclusion a person can draw from certain observed or supposed facts" (p.2) and give the following example:

"If the lights are on in a house and music can be heard coming from the house, a person might infer that someone is at home" (p. 2), but they also warn that this inference may be right or wrong since it is possible that the owner of the house may not turn the lights and radio off when they left the house.

Watson and Glaser (1994) define assumption as "something presupposed or taken for granted" (p. 4) and continue that saying "I will graduate in June" one takes for granted or assume that he/she will be alive in June or his/ her school will judge him/her to be eligible for graduation in June.

Moore and Parker (2003), outstanding figures in critical thinking, underline the significance of argument in critical thinking. They define argument as "an attempt to support a claim or assertion by providing a reason or reasons for accepting it" (p. 5). They add that argument includes two concepts: conclusion and premise. The supported claim in the argument is called conclusion and the claim or claims that provide support are called premises. To put in another way, the premises specify the reason or reasons for accepting the conclusion. To make the point clear, they provide the following example:

"Suppose that you see someone moving his lawn in his bare feet, you might think to herself, what is he doing? He is going to hurt himself if he doesn't watch out. I would better tell him he should wear shoes" (Moore & Parker, p. 5).

Now you are thinking about if you should warn this person to wear shoes and at the same time you are having the following argument:

"Premise: If this person doesn't wear shoes, he could be badly hurt.
Conclusion: Therefore, I should tell him to wear shoes" (Moore & Parker, p. 5).

Evaluating other people's arguments or reasons, Cottrell (2005) cites that one can:

> identify their reasons and conclusions, analyze how they select, combine and order reasons to construct a line of reasoning, evaluate whether their reasons support the conclusions they draw, evaluate whether their reasons are well-founded, based on good evidence and identify flaws in their reasoning. (p. 3)

Another important term in critical thinking is evidence; a critical thinker is expected to base their conclusions on sound evidence. Ruggerio (2002) defines evidence as "anything that supports a claim or assertion" (p. 67) and lists eight types of evidence:

Published reports are one of the types of evidence that we can find in newspapers, broadcasts, books, magazines and the internet. *Eyewitness testimony* includes a report of first-hand observation. *Expert opinions* are the statements of authorities. *Experiment* that has two types: field experiment that occurs in a natural setting; laboratory experiment that is more controlled and precise. *Statistics* involves quantitative information acquired from each individual in a group. *Surveys* obtain information from a sample of a group scientifically. *Formal observation* includes observing a group of people concerning their everyday actions. *Research reviews* investigate the general picture of a topic.

These are the main concepts that were highlighted by the researchers in the literature to have the first steps in having an insight into critical thinking. To be a critical thinker, or in other words to think in an accurate way, one has to know these concepts and be able to differentiate them from one another.

2.6. Characteristics of A Critical Thinker

In the related literature, it is frequently mentioned that critical thinking is not a sort of thinking that people employ in their daily lives to solve a simple problem, but it is a higher level thinking that requires a deep thinking. To become a deep thinker, researchers list handful traits that people should pay attention to in order to be a good critical thinker.

Although it is an old one, Ennis's list of the characteristics of a critical thinker is still largely accepted since he is a leading figure in critical thinking. Ennis (cited in McPeck, 1981) lists twelve aspects of a critical thinker emphasizing the significance of making judgments:

1- Grasping the meaning of a statement,
2- Judging whether there is ambiguity,
3- Judging whether certain statements contradict each other,
4- Judging whether a conclusion follows necessarily,
5- Judging whether a statement is specific enough,
6- Judging whether a principle establishes a statement

alleged to be an application of it,
7- Judging whether an observation statement is reliable,
8- Judging whether an inductive conclusion is warranted,
9- Judging whether the problem has been identified,
10- Judging whether something is an assumption,
11- Judging whether a definition is adequate,
12- Judging whether a statement made by an alleged authority is reliable.
(pp. 45-46)

Oxman-Michelli (1992) remarks that a critical thinker is a person who has a critical approach in every situation when it is reasonable to do so. Nickerson, an authority on critical thinking, (1987, cited in Schafersman, 1991) itemizes the characteristics of a good critical thinker. With regard to knowledge, abilities, attitudes and habitual ways of behaving, a critical thinker:

- uses evidence skillfully and impartially;
- organizes thoughts and articulates them concisely and coherently;
- distinguishes between logically valid and invalid references;
- suspends judgment in the absence of sufficient evidence to support a decision;
- understands the difference between reasoning and rationalizing;
- attempts to anticipate the probable consequences of alternative actions;
- understands the idea of degrees of belief;
- sees similarities and analogies that are not superficially apparent;
- can learn independently and has an abiding interest in doing so;
- applies problem solving techniques in domains other than those in which learned;
- can structure informally represented problems in such a way that formal techniques, such as mathematics, can be used to solve them;
- can strip a verbal argument of irrelevancies and phrase it in its essential terms;
- 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;
- is sensitive to the difference between the validity of a belief and the intensity with which is held;
- 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;and
- 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. (p. 5)

Paul, Binker, Jensen and Kreklau (1990) list nine affective and twenty-six cognitive strategies of a good critical thinker employs that are grouped into macro and micro abilities as follows:

A. Affective Strategies
S-1 thinking independently
S-2 developing insight into egocentricity or sociocentricity
S-3 exercising fairmindedness
S-4 exploring thoughts underlying feelings and feelings underlying thoughts
S-5 developing intellectual humility and suspending judgment
S-6 developing intellectual courage
S-7 developing intellectual good faith or integrity
S-8 developing intellectual perseverance
S-9 developing confidence in reason. (p. 56)

B. Cognitive Strategies--Macro-Abilities
S-10 refining generalizations and avoiding oversimplifications
S-11 comparing analogous situations: transferring insights to new contexts
S-12 developing one's perspective: creating or exploring beliefs, arguments, or theories
S-13 clarifying issues, conclusions, or beliefs
S-14 clarifying and analyzing the meanings of words or phrases
S-15 developing criteria for evaluation: clarifying values and standards
S-16 evaluating the credibility of sources of information
S-17 questioning deeply: raising and pursuing root or significant questions
S-18 analyzing or evaluating arguments, interpretations, beliefs, or theories
S-19 generating or assessing solutions
S-20 analyzing or evaluating actions or policies
S-21 reading critically: clarifying or critiquing texts
S-22 listening critically: the art of silent dialogue
S-23 making interdisciplinary connections
S-24 practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives
S-25 reasoning dialogically: comparing perspectives, interpretations, or theories
S-26 reasoning dialectically: evaluating perspectives, interpretations, or theories. (p. 56)

C. Cognitive Strategies--Micro-Skills
S-27 comparing and contrasting ideals with actual practice
S-28 thinking precisely about thinking: using critical vocabulary
S-29 noting significant similarities and differences
S-30 examining or evaluating assumptions
S-31 distinguishing relevant from irrelevant facts
S-32 making plausible inferences, predictions, or interpretations

S-33 evaluating evidence and alleged facts
S-34 recognizing contradictions
S-35 exploring implications and consequence. (p. 56)

In 1989, in the Delphi Panel, where forty-six critical thinking experts came together to discuss the existing situation of critical thinking, the researchers claimed that besides his cognitive skills, a good critical thinker should be described by how he approaches life and living in general since critical thinking is beyond classroom, and they came to an agreement on the characteristics of a critical thinker that Facione (1990) lists in his report of Delphi Panel. With regard to approaches towards life and living, the committee suggests the following features of ideal critical thinkers:

- inquisitiveness with regard to a wide range of issues;
- concern to become and remain well- informed;
- alertness to opportunities to use critical thinking;
- trust in the processes of reasoned inquiry;
- self-confidence in one's own abilities to reason;
- open-mindedness regarding divergent world views;
- flexibility in considering alternatives and opinions;
- understanding of the opinions of other people;
- fair-mindedness in appraising reasoning;
- honesty in facing one's own biases, prejudices, stereotypes, or egocentric tendencies;
- prudence in suspending, making or altering judgments; and
- willingness to reconsider and revise views where honest reflection suggests that change is warrante. (Facione, p. 8)

With regard to how they approach specific issues, questions and problems, the mentioned traits of critical thinkers in the panel are:

- clarity in stating the question or concern;
- orderliness in working with complexity;
- diligence in seeking relevant information;
- reasonableness in selecting and applying criteria;
- care in focusing attention on the concern at hand;
- persistence through difficulties are encountered;
- precision to the degree permitted by the subject and the circumstances. (Facione, p. 9)

Furthermore, Facione (1990) lists two parts of statements that poor and strong critical thinkers would agree with. Poor critical thinkers would most likely agree with the following statements:

- I prefer jobs where the supervisor says exactly what to do and exactly how to do it.
- No matter how complex the problem, you can bet there will be a simple solution.
- I don't waste time looking things up.
- I hate when teachers discuss problems instead of just giving the answers.
- If my belief is truly sincere, evidence to the contrary is relevant.
- Selling an idea is like selling cars, you say whatever works. (Facione, p. 9)

In contrast with poor critical thinkers, a strong critical thinker would probably agree with these statements:

- I hate talk shows where people just state their opinions but never give any reasons at all.
- Figuring out what people really mean by what they say is important to me.
- I always do better in jobs where I'm expected to think things out for myself.
- I hold off making decisions until I've thought through my opinions'.
- Rather than relying on someone else's notes, I prefer to read the material myself.
- I try to see the merit in another's opinion, even if I reject it later.
- Even if a problem is tougher than I expected, I 'will keep working on it.
- Making intelligent decisions is more important than winning arguments. (Facione, p. 9)

Another important figure in critical thinking, Boostroom (1992) emphasizes the right attitude to become a critical thinker and lists the following items in that right attitude: Knowing what you do not know, looking for patterns, paying attention, being thoughtful, using expert opinions, checking the experts and being open.

Related to issue, Halpern (1997) states that no one can become a better thinker just by reading a book, but to be a critical thinker, one should develop the attitude and disposition of a critical thinker that includes willingness to plan, flexibility, persistence, willingness to self-correct, being mindful and consensus–seeking. To clear his point, Halpern (1997) explains each characteristic of a critical thinker:

Halpern (1997) mentions that *" willingness to plan"* is a required characteristics since a critical thinker should have a habit of planning. For example, in an exam, students should not start to write as soon as the exam begins, but think at first and similarly when asked a question in class students should first think and then speak. "*Flexibility"* is another characteristic that can be a solution to a *closed mind* which is regarded as a burden on the way of becoming a critical thinker as a critical thinker should be open to new ideas and point of views. Halpern (1997) also puts forth being *"persistance"* as a desired characteristic of a critical thinker since persistence refers to *willingness* to take part in a *thoughtful task*. Some people never want to engage in a difficult task or stop before it is completed. However, a critical thinker should work hard and have thorough persistence. According to Halpern (1997)*"willingness to self-correct"* is another trait of a critical thinker who should, instead of denying his/her mistakes, accept and learn from his/her mistakes and try to understand what was wrong to foster his/her thinking. Finally, Halpern (1997) underlines the characteristics of *"being mindful"* and *"consensus- seeking"* to be a good critical thinker; the former is related to critical thinkers' being aware of their thinking process, and monitoring their comprehension and progress toward a goal and the latter refers to critical thinkers' look for consensus and the ways to come to an agreement through high level communication skills

When we come to the year 2002, Ruggerio reports the following characteristics that a critical thinker should have:

1- Critical thinkers are honest with themselves.
2- Critical thinkers resist manipulation.
3- Critical thinkers overcome confusion.
4- Critical thinkers ask questions.
5- Critical thinkers take time to produce many ideas.
6- Critical thinkers base their judgments on evidence.
7- Critical thinkers acknowledge complexity.
8- Critical thinkers look for connections between subjects.
9- Critical thinkers are intellectually independent. (pp. 47-52)

In the national Council for Excellence in Critical Thinking Instruction, other important figures in critical thinking, Scriven and Paul (2004) put forth that a well cultivated critical thinker:

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret it affectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- communicates effectively with others in figuring out solutions to complex problems. (p. 2)

Finally, distinguished critical thinker researchers Paul and Elder (2006) list the following critical thinking traits:

1- Intellectual Humility: Strive to discover the extent of your ignorance.
2- Intellectual Courage: Develop the courage to challenge popular beliefs.
3- Intellectual Empathy: Learn to enter opposing views empathically.
4- Intellectual Integrity: Hold yourself to the same standards to which you hold others.
5- Intellectual Perseverance: Refuse to give up easily; Work your way through complexities and frustration.
6- Confidence in Reason: Respect evidence and reasoning, and value them as tools for discovering the truth.
7- Intellectual Autonomy: Value independence of thought. (pp. 7-19)

2.7. Place of Critical Thinking in Education

In the past, memorization was greatly emphasized in education. The educators were trying to transmit just pure knowledge to their students, and students were struggling to memorize and remember this pure knowledge as much as possible whenever it was required, mostly at the exam time. It was the same in foreign and second language education as well. First, there was Grammar Translation Method, as the name suggests, this method emphasized the grammatical points of target language, and it was put forward to teach a language just to read its literature. At that time, it was enough for people just to be able to read texts in target language. However as time flows, Grammar Translation Method was rejected since it could no longer meet the needs of Europeans who were supposed to communicate with each other. Then, new approaches were developed to solve the problem emphasizing spoken language, practice and discovering on your own such as Reform Movement, Community Language Teaching, Communicative Language Teaching, Cooperative Language Learning and so forth. Like in everything, as people's needs

change, education changes as well. Now, in the modern world and in the modern education, the educators not only aim to provide their students with required information, but also to equip them with the ability to use that information, in other words the ability to think. Nowadays, one of the most significant reflections of this goal is the emphasize put on critical thinking in education.

In fact, critical thinking is not a totally new concept in education. It was first introduced by John Dewey. Dewey (1916, cited in Valdes, 2005) defines critical thinking 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 conclusion to which it tends " (p. 17). In a way with this definition, Dewey determines the basic principles of critical thinking by underlining the importance of finding sound evidence to accept or reject an idea. In time, critical thinking continued its way by the help of the various educators and researchers. One of the most important figures of those educators is Benjamin Bloom. In 1956, Bloom offered a taxonomy containing three domains- cognitive, affective and psychomotor. The cognitive domain was related to critical thinking that includes six levels and are listed from low to high thinking levels. The low levels are knowledge, comprehension and application; and the higher are analysis, synthesize and evaluation. Incorporating his levels in education, the educators are still largely making use of Bloom's taxonomy to promote critical thinking in classrooms.

Indeed, the most concrete step taken for critical thinking in education was not as old as its history. In 1980, California State University Executive Order announced the necessity of formal instruction in critical thinking by the following statement:

> Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively and to reach factual or judgmental conclusions based on inferences drawn from unambiguous statements of knowledge or belief. (James, 1996; para. 19)

Most probably the trigger of that step was the report of the Educational Testing Service that is responsible for the National Assessment of Educational Progress that regularly measures the quality of American education. Duldt- Battey (1997) states that in 1980, NAP

reported only 5 percent of the seventeen-year old high school graduates could synthesize the given information. Then in 1980, Governor Bill Clinton of Arkansas incorporated critical thinking in the recommendations in the association of national governors for national educational goals. Then in 1990, President George Bush included critical thinking in education by adopting National Goals 2000, and then the U.S Department of education determined goals including critical thinking for all college graduates. To promote critical thinking, various centers of critical thinking were founded; one of the distinguished of these is the centre for critical thinking at Sonoma University in San Francisco.

At the end of the day, America seems to be the leading country in critical thinking since after the great step taken by California State University in 1980, critical thinking started to be emphasized in the U.S.A and then in European countries. Although there is a long way to go, now critical thinking is a current issue in modern education striving to educate active, open-minded and thinking students and individuals, in other words real educated people.

2.8. Teaching of Critical Thinking

In regard to teaching critical thinking, many questions appeared to be answered; one of those is *Can critical thinking be taught?* Although there is a controversy about the teachability of critical thinking, based on the evidence coming from their studies, various researchers claim that critical thinking can be taught. Halpern (1997) claims that "critical thinking can be improved with appropriate instruction" (p. 250). Like Halpern, (cited in Hurte, 2004) Kurfiss (1988) and Mcpeck (1981) assert that critical thinking can be taught through drills, exercises, or problem solving.

A contrasting view comes from Dixon. He (1991, cited in Hurte, 2003) argues:

> Teaching is usually accomplished through example and explanation. Although some explanation is possible, it is difficult to 'show' critical thinking. Since it is a cognitive, rather than a behavioural skill, we cannot directly observe the process. This makes it difficult to teach such a skill directly. It is far more likely that we can facilitate it. (p. 6)

Unlike Dixon, based on the agreement of 47 critical thinking experts, in regard to teachability of critical thinking, the Delphi Report expresses that:

> There is a consensus that one might improve one's own critical thinking in several ways. The experts agree that one could critically examine and evaluate one's own reasoning processes. One could learn how to think more objectively and logically. One could expand one's repertoire of those more specialized procedures and criteria used in different areas of human thought and inquiry. One could increase one's base of information and life experience. (p. 4)

After proving its rationale and teachability in education, educators and researchers have tried to discover useful ways to teach critical thinking and it has brought about various ideas and techniques on how to teach critical thinking. In general, there are two basic ways to teach critical thinking: either you will directly give critical thinking instruction or you will incorporate critical thinking into the present curriculum. It is a disputable issue since some researchers uphold the direct instruction of critical thinking; some back its incorporation into curriculum. According to Cotton (1991), literature review shows that half of the critical thinking programmes are composed of separate instruction (Pogrow 1988; Baum 1990; Freseaman 1990; Matthews 1989), and the other half consists of the incorporation of critical thinking into curriculum (Bransford et al. 1984; Baum 1990; Gough 1991). Schafersman (1991) recommends the second teaching method- incorporation of critical thinking instruction into the present curriculum- since it is the easiest, least time-consuming and least expensive way. Schefarsman (1991) also mentions that in the simplest way, you adopt your teaching to critical thinking to foster students' critical thinking.

Moreover, Schafersman (1991) lists some useful ways to incorporate critical thinking into curriculum; you can teach critical thinking through lecture, homework, term papers and exams. Schafersman (1991) suggests lecture as a helpful way of promoting critical thinking. He states that you can also directly teach critical thinking through lectures, but it is not advisable. Instead of direct teaching, you can present your subject matter in a way that it encourages critical thinking. During the lecture, ask students questions that entail not only understanding the subject matter but also analyzing and applying it to different situations. Homework is another way of teaching critical thinking in classrooms Schafersman (1991) offers. He puts forth that even a traditional reading and writing homework can be used to foster critical thinking just by adding critical thinking related

problems and questions into them. Furthermore, Schafersman (1991) regards term papers as a useful way to teach critical thinking since writing seems as the best way to develop critical thinking skills. He mentions that during the writing process, students organize their thoughts, think about their topic and evaluate their information to produce a good work that all encourage critical thinking. Another way Schafersman (1991) suggests to promote critical thinking in classrooms is exams. He asserts that rather than rote memorization, exam questions can be designed in to encourage critical thinking.

Here are some points that Schafersman (1991) recommends educators follow in their classrooms to promote critical thinking:

- During the lecture, periodically stop and ask thoughtful questions about the subject matter of the course.
- Give students time to respond and do not answer your own question.
- Know students' names and ask students questions by calling upon their name.
- If he cannot answer the question, simpfly the question and try to lead him/her to the answer.
- Ask them to make connections.
- After lecture but before the class ends, ask students to write one-minute papers on the most important thing they learned in the class today and the thing they are still confused about.
- Encourage questions from students.
- Always respond positively to students'questions.
- In the exams, do not ask questions that rely just on simple memorization. (para. 38, 40, 41, 42, 61)

Wİth regard to second way of teaching critical thinking, direct instruction of critical thinking, Schafersman (1991) states that it is more difficult, time-consuming and expensive. You can make use of formal critical thinking programmes prepared by specialists to teach critical thinking directly. However, it costs much. Being the leader country in critical thinking, in the U.S.A numerous critical thinking programmes exist. These critical thinking programmes include various thinking lessons and exercises such as Cort Thinking Programme by Dr. Edward de Bono, Strategies for Teaching Critical Thinking across the Curriculum by Education Testing Service, Oxman's Thinking Skills in Teaching and Learning, and Lipman's Philosophy for Children. Also on the internet, there are critical thinking programmes. To give an example, http://wwwcatalog.admin.csufresno.edu/old/enginddgr.html is a critical thinking site that

belongs to the Department of Mechanical and Industrial Engineering at California University, http://www.ce.jhu./undergrad.html is another site that includes a critical thinking programme that belongs to the Department of Civil Engineering at John Hopkins University.

Another researcher Halvorsen (2005) highlights two points in teaching critical thinking and recommends three classroom techniques. Firstly, he states that teachers should know their students' interests to engage them in the lesson, and it is even crucial in teaching critical thinking. Secondly, he underlies discussion questions and recommends teachers adopt questions to encourage critical thinking. Moreover, Halvorsen (2005) suggests three classroom techniques to encourage critical thinking in EFL and ESL classrooms as debate, media analysis and problem solving. He takes debate as a useful classroom technique in teaching critical thinking since through debate students are forced to think and take different point of views into account and interact with one another. Media analysis is another useful classroom technique suggested by Halvorsen. Through analyzing different forms of media, for example about important topics like censorship or media bias- students have an opportunity to think. The last classroom technique that Halvorsen (2005) remarks for promoting critical thinking in classrooms is problem solving. He states that analyzing a difficult problem whether in classroom or outside the classroom, students have a chance to think critically. You can ask students the advantages and disadvantages of something that make them think about real world problems and their affects in their lives, so that they will take a critical point of view towards real life problems. Another researcher Ruggerio (2002) provides a problem solving example that clearly indicates the significance of problem solving in real life:

> The scene is a Nazi concentration camp during World War II. A young boy is directed to the left, the death line. He follows the other prisoners into the special barracks that will house them until execution. There is only one door and that is guarded by armed soldiers. How can he possibly escape certain death? Looking around the barracks, he spots a pail of water and a brush. He gets that, falls to his knees, and begins scrubbing the floor, slowly backing closer to the door. Then, still scrubbing, he backs his way out the door and down the steps. At the bottom the boy stands and slowly walks away, pail in hand. Once across the yard, he mingles with a group of prisoners. Though the guards have seen his every move, rather than question him they assume he was assigned to scrub the barracks. (p. 90)

This is the true story of Samuel Pisar that is included in his book *Blood of Hope*. It is a dramatic story but shows the importance of problem solving in a person's life.

2.9. Basic Critical Thinking Skills and Strategies

Basic critical thinking skills can be examined under six main titles as interpretation, analysis, evaluation, inference, explanation and self-regulation. There are also some basic critical thinking strategies that are important to be a good critical thinker.

2.9.1. Basic Critical Thinking Skills

Upon the great interest in critical thinking, American Philosophical Association asked Peter Facione -an internationally known expert on the practice of critical thinking-to make a systematic inquiry about the present state of critical thinking. Facione presided at the meeting where 46 critical thinking experts from various disciplines came together to discuss critical thinking. The result of the meeting is Delphi report. In the Delphi Report, Facione (1990) states that in eighties, there was a great change toward thinking rather than traditional way of teaching. This movement highlighted inquiry and thinking rather than emphasizing disjointed skills all together. By this movement, critical thinking gained great attention and some questions related to critical thinking appeared to be answered such as what are critical thinking skills? Analyzing Delphi Report, one can easily recognize that it is a remarkable one that clarifies many unsettled issues of critical thinking including the answer of the question mentioned above. 46 experts in the meeting came to an agreement that cognitive skills are the core critical thinking skills, and these cognitive skills are analysis, evaluation, inference, interpretation, explanation and self-regulation. Besides cognitive skills, the committee had a consensus on the sub-skills. Here is the table showing the cognitive skills and sub-skills that the committee came up with at the end of the meeting.

Table: 1

Consensus List of Critical Thinking Cognitive Skills and Sub-Skills

SKILL	SUB-SKILL
Interpretation	Categorization Decoding Significance Clarifying Meaning
Analysis	Examining Ideas Identifying Arguments Analyzing Arguments
Evaluation	Assessing Claims Assessing Arguments
Inference	Querying Evidence Conjecturing Alternatives Drawing Conclusions
Explanation	Stating Results Justifying Procedures Presenting Arguments
Self-Regulation	Self-examination Self-correction

Source: Facione (1990) The Delphi Report pp. 6-7

The committee also provided the descriptions of critical thinking cognitive skills and sub-skills in the following tables.

Table: 2

Interpretation and Its Sub-Skills

SKILL	SUB-SKILLS
Interpretation: To comphrend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures or criteria.	**Categorization:** To apprehend or appropriately formulate categories, distinctions, or frameworks for understanding, describing or characterizing information. To describe experiences, situations, beliefs, events, etc. So that they take on comprehensible meanings in terms of appropriate categorizations, distinctions, or frameworks.
	Decoding Significance: To detect, attend to, and describe the informational content, affective purport, directive functions, intentions, motives, purposes, social significance, values, views, rules, procedures, criteria, or inferential relationships expressed in convention-based communication systems, such as in language, social behaviors, drawings, numbers, graphs, tables, charts, signs and symbols.
	Clarifyhing Meaning: To paraphrase or make explicit through description, analogy or figurative expression, the contextual, conventional or intended meanings of words, ideas, concepts, statements, behaviors, drawings, numbers, signs, charts, graphs, symbols, rules, events or ceremonies.

Source: Facione (1990) The Delphi Report pp. 6-7

Examples:

Categorization: "To recognize a problem and define its character without prejudice to inquiry; to determine a useful way of sorting and sub-classifying information" (pp. 6-7).

Decoding Significance: "To detect and describe a person's purposes in asking a given question; to appreciate the significance of a particular facial expression or gesture used in a given social situation" (pp. 6-7).

Clarifying Meaning: "To restate what a person said using different words or expressions while preserving that person's intended meanings" (pp. 6-7)

Table: 3

Analysis and Its Sub-Skills

SKILL	SUB-SKILLS
Analysis: To identify the intended and actual inferential relationships among statements, questions, concepts, descriptions or other forms of representation intended to express beliefs, judgments, experiences, reasons, information, or opinions.	**Examining Ideas:** To determine the role various expressions play or are intended to play in the context of argument, reasoning or persuasion, to define terms, to compare or contrast ideas, concepts or statements; to identify issues or problems and determine their component parts, and also to identify the conceptual relationships of those parts to each other and to the whole.
	Detecting Arguments: given a set of statements, descriptions, questions or graphic representations, to determine whether or not the set expresses, or is intended to express, a reason or reasons in support of or contesting some claim, opinion or point of view.
	Analyzing Arguments: given the expression of a reason or reasons intended to support or contest some claim, opinion or point of view, to identify and differentiate. (a) the intended main conclusion, (b) the premises and reasons advanced in support of the main conclusion,(c) further promises and reasons advanced as backup or support for those premises and reasons intended as supporting the main conclusion (d) additional unexpressed elements of that reasoning, such as intermediary conclusions, unstated assumptions or presuppositions, the overall structure of the argument or intended chain of reasoning, and (f) any items contained in the body of expressions being examined which are not intended to be taken as part of the reasoning being expressed or its intended background.

Source: Facione (1990) The Delphi Report pp. 7-8

Examples:

Examining Ideas: "To identify a phrase intended to trigger a sympathetic emotional response which might include and audience to agree with an opinion" (pp. 7-8).

Detecting Arguments: "Given a paragraph, to determine whether a standard reading of that paragraph in the context of how and where it is published, would suggest that it present a claim as well as a reason or reasons in support of that claim" (pp. 7-8).

Analyzing Arguments: "To give a brief argument, paragraph-sized argument, or a position paper on a controversial social issue, to identify the author's claim, the reasons and premises the author advances on behalf of that claim" (pp. 7-8).

Table: 4

Evaluation and Its Sub-Skills

SKILL	SUB-SKILLS
Evaluation: To assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intend inferential relationships among statements, descriptions, questions or other forms of representation.	**Assessing Claims:** To recognize factors relevant to assessing the degree of credibility to ascribe to a source of information or opinion; to assess the contextual relevance of questions, information, principles, rules or procedural directions and to assess the acceptability, the level of confidence to place in the probability or truth of any given representation of an experience, situation, judgment, belief or opinion.
	Assessing Arguments: To judge whether the assumed acceptability of the premises of a given argument justify one's accepting as true (deductively certain), or very probably true (inductively justified) the expressed conclusion of that argument, to anticipate or to raise questions or objections, and to assess whether these point to significant weakness in the argument being evaluated, to determine whether an argument relies on false or doubtful assumptions or presuppositions and then to determine how crucial these affect its strength, to judge between reasonable and fallacious inference, to judge the probative strength of an argument's premises and assumptions with a view toward determining the acceptability of the argument, to determine and judge the probative strength of an argument's intended or unintended consequences with a view toward judging the acceptability of the argument and to determine the extent to which possible additional information might strengthen or weaken an argument.

Source: Facione (1990) The Delphi Report pp. 8-9

Examples:

Assessing Claims: "To recognize the factors which make a person a credible witness regarding a given event or credible authority on a given topic" (pp. 8-9).

Assessing Arguments: "Given an argument to judge if its conclusion follows either with certainty or with a high level of confidence from its premises" (pp. 8-9).

Table: 5

Inference and Its Sub-Skills

SKILL	SUB-SKILLS
Inference: To identify and secure elements need to draw reasonable conclusions; to form conjections; and hypotheses, to consider relevant information and to enduce the consequences flowing from data, statements, principles, evidence, judgements, beliefs, opinions, concepts, descriptions, questions, or other forms of representation.	**Querying Evidence:** In particular, to recognize promises which require support and to formulate a strategy for seeking and gathering information which might supply that support. In general, to judge that information relevant to deciding the acceptability, plausibility or relative merits of given alternative, question, issue, theory, hypothesis or statement is required, and to determine plausible investigatory strategies for acquiring that information.
	Conjecturing Alternatives: To formulate multiple alternatives for resolving a problem, to postulate a series of suppositions regarding a question, to project alternative hypotheses regarding an event, to develop a variety of different plans to achieve some goal and to draw of presuppositions and project the range of possible consequences of decisions, positions, policies, theories or beliefs.
	Drawing Conclusions: To apply appropriate modes of inference in determining what position, opinion or point of view one should take on a given matter or issue, given a set of statements, descriptions, questions or other forms of representation, to educe, with the proper level of logical strength, their inferential relationships and the consequences or the presuppositions which they support, warrant, imply or entail, to employ successfully various sub-species of reasoning, as for example to reason analogically, arithmetically, dialectically, scientifically, etc. And to determine which of several possible conclusions is most strongly warranted or supported by the evidence at hand, or which should be rejected or regarded as less plausible by the information given.

Source: Facione (1990) The Delphi Report p. 9

Examples:

Querying Evidence: "To develop a persuasive argument in support of one's opinion, to judge what background information it would be useful to have and to develop a plan which will yield a clear answer as to whether or not such information is available." (p. 9).

Conjecturing Alternatives: "Given a problem with technical, ethical or budgetary ramifications, to develop a set of opinions for addressing and resolving that problem"(p. 9).

Drawing Conclusions: "To carry out experiments and to apply appropriate statistical inference techniques in order to confirm of disconfirm an empirical hypothesis"(p. 9).

Table: 6

Explanation and Its Sub-Skills

SKILL	SUB-SKILLS
Explanation: To state the results of one's reasoning; to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments.	**Stating Results:** To produce accurate statements, descriptions or representations of the results of one's reasoning activities so as to analyze, evaluate, infer from, or monitor those results.
	Justifying Procedures: To present the evidential, conceptual, methodological, criteriological and contextual considerations which one used in forming one's interpretations, analyses, evaluation or inferences, so that one might accurately record, evaluate, describe or justify those processes to one's self or to others, or so as to remedy perceived deficiencies in the general way one executes those processes.
	Presenting Arguments: To give reasons for accepting some claim, to meet objections to the method, conceptualizations, evidence, criteria or contextual appropriateness of inferential, analytical or evaluative judgments.

Source: Facione (1990) The Delphi Report pp. 10

Examples:

Stating Results: "To state one's reasons for holding a given view; to write down for one's own future " (p. 10).

Justifying Procedures: "To keep a log of the steps followed in working through a long or difficult problem or scientific procedure" (p. 10)**.**

Presenting Arguments: "To write a paper in which one argues for a given position or policy" (p. 10).

Table: 7

Self- Regulation and Its Sub-Skills

SKILL	SUB-SKILLS
Self-Regulation: Self consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis and evaluation to one's own inferential judgments with a view toward questioning, conforming, validating or correcting either one's reasoning or one's results.	**Self-Examination:** To reflect on one's reasoning and verify both the results produced and the correct application and execution of the cognitive skills involved; to make an objective and thoughtful meta-cognitive self assessment of one's opinions and reasons for holding them; to judge the extent to which one's thinking is influenced by deficiencies in one's knowledge, or by stereotypes, prejudices, emotions or any other factors which constrain one's objectivity or rationality and to reflect on one's motivations, values, attitudes and interests with a view toward determining that one has endeavored to be unbiased, fair- minded, thorough, objective, respectful of the truth, reasonable, and rational in coming to one's analyses, interpretations, evaluations, inferences, or expressions.
	Self-Correction: Where self-Examination reveals errors or deficiencies, to design reasonable procedures to remedy or correct, if possible, those mistakes and their causes.

Source: Facione (1990) The Delphi Report pp. 10-11

Examples:

Self-Examination: "To examine one's views on a controversial issue with sensitivity to the possible influences of one's personal bias or self-interest" (pp.10-11).

Self-Correction: "Given a methodological mistake or factual deficiency in one's work, to revise that work so as to correct the problem and then to determine if the revisions warrant changes in any position, findings, or opinions based thereon" (pp.10-11).

Besides aforementioned critical thinking skills, there are also deduction- induction, credibility and recognizing assumption skills that worth mentioning in the critical thinking skills:

2.9.1.1. Induction and Deduction

Induction and deduction skills are extremely significant for critical thinking and they are generally studied under the title of reasoning. They are also closely related to making

inference. In the *inductive reasoning*, one is expected to draw a general conclusion from particular facts. In other words, rather than a conclusion, induction starts with premises. Boostroom (1992) provides the following example to exemplify induction:

The students in Ms.Henderson's fifth-hour English class have been studying Romeo and Juliet for six weeks (premise).

> Those students are pretty smart (Premise).
> Those students all study hard (Premise).
> Ms. Henderson is giving a test on Romeo and Juliet this Friday (Premise).
> From the given promises, it can probably be drawn that:
> Ms. Henderson's fifth-hour class will do well on their Romeo and Juliet test (Conclusion) (p. 209).

In the *deductive reasoning*, you are expected to come up with a particular conclusion from the general statement. Boostroom (1992) gives the following example to clarify what deduction is.

> All students whose names begin with L should register for classes on Tuesday. (Premise)
> I am a student whose name begins with L. (Premise)
> I am a student who should register for classes on Tuesday (Conclusion)
> (p. 219).

2.9.1.2. Credibility

Credibility is also related to the evaluation skill. Deciding to believe or not what is said to you or what you are reading, besides understanding what is said or written, a critical thinker should pay attention to the credibility of the source. The source can be a person or any information in an essay, a seminar or on a newspaper. Boomstroom (1992) states that it is possible to consult experts but it does not mean that whatever experts say is right. The problem is which source you should believe to find the truth. You should try to find good reasons to believe someone or something. Fisher (2005) lists the following questions to check the source and decide whether to believe or not:

> 1- Questions about the person/source:
> a- Do they have the relevant expertise (experience, knowledge, and perhaps formal qualifications)?

b- Do they have the ability to observe accurately (eyesight, hearing, and proximity to event, absence of directions, appropriate instruments, and skills in using instruments)?

c- Does their reputation suggest they are reliable?

d- Does the source have a vested interest or bias?

2- Questions about the circumstances /context in which the claim is made.

3- Questions about the justification the source offers or can offer in support of the claim:

a- Did the source witness X or was he told about X?

b- Is it based on primary and secondary sources?

c- Is it based on direct or circumstantial evidence?

4- Questions about the nature of the claim which influence its credibility:

a- Is it very unlikely, given other things we know; or is it very plausible and easy to believe?

b- Is it basic observation statement or an inferred judgment?

5- Is there corroboration from other sources? (p.105)

2.9.1.3. Recognizing Assumptions

Assumption is a vital concept in critical thinking; therefore, recognizing assumptions is among the main traits of a critical thinker (Boostroom, 1992; Fisher, 2001; Ennis, 2005). Fisher (2001) asserts that every argument includes unsaid or in other words assumed beliefs that people believe to be true. For example, suppose that there is a skater who is sitting at the edge of a frozen lake and putting on her skater. Someone tells her "the ice is thawing and another skater had to be rescued when it broke and he fell through earlier today, so it is not advisable to skate there now" (p. 47). In this example, the person assumes that the skater does not want to fall through the ice. It is called assumption and it is a belief taken for granted by people but it is not explicitly stated. To find the truth or decide whether someone or something is right, critical thinkers should be aware of the assumptions made in the arguments so that they can decide if the argument is reasonable.

2.9.2. Basic Critical Thinking Strategies

In line with the critical thinking skills, there are some critical thinking strategies that are widely highlighted in classrooms to foster students' critical thinking. In his book *Developing Creative and Critical Thinking,* Boostrom (1992) underlines those main critical thinking strategies such as asking questions, keeping thinking flexible, drawing conclusions, remembering, reading between the lines, imagining, finding relationships,

predicting, combining, classifying, and problem solving. He clarifies each strategy mentioned above as follows:

Boostrom (1992) mentions that *"asking questions"* is a required critical thinking strategy. If you do not ask questions, you can not come up with anything. When you ask questions, your mind starts working. Another significant point Boostrom underlines is curiosity that you should have to ask question. He continues that it is you who will stimulate your curiosity by asking yourself questions such as how, why, when, where and what.

"Keeping thinking flexible" is another critical thinking strategy. Under this strategy, Boostrom (1992) includes three sub-categories: gathering facts, having a new point of view and finding a procedure.

Boostroom (1992) suggests that one of the main strategies of critical thinking is "*gathering facts"* that is to collect facts, examples and ideas. For instance, if you want to learn people's ideas about something, you need to gather opinions. If you want to write a book about something, you need sound information. In no occasion, you can convince people without gathering facts.

Boostrom (1992) states that "*having a new point of view"*, in other words, seeing things in a different way is a required thinking strategy. Moreover, he adds that seeing things in different ways is not something you can do only by using your eyes. It is also to see and understand something with your mind, and the thing you see can change according to the direction you look from. Therefore, striving to see things in a different way or at least being open to seeing them in a different way is a significant strategy for thinking.

Boostrom (1992) puts forth that "*finding a right procedure"* to solve a problem is another essential strategy for thinking. To do this, you should think about different approaches and come up with the most appropriate one. When you find the right procedure, then it becomes easy to solve a problem that seems difficult at the first glance.

Boostrom (1992) also highlights *"drawing conclusion"* in thinking by showing the connection between inductions and making an inference. He asserts that making an inference, one also goes beyond the facts and reaches a conclusion. For example, looking at the expression on your friend's face, you may infer that what you said hurt her feelings. Whenever you come up with a new idea out of the facts, you are making an inference, at the same time you are reasoning inductively since in inductive reasoning, depending on the facts at hand, you are drawing conclusion as well. He adds that in the inductive reasoning, you have premises and conclusions, and there are two significant things to consider while reasoning inductively: 1- you should test the conclusion you draw to find out how well it fits the premises; 2- you should evaluate how reliable and complete the premises you have.

Another critical thinking strategy is *"remembering"*. Boostrom (1992) asserts that remembering is a part of thinking, and it is more than just recalling but while remembering your brain classifies, shapes and structures things. He continues that there are two common ways to memorize and recall in an easier way. The first one is to relate the things you are memorizing to something you know before. The second way to remember and recall easily is to visualize what you are memorizing.

Boostrom (1992) cites that "*reading between the lines"* is another strategy to think critically. He continues that there are three steps when you hear or read something. Firstly, you decide what the words mean, secondly if they sound logical and thirdly if you believe them. There are some ways to read between the lines. One way is to be aware of the values of a speaker or writer, and your way of judging will be based on whether you agree with those values. The second way to read between the lines is to be aware of the assumption a speaker or a writer makes. The third way is to draw your attention to your own reactions since prejudice is a huge barrier on the way of critical thinking. Being aware of your own ideas, you can be fair towards other's ideas. Finally to read between the lines, you should decide on what basis you will appraise other's ideas, in other words, the standards you will set while you are thinking about people's ideas.

Boostrom (1992) claims that *"imagining"* is a useful strategy of critical thinking. He mentions that creative ideas come abruptly. May be while you are taking a shower or eating just like happened to Sir Isaac Newton who was struck on the head with an apple

while sitting under a tree and found the gravity of earth. With the power of imagination, you can come up with new ideas that can be helpful to make sense of the world. Under the imagining strategy, Boostrom (1992) lists four related strategies- finding relationship, predicting, combining and classifying.

"Finding relationship" is a sub-strategy that Boostrom (1992) puts under the imagining strategy. He mentions that finding relationships is a part of imaginative thinking.

Boostrom (1992) states *"predicting"* as a helpful strategy of critical thinking under the title of imagining strategy and suggests four ways of predicting. The first way is to use natural laws and rules. The second is to weight how likely something will occur. The third and the fourth ways are based on making use of the facts and experiences to make logical predictions.

"Combining" is another strategy that Boostrom (1992) mentions under the imagining strategy. He asserts that to be imaginative, you don't need to find a new idea, but combining old ideas in new ways; you can be imaginative as well. He suggests three ways of combining: to put pieces together to see the result, to evaluate and choose the appropriate pieces and exclude others and finally to mix facts, materials or ideas and see the surprising results and find out whether it works.

Another strategy under the title of imagining is *"classifying",* in other words putting things into groups based on their similarities and differences. Boostrom (1992) offers three ways of classifying: to sort things into groups, to divide something into parts and to decide whether things go together or not.

Finally, like the many experts in critical thinking, Boostroom (1992) underlines *"problem solving"* strategy in critical thinking. He defines having a problem as " you do not know what to do or think" (p.135). He adds that problems always incorporate uncertainty. Moreover, he suggests seven ways to solve a problem and warns that do not suppose these ways will work in any way, but one should also work out his/her brain to solve a problem.

1- Define problems (recognize what the problem is).

2- Set goals (break a large problem into smaller problems or take various different possibilities into account).

3- Represent information (put information into simplest terms, put it into a chart or graph).

4- Make progress with the problem (try to see the problem from a new angle).

5- Talk about problems (alone or with a group).

6- Understand analogies (compare your problem to a different but a similar problem).

7- Researches (gather new information and have a systematic study).

In addition to the mentioned skills and strategies, teaching critical thinking, educators widely employ questioning skills. Besides other important figures such as Paul and Elder, dealing with questioning skills and critical thinking two vital figures appear on the stage- Socrates from the classical period and Benjamin Bloom from the 1600s.

2.9.3. Critical Thinking and Questioning Skills

"Good thinkers are good questioners" (Halpern, p. 67)

In teaching critical thinking, it is essential to ask thoughtful questions that make students think deeply and critically; thereby, asking questions is at the very heart of critical thinking, and educators should pay great attention to the questions they ask in the classroom. Baker and Delmonico (1999) suggest focusing on questioning techniques to foster critical thinking in classroom. Thacker (1990, cited in Baker & Delmonico, 1999) states that the statistics indicate that students keep 35 % or less the memorized fact in their long-term memory, but recalling of thinking skills processes is almost 80 %. Therefore, educators should ask questions keeping this fact in their mind. He also thinks that questioning does not just include content knowledge but the cognitive levels of analysis, synthesis and evaluation and "educators should try to develop questioning skills that incorporate all six levels of Bloom's taxonomy in order to ensure that critical thinking is being fostered" (p. 49).

While asking questions, another researcher Roland (2001) recommends teachers follow the below mentioned tips to engage students in thinking.

- Avoid questions that simply elicit yes/no answers.
- Avoid asking questions with the answer contained in the question.
- Avoid questions that have a particular answer that one has in mind.
- Elicit multiple responses to the same question.
- Ask questions of varying levels of difficulty
- Wait three to five seconds after asking a question.
- Ask follow-up questions that require students to explain their answers.
- Encourage conversations among students about possible responses to questions.
- Encourage students to generate their own questions about the work. (p. 12)

Additionally, St. Edward's University (2003) lists some clues for effective questioning techniques:

- Pose the question first, before asking a student to respond.
- Allow plenty of "think time" by waiting at least 7-10 seconds before expecting students to respond.
- Make sure you give all students the opportunity to respond rather than relying on volunteers.
- Hold students accountable by expecting, requiring, and facilitating their participation and contributions.
- Establish a safe atmosphere for risk taking by guiding students in the process of learning from their mistakes. (para. 2)

With regard to asking questions, Paul and Elder (2001) highlight the universal intellectual standards. They define universal intellectual standards as "standards which must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation" (p.7). The researchers continue that to think critically one should know those standards, and teachers are expected help students to learn them by asking questions that lead students to think, that make them hold themselves responsible for their thinking that bring them to better reasoning. In the following table, Paul and Elder (2001) list six of the most significant universal standards.

Table: 8

Universal Intellectual Standards

CLARITY	Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example? Clarity is the gateway standard. If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we don't yet know what it is saying. For example, the question, 'What can be done about the education system in America?' is unclear. In order to address the question adequately, we would need to have a clearer understanding of what the person asking the question is considering the "problem" to be. A clearer question might be 'What can educators do to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making?'
ACCURACY	Is that really true? How could we check that? How could we find out if that is true? A statement can be clear but not accurate, as in 'Most dogs are over 300 pounds in weight.'
PRECISION	Could you give more details? Could you be more specific? A statement can be both clear and accurate, but not precise, as in 'Jack is overweight.' (We don't know how overweight Jack is, one pound or 500 pounds.)
RELEVANCE	How is that connected to the question? How does that bear on the issue? A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, the 'effort' does not measure the quality of student learning, and *when this is so*, effort is irrelevant to their appropriate grade.
DEPTH	How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors? A statement can be clear, accurate, precise, and relevant, but superficial (that is, lack depth). For example, the statement 'Just say No' which is often used to discourage children and teens fro using drugs is clear, accurate, precise, and relevant. Nevertheless, it lacks depth because it treats an extremely complex issue, the pervasive problem of drug use among young people, superficially.
BREADTH	Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of...? A line of reasoning may be clear accurate, precise, relevant, and deep, but lack breadth (as in an argument from either the conservative or liberal standpoint which gets deeply into an issue, but only recognizes the insights of one side of the question.)
LOGIC	Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that; how can both be true? When we think, we bring a variety of thoughts together into some order. When the combinations of thoughts are mutually supporting and make sense in combination, the thinking is "logical." When the combination is not mutually supporting, is contradictory in some sense, or does not "make sense," the combination is not logical

Source: Universal Intellectual Standards (Paul and Elder, 2001, pp. 9-12)

Moreover, in their book *Critical Thinking, Tools for Taking Charge of your Learning and your Life*, Paul and Elder (2006) state that thinking is led by questions. Every intellectual field emerges by a cluster of questions. If a field does not have a question to answer, it becomes extinct. Thus, having questions on mind means thinking and learning.

Paul and Elder divide questions into three categories: Questions of fact that require one right answer like 'what is the size of this room?' Questions of preference change according to people's preferences like 'how do you like to wear your hair?' And questions of judgment that require reasoning with more than one defensible answer like 'Should capital punishment be abolished?'.

Finally, in their book, *Asking the Right Questions* Browne and Keeley (2007) highlight the following questions to evaluate an argument in a right way:

1- What are the issues and the conclusions? (You should find the main point of the author).

2-What are the reasons? (You should identify the reasons of the author's argument.)

3- Which words or phrases are ambiguous? (You should identify key words and phrases and find whether they have alternative meanings to accept or reject the conclusion).

4-What are the assumptions? (You should be aware of the assumptions of the author to decide whether to believe the conclusion).

5- Are there any fallacies in the reasoning? (You should determine whether the author uses any reasoning trick or fallacies. Fallacy is a " reasoning trick that an author might use while trying to persuade you to accept a conclusion" (p.85).

6- How good is the evidence? (You should evaluate the evidence in the reasons of the author).

7- Are there rival causes? (You should identify alternative explanations for an event)

8- Are the statistics deceptive? (Generally authors use statistics to persuade people, so you should identify whether the statistics are misused).

9- What significant information is omitted? (You should identify missing information in author's argument).

10- What reasonable conclusions are possible? (You should try to find the most reasonable conclusion and to that you should evaluate alternative conclusions so that you can decide whether to accept or reject author's conclusion) (pp. 15-181).

2.9.4. Socratic Teaching or Socratic Questioning

As its name suggests, Socratic questioning or Socratic teaching comes from Greek philosopher Socrates (470-399 B.C). Although it is the oldest one, Socratic questioning is the most widely used and effective method to foster critical thinking. 2500 years ago, Socrates stated that people could not claim something without basing sound evidence, and he highlighted the significance of asking questions to think deeply before accepting or

rejecting an idea. This method is called as *Socratic Questioning,* and it is the best known critical thinking strategy. As Plato, a student of Socrates mentions in his writings, in Socratic questioning, the instructor feigns ignorance in order to acquire student's knowledge about the topic. Socrates also believed that wrong ideas not based on sound evidence would be corrected through questioning.

With regard to Socratic questioning, Paul and Elder (2006) mention that a critical thinker needs an inner voice of reason to control his thinking, feelings and actions in a more rational way, and Socrates questioning provides that inner voice. The fundamentals of Socratic questioning are to seek to understand (on what do you base your beliefs?), recognize the connections within thoughts (if what you say is true, would not X or Y also be so?), ask for the further information (could you elaborate on what you are saying?) and to recognize the prior questions that questions may presuppose (to answer this complex question, what other questions do we need to answer?).

Davis (2003) declares that through Socratic questioning, students' critical thinking develops since they focus directly on the process of thinking, and students have the opportunity to examine their own thinking process. Davis (2003) adds that through the use of Socratic questioning in classroom, the following teaching and learning goals can be achieved:

- Model scientific practices of inquiry
- Support active, student-centered learning
- Facilitate inquiry-based learning
- Help students to construct knowledge
- Help students to develop problem-solving skills
- Improve long-term retention of knowledge. (para. 2)

Davis (2003) continues that teachers should respect students' ideas, examine their understanding and show interest in their thinking. She also gives some tips for teachers to follow in using Socrates questioning in classroom.

- Plan significant questions that provide structure and direction to the lesson.
- Phrase the questions clearly and specifically.
- Wait Time: Maintain silence and wait at least 5 to 10 seconds for students to respond.

- Keep the discussion focused.
- Follow up on students' responses and invite elaboration.
- Stimulate the discussion with probing questions.
- Periodically summarize (e.g., on blackboard or overhead projector) what has been discussed.
- Draw as many students as possible into the discussion.
- Do not pose yes/no questions, as they do little to promote thinking or encourage discussion.
- Do not pose questions that are vague, ambiguous, or beyond the level of the students. (para. 2-3)

Another researcher Paul (1990) asserts that Socratic questioning is a simple but strong way to examine ideas or statements deeply. In the simplest way, Socratic questioning incorporates:

- selection of a question or issue of interest
- production and examination of a central statement from some source or produced by a student in response to the question or issue
- clarification of the statement and its relationship to the question or issue
- listing and critical examination of support, reasons, evidence, and assumptions related to the central statement
- exploration of the origin or source of the statement
- developing and critically examining the Implications and consequences of the statement
- seeking and fairly examining conflicting views (alternative points of view). (para. 2)

With regard to Socratic questioning, Paul and Elder (2001) mention that fortunately all subjects and elements share the same elements of reasoning, and our job becomes easier in following Socratic questioning. These elements are:

- shared goals and objectives (which defined the subject focus)
- shared questions and problems (whose solution they pursued)
- shared information and data (which they used as an empirical basis)
- shared modes of interpreting or judging that information
- shared specialized concepts and ideas (which they used to help them organize their data)
- shared key assumptions (that gave them a basis from which to collectively begin)
- a shared point of view (which enabled them to pursue common goals from a common framework). (para. 3)

Moreover, Paul and Elder (2001) list some features of a Socratic questioner. A Socratic questioner should:

- keep the discussion focused
- keep the discussion intellectually responsible
- stimulate the discussion with probing questions
- periodically summarize what has and what has not been dealt with and/or resolved
- draw as many students as possible into the discussion. (para.5)

Paul and Elder (2001) add that Socratic questions may come from teachers or students; they can be used in large and small groups, one-on-one or even with oneself. The discussion takes students from "the unclear to clear, from the unreasoned to reasoned, from the implicit to the explicit, from the unexamined to examined, from the inconsistent to consistent, from the unarticulated to articulated (para. 7-9). Here is the table of the types of questions used in the Socratic Method.

Table: 9

Types of Questions in the Socratic Method

Questions of Clarification	Questions about Viewpoints and Perspectives
What do you mean by..............................? What is your main point? Could you give me an example? Could you explain that further? Would you say more about that? What do you think is the main issue here? Let me see if I understand you, do you mean............or.............? Is your basic point.........or..............? What do you think John meant by his remark? Jane, would you summarize in your own words what Richard has said? Richard, is that what you meant? How does............relate to ....? Could you put that another way?	You seem to be approaching this issue from ....perspective. Why have you chosen this rather than.....................perspective? How would other groups/types of people respond? Why? What would influence them? How could you answer the objection that....................would make? Can/did anyone see this another way? What would someone who disagrees say? What is an alternative? How are Ken's and Roxanne's ideas alike? Different?
Questions that Probe Assumptions	**Questions that Probe Implications and Consequences**
You seem to be assuming............... Do I understand you correctly? All of your reasoning is dependent on the idea that .... Why have you asked your reasoning on ....rather than...................? How would you justify taking this for granted? Is it always the case? What is Karedn assuming? What could we assume instead?	What are you implying by that? When you say.............are you implying.......? But if that happened, what else would also happen as a result? Why? What effect would that have? Would that necessarily happen or only probably happen? What is an alternative? If this and this are the case, then what else must also be true?
Questions that Probe Reasons and Evidence	**Questions about the Question**
How do you know? Why did you say that? What would be an example? How could we go about finding out whether that is true? What other information do we need to know? By what reasoning did you come to that conclusion? Could you explain your reasons to us? But is that good evidence to believe? What are your reasons for saying that? Why do you think that is true? Do you have any evidence for that? Are those reasons adequate? Is there reason to doubt that evidence? Who is in a position to know if that is the case? What difference does that make? What would convince you? Can someone else give evidence to support that response? How does that apply to this case?	I am not sure I understand how are you interpreting the main question at issue? How can we find out? How could someone settle this question? To answer this question, what questions would we have to answer first? Is the question clear? Do we understand it? Is this the same issue as.............................? Can we break this question down at all? Do we all agree that this is the question? Would ....put the question differently? How would ....put the question? Why is this question important? Is this question easy or hard to answer? Why? Does this question ask us to evaluate something? What does this question assume?

Source: Gözgür, A. (2003, p. 92)

2.9.5. Critical Thinking and Bloom's Taxonomy

In 1956, Benjamin Bloom and a group of educational psychologists developed a taxonomy of learning objectives that educators especially in the U.S.A still widely employ to achieve educational goals. They found that over 95 % of the test questions that students are expected to answer require them to think only at the lowest level- the recall of information, and in the taxonomy, he listed six levels of thinking from the lower-order thinking to higher-order thinking. What is higher-order thinking? Queensland Department of Education (2001) defines higher-order thinking as the transformation of information and ideas, and this transformation takes place when students combine facts and ideas, synthesize, generalize, explain and hypothesize to reach a conclusion. Bloom's taxonomy involves three domains: cognitive domain, effective domain and psychomotor domain. Cognitive domain includes knowledge and the development of intellectual attitudes and skills, affective domain is related to growth in feelings or emotional areas and psychomotor domain includes manual or physical skills. Since we deal with critical thinking, our concern is the taxonomy's first domain- cognitive domain. Cognitive domain involves six levels that refer to critical thinking skills from the lower to higher ones; the skills are knowledge, comprehension, application, analysis, synthesis and evaluation.

Knowledge is the first level of the cognitive domain of Bloom's taxonomy, and it refers to retaining of previously learned material. It is the lowest level of the taxonomy. *Examples* include knowing common terms, specific facts, methods and procedures, basic concepts and principles.

Comprehension is the second level of the cognitive domain of Bloom's taxonomy. It refers to the ability to understand the meaning of material, and it is beyond the remembering of material. *Examples* involve understanding facts and principles, interpreting verbal material, charts and graphs, translating verbal material to mathematical formulate, estimating the future consequences implied in data and justifying methods and procedures.

Application is the third level of the cognitive domain of Bloom's taxonomy. It is defined as the ability to use learned material in new and concrete situations. *Examples* are

applying concepts and principles to new situations, applying laws and theories to practical situations, solving mathematical problems, constructing graphs and charts and showing the correct usage of a method or procedure.

Analysis is the fourth level of the cognitive domain of Bloom's taxonomy. It refers to the ability to separate material into its component parts to understand its organizational structure. It is the first high level of the cognitive domain of Bloom's taxonomy. *Examples* include recognizing unstated assumptions, logical fallacies in reasoning, distinguishing facts and inferences, evaluating the relevancy of data, and analyzing the organizational structure of a work.

Synthesis is the fifth and the second high level of the cognitive domain of Bloom's taxonomy. It refers to the ability to put parts together to form a new whole. This skill focuses on creative behaviors and formulation of new patterns or structures. Among the *examples* are writing a well-organized theme, giving a well-organized speech, writing a creative short story and formulating a new scheme for classifying objects.

Evaluation is the sixth and highest level of the cognitive domain of Bloom's taxonomy since it includes the components of all other five levels. Ficher (1995, cited in Mirioğlu, 2002) believes that Bloom used the word evaluation as a synonym of *critical thinking* and puts *evaluation* at the top of the cognitive domain of his taxonomy as seen in the following figure.
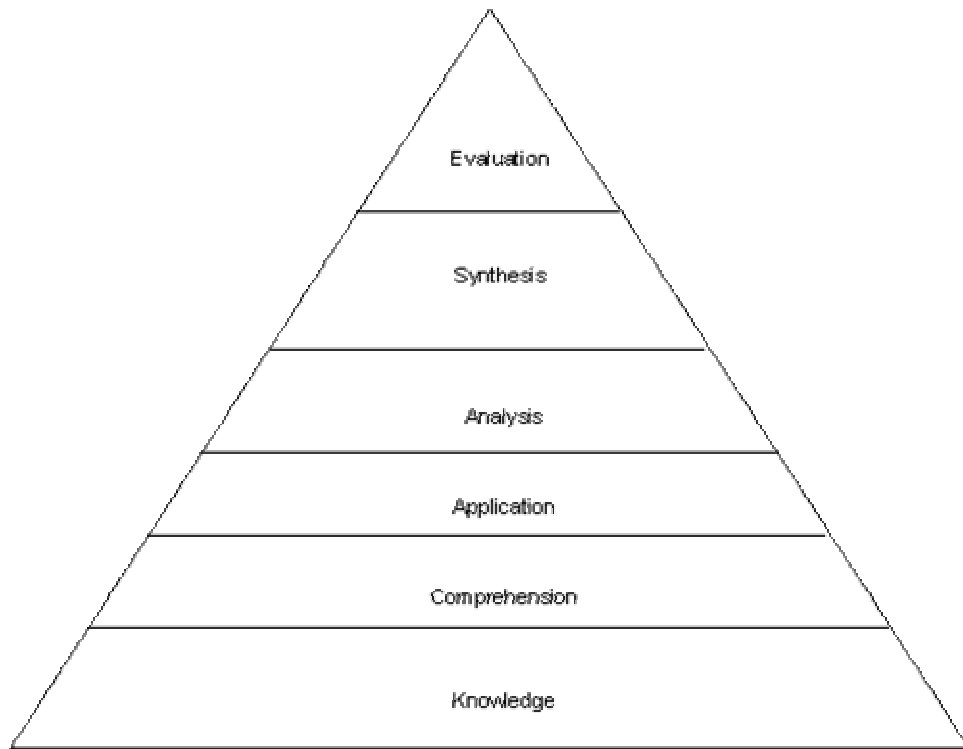
Figure: 1

Bloom's Taxonomy of Cognitive Goals

Source: Bloom's Taxonomy of Cognitive Goals (Institute for Academic Excellence, 1997, p. 2)

Evaluation refers to the ability to judge the value of material for a given purpose. This material may be a statement, a novel, a poem or a research report. The judgments have to be based on a certain criteria. *Examples* include judging the logical consistency of written material, the value of a work and the adequacy with which conclusions are supported by data.

Here is the table that summarizes Bloom's Taxonomy with question cues:

Table: 10

Bloom's Taxonomy with Question Cues

Competence	Skills Demonstrated
Knowledge	Observation and recall of information, knowledge of dates, events, places, knowledge of major ideas, mastery of subject matter.*Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	Understanding information, grasp meaning translate knowledge into new context interpret facts, compare, contrast, order, group, infer causes, predict consequences .*Question Cues:* summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	Use information, use methods, concepts, and theories in new situations, solve problems using required skills or knowledge. *Questions Cues:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	Seeing patterns, organization of parts, recognition of hidden meanings, and identification of components. *Question Cues:* analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict, draw conclusions *Question Cues:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite
Evaluation	compare and discriminate between ideas, assess value of theories, presentations, make choices based on reasoned argument, verify value of evidence, recognize subjectivity *Question Cues*: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Source: Learning Skills Programme (2005, para. 2)

Here is another table that provides sample question stems for the six levels of Bloom's Taxonomy:

Table: 11

Bloom's Critical Thinking Sample Questions

KNOWLEDGE	
Useful Verbs	**Sample Question Stems**
tell	What happened after...?
list	How many...?
describe	Who was it that...?
relate	Can you name the...?
locate	Describe what happened at...?
write	Who spoke to...?
find	Can you tell why...?
state	Find the meaning of...?
name	What is...?
	Which is true or false...?
COMPREHENSION	
Useful Verbs	**Sample Question Stems**
explain	Can you write in your own words...?
interpret	Can you write a brief outline...?
outline	What do you think could of happened next...?
discuss	Who do you think...?
distinguish	What was the main idea...?
predict	Who was the key character...?
restate	Can you distinguish between...?
translate	What differences exist between...?
compare	Can you provide an example of what you mean...?
describe	Can you provide a definition for...?
APPLICATION	
Useful Verbs	**Sample Question Stems**
solve	Do you know another instance where...?
show	Could this have happened in...?
use	Can you group by characteristics such as...?
illustrate	What factors would you change if...?
construct	Can you apply the method used to some experience of your own...?
complete	What questions would you ask of...?
examine	From the information given, can you develop a set of instructions about...?
classify	Would this information be useful if you had a ...?
ANALYSIS	
Useful Verbs	**Sample Question Stems**
analyse	Which events could have happened...?
distinguish	I ... happened, what might the ending have been?
examine	How was this similar to...?
compare	What was the underlying theme of...?
contrast	What do you see as other possible outcomes?
investigate	Why did ... changes occur?
categorise	Can you compare your ... with that presented in...?
identify	Can you explain what must have happened when...?
explain	How is ... similar to ...?
separate	What are some of the problems of...?
advertise	Can you distinguish between...?
	What were some of the motives behind...?
	What was the turning point in the game?
	What was the problem with...?

Table 11 continues

SYNTHESIS	
Useful Verbs	**Sample Question Stems**
create	Can you design a ... to ...?
invent	Why not compose a song about...?
compose	Can you see a possible solution to...?
predict	If you had access to all resources how would you deal with...?
plan	Why don't you devise your own way to deal with...?
construct	What would happen if...?
design	How many ways can you...?
imagine	Can you create new and unusual uses for...?
propose	Can you write a new recipe for a tasty dish?
devise	can you develop a proposal which would...
formulate	
EVALUATION	
Useful Verbs	**Sample Question Stems**
judge	Is there a better solution to...
select	Judge the value of...
choose	Can you defend your position about...?
decide	Do you think ... is a good or a bad thing?
justify	How would you have handled...?
debate	What changes to ... would you recommend?
verify	Do you believe?
argue	Are you a ... person?
recommend	How would you feel if...?
assess	How effective are...?
discuss	What do you think about...?
rate	
prioritise	
determine	

Source: Dalton, J. & Smith, D. (1986, pp.36-7)

Here is a figure that may be useful for educators to apply Bloom's taxonomy to their teaching:
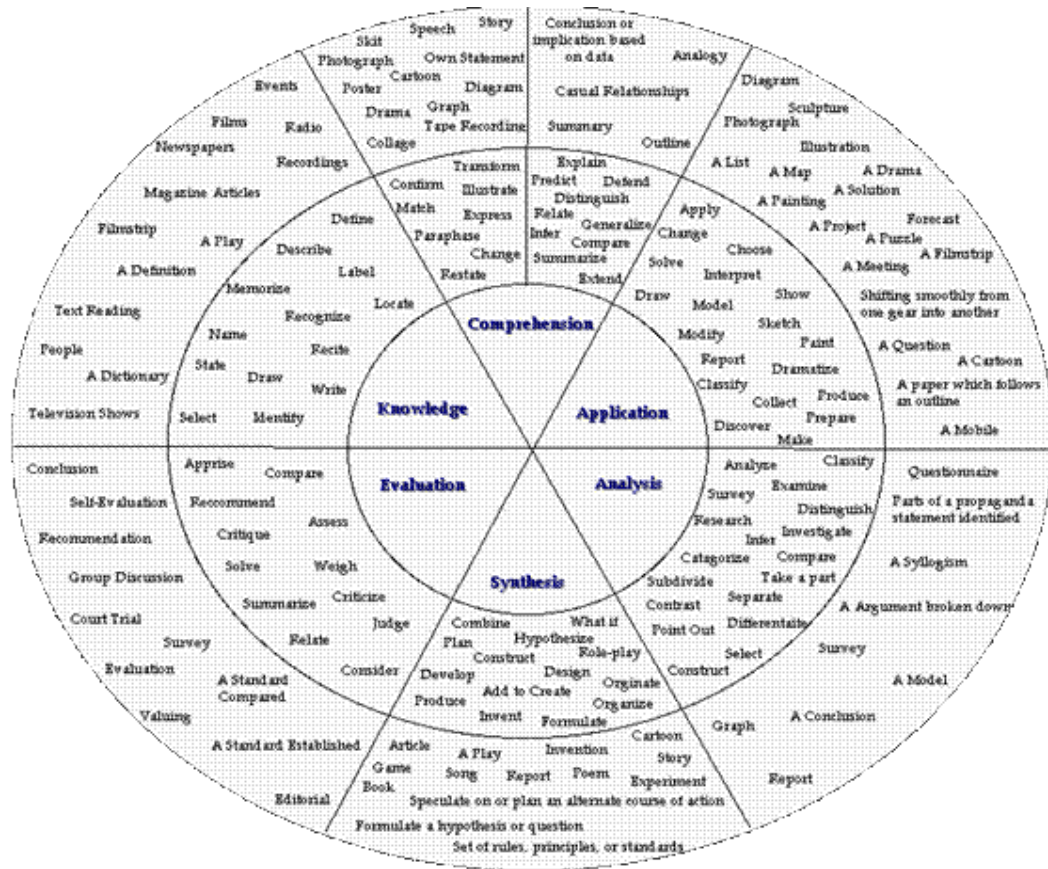
Figure: 2

Bloom's Taxonomy from St.Edward's University Website

Knowing the levels of Bloom's Taxonomy and making use of the verbs in the second circle and the potential course activities in the third circle, teachers can prepare their own critical thinking activities and encourage critical thinking in classroom.

In 1990, Lorin Anderson, a former student of Bloom, revised Bloom's Taxonomy and made some changes on the terms used in the taxonomy as in the following:

Original Terms	→	*New Terms*
Evaluation	→	Creating
Synthesising	→	Synthesis
Analysing	→	Analysis
Applying	→	Application
Understanding	→	Comprehension
Remembering	→	Knowledge

The names of six major categories were changed from *noun* to *verb* forms to indicate different forms of thinking and since thinking is an active process, verbs were used instead of nouns. Moreover, some of the subcategories were reorganized or renamed. For example, knowledge is regarded as a product of thinking and found inadequate for describing a category of thinking and remembering was used instead of knowledge. The following table summarizes Bloom's revised taxonomy:

Table: 12

Bloom's Revised Taxonomy

Remembering	Recalling information, recognising, listing, describing, retrieving, naming, finding.
Understanding	Explaining ideas or concepts, interpreting, summarising, paraphrasing, classifying, explaining
Applying	Using information in another familiar situation, implementing, carrying out, using, executing
Analysing	Breaking information into parts to explore understandings and relationships, comparing, organising, deconstructing, interrogating, finding
Evaluating	Justifying a decision or course of action, checking, hypothesising, critiquing, experimenting, judging
Creating	Generating new ideas, products, or ways of viewing thing, designing, constructing, planning, producing, inventing.

Source: Bloom's Revised Taxonomy, Pohl, (2000, p. 8)

2.9.6. An Appropriate Classroom Environment for Critical Thinking

Besides the appropriate skills and strategies, teaching critical thinking, the classroom environment should be suitable for teaching critical thinking. Üstünlüoğlu (2004) states that democratic classroom encourages critical thinking. In such a classroom, students can freely express their ideas, and they believe that their ideas are valued and respected, which create a proper classroom environment for critical thinking. Üstünlüoğlu (2004) continues that teachers should provide an environment in which students are inspired to ask questions and think in a different way, and find connections among ideas and people by emphasizing real life issues. Mirioğlu (2002) puts mutual respect and interaction at the top to provide an auspicious environment for critical thinking. Similarly, another researcher Vinson (2004)

mentions that to develop critical thinking, there should be an open and supportive classroom atmosphere in which the opinions are voiced freely.

Naturally to create an appropriate atmosphere for critical thinking, two indispensable elements of classroom have some responsibilities that are teacher and student.

2.9.6.1. Role of the Teacher

Related to the role of the teacher in teaching critical thinking, in the Delphi Report, Facione (1990) and his colleagues list the features of an ideal critical thinking instructor:

> Regardless of the subject area, students should be encouraged to be curious, to raise objections, ask questions, point out difficulties in the instructor's position. These objections and questions should be clarified, interpreted, and examined objectively. Students should be given reasons for doing things a certain way rather than being dogmatically told how to do them. Instruction should bridge the gap between the subject and the student's own experience. In the case of critical thinking instruction, the topics of discussion should not be restricted to factual matters or academic subjects, but should include issues which have normative, moral, and ethical or public policy dimensions. (p. 17)

With regard to the role of the teacher, Mirioğlu (2002) itemizes some features that an ideal critical thinking teacher should possess: *"Inquiry Spirit"* is an important characteristic to have to be a ideal critical thinking teacher since the ideal teacher for critical thinking should understand that students have their own thinking, and he/she must accept counter ideas and actively involve this thinking process. Another trait is *"Open-mindedness"* that is regarded as one of the most inevitable elements in teaching critical thinking. Open-mindedness includes willingness to take different opinions into account. *"Comfortable with silence"* is another one as the ideal critical thinking teacher should provide an atmosphere of silence in class in order to encourage critical thinking. An ideal critical thinking teaching teacher should also be *"self confident enough to take risk"*; and should be able to discuss any subject suggested by the authorities in any discipline, so students will learn that they do not merely have to depend on authorities but should be able to think on their own to find the truth. Finally, *"taking students' ideas seriously"* is a desired characteristic since teaching critical thinking, teachers should take students' ideas seriously and provide feedback.

Another researcher Hirch (2004) lists the following clues for teachers who want to encourage critical thinking in their classrooms:

- Ask more questions; answer fewer
- Use alternative textbook sources
- Don't avoid controversial issues
- Question everyone's assumptions
- Give students more responsibility
- Check out alternative media
- Provide a safe environment
- Let your imagination go; brainstorm
- Construct tentative hypothesis
- Share unfamiliar perspectives
- Encourage group collaboration
- Consider ethical solutions
- Evaluate the credibility of sources
- Identify inherent biases
- Explore consequences
- Teach students, not concepts
- Don't have ready answers
- Focus on process not product
- Give students tools, not answers
- Encourage inquiry
- Support student exploration
- Listen to students
- Respect all points of view
- Focus on learning, not teaching. (pp. 419-420)

Vinson (2004) states that effective teachers are those who challenge students to look at issues from different points of view, and ask for their justifications for their beliefs. In this way, they encourage active citizens for a free society.

Finally, related the teacher's role in critical thinking, Lee (2006) asserts that to encourage critical thinking in classroom, instructors should ensure academic freedom in the classroom that means they must intervene if a student attacks another student who disagrees with him, they should challenge students to find evidence for their opinions and they should provide positive reinforcement to improve students' self-confidence.

2.9.6.2. Role of the Student

Not as much as the teachers, students also have some responsibilities in order to create an atmosphere suitable for critical thinking. İrfaner (2002) claims that looking at the concept of critical thinking, it seems that people should question themselves to be aware of their own reasoning. It means that people's aim in critical thinking is to discover things on their own; thereby, they should employ inquiry and questioning to reach this aim. At this point, not only teachers but also students should ask questions, in other words, they should take the responsibility for their learning. They should question and search for the truth not only by depending on their teachers but by struggling on their own.

2.10. Language Learning and Critical Thinking

"The development of mind, thought, and language is simply a nexus in which it is impossible to separate one from the other" (Halpern, p. 46).

Believing in the necessity of critical thinking in education, educators suggested several ways incorporating critical thinking in every subject of education such as history, mathematics, chemistry and language. Related to our concern, the relationship between language learning and critical thinking, literature includes various insights of different researchers. Fisher and Scriven (1997, cited in Mirioğlu, 2002) believe that linguistic knowledge makes several critical thinking skills possible and the authors mention that linguistic knowledge makes it possible for person to :

> ...identify and communicate about things like shifts in meaning, essential vagueness in a term which an argument is exploiting, illicit use of slippery slope arguments, errors in deduction, etc., without any factual knowledge... Of course, this isn't all there is to critical thinking- but it's just a very useful slice. Some of these abilities to pick up errors in reasoning are simply part of learning the language. (p. 63)

In a similar way, Klein (1993) argues that emphasizing critical thinking in classrooms provides effective foreign language instruction with the help of a collaborative learning environment. She criticizes foreign language educators believing that foreign language

instruction is composed of drills, nouns, verbs, vocabulary and one right answer and beginner students cannot deal with the instruction that requires higher order thinking. She asserts that regardless of their level, we should ask our students to think and continues "Even in elementary foreign language courses, students can be encouraged to think, e.g., to compare and contrast, give opinions, discover patterns, imagine, guess, evaluate given information to make and justify predictions, and reconstruct in their own words" (p. 2). She also emphasizes the significance of the non threatening environment to make students comfortable to share their ideas and concludes her words with a question "If the goal of a college education is to prepare people for life, shouldn't the ability to think critically rank top on the list?" (p. 7).

In the same line, Gabriel (2004) cites that in English classrooms, critical thinking means "skilful in judging, especially about literary or artistic work" (p.269) and adds that critical thinking should be an indispensable part of the English classrooms and teachers should use stories, poems, plays, essays, novels and films to encourage critical thinking. He emphasizes that teachers should teach students how to ask thought provoking questions. Asking questions about the texts, students have "a deeper understanding of texts and of ourselves" (p. 272).

With the same token, Kabilan (2006) states that only using language and knowing the meaning of what you say is not enough to be proficient in language, but students need to employ creative and critical thinking through their target language. He also adds that instead of teaching separately, critical thinking skills should be incorporated in the subject matter. Kabilan (2006) concludes that a change in teachers' views is also necessary in that teachers should respect students' ideas and give them chance to express themselves in the classroom.

In conclusion, depending on the idea that language learning is a thinking process (Flower, 1981; Chaffe, 1985; Sacco, 1987; & Özçınar, 1996 cited in Dayıoğlu; 2003), language classrooms are regarded as one of the most suitable places that promote critical thinking. Critical thinking in language learning education widely shows itself in writing and reading since they are regarded as the most proper skills to improve critical thinking.

2.10.1. Writing and Critical Thinking

Writing is widely accepted as the easiest and the most effective way of fostering critical thinking. Indiana Department of Education (cited in İrfaner, 2002) reports a strong relationship between writing and improvement of critical thinking skills. The report highlights the significance of critical thinking in curriculum and continues that educated individuals should be able to collect necessary information, evaluate and use it in order to decide what to do and how to determine possible outcomes or results. Students achieve this goal through the writing process, and it promotes critical thinking.

In the following, Ruland and Parker (1999, cited in İrfaner, 2002) state the relationship between writing and critical thinking as follows:

> Depending on teachers' purposes, writing can be used as an element of a classroom climate to evaluate students' knowledge and skills or to foster to the development of critical thinking skills through the activation of prior knowledge, establishment of relevance, explicit attention to metacognitive process, and creation of an articulate community of inquiry… (p. 33)

In their book *Critical Thinking*, Moore and Parker (2003) underline critical thinking to have a clear writing, especially in writing argumentative essays. They continue that applying the principles of critical thinking to writing, one learns how to analyze thoughts, state claims clearly and avoid ineffective and counterproductive language.

Another important figure John Chaffee, the director of the New York Center for Critical Thinking & Language Learning believes that the key of critical thinking is in writing effectively. In his book, *Critical Thinking and Thoughtful Writing*, Chaffee (1999) suggests useful strategies that help to learn how to be thoughtful and how to reflect ourselves, our lives, society and the world. Chaffee (1999) mentions that when students come to college, they are expected to do more than knowing the fundamentals of organization, grammar and spelling. They need to write more deeply and analytically. For the relation between thinking and writing, he lists the following items:

- Thinking and writing are active processes. Whether you are trying to reach a goal, solve a problem, analyze an issue, or make a decision, you are actively using your thinking and writing abilities to figure something out.
- Thinking and writing are directed toward a purpose. When you think and write, it is usually for a purpose- to communicate, clarify your understanding, express an idea, or act intelligently.
- Thinking and writing can become organized processes. When you think and write effectively, these processes usually exhibit an order or organization. (p. 4)

In sum, Chaffee (1999) defines thinking and writing as "thinking is an active, purposeful cognitive process that we use to make sense of our world, writing is an active, purposeful process that uses a system of written symbols for thinking and communicating" (pp.4-5). To indicate the relationship between critical thinking and writing, Chaffee (1999) also suggests the following Thinking Writing Model.

Communicating

G.ideas,D.thesis,O..ideas,
drafting, Revising

Thinking Critically

Purpose,Audience,Subject, Writer
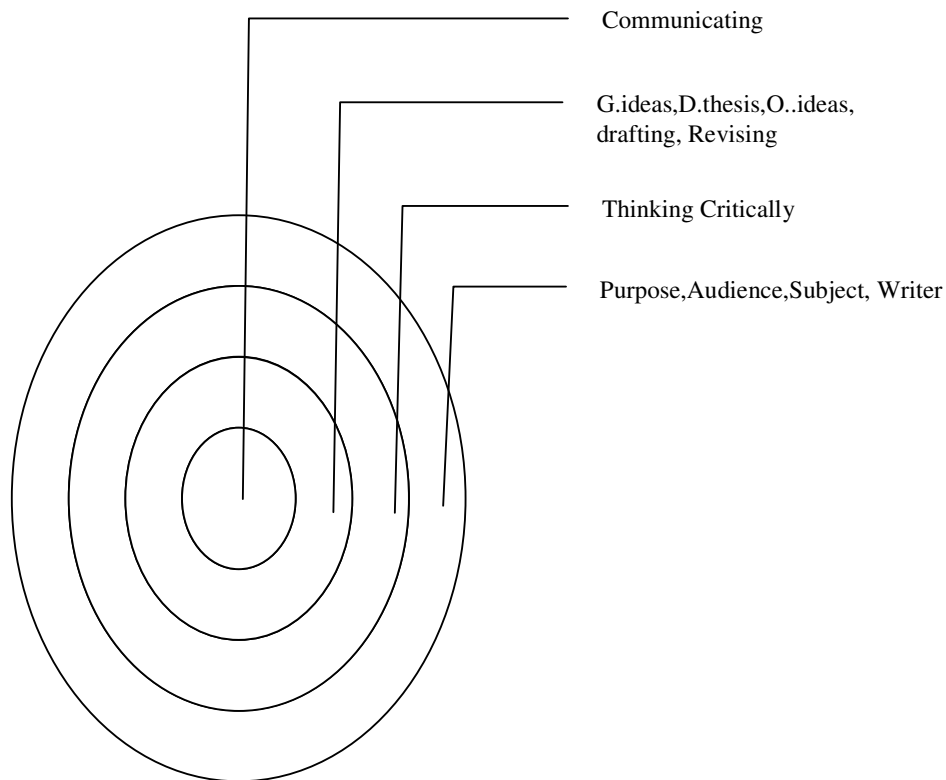
Figure: 3

Chaffe's Thinking Writing Model

Source: Critical Thinking and Thoughtful Writing, (Chaffe, 1999, p. 8).

Explaining the model, Chaffe (1999) states that in whatever context the act of writing takes place, the situation is formed by four elements: purpose, audience, subject and writer. In the next circle, we have a reciprocal relationship among writing thoughtfully, thinking creatively and thinking critically. When we start to write something, we think creatively to find preliminary ideas. These initial ideas are expressed in writing. At the end, by critical thinking abilities and writing thoughtfully, our ideas are shaped in writing. The next circle indicates a recursive relationship among generating ideas, defining a thesis, organizing ideas, drafting and revising. Among all of these activities, collaboration occurs to write in an effective way. Lastly, we encounter communicating at the heart of the model. Communicating is a process by means of which we share our thoughts, feelings and experiences.

As it is noticed, emphasizing the significance of thinking in writing, Chaffee (1999) uses a concept – thoughtful writing. He defines writing thoughtfully as "thinking critically as we move through the process of writing and defines thinking critically as "the organized cognitive process we use to carefully examine our thinking, the thinking of others, in order to clarify and improve our understanding" (p. 22). Moreover, Chaffee (1999) mentions four characteristics that a critical thinker and a thoughtful writer share: thinking actively, thinking independently, viewing a situation from different perspectives and supporting a point of view with evidence and reasons.

Another researcher Gocsik (2004) also highlights the relationship between writing and thinking. He states that teachers cannot promote critical thinking in the best way through assignments and lectures since students are mostly passive while they are doing the assignments or listening to lectures. However, students have to be active in the writing process; even doing a simple writing task like writing a summary of an article, they are required to answer some thoughtful questions such as "What information is most important to this argument? What might be left out?" (para. 2). In more challenging tasks, the questions might be more difficult such as "What is it that I think about this subject? How did I arrive at what I think? What are my assumptions, and are they valid? How can I work with facts, observations, inferences, and so on, in order to convince others of what I think?" Gocsik (2004) continues that teachers might use critical thinking pedagogy to help students to answer these thoughtful questions on their own.

As literature suggests writing is an indispensable skill to improve critical thinking; however, it is not adequately employed in classrooms. Dayıoğlu (2003) touches on the issue and mentions that writing courses generally include mechanical activities such as *fill in the blanks* or *short answer* that do not encourage critical thinking. Therefore, writing activities should be arranged in a way that they encourage critical thinking in classrooms.

2.10.2. Reading and Critical Thinking

Another useful language skill that promotes critical thinking is reading. In the related literature, reading emphasizing critical thinking is called critical reading. Paul (1993, cited in Surjosuseno & Watts, 1999) defines critical reading as "an active, intellectually engaged process in which the reader participates in an inner dialogue with the writer" (para. 3). Paul (1993) continues that critical thinking includes a process in which reader relates writer's ideas to his experiences or problems by making analysis, synthesis and evaluation. In the following table, Surjosuseno and Watts (1999) summarize the critical reading definitions of various researchers by providing the characteristics of critical readers.

Table: 13

Critical Reading Definitions

Author	Critical Readers should be able to
Paul (1993)	Participate in an inner dialogue with the writer and consider the writer's point of view by looking for key assumptions, major concepts, justifications, supporting examples, parallel experiences, implications and consequences, and means to interpret the text's meaning assess it accurately and fairly.
Flynn (1989)	Analyse, synthesize and evaluate ideas through cooperative problem solving.
Cheek et al. (1989)	Know, comprehend, think, apply, analyse, synthesise, evaluate, relate information in the text to personal past experiences, interpret figurative languages, determine the authors' purposes, evaluate the ideas presented, and apply the ideas presented to actual situations they have experienced.
Hickey (1988)	Suspend judgment until relevant facts are amassed, and be willing to consider the author's viewpoint and allow for the possibility of bias.
Rubin (1982)	Collect, interpret, apply, analyse, and synthesise information, differentiate between fact and opinion, fantasy and reality, and be able to identify propoganda in written text.

Source: Surjosuseno and Watts (1999, para. 9)

The definitions above suggest a strong relationship between critical reading and Bloom's Taxonomy. In their article, Surjosuseno and Watts (1999) emphasize Bloom's Taxonomy in developing critical reading as well.

In regard to the characteristics of a critical reader, another researcher, Cobine (1993) states that critical readers question the text they read; they judge, evaluate and decide. Comb (1992) adds that to judge, the reader makes use of his experience, research, teachers and experts so background knowledge is essential for critical reading. He also mentions that to improve students' thinking, they must be given the opportunity to think, interpret and evaluate and they also need to read the lines, between the lines and beyond the lines. Combs (1992) continues that critical reading is an interactive process in which reader employs different levels of thoughts and a critical reader should make observations, produce inferences and form hypothesis that are also the features of good problem solvers. He also suggests that to develop critical thinking, integration of reading, good questioning techniques, class discussion and connections of real life experiences are of great importance. Combs (1992) also underlines Bloom's Taxonomy in improving critical thinking skills.

Another researcher Collins (1993) underlines the significance of background knowledge in critical reading. She claims that the act of reading requires higher level of thinking. Rather than lowest level of thinking emphasized in the past, critical thinking entails comprehension, inference, and decision making and these skills have become core skills in the reading instruction today. She adds that to encourage critical thinking in classroom, teachers should encourage their students to question, make predictions and organize ideas that support value judgments. Students should be actively involved in the reading process; they should know how to value their own thinking and to compare their own thinking and interpretations with others.

About the relationship between thinking and writing, Flemming (2000) also highlights the significance of understanding figurative language in critical reading in his book *Reading for Thinking*,. He mentions that understanding figurative language is important both in general and in critical reading to determine meaning, identify tone and defect bias. He defines figurative language as "a language that encourages the comparison or

association of two seemingly unlike things or ideas"(p. 316). Flemming (2000) introduces three of the most significant types of figurative language- similes, metaphors and allusions. In the following, he gives definitions of each figurative language types by providing example sentences.

"Similes are comparisons that use the words like or as to create meaning by revealing an unexpected connection or likeness" (p. 316). Take this sentence: *Reading Alice Mattison's novel Hilda and Pearl is like eating a DoveBar. It's so rich and delicious*; *one can't help wishing it would never end.* In this example sentence, the simile shows you that reading Mattison's novel is an enjoyable experience and it also helps reader to learn author's tone that is admiring. Flemming (2000) states that "metaphors also make unexpected comparisons that contribute to both meaning and tone" (p. 320). However, they do not use the words *like* or *as*. In the following example, writer compares family conversations to volcanic eruptions. *The voices of my world were seldom tender and unquestioning. Conversations ... among members of my....family were....eruptions.* The last type of figurative language Flemming (2000) emphasizes in critical reading is allusion. He defines allusion as "brief reference to historical events, mythological figures, and famous people- both real and fictional" (p. 326). In the following example sentence, the writer uses Rambo as the allusion which is a fictional character created by Sylvester Stallone. Undoubtedly, an increasing number of men have rejected the traditional male-role imperatives. Be the breadwinner. Push your way to the top. Stick in there and fight. Men don't cry. Indeed, there is a life after Rombo.

Furthermore, besides figurative language, in critical reading Flemming (2000) underlines the significance of reading between the lines, drawing the right inferences, understanding and evaluating bias, understanding and evaluating arguments, identifying purpose and tone and recognizing and responding to bias.

2.10.2.1. Basic Critical Reading Strategies

There are some basic critical reading strategies that educators widely make use of in their classrooms. Especially for a literature class, but also for other college reading, Mcmillan and Keller (2002) list seven main critical reading strategies:

"Annoting" is a critical reading strategy that includes underlining key words, phrases, or important sections of the text, constructing ideas with lines or arrows, numbering related points in sequence, making note of any interesting, important or questionable point. Another strategy *"previewing"* means to learn about what you will read before reading it. Through previewing, the reader gets an idea about the text before reading it. "*Contextualizing"* is a critical reading strategy in which the reader places a text in its historical, biographical and cultural contexts and "*questioning"* is another one that incorporates asking questions about the content. In questioning, the reader should use his own words rather than taking the parts from the text. "*Reflecting"* is worth mentioning among critical reading strategies that refers to the challenges to your beliefs and values by examining your personal responses. According to Mcmillan and Keller (2002), "*Outlining and Summarizing" and "evaluating an argument"* are also important critical reading strategies, the former refers to identifying the main ideas and rewriting them in your own words and the latter includes the testing the rationale of a text, the logic of the assertions that writer makes. Finally, the researcher underline "*comparing and contrasting related readings"* that incorporates identifying similarities and differences in and between texts.

2.10.3. Literature and Critical Thinking

> *"But anyone who has cried at movie, gasped at a play, or lost themselves in a novel knows that there is more to literature than facts and information" (Burroughs, 1993, para. 10).*

Another way to encourage critical thinking in classroom is literature. Compared to writing and reading, it is a new method and there are limited studies trying to improve critical thinking through literature, but we can say that it should have taken its place in earlier in critical thinking since literature reflects real life and one can make real critical thinking activities through literature in the best way. Naturally, critical thinking in literature goes hand by hand with writing and reading since there is no literature without writing and reading. The literature emphasizing critical thinking is called different names such as Literature *–based Reading* or *Critical Reading of Literature (Institute for Academic Excellence(1997).* Critical thinking has taken its place in literature by the same reason it takes up room in education- to make literature instruction an active process instead of just transforming facts to students. In a parallel way, Burroughs (1993) states that literature

deserves the highest respect rather than a passive activity and he suggests critical thinking to turn literature instruction into an operative process. He adds that through critical thinking, literature study can also encourage "the ability to reason, solve problems, apply knowledge, and write and communicate effectively" (para. 4). Burroughs (1993) mentions that in elementary school, literature courses are regarded as exercises in information retrieval and literature is taken as an "extra after the main work of reading" (para. 8). The emphasis is on the facts and on right answers rather than on the interpretation of those facts. Burroughs (1993) continues that when it comes to high school, the situation does not change. A survey showed that literature instruction focuses on recall of information and 65 % of the questions used in the textbooks are required one right answer that turns literature from a process of interpretation into a game in which the students are supposed to guess what the teacher wants. Burroughs (1993) concludes that since there are more than facts and information in literature, there are several possibilities in literature that students and teachers find out from the primary education to the higher one.

With regard to children, Delanoy (1992) remarks that in the modern era, teaching reasoning and judgment to children is a current issue and through practice, children start to apply reasoning skills to their own life, start to think critically and become better critical thinkers in future. In a parallel way, Delanoy (1992) affirms that children should be taught to ask Why? And they should be encouraged to discuss and write about the relevance of what they read in literature to their own experience, so that they will have a philosophical point of view. To put it into practice, Delanoy (1992) offers *thinktrix matris* as an alternative. The thinktrix matrix was created by Lyman/Rogers and Newman. The matrix is a structured cognitive response to books by which children can experience some thinking types such as cause and effect, similarity, difference, evaluation and central points such as character, event, feeling, theme, story, setting, problem, conflict, author's style, and relationship. Delanoy (1992) also provides examples from children literature that can be used in practical studies: The Little Prince, Winnie the Pooh, Goodnight Moon, Where the Wild Things are and A Wrinkle in Time. The researcher ends her words that there can be a controversy over teaching philosophy to children, but two points are certain: (1) by nature, children are philosophers since they wonder everything, and (2) through philosophy, children travel on the roads of creativity and higher critical thinking.

What about adults and the ways of improving their critical thinking skills through literature? Various researchers mentioned about improving critical thinking through literature and suggested useful strategies. For example, in his article called *Developing Thinking Skills through Literature*, Wilson (cited in Cobine, 1993) touches on the same issue like Burroughs. He argues that "a critical reader does more than simply soak up bits and pieces of information" (p. 3). However, he interprets, evaluates, analyzes, synthesizes and applies information and ideas. He compares his ideas with those of the writer, evaluates possible meanings by comparing and classifying, and analyzes writer's ideas and information. In other words, the reader passes through a stage that includes interpretation, argumentation, inference and speculation.

Similarly, Cobine (1993) suggests a process called *"discovery reading"* in which he lists four stages that a critical reader passes through while reading a text. The stages are motivation stage, perception and communication stage, exploration stage and deliberation stage. In the motivation stage, the reader is inspired by a personal challenge or curiosity. While reading, he identifies his own experiences with the text. In this stage, the reader focuses on interpretation. In the perception stage, besides the experience and knowledge, the reader recognizes sensations, emotions, intuitions and thoughts in the text. In the communication stage, the reader focuses on argumentation and tries to prove his perceptions and interpretations. In the exploration stage, the reader looks for several feasible meanings of the text. In this stage, the reader's main concern is speculation since he deals with cause and effect relations. After proving his own interpretation, he starts to question himself, other readers and the author to answer the question in his mind- Why I see one meaning and another reader sees another meaning? In this stage, the reader is supposed to realize how his views toward the writer affect his interpretation. Lastly, in the deliberation stage, the reader widens his perceptions. Since he re-interprets several possible meanings and tries to find general meaning, he concentrates on making inference. In this stage, the reader is supposed to prove his suppositions and preassumptions on which they make generalizations so that he can assess the validity of his generalizations. In short, through the discovery reading process, the students interpret, argue, speculate and infer about literature and in time this process- thinking- becomes habitual for them.

In the following table, Cobine (1993) summarizes the discovery reading process.

Table: 14

Discovery Reading Process

Stage in Discovery- Reading Process	Reader's Principal Concern
Motivation: Reader responds to general topic by associating personal experiences and poignant life-lessons with the topic	*Interpretation:* To ascribe preliminary meanings to text
Perception and Communication: Reader responds to other reader's perceptions by supporting his own perceptions.	*Argumentation*: To evaluate meanings and support valued meanings.
Exploration: Reader responds to various interpretations by exploring causation.	*Speculation/Re-Interpretation*: To speculate about the causes of different interpretations.
Deliberation: Reader responds to re-readings by generalizing about the text.	*Inference/Re-Interpretation*: To organize information and, ideas, and to infer broader ideas.

Source: Developing Thinking Skills through Literature, Cobine, (1993, pp. 5-6)

Cobine (1993) also concludes that through the discovery reading process, students should be given a real purpose, a sufficient background on the topic and they should be active in all the above mentioned stages.

With the same token, in 1997, the Institute for Academic Excellence emphasizes literature reading as an active process and reports the link between critical thinking and literature-based reading. The institute reports that while reading a book, the reader does not just dive into words and details, but he looks for patterns and tries to put details into those patterns. The reader draws these patterns from the book he reads, from other books he has read, or from other experiences he has gone through in his life. In other words, it is reader's responsibility to create meaning from the text. The report of the institute continues that the students of literature employs terms such as plot, argument, character and theme while they are trying to construct meaning. In the creation of meaning, the report highlights Bloom's Taxonomy since to construct meaning; the reader should analyze and evaluate the information, apply the patterns and synthesize plot and theme from the details. To deal with the complex texts in literature, the reader should make literature-based reading practice that involves critical thinking skills.

Other researchers underlying critical thinking in literature are Sriraman from Montana University and Adrian from Ottowa Township High school. Sriraman and Adrian (2004) mention that today teenagers' point of view to world has changed and there are some questions on the moral and ethical foundations that are accepted as norms in society. At this point, it is essential for teachers to let their students express their thoughts and critically examine society and life. The researchers suggest teachers study literature through critical thinking to achieve this. They add that by teaching literature through critical thinking "literature can be practical, inspirational, appealing, stimulating and educational" (p. 96) and students can examine the relation of literature with life.

In parallel with Sriraman and Adrian's argument, Knight (1993) asserts that many college English instructors regard literature as entertainment and ineffective in real world. However, teaching literature through critical thinking, students adopt critical thinking to real life and become aware that rather than a subject taught in college, critical thinking is a part of daily life. Knight (1993) also emphasizes that instructors should be reminded of the characteristics of an educated person and the purpose of higher education. The main characteristic of an educated person is to be able to transfer learning and the purpose of public (required) education is to educate children in a way that they can be reasonable adults in the village, and the purpose of higher (voluntary) education is to equip students with the information, skills, and attitudes that will enable them to act outside of the village and become a citizen of the world. Furthermore, Knight (1993) adds that drawing reasonable conclusions based on evidence is the core of critical thinking. In literature, this evidence comes from characters and conflicts, and they are like people and relationships in real life. Therefore, emphasizing critical thinking in literature, students can adopt critical thinking to their real lives.

Another researcher McLaughlin (1997) underlines critical thinking in literature and like Knight, he emphasizes critical thinking in literature as a way of getting experienced in real life through comparing ourselves to the characters and situations in the texts and noticing our weaknesses and strengths. Reading literature with a critical eye, students can deepen their understanding of life, nature, death, love, loss, any good or bad points of life. If the process continues, students become good readers who ask questions about the text, predict the events, recognize common themes and draw similarities to their own lives by

questioning, understanding, enjoying and learning. McLaughlin (1997) adds that through studying literature that emphasizes critical thinking, students become more objective and get rid of their prejudices that make them see everything in black or white. At this point, the teacher will be a guide and show the ways for understanding and learning from the reading. In the end, students' reading comprehension and critical thinking will be improved and "they become more thoughtful and, hence, more human" (p. 20). McLaughlin (1997) also provides the following example questions that the students can use to compare their lives to characters and actions in the text:

- How should I behave in a certain situation?
- How can I make my life better one?
- What can I learn from the world around me?
- What can my own experiences teach me?
- Where do I fit in the giant scheme of things? (p. 20).

Another researcher stressing critical thinking in literature is Schmit. In his article *Practicing Critical Thinking through Inquiry into Literature*, Schmit (2002) focuses on the significance of asking questions in people's understanding. He states that our understanding in life, academic disciplines or in daily conversations is framed by the questions we ask, and it is the same in literature classrooms. To have a sound inquiry in literature, the researcher emphasizes teacher and mentions that teacher has the biggest responsibility to find interesting questions. Schmit (2002) mentions that there are numerous question possibilities that one can ask about a literary text, but all of these questions are based on the following basic questions:

- What is..............? (knowledge)
- What is..........about? (comprehension)
- What is ....connected /related to? (application)
- What are the significant components of ....? (analysis)
- What does......mean? (synthesis)
- What is the value of...........(evaluation) (p. 119).

Schmit (2002) expresses that all of these six questions are related to Bloom's Taxonomy of cognitive level, and the taxonomy is an inestimable resource for teachers to find suitable questions. He also mentions that Bloom's Taxonomy is hierarchically arranged that let students go through a process in the way of developing new ideas.

Moreover, Schmit (2002) suggests Mortiner Adler's Paideia model to shape a complete discussion of a text that includes three phases. The phases are sketched to ease clear understanding of the text in that they are listed hierarchical that is essential to critical thinking. The first phase includes exploration or discovery tasks in which students try to discovery facts and experiences through observation and examples in the text. The first phase is related to the facts of the texts and includes questions such as what is the subject of the text? When was it written? And who narrates the text? In the second phase, discussion becomes more critical. The second phase focuses on thoughtful examination of ideas found out in the first phase, in other words the second phase is the application and analysis of the text. This phase includes questions like what is the genre of the text and how does our knowledge of this genre shape our expectations for the text. The third phase takes the discussion away from the text into a larger world. It involves creating meaning and judgments to appreciate the text. The example questions are what does the text mean? And how does this text ask you to reconsider your understanding of the subject at hand.

Emphasizing critical thinking in literature, we encounter different terms in the related literature. For example, in the report of National Research Center on English Learning and Achievement called Effective Literature Instruction Develops Thinking Skills (2001) envisionments are highlighted in teaching literature, and it was mentioned that "envisionments are at the core of what teachers and students should be attending to during literature instruction" (p. 4). Then what is envisionment?

Reading a literary text, the reader finds out deeper possibilities in each part of the text. Examining these possibilities and trying to find different possibilities, the reader's interpretation of the whole text might be affected. Therefore, as reading, the reader has various interpretations and by the interaction with other readers, the reader can change their own thinking. These changing understandings and interpretations are called envisionments. The report also includes that on the way of developing rich and powerful envisionments, the students need help to think in a proper way and to come up with deep and sound interpretations. To provide students with the mentioned support, the report lists four suggestions for teachers:

1- Focus the discussion on students' ideas and questions, first to capture the thoughts students come away with at the end of a reading, and later, as they further develop their understandings.
2- Teach students to strengthen their reading abilities by showing them ways to discuss and ways to think about a work.
3- Ask questions that move students to different stances in order to develop their understandings.
4- Foster student awareness and control of their envisionments through oral and written activities that make students' thinking visible to themselves and others (p. 5).

Another researcher Kemp emphasizes critical thinking through literature and writing. In his paper Aristotle in the Classroom: A Rhetorical Bridge Between Literature and Composition, Kemp (2001) claims that English teachers believe that students who read literature with a critical eye become better writers, and students' problems in the writing process can be solved by improving their appreciation of texts through bringing literature and composition together. Kemp (2001) adds that at this point we have terms such as *Writing to Learn* or *Integrated Reading, Writing and Thinking.* Kemp (2001) also states that this integrative approach comes from the classical world of ancient Greek and Rome in which the philosophers were teaching their students fine arts of civil disputation and rhetoric. Kemp (2001) affirms that rhetorical analysis that the ancient Greek and Rome employed can be an alternative for English teachers who try to integrate reading, writing and critical thinking. Moreover Kemp (2001) highlights ethos, pathos and logos as rhetorical appeals those are the sources of argument. In the rhetorical analysis, there is Aristotelian rhetorical situation that includes three elements- exigence, target audience and purpose. Exigence is the authentic needs that make people speak and write, target audience is the people who are willing to be persuaded and purpose is the aim of the speaker who wants to shape and change others' ideas. Using different literary texts with these rhetorical situations- the writer claims that students improve their writings since they will learn the significance of exigence, target audience and purpose in writing. Students learning the importance of these three elements will examine literature in a critical way that will make literature more useful and practical. Kemp (2001) puts forward that rhetorical situations are not enough to create sound arguments in writing and literature since Aristotle suggests something more, the rhetorical appeals. As it was mentioned before, rhetorical appeals are ethos, pathos and logos. Ethos is the appeal to the author's credibility, pathos is appeal to

emotions and logos is the appeal to reason and logic. Examining these three rhetorical appeals, students will be better writers and improve their appreciation of literature.

Accordingly, it seems that literature is regarded as a useful tool to improve students' critical thinking skills in that it enables students to become more responsible and active participants of society that is the main rationale of critical thinking's being emphasized in the field of education. Through identifying characters with themselves and the actions with the situations in real life and through discussing literary texts with the principles of critical thinking, students will be more objective away from biases and their critical thinking will be improved in a way that they can differentiate the right from the wrong. Thereby, looking at the text with a critical eye, students' appreciation of literature will be developed.

2.11. Critical Thinking Assessment Methods

Since thinking is a mental activity, the assessment of critical thinking is a controversial issue. Mostly, the standardized tests are used to measure critical thinking; however, due to the dispute that the standardized assessment methods are not adequate for assessing all aspects of critical thinking and since they entail one correct answer, they are thought to be inappropriate for providing students with different points of view, the new assessment tools are developed such as portfolio assessment and observation. In the portfolio assessment, works of the subjects are examined to evaluate their progress, and also by observing individuals, the progress of critical thinking is assessed.

Although there is a search for alternative critical thinking assessment methods, the standardized tests are widely used to assess critical thinking. Because with the alternative methods mentioned above, there appear grading problems, for it is hard and nearly impossible to find a certain, suitable grading method. There are two main critical thinking assessment tests commonly used in today's research world: Cornell Critical Thinking Test and Watson-Glaser Critical Thinking Appraisal.

The Cornell Critical Thinking Test is one of the most widely used standardized tests to measure critical thinking skills. It was first published in 1971, and then in 1985 a new version was published that is based on Ennis's critical thinking definition. It measures five critical thinking skills; namely, induction, deduction, observation, credibility and

assumptions. In the induction part, based on an experiment a statement is given and students are asked to decide whether the following information supports the statement, and they are also asked to find best prediction according to the given statement. In the deduction part, students are given statements and a conclusion and asked if the conclusion is a certain result of the statements. In the observation and credibility part, students are asked to decide on more believable statement that is based on an experiment. In the assumption part, after reading the related descriptions, students are asked to find the appropriate definition for the descriptions and they are also asked to find unstated assumptions after reading the given statements. The test also includes observation and meaning activities. The questions for the observation part are prepared together with the credibility questions and they emphasize fact and opinion and require students to differentiate the difference between fact and opinion to find to appropriate option. In the meaning part, students are introduced to an argument between two people and asked to find out why their thinking is faulty. It has two forms, Level X and Level Z. Level X is designed for elementary and middle school students, and Level Z is for advanced/ gifted high school students and adults. Both forms include multiple- choice items. The split-half reliability estimates range from 0.76 to 0.87 for Level X and from 0.55 to 0.76 for Level Z. (Cornell Critical Thinking Test Manual, 2005).

Like the Cornell Critical Thinking Test, the Watson-Glaser Critical Thinking Appraisal is one of the most widely employed tests to measure critical thinking skills. It is an 80 item, multiple-choice test having five sub-categories of inference, recognition of assumption, deduction, interpretation and evaluation of arguments (cited in Hurte, 2004). The inference part requires discriminating among degrees of truth or falsity of inferences drawn from given data. Recognition of assumption is related to recognizing unstated assumptions or preassumptions in given statements or assertations. Deduction entails determining whether certain conclusions necessarily follow from information in given statements or premises. Interpretation includes weighing evidence and deciding if generalizations or conclusions based on the given data are warranted and evaluation of arguments is related to distinguish between arguments that are strong and relevant and those that are weak or irrelevant to a specific question at issue. The subjects are given 60 minutes to answer 80 questions on the test. The appraisal has two forms (Form A and Form

B) and the maximum raw score is 80. In terms of reliability, the test's split-half coefficients range from 0.69 to 0.85 (Manussen, 2002, cited in Dayıoğlu, 2003).

In conclusion, as thinking is a mental concept, assessing critical thinking is a controversial issue. Standardized tests are mostly preferred and in time researcher has come up with different alternatives such as portfolio and observation. In fact, it seems unlikely for the new alternatives to be superior to the standardized tests since they have grading problems.

2.12. Studies Conducted on Critical Thinking

Being a hot topic, critical thinking is in the sphere of interest of many researchers in Turkey and abroad. The studies below provide a picture of critical thinking studies conducted in Turkey and abroad.

2.12.1. Studies Conducted Abroad

Foreign researchers are quite interested in critical thinking and they conducted several studies in different areas of education. To give an example, Baker and Delmonico (1999) conducted a study to enhance critical thinking in English and theatre classrooms in a high school in the suburbs of Chicago. Through observations, questionnaires, surveys, journals and a modified version of the Cornell Critical Thinking Test, the researchers reported the lack of critical thinking in the classroom. To improve students' critical thinking skills in English and theatre classes, appropriate activities were developed according to the components of critical thinking and applied to the students during a four month period. The results indicated that critical thinking is not an easy process to measure, and it requires more time to teach. Out of the control of the teachers, many factors appeared and hindered the critical thinking instruction. Moreover, it was seen that the teachers needed critical thinking pedagogy, and there was a significant relationship between critical thinking and motivation.

In another study in 1992, Combs tried to develop critical thinking skills through whole language strategies. The teacher's fourth grade students had problems with the critical

reading skills. A literature unit involving whole language strategies was implemented. Students kept literature logs while reading and were engaged in classroom discussions using questioning techniques prepared to enhance critical thinking skills. In the literature units, the vocabulary instruction that focused on context clues was emphasized. Moreover, students created bulletin boards. In the end of the implementations, students demonstrated higher level thinking skills.

Long and Pedersen (1992) carried out a computer-oriented, classroom based study at Thomas Nelson Community College in Virginia to indicate the ways in which students in a composition and literature class might use a local area network as a catalyst to critical thinking. The study included 49 freshmen in two sections of a college composition course developing writing skills through literary texts and culture. Students joined interactive computer tutorials to analyze essays, plot, and characterization, sent their work to an electronic bulletin so that their works were evaluated by other students. During the semester, students were asked to generate their own critical questions about the texts they read. Students' progress was evaluated through a writing attitude survey, a computer assisted instruction attitude survey and a typology used to rank the degree of complexity of students' questions. The findings showed that students had more positive attitudes toward writing literature and use of computer.

Pullen and her fifteen colleagues (1992) conducted a study to improve critical thinking skills of English students at Malboroo High School in Jew Jersey through literature and composition instruction. The emphasis was placed on observation, question patterns and student centered activities through literature, writing activities, lessons and teacher workshops. The findings indicated that students' critical thinking was improved. Additionally, classes became more student-centered.

Due to the prolification of computer-assisted courses in higher education and the significance placed on self- direction and high-order critical thinking skills in his university, University of South Dakota, Hall (2005) conducted a dissertation to examine the extent of higher-level critical thinking in two groups of graduate students enrolled in the same online course. The research used qualitative content analysis and coded the discourse of 37 graduate students to find out their level of higher-order critical thinking.

Through pre-test/post-test and nonequivalent control group design, the content analysis coding was implemented. The study focused on student control of the learning environment, critically reflective thought and learner responsibility. The findings showed that students tend to use low-level critical thinking skills unless they were forced by the instructor. In the study, higher-order critical thinking levels of the experimental group were improved through intervention that provided them with a situation to use their higher-order thinking skills. The study suggested that the faculty should have opportunities to design new techniques and strategies to foster higher-level critical thinking in the classroom.

Since critical thinking assessment became an indispensable criteria for the teacher education programmemes at the school of education throughout Texas, Valdes-Corbeil (2005) from the University of Houston in USA tried to find out the effect of the 'Watson-Glaser Critical Thinking Appraisal' test preparation programme on the critical thinking of teacher education programme applicants. A casual comparative research design was used to examine the programme's effectiveness. The subjects of the study were the applicants who took Watson-Glaser Critical Thinking Appraisal as a part of the teacher education programme in the school of education. The researcher analyzed the performance results of the teacher education programme applicants on the Watson-Glaser Critical Thinking Appraisal. The findings analyzed by Pearson chi-square statistical technique indicated that there was not statistically significant difference between the teacher education programme applicants who participated in the Watson-Glaser Critical Thinking Appraisal Test Preparation Programme and those who did not participate in the Watson-Glaser Critical Thinking Appraisal Test Preparation Programme.

From the University of Tennessee, Hurte (2004) tried to explore the effectiveness of a modified version of the Cognitive Enrichment Advantage (CEA) approach and the Scaffolding approach in enhancing critical thinking skills of freshmen students. In the study, a pre- test/ post-test comparison group design was used. The participants of the study were the students enrolled in a freshmen seminar course for a scholarship programme for African American students. In the first phase, to obtain data of all participants' critical thinking ability, three critical thinking assessments administration sessions were held. Based on the scores from the Watson-Glaser Critical Thinking

Appraisal (W-GCTA) obtained during the second assessment administration session, the matched pairs were randomly selected and the CEA group and the scaffolding group were organized. The intervention lasted for five weeks with 40 minutes teaching sessions for both groups. During the intervention, both groups practiced worksheets following a gradual improvement in critical thinking. For one group a scaffolding approach and for the other group the modified CEA approach was used. The post-intervention phase included the final assessment administration session. After the treatment, the students were postested by Watson Glaser Critical Thinking Appraisal, and the results showed that the critical thinking skills of the group that was exposed to Cognitive Enrichment Advantage Approach were increased, but there was no increase in the critical thinking skills of the group that was exposed to Scaffolding Approach.

From Copella University in Minnoseta in USA, Roether (2003) analyzed the level of critical thinking skills of Korean ESL students compared to USA college students. The hypothesis of the study was that the Korean college ESL students would score the same as USA college students that had previously scored on the CCTST. The participants of the study were Korean students enrolled at an English language institution in Los Angeles. The California Critical Thinking Skills Test (CCTST) was used to measure students' critical thinking skills. The CCTST was applied to a sample of 50 Korean ESL students, and their scores were compared with the scores on the CCTST taken by US college students in 2002. The results indicated that US college students' critical thinking levels were higher than those of the Korean college ESL students and the hypothesis was proven wrong.

In 2003, Abdulghani from Pennsylvania State University examined the effects of cooperative learning on critical thinking and achievement in Arabic language by grade ten female high school students in the United Arab Emirates. The researcher used nonrandomized control group pre-test/ post-test design. There were two experimental classrooms consisting of 33 and 31 students and two control groups consisting of 33 and 29 students. All of the students were in grade ten. While the experimental groups were taught by the cooperative method, the control groups were exposed to the lecture method. Two participant teachers joined the study and each one taught one experimental and one control group. The intervention lasted for eight weeks. The researcher trained the teachers to use cooperative learning techniques. For the pre-test, the Watson-Glaser Critical

Thinking Appraisal was applied to the experimental group and control groups. Another achievement test was used as a post-test to find the effect of cooperative learning on achievement in the classroom subject of Arabic language. The findings indicate that there was no statistical significance between the two methods of teaching on critical thinking or achievement in Arabic language.

Denordo from University of Pittsburgh (2003) investigated the current knowledge of critical thinking in education faculty in Pennsylvania and analyzed the example critical thinking programmes to find out the features and conditions required to increase students' intellectual growth. The purpose of the study was to discover examples of successful strategies for teachers to improve their students' thinking skills. To achieve this end, 310 faculty members were randomly selected from a database of 7,736 higher education faculty. Ninety (90) individuals responded to a qualitative /quantitative survey. Only 18 % percentage had a clear concept of critical thinking standards and only 33 % clearly explained the difference between an assumption and an inference, a basic concept of critical thinking. Fifty-two percent (52 %) did not have an idea for how to assess critical thinking. Eighty-two percent (82 %) mentioned that their students have little critical thinking abilities when they start college education and only 13 % said that students graduate with a high level of critical thinking skills. Moreover, the study showed that successful critical thinking programmes incorporate long-term projects lasting several courses or years with a specific goal of increasing students' critical thinking skills. In an explicit way, students are taught critical thinking with the several opportunities to watch and listen to their teachers as a model of critical thinking. Additionally, it was seen that solving 'real world' problems is indispensable to foster students' critical thinking abilities. The findings also indicate that educators are uninterested and unaware of the significance of teaching critical thinking.

In general, the studies abroad were conducted in different disciplines in various parts of the world with the same purpose, to enhance students' critical thinking and they mostly focused on finding out the levels of students' critical thinking. Furthermore, examining the studies abroad, it is easily noticed that they commonly emphasize the following points:

- A long time period is required to increase critical thinking.

- Critical thinking can be improved through appropriate methods within an adequate time period.

- Critical thinking is a requisite characteristic of education.

- Educators are not adequately aware of the concept and significance of critical thinking.

- Solving real life problems is essential to enhance critical thinking.

2.12.2. Studies Conducted in Turkey

Besides the studies abroad, several studies were conducted in Turkey. For instance, in her thesis for a master degree, Özçınar (1996) from the Middle East Technical University tried to enhance critical thinking levels of Hacettepe University preparatory students. She had a control and an experimental group which both consisted of 28 students and a treatment of twenty activities prepared according to critical thinking, some of which were self made and others adopted from various books. The treatment lasted for 8 weeks, and the majority of activities aimed at improving students' thinking in reading and writing. After the treatment, the students were given a real life test prepared by the researcher, and their reading and writing skills were compared. The data were evaluated by T-Test. The results showed that the experimental group performed better in the criteria of critical approach, creativity and imagination. Moreover, the experimental groups' reading and writing scores were found better than those of the control group.

In her doctoral thesis, Kara at İstanbul University (1997) tried to find out İstanbul University students' critical thinking levels and the factors affecting their critical thinking. The sample of the study was 244 senior students. The data were gathered by an information form and by Watson- Glaser Critical Thinking Test and evaluated by Tukey HSD Test and t-Test. In the end of the study, the critical thinking level of the students was found at average level. A significant relationship was found between critical thinking and risk taking and students' feeling themselves as a researcher, but no significant relationship was found between critical thinking and being a humanist, fair, having responsibility, trust, experience, or taking different options into account.

From Sakarya University, Tokyürek (2001) tried to find out whether teachers' attitudes and curriculum affect students' critical thinking abilities. A questionnaire related to critical thinking and students' attitudes toward critical thinking was filled out by 4 primary teachers. The result showed that there was a significant relationship between students' critical thinking abilities and teachers' attitudes and curriculum.

In his doctoral thesis conducted at Hacettepe University, Şahinel (2001) tried to develop the integrated language skills via critical thinking skills. The sample of the study was Beytepe Primary School's 5th grade students. The researcher had a control and an experimental group. By a Turkish test and a Turkish course attitude scale, the groups were determined. The experimental group was implemented with a new course plan. The course plan included writing, reading, speaking and listening activities that were prepared in line with critical thinking. After that the same test and scale were applied to both groups and the test in question was applied again after 3 weeks and 14 weeks. The researcher also used video-camera, observation, questionnaire and interview. According to the findings, in the post and permanency tests, the experimental group performed better in all four language skills, and it had more positive attitudes toward Turkish lesson and was more active in the lesson.

In 2002, in his doctoral thesis at Çukurova University, the researcher, Mirioğlu, tried to find out the relationship between proficiency in a foreign language and critical thinking skills and the relationship between students' learning strategies and critical thinking skills. Miriliğlu used 240 participants from the English Language Teaching Department and Primary School Teacher Education Department of the Faculty of Education at Çukurova University. To determine students' language proficiency, she used Michigan test of English Proficiency. She also employed a personal background information questionnaire to gather information about students' school type, computer literacy, parents' education level and the number of siblings. To determine the students' critical thinking levels, she used Watson Glaser Critical Thinking Appraisal. The study showed that there is a positive relationship between language proficiency and critical thinking skills but no significant relationship was found between critical thinking and students' school type, computer literacy, parents' education level, or the number of siblings.

In the study, through written assignments, İrfaner from Bilkent University (2002) implemented the components of critical thinking in an English course in the first year English programme at Bilkent University. The data collected through interviews and instructor forms are analyzed by categorization based on critical thinking components and teachers' expectations of students' use of these components of critical thinking. In the end of the study, the teachers reported satisfaction with the level of students' use of critical thinking components in completing their assignments.

Özüberk (2002) tried to find out the effects of critical thinking skills on high school students through a programme based on Feuersten's instrumental enrichment programme. The researcher had a control and an experimental group. A programme composed of 14 activities was applied to the experimental group for 20 hours. The data were collected by Watson Glaser Critical Thinking Appraisal and evaluated by T-Test. The results showed that the implemented programme was effective in the criterion of noticing assumption but not in the criteria of inference, deduction, interpretation and evaluation of counter arguments.

Akbıyık from Hacettepe University (2002) tried to find out the relationship between critical thinking skills and academic achievement. In the study, a critical thinking attitude scale prepared by the researcher was used and the gathered data were evaluated by T-Test. The study showed that there was a positive relationship between academic achievement and critical thinking skills- a positive relationship between mathematics, physics, chemistry, biology, history, geography, Turkish language courses and critical thinking skills but no relationship between English course and critical thinking skills.

In 2003, Dayıoğlu conducted a thesis for a master degree at the Middle East Technical University. In this descriptive study, the researcher tried to find out critical thinking levels of the students at the unit of English preparatory school at Hacettepe University. To gather data, Watson- Glaser Critical Thinking Test, an information form and an English sufficiency test were employed. The results showed that there was a significant superiority of natural sciences over the social sciences and the students at the intermediate programme at the English preparatory school performed better than the others. The study also indicated that there was not any significant relationship between gender, the number of siblings and

critical thinking skills; there was not any relationship between Watson- Glaser Test and English proficiency test but there was a little significant relationship between Watson - Glaser Test and reading and writing scores in the English sufficiency test.

Mainly, the studies conducted in Turkey focused on writing and reading skills to improve students' critical thinking levels and they are generally descriptive studies which aimed at finding students' critical thinking level and mainly to measure students' critical thinking levels. In addition, in general the studies show that:

- Critical thinking is not emphasized in Turkish education system (İrfaner, 2002; Mirioğlu, 2002; Özüberk, 2002; Dayıoğlu, 2003).
    - With the appropriate methods and activities, critical thinking can be improved.
    - Time restriction is a problem in enhancing critical thinking in classrooms.
    - Critical thinking should be enhanced in classrooms.

2.13. Conclusion

As the literature review suggests, critical thinking is accepted as an indispensable part of today's education system since it meets the needs of the today's and tomorrow's individuals that are expected to know how to use knowledge to obtain the truth. In this study (rather than mostly encountered fields in the literature review like reading and writing) being in an English language and literature department, the field of literature is chosen to improve students' critical thinking levels. Therefore, the study is thought to be as one of the first studies that aims to foster critical thinking skills through literature in Turkey. In this respect, it is believed that the results of the study will be a starting point for similar studies and will make a contribution to the critical thinking studies in general in that it will make the educators and the educational institutes be aware of the vital role of critical thinking in education that is supposed to educate individuals that can exist on their own in society.

CHAPTER 3
METHODOLOGY

3.1. Introduction

This chapter starts with the overall research design of the study, continues with the setting, participants and sampling, data collection instruments, pilot study, and finishes with the data analysis procedure.

3.2. Overall Research Design

This study employed both qualitative and quantitative research methods since it was carried out by a survey research and a One-Group Pre-Test/Post-Test Design. Related to qualitative research, Trumbull (2005) states that "qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, and phenomena in terms of the meanings people bring to them" (p. 101). The study made use of questionnaire, interview and observation that are the main qualitative data gathering methods to find about the activities carried out in literature courses and people's opinions and experiences on the current critical thinking situation in literature classrooms. The study also employed quantitative research to see whether there would be an improvement if a change was made in the present critical thinking situation. Taylor (2005) remarks that " the major purpose of quantitative research is to make valid and objective descriptions on phenomena. The researcher is attempting to show how phenomena can be controlled by manipulating the variables" (p. 91). Taylor (2005) adds that in the quantitative research the researcher tries to generate the findings to the larger population but there appear several problems especially in behavioural sciences that are complete control and objectivity and data gathering instruments' inadequacy of answering the questions related to human behaviour. The major quantitative research methods are correlational research, experimental research, casual comparative research and action research. In this study, the qualitative data come from the findings of questionnaire, interview and observation; the quantitative data come

from the results of questionnaire and pre/post-tests carried in one-group pre-test/post-test design.

The study has two main aims: (1) to identify the present situation in the literature courses in the Department of English Language and Literature with regard to critical thinking and (2) to improve the existing situation in the department through literature-based critical thinking activities. The following research questions guided the study:

Main Research Questions:

4- Is critical thinking emphasized in the literature courses in the English Language and Literature Department of KTU?

5- How can critical thinking levels of the students be enhanced in the literature courses in the English Language and Literature Department of KTU through a literature-based critical thinking programme?

6- What are the reflections of students and instructors on the literature-based critical thinking programme implemented in the literature courses?

Specific Research Questions:

1- Do the literature course instructors underline critical thinking in their literature courses in the Department of English Language and Literature at KTU?

2- What are the critical thinking levels of the students attending the literature courses of the Department of English Language and Literature at KTU?

3- Is there any statistically significant difference in the critical thinking levels of the experimental groups after they are exposed to a literature-based critical thinking programme?

To answer the main research question 1 and specific research questions 1 and 2 a pre-student questionnaire, an instructor interview and observation were carried out. To answer the specific research question 3, Cornell Critical Thinking Test Level Z was used as a pre-test to measure the existing critical thinking level of the students. To answer the main research question 2 and the specific research question 5, literature-based critical thinking activities were prepared and One-Group Pre-Test/Post-Test Design was employed and

finally to answer the main research question 3, a post-student questionnaire and a post-instructor interview were implemented.

STEP 1: →	*Identifying Current Critical Thinking Situation*

Instruments

Pre-Student Questionnaire	→	Observation	→	Pre-Instructor Interview

Cornell Critical Thinking Test (Pre-Test)

STEP 2: →	*Improving Current Critical Thinking Situation*

Implementing Critical Thinking Activities

STEP 3: →	*Identifying the Results of the Implementation*

Instruments

Post-Student Questionnaire	→	Cornell Critical Thinking Test (Post-Test)	→	Post-Instructor Interview

Figure 4.

Research Design of the Study

3.3. Data Collection Instruments

As it was stated before, the study made use of both qualitative and quantitative research methods to gather data about critical thinking in the literature courses. Specifically, the study employed questionnaires, interviews, observation and one group pre-test/post-test design to answer the aforementioned main and specific research questions.

3.3.1. Questionnaire

In this study, questionnaire was used as qualitative data gathering method to identify the current critical thinking situation in the literature lessons in the Department of English Language and Literature at KTU and to take students' reflections on the critical thinking activities after the treatment. Questionnaire is defined as "a document containing a set of questions for respondents to complete themselves (a self-completion questionnaire) and sometimes to mean the list of questions which an interviewer reads out to respondents" (Gilbert, 1993, p. 96). Since students' experiences and ideas were required to come up with sound information about the critical thinking situation in the literature courses in the department, the researcher prepared a pre-student questionnaire. A post-student questionnaire was also designed to learn students' reflections on the activities after the implementation of literature-based critical thinking activities. Questionnaires can be given out by hand or they can be posted to the respondents and then they are called postal questionnaire. Since the subjects of this study are students of our department, the questionnaires were distributed by hand. There are some advantages of self- questionnaires over postal questionnaires. For example, Gilbert (1993) states that by self- completion questionnaires, the researcher can reach a large population cheaply since no interviewers are required. Another advantage of self- completion questionnaire is related to time. Questionnaires given out by hand return to the researcher earlier than postal questionnaires.

3.3.2. Interview

Another qualitative data gathering method, interview was used to gather insights into the current critical thinking situation in the literature courses in the department. Interview

is defined as "a two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation" (Cannell & Kahn, 1968, cited in Cohen & Manion; 1994, p. 271). Besides students' ideas and reflections, instructors' ideas and reflections were required first to clarify the current critical thinking situation in the literature courses and then to gain insight about their views on the critical thinking activities done in literature courses. A semi-standardized interview was employed for the pre-instructor interview to gather as much information as possible about the critical thinking situation in literature courses. Fielding (1993) remarks that in the semi-structured interview, the interviewer asks certain basic questions and he can change the sequence of the questions to gather more information. Another researcher Robson (1993) states that the interviewer prepares the questions in advance in the semi-structured interview but can change the sequence and wording of the questions. He adds that the interviewer can also leave out the questions that seem inappropriate with a particular interviewee or include additional questions. Robson (1993) continues that interview is a useful data gathering technique that provides rich and illuminating information. For the post-instructor interview, the researcher used a standardized interview that Fielding (1993) defines an interview in which "the wording of questions and the order in which they are asked is the same from one interview to another" (pp. 135-136). Another researcher Gilbert (1993) mentions that it is suitable to make standardized interview when the researcher has some insights into the relation between his/ her subjects and the topic in questioning the study and when there is no possibility of loss of data by asking certain questions. Accordingly, in the post-instructor interview the researcher used a standardized interview since she has some settled ideas about the effect of the implementation on the subjects that come from the literature review and the findings of post-student questionnaire.

3.3.3. Observation

Observation is another data gathering method used in the study. Since the classroom atmosphere, the interaction between teachers and students, and especially the questions asked by the teacher and students are primarily significant in critical thinking, observation as a data gathering method was found appropriate for the study to find out the present critical situation in the selected classrooms. Ekiz (2003) states that observation is one of

the most significant and basic data collection methods of the qualitative research. He regards observation as "a data gathering tool whose main aim is to investigate human behaviors in natural environment" (p. 56). Another researcher Robson (1993) puts forth that a main advantage of observation stems from its directness. The researcher does not directly ask people about their ideas, feelings or attitudes but he/she watches them to learn what he wants to. He continues that observation is also a suitable tool to obtain pictures from *real life*. Furthermore, observation is regarded as a way to check the validity of other data collection methods so that it can strengthen the results of the questionnaires that were used in the study.

There are two main types of observation: participant observation and non-participant observation. In the participant observation, the observer becomes a member of the group and becoming a member of the group can bring out the problem of going native since the researcher may lose his/her objectivity due to the intimacy between him and the other members of the group. Cohen and Manion (1994) illustrate a non-participant observer as a researcher who sits at the back of the classroom and notes what the teacher and students say on a structured observation form.

In this study, the researcher was a non-participant observer since the nature of the study requires being away from the classroom activities to observe the current situation in its natural setting. Furthermore, for the observation, the researcher prepared an observation form and she decided the items to be observed in advance and observed the classrooms accordingly that is called structured observation. The researcher decided on the items of the observation form by examining the literature review and coming up with the relevant items.

3.3.4. One-Group Pre-Test/Post-Test Design

Besides qualitative research, quantitative research was employed in the study to see if there would be any improvement after a change was made in the critical thinking situation. As the researcher did not have a chance to use a control group in the study because it was impossible to divide the classes into two and conduct a true experimental design, one group pre-test/post-test design was employed in the study to find out whether there was a

significant difference in the critical thinking levels of the experimental groups after they were exposed to a literature-based critical thinking programme.

Cohen and Manion (1993) represent the one-group pre-test- post-test design in the following as:

O_1	X	O_2

O refers to the process of observation or measurement and X refers to the exposure of a group to an experimental variable or event, the effects of which are to be measured. Waterman (2005) mentions that one group pre-test/post-test design is useful when a researcher is trying a new technique or material in the classroom. Kozloff (2006) mentions that one group pre-test post-test design enables the researchers to compare the dependent variable (s) before and after X. In the one-group pre-test- post-test design, the researcher gives a test (pre-test) to the group and after the treatment, he/she gives the same test (post-test) to the group to measure the effect of the treatment. The one group pre-test/post-test design is used widely in studies where there is no possibility of having a control group (Meiners, 2005; Day, 2006; Young; 2006).

Examining the related literature, Cornell Critical Thinking Test Level Z was chosen for the study. The main reason for the choice of the Cornell Critical Thinking Test Level Z is that it seems as one of the mostly reliable critical thinking assessment tools and is widely used in similar studies. The test was used both as a pre-test to find out the critical thinking levels of the students and as a post test to decide if there was a change after the treatment. As the treatment a literature-based critical thinking programme was applied to the two experimental groups; the first is to the freshman that take the Introduction to English Literature course, and the second is the senior that take the Literary Criticism course.

3.4. Setting

The study took place in the Department of English Language and Literature at Karadeniz Technical University, Trabzon. The Department offers a variety of courses

under the title of English and American literature and Language and Linguistics. The total number of students in the programme is 240.

3.5. Participants

The participants of the study consist of the students of two classes, one is 51 freshman students taking the Introduction to English Literature course and the second is 34 senior students attending Literary Criticism course in the Department of English Language and Literature at KTU. The researcher was the research assistant at the department as well. As the study aims to identify and improve critical thinking situation in literature courses in the department, the students attending the literature courses at the department were chosen as the subjects of the study.

Table: 15

Students' Gender Distribution

	Freshman		Senior		T
	f	%	f	%	O
male	10	22	3	9	T
female	37	78	31	91	A
					L
Total	47	100	34	100	81

3.5.1. Sampling

Sampling is an important part of the studies as it is highly related to generalizability. Population refers to all the cases; sampling refers to the selection from the population (Robson, 1993). In general, there are two types of sampling: probability sampling and non-probability sampling. In the probability sampling, all the members of the population have a chance to be included in the study as they are randomly selected. As its name suggests, in the non-probability sampling, the subjects are not chosen randomly and the generalizability is limited. The major probability sampling types are simple random sampling, systematic sampling, stratified sampling stage sampling and cluster sampling. The main non-

probability sampling types are convenience sampling, dimensional sampling, quota sampling, and purposive sampling and snowball sampling.

In the study, purposive sampling method was used as it was impossible to include all the literature courses in the department and have a random sampling since the study has a specific purpose that first to identify the current critical situation and then to improve the existing situation that means the courses were chosen from those covering two terms; namely, Introduction to English Literature I and II, and Literary Criticism I and II. Moreover, since the study aims to encourage critical thinking through literature by making use of various literary works from novel to poetry, Introduction to English Literature and Literary Criticism courses were regarded as the most appropriate courses for the implementation. Robson (1993) defines purposive sampling as a sample that enables researchers to meet their specific needs in a study. Besides Introduction to English Literature and Literary Criticism, there were other courses covering both fall and spring terms in the department, but they could not meet the specific needs of the study such as English Theatre in which students prepare plays throughout the term and Introduction to American Literature which the researcher taught the students during the fall term and did not have a chance to observe the class to identify the critical thinking situation that was one of the objectives of the study.

In sum, the purposive sampling method was employed and the students from two literature courses namely Introduction to English Literature and Literary Criticism were included in the study. As the first step, the critical thinking situation of the mentioned courses were identified through observation, student questionnaire and instructor interview and as the second step, one-group post-test pre-test design was used to see whether there was any improvement in their critical thinking levels after the implementation of critical thinking activities.

To conclude, the study has two main aims: (1) to identify the existing critical thinking situation in literature courses in the Department of English Language and Literature, and (2) to improve the current critical thinking situation by implementing a programme including literature-based critical thinking activities. Firstly, to achieve the first aim, the researcher interviewed the literature instructors at the department and a student

questionnaire was distributed to the subjects and observation was made in the related classrooms and then, the students' critical thinking levels were determined by Cornell Critical Thinking Test Level Z as the pre-test. To achieve the second aim, after the pre-test, a programme emphasizing critical thinking through literature was implemented to the students and lasted 7 weeks. After the treatment, the students were again tested by Cornell Critical Thinking Level Z to see whether there was a statistical difference after the treatment. Finally, the results of the study were discussed and the conclusions were drawn.

3.6. Data Collection Instruments before the Implementation of Critical Thinking Activities

Before the implementation part of the study, to identify the current situation with regard to critical thinking in literature courses in the English Language and Literature Department at Karadeniz Technical University, a pre-student questionnaire, and a pre-instructor interview were prepared, and observation was made in the selected literature courses; namely, Introduction to English Literature and Literary Criticism. Moreover, a pre-test was given to the students attending the courses in question to find out their critical thinking levels.

3.6.1. Pre-Student Questionnaire

The pre- student questionnaire consisted of five pages (see Appendix A). In general, the student questionnaire was prepared according to literature review to come up with an idea about the present critical thinking situation in the literature courses. Specifically, it aimed to gain information about the classroom atmosphere, the common practices in the literature courses with regard to critical thinking and students' tendency towards being critical thinkers. The questionnaire included fifty-three multiple choice questions. The first question asked for demographic information and the rest of the questions asked about critical thinking, whether critical thinking was emphasized in the literature courses, activities carried out in the courses, instructor of the course and his/her way of teaching and students' tendency towards being critical thinkers. In the following part, the subtitles in the pre-student questionnaire are explained in detail.

3.6.1.1. Whether Critical Thinking is Emphasized in the Literature Courses

The questions were prepared to find out if critical thinking is emphasized in the lessons. To answer the main question – whether critical thinking was emphasized in literature courses- the researcher focused on three main items: classroom atmosphere, activities and strategies carried out in the lesson and questions asked in the course that were later analyzed in line with Bloom's Taxonomy.

3.6.1.2. Classroom Atmosphere

In the related literature review, classroom atmosphere is regarded as a vital point to encourage critical thinking in classrooms. To promote critical thinking in classroom, the instructor should establish an atmosphere in which all of the students feel at ease and willingly express their ideas (Mirioğlu, 2002; Üstünlüoğlu, 2004; Vinson, 2004; Lee, 2006). If students are not comfortable in the lesson, they might hesitate whether to share their ideas with the rest of the class and it will hinder their thinking. At this point, mutual respect becomes essential. To gain insights about classroom atmosphere, the researcher asked several questions to students such as whether they feel comfortable in the lesson or they could easily reveal their disagreement in the course.

3.6.1.3. Activities Carried out in the Literature Courses

As the literature review suggests, to promote critical thinking there should be challenging activities besides information and memorizing facts and accordingly the instructors are expected to design his/ her way of teaching in line with critical thinking and should prepare challenging activities (Schafersman, 1991; Chaffe, 1999; Tonya & Janine; 1999; Dayıoğlu, 2003; Nelson; 2004). In the pre-student questionnaire, the researcher tried to find out if the instructors carried out activities that encourage students' critical thinking skills such as group and pair work and real life activities (Combs, 1992; Knight, 1993; Chaffe, 1999; Ruggerio, 2002; Üstünlüoğlu, 2004).

3.6.1.4. Bloom's Taxonomy Questions

As the study highlights Bloom's Taxonomy of cognitive domain that structures critical thinking skills, besides observing classrooms and classifying questions of instructors in terms of Bloom's Taxonomy, the pre-student questionnaire included questions for each level of Bloom's Taxonomy as well to find out the place of critical thinking in classrooms.

3.6.1.5. Instructors of the Courses and their Way of Teaching

The pre-student questionnaire also included questions that aimed to gain insights about the instructor of the course and his/her way of giving instructions. Since the instructor is the leading figure in the classroom, his/her characteristics and way of teaching are of primary importance in promoting critical thinking in classroom. To have an idea about his/her characteristics and way of teaching, the researcher asked several questions to students from instructor's teacher type to his/her leading students to understand and analyze the material, from his/her making them think deeply to asking them to apply what they learn in real life situations.

3.6.1.6. Students' Tendency toward being Critical Thinkers

Finally, there are questions that try to give the answer of how much the students are prone to be critical thinkers. Although the instructor has the biggest responsibility to encourage critical thinking in classrooms, he has the role of a facilitator who leads the students to think critically. In other words, the students should also be prone to become critical thinkers to promote critical thinking in the best way in the classroom. Examining the literature review, the researcher asked students questions such as if they easily give up when they engage in a difficult task, whether they respect other people's ideas and whether they look for evidence before accepting ideas that are primary characteristics of a critical thinker.

3.6.2. Pre-Instructor Interview

Like the pre-student questionnaire, as a general aim, the pre-instructor interview was prepared according to literature review to portray the existing critical thinking situation in the literature courses. More specifically, the instructor interview was designed to learn about instructors' way of teaching literature, their knowledge of critical thinking, their ideas about the significance of critical thinking in education and the activities carried out in their courses. The researcher asked open ended questions to gather as much information as possible. It was a semi-structured interview and the researcher asked additional questions in line with the course of the interview. Mainly, the interview included the following questions to gather insights into the present critical thinking situation in literature courses:

1-How long have you been teaching literature?

This question was asked to learn about the instructors' background for teaching literature.

2-Which literature courses are you teaching now?

This question was asked to learn which literature course or courses the instructors are teaching at the time of the study.

3-How do you teach literature?

As it was mentioned in the literature review, it is the instructor who leads the class and who has the biggest responsibility to encourage critical thinking in classroom through his way of teaching adopted to critical thinking. The instructor should adopt his/her way of teaching in a way that it promotes critical thinking. To learn about instructors' way of teaching and whether it promotes critical thinking, the researcher asked instructors an open ended question how you teach literature. Through this open ended question, the researcher tried to learn as much information as possible about the instructors' way of teaching literature.

4-What kind of activities do you carry out in literature courses?

Since the instructors are expected to prepare activities in line with critical thinking to promote critical thinking in classrooms, the researcher asked the instructors questions about the activities they carried out in the literature courses and tried to find out what kind of activities they do in the courses.

5-Do you think the activities carried out in your literature courses encourage students' thinking?

A question about activities' encouraging thinking was asked to learn whether the instructors underline thinking in literature courses rather than memorization.

6-Do you have a certain strategy to make students think in literature courses?

Besides activities encouraging critical thinking, teachers can also encourage critical thinking in their classroom through specific strategies. The researcher also asked the literature instructors if they had any strategy to encourage students' thinking in literature courses.

7-What do you know about the concept of critical thinking?

To find out the existing situation with regard to critical thinking in literature courses in department, as a first step, the researcher needed to learn instructors' knowledge and experience about critical thinking. In the pre-instructor interview, the researcher asked instructors what they know about the concept of critical thinking and tried to find out how much they know about critical thinking.

8-Do you think critical thinking is important in education?

The pre-interview included a question to learn about the instructors' opinion for the significance of critical thinking in education. As the study claims that critical thinking is an inevitable part of education and it should be encouraged in classrooms, in the pre-

instructor interview, the researcher wanted to learn how much the literature instructors agree with the significance of critical thinking mentioned in the literature review.

9-Do you prepare special critical thinking activities to promote critical thinking in literature courses?

As the last question, the interview asked the instructors if they prepared any special critical thinking activities in their literature courses to find out whether they had activities encouraging critical thinking such as real-world tasks, class-discussion, group and pair work, debate, problem solving that the researcher came up with by examining the related literature.

3.6.3. Observation

The purpose of the observation was to identify the present critical thinking situation in literature courses in the Department of English Language and Literature. To achieve this end, an observation form was prepared including appropriate items that were chosen in accordance with the critical thinking components (see Appendix C). The items of the observation were decided by the researcher through reading the related literature. The items were the subject of the lesson, questions asked in the lesson, activities carried out in the lesson, classroom atmosphere and explanation. The following part clarifies each item on the observation form:

3.6.3.1. Subject of the Lesson

The subject of the lesson was an unavoidable item to indicate what the lesson was about and what the main structure of the lesson was. Not directly related to critical thinking but to easily follow the courses, the researcher also noted the subject of the courses she observed. The subject of the lesson was not so important since in critical thinking the important thing was instructors' way of teaching rather than what they were teaching.

3.6.3.2. Questions Asked in the Courses by Instructors and Students

As critical thinking is provided by asking deep and thoughtful questions, it was the most vital item on the observation form. The literature review shows that asking thoughtful questions lies at the very heart of critical thinking since the level of thinking is evaluated by the level of deep questions. (Boostrom, 1992; Baker & Delmonico, 1999; Ronald, 2001; Paul & Elder, 2001; Schmit, 2002; Nosich, 2005). Therefore, the questions asked by instructors and students are essentially important to create a classroom environment promoting critical thinking. Creating this kind of environment, besides asking questions, the instructors should also encourage students to ask questions. During the observation, the researcher wrote both instructors' and students' questions. To identify how thoughtful the questions were, the researcher made use of Bloom's Taxonomy of critical thinking in which Blooms listed thinking levels from lower level to higher level as knowledge, comprehension, application, analysis, synthesis and evaluation.

3.6.3.3. Activities Carried out in the Courses

As it was mentioned before, the activities promoting critical thinking in the lesson are crucial and the researcher tried to find out what kind of activities were carried out in the courses and whether they encouraged critical thinking. In other words, there are certain classroom activities that are largely employed in classrooms to foster critical thinking such as group and pair work, real life and problem solving activities; the researcher tried to discover if these kinds of activities were done in the classes.

3.6.3.4. Classroom Atmosphere

As aforementioned, classroom atmosphere is of primary importance in critical thinking. To have a sound knowledge about whether critical thinking is encouraged in the department, classroom atmosphere should be observed since to create an appropriate classroom environment for critical thinking, students should feel comfortable so that they can express their ideas willingly and freely. During the observation, under the title of classroom atmosphere the researcher noted any positive or negative points that would affect the classroom atmosphere and students' sharing ideas with the class and teacher.

3.6.3.5. Explanation

Explanation is an item that was put on the observation checklist by the researcher to write any required explanation that she would most probably make during the observation. For instance, whenever the researcher observed any specific behaviour related to classroom atmosphere, she took notes under the explanation title. The notes taken by the researcher under the explanation item contributed much to the observational study since they were added to appropriate parts of the rest of the items on the observation form.

In line with the aim of the study, the researcher decided to observe two literature classes in the department; namely, Introduction to English Literature, and Literary Criticism. Literary Criticism course was observed for 38 class hours and Introduction to English Literature for 26 hours that make totally 64 class hours.

In accordance with the aim of the observation, the researcher tried to answer the following questions:

1- Which Bloom's thinking level do the questions asked in the Introduction to English Literature and Literary Criticism courses fall into?
2- What kinds of activities are carried out in the lessons in question?
3- Do these activities encourage critical thinking?
4- What kind of classroom environment do the mentioned lessons have?
5- Is the present classroom environment appropriate for critical thinking enhancement?

The questions asked by the teacher and students were given codes and analyzed through SPSS 10.0 to see which Bloom's thinking category they belonged to. About the activities and classroom climate, the researcher made use of the notes she took during the observation and portrayed the related situation as positive and negative findings in the results of the observation.

3.7. Cornell Critical Thinking Test Level Z

Examining the related literature, the researcher decided to use Cornell Critical Thinking Test Level Z as the critical thinking assessment tool. The Cornell Critical Thinking Test Level Z was used as both pre and post test instrument. The test was chosen because it is one of the most widely used tests in similar studies, and it is regarded as a better and improved one compared to Watson Glaser Critical Thinking Test. Mcpeck (1981) evaluates two most commonly used critical thinking tests; namely, Watson Glaser Critical Thinking Appraisal and Cornell Critical Thinking Tests. He states that Cornell Critical Thinking Test challenge Watson Glaser Critical Thinking Appraisal's popularity and states that the Cornel Critical Thinking Test is better than Watson Glaser Critical Thinking Appraisal in two aspects:

> First, the directions are clear and straightforward, and the tasks involved are direct manifestations of the instructions. Second, the authors appear to recognize the difference between self-contained questions and open (or divergent) questions and do not confuse the two. (p.144)

Mcpeck (1981) continues that Watson and Glaser fail to distinguish the difference between truth and validity but the open questions of the Cornell Tests come from the operative conception of critical thinking of Ennis.

Moreover, Cornell Critical Thinking Test Level Z was chosen as a measurement tool in this study because it can be also used as a critical thinking teaching tool as it is mentioned in its manual; accordingly, the activities directly related to the critical thinking skills emphasized in the test were prepared for the implementation part of the study.

Cornell Critical Thinking Tests were developed by Robert H. Ennis in 1962. There are two types of Cornell Critical Thinking Tests, Cornell Critical Thinking Test Level X and Cornell Critical Thinking Test Level Z. Level X is aimed at students in grades 4-14; Level Z is designed for advanced and gifted high school students, college students, graduate students and other adults. Cornell Critical Thinking Test Level Z is employed in the study as the subjects are university students.

Cornell Critical Thinking Test Level Z is a 52- item, multiple choice tests. The test is intended to be taken within a 50 minute period. Each item on the test has three choices and one keyed answer. The test is a part of deep and continuing research in critical thinking that is related to not only critical thinking but also to conceptualizing critical thinking and to critical thinking instruction and curriculum development. The test has also been used as teaching material. The test also includes the results of 26 additional studies using Level Z from1980 to 2000.

Both Cornell Critical Thinking Test Level X and Level Z are based upon a conception of critical thinking described by Robert H. Ennis after going through a long process from 1962 to 2001. This conception might be called as the *Cornell/Illinois model* since Ennis developed it at Cornell University and the University of Illinois and received help from his colleagues at both universities. The conception comes from the idea of B. Othanel Smith:
" Now if we set about to find out what....[a] statement means and to determine whether to accept or reject it, we would be engaged in thinking which, for lack of a better term, we shall call critical thinking" (Critical Thinking Tests Administration Manual, p.1). Some adjustments were made to Smith's ideas and the following critical thinking definition is based in the Cornell Critical Thinking Tests. "Critical thinking is a reasonable and reflective thinking focused on deciding what to believe or do" (Critical Thinking Tests Administration Manual, p.1).

Among the various approaches that subcategorize critical thinking ability, the test includes three types of inferences to beliefs- induction, deduction and value judging-, and four bases for such inferences, the results of other inferences, observations, statements made by others and assumptions.

Table: 16

Aspect of Critical Thinking Incorporated in Level Z and Rough Assignment of Items Thereto

Aspects of Critical Thinking	Items of Level Z
Induction	17,26-42
Deduction	1-10,39-52
Observation	22-25
Credibility	22-25
Assumption	43-52

As aforementioned the Cornell Critical Thinking tests (Level X and Z) are widely used in critical thinking studies. What follows is the clear explanation of the reliability and validity of the Cornell Critical Thinking test Level Z that the researcher used in this study.

In the Critical Thinking Tests Administration Manual, it is mentioned that the *reliability* of a test is to extent to which it can be depended upon to give the same results repeatedly. To estimate test's reliability, the Spearman- Brown method and Kuder-Richardson methods were used. According to the results, reliability estimates range from .49 to .87 on Cornell Critical Thinking Level Z.

With respect to *item analysis,* the Critical Thinking Tests Administration Manual reports that the difficulty index of .95 indicates that 95 % answered the item correctly.

As it is mentioned in the Critical Thinking Tests Administration Manual, a test is *valid* to the extent that it measures what it is supposed to measure. There are three types of validity, criterion-related validity, content-related validity, construct validity.

Criterion-related validity is related to the correlations between the test and other tests measuring the same concept; in other words, between Cornell Critical Thinking Test Level Z and the other critical thinking tests. As it is mentioned in the Critical Thinking Tests Administration Manual, according to seven correlations between Cornell Critical Thinking Level Z and other critical thinking test, the criterion-related validity is ranged around .50

that is a reasonable degree of relationship. The seven correlations are IQ/aptitude, gender, socio-economic status, personality, and academic accomplishment, grade level and miscellaneous.

According to the Critical Thinking Tests Administration Manual *content-related validity* "shows that the test is representative of an appropriate body of content that the test is supposed to be assessing" (p. 21). Looking for the content-related validity, one should ask the question "Is the body of content appropriate?"; the question deals with the conception of critical thinking ability on which the test is based, whether the conception is satisfactory. Ennis (2005) mentions in the manual that the test user must decide it through taking into account the Cornell/Illinois critical thinking conception of reasonably and reflectively deciding to believe or do. As it is also mentioned in the manual Smith and Ennis have devoted great time to conceptualizing critical thinking and Ennis is called the father of critical thinking in a U.S Office of Education publication and called as the current guru of critical thinking skills testing in American Association of School Administrators. The researcher knows the difficulty and controversy over the definition of critical thinking as it is a mental concept after reading the related literature review, and she also believes that Ennis's definition reflects the core idea of critical thinking that is offered after studying for a long time by Ennis and his colleagues and she decided to use his definition as the operational definition for her study, so the content validity seems to be established.

Ennis (2005) states in the manual that *construct validity* is related to critical thinking in the test "because critical thinking is a construct and in the construct validity we are interested in the extent to which the test adequately assesses the extent to which a person is a critical thinker" (p. 34). In other words, "the construct validity of a test depends on 1) the strength of the system of knowledge of which the test is a part and 2) the extent to which the test contributes to and fits in with that system of knowledge, primarily by its ability to explain data" (p. 36); therefore, the content-related and criterion-related validity of the test also proves the construct validity, correlations of Cornell Critical Thinking Level Z with other variables and consistency across groups and setting.

3.8. Implementation of Critical Thinking Activities

3.8.1. Experimental Design

As it was mentioned before for the implementation part of the study, One- Group Pre-Test/Post-Test Design was applied and critical thinking activities were prepared in line with the literature review and findings of the student questionnaires, instructor interview and observation study.

3.8.2. Factors Guiding the Choice of Activities

The activities were prepared in line with the literature review and the findings of instructor interview, student questionnaire, observation, the course content and the Cornell Critical Thinking Test Level Z. In other words, the activities can be divided into three groups those prepared according to the findings of instructor interview, student questionnaire and observation that were prepared in line with the literature review, those prepared in accordance with the course content and those prepared by taking the Cornell Critical Thinking Test Level Z into consideration.

3.8.2.1. Activities Prepared in line with the Findings of Instructor Interview, Student Questionnaire and Observation

3.8.2.1.1. Bloom's Taxonomy

As discussed in Chapter 2, Bloom's Taxonomy of Cognitive Domain is an instrument that orders critical thinking skills. Brown (2004) mentions that with its clear structure, the taxonomy helps the improvement of critical thinking in the classroom in a way that students apply critical thinking skills to any subject and to real life. Accordingly, reading or working on critical thinking, it is inevitable to come across Cognitive Level of Bloom's Taxonomy that the educators believing the significance of critical thinking largely makes use of. Like the numerous researchers emphasizing Bloom's Taxonomy in their critical thinking studies (Anderson, 1990; Thacker, 1990; Comb, 1992; Sunjosuseno & Watts,

1999; and Schmit, 2002), the researcher also highlighted Bloom's Taxonomy in this study and prepared critical thinking activities in line with the taxonomy.

Identifying the critical thinking situation in the literature courses in the department, the observation study shows that the emphasis is mostly on knowledge and comprehension level; there is almost no emphasis on the synthesis level and the evaluation level is not adequately underlined. Accordingly, preparing critical thinking activities in line with Bloom's Taxonomy, all levels are emphasized to help students pass easily from one level to another. To give an example, for the basic two levels, knowledge and comprehension, the students are asked information questions about the authors, works, literary periods and approaches, and they are asked to explain works and periods and sometimes to translate important parts of the works. In the application part, they are asked to apply what they learn in new situations; sometimes by applying literary approaches to works and sometimes by finding out the characteristics of a specific period in a work written in that period. For the analysis level, the students are asked thoughtful questions related to works that require dividing works into parts to answer. In the synthesis level, the students are expected to create something on their own; to this end, they are asked to produce various works such as designing a cover, writing a poem, or a new ending for a work.

3.8.2.1.2. Problem Solving, Real Life, Asking Questions and Supporting Ideas Activities

3.8.2.1.2. 1. Problem Solving Activities

As thinking is driven by questions, we have problems with questions at the very heart of critical thinking; similarly, numerous researchers emphasized the significance of problem solving in critical thinking (Boostroom, 1992; Chaffe,1999; Ruggerio, 2002; Abdulghani, 2003; Halvorsen, 2005; Paul & Elder, 2006). In a similar way, the researcher prepared a problem solving format adapted from Boostrom (1992) and Ruggerio (2001) and the students worked in groups or pairs and used that format (see Appendix H) to solve the problems in the given situations taken from different literary works. The problem solving format underlines the basic steps of problem solving that are defining problems,

setting goals, talking about the problem, investigating, listing the possible solutions and finally coming up with the best solution.

3.8.2.1.2. 2. Real Life Activities

To encourage critical thinking through real life, real life activities adopted from literary works were prepared in the study. As one of the rationales of encouraging critical thinking in education is to raise active citizens that will take their places in societies and contribute democracy by evaluating the alternatives in a right way to find the truth, preparing real life activities highly supports critical thinking in classrooms. Since literature is life itself and reflects the real world, it is an indispensable tool to encourage critical thinking situations that students may encounter in their real lives. Through numerous characters, events and situations, literature provides students with valuable experience that they can make use of to deal with problems in real life. With the same token, many researchers underline the significance of real life activities in promoting critical thinking in classrooms (Combs, 1992; Knight, 1993; McLaughlin, 1997; Chaffe; 1999,Üstünlüoğlu, 2004; Halvorsen, 2005). In a parallel way, the researcher designed real life activities for the study. In general, real life activities ask the students to find a solution for a real life problem that is reflected in works and to adapt works to real life context.

3.8.2.1.2.3. Asking Questions Activities

Asking questions can be taken as the starting point of critical thinking since if there is no question, there is no thinking. Nosich (2005) cites that critical thinking starts with asking questions about a problem. Critical thinkers ask good questions that go to the heart of the matter. Nosich (2005) adds that a significant part of learning to think critically is to ask questions, and generally it is the most difficult part of critical thinking. Nosich (2005) concludes that asking good questions is important both in education and our daily life. Despite its significance in critical thinking, the student questionnaire and observation study show that students rarely ask questions in literature courses; therefore, activities encouraging questions from students related to literary works and real life were prepared to promote critical thinking in the classroom. A question generating format was also prepared to be used in the activities (see Appendix I). Using the question generating format, the

students were asked to come up with questions with regard to real life by analyzing the literary works.

3.8.2.1.2.4. Supporting Ideas Activities

Supporting your ideas is one of the most essential parts of critical thinking. What is required in the final level of Bloom's Taxonomy-evaluation- is composed of supporting one's ideas through sound reason or evidence. Similarly, Brown (2004) claims that critical thinkers are expected to defend their opinions as critical thinking is more than just the holder of an opinion and defending opinions lie at the heart of critical thinking. Supporting ideas activities not only ask the students for their ideas but also to support their ideas either from the works or real life. The evaluation level questions in Bloom's Taxonomy also support asking questions activities that underline the meaning part questions of Cornell Critical Thinking Level Z.

3.8.2.1.3. Class Discussion, Group and Pair Work

Class discussion, pair and group work activities were also highlighted in the study. Through engaging classroom discussions in which students evaluate different points of views and try to support their views, students practice critical thinking skills (Combs, 1992; Paul & Elder, 2001; Halvorsen, 2005). In the study, most of the activities were carried out in pair or group work again to promote critical thinking in the courses. As interaction and discussion is very important to create a critical thinking encouraging atmosphere (Mirioğlu, 2002; Halvorsen, 2005), pair and group work are highlighted in preparing critical thinking activities and the students were asked to work in groups and pairs to do the activities.

3.8.2.2. Activities Prepared in line with the Course Content

Preparing activities, the researcher also tried to relate the course content to critical thinking and emphasized literary approaches in the Literary Criticism course and literature circles in the Introduction to English Literature course.

3.8.2.2.1. Literary Approaches to Literary Criticism Course

In the Literary Criticism course, students learn about various literary approaches such as Historical-Biographical, Moral - Philosophical, Formalistic, Psychological, Mythological and Archetypal and Feminist Approaches, inter alia. Analyzing works through different literary approaches is directly related to the application part of Bloom's taxonomy. Learning about various literary approaches and applying these approaches to different works, the students practice the first three thinking levels of Cognitive Level of Bloom's Taxonomy that are knowledge, comprehension, application and analysis which are vitally important for students to be successful in the succeeding levels- synthesis and evaluation.

As mentioned in the literature review and methodology, Bloom's Taxonomy of Cognitive level is widely used by researchers and teachers who want to promote critical thinking in their studies and classrooms and the researcher in the study mainly bases the activities on Bloom's Taxonomy as well. Putting Bloom's taxonomy into practice by using various literary works, students practice all critical thinking levels from the lowest to highest, namely from knowledge to evaluation. Processing from knowledge to evaluation, students force their thinking and analyze a piece of literature through various critical thinking levels. Moreover, analyzing the works by several literary approaches, students learn how to look at a work from different point of views and a discussion takes place that all encourage critical thinking in the class.

Finally, analyzing works from different literary approaches, students gain a better understanding of literary works and appreciate them by establishing a bridge between the real and literary world that is a vital point in critical thinking. Analyzing works through various literary approaches was not something new that the researcher put in the curriculum of the course; however, the encouragement of literary approaches to real life and students' thinking were taken a step forward by incorporating critical thinking in the literary criticism curriculum.

3.8.2.2.2. Literature Circles for Introduction to English Literature Course

Unlike in the first term, in the second term, students form literature circles and make presentations in the classroom in the Introduction to English Literature course. Literature circle is regarded as a critical thinking encouraging method**.** To give an example, Campbell Hill, Schlick Noe and Johnson (2001) mention that the literature circles consist of small groups in which students discuss works of literature in depth that help them become critical thinkers since they join a dialogue with the literary work. Campbell Hill et al (2001) continue that through literature circles students engage in critical thinking and reflection as they read, discuss and evaluate the ideas in the books. Collaboration is very important in literature courses, and all members of the group join the discussion and contribute to the group that creates a student centered learning environment.

In the Introduction to English Literature course, students form literature circles that consisted of 5 students. There is an investigator that gives background information about the work, time period or the author, summarizer that prepares a brief summary of the work, illustrator that summarizes the work through pictures, diagrams or charts; vocabulary enricher highlights important unknown words and lastly discussion director develops a list of thought provoking questions that will be discussed in the class. Especially, students' generating discussion questions from the literary works highly support critical thinking and also they work in groups and evaluate works of literature on their own that creates interaction and encourages critical thinking. Moreover, the questionnaire and interview results showed that students did not ask questions in the courses that is very important for critical thinking. In literature circles, the students generated questions that were thought to improve the identified weak points.

In short, literature circles in the Introduction to English Literature course are expected to support critical thinking as they encourage students to search and ask questions about the literary works and figures.

3.8.2.3. Activities prepared in line with the Cornell Critical Thinking Test Level Z

Although different levels of Bloom Taxonomy encourage critical thinking skills included in the Cornell Critical Thinking Test Level Z - for instance, the analysis part promotes recognizing unstated assumptions, logical fallacies in reasoning, distinguishing facts and inferences- the researcher also prepared activities directly related to Cornell Critical Thinking Level Z. The activities were prepared in line with the critical thinking skills that the Cornell Critical Thinking Test Level Z is based; namely, induction, deduction, credibility and assumption. The Cornell Critical Thinking Test Level Z also includes observation and meaning part; the researcher did not prepare activities under the name of observation and meaning, but fact and opinion activities were directly related to the observation part of the test and as for the meaning part, supporting ideas and Bloom's evaluation level activities were prepared.

3.8.2.3.1. Induction and Deduction Activities

Induction and deduction are regarded as two of the most important critical thinking skills. Accordingly, two main critical thinking tests- Cornell Critical Thinking Test and Watson Glaser Critical Thinking Appraisal- base their activities on induction and deduction. In line with the inductive and deductive reasoning, the researcher prepared activities that ask students for drawing conclusion from particular to general and from general to particular by using various literary works. Moreover, related to deduction and induction activities, students were asked to make inferences from the literary works.

3.8.2.3.2. Credibility Activities

As discussed in Chapter 2, credibility is a highly required critical thinking skill to be a good critical thinker (Boostrom, 1992). Therefore, the researcher prepared credibility activities in which the students were asked to decide whether to believe someone or not in the provided situation related from the literary works studied in the Literary Criticism and Introduction to English Literature courses. Preparing credibility activities, the researcher tried to raise students' awareness about the importance of the source of the information in deciding whether to believe a claim or not and as the study's aim was not to give direct

critical thinking instruction but incorporation of critical thinking in the curriculum, the students were not given ready made credibility questions, but questions from the students are encouraged.

3.8.2.3.3. Assumption Activities

Weil (2004) states that whenever we think we make assumptions that generally come from our habits. Our assumptions are closely related to our history and relationships, so they are also connected to gender, class, culture, power and control. To put it another way, our assumptions are about ourselves, people and the world. Assumptions can be defined as beliefs taken for granted, but they are the beliefs we think we know and they are hardly questioned. At this point, the question of distinguishing between what we know and what we believe appears. Using our assumptions, we may draw wrong conclusions; therefore, to be critical thinkers who come up with a sound reasoning, we should be aware of assumptions of ourselves and of other people. In other words, the hairline between assumption and truth determines critical thinkers' route in drawing right conclusions. Believing in the significance of recognizing assumptions in thinking critically, the researcher prepared activities that reveal students' assumptions about people or situations. Moreover, students are expected to find out assumption made in the literary works.

To sum, in the implementation part of the study, literature-based critical thinking activities were prepared in line with the literature review and Cornell Critical Thinking Test Level Z, and the findings of pre-student questionnaire, instructor interview, and observation. For the detailed information about the critical thinking activities, see Appendices F and G.

3.9. Literary Works Used in the Experiment

Choosing the literary works for the activities, the researcher tried to contain works from different genres, so there are novels, short stories and poems. For the *Literary Criticism* course, besides the works included in the coursebook, different works were used. The literary works used in for the activities in the Literary Criticism are *the Blue Hotel* by Stephen Crane, *To His Coy Mistress* by Andrew Marvell, *In Just* by E. E. Cummings,

Enough by Emily Dickinson, *Hamlet* by William Shakespeare, *Young Goodman Brown* by Nathaniel Hawthorne, and *Everyday Use* by Alice Walker.

For the *Introduction to English Literature* course, the researcher prepared activities mainly according to the works included in the coursebook. The works are On His Blindness by John Milton, Gulliver's Travels by Jonathan Swift, Robinson Crusoe by Daniel Defoe, An Essay on Dramatic Poesy by John Dryden, Paradise Lost by John Milton, The Rape of the Lock by Alexander Pope, Essay on Man Essay on Man by Alexander Pope, Daffodils by William Wordsworth, The world is too much with us by William Wordsworth and Frankenstein by Mary Shelly.

In the Literary Criticism course, the researcher used the entire texts of the literary works; however, she could not use the entire texts of the works except for the poems but mainly the passages in the textbook to prepare activities for the English Literature course due to the time limitation. The problem of time limitation comes from the fact that the Introduction to English Literature course contains much more theory, the knowledge of various writers and periods, compared to Literary Criticism course. Therefore, the number of the activities in the Literary Criticism is more than that of the Introduction to English Literature course. For the lists of the literary works used in the implementation, please see Appendices L and M.

3.10. Implementation of Activities

The prepared critical thinking activities were carried out for a period of seven weeks in the Introduction to English Literature and Literary Criticism Courses, see Appendices D and E for the Critical Thinking Activity Schedules. The instructor of the mentioned courses led the class during the implementation. Before each class, the instructors and the researcher came together to discuss which activities should be carried out and how they should be carried out in the best way. The prepared activities were incorporated into the curriculum without disturbing the natural course of the lesson. To implement the activities easily, to gather data for the study, and most importantly to have all the students do the given activities, activity papers were prepared for each course in which the students were asked to answer the questions in written form. First, the activity papers were distributed to

the students in which necessary explanations were made to help them to do the activities in the best way. The students were given time to answer the questions on the activity paper and when they were ready, the activities were done in a class discussion that all the students joined. The students mostly worked in pairs or group to increase interaction among students and had different point of views together in discussing their answers in class. For the examples of students' works for various literary works see Appendices J and K.

3.11. Data Collection Instruments after the Implementation of Critical Thinking Activities

After the implementation of critical thinking activities for seven weeks, the Cornell Critical Thinking Test was again given to the students who attended the Introduction to English Literature and Literary Criticism courses as a post-test to see whether there was any improvement in their critical thinking levels. Moreover, a post- student questionnaire and a post-instructor interview were prepared to take students' and instructors' reflections on the critical thinking activities.

3.11.1. Post-Student Questionnaire

The post-student questionnaire consisted of six pages (see Appendix B). In general, the student questionnaire was prepared to learn students' reflections on critical thinking activities they joined in the Introduction to English Literature and Literary Criticism courses in the second term. Specifically, it aimed to gain information about students' interest in the critical thinking activities, the activities students found most challenging, how the activities contributed to students' understanding of literature, to their appreciation of literature, to their understanding of real life, to activating their thinking and contribution to their producing original ideas that were determined by the researcher by examining the literature review as they seemed to constitute the core points that were emphasized for underlying critical thinking in literature and in education. There were thirty-seven multiple choice question nineteen of which aimed to find out students' interest in the activities, the rest asked for the contribution of activities to students' understanding and appreciation of literature, understanding of real life, activating their thinking and producing original ideas.

The Likert scale was used for the multiple-choice questions. After learning about students' interest in the activities, there was one follow-up question asking for the most challenging three activities and finally the questionnaire ended with one open-ended question that asked for students' comments on the activities. The following part offers information about the post-student questionnaire in detail.

3.11.1.1. Students' Interest in Critical Thinking Activities

As Halvorsen (2005) states like in all courses, it is important to take students' interest in teaching critical thinking. Firstly, the researcher wanted to know whether the students were interested in the critical thinking activities since they were supposed to be challenging. In the questionnaire, students were asked for their interest for each critical thinking activity.

3.11.1.2. Most Challenging Critical Thinking Activities

The literature review indicates that a critical thinker should encounter challenging activities that force thinking (Facione, 1990; Halpern, 1997; Halvorsen, 2005). To learn students' ideas for the difficulty of the critical thinking activities, the questionnaire asked for the most challenging three activities in the implementation part in the experimental courses, Introduction to English Literature and Literary Criticism.

3.11.1.3. Contribution of Activities to Students' Understanding and Appreciation of Literature

A critical thinker is supposed not only to understand what he/she reads but also to appreciate what is read beyond memorization. A student thinking critically activates his/her reasoning and becomes an active student who can evaluate the weak and strong points of what he/she reads (Burroughs, 1993; Cobine, 1993). It is believed that critical thinking activities prepared for the study is thought to help students to understand and appreciate the literary works they read. Therefore, the post- questionnaire included questions that aimed to find out whether the activities contributed to students' understanding and appreciation of literature.

3.11.1.4. Contribution of Activities to Students' Understanding of Real Life

Literature reflects real life and the researchers (Combs, 1992; McLaughlin, 1997; Üstünlüoğlu, 2004; Halvorsen, 2005) mention that real life activities are vitally important in emphasizing critical thinking in education. In the implementation, various activities were prepared that ask students to relate works to real life through different activities in which works became a bridge between literature and real life. In the post-questionnaire, students were asked whether the activities contributed to their understanding of real life.

3.11.1.5. Contribution of Activities to Activating Students' Thinking

As its name suggests critical thinking activities are expected to activate students' thinking (Facione, 1990; Halpern, 1997; Halvorsen, 2005). Doing the activities students should force their thinking to answer the questions. Rather than easily finding the solution for the problems, they should be led to think in detail to come up with an answer. In post-questionnaire, the researcher asked the students whether the activities activated their thinking that is the main rationale for underlining critical thinking in education.

3.11.1.6. Contribution of Activities to Students' Producing Original Ideas

A critical thinker was expected to be flexible and to originate new ideas by considering various alternatives (Facione, 1990; Halpern, 1997; Ruggerio, 2002). Moreover, it is believed that emphasizing critical thinking in literature courses, students will become active individuals who participate in the learning process, and literature itself will become an active process. The post-questionnaire asked for students' reflections on critical thinking activities' leading them to produce original ideas.

3.11.1.7. Students' Comments on Critical Thinking Activities

Besides asking about students' interest in critical thinking activities, and contribution of activities to their understanding and appreciation of literature, real life, activating their thinking and producing original ideas that constitute the core points of the study, the

researcher also asked an open-ended question to gather as much information as possible about students' reflections on the activities including both positive and negative comments.

3.11.2. Post-Instructor Interview

To learn instructors' reflections on the implementation, on the critical thinking activities, a post- instructor interview was made with the instructors of the experimental courses; namely, *Introduction to English Literature* and *Literary Criticism.* More specifically, the post-instructor interview covered questions to gain insights into instructors' general reflections on the critical thinking activities, whether the activities activated students' thinking, whether they made any changes in the classroom and whether they made any contribution to students' understanding and appreciation. It was a structured interview, and the following questions guided the interview to learn the effect of critical thinking activities on the courses:

1- What is your general reflection on the critical thinking activities we carried out in Literary Criticism course in the second semester?

This question was asked to learn about the instructors' first reflections on the activities. It was a general question to learn as much as possible about the instructors' ideas about the activities.

2- Do you think these activities led students to think deeply? If yes, How?

Since the main aim of implementing critical thinking activities in the classroom was to activate students' thinking, this question asked for the instructors' opinions to learn how – if any- the activities led to students think critically.

3- Compared to the first term, did you observe any changes in classroom during the activities?

As the researcher herself observed some specific changes during the implementation of the activities in the courses like the increase of class participation, the researcher wanted to

know whether the instructor recognized any certain changes as well while implementing the activities in the classroom. Moreover, for this question the researcher gave information to the instructors about their courses in the second term by making use of the findings she came up with from the pre- student questionnaire, pre- instructor interview and observation she made in the first term.

4- Do you think these activities made any contribution to students' understanding and appreciation of literature?

The study aimed to promote critical thinking through literature and literature-based critical thinking activities were prepared for the implementation part of the study. As it was also mentioned in the literature review, students' understanding and appreciation of literature were also underlined by critical thinking activities. This question aimed to learn how much it was achieved through the activities during the implementation in the courses.

5- Do you want to add something?

The researcher asked this question to learn if the instructors wanted to highlight any points about the implementation that the prepared questions did not ask for, which would also contribute much to the study as it would directly show the instructors' opinions on the study.

3.12. Pilot study

Student questionnaires, instructor interviews and Cornell Critical Thinking Test Level Z were piloted before the actual study to find out the misunderstandings and confusing parts and to make required revision and explanation.

3.12.1. Piloting Procedure

Firstly, the pre-student questionnaire was piloted that included 55 multiple choice questions. As it is necessary to make the pilot work with a group that has similar characteristics with the sample group of the study, the pilot group was chosen from the

department since the study would be conducted in our department and our students' English proficiency level was quite higher than that of those students in the Foreign Languages Department and in other departments of the university. Second year students were chosen to conduct the pilot study. 10 volunteer second year students were involved in the pilot study, and they filled in the student questionnaire for the English Novel course. Before distributing the questionnaire, the researcher told them that their responses would be kept confidential and they could ask whenever they had a difficulty in understanding the questions. There was no time limitation, and the students were free to give the questionnaires whenever they finished. Moreover during the piloting, besides examining the questionnaires after the pilot work, to make revision the researcher took notes about the places that students found problematic.

Secondly, the instructor interview was piloted. An instructor from the department piloted the study in order to help the researcher to find out if there was a problematic question. The instructor was also teaching literature and writing in the department. The researcher interviewed the instructor, and only made a change in the sequence of the questions upon the instructor's advice. Then, the Cornell Critical Thinking Test Level Z was piloted. The test was piloted by 10 volunteer second year students. The researcher informed them about the test and gave the necessary instructions as mentioned in the Cornell Critical Thinking Administration Manual. The students were given 50 minutes as offered in the manual; and then, the post-student questionnaire was piloted. 7 students who joined the critical thinking activities in the Literary Criticism course but were not included the study as they were absent in the pre-test time filled out the post-student questionnaire. Finally, the post-instructor interview was piloted by an instructor from the department to see if there were any problems with the questions.

3.12.2. Results of Pilot Study

In the study, instructor interviews, student questionnaires and Cornell Critical Thinking Test Level Z were piloted in order to avoid misunderstanding and to make necessary revisions. According to the results of the pilot studies, the following changes were made:

Pre-Student Questionnaire:

1) The statement of *I can apply what I am learning to real life situations* was excluded from the student questionnaire since students had difficulty in understanding the question. No other question was prepared for the omitted question since it was believed that another question in the questionnaire could also give answer of the omitted question – *I can make use of the knowledge and experience I acquired in the course to support my views outside the classroom.*

2) The students also had difficulty in understanding what was meant by *thoughtful* questions, and it was explained in the related question that thoughtful question is a question that requires deep thinking to answer.

3) The students had difficulty in understanding the statement of *I recognize the fallibility of my opinions,* and the statement was changed into *I recognize that my ideas might be mistaken.*

4) To make the question clear, the options of Bloom Taxonomy's questions were changed from *strongly agree*, *agree*, *uncertain*, *disagree*, *strongly disagree* to *always, often*, *sometimes*, *rarely*, *never*.

5) The word *familiar* in the application part of the Bloom's questions was changed into *similar* to make the item clear.

Pre-Instructor Interview:

The instructor mentioned that there was not any problem with the questions but upon the advice of the instructor, the researcher changed the order of the questions.

Cornell Critical Thinking Test Level Z:

1) After the test, most of the subjects said that the questions made them confused and the researcher told them not to be anxious since it is a critical thinking test and it is natural to get confused as the test forced their thinking.

2) Although it was mentioned in the oral directions part in the administration manual, it was again underlined by the researcher that they should base their answers on the information given, most of the subjects asked whether they could add their own opinions and experiences while answering the questions. Therefore, the researcher decided to write this direction on the board in the actual study.

3) *Four* subjects from *ten* could not complete the test within the given 50 minutes, so the researcher decided to give 10 extra minutes in the actual study as in the administration manual it was mentioned that if there is no plan to compare the scores to the user norms given in the manual that come from a variety of groups that used Cornell Test, the researcher can give a little time that will not damage the validity.

4) The subjects piloted the test had difficulty in understanding some words like *flaw* and *brood* and some spent time to understand the directions of the test, so the researcher decided to give the possible unknown words on a separate piece of paper and explained the instructions in each part of the test before the test begins.

5) The subjects also had difficulty in understanding the symbol of III in the categories in the table for the sections III, IV, and V. The symbol III means 'ill' but it was misunderstood as the number three, so the researcher clarified it by writing on the board.

Post-Student Questionnaire:

The students who piloted the questionnaire mentioned that there wasn't any problem with the questionnaire and everything was clear, so no change was required in the questionnaire after the pilot study.

Post-Instructor Interview:

The last question of the questionnaire was changed from *Do you want to add something about the activities to Do you want to add something?* to take more general information about the study.

3.13. Problems with Data Collection

The researcher had some problems with the data collection in conducting the study. The most important problem was related to the Cornell Critical Thinking Test. Although the students were warned that the test was a long and a difficult one as it was a critical thinking test that required them to concentrate on the questions and to think deeply, and it was natural to get confused, they had difficulty in answering the questions on the test and got bored before they finished. Especially, for the post-test, the researcher had difficulties in finding the students who were pre-tested to take the test again. Therefore, some pre-tested students had to be excluded from the study. The same problem was also valid for the student questionnaires. Although the study was carried out in the researcher's department, students were not so eager to fill out the questionnaires and in the Introduction to English Literature course, the number of the students decreased from 51 to 47 for the test and 51 to 45 for the questionnaire.

Another problem that the researcher met in the study was about the time limitation. As the Introduction to English Literature course contains more theoretical information compared to Literary Criticism and the instructor had to cover several literary periods, authors and works, the researcher had to decrease the number of the activities in the Introduction to English Literature. Therefore, some problems appeared especially while implementing the Bloom's Taxonomy activities so as to decrease the number of the activities, the researcher sometimes included only higher-level thinking activities; namely, synthesis and evaluation that created problems since to pass one level to another successfully students should practice all levels.

3.14. Data Analysis Procedure

The data obtained from student questionnaires and observation study for Bloom's Taxonomy part were analyzed in the SPSS (Statistical Program of Social Sciences) programme with descriptive statistics of frequency, percentage and mean. Content analysis was made to analyze the data gathered from the instructor interviews, the data from the open-ended question of the post student questionnaire and the data obtained from the observation study for the classroom atmosphere and classroom activities part. The data come from the Cornell Critical Thinking Test Level Z were analyzed by descriptive statistics of mean and standard deviation again through SPSS 10.0.

3.14.1. Coding Scheme

The data gathered from student questionnaires were turned into numbers as 'always' 5, 'often' 4, 'sometimes' 3, 'rarely' 2 and 'never' 1. Then, the data were analyzed through SPSS by descriptive analysis of mean, percentage and frequency. Analyzing the means, the following standard values were used for the questions that follow a five point scale:

(1.00-1.79) = Strongly Disagree
(1.80-2.59) = Disagree
(2.60- 3.39) = Unsure
(3.40-4.19) = Agree
(4.20-5.00) = Strongly Agree

For the other items that do not follow a five points scale, the percentages were used to analyze the data such as the questions asking for gender, time devoted to memorization and teacher types.

3.15. Conclusion

Consequently to achieve the two main aims of the study; namely, to identify the present situation in the literature courses in the Department of English Language and Literature with regard to critical thinking and to improve the existing situation in the department

through literature-based critical thinking activities, the researcher made use of both qualitative and quantitative research methods. The next chapter, *Results and Discussion,* presents the findings of the data collection and discusses the obtained results.

CHAPTER 4
RESULTS AND DISCUSSION

4.1. Introduction

This chapter presents the analysis of data and discusses the results of data that start with the findings of pre-student questionnaire and pre-instructor interview and then the observation study and the Cornell Critical Thinking test findings follow. The chapter finishes with the findings of post- student questionnaire and post-instructor interview. The following procedure was carried out in the study to answer the research questions:

Firstly to answer the main research question, *'Is critical thinking emphasized in the literature courses in the English Language and Literature Department of KTU?'* and the specific research question *'Do the literature course instructors underline critical thinking in their literature courses in the Department of English Language and Literature at KTU?'*, a pre-student questionnaire, a pre-instructor interview and observation were carried out.

Secondly, to answer the specific research question *'What are the critical thinking levels of the students attending the literature courses of the Department of English Language and Literature at KTU?'*, Cornell Critical Thinking Test Level Z was used as a pre-test to measure the existing critical thinking level of the students.

Thirdly, to answer the main research question *'How can critical thinking levels of the students be enhanced in the literature courses in the English Language and Literature Department of KTU through a literature-based critical thinking programme?'* and the specific research question *'Is there any statistically significant difference in the critical thinking levels of the experimental groups after they are exposed to a literature-based critical thinking programme ?'* literature-based critical thinking activities were prepared and One-Group Pre-Test/Post-Test Design was employed.

Finally to answer the main research question *'What are the reflections of students and instructors on the literature-based critical thinking programme implemented in the literature courses?*, a post-student questionnaire and a post-instructor interview were implemented.

In accordance with the research questions, the qualitative and quantitative data gathering methods were employed, and the results of data and discussion of the findings are portrayed. More specifically, for the pre-student questionnaire, the results are discussed right under the related tables and some recommendations are given. For the observation study, the distribution of the questions asked in the courses in line with Bloom's Taxonomy is shown in the tables that follow example questions and positive and negative findings. For the pre and post-instructor interviews, example utterances are provided under the discussion of each question, and the conclusion is drawn. Finally for the post-student questionnaire, the results are shown in the tables that follow discussion and conclusion.

4.2. Results of Data before the Implementation of Critical Thinking Activities

Before the implementation of literature-based critical thinking activities, a pre-student questionnaire, pre-instructor interview, observation study, and the Cornell Critical Thinking test were applied to identify the current critical thinking situation in the Introduction to English Literature and Literary Criticism courses. In the following part, the results of pre-student questionnaire, observation study, pre-instructor interview and the results of critical thinking pre-test were documented in tables and then discussed.

4.2.1. The Results of the Pre-Student Questionnaire

Introduction to English Language and Literature students from the first year, and Literary Criticism students from the last year filled out the pre-student questionnaire to identify the critical thinking situation in the literature courses in question. Student questionnaire was analyzed under the categories that were decided by the researcher during the preparation of the questionnaire. The categories were whether critical thinking was emphasized in literature courses, classroom atmosphere, activities carried out in the course, Bloom's Taxonomy, instructor of the course and his/her way of teaching, and students'

tendency towards being critical thinkers. The data obtained from the questionnaires were analyzed by descriptive statistics through SPSS 10.10 and their frequency, percentages and means were calculated.

4.2.1.1. Questionnaire Results of Introduction to English Literature Course

45 students attending Introduction to English Literature course filled out the student questionnaire. The following table shows the gender distribution of the students.

Table: 17

Students' Gender Distribution

	F	%
male	11	24.4
female	34	75.6
Total	45	100

With regard to gender, 24.4 % of the students were *males* and 75.6 % of them were *females*.

Memorization is a big problem for critical thinking; Table 18 reflects the time devoted to memorization in the Introduction to English Literature course.

Table: 18

Whether Memorization is Emphasized in the Introduction to English Literature Course

time devoted to memorization	f	%
25 %	5	11,1
50 %	11	24,4
75 %	27	60
100 %	2	4,4
TOTAL	45	100

According to Table 18, 60 % of the students think that 75 % of the course was devoted to memorization. It is a high percentage for critical thinking. Although background information is indispensable in critical thinking, the percentage of 75 is very high. Based on the given knowledge, the instructor should take students beyond memorization and make them think deeply.

The following table emphasizes significant points that summarize critical thinking situation in the Introduction to English Literature course.

Table: 19

Whether Critical Thinking is Emphasized in the Introduction to English Literature Course

	Always		Often		Sometimes		Rarely		Never		
Subjects'	f	%	f	%	f	%	f	%	f	%	X
memorizing facts	9	20	23	51,1	10	22,2	3	6,7	-	-	3,84
offering different solutions	6	13,3	22	48,9	14	31,1	2	4,4	1	2,2	3,67
touching on different points of views	4	8,9	24	53,3	14	31,1	3	6,7	-	-	3,64
using information outside the class	3	6,7	13	28,9	18	40	9	20	2	4,4	3,13
depending on instructor's point of view	3	6,7	12	26,7	7	15,6	20	44,4	3	6,7	2,82

Table 19 shows that the students agree that they just memorize facts (x= 3.84) and offer different solutions to solve a problem in the course (x= 3,67) that are the highest values of the table. They also think that they touch on different points of views (x= 3,67) that means they look at the issues from different angles. The students are unsure as to whether they can use the information they acquired in the course outside the classroom (x= 3,13). The lowest value of the table is x= 2,82 that is related to students' dependence on the instructor's point of view. The table shows that the students are unsure about their dependence on only the instructor's point of view. According to the table, it seems that memorization is a problem on the way of encouraging critical thinking in the course.

One of the basic ways to keep students away from memorization is to lead them to use the knowledge they acquired in the course outside the classroom of which the students are also unsure. To come over the memorization problem, the instructor can relate the subject of the course to real life since besides educating active and self-contained students, the significance of critical thinking in education comes from its significance in society in other words in real world in that it provides active and self-contained individuals. Lastly, it also seems that students should be encouraged to produce their own ideas rather than that of the instructor.

Table 20 provides insights into the classroom atmosphere in the Introduction to English Literature course.

Table: 20

Classroom Atmosphere

	Always		Often		Sometimes		Rarely		Never		
Subjects'	f	%	f	%	f	%	f	%	f	%	X
voicing opinions freely	18	40	13	28,9	11	24,4	3	6,7	-	-	4,02
listening to classmates	13	28,9	19	42,2	12	26,7	1	2,2	-	-	3,98
respecting each other	9	20	24	53,3	10	22,2	2	4,4	-	-	3,89
showing disagreement	9	20	19	42,2	8	17,8	9	20	-	-	3,62
feeling comfortable	9	20	17	37,8	11	24,4	8	17,8	-	-	3,60

Classroom atmosphere is of vital importance in promoting critical thinking in classrooms. To encourage critical thinking in a classroom, there should be a comfortable and friendly atmosphere in which the instructor and students respect one another and students feel comfortable enough to share their ideas with the rest of the class even though they have opposite ideas. Table 20 indicates that the classroom atmosphere in the Introduction to English Literature course seems suitable for critical thinking as the related means are quite high and all of the subjects agree that they feel comfortable (x= 3,60) that is the lowest value and they can voice their opinions freely (x= 4,02) that is the highest value. Moreover, the students reflected that they can show their disagreement (x= 3,62);

they respect each other (x= 3,89) and they listen carefully to their classmates even though they have a totally different idea than that of theirs (x= 3,98) in the course.

Table 21 provides a clear picture of the situation with regard to critical thinking encouraging activities in the Introduction to English Literature course

Table: 21

Activities Carried Out in the Lesson

	Always		Often		Sometimes		rarely		never		
	f	%	f	%	f	%	f	%	f	%	X
class discussion	4	8,9	16	35,6	17	37,8	6	13,3	2	4,4	3,31
facing challenging activities	1	2,2	14	31,1	20	44,4	9	20	1	2,2	3,11
real life activities	-	-	14	31,1	19	42,2	9	20	3	6,7	2,98
problem solving	3	6,7	7	15,6	19	42,2	13	28,9	3	6,7	2,87
pair work	2	4,4	8	17,8	16	35,6	13	28,9	6	13,3	2,71
group work	44	97,8	4	8,9	11	24,4	15	33,3	15	33,3	2,07
debate	1	2,2	3	6,7	7	15,6	12	26,7	22	48,9	1,87

Naturally to make students think deeply, students should be provided with challenging activities to encourage critical thinking in classrooms. Table 21 shows that there is a problem with challenging activities since the related mean is x= 3.11 that is the second highest value of the table, but it means the students are not sure about the item. This problem is very significant because to make students think critically, the instructor should suggest challenging activities that force students' thinking ability if the activities are not challenging, students do not have to think deeply but easily find the answer by using their existing knowledge. Therefore, the difficulty level of the activities should be increased to foster critical thinking in Introduction to English Literature course. When it comes to the activities encouraging critical thinking, looking at the related means, it can be easily recognized that there are also problems with real life activities, pair and group works and debate since the students are not sure whether they carry out class discussion that has the highest value (x= 3,31), real life activities (x= 2,98), pair work (x= 2,71) and problem solving activities (x= 2,87). They also mention that they have group work (x= 2,07) and debates (x= 1,87) in the course which are the lowest values of the table.

The study largely makes use of Bloom's Taxonomy that orders critical thinking skills. The following table displays the situation in line with Bloom's Taxonomy in the Introduction to English Literature course

Table: 22

Bloom's Taxonomy

Subjects'	Always		Often		Sometimes		Rarely		Never		X
	f	%	f	%	f	%	f	%	f	%	
explaining ideas or concepts	11	24,4	22	48,9	7	15,6	5	11,1	-	-	3,87
defending opinions by making judgment	6	13,3	19	42,2	18	40	2	4,4	-	-	3,64
breaking information into parts	2	4,4	19	42,2	20	44,4	4	8,9	-	-	3,42
compiling information together	4	8,9	17	37,8	18	40	6	13,3	-	-	3,42
recalling previously learned information	2	4,4	19	42,2	17	37,8	7	15,6	-	-	3,36
using information in other familiar situation	5	11,1	14	31,1	15	33,3	9	20	2	4,4	3,24

Bloom's Taxonomy of cognitive level is an extremely useful tool for instructors who like to see their current critical thinking position and want to improve this existing position. Simply analyzing a course through the six hierarchical thinking levels from the lowest to the highest one, one can have insights into his/her course's critical thinking situation. When it comes to the items on the table, each of which stands for a level of six of Bloom's Taxonomy, the highest value (x= 3,87) is related to explaining ideas or concepts that is the comprehension level of the Bloom's taxonomy. Then, the values of x= 3,64 for defending opinions by making judgment that is the evaluation level and X= 3,42 for compiling information together for synthesis level comes. There seem problems with using information in other familiar situation (x= 3,24, application that is the lowest value on the table) and recalling previously learned information (x= 3,36, knowledge) since students are

not sure about these items. Looking at the results, it can be recommended that the instructor should recall the previously learned information and encourage students to use the information they obtain outside the class to promote critical thinking in the course.

Table 23 points out the type of the Introduction to English Literature course instructor.

Table: 23

Instructor of the Course

	Indifferent		authoritarian		authoritative							
	f	%	f	%	f	%	f	%	f	%	f	%
Type of instructor	3	6,7	1	2,2	36	80	3	6,7	2	4,4	45	100

Just like in every field of education, instructor occupies the primary position in fostering critical thinking in classroom. If the instructor is a strict one, students do not feel at ease in classroom, and they may hesitate to voice their opinions. According to Table 23, instructor type seems appropriate since 80 % of the students think that the instructor is an authoritative that is an instructor type who does not lose the control of the class but always respects his students' ideas. However, the other teacher types are not appropriate for a teacher who wants to promote critical thinking in his/her classroom as indifferent teachers are not very involved in classroom, he/she cannot discipline the students, authoritarian teacher has a firm control on the students that they even cannot interrupt the teacher and finally laissez-faire teacher is a passive teacher who can do whatever his/ her students want. Therefore, it can be said that the indifferent, authoritarian and laissez-faire teacher types are not ideal teacher profiles for critical thinking, since they cannot provide a democratic atmosphere in the classroom.

Instructors' way of teaching mostly determines the critical thinking situation in classroom. Table 24 mirrors the way of teaching of the Introduction to English Literature course instructor.

Table: 24

Instructor's Way of Teaching

	Always		Often		Sometimes		Rarely		Never		Missing		X
Instructor	f	%	f	%	f	%	f	%	f	%	f	%	
gives time to think	9	20	28	62,2	7	15,6	1	2,2	-	-	-	-	4,00
helps understand the given information	7	15,6	22	48,9	10	22,2	6	13,3	-	-	-	-	3,67
takes original ideas	4	8,9	21	46,7	15	33,3	5	11,1	-	-	-	-	3,53
encourages to ask question	3	6,7	20	44,4	14	31,1	7	15,6	1	2,2	-	-	3,38
makes think deeply	3	6,7	16	35,6	17	37,8	8	17,8	1	2,2	-	-	3,27
reminds previously learned information	3	6,7	13	28,9	20	44,4	9	20	-	-	-	-	3,22
asks to make connection	-	-	12	26,7	25	55,6	6	13,3	2	4,4	-	-	3,04
wants subjects to check ideas	2	4,4	11	24,4	14	31,1	17	37,8	1	2,2	-	-	2,91
stops lectures asks thoughtful questions	2	4,4	6	13,3	21	46,7	9	20	7	15,6	-	-	2,71
wants subjects to use knowledge outside classroom	1	2,2	5	11,1	9	20	22	48,9	7	15,6	1	2,2	2,34
call on subjects	-	-	1	2,2	10	22,2	14	31,1	20	44,4	-	-	1,82

An instructor is the person who will guide students according to critical thinking principles in the lesson. Some of these principles that the instructor is expected to follow is to make them think deeply, ask them make connection between or among the subjects learned before, encourages them to ask question and give them time to think. The highest values on Table 24 are x= 4,00 for giving students time to think and x= 3,67 for helping students understand the given information. The table indicates that the students are unsure as to whether the instructor asks them to make connection (x= 3.04), makes them think deeply (x= 3,27), encourages to ask questions (x= 3,38), reminds previously learned information (x= 3,22), wants subjects to check ideas(x= 2,91), stops the lecture and asks thoughtful questions (x= 2,71). Moreover, the lowest values on the table are x= 2,34 and x= 1,82. The students do not agree that the instructor wants them to use what they learn in the course outside the classroom (x= 2,34), and calls on them not waiting for raising their hands (x= 1,82). All the mentioned problematic areas are vitally important in critical

thinking and should be solved to encourage critical thinking in the Introduction to English Literature course.

To emphasize critical thinking in classroom in the best way, students should have critical thinker characteristics. Table 25 reflects the students' critical thinking characteristics in the Introduction to English Literature.

Table: 25

Students' Tendency towards Being Critical Thinkers

	Always		Often		Sometimes		Rarely		Never		X
Students'	f	%	f	%	f	%	f	%	f	%	
respecting ideas	23	51,1	20	44,4	1	2,2	1	2,2	-	-	4,44
being open	21	46,7	17	37,8	6	13,3	1	2,2	-	-	4,29
accepting ideas	14	31,1	24	53,3	7	15,6	-	-	-	-	4,16
assessing information	13	28,9	25	55,6	7	15,6	-	-	-	-	4,13
being objective	11	24,4	22	48,9	10	22,2	2	4,4	-	-	3,93
listening carefully	10	22,2	20	44,4	14	31,1	1	2,2	-	-	3,87
communicating	8	17,8	23	51,1	13	28,9	1	2,2	-	-	3,84
connecting subjects	8	17,8	22	48,9	14	31,1	1	2,2	-	-	3,82
finding new solutions	6	13,3	25	55,6	14	31,1	-	-	-	-	3,82
producing original ideas	5	11,1	20	44,4	18	40	2	4,4	-	-	3,62
seeing rightness	5	11,1	18	40	19	42,2	2	4,4	1	2,2	3,53
being mistaken	4	8,9	18	40	20	44,4	3	6,7	-	-	3,51
testing ideas	3	6,7	14	31,1	23	51,1	5	11,1	-	-	3,33
answering immediately	-	-	1	2,2	26	57,8	13	28,9	5	11,1	2,51
giving up easily	-	-	2	4,4	8	17,8	27	60,0	8	17,8	2,09
depending on others' opinions	-	-	-	-	4	8,9	17	37,8	24	53,3	1,56

Being a critical thinker requires some characteristics like respecting others' ideas, supporting ideas by sound evidence, being objective, communicating with others to come with the right solution, being open to different perspectives, testing ideas, producing original ideas and trying to find connections between different subjects.

The highest values on the table are x= 4,44 for respecting ideas of other people and x= 4,29 for being open to different perspectives that are very important to be a critical thinker. The lowest values on the table are x= 1,56 for depending on others' opinion and x= 2,09 for giving up easily that are good points for the students' becoming critical thinkers. Furthermore, according to Table 25, except from students' answering immediately without thinking when they are asked a question (x= 2,51), and asking questions to test ideas (x= 3,33), there is not a problem with students' tendency toward being critical thinkers since the subjects have the required characteristics to be critical thinkers.

4.2.1.2. Questionnaire Results of Literary Criticism Course

42 students attending Literary Criticism course filled out the student questionnaire. Table 26 contains gender distribution of the students.

Table: 26

Students' Gender Distribution

	f	%
male	8	19
female	34	81
Total	42	100

With regard to gender, 19 % of the students were *males* and 81 % of them were *females*.

Table 27 pictures how much time is devoted to memorization in the Literary Criticism course.

Table: 27

Whether Memorization is Emphasized in the Literary Criticism Course

time devoted to memorization	f	%
25 %	7	16,7
50 %	21	50,0
75 %	13	31,0
100 %	1	2,4
TOTAL	42	100

Table 27 reflects that 50 % of the students picked the option that 50 % of the course time is devoted to memorization. Unlike in the Introduction to English Literature course, in which the related percentage is 75 %, the percentage of 50 %, seems better, but it should also be decreased like in the Introduction to English Literature.

The following table reflects the critical thinking situation in the Literary Criticism course by heighligthing core points in critical thinking.

Table: 28

Whether Critical Thinking is Emphasized in the Literary Criticism Course

	Always		Often		Sometimes		Rarely		Never		X
Subjects'	f	%	f	%	f	%	f	%	f	%	
touching on different points of views	11	26,2	27	64,3	4	9,5	-	-	-	-	4,17
offering different solutions	11	26,2	27	64,3	4	9,5	-	-	-	-	3,79
memorizing facts	4	9,5	19	45,2	14	33,3	4	9,5	1	2,4	3,50
using information outside the class	5	11,9	18	42,9	13	31	5	11,9	1	2,4	3,50
depending on instructor's point of view	-	-	9	21,4	6	14,3	22	52,4	5	11,9	2,45

According to Table 28 the students agree that they only memorize facts (x= 3,50), they can use information they acquired in the course outside the classroom (x= 3,50), they offer different solutions to solve a problem(x= 3,79), and they touch on different points of view in the course (x= 4,17) that is the highest value on the table. The students do not agree that

they only depend on the instructor's point of view (x= 2,45) that is the lowest value on the table and that is a good point for critical thinking in the course. The results seem good compared to the Introduction to English Literature course, but memorization is still a great problem.

Table 29 gives a clear picture of classroom atmosphere in the Literary Criticism Course.

Table: 29

Classroom Atmosphere

	Always		Often		Sometimes		Rarely		Never		X
Subjects'	f	%	f	%	f	%	f	%	f	%	
listening to classmates	19	45,2	15	35,7	8	19	-	-	-	-	4,26
respecting each other	10	23,8	26	61,9	6	14,3	-	-	-	-	4,10
voicing opinions freely	10	23,8	19	45,2	11	26,2	2	4,8	-	-	3,88
feeling comfortable	1	2,4	27	64,3	11	26,2	2	4,8	1	2,4	3,60
showing disagreement	4	9,5	10	23,8	15	35,7	9	21,4	4	9,5	3,02

According to Table 29, the students agree that they feel comfortable in the course (x=3,60), they can voice their opinions freely (x= 3,88), they respect each other (x= 4,10) and they listen to their classmates (x= 4,26) even though they have a totally different idea. The highest value is x= 4,26 for students' listening to classmates when they have a different idea and the lowest point is x= 3,02 for students' showing disagreement in the course. The table reveals that Literary Criticism course can be regarded as a suitable environment for promoting critical thinking except for the item related to showing disagreement as the students are not sure whether they can show their disagreement in the course.

The following table analyzes the situation of critical thinking encouraging activities in the Literary Criticism course.

Table: 30

Activities Carried Out in the Lesson

	Always		Often		Sometimes		Rarely		Never		X
	f	%	f	%	f	%	f	%	f	%	
class discussion	15	35,7	17	40,5	6	14,3	4	9,5	-	-	4,02
facing challenging activities	7	16,7	8	19	18	42,9	5	11,9	4	9,5	3,21
problem solving	1	2,4	18	42,9	15	35,7	5	11,9	3	7,1	3,21
real life activities	-	-	12	28,6	15	35,7	14	33,3	1	2,4	2,90
debate	-	-	6	14,3	8	19	12	28,6	16	38,1	2,10
pair work	-	-	1	2,4	10	23,8	11	26,2	20	47,6	1,81
group work	-	-	2	4,8	5	11,9	14	33,3	21	50	1,76

As it was mentioned before to force students' thinking skills, teachers should present challenging activities. Table 30 shows that there are problems with challenging activities, real life, pair work, group work, problem solving activities and debate like in the Introduction to English Literature course. The highest value on the table is x= 4,02 for class discussion that shows there is class discussion in the course. The students are not sure about facing challenging (x= 3,21), real life (x= 2,90), and problem solving (x= 3,21) activities. They also do not agree that they have debates (x= 2,10), pair work (x= 1,81), and group work (x= 1,76) that are the lowest values on the table in the Literary Criticism course. It seems that the instructor should offer more challenging activities and emphasize real life, problem solving activities, pair and group works and debates in the Literary Criticism course to encourage critical thinking.

Table 31 analyzes Literary Criticism course in terms of the six levels of Bloom's Taxonomy.

Table: 31

Bloom's Taxonomy

Subjects'	Always		Often		Sometimes		Rarely		Never		X
	f	%	f	%	f	%	f	%	f	%	
explaining ideas or concepts	17	40,5	19	45,2	5	11,9	1	2,4	-	-	4,24
defending opinions by making judgment	12	28,6	27	64,3	3	7,1	-	-	-	-	4,21
recalling previously learned information	16	38,1	16	38,1	8	19	2	4,8	-	-	4,10
compiling information together	9	21,4	14	33,3	19	45,2	-	-	-	-	3,76
using information in other familiar situation	8	19	12	28,6	16	38,1	5	11,9	1	2,4	3,50
breaking information into parts	4	9,5	17	40,5	13	31	7	16,7	1	2,4	3,38

Table 31 indicates that there is a problem with the analysis part of Bloom's Taxonomy as the students are not sure about whether they break information into parts to figure out a problem; this item also has the lowest value on the table (x= 3,38). There are not any problems with the other items of Bloom's Taxonomy since the students agree that they defend opinions by making judgment (x= 4,21, evaluation), compile information together to generate new ideas (x= 3,76, synthesis), use information in other familiar situations (x= 3,50, application), recall previously learned information (x= 4,10, knowledge) and explain ideas or concepts of the course (x= 4,24, comprehension) that has the highest value on the table.

The following table evaluates the type of the Literary Criticism course instructor.

Table: 32

Instructor of the Course

	Indifferent		authoritarian		authoritative		Laissez-faire		T	
	f	%	f	%	f	%	f	%	f	%
Type of instructor	-	-	2	4,8	40	95,2	-	-	42	100

Being the leader figure in classroom, the instructor is responsible for leading the course in accordance with critical thinking to encourage critical thinking in classroom. According to Table, 95.2 % of the students stated that the instructor is an example of authoritative instructor. As stated earlier this type can be regarded as an appropriate instructor type for critical thinking since this type of instructor is not rigid and students feel at ease in front of him/her.

Table 33 reflects the main points in the instructor' way of teaching with regard to critical thinking.

Table: 33

Instructor's Way of Teaching

Instructor	Always		Often		Sometimes		Rarely		Never		X
	f	%	f	%	f	%	f	%	f	%	
helps understand the given information	12	28,6	24	57,1	5	11,9	1	2,4	-	-	4,12
gives time to think	10	23,8	27	64,3	5	11,9	-	-	-	-	4,12
reminds previously learned information	15	35,7	16	38,1	9	21,4	1	2,4	1	2,4	4,02
makes think deeply	5	11,9	22	52,4	13	31	2	4,8	-	-	3,71
takes original ideas	6	14,3	18	42,9	12	28,6	5	11,9	1	2,4	3,55
encourages to ask question	2	4,8	16	38,1	21	50	3	7,1	-	-	3,40
stops lectures asks thoughtful questions	4	9,5	9	21,4	22	52,4	4	9,5	3	7,1	3,17
wants subjects to check ideas	5	11,9	16	38,1	12	28,6	6	14,3	3	7,1	3,33
wants subjects to use knowledge outside classroom	3	7,1	6	14,3	12	28,6	11	26,2	10	23,8	2,55
asks to make connection	-	-	4	9,5	12	28,6	22	52,4	4	9,5	2,38
call on subjects	2	4,8	4	9,5	8	19	17	40,5	11	26,2	2,26

With regard to instructor's way of teaching, the highest value on the table is x= 4,12 for instructor's helping students understand the given information and for giving students time to think. As for the problems, almost the same problems appeared like in the Introduction to English Literature. The students are not sure whether the instructor wants them to check ideas (x= 3,33), stops lectures and asks thoughtful questions. Neither do they agree that the instructor asks them to make connection with the previously learned information (x= 2,83), wants them to use the knowledge acquired in the course outside the classroom (x= 2,55), or calls on them in the course without waiting their raising hands (x= 2,26) that is the lowest value on the table. The mentioned problematic areas should be solved to promote critical thinking in the Literary Criticism course.

The following table examines the students' critical thinking characteristics to come up with an idea about their tendency towards being critical thinkers.

Table: 34

Students' Tendency towards Being Critical Thinkers

	Always		Often		Sometimes		Rarely		Never		
Students'	f	%	f	%	f	%	f	%	f	%	X
respecting ideas	27	64,3	14	33,3	1	2,4	-	-	-	-	4,62
being open	24	57,1	14	33,3	3	7,1	1	2,4	-	-	4,45
listening carefully	19	45,2	19	45,2	4	9,5	-	-	-	-	4,36
being objective	16	38,1	22	52,4	4	9,5	-	-	-	-	4,29
assessing information	9	21,4	27	64,3	6	14,3	-	-	-	-	4,07
accepting ideas	12	28,6	18	42,9	10	23,8	2	4,8	-	-	3,95
communicating	7	16,7	26	61,9	8	19	1	2,4	-	-	3,93
connecting subjects	5	11,9	25	59,5	12	28,6	-	-	-	-	3,83
producing original ideas	6	14,3	19	45,2	16	38,1	1	2,4	-	-	3,71
finding new solutions	3	7,1	21	50	15	35,7	3	7,1	-	-	3,57
seeing rightness	5	11,9	15	35,7	20	47,6	2	4,8	-	-	3,55
being mistaken	7	16,7	9	21,4	23	54,8	3	7,1	-	-	3,48
testing ideas	1	2,4	18	42,9	14	33,3	7	16,7	2	4,8	3,21
answering immediately	-	-	6	14,3	21	50	10	23,8	5	11,9	2,67
giving up easily	-	-	1	2,4	11	26,2	17	40,5	13	31	2,00
depending on others' opinions	-	-	-	-	5	11,9	18	42,9	19	45,2	1,67

Besides instructors' characteristics, students' characteristics should be appropriate for improving their critical thinking skills as well. For instance, they should not give up easily when they are given a difficult task, and they should try to be objective in every situation. The lowest value on the table is x= 1,67 for students' depending on others' opinions and the highest value is x= 4,62 for respecting others' ideas that are good results for critical thinkers. In general, the table indicates that like in the Introduction to English Literature course, there are not any problems with the items related to students' tendency towards being critical thinkers except for the items answering immediately and testing ideas as the students are unsure whether they answer immediately without thinking when they are asked a question (x= 2,67), and whether they ask questions to test ideas (x= 3,21).

4.2.1.3. Recommendations for the Introduction to English Literature and Literary Criticism Course

To promote critical thinking in the Introduction to English Literature and Literary Criticism course,

1- Memorization should be decreased.
2- Students should be encouraged to use the acquired knowledge in the course outside the classroom.
3- More challenging activities should be carried out.
4- Real life, problem solving activities, group work, pair work and debate should be emphasized.
5- Students should be encouraged to generate their own ideas rather than instructor's.
6- The instructor should call on the students without waiting for their raising hands.
7- The instructor should be informed that in the course she should ask the students to check the ideas, ask thoughtful questions and make connection with the previously learned information and call on students without waiting for their raising hands.
8- The instructor should encourage students to ask questions.

4.3. Results of Observation

Both selected literature courses; namely, Introduction to English Literature and Literary Criticism, were included in the observation. Bloom's Taxonomy occupies a significant place in the related literature review as the taxonomy structures critical thinking skills in an efficient way. Accordingly, one of the items on the observation form belongs to Bloom's Taxonomy, the study made use of Bloom's Taxonomy in designing critical thinking activities. The selected literature classes were observed and the questions asked by the instructors were written down by the researcher. Later the instructors' questions were put in the appropriate levels in Bloom's Taxonomy that lists thinking skills from lower order to higher order ones as 'Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation'. The questions consist of instructors' questions, since there are two student questions the researcher witnessed during the observation. Furthermore, about the activities carried out in the lesson and classroom atmosphere, the researcher classified

the gathered data into two groups as positive and negative findings by taking the basic principles of critical thinking into account.

4.3.1. Observation Results of Introduction to English Literature Course

In general, the course offered knowledge of English Literature from the Anglo Saxon period to the eighteenth century emphasizing great figures with their main works such as Chaucer, Shakespeare, Ben Johnson, Philip Sidney and Christopher Marlowe. The course was mainly composed of instructor's lecture through questions.

Questions Asked in the Course by Instructor

Table 35 indicates the distribution of the instructor's questions in the six levels of Bloom's Taxonomy.

Table: 35

Distribution of Instructor's Questions according to Bloom's Taxonomy

Instructor Questions	f	%
Knowledge	26	17,4
Comprehension	82	55
Application	20	13,4
Analysis	13	8,7
Evaluation	8	5,4
TOTAL	149	100

Looking at Table 35, it can be easily recognized that 72.4 % of the instructor's questions are composed of knowledge and comprehension questions (17.4 % knowledge + 55 % comprehension) that fall into the lower- order thinking questions in Bloom's Taxonomy. 22.1 % of the questions (13.4 % application and 8.7 % analysis) belong to the middle part of thinking levels. Finally, the percentage for the highest thinking level of Bloom's Taxonomy is only 5.4 % (evaluation). Since asking questions is of primary

importance in critical thinking, the instructor should ask higher level of thinking questions to encourage critical thinking and students should be encouraged to ask questions. Therefore the percentage of middle level of thinking questions should be increased, and higher level of thinking questions should be asked in the Introduction to English Literature course.

Question Examples from the Introduction to English Literature Course

Knowledge Level Questions: How many sonnets did Shakespeare write?, What is blank verse?, What was foot?, What did meter mean?.

Comprehension Level Questions: What does he want him to do? What does he mean here? What is the main idea?

Application Level Questions: What is dramatic irony in Romeo and Juliet, What is the basic foot unit here? What are the meters and beats in the poem?

Analysis Level Question: How does Chaucer use irony to criticize the Wife of Bath? Why do you think Chaucer uses irony for friars? Can you relate it to the characters?.

Evaluation Level Questions: Do you agree with the writer? Does Hamlet's view of life and death still make sense to a modern reader like you?

Besides the instructor's questions, the researcher wrote down three student questions in the Introduction to English Literature course. All two questions were application questions. Here are the questions: "Can we say he uses verbal irony?", "At that time were they sitting in the theatre according to their social status?".

Furthermore here are the positive and negative findings in line with critical thinking that the researcher has come up with after the observation of the Introduction to English Literature course:

Positive Findings:

1- There is always a class discussion in the course; it is a good point for critical thinking as discussion is a useful technique to encourage critical thinking.

2- The classroom atmosphere is very friendly, and students always seem to feel at ease and can share their ideas freely with the rest of the class. There are also jokes that seem to make students feel comfortable.

3- The instructor respects students' ideas and always appreciates what they are saying.

4- The instructor always guides the students to find the right answer when she asks a question.

5- To make the point clear, she gives examples from real life.

6- Background knowledge is vital in critical thinking, and the course provides students with this required background knowledge.

Negative Findings:

1- The instructor sometimes answers her own questions without waiting for students; it is not an appropriate strategy for critical thinking.

2- Since students come to the class unprepared for the lesson, the instructor usually does much of the talking, and students become passive.

3- The variety of activities is low; there is almost no activities except for class discussion and instructor lecture. There should be pair, group works, debate, problem solving and real life activities.

4- Students do not ask any questions but answer instructor's questions.

5- Students have difficulty in answering instructor's question when it requires deep thinking.

4.3.2. Observation Results of Literary Criticism Course

In general, the course offered the knowledge of literary trends from Classicism to modern trends by highlighting leading figures such as Aristotle, Plato, Dryden, Sydney, Shakespeare and Coleridge. The course was mainly composed of instructor's lecture

through questions. At the end of the term, students presented their projects in which they read and analyzed a work in terms of a literary trend.

Questions Asked in the Course by Instructor

Table 36 examines the questions of the instructor in line with the six levels of Bloom's Taxonomy.

Table: 36
Distribution of Instructor Questions according to Bloom's Taxonomy

Instructor Questions	f	%
Knowledge	78	44,6
Comprehension	51	29,1
Application	14	8
Analysis	22	12,6
Evaluation	10	5,7
TOTAL	175	100

Table 36 shows that 73.7 % of the instructor's questions are low-lower thinking questions (44.6 % knowledge + 29.1 % comprehension). 20.6 % of the questions is analysis questions that fall into middle level (12.6 % application, 12, 6 % analysis) and 5.7 % of them are higher-order thinking questions (5.7 % evaluation).

Just like in the previously mentioned two courses; namely, Introduction to English Literature and English Novel- the amount of higher-order thinking questions should be increased to encourage critical thinking in classroom in the Literary Criticism course.

Question Examples from the Literary Criticism Course

Knowledge Level Questions: What is decorum? What are the features of neoclassicism? What do you still remember about realism?

Comprehension Level Questions: What is happening in the play? What makes us complain?, Who is a poet according to Wordsworth?

Application Level Questions: Which novels fit realism? Do wee see these characteristics in this poem?, What about the technical issues? (metaphor, simile....).

Analysis Level Question: Why do you think we relate critical realism to modernism? How do you think form and content fit together?, What makes Horace an important figure in Literary Criticism?.

Evaluation Level Questions: How do you prove your statement? Do you think the Romantics have any purpose to teach moral issues? Do you think it became a rule in neoclassicism?

Here are the positive and negative findings that the researcher came up with after the observation of Literary Criticism course:

Positive Findings:

1- The instructor gives his lecture through discussing with the class.
2- The classroom atmosphere is friendly and comfortable; the students seem to express their ideas freely.
3- The instructor never discourages the students but encourages them to speak.
4- The instructor always guides the students to take their ideas about the issue at hand by asking 'you mean that............'?
5- Students' presentations can be regarded as application of the literary trends they learned and helped students understand the trends in a better way and contributed much to the Bloom's first three levels; namely, knowledge, comprehension and application.
6- At the beginning of each lesson, the instructor reviews the last lesson that enables students to remember the previous lesson and relates with the new subject.
7- The instructor connects the subject with real life by giving real life examples.

Negative Findings:

1- The course is mostly composed of knowledge and instructor's lecture.

2- Certain number of students join the discussion.

3- Students rarely ask questions.

4- The variety of activities is low; there is no group, pair works, or debate.

Activities Carried out in the Courses

Except for class discussion, in the observation the researcher did not meet any activities especially those improving critical thinking skills such as real world tasks, pair work, debates or problem solving. Therefore rather than only class discussion, the instructors of the three courses should carry out other activities that promote critical thinking.

Classroom Atmosphere

In both courses, Introduction to English Literature and Literary Criticism, the classroom climate can be regarded as perfect. The instructors and students listened to one another respectfully and all the instructors encouraged students to speak by saying *"great"*, "*absolutely*" and "*sure*" after students' talk. Moreover, the instructors turned the classroom into a friendly atmosphere by their jokes.

At the end of the day, examining the observation results, the researcher came up with the following to improve existing critical thinking situation in literature courses in the Department of English Literature:

1- Critical thinking lies at the heart of asking questions and high-level of thinking questions are required to promote critical thinking. In the observed literature courses, most of the instructors' questions fall into the lower-level of thinking, therefore besides knowledge and comprehension, higher level of thinking questions, especially synthesis and evaluation questions should be emphasized to promote critical thinking.

2- Class discussion is a very useful critical thinking strategy, but the students should be encouraged to force their thinking rather than answering the questions based on knowledge and produce original ideas.

3- Except from discussions and student presentations, there are not any activities, so various classroom activities should be prepared in line with critical thinking such as real world tasks, pair and group works, debates and problem solving activities.

4-The instructors should be provided with critical thinking strategies to promote critical thinking in classrooms such as 'never answer your own question' and 'wait for students' answer'.

5-The students' presentations should be designed in a way that it encourages critical thinking rather than just emphasizing knowledge.

6- According to the observation results, there are no questions that belong to synthesis that falls into the high part of Bloom's Taxonomy of thinking; therefore, there should be synthesis questions in the lessons.

7- Rather than certain number of students, all of the class should join the classroom discussion to increase the perspectives.

8- Finally, the students rarely ask questions to the instructors in all two observed courses. The students should be encouraged to ask questions since asking questions is inevitable to promote critical thinking and to activate thinking skills.

   In conclusion, observation study reflected that the classroom atmosphere in both courses was quite suitable for critical thinking, but there are problems with the type of the instructors' questions, students' asking questions and the variety of classroom activities. To clarify the critical thinking situation, besides student questionnaire and observation, the researcher also interviewed the instructors of the selected two courses.

4.4. Results of Pre-Instructor Interview

The researcher prepared a semi-structured interview to answer the main research question ' *Is critical thinking emphasized in the literature courses in the Department of English Language and Literature at Karadeniz Technical University?'* and the specific research questions '*What do the literature course instructors know about critical thinking in the Department of English Language and Literature at Karadeniz Technical University?' and 'Do the literature course instructors underline critical thinking in their literature courses thinking in the Department of English Language and Literature at Karadeniz Technical University?'* The researcher interviewed both literature instructors before the treatment began. Although it was a semi-structured interview, the researcher added just a few questions during the interviews as the instructors gave the required information with the predetermined interview questions. The interviews were tape recorded and each interview lasted about 20 minutes. The following questions were asked in the interviews:

1- *How long have you been teaching literature?*
2- *Which literature courses are you teaching now?*
3- *How do you teach literature?*
4- *What kind of activities do you carry out in literature courses?*
5- *Do you think the activities carried out in your literature courses encourage students' thinking?*
6- *Do you have a certain strategy to make students think in literature courses?*
7- *What do you know about the concept of critical thinking?*
8- *Do you think critical thinking is important in education?*
9- *Do you prepare special critical thinking activities to promote critical thinking in literature courses?*

In short, the pre-instructor interview focused on literature instructors' background of teaching literature, their way of teaching literature, activities in the literature courses, whether the activities encourage thinking, instructors' knowledge and ideas for critical thinking and whether the instructors prepare specific critical thinking activities.

4.4.1. Instructors' Background for Teaching Literature

The first instructor was teaching literature for five years and the second instructor for three years. The first instructor was teaching *Literary Criticism* and the second one is teaching *Introduction to English Literature*. The second instructor was also teaching English Novel but not teaching it anymore. According to the results, it can be said that the instructors are experienced in teaching literature.

4.4.2. Instructors' Way of Teaching Literature

To learn about the instructors' way of teaching literature, the researcher asked how they taught literature. It was a general question asked to gather as much information as possible about the general outline of their teaching besides details. The question achieved its aim, and the instructor provided the required information. The instructors mentioned that they first provide information about the time period, then talk about the important authors of the period and then analyze examples from authors' works that are generally carried out through a class discussion led by the instructors. Here are examples from the instructors' answers:

> *For each course, we have a certain unit. When I enter the course first of all I start the course by giving general information concerning the topic specified for that course, I ask questions, I want students to answer my questions, so we discuss the topic in the classroom.* (Ins.1)

Like the first instructor, the second instructor reflected that she began the course by giving general information about the time period:

> *I usually start with the historical and literary context of a period. First of all, we talk about what are the important political or social events of the era which affect literature, and then we talk about the general movements of literature in that period… I try to put pictures together with the events in order to visualize what is happening and after that after giving a general overview, we go into specific, most important writers, poets of the period which period we are talking about and then without going into much detail about the lives of the authors, we try to mention what their importance was for literature, we talk about these things generally, then the discussion about their works start, we take excerpts from their works.* (Ins.2)

The results indicate that the instructors emphasize knowledge of the period by underlying the important movements and writers of the period that are naturally all required in a literature course, but it seems that the courses should go beyond giving knowledge and students should have more responsibility.

4.4.3. Activities Carried out in Literature Courses

The researcher asked the instructors what kind of activities were carried out in literature courses to find out if the activities encourage critical thinking in the literature classrooms and they do any pair or group works in courses that are regarded as critical thinking encouraging activities. Both instructors stated that they rarely have pair or group work activities:

> *Pair work not very often, group work not very often. It is mostly whole class discussion.* (Ins.1)

The second instructor also indicated that they rarely had pair and group work activities in the course:

> *Usually we don't have any group or pair work because the classroom doesn't allow that because it is a crowded classroom, there is no room to walk around and check what the groups are doing, because of let's say the space doesn't allow for me to move them in groups, they have to stand up, they have to change their places, move their chairs so it is really difficult but sometimes I ask them to work in pairs with the students sitting next to them.* (Ins.2)

The interviews show that group and pair work activities are not adequately emphasized in literature courses, and courses are generally led by the instructors through class discussion. Class discussion is a useful way of encouraging critical thinking in classroom but the instructors should also highlight group and pair works to improve the current critical thinking level of their students.

4.4.4. Whether the Activities Encourage Critical Thinking

Besides finding out whether the instructors carry out critical thinking encouraging activities in literature courses, it was tried to discover what the instructors think about the

activities in their courses in terms of their promoting critical thinking. Here are some examples from the instructors' answers:

The first instructor mentioned that the activities in the lesson might encourage thinking but, the students need to work hard to become critical thinkers:

> *They don't feel very good at finding the deeper level meaning of the works, so they are afraid of making mistakes when they are commenting on the works... I think they need to do more reading, they need to do more thinking about the works and I think they lack that right now, they are just coming to class maybe reading the textbook, sometimes they don't read the textbook when they come to class, so they don't feel ready to talk, I think they should be motivated to do some before class work in order to talk more and become critical thinkers.* (Ins.1)

The second instructor is hesitant about whether the activities in the course encourage thinking:

> *Well the idea is not to only deliver the content to them. Of course the idea is to link the theory to the practice, to the practical reading they do. This way of delivering the content and having them answer the questions I really don't know whether you know it really develops their critical thinking. There is no clear answer to this; well I can't observe I don't know.* (Ins.2)

Shortly, it can be said that the instructors are aware of the significance of encouraging students to think, but thinking is not specifically emphasized in literature courses in the department. Moreover, students need to work harder and force their thinking.

4.4.5. Instructors' Knowledge of Critical Thinking

One of the aims of the pre-instructor interview was to find out the instructors' knowledge of critical thinking. The results reflected that not in detail but in general both instructors know the essence of critical thinking what it is and what it is for. The following answers of the instructors exemplify the situation:

> *Critical thinking in fact you know should be the ultimate target of all the courses and by critical thinking what I understand is not only learning the received knowledge but also linking that knowledge, going beyond the memory, and also making practical applications that is if the learners can take the knowledge out of the classroom and link it to in my source reading literature, they find some way of connecting the received knowledge in the classroom to whatever they are doing outside the classroom.* (Ins.1)

Like the first instructor, the second instructor has a general knowledge about critical thinking:

> *What I know is let's say critical as the name implies when you read something, when you listen to something, trying to put your ideas into it, and not accepting everything as it is and trying to criticize ideas and think from a different perspective, bring your own perspective into the idea, into what is presented to you; so being an individual, putting your idea into what is presented to you.* (Ins.2)

4.4.6. Instructors' Ideas for Significance of Critical Thinking in Education

The researcher asked instructors' views on the significance of critical thinking in education. All of the instructors answered that they do believe in the importance of critical thinking in education. They especially highlighted the place of critical thinking in literature. Here are the examples that summarize instructors' ideas for critical thinking:

> *Well if we know what critical thinking is and of course not only taking the knowledge for granted but also being aware of why they receive that knowledge and also as I early mentioned if they can find some practical implications of the classroom teaching or the content delivered by the course instructor that is I mean that should be the aim of all the courses. I mean it is not to pass, to get you know high grades but also as a graduate of literature department, if they can as a result improve their understanding, improve the way they read the piece of literature. That is the idea in literature courses and in education students should be able to go beyond the knowledge that should be highlighted in all courses.* (Ins.1)

Similar to the first instructor, the second instructor also underlined the significance of critical thinking in education and in literature:

> *It is important in education because education is not just memorizing what ideas are presented to you; it is not just reading and remembering what you read you also have to grasp the information and if there is no critical thinking, education can become some kind of propaganda where we give students certain ideas and shape them and that is very dangerous we shouldn't shape their ideas; they have to become thinking and creative individuals. We have to force them to think because otherwise they can believe any idea that is presented to them. What is written in a book is not the absolute truth; even the literature books we are reading can have some bias.* (Ins.2)

4.4.7. Whether the Instructors Specifically Encourage Critical Thinking

After learning that the instructors underline critical thinking in literature and in education, they were asked if they prepare special critical thinking activities. Both instructors mentioned that they believe in the significance of critical thinking, but they do NOT prepare critical thinking activities. The following answers of the instructors clarify the results of the question:

> *Well to improve critical thinking, really as an objective I don't have this because not either written you know in my course objectives to have them evaluate critically but the course is literary criticism, criticism is a way of critical thinking, even if well it is not obviously stated of course the idea is have them you know to think critically. When I answer your question, if I do any critical thinking activities to this end, for the first semester maybe the project work I assigned them serve critical thinking but in the classroom to be honest I don't have any practical activities leading to the improvement of critical thinking skills.* (Ins.1)

In parallel with the first instructor, the second instructor also indicated that she was aware of the significance of critical thinking but she did not prepare any special critical thinking activities for her course:

> *My aim is not you know preparing activities for critical thinking basically, my aim usually is to help students understand the underlying meaning in a work. In order to do that, I sometimes find different activities from different books and bring them to the class. There are some excerpts of works in our book but they are not complete. Sometimes I find a complete version of the work and bring it to the classroom. I give it to them before the class to photocopy. So I try to give them better understanding of works we are reading; I try to bring something different from another work of literature, so my aim is not directly critical thinking, my aim is to teach them something through you know not only talking about something but showing them seeing different perspectives of something and indirectly maybe it is contributing to critical thinking.* (Ins.2)

In conclusion, to encourage critical thinking in literature courses in the Department of English Language and Literature at KTU:

- The instructors know about the concept of critical thinking and aware of its significance in education but they do not prepare special critical thinking activities in their courses,

- Besides giving knowledge, students should be led to use this knowledge and produce original ideas,
- Besides class discussion, pair and group work activities should be carried out in the courses,
- Special critical thinking activities should be prepared such as problem solving and real life activities,
- The courses should be more student centered, the students should be given more responsibility and forced to think.

4.5. Pre-test Critical Thinking Scores of the Experimental Groups

To measure students' critical thinking levels before the treatment, Cornell Critical thinking Test Level Z was employed. 47 students in the first experimental group (Introduction to English Literature course student) and 34 students in the second experimental group (Literary Criticism course students) participated in the Cornell Critical Thinking test.

Table: 37

Pre-test Critical Thinking Scores of the Experimental Groups

	Mean	N	Std. Deviation	Standard Error Mean
Int. to English Literature Students (First Experimental Group)	20,47	47	3,89	,57
Literary Criticism Students (Second Experimental Group)	21,74	34	3,84	,66

Cornell Critical Thinking Test Level Z is a 52- item, multiple choice test. Each correct answer is equal to 1 point that means the highest score in the test is 52. Table 37 shows that the pre-test score mean of the first experimental group is 20.47 out of 52 and the second experimental group's pre-test score mean is 21,74 that indicates that groups' critical thinking levels are very close to each other. Considering 52 as the highest score, it can be mentioned that the scores of 20,47 and 21,74 are close to the middle point. Moreover, it

should be taken into account that Cornell Critical Thinking test is a long and difficult test that the students took such kind of a test for the first time that is also a considerable factor that affected their performance on the test and accordingly their critical thinking scores.

4.6. Implementation of Critical Thinking Activities

As aforementioned in Chapter 3, the implementation lasted seven weeks in both experimental groups, Introduction to English Literature and Literary Criticism. Before each activity, the researcher and instructors came together and discussed about the activities to implement them in the best way. Moreover, after each activity, the activities and performance of the students were evaluated to do next activity in a better way. During the implementation, students produced various fascinating works from designing covers to writing poems and new endings for the works. The activities also emphasized real life, induction, deduction and credibility in which the students came up with notable works. For the examples from students' works, see Appendices J and K.

4.7. Results of Data after the Implementation of Critical Thinking Activities

After the implementation of literature-based critical thinking activities for seven weeks in two experimental groups which are Introduction to English Literature and Literary Criticism, the Cornell Critical Thinking test was applied again to both groups as the post-test to see if there is any improvement in their critical thinking scores. For the experimentation, One-Group Pre-Test/Post-Test Design was employed in two experimental groups that is shown in Figure 5.

O_1	X	O_2
Cornell Critical Thinking (Pre-test)	Critical Thinking Activities	Cornell Critical Thinking (Post-test)

Figure: 5

One- Group Pre-Test/Post-Test Design

Besides the critical thinking test, a post-student questionnaire and a post-instructor interview were also implemented to gain insights into the possible effects of the treatment on the course. In the following part, the results of critical thinking post-test, post-student questionnaire and post- instructor interview were documented in tables and then discussed respectively.

4.7.1. Results of Pre-test and Post-test Critical Thinking Scores of the Experimental Groups

As stated earlier, the Cornell Critical Thinking test was applied as a pre-test to two experimental groups, Introduction to English Literature and Literary Criticism course students in order to learn about students' current critical thinking levels. After the treatment of literature-based critical thinking activities for seven weeks, Cornell Critical Thinking test was again given to the students as a post-test to see whether there is a difference between the pre-test and post-test scores within the groups. The Paired-Samples T-test was employed to find out if the pre-test and post-test scores were significantly different. Firstly the pre-test scores of both groups were displayed in tables and then the statistical analysis of the pre-test and post-test results of two experimental groups were presented in tables and then the results were discussed.

4.7.1.1. Statistical Analysis of the Pre-test and Post test Critical Thinking Scores of the Experimental Groups

After the implementation of critical thinking activities, Cornell Critical Thinking test was applied as a post-test to two experimental groups in order to see whether there is a difference between the pre-test and post-test critical thinking scores within the groups. In the following part, first the pre and post-test scores of the Introduction to English and Literature group then the pre-test and post-test scores of the Literary Criticism group are presented, and then T-test was employed in order to see if there is a significant difference between the pre-test and post-test scores within the groups.

4.7.2. Pre and Post-test Critical Thinking Scores of the Introduction to English Literature Group

In Table 38, the pre-test and post- test scores of the Introduction to English and Literature group are presented.

Table: 38

Pre and Post- test Critical Thinking Scores of the Introduction to English Literature Group

Paired Samples Statistics

	N	Mean	Sd
Pre-test	47	20,47	3,89
Post-test	47	21,04	3,29

The same 47 students, who attended the Introduction to English Literature course and pre-tested also participated in the post-test. The means of pre-test and post-test scores of the Introduction to English Literature Group are shown in Table 38. The table indicates that while pre-test score mean of the group is 20,47 out of 52, the post-test score mean is 21,04. The Pre-test std deviation is 3.89, the pre-test std deviation is 3,29. The results show that there is a difference between the pre-test and post-test scores of the Introduction to English Literature group as the pre-test score increases from 20,47 to 21,04.

4.7.2.1. Statistical Difference between Pre-and Post Test Critical Thinking Scores of the Introduction to English Literature Group

Although the results show that there is a difference between the pre-test and post-test scores of the Introduction to English Literature group, the Paired Samples T-test was employed in order to see whether there is a statistically significant difference between pre-test and post-test scores of the group after the implementation of the critical thinking activities, the test results are shown in Table 39.

Table: 39

Statistical Difference between Pre and Post- test Critical Thinking Scores of the Introduction to English Literature Group

Paired Samples Test

	N	Mean	Sd	t	p
Pre-test	47	20,47	3,89	-3,46	0,001
Post-test	47	21,04	3,29		

As it was mentioned before, the pre-test critical thinking score mean of the Introduction to English Literature group is 20,47 and the post-test score mean is 21,04. Table 37 indicates that there is a significant difference between the pre-test and post-test scores of the Introduction to English Literature group as t = -3,46, p< 0,005. The difference stems from the fact that the post-test scores of the group (m= 21,04, sd= 3,29) are higher than its pre-test scores (m=20,47, sd=3,89). It can be concluded that there is an improvement in critical thinking scores of the Introduction to English Literature group after the treatment of critical thinking activities.

4.7.3. Pre and Post- test Critical Thinking Scores of the Literary Criticism Group

The pre and post-test scores of the Literary Criticism group are presented in Table 40.

Table: 40

Pre and Post- test Critical Thinking Scores of the Literary Criticism Group

Paired Samples Statistics

	N	Mean	Sd
Pre-test	34	21,21	3,35
Post-test	34	21,74	3,84

The same 34 students, who attended Literary Criticism course and were pre-tested, also participated in the post-test. The means of pre-test and post-test scores of the Literary

Criticism Group are displayed in Table 40. The table indicates that while pre-test score mean of the group is 21,21 out of 52, the post-test score mean is 21,74. The pre-test std deviation is 3,35 and the post-test std deviation is 3,84. The results show that there is a difference between the pre-test and post-test scores of the Literary Criticism group since the critical thinking score of the group increases to 21,74 from 21,21.

4.7.3.1. Statistical Difference between Pre and Post Test Critical Thinking Scores of the Literary Criticism Group

The results show that there is a difference between the pre-test and post-test scores of the Literary Criticism group but in order to see whether there is a statistically significant difference between pre-test and post-test scores of the group after the implementation of the critical thinking activities, the Paired Samples Test was employed and the test results are shown in Table 41.

Table: 41

Statistical Difference between Pre and Post- test Critical Thinking Scores of the Literary Criticism Group

Paired Samples Test

	N	Mean	Sd	t	p
Pre-test	34	21,21	3,35	-3,44	0,002
Post-test	34	21,74	3,84		

It was mentioned before, while the mean of pre-test scores of the Literary Criticism group is 21,21, its post- test score is 21,74. Table 41 shows that this is a statistically significant difference as $t = -,344$, $p < 0.005$. The difference comes from the fact that the post-test scores of the group (m= 21,74, sd= 3,84) are higher than its pre-test scores (m=21,21, sd=3,35). Therefore, it can be concluded that there is an improvement in the critical thinking score means of the Literary Criticism group after the implementation of critical thinking activities.

Shortly, after finding out their existing critical thinking levels by Cornell Critical Thinking Test, the two experimental groups were exposed to an implementation of literature-based critical thinking activities for seven weeks and after the treatment, Cornell Critical Thinking Test was again applied to both groups. The results were analyzed by the Paired Samples T-Test in SPSS. The Paired Samples T-Test indicated that there is statistical difference between the pre-test and post-test scores of both groups since $t = -3,46$, $p < 0,005$ for the Introduction to English Literature group and $t = -,344$, $p < 0.005$ for the Literary Criticism group. Moreover, it should be mentioned that although there is not a big difference between the means of pre-test and post-test scores for both groups (20,47 and 21,04 for the first group and 21,21 and 21,74 for the second group) it is a noticeable difference for critical thinking for a seven week treatment as critical thinking is a lifelong process. Therefore, it can be concluded that the critical thinking scores of both groups were increased after the treatment of literature-based critical thinking activities and the study is successful in improving students' critical thinking levels.

4.8. Results of the Post- Student Questionnaire

The subjects of the study; namely, Introduction to English Literature students from the first year, and Literary Criticism students from the last year filled out the post-student questionnaire through which the researcher aims to find out students' reflections on the critical thinking activities done through the second semester. Student questionnaire was analyzed under the titles that were decided by the researcher during the preparation of the questionnaire. The titles are whether students were interested in the critical thinking activities, which activities they found most challenging, whether the activities contributed to their understanding of literature, their appreciation of literature, their understanding of real life and their producing original ideas. Finally, the questionnaire asked for their comments about the activities including both advantages and disadvantages. The data obtained from the questionnaires were analyzed by descriptive statistics through SPSS 10.10 and their frequency, percentages and means were calculated.

4.8.1. Questionnaire Results of Introduction to English Literature Course

The following table illustrates the students' interest in critical thinking activities.

Table: 42

Students' Interest in Critical Thinking Activities

Subjects' interest in	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
	f	%	f	%	f	%	f	%	f	%	
finding a new title	13	30,2	25	58,1	4	9,3	1	2,3	-	-	4,16
developing empathy	14	32,6	25	58,1	2	4,7	1	2,3	1	2,3	4,16
suitable characters	13	30,2	23	53,5	6	14	1	2,3	-	-	4,12
translation activity	15	34,9	21	48,8	5	11,6	2	2,3	1	2,3	4,12
real life contexts	13	30,2	23	53,5	5	11,6	1	2,3	1	2,3	4,07
pair work	12	27,9	25	58,1	1	2,3	3	7	2	4,7	3,98
designing a cover	14	32,6	18	41,9	4	9,3	1	2,3	-	-	3,95
deduction activity	7	16,3	28	65,1	4	9,3	4	9,3	-	-	3,88
assumption activity	6	14	29	67,4	4	9,3	4	9,3	-	-	3,86
supporting ideas	7	16,3	27	62,8	6	14	2	4,7	1	2,3	3,86
generating questions	6	14	28	65,1	5	11,6	2	4,7	2	4,7	3,79
induction activity	3	7	29	67,4	7	16,3	4	9,3	-	-	3,72
fact and opinion	7	16,3	24	55,8	6	14	4	9,3	2	4,7	3,70
class discussion	6	14	28	65,1	2	4,7	4	9,3	3	7	3,70
group work	10	23,3	19	44,2	7	16,3	4	9,3	3	7	3,67
writing a diary entry	8	18,6	18	41,9	9	20,9	7	16,3	1	2,3	3,58
problem solving	2	4,7	23	53,5	10	23,3	7	16,3	1	2,3	3,42
writing a letter	6	14	12	27,9	13	30,2	9	20,9	3	7	3,21
writing lyrics	5	11,6	11	25,6	17	39,5	3	7	7	16,3	3,09

Since the activities were designed for critical thinking, they were supposed to be challenging and it was hard to take students' interest in the activities; however, the researcher tried to do her best to hold students' interest. Table 42 indicates that the students were interested in the critical thinking activities they had done in the Introduction to English Literature course in the second term except for two activities writing a letter (x= 3,21) and writing lyrics (x=3,09). To engage them into the activities and to motivate them to work more efficiently on the activities, it was important to provide interesting activities,

and it seems that the study achieved this aim since the findings show that activities hold students' interest.

Table 43 reflects the activities which the students in the Introduction to English Literature course found most challenging among the implemented critical thinking activities.

Table: 43

Most Challenging Critical Thinking Activities

Most challenging activities	f	%
Assumption	22	19,1
Deduction-Induction	20	17,4
Writing Lyrics	17	14,8
Problem Solving	11	9,6
Group Work	9	7,8
Translation Activity	7	6,1
Writing A Letter	7	6,1
Pair Work	5	14,3
Designing A Cover	5	4,3
Putting Works in Real Life Contexts	4	3,5
Writing A Diary Entry	2	1,7
Whole Class Discussion	2	1,7
Generating Discussion Questions From Works	2	1,7
Finding Suitable Characters	2	1,7
TOTAL	115	100

After identifying the critical thinking situation in the Introduction to English Literature course, it was found out that the present activities were not challenging enough to force students to think and accordingly challenging critical thinking activities were prepared for the implementation part of the study. According to Table 43, the students found assumption (19,1 %), deduction-induction (17,4 %), writing lyrics (14,8 %) and problem solving (9,6 %) activities most challenging. It was an expected result as the assumption, deduction-induction and problem solving activities constitute the core of critical thinking and they were supposed to be difficult. Writing lyrics was also one of the difficult

activities, that led the students to think by asking them to write lyrics for a religious song by making use of the information in a sonnet by Milton. Moreover, there is a variety of activities that students found most challenging besides the assumption, deduction-induction and problem solving activities which is also good for the study as a critical thinking activity should be challenging to force students' thinking.

Table 44 reflects a clear picture of contribution of critical thinking activities to students' understanding of literature.

Table: 44

Contribution of Activities to Students' Understanding of Literature

Subjects' interest in	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
	f	%	f	%	f	%	f	%	f	%	
generating questions	18	41,9	23	53,5	1	2,3	1	2,3	-	-	4,35
relating works to real life	14	32,6	24	55,8	4	9,3	1	2,3		--	4,19
class discussion	14	32,6	24	55,8	3	7	2	4,7	-	-	4,16
translation activity	14	32,6	24	55,8	3	7	1	2,3	1	2,3	4,14
supporting ideas	13	30,2	27	62,8	-	-	2	4,7	1	2,3	4,14
pair work	10	23,3	25	58,1	4	9,3	2	4,7	2	4,7	3,91
writing lyrics	9	20,9	28	65,1	1	2,3	2	4,7	3	7	3,88
finding a new title	8	18,6	25	58,1	7	16,3	2	4,7	1	2,3	3,86
writing a diary entry	9	20,9	24	55,8	6	14	3	7	1	2,3	3,86
induction- deduction	6	14	27	62,8	8	18,6	1	2,3	1	2,3	3,84
writing a letter	4	9,3	31	72,1	6	14	1	2,3	1	2,3	3,84
problem solving	8	18,6	27	62,8	4	9,3	1	2,3	3	7	3,84
group work	11	25,6	22	51,2	4	9,3	3	7	3	7	3,81
assumption	7	16,3	25	58,1	7	16,5	3	7	1	2,3	3,79
fact and opinion	7	16,3	20	46,5	10	23,3	3	7	3	7	3,58
designing a cover	3	7	25	58,1	6	14	7	16,3	2	4,7	3,47

Since literature is accepted as an effective means of promoting critical thinking in classroom and critical thinking as a useful tool in understanding literary works deeply, in accordance with the aim of the study that is to encourage critical thinking through literature, the prepared critical thinking activities were expected to make a contribution to

students' understanding of literature. Table 44 portrays that all of the critical thinking activities contributed much to subjects' understanding of literature. The highest means are x= 4,35 that is for generating questions activity and x= 4.19 for relating works to real life activity. Both activities were designed to form a bridge between literature and real life, and it seems that they were successful. The rest of the activities also have high means that prove the contribution of the activities to students' understanding of literature.

The following table gives information about contribution of critical thinking activities to students' appreciation of literature.

Table: 45

Contribution of Activities to Students' Appreciation of Literature

	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
Subjects' interest in	f	%	f	%	f	%	f	%	f	%	
generating questions	23	53,5	18	41,6	1	2,3	1	2,3	-	-	4,47
class discussion	14	32,6	27	62,8	2	4,7	-	-	-	-	4,28
relating works to real life	15	34,9	25	58,1	2	4,7	1	2,3	-	-	4,26
supporting ideas	13	30,2	27	62,8	3	7	-	-	-	-	4,23
translation activity	12	27,9	24	55,8	5	11,6	1	2,3	1	2,3	4,05
pair work	10	23,3	27	62,8	3	7	1	2,3	2	4,7	3,98
group work	12	27,9	24	55,8	3	7	2	4,7	2	4,7	3,98
writing a diary entry	9	20,9	25	58,1	8	18,6	-	-	1	2,3	3,95
finding a new title	8	18,6	25	58,1	8	18,6	1	2,3	1	2,3	3,88
writing a letter	3	7	32	74,4	7	16,3	-	-	1	2,3	3,84
problem solving	8	18,6	24	55,8	8	18,6	1	2,3	2	4,7	3,81
assumption	5	11,6	21	48,8	13	30,2	3	7	1	2,3	3,80
writing lyrics	6	14	28	65,1	4	9,3	2	4,7	3	7	3,74
induction- deduction	1	2,3	29	97,4	11	25,6	1	2,3	1	2,3	3,65
designing a cover	3	7	27	62,8	8	18,6	3	7	2	4,7	3,60
fact and opinion	7	16,3	18	41,9	14	32,6	1	2,3	3	7	3,58

Besides understanding of literature, the critical thinking activities were supposed to help students appreciate the literary works as the students were led to think deeply while analyzing the literary works in line with the principles of critical thinking. Table 45

pictures that all of the critical thinking activities make contribution to students' appreciation of literature. The highest value is x= 4,47 that belongs to generating questions activity in which student were asked to come up with real life questions from the literary works. The second highest value belongs to class discussion (x= 4,28) that shows the fruitfulness of the discussions took place in the classroom while discussing the works via critical thinking activities.

Table 46 displays the success of critical thinking activities in helping students' understanding of real life.

Table: 46

Contribution of Activities to Students' Understanding of Real Life

Subjects' interest in	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
	f	%	f	%	f	%	f	%	f	%	
relating works to real life	22	51,2	16	37,2	1	2,3	1	2,3	3	7	4,23
pair work	10	23,3	25	58,1	5	11,6	2	4,7	1	2,3	3,95
problem solving	12	27,9	23	53,5	3	7	3	7	2	4,7	3,93
generating questions	7	16,3	28	65,1	6	14	1	2,3	1	2,3	3,91
class discussion	11	25,6	22	51,2	6	14	2	4,7	2	4,7	3,88
group work	8	18,6	26	60,5	6	14	1	2,3	2	4,7	3,86
writing a diary entry	9	20,9	22	51,2	6	14	3	7	3	7	3,72
supporting ideas	10	23,3	21	48,8	5	11,6	3	7	4	9,3	3,70
induction- deduction	5	11,6	25	58,1	9	20,9	2	4,7	2	4,7	3,67
writing a letter	6	14	23	53,5	5	11,6	4	9,3	5	11,6	3,49
translation activity	7	16,3	19	44,2	7	16,3	7	16,3	3	7	3,47
finding a new title	7	16,3	14	32,6	12	27,9	4	9,3	6	14	3,28
assumption	6	14	13	30,2	12	27,9	9	20,9	3	7	3,23
fact and opinion	5	11,6	11	25,6	13	30,2	10	23,3	4	9,3	3,07
writing lyrics	8	18,6	10	23,3	8	18,6	9	20,9	8	18,6	3,02
designing a cover	5	11,6	10	23,3	14	32,6	7	16,3	7	16,3	2,98

The review of literature displays that the main rationale for emphasizing critical thinking in education comes from its significance in real life. It can be mentioned that literature is the very means to promote critical thinking in education because it reflects real

life. Thereby, the prepared critical thinking activities are to touch on real life issues by making use of literature. In the implementation, trying to find connections between the situations and characters in literary works and events and people in real life, the students were led to understand the real life, real people, real events and problems. Table 46 shows that the study achieved its aim in helping students understand real life since the means of the activities are quite high. The lowest means are x= 2,98 for designing a cover activity, x= 3,02 for writing lyrics, x= 3.02 for fact and opinion, x= 3,23 for assumption activity and x= 3,28 for finding a new title that were all designed not to emphasize real life but to understand literature, to make students think or produce original ideas. The highest mean belongs to the activity that asks for relating works to real life (x= 4,23) that directly aims to underline real life through literature.

Table 47 gives insights into the contribution of critical thinking activities to students' thinking.

Table: 47

Contribution of Activities to Activating Students' Thinking

Subjects' interest in	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
	f	%	f	%	f	%	f	%	f	%	
relating works to real life	23	53,5	19	44,2	-	-	1	2,3	-	-	4,49
supporting ideas	20	46,5	21	48,8	1	2,3	1	2,3	-	-	4,40
generating questions	20	46,5	21	48,8	1	2,3	1	2,3	-	-	4,40
finding a new title	14	44,2	22	51,2	1	2,3	1	2,3	-	-	4,37
problem solving	16	37,2	26	60,5	1	2,3	-	-	-	-	4,35
class discussion	18	41,9	21	48,8	3	7	-	-	1	2,3	4,28
writing a diary entry	13	30,2	27	62,8	1	2,3	2	4,7	-	-	4,19
designing a cover	15	34,9	24	55,8	2	4,7	1	2,3	1	2,3	4,19
translation activity	14	32,6	25	58,1	2	4,7	1	2,3	1	2,3	4,16
fact and opinion	12	27,9	27	62,8	3	7	1	2,3	-	-	4,16
assumption	10	23,3	30	69,8	2	4,7	-	-	1	2,3	4,12
pair work	15	34,9	23	53,5	1	2,3	3	7	1	2,3	4,12
writing a letter	9	20,9	29	67,4	4	9,3	1	2,3	-	-	4,07
induction- deduction	8	18,6	28	65,1	6	14	1	2,3	-	-	4,00
writing lyrics	10	23,3	26	60,5	4	9,3	3	7	-	-	4,00
group work	10	23,3	25	58,1	2	4,7	5	11,6	1	2,3	3,88

As the study tries to encourage critical thinking via literature, before all else the prepared activities for the study are to activate students' thinking. Table 47 indicates that all of the critical thinking activities forced students' thinking. All of the means are high that show how difficult the activities were. The highest values are X = 4,49 for relating works to real life, X=4,40 for supporting ideas and generating questions and X= 4,35 for problem solving. The lowest mean is X= 3,88 for group work activities which is also a high value.

The following table displays how much the implemented critical thinking activities contributed to students' producing original ideas.

Table: 48

Contribution of Activities to Students' Producing Original Ideas

Subjects' interest in	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
	f	%	f	%	f	%	f	%	f	%	
writing a letter	13	30,2	24	55,8	4	9,3	-	-	2	4,7	4,87
relating works to real life	25	58,1	17	39,5	-	-	-	-	1	2,3	4,53
generating questions	24	55,8	18	41,9	1	2,3	-	-	-	-	4,53
finding a new title	23	53,5	18	41,9	1	2,3	1	2,3	-	-	4,47
problem solving	18	41,9	25	58,1	-	-	-	-	-	-	4,42
designing a cover	21	48,8	19	44,2	2	4,7	1	2,3	-	-	4,40
supporting ideas	22	51,2	17	39,5	3	7	1	2,3	-	-	4,40
class discussion	20	46,5	19	44,2	3	7	-	-	1	2,3	4,33
writing lyrics	17	39,5	21	48,8	3	7	2	4,7	-	-	4,23
writing a diary entry	15	34,9	25	58,1	-	-	3	7	-	-	4,21
pair work	19	44,2	19	44,2	1	2,3	3	7	1	2,3	4,21
assumption	9	20,9	24	55,8	7	16,3	2	4,7	1	2,3	3,88
translation activity	12	27,9	22	51,2	2	4,7	4	9,3	3	7	3,84
group work	9	20,9	24	55,8	5	11,6	4	9,3	1	2,3	3,84
induction- deduction	9	20,9	24	55,8	5	11,6	3	7	2	4,7	3,81
fact and opinion	9	20,9	21	48,8	8	18,6	3	7	2	4,7	3,74

A critical thinker is supposed to produce novel ideas to offer various alternatives to solve a problem. After identifying the critical thinking situation in the Introduction to literature course, it was recommended that the students should be encouraged to generate their own ideas rather than the instructor's. Table 48 indicates that the activities contributed much to students' producing original ideas since the means for all activities are quite high. The highest mean is x= 4,87 for writing a letter activity in which students were asked to write a letter to one of their friends to give some advices about the significance of reason and instinct by making use of Alexander Pope's work. The lowest mean is x= 3,74 for fact and opinion activity whose main aim was to make students' be aware of the difference between a fact and an opinion rather than producing original ideas.

4.8.1.1. Students' Reflections on the Critical Thinking Activities

The post-student questionnaire included an open-ended question in which the students were asked to mention their comments on the critical thinking activities. The majority of the students in the Introduction to English Literature course mentioned that the activities were useful, enjoyable and interesting. They reflected that thanks to these activities, they understood the works better and could produce original ideas. They also expressed that the activities were challenging and activated their thinking and gave them insights into the real life. Moreover, the researcher observed that students had difficulty in especially assumption and deduction-induction activities. It can be also stated that the activities hold their attention especially designing cover, finding a new title, relating works to real life and translation activity. In general, students believe that class discussions and pair and group activities were very beneficial but some of them expressed their problems with the group work. Here are some samples from students' reflections on the critical thinking activities in the Introduction to English Literature course:

4.8.1.1.1. Contribution of Activities to Students' Understanding of Literary Works

Most of the students expressed that the activities were useful, enjoyable and thought-provoking. Moreover, they added that the activities helped them understand the literary works in a better way. Here are some examples that illustrate students' ideas:

Although we were, at first, unwilling to do activities and also it was a new method for the course; I am in the opinion that they worked and contributed to us to an high extent also by the presentations we improved our understanding better. All in all, to tell the truth, they had quite much advantages. (S 1)

The followings students also reflected that the activities were useful and they helped them realize the secrets and details hidden in literature:

I think the activities were useful because they were very effective in terms of generating new ideas and understanding how literature has hidden treasures in itself. Especially while translating poems, I appreciated the poets of those poems. (S 2)

Literature seems to very boring lesson to many. Nevertheless, the activities carried out in the course made the lesson more colourful and enjoyable. (S 3)

Similarly the following two students reflected that the activities were enjoyable and helped them to understand the literary works better:

Activities, mostly, were enjoyable. They helped me elaborate on the works of many writers and I found many details about them. In the class atmosphere, it is really hard to understand meaning of the words that are used in literary texts. Thus while doing the activities, I had the chance of understanding them better which is a big advantage of the activities. I don't think there is a disadvantage of the activities because they were though- provoking and helped us to think critically over the issue. (S 4)

This semester I spent good time in literature courses because the activities were very effective in terms of critical thinking and understanding the subjects and events. (S 5)

4.8.1.1. 2. Activities' Originality and Leading Students to Produce New Ideas

Many students reflected that the activities were very creative and led them to think and to produce original ideas that is a core point in critical thinking:

I think they were enjoyable. By these activities we focused on the works more deeply, so understood the events and messages better. Some activities like diary entry writing were really creative. (S 6)

In a similar way, the following student also expressed that the activities were enjoyable and helped them to produce original ideas:

These activities had lots of advantages. They improved our knowledge of language. While preparing a cover, I could activate my thinking and produced original ideas. Also I could understand literature better. I believed that these activities were very useful for us. Not only they developed critical thinking but also made the lesson more understandable and enjoyable. (S 7)

The following student also reflected that the activities were original and increased their interest in the course:

With the activities, we were interested in the course and in literature. Reading is not enough for literature, you have to do more than that. You have to think, create original ideas, interpret the works and we did all of these by the activities. (S 8)

Another student emphasized the significance of group work activities in helping them to understand the works:

Firstly, the presentations prepared as a group work were very useful for many reasons. Presentations enabled us to stand self-confidently. Furthermore they were useful for long-term memory. Besides presentations, class discussions and masterpieces helped us develop our thinking and producing new ideas. Discussion made it easier to remember. (S 9)

4.8.1.1.3. Activities Being Challenging

Many students expressed that they liked the activities and found them useful, but they also reflected that the activities were challenging that is also a good result for the study as critical thinking activities are supposed to be challenging to activate students' thinking:

First of all, I should say that they were different from other activities as well as being interesting they were challenging sometimes. I believe that pair works contributed a lot of the cooperation between my partner. (S 10)

The following student also mentioned that the activities were original and challenging:

I liked this lesson much more than others. I learned new information about the things I had never heard before; it took me to different worlds. I especially liked the activities such as finding a new title, designing a cover, finding suitable characters in real life, putting works in real life contexts and coming up with assumptions although it was not easy. (S 11)

Another student stated that the activities were useful and enjoyable, but they were challenging at the same time:

The activities were very useful. However assumption activities were difficult. Nevertheless, group works especially pair works were useful for learning the subject better. We could share opinions with our friends so it made the subject more clear. In addition to this, designing a cover and translation activity were enjoyable especially when it was done with pair work. (S 12)

4.8.1.1.4. Problems with Group Work Activities

Generally students reflected positive attitudes toward the activities, but a few students expressed their problems with the group work:

I think all of the activities were useful for us but induction and assumption activities were difficult. Also writing lyrics was difficult for me. The activities activated my thinking and made me produce original ideas. I also want to say that group work created some problems as each member of the group may not be responsible that causes problems among us. (S 13)

The following student also reflected that s/he had a problem with the group work activities:

All the activities made the course interesting and enjoyable. With the help of those activities, I understood the topic easily. Only listening to instructor and taking note is boring. However, I didn't like group wok activity because you cannot show your real individual performance in group work. (S 14)

4.8.1.1.5. Activities Forming Bridge between Real Life and Literature

The students also mentioned that the activities helped them to form a bridge between the literary works and real life in various ways:

The first advantage of the course is to understand the life hidden in people's inner worlds. Literature circles were also useful for me as they pushed us to work together and investigate. Translation activities helped me understand the works deeply. (S 15)

The following student also underlined the contribution of activities to their understanding works and real life:

In the Introduction to Literature course, the activities contributed to our thinking. Thanks to this course, we are better in understanding real life and we produced original ideas. (S 16)

To sum up, the samples from students' reflections reveal that the activities achieved their aims in that they activated students' thinking and provided them with the situations in which the students had a chance to generate original ideas and to form a connection between literature and real life. What is more, the students were interested in the activities, and they found them original and creative that is also a good point for the study. Class discussions and pair and group works also seemed to be very successful as they helped students understand literature and life better by analyzing works from different points of view by discussing them with each other. Lastly, it can be stated that the activities motivated them highly and increased class participation positively.

4.8.2. The Questionnaire Results of Literary Criticism

Table 49 gives information about students' interest in the critical thinking activities.

Table: 49

Students' Interest in Critical Thinking Activities

Subjects' interest in	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
	f	%	f	%	f	%	f	%	f	%	
class discussion	15	44,1	18	52,9	1	2,9	-	-	-	-	4,41
finding a new title	16	47,1	17	50	1	2,9	-	-	-	-	4,44
group work	14	41,2	15	44,1	3	8,8	2	5,9	-	-	4,21
deduction	8	23,5	24	70,6	2	5,9	-	-	-	-	4,18
supporting ideas	11	32,4	19	55,9	3	8,8	1	2,9	-	-	4,18
writing new endings	8	23,5	22	64,7	4	11,8	-	-	-	-	4,12
pair work	12	35,3	16	47,1	4	11,8	2	5,9	-	-	4,12
developing empathy	9	26,5	21	61,8	2	5,9	2	5,9	-	-	4,09
real life contexts	10	29,4	18	52,9	5	14,7	-	-	1	2,9	4,06
adding characters	6	17,6	23	67,6	5	14,7	-	-	-	-	4,03
problem solving	7	20,6	17	50	6	17,6	3	8,8	1	2,9	3,76
generating questions	4	11,8	22	64,7	4	11,8	4	11,8	-	-	3,76
suitable characters	6	17,6	16	47,1	8	23,5	3	8,8	1	2,9	3,68
induction	5	14,7	18	52,9	5	14,7	6	17,6	-	-	3,65
designing a cover	7	20,6	13	38,2	4	11,8	7	20,6	3	8,8	3,41
fact and opinion	2	5,9	17	50	8	23,5	5	14,7	2	5,9	3,35
assumption	2	5,9	16	47,1	4	11,8	11	32,4	1	2,9	3,21
writing a story	4	11,8	10	29,4	12	35,3	5	14,7	3	8,8	3,21
writing a diary entry	4	11,8	11	32,4	8	23,5	8	23,5	3	8,8	3,15
writing a dialogue	2	5,9	13	38,2	6	17,6	7	20,6	6	17,6	2,94
writing a poem	2	5,9	3	8,8	7	20,6	15	44,1	7	20,6	2,35

As it was mentioned before, it was hard to take students' interest especially in some of the activities due to their difficulty. Table 49 shows that in general the critical thinking activities done in the Literary Criticism course achieved to hold students' interest except for writing a poem (x= 2,35), writing a dialogue (x= 2,94), writing a diary entry (x= 3,15) assumption and writing a story (x= 3,21) and fact and opinion (x= 3,35). The students were unsure as to whether the activities hold their attention, but the means for the rest of the

activities are quite high. The highest values belong to finding a new title (x= 4,44) and class discussion (x= 4,41). Especially the mean of class discussion is very important since all of the activities were done by a whole class discussion.

The following table illustrates activities which the studenst found most challenging.

Table: 50

Most Challenging Critical Thinking Activities

Most challenging activities	f	%
Assumption	15	15,2
Writing A Poem	14	14,1
Problem Solving	8	8,1
Fact and Opinion	7	7,1
Deduction-Induction	6	6,1
Supporting Ideas	6	6,1
Finding Suitable Characters	6	6,1
Writing A Story	5	5,1
Writing A Diary Entry	4	4
Adding A Character to Works	4	4
Whole Class Discussion	4	4
Putting themselves in A Character's Shoes	4	4
Writing A Dialogue	3	3
Designing A Cover	3	3
Writing New Endings	3	3
Pair Work	2	2
Finding A New Title	2	2
Putting Works in Real Life Contexts	1	1
Generating Discussion Questions From Works	1	1
Group Work	1	1
TOTAL	99	100

Like in the Introduction to English Literature course, after identifying the critical thinking situation in the Literary Criticism course, it was recommended that the activities must have been more challenging for the students to promote critical thinking in the classroom. The variety of the activities that students found most challenging in Table 50 shows that the critical thinking activities were challenging as they were supposed to be.

The most challenging activity is assumption (15,2 %) like in the Introduction to English Literature course and then writing a poem activity follows (14,1 %).

Table 51 provides a clear picture of contribution of critical thinking activities to students' understanding of literature.

Table: 51

Contribution of Activities to Students' Understanding of Literature

Subjects' interest in	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
	f	%	f	%	f	%	f	%	f	%	
class discussion	18	52,9	15	44,1	1	2,9	-	-	-	-	4,50
supporting ideas	11	32,4	20	58,8	1	2,9	1	2,9	1	2,9	4,15
writing a story	10	29,4	21	61,8	1	2,9	1	2,9	1	2,9	4,12
group work	9	26,5	21	61,8	3	8,8	-	-	1	2,9	4,09
relating works to real life	6	17,6	25	73,5	1	2,9	2	5,9	-	-	4,03
pair work	8	23,5	21	61,8	3	8,8	2	5,9	-	-	4,03
generating questions	7	20,6	24	70,6	1	2,9	1	2,9	1	2,9	4,03
writing a dialogue	5	14,7	24	70,6	5	14,7	-	-	-	-	4,00
Induction- deduction	4	11,8	26	76,5	4	11,8	-	-	-	-	4,00
assumption	9	26,5	19	55,9	2	5,9	4	11,8	-	-	3,97
writing new endings	6	17,6	24	70,6	1	2,9	3	8,8	-	-	3,97
adding characters	5	14,7	25	73,5	2	5,9	2	5,9	-	-	3,97
problem solving	7	20,6	21	61,8	3	8,8	3	8,8	-	-	3,94
designing a cover	3	8,8	26	76,5	3	8,8	-	-	2	5,9	3,82
fact and opinion	7	20,6	15	44,1	7	20,6	4	11,8	1	2,9	3,68
writing a poem	4	11,8	19	55,9	6	17,6	4	11,8	1	2,9	3,62
writing a diary entry	3	8,8	10	29,4	12	35,3	6	17,6	3	8,8	3,12

Table 51 shows that the critical thinking activities make contribution to students' understanding of literature. Except for writing a dialogue entry activity (x= 3,12), students agree that the activities help them understand literature since the related means are very high. The highest value belongs to class discussion (x= 4,50) that shows the efficiency of the discussions took place in the classroom in helping students understand the works. After the class discussion, supporting ideas as an activity comes with a mean x=4,15 that

indicates students improved their understanding of literature by trying to support their ideas during the discussions.

Table 52 reflects the findings with regard to the contribution of critical thinking activities to students' appreciation of literature.

Table: 52

Contribution of Activities to Students' Appreciation of Literature

Subjects' interest in	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
	f	%	f	%	f	%	f	%	f	%	
class discussion	18	52,9	15	44,1	1	2,9	-	-	-	-	4,50
writing a story	13	38,2	18	52,9	2	5,9	-	-	1	2,9	4,24
supporting ideas	12	35,3	20	58,8	-	-	2	5,9	-	-	4,24
relating works to real life	10	29,4	22	64,7	-	-	2	5,9	-	-	4,18
writing new endings	9	26,5	21	61,8	3	8,8	1	2,9	-	-	4,12
adding characters	8	23,5	22	64,7	3	8,8	1	2,9	-	-	4,09
writing a dialogue	5	14,7	26	76,5	3	8,8	-	-	-	-	4,06
finding a new title	9	26,5	20	58,8	3	8,8	1	2,9	1	2,9	4,03
induction- deduction	4	11,8	26	76,5	4	11,8	-	-	-	-	4,00
pair work	9	26,5	18	52,9	4	11,8	3	8,8	-	-	3,97
group work	8	23,5	20	58,8	3	8,8	2	5,9	1	2,9	3,94
generating questions	6	17,6	23	67,6	3	8,8	1	2,9	1	2,9	3,94
problem solving	5	14,7	24	70,6	2	5,9	3	8,8	-	-	3,91
assumption	8	23,5	19	55,9	3	8,8	4	11,8	-	-	3,91
designing a cover	3	8,8	25	73,5	4	11,8	-	-	2	5,9	3,79
writing a poem	7	20,6	15	44,1	6	17,6	4	11,8	2	5,9	3,62
fact and opinion	5	14,7	16	47,1	6	17,6	6	17,6	1	2,9	3,53
writing a diary entry	2	5,9	6	17,6	9	26,5	14	41,2	3	8,8	2,71

Table 52 indicates that in addition to their contribution to students' understanding of literature, critical thinking activities also contributed to students' appreciation of literature. Except for writing a diary entry (X=2,71), like in the Introduction to English Literature course students believe that all of the activities helped them appreciate what they read in

the Literary Criticism course. The highest mean belongs to class discussion which is x=4,50 and then supporting ideas and writing a story follow with the value of x=4,24.

The following table analyzes the role of the critical thinking activities in helping students' understanding real life.

Table: 53

Contribution of Activities to Students' Understanding of Real Life

Subjects' interest in	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
	f	%	f	%	f	%	f	%	f	%	
class discussion	18	52,9	12	35,3	3	8,8	1	2,9	-	-	4,38
relating works to real life	14	41,2	18	52,9	1	2,9	1	2,9	-	-	4,32
supporting ideas	11	32,4	20	58,8	2	5,9	1	2,9	-	-	4,21
generating questions	8	23,5	21	61,8	5	14,7	-	-	-	-	4,09
writing new endings	9	26,5	19	55,9	3	8,8	3	8,8	-	-	4,00
pair work	6	17,6	23	67,6	3	8,8	2	5,9	-	-	3,97
adding characters	8	23,5	20	58,8	3	8,8	3	8,8	-	-	3,97
writing a story	9	26,5	18	52,9	5	14,7	1	2,9	1	2,9	3,97
finding a new title	9	26,5	16	47,1	8	23,5	1	2,9	-	-	3,97
group work	10	29,4	17	50	2	5,9	4	11,8	1	2,9	3,91
induction- deduction	3	8,8	24	70,6	6	17,6	1	2,9	-	-	3,85
problem solving	6	17,6	19	55,9	7	20,6	2	5,9	-	-	3,85
writing a dialogue	2	5,9	20	58,8	11	32,4	1	2,9	-	-	3,68
designing a cover	7	20,6	13	38,2	10	29,4	3	8,8	1	2,9	3,65
fact and opinion	7	20,6	9	26,5	11	32,4	6	17,6	1	2,9	3,44
writing a poem	3	8,8	10	29,4	8	23,5	9	26,5	4	11,8	2,97
writing a diary entry	5	14,7	3	8,8	9	26,5	13	38,2	4	11,8	2,76

Table 53 portrays that except for writing a diary entry (x= 2,76), writing a poem (x= 2,97) and assumption (x= 3,38) activity that did not directly aim to emphasize real life, students believe that critical thinking activities contributed to their understanding of real life. The highest value belongs to class discussion that again proves that the class discussions that took place in Literary Criticism course achieved to form a bridge between

real life and literature. After the class discussions, the highest value belongs to the relating works to real life activities (x= 4,32) that directly aim to highlight real life through literature.

Table 54 examines the implemented critical thinking activities to find out wheher the activities contributed to students' thinking.

Table: 54

Contribution of Activities to Activating Students' Thinking

	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
Subjects' interest in	f	%	f	%	f	%	f	%	f	%	
class discussion	22	34,7	11	32,4	1	2,9	-	-	-	-	4,62
relating works to real life	18	52,9	14	41,2	2	5,9	-	-	-	-	4,47
supporting ideas	19	55,9	12	35,3	2	5,9	1	2,9	-	-	4,44
writing a story	16	47,1	14	41,2	4	11,8	-	-	-	-	4,35
finding a new title	14	41,2	18	52,9	1	2,9	-	-	1	2,9	4,29
problem solving	13	38,2	18	52,9	3	8,8	-	-	-	-	4,29
adding characters	13	38,2	19	55,9	-	-	2	5,9	-	-	4,26
generating questions	14	41,2	17	50	1	2,9	1	2,9	1	2,9	4,24
writing new endings	12	35,3	20	58,8	-	-	1	2,9	1	2,9	4,21
writing a dialogue	11	32,4	20	58,8	2	5,9	1	2,9	-	-	4,21
assumption	12	35,3	17	50	4	11,8	1	2,9	-	-	4,18
designing a cover	10	29,4	21	61,8	2	5,9	1	2,9	-	-	4,18
group work	13	38,2	17	50	1	2,9	2	5,9	1	2,9	4,15
induction- deduction	6	17,6	26	76,5	2	5,9	-	-	-	-	4,12
pair work	14	41,2	13	38,2	4	11,8	3	8,8	-	-	4,12
fact and opinion	13	38,2	15	44,1	2	5,9	4	11,8	-	-	4,09
writing a poem	6	17,6	21	61,8	2	5,9	4	11,8	1	2,9	3,79
writing a diary entry	6	17,6	20	58,8	-	-	6	17,6	2	5,9	3,65

Table 54 shows that critical thinking activities done in the Literary Criticism course achieved its main aim that was to activate students' thinking like in the Introduction to English Literature course. The means of all activities are high, but the highest value is x= 4,62 that belongs to class discussion that also indicated the usefulness of the discussions

and then relating works to real life activity comes (x= 4,47) that forces students' thinking in that it asks them to find connections between literature and real life through various activities.

Finally, Table 55 analyzes the critical thinking activities to come up with an idea whether they contributed to students' producing original ideas.

Table: 55

Contribution of Activities to Students' Producing Original Ideas

Subjects' interest in	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		X
	f	%	f	%	f	%	f	%	f	%	
class discussion	19	55,9	14	41,2	1	2,9	-	-	-	-	4,53
relating works to real life	17	50	16	47,1	1	2,9	-	-	-	-	4,47
writing a story	18	52,9	14	41,2	2	5,9	-	-	-	-	4,47
problem solving	16	47,1	16	47,1	2	5,9	-	-	-	-	4,41
finding a new title	17	50	15	44,1	1	2,9	-	-	1	2,9	4,38
supporting ideas	18	52,9	12	35,3	3	8,8	1	2,9	-	-	4,38
adding characters	16	47,1	16	47,1	-	-	2	5,9	-	-	4,35
writing new endings	15	44,1	17	50	1	2,9	1	2,9	-	-	4,35
writing a dialogue	12	35,3	20	58,8	2	5,9	-	-	-	-	4,29
designing a cover	13	38,2	18	52,9	2	5,9	1	2,9	-	-	4,26
induction- deduction	9	26,5	21	61,8	4	11,8	-	-	-	-	4,15
group work	12	35,3	18	52,9	1	2,9	2	5,9	1	2,9	4,12
assumption	9	26,5	20	58,8	4	11,8	1	2,9	-	-	4,09
pair work	10	29,4	18	52,9	3	8,8	3	8,8	-	-	4,03
generating questions	11	32,4	17	50	2	5,9	3	8,8	1	2,9	4,00
fact and opinion	12	35,3	14	41,2	3	8,8	5	14,7	-	-	3,97
writing a poem	5	14,7	22	34,7	-	-	6	17,6	1	2,9	3,71
writing a diary entry	5	14,7	22	64,7	-	-	5	14,7	2	5,9	3,68

Like in the Introduction to English Literature course after identifying the critical thinking situation in Literary Criticism course in the first semester, it was suggested that the students should have been led to encourage their own ideas. Table 55 indicates that

students believe that they produced original ideas through critical thinking activities they did in Literary Criticism course in the second semester. All of the activities have high means; the highest mean belongs to class discussion that is x= 4,53, and lowest value is x= 3,68 that is for writing a diary entry activity.

4.8.2.1. Students' Reflections on the Critical Thinking Activities

Analyzing the open-ended question in the post- student questionnaire that asks students for their comments on the critical thinking activities in Literary Criticism course, it can be mentioned that students believe the activities were enjoyable and beneficial. Similar to the Introduction to English Literature course, they also added that the activities were difficult that forced them to think. Moreover, they expressed that the activities helped them understand the works and how to appreciate them. Another point that the majority of the students came to an agreement that the activities gave them a chance to create new ideas. Like in the Introduction to English Literature course, the researcher observed that the activities held students' attention especially the whole class discussions, finding a title, writing a new ending and adding a character activities. Additionally, it can be mentioned that like in the Introduction to English Literature course, the activities motivated them and increased class participation as well. The followings samples were taken from students' reflections on the critical thinking activities in Literary Criticism course:

4.8.2.1.1. Contribution of Activities to Students' Understanding of Literary Works

Like the students in the Introduction to English Literature group, the students reflected that the activities were enjoyable, original and useful. They also expressed that the activities helped them understand the literary works better:

> *Especially, the last activity that we had for our personal novels were really very creative and beneficial. Moreover through the activities we could understand the works better. (S 1)*

The following student also expressed that thanks to critical thinking activities, s/he could understand the works in a better way:

Critical thinking made me aware of the details of a literary work. Even it helped me while I was watching a film because I tried to find clues about the plot and also tried to link the events. With the help of the course, I have learnt how to appreciate a work of art. (S 2)

Similarly, student's expressions below indicate that the activities helped students to understand works and analyze them with a critical point of view:

I found those activities mostly advantageous. It helped me understand and appreciate the texts better. I like being guided in critical thinking for a work of art since I may not see or realize other ways the questions remind me for the text. (S 3)

Besides their help in understanding literary works, the following student underlined the originality of the activities:

Literary criticism course helped me look at the things with a more critical eye. I think the activities carried out in the course were very useful. To discuss the works in the class was very effective and helped us understand the works easily. Also some activities like creating a new title and endings were very original. (S 4)

4.8.2.1.2. Activities Leading Students to Produce New Ideas

The students also expressed that they liked the activities as they gave them a chance to produce original ideas as is indicated in the following quotation:

Generally speaking, the activities we carried out in the course were designed to understand the works in detail. I like the activities related to approaches and gave us a chance to create new ideas like a new title, adding characters, writing a new ending and creating a new story. (S 5)

4.8.2.1.3. Activities Being Challenging

Another important point which the students mentioned in their papers was that the activities were challenging that is a good result for the study:

Activities were enjoyable, class discussions, writing a new ending... Some activities were a bit challenging like problem solving activity. (S 6)

The following two students also agreed that the activities were difficult but useful:

When it is compared with the first term, Literary Criticism is much more difficult, both the courses and the book. But with many literary works, we were able to understand the approaches. With group and pair works they were more understandable. (S 7)

I think some of the activities were really thought provoking and challenging. I like the ones that asked for my own interpretation. (S 8)

Similarly, the student below reflected that the activities were difficult but beneficial in that they led him/her to create original ideas:

Some activities especially problem solving, assumption and induction activities were a bit difficult for me. Working in pair and group activities were very beneficial for me; I could create many ideas in these works. (S 9)

4.8.2.1.4. Activities Leading Students to Think

The students in the Literary Criticism group like the Introduction to English Literature group stated that the activities triggered their thinking and led them to produce original ideas that is a desired outcome for the study:

The activities had some advantages. They made us think deeply and analyze the events clearly. As a literature student, they contributed to my thinking skills.
(S 10)

Although they seemed difficult, actually they were for our benefit. They enabled us to understand the works deeply. I think they improved our way of thinking. (S 11)

The following two students also expressed that through critical thinking activities, they became more active in the classroom and the activities forced their thinking:

The activities made us create original ideas and we became more active in class. Working in pairs and groups was useful because we shared our ideas and generated new ideas with the help of others. (S 12)

The activities helped us develop our understanding of literature and real life also they activated our thinking and led us to produce new ideas. (S 13)

In summary, the reflection samples indicated that the critical thinking activities took students' attention, and the majority of the students found them enjoyable and beneficial as they helped them understand and appreciate the works in a better way with forming

connections with real life. More importantly, the activities seemed to achieve their aims since the students found them challenging that activated their thinking and led them to generate new ideas. The group and pair works increased the interaction among the students and helped them find alternative solutions to problems. Finally, it can be stated that the activities made the students more active in the classroom and join the class discussion.

To conclude, the post-students questionnaires pictured that mostly the students in both Introduction to English Literature and Literary Criticism group found critical thinking activities challenging that is a good point for the study as the activities were supposed to be challenging to activate students' thinking. Most of the students expressed that they were interested in the activities as they were useful, original and enjoyable. The students' motivation was also increased since the activities were generally carried out through pair and group works. Furthermore, nearly all of the students in both groups agreed that the activities increased their understanding and appreciation of literature. Another point the students in both groups came to an agreement that the activities helped them to understand real life. These findings are really very significant for the study as the study both aimed to underline the main rationale of critical thinking in education-educating thinking individuals that can solve their problems in real life through thinking critically- and to use literature as a useful tool reflecting real life to help students understand real life by understanding and appreciating literature. With regard to the activities' activating students' thinking and producing original ideas, the study seems successful as well as almost all of the students expressed that the activities led them to think and produce original ideas. Moreover, it was clear that the activities increased students' participation into the class discussion. Finally, it can be mentioned that both experimental courses that were designed according to critical thinking principles indicated that it is possible to educate thinking students who are active in classroom through various critical thinking activities away from the traditional education system in which memorization is highlighted.

4.9. The Results of the Post-Instructor Interview

After the implementation was finished, the researcher prepared a structured interview to answer the main research question '*What are the reflections of students and instructors on the literature-based critical thinking programme in the literature courses?*. The

researcher interviewed both Introduction to English Literature and Literary Criticism course instructors after the implementation of literature-based critical thinking activities. The interviews were tape recorded and each interview lasted about 20 minutes. At the end of the interview, the researcher came up with valuable data with the help of the predetermined interview questions. The following questions were asked in the interview:

1- *What is your general reflection on the critical thinking activities we carried out in the Introduction to English Literature/ Literary Criticism course in the second semester?*

2- *Do you think these activities led students to think deeply? If yes, How?*

3- *Compared to the first term, did you observe any changes in classroom during the activities?*

4- *Do you think these activities made any contribution to students' understanding and appreciation of literature?*

5- *Do you want to add something?*

Shortly, the post- instructor interview in general concentrated on literature instructors' reflections on the critical thinking activities that were carried out in Introduction to English Literature and Literary Criticism courses in the second semester. The interview specifically focused on instructors' idea whether the critical thinking activities triggered students' thinking, whether there is any change in the classroom compared to first term and whether the activities contributed to students' understanding and appreciation of literature.

4.9.1 Instructor's General Reflection on Critical Thinking Activities

To gain insights into the instructors' general opinion about the critical thinking activities as the first question the researcher asked about their general reflections on the activities. It was a general question to learn about instructors' very first impressions of the activities. The question achieved its aim, and the instructors provided the required information. The first instructor mentioned that critical thinking activities increased students' attention to the course instructors. The second instructor mentioned that the activities increased students' contribution to class discussion to a great extent, and the

classroom became more student-centred. Here are some examples from the instructors' answers:

4.9.1.1. Activities Creating A Student-Centred Atmosphere

Both instructors reflected that the activities created a student-centred atmosphere in which all of the students joined the class discussions:

> *The critical thinking activities I think increased students' attention to the subject. They increased their interest in the subject and more students started to participate in the discussion. Because we gave them some time to think and we usually did pair work they helped each other and also they came up with more accurate answers. They were encouraged to think more deeply about the questions. Also the literature circle activities motivated them to work in groups and it motivated them to ask questions, to analyze information and also search for information so generally I think that the activities were positive and they encouraged students to be more active. (Ins 1)*

The second instructor also expressed that the activities were very successful in participating students in to the class discussion:

> *I can say that these activities were really useful to create more student-centred atmosphere in classroom. I am really glad to say that these activities were very beneficial in a number of ways. I could easily observe students' contribution was increased to a great extent. As I instructor I can say that I have very positive opinions of the activities we carried out. (Ins 2)*

4.9.1.2. Whether Critical Thinking Activities Encourage Critical Thinking in Classroom

As they were critical thinking activities, the prepared activities for the implementation were supposed to lead students to think deeply to promote critical thinking in classroom. Both instructors expressed that the activities were challenging for the students, and they were forced to think critically to answer them:

> *The critical thinking activities especially which they were not accustomed to like deducing an idea, drawing an inference I think these activities were challenging for them and they encourage them to think deeply in order to find an answer. Yes I think that the activities made them think deeply. (Ins 1)*

Similarly, the second instructor agreed with the idea that the activities encouraged students to think deeply:

> *The activities were very very useful because they were focusing on different aspects as we did not only focus on the knowledge, we went into the activities focusing on application, analysis, synthesis and evaluation. I think students were forced to think more deeply. With the activities we generated students had to think deeply then we could see form the responses they gave during the courses we didn't most of the time give the activities in advance, they had to give answers on the spot during the activity time in the classroom that's why they had to go beyond only considering the knowledge transmission but also thinking deeply.*
> *(Ins 2)*

4.9.1.3. Whether There is any Change in the Classroom Compared to First Term

Naturally, some changes were expected in the classrooms during the implementation compared to the first term in which no critical activities were done. The researcher asked the instructors whether they observed any changes in their classroom during the implementation compared to the first term. The first instructor expressed that students became more active, the course became more student-centred and she had the chance to ask inference questions in the exam.

> *First of all in the first term mostly as the instructor I was more active and I tired myself out let's say in order to share the information with the students but in the second term after giving them the basics I let them think and work together so in a way I stepped a little backward to help students to come to the forward and students became more active and I shared the responsibility of learning with the students in the second semester. (Ins 1)*

The first instructor also stated that she included inference questions in the exam questions after students practiced inference activities in the critical thinking activities:

> *Also the literature circle activities in those activities the classroom became more student-centred and students asked and answered questions to each other, they shared information with each other. These were the changes I observed and in terms of the questions I asked in the exam because they were, I had the opportunity to ask them inference questions also in parallel to the information questions. (Ins 1)*

The second instructor also mentioned that even the most introverted students joined the class discussions, the activities were varied and required much more thinking compared to the first term:

> *Compared to the first term, I observed a lot of changes in classroom. In the first semester when we do such kind of lecturing which is not very highlighted in the application of critical theory, the courses were usually depended upon knowledge transfer. In the second semester, by extending the activities including the different critical thinking stages of Bloom's Taxonomy. I think in the second semester, the courses were much varied in terms of activities. As I said at the beginning, certain students contributed to class discussion but in the second semester with some of the activities even the most introverted students or those who usually preferred to be silent in classroom were seen involving in the activities raising their voices, joining the class discussions that's why to me there had been great changes in the second semester concerning students' contribution. (Ins 2)*

4.9.1.4. Contribution of Critical Thinking Activities to Students' Understanding and Appreciation of Literature

Critical thinking activities also tried to help students' understanding and appreciation of literature. The first instructor agreed that the critical thinking activities contributed to students' understanding and appreciation of literature in that they formed a bridge between the past and present and helped students to understand the present day, so they could make use of literature in their real lives:

> *Maybe first of all some activities which try to bridge the past to the present like forming a bridge between the past and the present and maybe some phenomena in literature, they tried to link those to the present, so those activities made students understand that literature is not very much different from our lives; it is a part of our lives. We can apply some events which happened a hundred year ago to the present to what is happening today so they understood that literature is not so difficult to understand because it reflects people and their lives, so I think they appreciated and enjoyed literature more when they started to think critically about literature.(Ins 1)*

The first instructor also put out that the activities emphasized the relationship between life and literature:

> *The relationship between real life and literature; they had the opportunity to think about that relationship more. They can take lessons, they can apply principles they learn from literature or they can apply ethical principles. They can compare*

two societies like the British and Turkish societies in terms of ethics. They can criticize what they see as not accurate or wrong behaviour. (Ins 1)

The second instructor also agreed that the activities contributed to students' understanding and appreciation of literature. Like the first instructor, he highlighted the relation between the literary works and the outside world:

I think they started gaining more understanding and appreciation of literary works because they dealt with a number of activities activating their current knowledge and also involving, finding relationship with the text to the outside world that's why I think they linked literature, they started appreciating literature in fact it made them link the stories, the novels, the poems to the real world to their own context as well. It then contributed to students' understanding and appreciation of literature in many different ways. They learn about the characters, events in the literary works at the same time they linked the characters, event whatever is happening to the outside world. They were not confined to only understanding of the literary texts but also to extending it to the outside world. (Ins 2)

He also added that through critical thinking activities even a passive student can become an active participant in the classroom:

It gave me an impression that those students who seemed to be passive in the classroom can also become active through a number of different activities if the instructor really exploits the critical thinking activities and the methodology suggested by critical thinking even the most lazy student can become the most active student because this student has something to say what goes beyond the reading of the text, understanding what the text is but reading between the lines to involve the reader in the literary analysis. (Ins 2)

Lastly, the first instructor added that she is going to continue using these kinds of activities more and more in the future. The second instructor stated that he realized that he should revise his curriculum and underline critical thinking besides transferring some general facts to students. Moreover, the study was beneficial not only for students but also for instructors in that it made instructor be aware of the significance of critical thinking.

In sum, the post- instructor interviews showed that the critical thinking activities were extremely successful in including students in class discussion and turning the classroom into a student-centred atmosphere. Both instructors agreed that the activities were useful in helping students' understanding and appreciation of literature in that they helped them

establish a bridge between literary works and real life. Moreover, they both expressed that the activities were challenging and led students to think deeply. Another point they underlined that the study was useful not only for the students but for themselves as well as it made them aware of the significance of critical thinking in classroom. They also added that they would go on emphasizing critical thinking in their courses in the future.

4.9.1.5. Conclusion

To conclude, the study seemed to produce fruitful results both for the instructors and students as the activities helped the students understand and appreciate the literature and thereby real life. Furthermore, the activities made the students think critically as they required them to solve problems and produce original ideas away from rote memorization. When it comes to the instructors, it is clear that both instructors had very positive ideas about the study as they expressed their satisfaction with the results of the implementation that turned their classrooms into a more student-centred atmosphere in which the students became active thinkers to come up with new ideas to answer the questions they were asked by finding connections with the real life. Needless to say, the study contributed much to the instructors' professional development.

CHAPTER 5
CONCLUSION

5.1. Introduction

This chapter summarizes the study with its aims and findings; it also includes some pedagogical implications for teachers and continues with the limitations of the study. The chapter ends with the prospects for the further research that offers some possible suggestions for the related studies that can be conducted in future.

5.2. Overview of the study

As mentioned before, this study has two main aims: (1) to identify the present situation in the literature courses in the Department of English Language and Literature with regard to critical thinking and (2) to improve the existing situation in the department through literature-based critical thinking activities.

The related literature portrayed that although critical thinking has a vital role in educating self-contained citizens who can contribute much to their society and nation, it is not adequately underlined in education that is supposed to cultivate thinking individuals who can find answers to problems, use and produce knowledge rather than only memorizing knowledge. Critical thinking is regarded as a life-long process, and educational institutions are accepted as the building blocks where the foundation of critical thinking is laid; accordingly, critical thinking has become a hot topic in education as day by day the educators become aware of the significance of emphasizing thinking critically in every field of education to help students to deal with the difficulties of real life that is getting harder and harder.

The review of literature also highlighted the importance of universities among the educational institutions on the way of encouraging critical thinking as the universities are

expected to educate students who find the truth on their own by researching and thinking deeply. Being the final and the highest educational institutions, the universities seem to work harder to promote critical thinking in classrooms not only in Turkey but also in other countries even in U.S.A where critical thinking has its roots.

When it comes to the ways of encouraging critical thinking in education, the literature review presents a wide variety of factors that should be taken into consideration from classroom atmosphere and teachers' way of teaching to the basic critical thinking skills, strategies and activities. Besides the mediums for encouraging critical thinking in education, another point the literature review underlined is the place of literature as a new and significant means to promote critical thinking in classrooms. Although literature is a new tool compared to writing and reading literature, it can be regarded as one of the most suitable means in supporting critical thinking in education since it reflects real life in the best way.

Having stated the lack of critical thinking in education, the review of literature pinpoints critical thinking as a sine qua non of the ideal education that cultivates active students beyond memorization. In line with the research questions, the present study made use of both qualitative and quantitative research methods. To answer the research questions, firstly a pre-student questionnaire, a pre-instructor interview and observation were carried out in the Introduction to English Literature and Literary Criticism courses; this preliminary study portrayed the current critical thinking situation in the literature courses in the department with its strong and weak points. Secondly, one group pre-test post-test design was applied to the groups in which first the Cornell Critical Thinking Test Level Z was used as a pre-test that indicated the existing critical thinking level of the students in the literature courses in question. Then, a literature-based critical thinking programme was implemented to the both groups and then the Cornell Critical Thinking Test Level Z was used as a pre-test that allowed us to compare the students' critical thinking scores before and after the implementation. Besides the pre-test and post-test, a post-student questionnaire and a post-instructor interview were employed to have detailed insights into the students' and instructors' reflections on the implemented literature-based critical thinking programme in the mentioned courses that presented a clear picture of the fruitful results of the study.

The pre-student questionnaire, pre-instructor interview and observation that were used to identify the present critical thinking situation in the literature courses showed that the classroom atmosphere in both courses are quite suitable for critical thinking. The students could easily express what they think and reveal their disagreement to the instructors. A democratic and friendly classroom atmosphere is an inevitable factor if an instructor wants to promote critical thinking in his/her classroom. Another good result for the classroom atmosphere is directly related to the instructors; both instructors respected what their students thought and never discouraged them; moreover, they often joked with the students which in turn made them feel at ease in the classroom. Mentioning the desirable results, the students' being prone to be critical thinkers should be also stated; the pre-student questionnaire indicated that the students in both classes had the required characteristics to be critical thinkers as they were objective, respectful of other people's opinions, and open to different perspectives and producing original ideas. These findings constituted the good results for the present critical thinking situation in the department; the results also indicated that the department is successful in providing the students with a democratic and friendly classroom atmosphere that highly supports one of its aims that is to educate independent and self-confident students who are active in the learning process.

With regard to the negative results in terms of the present critical thinking situation in the department, the results revealed that memorization is a big obstacle on the way of critical thinking. The pre-student questionnaire and observation, in which the instructors' questions were noted and put into Bloom's Taxonomy categories, pictured that memorization and the lower thinking levels, knowledge and comprehension, were emphasized in both classes while the higher thinking levels, application and evaluation, were not adequately underlined and synthesis was hardly highlighted. Another unfavourable result is related to the activities: pre-student questionnaire, pre-instructor interview and observation showed that except for class discussion there were not any activities encouraging critical thinking in either classes. Class discussion is one of the most useful activities to encourage critical thinking, but it is not enough on its own; special critical thinking activities are required to promote critical thinking in the best way. Another point concerning the activities is that they should be challenging to force students' thinking. The results indicated that the students in both classes did not think that the activities in the classrooms were challenging. Another weak point that the results showed

that the students were not given enough chance to produce original ideas and they rarely asked questions but only answered the questions they were asked. Moreover, both classrooms were teacher-centred and a certain number of students joined the class discussion. These were the negative findings related to the present critical thinking situation in the selected two classes in the department, and they were to be improved in the implementation part of the study.

In respect of identifying the present critical thinking situation in the literature courses in the department, the Cornell Critical Thinking Test was given as a pre-test to both classes to find out the students' critical thinking levels. The test showed that the pre-test score mean of the Introduction to English Literature Group is 20.47 and that of the Literary Criticism is 21,74.

After identifying the present critical thinking situation in the department through the pre-student questionnaire, pre-instructor interview, observation and Cornell Critical Thinking Test (pre-test), a literature-based critical thinking programme was implemented to both experimental groups; namely, Introduction to English Literature and Literary Criticism. The programme included various critical thinking activities such as problem solving, real life, induction, deduction, assumption and generating question activities. Preparing the activities, the identified weak points in the present critical situation were also to be improved: the activities were designed to make students think deeply and produce new ideas away from memorization; they also underlined the connection between real life and literary works. The Bloom's Taxonomy was also highlighted in the activities, and it can be mentioned that Bloom's Taxonomy is a good starting point for encouraging critical thinking in the classroom as it has an easy but effective structure. Moreover, pair-work and group-work were highlighted since the interaction is an important factor in critical thinking.

The implementation of the literature-based critical thinking programme lasted seven weeks. After seven weeks, the students in both groups were given the Cornell Critical Thinking test (as a post-test) again to see if there was any improvement in their critical thinking scores. The post-test revealed that while the pre-test score mean for Introduction to English Literature group is 20,47, the post-test score mean of the group is 21,04. When

it comes to the Literary Criticism group, the pre-test score mean is 21,21 and the post-test score mean is 21,74. The results show that there is a difference between the pre-test and post-test scores in both groups. To find out whether there is a significant difference between the pre-test and post-test critical thinking scores in both groups, the Paired Samples T-test was applied to the test results. The Paired Samples T-test showed that there was a significant difference in both group as t value is -3,46 in the Introduction to English Language and Literature group that is smaller than p= 0,005 and t value is t = -,344 in the Literary Criticism group that is also smaller than p= < 0.005. Looking at the results, it can be concluded that there is a significant improvement in both groups' critical thinking scores after the implementation of the literature-based critical thinking activities.

Besides the post-test, a post-student questionnaire and a post-instructor interview were implemented to learn students' and instructors' reflections on the implemented literature-based critical thinking activities. The post-student questionnaire showed that mostly the students were interested in the activities, and they found them enjoyable, creative and original. It can be mentioned that the activities motivated them to work harder and increased their interaction as they generally worked in pairs and groups. Another important point that should be mentioned is that they found the activities challenging which is very important for the study as the activities were supposed to be challenging to activate students' thinking. Furthermore, the students in both groups expressed that the activities activated their thinking and led them to produce original ideas that is also a good result for the study as it proves that the implemented programme achieved its most important aim that made students go one step further from memorization as well. It can be also mentioned that by emphasizing critical thinking in class discussions, the existing class discussions were strengthened in both groups. Another significant point that is worth mentioning here is that students in both groups reflected that the activities helped them to understand literature in a better way and to appreciate both literature and real life. The activities were purposefully designed to emphasize the connection between real life and literature, and the results indicated that the study was successful in making use of the relation between real life and literary works to encourage critical thinking in the courses.

Post-instructor interviews presented that the activities hold students' attention and increased students' participation in the class discussion in both courses. Both instructors

expressed that the activities were very useful, and they turned their classrooms into a more student-centred atmosphere in which students were more active. They also reflected that the activities were challenging and forced students to think and generate original ideas. With regard to the activities role in students' understanding and appreciation of literature, both instructors stated that the activities helped their students to understand and appreciate literature through underlining the connection between real life and literary works and past and present. Another significant point that should be highlighted is that both instructors mentioned that the activities contributed much to their professional development and they would continue doing critical thinking activities in their courses in future.

To conclude, it can be mentioned that the study produced very fruitful results not only for the students but for the instructors as well. At the first place, it proved that it is possible to increase critical thinking levels of the students by literature through various critical thinking activities. However, as the study was conducted in a small group of sample that was not randomly selected and due to the lack of a control group, the findings of the study cannot be generalized to a larger population. Despite the limitation of generalization, it can be mentioned that the study indicated that critical thinking is an inestimable means to increase classroom participation, and to have a student-centred atmosphere in which students are active, and think independently. Finally, critical thinking can be regarded as an indispensable tool to have the ideal education in which ideal instructors are trying to guide students to use and produce information rather than just transferring information and where ideal students actively participate in the learning process and search for the truth on their own.

5.3. Pedagogical Implications

This study suggests the following pedagogical implications since besides some weaknesses it came up with numerous fertile results in terms of critical thinking that is accepted as a significant component of the ideal education:

1- The instructors should decrease the time that is devoted to memorization in their courses and emphasize the higher order thinking skills such as application, analysis, synthesis and evaluation thereby promoting critical thinking.

2- In parallel with the memorization problem, the students should be led to produce original ideas in which they can come up with practical solutions to problems by combining their imagination and reasoning.

3- Identifying the present critical thinking situation in the department, it was found out that the activities in both groups were not challenging enough to force students to think that might be a common problem in the classrooms. Accordingly, the educators should prepare challenging activities to activate their students' thinking; the students should be given such activities that they cannot answer immediately by thinking or remembering what they learnt before, but they should be encouraged to think on the question deeply to find the answer.

4- Class discussion is a common strategy used by the teachers; it is also a useful way to encourage critical thinking in the classroom. However, only class discussion is not enough to activate students' thinking. To encourage critical thinking in their courses in a better way, the instructors should prepare special critical thinking activities like problem solving, asking questions, real life, induction, deduction, and assumption activities.

5- The study showed that the students rarely ask questions, and the teachers hardly call on the students to answer the questions. Asking question is at the very heart of critical thinking, and it is the most clear evident that the learning takes place. Accordingly, the instructors should encourage students to ask questions. To give an example, as we did in the study, they can prepare activities that directly require students to generate questions, or they can produce their own activities to encourage students to ask questions.

6- Generally, the instructors complain that the students are not active in the classroom, and they are doing most of the talk in the classroom. Before the implementation of the critical thinking activities, only a certain number of students were joining the class discussions in both courses. However, during the implementation, almost all of the students shared their opinions with the rest of the class in both groups. Hence, incorporating critical thinking in their curriculum, the educators can solve this common problem as the study proved that critical thinking is a useful way to increase class participation

7- In general, literature is regarded as a passive activity in which the educators transfer the facts to their students. However, the study showed that literature can be turned into an active process through emphasizing critical thinking in literature courses. Accordingly, the literature teachers should highlight critical thinking in their literature courses, so they can do more than transferring literary information to students.

8- As literature is generally a passive activity, it is more likely that students get bored in literature courses. The students who participated in the study reflected that the literature courses became more enjoyable thanks to the critical thinking activities. Thereupon, critical thinking can be offered as a solution to have literature courses into a more enjoyable atmosphere that can hold students' interest and motivate them to work more efficiently.

9- At the beginning of the implementation, some students expressed that they did not want to do much of the work, did not want to work in pairs and groups, but the instructor's lecture as they were used to do. This reaction disappointed the researcher; however, in time, the students realized the benefits of pair and group work and thinking independently to produce something new. Thus, it can be recommended that the teachers should be open to changes and not be afraid that their students do not have the capacity to work harder and think deeply. Accordingly, students also should be made aware of the fact that they cannot learn in the real sense unless they actively involve in the learning process.

10- Mainly, the educational institutes are regarded as the places where people enrol to have information about certain subjects and these subjects are largely taught away from the real life. In fact, education is a means to prepare individuals for real life. Literature is a perfect way to form a bridge between real life and what we learn. Thus no matter what the subject is- literature, math or biology- the connection between real life and education should be always kept alive in the classrooms.

11- Another point that is worth mentioning is related to the students. Generally, the students only read specific books or whatever material is given for the courses. However, they should be encouraged to read and research more from different resources rather than their coursebooks. In the department, this is not a big problem as the students were led to

investigate through various projects. However, it can be more emphasized since we should not expect the students to think deeply and come to a reasonable solution unless they have enough knowledge about the subject.

5.4. Limitations

The study has limitations because of the sampling and experimental design procedures. The study cannot be generalized to the similar groups since the subjects were not randomly selected and due to the restrictions of using a second group, there are two experimental groups without control groups, which is another limitation of the study.

Another limitation of the study comes from the time limitation. The study lasted for seven weeks that is a short period of time to enhance critical thinking.

5.5. Prospects for Further Research

This study aimed to identify critical thinking situation in the literature courses in the Department of English Literature at Karadeniz Technical University and to improve the existing situation through literature-based critical thinking activities. Here are some possible research ideas that can be conducted on critical thinking in future:

1- This study had some limitations as it was carried out in a small sample for seven weeks time, the subjects were not randomly selected as we had a purposive sampling, and it lacked a control group. Another study can be conducted with a control group and in a longer period of time and with a random selection, so the findings can be generalized to a larger group.

2- Critical thinking is a hot topic in every field of education from mathematics to history. Related to our field, another study can be conducted on critical thinking that emphasizes different language skills like reading and writing rather than literature.

3- Although the study did not have a special aim with regard to the instructors' professional development, it produced very fruitful results for the instructors as the

implementation contributed much to them from their way of teaching to the activities done in their courses. Hence, a study can be conducted on teachers' professional development in connection with critical thinking.

4- In this study, critical thinking activities were incorporated into the curriculum and the students were not given direct instruction on critical thinking, so the students sometimes had difficulty in understanding the terms related to critical thinking, and the researcher had to give them extra papers to make the points clear. Thus, a study can be conducted not totally independent from the course that is not a suggested way but by preparing a programme that combines the direct critical instruction with the curriculum.

5- Another study can be conducted that analyzes the effect of different literary texts such as short stories, poems and novels on emphasizing critical thinking in literature courses.

6- Finally, a booklet can be prepared that includes various literature-based critical thinking activities for different students at different levels. This booklet can be used in studies to emphasize critical thinking in different classroom contexts.

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APPENDICES

APPENDIX A: PRE-STUDENT QUESTIONNAIRE

Dear Friends,

 I am a post-graduate student in the Applied Linguistics Program at the Western Languages and Literature Department at Karadeniz Technical University. I am conducting a study on critical thinking in order to identify common practices as to critical thinking strategies adopted in the department. To this end, your ideas and experiences are required. Your responses are of the greatest importance to me, so would you please fill out the questionnaire? All responses will be kept strictly confidential and used only for research purposes. Thank you very much in advance.

Nazan YILDIZ
Research Assistant
M.A Student
Department of Western Languages and Literature

Please tick (√) the relevant box for each item below

1- Gender:　　　　Male　　　　　　　　Female

Please answer the questions from **two** to **five** by taking the **Introduction to English Literature course**   into account.

2- In your view, which of the following percentages indicates the time that is devoted to **memorization** in the **Introduction to English Literature** course?
 *(please **tick** (√) the relevant box)*

25 %　　　　　　　50 %　　　　　　　75 %　　　　　　　100 %

3- Would you please **tick** (√) the relevant box for the following items concerning your **Introduction to English Literature** course ?

In the **Introduction to English Literature** course,

a-I feel comfortable.

Always　　　　Often　　　Sometimes　　　　Rarely　　　　　Never

b- I can voice my opinions freely.

Always　　　　Often　　　Sometimes　　　　Rarely　　　　　Never

c-If I don't agree with what the teacher says, I can easily reveal my disagreement.

Always　　　　Often　　　Sometimes　　　　Rarely　　　　　Never

d- Students respect each other.

Always *Often* *Sometimes* *Rarely* *Never*

e-My classmate has a totally different idea than that of mine, but I still listen to him/her carefully.

Always *Often* *Sometimes* *Rarely* *Never*

f- I can make use of the knowledge and experience I acquired in the course to support my views outside the classroom.

Always *Often* *Sometimes* *Rarely* *Never*

g-We face challenging activities.

Always *Often* *Sometimes* *Rarely* *Never*

h- We just memorize the facts.

Always *Often* *Sometimes* *Rarely* *Never*

4-Would you please **tick** (√) the appropriate statement?

In the **Introduction to English Literature** course,

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
a- We depend on only instructor's point of view					
b- We touch on different points of view to reach a compromise					
c-We offer different solutions to solve a problem					
d-We break information into parts to figure out a problem					
e-We present and defend opinions by making judgment about the information					
f- We compile information together to generate new ideas, products or solutions					
g-We use the information given in					

the course in other familiar situation

h- We recall the previously learned
information in the course.

ı- We explain ideas or concepts
of the course.

5- In the **Introduction to English Literature** course, we carry out the following activities.

a- We carry out tasks related to real life.

Always   *Often*   *Sometimes*   *Rarely*   *Never*

b- We have class discussion.

Always   *Often*   *Sometimes*   *Rarely*   *Never*

c- We work in pairs.

Always   *Often*   *Sometimes*   *Rarely*   *Never*

d- We work in groups.

Always   *Often*   *Sometimes*   *Rarely*   *Never*

e-We have debates in which two teams try to prove their opposite ideas about a subject.

Always   *Often*   *Sometimes*   *Rarely*   *Never*

f- We try to solve a problem.

Always   *Often*   *Sometimes*   *Rarely*   *Never*

6- Would you please **tick (√)** the relevant box below?

My **Introduction to English Literature** course instructor is an example of a(n)………….teacher.

Indifferent *(not involved in the classroom, doesn't prepare for the lesson and has no control on students)*
Authoritarian *(places firm limits and control on students, doesn't care for students,   students cannot interrupt the teacher)*
Authoritative *(places limits and control on students but he is polite and explains the reasons behind his decisions and rules)*
Laissez-faire *(bases his decisions and rules on his students' feelings, has difficulty in seperating his professional and private life.)*

7- Please **tick** (√) the relevant box for each item below.

In the **Introduction to English Literature** course, the instructor………..

a- asks me to make connection with the previously learned information.

  Always   *Often*   *Sometimes*   *Rarely*   *Never*

b- makes me think deeply.

  Always   *Often*   *Sometimes*   *Rarely*   *Never*

c- encourages me to ask questions.

  Always   *Often*   *Sometimes*   *Rarely*   *Never*

d- reminds me about the previously learned information.

  Always   *Often*   *Sometimes*   *Rarely*   *Never*

e- helps me understand the given information.

  Always   *Often*   *Sometimes*   *Rarely*   *Never*

f- wants me to use what I learn in the course outside the classroom.

  Always   *Often*   *Sometimes*   *Rarely*   *Never*

g- wants me to check the ideas I learned in the lesson whether they are true or not by making use of the given information.

  Always   *Often*   *Sometimes*   *Rarely*   *Never*

h- takes my original ideas about the subject s/he presents in the lesson.

  Always   *Often*   *Sometimes*   *Rarely*   *Never*

ı- gives me time to think when s/he asks a question

  Always   *Often*   *Sometimes*   *Rarely*   *Never*

j- calls on me in class, not waiting for raising my hand.

  Always   *Often*   *Sometimes*   *Rarely*   *Never*

k- stops the lectures and asks thoughtful questions that require deep thinking to answer.

  Always   *Often*   *Sometimes*   *Rarely*   *Never*

8- Please **tick** (√) the relevant box for each item below.

In general,

a- When I engage in a difficult task, I easily give up.

| *Always* | *Often* | *Sometimes* | *Rarely* | *Never* |

b- I am interested in finding new solutions.

| *Always* | *Often* | *Sometimes* | *Rarely* | *Never* |

c- I listen carefully to others.

| *Always* | *Often* | *Sometimes* | *Rarely* | *Never* |

d- I respect other people's ideas.

| *Always* | *Often* | *Sometimes* | *Rarely* | *Never* |

e- I depend on other people's opinions without thinking on my own.

| *Always* | *Often* | *Sometimes* | *Rarely* | *Never* |

f- I look for evidence before accepting ideas.

| *Always* | *Often* | *Sometimes* | *Rarely* | *Never* |

g- I assess the relevant information to come up with a conclusion.

| *Always* | *Often* | *Sometimes* | *Rarely* | *Never* |

h- I try to be objective in every occasion.

| *Always* | *Often* | *Sometimes* | *Rarely* | *Never* |

ı- I recognize that my ideas might be mistaken.

| *Always* | *Often* | *Sometimes* | *Rarely* | *Never* |

j- I communicate with others to solve a problem.

| *Always* | *Often* | *Sometimes* | *Rarely* | *Never* |

k- I try to see the rightness of another's opinion, even if I reject it later.

| *Always* | *Often* | *Sometimes* | *Rarely* | *Never* |

l- I am open to different perspectives.

Always   *Often*   *Sometimes*   *Rarely*   *Never*

m-When I am asked a question, I give answer immediately without thinking.

Always   *Often*   *Sometimes*   *Rarely*   *Never*

n- I ask questions to test ideas.

Always   *Often*   *Sometimes*   *Rarely*   *Never*

o- I take time to produce original ideas.

Always   *Often*   *Sometimes*   *Rarely*   *Never*

p- Reading about a new subject, I try to connect the subject with another subject.

Always   *Often*   *Sometimes*   *Rarely*   *Never*

APPENDIX B: POST-STUDENT QUESTIONNAIRE

Dear Friends,
 I am a post-graduate student in the Applied Linguistics Program at the Western Languages and Literature Department at Karadeniz Technical University. For my M.A study on critical thinking, your ideas and experiences are required in order to learn your reflections about the activities carried out in **Literary Criticism** courses in **the second term**. Your responses are of the greatest importance to me, so would you please fill out the questionnaire? All responses will be kept strictly confidential and used only for research purposes. Thank you very much in advance.

Nazan YILDIZ
Research Assistant
M.A Student
Department of Western Languages and Literature

1- Would you please **tick** (√) the relevant box for the following items concerning the activities in the **Literary Criticism** courses you have taken so far in the second semester?

I was interested in ……………………….

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
b- coming up with assumptions from the statements					
b-coming up with specific statements from works					
c-coming up with a general statement from works					
d- writing new endings					
e- adding characters					
f- writing a dialogue					
g- designing a cover					
h- finding a new title					
ı- activities asking me to support my ideas					
i- putting works in real life contexts					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

j- finding suitable characters
   in real life contexts

k- putting yourself in
   a character's shoes

l- problem solving activities

m- writing a story

n- writing a poem

o- distinguishing fact and
   opinion

p- generating questions
   from works

 r- writing a diary entry

s- whole class discussion

t- pair work activities

u- group work activities

 2- Would you please write the most challenging three activities carried out in the Literary Criticism course? **Please refer to the question 2 for the names of the activities**.

       1-
       2-
       3-

3- Do you agree with the following statements? Please **tick** ($\sqrt{}$) the relevant box below.

    In the **Literary Criticism** course in **the second semester**,

 1- Assumption activities contributed to...........

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

a-my understanding of literature
b-my appreciation of literature
c-my understanding of real life
d- activating my thinking
e- my producing original ideas

2- Deduction- induction activities contributed to……….

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

a-my understanding of literature
b-my appreciation of literature
c-my understanding of real life
d- activating my thinking
e- my producing original ideas

3- Writing new endings contributed to……......

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

a-my understanding of literature
b-my appreciation of literature
c-my understanding of real life
d- activating my thinking
e- my producing original ideas

4- Adding characters contributed to……….

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

a-my understanding of literature
b-my appreciation of literature
c-my understanding of real life
d- activating my thinking
e- my producing original ideas

5- Writing a dialogue contributed to ....

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

a-my understanding of literature
b-my appreciation of literature
c-my understanding of real life
d- activating my thinking
e- my producing original ideas

6-Designing a cover contributed to……….

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

a-my understanding of literature
b-my appreciation of literature
c-my understanding of real life
d- activating my thinking
e- my producing original ideas

7- Finding a new title contributed to……….
                    Strongly Agree   Agree   Uncertain Disagree   Strongly Disagree

 a-my understanding of literature
 b-my appreciation of literature
 c-my understanding of real life
 d- activating my thinking
 e- my producing original ideas

8- Activities asking me to support my ideas contributed to……….
                    Strongly Agree   Agree   Uncertain Disagree   Strongly Disagree

 a-my understanding of literature
 b-my appreciation of literature
 c-my understanding of real life
 d- activating my thinking
 e- my producing original ideas

9- Activities asking me to relate works to real life contributed to……….
                    Strongly Agree   Agree   Uncertain Disagree   Strongly Disagree

 a-my understanding of literature
 b-my appreciation of literature
 c-my understanding of real life
 d- activating my thinking
 e- my producing original ideas

10-Problem solving activities contributed to……….
                    Strongly Agree   Agree   Uncertain Disagree   Strongly Disagree

 a-my understanding of literature
 b-my appreciation of literature
 c-my understanding of real life
 d- activating my thinking
 e- my producing original ideas

11- Writing a story contributed to……….
                    Strongly Agree   Agree   Uncertain Disagree   Strongly Disagree

 a-my understanding of literature
 b-my appreciation of literature
 c-my understanding of real life
 d- activating my thinking
 e- my producing original ideas

12- **Writing a poem** contributed to……….
                              Strongly Agree   Agree   Uncertain Disagree   Strongly Disagree

 a-my understanding of literature
 b-my appreciation of literature
 c-my understanding of real life
 d- activating my thinking
 e- my producing original ideas

13- Distinguishing fact and opinion contributed to……….
                              Strongly Agree   Agree   Uncertain Disagree   Strongly Disagree

 a-my understanding of literature
 b-my appreciation of literature
 c-my understanding of real life
 d- activating my thinking
 e- my producing original ideas

14- Generating questions from works contributed to…………
                              Strongly Agree   Agree   Uncertain Disagree   Strongly Disagree

 a-my understanding of literature
 b-my appreciation of literature
 c-my understanding of real life
 d- activating my thinking
 e- my producing original ideas

15- Writing a diary entry contributed to……….
                              Strongly Agree   Agree   Uncertain Disagree   Strongly Disagree

 a-my understanding of literature
 b-my appreciation of literature
 c-my understanding of real life
 d- activating my thinking
 e- my producing original ideas

16- Whole class discussions contributed to……….
                              Strongly Agree   Agree   Uncertain Disagree   Strongly Disagree

 a-my understanding of literature
 b-my appreciation of literature
 c-my understanding of real life
 d- activating my thinking
 e- my producing original ideas

17- Working in pairs contributed to……….

<u>Strongly Agree</u>   <u>Agree</u>   <u>Uncertain</u> <u>Disagree</u>   <u>Strongly Disagree</u>

a-my understanding of literature
b-my appreciation of literature
c-my understanding of real life
d- activating my thinking
e- my producing original ideas

18- Working in groups contributed to……….

<u>Strongly Agree</u>   <u>Agree</u>   <u>Uncertain</u> <u>Disagree</u>   <u>Strongly Disagree</u>

a-my understanding of literature
b-my appreciation of literature
c-my understanding of real life
d- activating my thinking
e- my producing original ideas

4- Would you please add your comments about the activities carried out in Literary Criticism course in the second term? (both advantages and disadvantages)

………………………………………………………………………………………
………………………………………………………………………………………
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APPENDIX C: OBSERVATION CHECKLIST

Course Name: Instructor's Name: Date: Time:

QUESTIONS ASKED	SUBJECT OF THE COURSE	ACTIVITIES CARRIED OUT	CLASSROOM ATMOSPHERE	EXPLANATION
By teacher				
By students				

APPENDIX D: CRITICAL THINKING ACTIVITY SCHEDULE
FOR THE INTRODUCTION TO ENGLISH LITERATURE COURSE

WEEK 1

The following critical thinking activities for John Milton's On His Blindness.			
Activity	**Name of the work**	**Type of the Activity**	**Page No in the Appendix**
1	On His Blindness	Bloom's Taxonomy	243
2	On His Blindness	Deduction	244
3	On His Blindness	Real Life/ Problem Solving	244
4	On His Blindness	Assumption	244

WEEK 2

Students' Literature Circle for Paradise Lost by John Milton.The following critical thinking activities for An Essay on Dramatic Poesy by John Dryden and Paradise Lost by John Milton.			
Activity	**Name of the work**	**Type of the Activity**	**Page No in the Appendix**
1	An Essay on Dramatic Poesy	Bloom's Taxonomy	245
2	Paradise Lost	Generating Questions	246

WEEK 3

Students' Literature Circle for Robinson Crusoe by Daniel Defoe.The following critical thinking activities for Robinson Crusoe by Daniel Defoe.			
Activity	**Name of the work**	**Type of the Activity**	**Page No in the Appendix**
1	Robinson Crusoe	Generating Questions	247
2	Robinson Crusoe	Synthesis and Evaluation Levels of Bloom's Taxonomy	248
3	Robinson Crusoe	Induction-Deduction	248
4	Robinson Crusoe	Credibility	248
	Robinson Crusoe	Assumption	248

WEEK 4

Students' Literature Circle for Gulliver's Travels by Jonathan Swift.The following critical thinking activities for Gulliver's Travel by Jonathan Swift.			
Activity	**Name of the work**	**Type of the Activity**	**Page No in the Appendix**
1	Gulliver's Travels	Generating Questions	249
2	Gulliver's Travels	Synthesis and Evaluation Levels of Bloom's Taxonomy	250
3	Gulliver's Travels	Real Life	250
4	Gulliver's Travels	Credibility	250

WEEK 5

Students' Literature Circle for The Rape of the Lock by Alexander Pope. The following critical thinking activities for The Rape of the Lock by Alexander Pope and The Part II from the Epistle III Of the Nature and State of Man, With Respect to Society from *Essay on Man by* Alexander Pope.			
Activity	**Name of the work**	**Type of the Activity**	**Page No in the Appendix**
1	The Rape of the Lock	Generating Questions	251
2	The Rape of the Lock	Fact and Opinion	252
3	Essay on Man	Synthesis and Evaluation Levels of Bloom's Taxonomy	252

WEEK 6

Students' Literature Circle for Daffodils by William Wordsworth. The following critical thinking activities for Daffodils and The World is too much with Us by William Wordsworth**.**			
Activity	**Name of the work**	**Type of the Activity**	**Page No in the Appendix**
1	Daffodils	Generating Questions	253
2	The World is too much with Us	Synthesis and Evaluation Levels of Bloom's Taxonomy	254
3	The World is too much with Us	Deduction	254

WEEK 7

Students' Literature Circle for Frankenstein by Mary Wollstonecraft Shelley. The following critical thinking activities for Frankenstein by Mary Wollstonecraft Shelley.			
Activity	**Name of the work**	**Type of the Activity**	**Page No in the Appendix**
1	Frankenstein	Generating Questions	255
2	Frankenstein	Assumption	256
3	Frankenstein	Real Life	256

For the detailed explanation of the activities, see Appendix F.

APPENDIX E: CRITICAL THINKING ACTIVITY SCHEDULE
FOR THE LITERARY CRITICISM COURSE

WEEK 1

Traditional Approaches: Types of Traditional Approaches: Historical- Biographical, Moral Philosophical. Application of Traditional Approaches to His Coy Mistress by Andrew Marvell

WEEK 2

Traditional Approaches in Practice: A Traditional Approach to Hawthorne's *Young Goodman Brown*. The following critical thinking activities for Hawthorne's *Young Goodman Brown*

Activity	Name of the work	Type of the Activity	Page No in the Appendix
1	Young Goodman Brown	Bloom's Taxonomy	259
2	Young Goodman Brown	Real Life	260
3	Young Goodman Brown	Induction-Deduction	261
4	Young Goodman Brown	Assumption	261
5	Young Goodman Brown	Credibility	261

WEEK 3

Traditional Approaches in Practice: The Application of Traditional Approaches to Everyday Use by Alice Walker. The following critical thinking activities for Walker's Everyday Use.

Activity	Name of the work	Type of the Activity	Page No in the Appendix
1	Everyday Use	Bloom's Taxonomy	262
2	Everyday Use	Problem Solving	263
3	Everyday Use	Inference	263
4	Everyday Use	Assumption	263

WEEK 4

Traditional Approaches in Practice: The Application of Traditional Approaches to Blue Hotel by Stephen Crane and Hamlet by William Shakespeare.The following critical thinking activities for Crane's Blue Hotel and Shakespeare's Hamlet.

Activity	Name of the work	Type of the Activity	Page No in the Appendix
1	Blue Hotel	Bloom's Taxonomy	264
2	Blue Hotel	Supporting Ideas	264
3	Blue Hotel	Credibility	265
4	Blue Hotel	Assumption	265
5	Hamlet	Generating Questions	266
6	Hamlet	Application Level of Bloom's Taxonomy	266

WEEK 5

Teaching of Formalistic Approach. The following Critical thinking Activities for *Hamlet* by Shakespeare.			
Activity	**Name of the work**	**Type of the Activity**	**Page No in the Appendix**
1	Hamlet	Real life	266
2	Hamlet	Induction-Deduction	266
3	Hamlet	Supporting Ideas	266
4	Hamlet	Assumption	267
5	Hamlet	Credibility	267

WEEK 6

Formalistic Approach in Practice: The Application of Formalistic Approach to His Coy Mistress by Andrew Marvell, Young Goodman Brown by Hawthorne and Hamlet by Shakespeare.The following critical thinking activities for *Young Goodman Brown* by Hawthorne.			
Activity	**Name of the work**	**Type of the Activity**	**Page No in the Appendix**
1	His Coy Mistress	Application Level of Bloom's Taxonomy	268
2	Young Goodman Brown	Application Level of Bloom's Taxonomy	269
3	Hamlet	Application Level of Bloom's Taxonomy	269

WEEK 7

Formalistic Approach in Practice: The Application of Formalistic Approach to In Just by E. E. Cummings and to Students' Personal Novels. Traditional Approaches in Practice: The Application of Traditional Approaches to Students' Personal Novels.The following critical thinking activities for *In Just* by Cummings and for Students' Personal Novels.			
Activity	**Name of the work**	**Type of the Activity**	**Page No in the Appendix**
1	In Just	Bloom's Taxonomy	270
2	Novel	Bloom's Taxonomy	271
3	Novel	Real Life	271
4	Novel	Induction-Deduction	271
5	Novel	Credibility	271
6	Novel	Assumption	271

For the detailed explanation of the activities, see Appendix G.

APPENDIX F: CRITICAL THINKING ACTIVITIES FOR THE INTRODUCTION TO ENGLISH LITERATURE COURSE

WEEK I /COURSE I

Activity 1: On his Blindness by John Milton

Source: Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature*. Italy: Modern Languages.

Critical Thinking Activities: Bloom's Taxonomy

Type of the activities: Class Discussion and Pair Work.

Purpose of the activity: To put Bloom's Taxonomy into practice through a sonnet and encourage critical thinking in the classroom.

Time: 50 minutes

PROCEDURE: The course begins the instructor's lecture on John Milton. She informs students about his biography, works and significance in the period. After that, the class starts working on Milton's famous sonnet On His Blindness (see Appendix A) through answering questions that are prepared in line with Bloom's Taxonomy. The students are given activity papers and time to work on questions, they work in pairs. After they are ready, the instructor starts the discussion and questions are answered. Each pair shares its ideas with the rest of the class. For the translation activity in the comprehension level, each pair is given two lines of the sonnet and after the pair translates the given parts, the whole translation of the sonnet is formed by mixing the best translations of the pair.

Bloom Taxonomy Activities:
Knowledge Level: Who is John Milton? What kind of works he produced?

Comprehension Level: What does "how my light is spent" refer to? Translate the sonnet into Turkish? (Pair Work) (Your number corresponds to the lines of the sonnet).

Application Level: Do you know another instance where a person lost his/her sight? If yes, how was his/her reaction?

Analysis Level: How old was Milton when he lost his sight? How can you tell? What effect has his blindness had on his religious spirit?

Synthesis Level: Write lyrics for a religious song using the information given in the sonnet. (four lines)

Evaluation Level: What do you think about the poem? Is it effective in communicating the poet's feelings? Why? Why not? Support your point.

WEEK I /COURSE II

Activity 2: On his Blindness by John Milton

Source: Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature*. Italy: Modern Languages.

Critical Thinking Activities: Deduction, Real Life/Problem Solving, Assumption.

Type of the activities: Class Discussion, Individual and Pair Work.

Time: 60 minutes

PROCEDURE: The students are given activity papers for deduction and assumption activity. They work in pairs and complete the activities. After they finish, the questions are answered. For the problem solving activity, separate papers are given that include problem solving format. Using the problem solving format, the pair tries to solve the problem mentioned in the sonnet. After they are ready, they share their solutions with the rest of the class.

Activity 1-Deduction
Type of the activity: Individual Work
The Purpose of the Activity: To make deduction from a literary work and emphasize critical thinking.
Deduction Activity: From the information given in the sonnet, write a general statement about what one should do when s/he lost his/her sight.

Activity 2: Assumption
Type of the activity: Individual Work
The Purpose of the Activity: To make students produce assumptions through a literary work.
Assumption Activity: How do you expect a person who suddenly lost his/her sight to behave? Write at least three statements.

Activity 3: Real Life/Problem Solving
Type of the activity: Pair Work
The Purpose of the Activity: To practice problem solving through a literary work that also reflects real life.
Real Life/Problem Solving Activity: What is Milton's problem in the sonnet? Solve his problem by using the problem solving format given to you.

WEEK II /COURSE I

Activity 3: An Essay on Dramatic Poesy by John Dryden.

Source: Inglis, B., & Spear, J. (1956). *Adventures in English Literature.* New York: Harcourt, Brace & World Inc.

Critical Thinking Activities: Bloom's Taxonomy

Type of the activities: Class Discussion and Pair Work.

Purpose of the activity: To put Bloom's Taxonomy into practice through a literary work and promote critical thinking in the classroom.

Time: 45 minutes

PROCEDURE: The instructor informs students about John Dryden. She gives information about John Dryden's biography, works and significance in the restoration period. She emphasizes that before Dryden there aren't many literary critics and his work *An Essay on Dramatic Poesy* can be regarded as the first important work in literary criticism. After that the students are given activity papers including questions that are prepared for the work in accordance with Bloom's Taxonomy and they start working on *An Essay on Dramatic Poes*y. The students are given time and they work in pairs. When they are ready, the questions are answered and a discussion takes place.

Bloom's Taxonomy Activities:
Knowledge Level: Who is William Shakespeare? Who is Ben Johnson?

 Comprehension Level: Can you write in your words, what does Dryden thinks about Shakespeare and Johnson in his work *An Essay on Dramatic Poes*y?

Application Level: Write your own criticism about a writer you know.

Analysis Level: Based on Dryden's criticism, compare and contrast William Shakespeare and Ben Johnson.

Synthesis Level: Based on your knowledge, what can you add Dryden's criticism on Shakespeare?

Evaluation Level: What do you think about Dryden's criticism on Shakespeare and Ben Johnson? Do you agree with him? Why/ Why not?

WEEK II /COURSE II

Activity 4: Paradise Lost by John Milton.

Source: Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature*. Italy: Modern Languages.

Teaching Type: Literature Circle

Critical Thinking Activity: Generating Questions.

Type of the activities: Class Discussion and Group Work.

Purpose of the activity: To enable students to analyze a literary work and generate questions on their own those lead a class discussion.

Time: 90 minutes

PROCEDURE: The group of five students constitutes a literature circle and analyzes Paradise Lost through a power point presentation. The first student is the investigator and she gives information about England and literature during the Restoration period. The second student is the illustrator and summarizes Paradise Lost through illustrations. The third person is word wizard and he emphasizes the unknown words and carries out an exercise for these words that all the class joins. The fourth student is the summarizer and summarizes the story again before the discussion questions. The last student is the discussion director. He asks thought provoking questions related to the literary work and a discussion takes place that all the students take part.

Students' Discussion Questions:
- Milton uses complex style in Paradise lost, lots of illusions from the Bible. Why?
- Have you ever thought that bearing a child is actually a punishment given to women?
- Would you even be disobedient to God for your love?
- Why people live in hatred and sin even though God proclaims peace to them as mentioned in the lines 499 and 500.

WEEK III /COURSE I

Activity 5: Robinson Crusoe by Daniel Defoe.

Source: Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature*. Italy: Modern Languages.

Teaching Type: Literature Circle

Critical Thinking Activity: Generating Questions.

Type of the activities: Class Discussion and Group Work.
Purpose of the activity: To enable students to analyze a literary work and generate questions on their own those lead a class discussion.

Time: 90 minutes

PROCEDURE: Literature circle is composed of five students. The students in the circle analyze Robinson Crusoe through a power point presentation. The first student's role is the investigator and she gives information about political, social and literary aspects of the time period and later talks about Daniel Defoe- his biography and works. The second student is the illustrator and summarizes Robinson Crusoe through various pictures. The third person is word wizard and he highlights the unknown words and carries out an exercise for these words that all the class joins. The fourth student is the summarizer and summarizes the story again before the discussion questions. The last student is the discussion director. She asks thought provoking questions related to the literary work and a discussion takes place that all the students take part.

Students' Discussion Questions:
- What do you think about Robinson Crusoe's character?
- What would you do if you were in Robinson's shoes? Being regretful or taking lessons from your experience. Why?
- Why does God permit devil to deceive people? (Friday asks Crusoe in the novel as well)
- How is Robinson's life changed with coming of Friday?
- Why does Robinson return to island which is a place of activity?

WEEK III /COURSE II

Activity 6: A Passage from Robinson Crusoe by Daniel Defoe.

Source: Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature*. Italy: Modern Languages.

Critical Thinking Activities: Synthesis and Evaluation (supporting ideas) Level of Bloom's Taxonomy, Induction and Deduction, Credibility and Assumption.
Type of the activities: Class Discussion and Pair Work.

Time: 90 minutes

PROCEDURE: Depending on two passages taken from Robinson Crusoe by Daniel Defoe (see Appendix A), an activity paper was prepared that includes synthesis and evaluation level activities for Bloom's taxonomy, induction, deduction, credibility and assumption activities. The additional information with related examples for assumption was provided on the activity paper to help students in the assumption activity. After the instructor explain students what they are wanted to do for each question, the students start working in pairs and answer the questions. When they are ready, the questions are answered one by one and a discussion takes place that all pairs include.

Activity 1: Synthesis Level of Bloom's Taxonomy
Type of the activity: Pair Work
The Purpose of the Activity: To practice the synthesis level of Bloom's Taxonomy and encourage critical thinking in the course.
Synthesis Level Activity: Suppose that you are the main character of the novel, Robinson Crusoe, and write a diary entry telling the time when he first arrives the land? Design a cover for the novel Robinson Crusoe.

Activity 2: Evaluation Level of Bloom's Taxonomy
Type of the activity: Pair Work
The Purpose of the Activity: To practice the evaluation level of Bloom's Taxonomy and encourage critical thinking in the course.

Evaluation Level Activity: Do you think Robinson's father's thinking is correct? Or is he missing a point? Do you agree or disagree with Robinson's father? Why? Why not? Explain your answer.
Activity 3: Induction and Deduction
Type of the activity: Pair Work
The Purpose of the Activity: To make induction and deduction through a literary work.

Induction Activity: From the passage you have read from The Life and Adventures of Robinson Crusoe on page 106, what can you infer about God's place in Robinson's life? Write one general statement concerning his views to God.

Deduction Activity: Write three specific statements that you infer from the passage from The Life and Adventures of Robinson on page 105 related to father and son relationship.

Activity 4: Credibility

Type of the activity: Pair Work

The Purpose of the Activity: To make students be aware of the significance of the reliability of a source in deciding whether to believe.

Credibility Activity: Imagine that you had a plane accident and the plane flew into a thunderstorm and encountered a severe downdraft crashing 20 miles north of an Island into the sea fell on an island. Of 300 people, 20 people are alive. 5 people who are alive after the accident want to be the leader of the group of 20 people and claim that they can save your life. Which of them would you trust the most? Why? Why not? List the people from the most you trust to the least and explain your order.

Here are the five people that want to be the leader of the group:
1- A shipman **2-**A lawyer **3-** A woman who has a guidebook in her hand telling how to rescue from plane accidents **4-**A soldier **5-**A prime minister

Activity 5: Assumption

Type of the activity: Pair Work

The Purpose of the Activity: To teach students how to make assumptions and be aware of the significance of assumptions in deciding whether to believe one's argument.

Assumption Activity: Find 1 assumption that the author made in the passage taken from Robinson Crusoe on page 105.

WEEK IV /COURSE I

Activity 7: Gulliver's Travel by Jonathan Swift.

Source: Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature.* Italy: Modern Languages.

Teaching Type: Literature Circle

Critical Thinking Activity: Generating Questions.

Type of the activities: Class Discussion and Group Work.

Purpose of the activity: To enable students to analyze a literary work and generate questions on their own those lead a class discussion.

Time: 90 minutes

PROCEDURE: Literature circle is composed of five students. The students in the circle discuss Gulliver's Travels through a power point presentation. The first student is the investigator and he gives information about the biography of Jonathan Swift that follows his works and the political, social and literary aspects of the time period. The second student is the illustrator and tells Gulliver's Travels through various pictures. The third person is the

summarizer of the group and she summarizes the novel by highlighting the main events. The fourth member of the group is the word wizard and she underlines the unknown words that were preceded by an exercise for these words that all the class joins. The last student is the discussion director. She asks thought provoking questions related to Gulliver's Travels that starts a whole class discussion that all the students take part.

Students' Discussion Questions:

- Although Houyhnhnms do not like Yahoos why do you think they did not afraid of but kept Gulliver in spite of his being a human?
- How would you express the reasons behind a lie and what's its role in society?
- What may Gulliver think about English society?
- In the light of summary, what do you infer about the characters of Yahoos and Houyhnhnms?
- How a life would be if we were living like Houyhnhnms? Wouldn't it be difficult or boring?
- What would be John Swift's real purpose in comparing Houyhnhnms and Yahoos and creating these two races so distinctly different?

WEEK IV /COURSE II

Activity 8: A Passage related to Lilliputs from Gulliver's Travels by Jonathan Swift.

Source: Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature*. Italy: Modern Languages.

Critical Thinking Activities: Synthesis and Evaluation (supporting ideas) Level of Bloom's Taxonomy, Real life and Credibility

Type of the activities: Class Discussion and Pair Work.

Time: 60 minutes

PROCEDURE: For the passage related to Lilliputs from Gullivers' Travels by Jonathan Swift (see Appendix A), an activity paper was prepared that includes synthesis and evaluation level activities for Bloom's taxonomy and real life and credibility activities. The instructor explains students what to do for each question and students start to work in pairs to answer the questions. When they are ready, a class discussion takes place in which all the questions are answered one by one by the pairs.

Activity 1: Synthesis Level of Bloom's Taxonomy
Type of the activity: Pair Work
The Purpose of the Activity: To practice the synthesis levels of Bloom's Taxonomy and promote critical thinking in the course.
Synthesis Level Activity: Find three new suitable titles for the novel *Gulliver's Travels* by referring to the passage you read about the Lilliputians on page 108.

Activity 2: Evaluation Level of Bloom's Taxonomy
Type of the activity: Pair Work

The Purpose of the Activity: To practice the evaluation level of Bloom's Taxonomy and encourage critical thinking in the course.

Evaluation Level Activity: Suppose that two people are arguing over Gulliver's action. One claims that Gulliver did the right thing and only way to put out the fire was urinating on the royal palace. The other asserts that urinating was the worst alternative and Gulliver deserved to be punished. Which person's thinking is correct according to you? Why?

Activity 3: Real Life

Type of the activity: Pair Work

The Purpose of the Activity: To encourage critical thinking through real life examples that adopted from literary works.

Real Life Activity: In real life, if you had a problem that can be solved by illegal actions, under what conditions would you tolerate these illegal conditions? Why?

Activity 4: Credibility

Type of the activity: Pair Work

The Purpose of the Activity: To make students be aware of the significance of the reliability of a source in deciding whether to believe.

Credibility Activity: Imagine that you are one of the Lilliputians, and Gulliver claims that he can be a better leader for the Lilliputians than the Emperor and wants you to support him to get the power. What information you need to know about Gulliver to believe him?

WEEK V /COURSE I

Activity 9: The Rape of the Lock by Alexander Pope.

Source: Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature*. Italy: Modern Languages.

Teaching Type: Literature Circle

Critical Thinking Activity: Generating Questions.

Type of the activities: Class Discussion and Group Work.

Purpose of the activity: To enable students to analyze a literary work and generate questions on their own those lead a class discussion.

Time: 40 minutes

PROCEDURE: There are 5 students in the literature circle. The students in the circle analyze The Rape of the Lock by Alexander Pope and give a presentation by using the power point program. The first student's is the investigator and she gives information about English literature and social and political life in the 18th century, Pope's biography and works. The second student is the illustrator and she illustrates the Rape of the Lock through various pictures. The third person is the word wizard and he highlights the unknown word that follows an exercise for these words that all the class joins. The fourth student is the summarizer and summarizes the story again before the discussion questions. The last student

is the discussion director. She asks thought provoking questions related to the Rape of the Lock and a discussion takes place that all the students take part.

Students' Discussion Questions:

- What was the purpose of Alexander Pope when he wrote this mock-heroic poem?
- Who do you think is the main target of Pope's satire?
- Could you make a comparison between common style in the 18th century and Pope's style?
- What is the role of the supernatural creatures in the poem?
- What is the most surprising event for you in the poem? Why?
- Comment on Pope's success in his period by considering his psychology and physical characteristics?
- What happens to the lock of hair at the end of the poem?

WEEK V /COURSE II

*Activity 10: **The Part II from the Epistle III Of the Nature and State of Man, With Respect to Society from** Essay on Man by *Alexander Pope. A Part from* **The Rape of the Lock** by Alexander Pope.*

Source: Essay on Man from http://www.theotherpages.org/poems/pope-e1.html The Rape of the Lock from Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature*. Italy: Modern Languages.

Critical Thinking Activities: Synthesis and Evaluation (supporting ideas) Level of Bloom's Taxonomy, Fact and Opinion.

Type of the activities: Class Discussion and Pair Work.

Time: 60 minutes

PROCEDURE: For the Part II from the Epistle III Of the Nature and State of Man, With Respect to Society from *Essay on Man Essay on Man by* Alexander Pope, an activity paper was prepared that includes synthesis and evaluation level activities for Bloom's taxonomy. The paper also included fact and opinion activity for the Rape of the Lock by Alexander Pope. After telling the students what this required to do for each question, the students work in pairs and answer the questions on the activity paper. When they finish with the questions, a class discussion takes place in which all the questions are answered one by one by the pairs.

Activity 1: Synthesis Level of Bloom's Taxonomy
Type of the activity: Pair Work
The Purpose of the Activity: To practice the synthesis levels of Bloom's Taxonomy and encourage critical thinking in the course.
Synthesis Level Activity: Using the information related to reason and instinct in the Essay on Man, write a letter to one of your friends that gives advice to him/her about life.

Activity 2: Evaluation Level of Bloom's Taxonomy
Type of the activity: Pair Work

The Purpose of the Activity: To practice the evaluation level of Bloom's Taxonomy and encourage critical thinking in the course.
Evaluation Level Activity: Do you think Pope's thinking is correct for reason and instinct or is he missing a point? How can you prove or disprove Pope's ideas for reason and instinct?

Activity 3: Fact and Opinion
Type of the activity: Pair Work
The Purpose of the Activity: To make students be aware of the difference between fact and opinion those constitute the core point of believing an argument.
Fact and Opinion Activity: Read the part from *The Rape of the Lock* by Pope on page 123 and give 2 examples from the facts and opinions in the work.

WEEK VI /COURSE I

Activity 11: Daffodils by William Wordsworth.
Source: Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature*. Italy: Modern Languages.
Teaching Type: Literature Circle
Critical Thinking Activity: Generating Questions.
Type of the activities: Class Discussion and Group Work.
Purpose of the activity: To enable students to analyze a literary work and generate questions on their own those lead a class discussion.
Time: 40 minutes

PROCEDURE: There are 5 students in the literature circle. The students in the circle discuss Daffodils by William Wordsworth through a power point presentation. The first student is the investigator and she gives information about William Wordsworth's biography, works and quotes that follows the literary context of the period. The second student is the word wizard and she highlights the unknown words taken from the poem. After learning the meanings of the unknown words, an exercise comes in which the whole class try to fill in the blanks with the words they have just learned. The third student is the summarizer and she reads and translates the poem into Turkish. The fourth student is the illustrator and she illustrates the poem Daffodils through various related pictures. The last student is the discussion director and she asks the questions she prepared for the poem in advance and the class answer the questions that start a whole class discussion.

Students' Discussion Questions:
- What makes Wordsworth pleased when he is lonely, bored, or restless?
- William Wordsworth forms a unity between man and nature in his poems. In 'I wandered Lonely as a Cloud' William Wordsworth uses various natural phenomena, such as clouds, daffodils and waves. What do you think about the reason why this technique is used?
- How does Wordsworth believe memory works on the human? How is memory important in sustaining the connection between the individual and nature?
- In 'I wandered lonely as a cloud' how does Wordsworth achieve the seemingly effortless effect of implying the unity of his consciousness with nature?
- What kinds of figures of speech are used in 'I wandered lonely as a cloud'?

- In his work, Wordsworth reminisces about a past experience in which he saw a beautiful multitude of daffodils swaying in the breeze? How such a simple scene affects him so deeply? What is the reason laying behind this affect?

WEEK VI /COURSE II
Activity 12: The World is too much with us by William Wordsworth.

Source: Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature.* Italy: Modern Languages.
Critical Thinking Activities: Synthesis and Evaluation (supporting ideas) Level of Bloom's Taxonomy, Deduction.
Type of the activities: Class Discussion and Pair Work.
Time: 60 minutes

PROCEDURE: The activity paper was prepared that includes synthesis and evaluation level activities for Bloom's taxonomy and deduction activity. For the deduction activity, the sonnet The World is too much with us was divided into three parts and the students were asked to make deduction for each part. The instructor talks about the poem and clarifies the unknown words. After telling the students what this required to do for each question, the students work in pairs and answer the questions on the activity paper. When they finish with the questions, a class discussion takes place in which all the questions are answered one by one by the pairs.

Activity 1: Synthesis Level of Bloom's Taxonomy
Type of the activity: Pair Work
The Purpose of the Activity: To practice the synthesis levels of Bloom's Taxonomy and encourage critical thinking in the course.
Synthesis Level Activity: Find a new suitable title for the sonnet.

Activity 2: Evaluation Level of Bloom's Taxonomy
Type of the activity: Pair Work
The Purpose of the Activity: To practice the evaluation level of Bloom's Taxonomy and encourage critical thinking in the course.
Evaluation Level Activity: Do you think Wordsworth's thinking is correct? How would you prove or disprove poet's ideas through looking at the real life today?

Activity 3: Deduction
Type of the activity: Pair Work
The Purpose of the Activity: To make students to make deductions from literary.
Deduction Activity: Read the sonnet and write a general statement about what you infer from the lines above.

WEEK VII /COURSE I

Activity 13: Frankenstein by Mary Wollstonecraft Shelley.
Source: Brodey, K, & Malgaretti, F. (2002). *Focus on English and American Literature.* Italy: Modern Languages.
Teaching Type: Literature Circle
Critical Thinking Activity: Generating Questions.

Type of the activities: Class Discussion and Group Work.
Purpose of the activity: To enable students to analyze a literary work and generate questions on their own those lead a class discussion.
Time: 40 minutes

PROCEDURE: The literature circle is composed of four students. The students analyze Frankenstein by Mary Shelley. The first student is the investigator and she portraits the age of the Romantics by underlining the main principles of the Romantic Period. After the general principles of the Romantic Period, she gives information about Shelley and her works. The second student is the summarizer and she summarizes the novel Frankenstein by focusing on the significant events. The third student is both word wizard and graphic organizer. She first retells the novel with various illustrations and then highlights the unknown words in the tenth chapter of the novel that follows by an exercise in which students practice the words by matching the words and filling the blanks. The last student is the discussion director that asks students questions about the novel and starts a whole class discussion.

Students' Discussion Questions:
- Why do you think the writer created a man monster?
- What does the monster in the story stand for?
- Today not all scientific developments are good for the human beings. To give an example, it is the human being who produces the weapon, and it is again the human who kill himself with that weapon. Here we can resemble the monster to the weapon. So is it moral to do such experiments under the name of science?
- According to you may Victor Frankenstein be called as a monster?
- How did the writer use the gothic elements in the novel?
- 'The monster saw my determination in my face and gnashed his teeth in the impotence of anger. 'Shall each man', cried he, 'find a wife for his bosom and each beast have his mate, and be alone? I had feelings of affection, and they were requited by detestation and scorn'. From these sentences taken from the novel, what can we infer about the monster?

WEEK VII /COURSE II

*Activity 14: **Frankenstein by Mary Wollstonecraft Shelley.***

Source: http://www.sparknotes.com/lit/frankenstein/section2.rhtml.
Critical Thinking Activities: Assumption, Real Life
Type of the activities: Class Discussion and Pair Work.
Time: 60 minutes

PROCEDURE: Based on the summary of the second chapter of Frankenstein by Mary Shelley (see Appendix A), an activity paper was prepared that includes a summary of the second chapter of the novel and assumption and real life activities. After telling the students what this required to do for each question, the students work in pairs and answer the questions on the activity paper. Moreover, for the assumption activity, an example was provided from the students' early works since the students got confused assumption with inference in the previous activities. When they finish with the questions, a class discussion takes place in which all the questions are answered one by one by the pairs.

Activity 1: Assumption activity
Type of the activity: Pair Work
The Purpose of the Activity: To practice how to find assumptions from the given statements.
Assumption Activity: Analyze the example assumption taken from your friends' work and come up with an assumption by reading the given statements below.

    Example statement: Middle state is the best state in the world.
    Example assumptions: **1-**There are other states as well.
                        2-There is one best state.

Statement: As a teenager, Victor becomes increasingly fascinated by the mysteries of the natural world.
Your assumption: ………………………………………………………………………

Statement: Throughout the novel, women are universally passive, rising only at the most extreme moments to demand action from the men around them.
Your assumption: ………………………………………………………………………

Activity 2: Real Life
Type of the activity: Pair Work
The Purpose of the Activity: To have students find connections between the novel and real life through applying the situation in the novel to the real life.
Real Life Activity: Supposing that the story takes place in real life, read the passage above taken from the novel *Frankenstein* and write the passage again with modern characters in a modern setting.

APPENDIX G: CRITICAL THINKING ACTIVITIES FOR THE LITERARY CRITICISM COURSE

WEEK I /COURSE I

Activity 1: Teaching of Traditional Critical Approaches to Literature
Source: Guerin, W.L, Morgan, E.L.L., & Willingham, J.R.(1999).*A Handbook of Critical Approaches to Literature*. (2ⁿᵈ ed.). New York: Harper &Row.
Teaching Type: Instructor's lecture and class discussion on the traditional approaches: Historical – Biographical and Moral-Philosophical Approaches.
Type of the activity: Class discussion
Purpose of the activity: To inform students about the traditional literary approaches and enable them to use these approaches in analyzing the works of literature.
Time: 90 minutes

PROCEDURE: The instructor tells the importance of having insights on the writers' biography and the time period on which the works are written to analyze a work of literature through asking related questions. After that he informs the students about the emergence of traditional approaches of Historical-Biographical and Moral- Philosophical. After giving more information about the Historical-Biographical approach by giving examples from various works in literature like On His Blindness and On His Decessed Wife by John Milton, the instructor wants students to analyze the work they read in the first term in terms of Historical-Biographical approaches and gave them time to think. When the students are ready, they talk about their works concerning the Historical-Biographical approaches; how they find clues in their works about the biography of the author and the time period when the work was written. After the Historical-Biographical approaches, the instructor talks about the Moral-Philosophical approaches and their importance in analyzing a piece of literature by giving examples from various works such as Scarlet Letter and The Last of the Mohicans and again asks students to analyze their works in terms of Moral-Philosophical Approaches. When students are ready, they share their ideas with the class. In the end of the course, the instructor wants the students to analyze the work they read for the second term in terms of Traditional approaches namely Historical-Biographical and Moral-Philosophical.

WEEK I /COURSE II

Activity 2: Application of Traditional Approaches to His Coy Mistress by Andrew Marvell.
Source: Guerin, W.L, Morgan, E.L.L., & Willingham, J.R. (1999).*A Handbook of Critical Approaches to Literature*. (2ⁿᵈ ed.). New York: Harper &Row.
Teaching Type: Instructor's leading the class to analyze to His Coy Mistress by Andrew Marvell in terms of the traditional approaches: Historical – Biographical and Moral-Philosophical Approaches.
Type of the activity: Class discussion, Application level of Bloom's Taxonomy
 Purpose of the activity: To apply traditional approaches to literature to a work of literature.
Time: 90 minutes

PROCEDURE: Firstly, the class analyzes the poem (see Appendix A)in terms of its text and genre through a power point presentation by the instructor then the instructor highlights the use of history in the poem, the psychology and biography of the poet and asks students if they

find any historical and biographical issue in the poem. A discussion takes place and students shared their ideas with the class. The students mention Noah's flood, conversion of the Jews to Christianity, British Empire and Marvell's puritanist background. After the Historical-Biographical considerations, the class studies the poem in terms of Moral-Philosophical considerations and the instructor asks whether the students find any moral message in the poem and whether the philosophy of the poet is reflected in the poem? In the end of the lesson, the instructor asks how the knowledge of the author and time period helps them understand and appreciate the work better and the students answer.

WEEK II /COURSE I

Activity 3: Young Goodman Brown by Nathaniel Hawthorne.
Source: Guerin, W.L, Morgan, E.L.L., & Willingham, J.R. (1999).*A Handbook of Critical Approaches to Literature*. (2nd ed.). New York: Harper &Row.
Critical Thinking Activities: Traditional Approaches to Literature, Bloom's Taxonomy.
Type of the activities: Class Discussion, Individual, Pair and Group work.
Time: 90 minutes

Activity 1: Traditional Approaches to Literature
Type of the activity: Class Discussion
The Purpose of the Activity: To put traditional approaches into practice and create a class discussion

PROCEDURE: The instructor first asks general questions about the story, plot, characters and setting and then the class analyzes Young Goodman Brown (see Appendix A) in terms of Historical-Biographical and Moral-Philosophical issues and a discussion take place. The students emphasize witches and puritans about the historical issues and the battle between good and the devil and hypocrisy concerning the moral philosophical issues.

Activity 2: Bloom's Taxonomy Activities
Type of the activity: Individual, pair and group work
The purpose of the activity: To put Bloom's Taxonomy into practice by using a short story and make students think critically about the literary work.

PROCEDURE: Bloom's Taxonomy activities for all six levels are prepared according to the story. The class is divided into groups of four. For the group activities, four of them worked together and for the pair activities, each two of the group become pairs and carry out the activities. Two different activity papers are distributed to the groups. Each pair is given a different type of activity paper in the groups. The papers include different activities in comprehension analysis and synthesis levels in Bloom's Taxonomy. After the distribution of the papers, the instructor wants students to do the activities and when the students are ready they answer the questions. At least one person from the groups joins each activity and pairs and groups shared their answers with the class and discussion takes place.

Bloom's Taxonomy Activities:
Knowledge Level: What happened after Young Goodman Brown turned back his mysterious journey? (Pair Work)**.** Make a list of the main events.(Pair Work)

Comprehension Level: Can you describe in your own words the road Young Goodman Brown followed when he started his mysterious journey? (Individual)**.** Describe Young Goodman Brown's companion in his journey. (Individual)**.**How the man Young Goodman Brown met in the forest helped the Brown family? (Individual)

Application Level: Analyze Young Goodman Brown according to the traditional approaches (Individual). This activity is carried out before the other levels of the activity through a class discussion leading by the instructor.

Analysis Level: Why do you think Young Goodman Brown and his companion look like each other so much? (Pair Work)**.** What are some of the motives behind the mysterious journey of Young Goodman Brown? (Pair Work)

Synthesis Level: Write a different dialogue for Young Goodman Brown while he is leaving from Faith at the beginning of the story? (Pair Work). Add another character to the story. What kind of character is it? Which part will it play in the story? Why did you choose this character? (Pair Work)**.** Design a cover for the story. (Group work)**.**Write a new ending for the story (Pair Work) **.**Find a new title for the story and explain why did you choose this title? (Individual)

  Evaluation Level: (Supporting ideas)
  - "Young Goodman Brown is a good man". Do you think this statement is correct? Does the information in the story support this claim? (Individual)
  a- Yes, the information supports the claim because…………………………………
  b- No, the information doesn't support the claim because……………………………
  c- The information partially support the claim because………………………………

  - Do you think the old man is good or bad intentioned by his insistence on giving his staff to Young Goodman Brown? Why? Offer evidence to support your view. (Individual). Do you think Young Goodman Brown is right in his argument? What information would you use to support the following claim of Young Goodman Brown? (you can make use of the text and your real life observations and experiences) (Pair Work)

"There is no good on earth; and sin is but a name. Come, devil; for to thee is this world given."
  - Do you think you are also a Young Goodman Brown? Why? Why not? (Individual)

WEEK II /COURSE II

Activity 4: Young Goodman Brown by Nathaniel Hawthorne.
Source: Guerin, W.L, Morgan, E.L.L., & Willingham, J.R. (1999).*A Handbook of Critical Approaches to Literature*. (2nd ed.). New York: Harper &Row.
Critical Thinking Activities: Real Life, Induction, Deduction, Assumption, Credibility.
Type of the activities: Class Discussion, Pair Work.
Time: 90 minutes

PROCEDURE: Real life, induction, deduction, assumption and credibility activities papers are prepared according to the story. The class is divided into pairs and answers the questions.

When they are ready, they share their ideas with the rest of the class and a discussion takes place. At least, one person from the pairs joins each activity.

Activity 1: Real Life
Type of the activity: Pair Work
The purpose of the activity: To associate literature with real life and encourage critical thinking.
Real Life Activity: Put the story in today's real life context and find suitable modern characters for Young Goodman Brown, Faith, the man and the people living in Young Goodman Brown's town. (Pair Work)
Activity 2: Induction and Deduction
Type of the activity: Individual Work
The purpose of the activity: To make deductive and inductive reasoning by using a literary work.
Induction Activity: Make induction from the story and write a general statement stating the main message of the story regarding to real life.
Deduction Activity: Make deduction from the story and write three specific statements related to the message of the story regarding to real life.

Activity 3: Assumption
Type of the activity: Individual Work
The purpose of the activity: To practice how to find assumptions by finding out students' assumptions for the ideal man.
Assumption Activity: If Young Goodman Brown represents the ideal human being, what characteristics do you want him to possess and how do you expect him to behave?

Activity 4: Credibility
Type of the activity: Individual Work
The purpose of the activity: To make students be aware of the significance of credibility in believing what is said to us.
Credibility Activity: Suppose that you are Young Goodman Brown and meet this old man on the way of your journey who claims that he is a good advisor and can show you the right way. What information you need to know to decide whether to believe him or not?

WEEK III /COURSE I

Activity 5: Everyday Use by Alice Walker.
Source: Guerin, W.L, Morgan, E.L.L., & Willingham, J.R. (1999).*A Handbook of Critical Approaches to Literature*. (2nd ed.). New York: Harper &Row.
Critical Thinking Activities: Bloom's Taxonomy Activities with the Application of Traditional Approaches.
Type of the activities: Class Discussion, Pair and Group work.
Time: 90 minutes

PROCEDURE: The activity papers were prepared in line with the story *Everyday Use* that include Bloom's Taxonomy activities by emphasizing traditional approaches in the application level .The class is divided into groups of four and students in the groups also work in pairs and answers the questions. When they are ready, they answer the questions one by one; and a discussion takes place, all members of the groups join the discussion. There is a

hard discussion about Dee's reason for changing her name and students created different father characters for the story most of whom are passive ones.

Activity 1: Bloom's Taxonomy
Type of the activity: Pair and Group Work
The purpose of the activity: To apply Bloom's Taxonomy to a story and promote critical thinking in the course
Bloom's Taxonomy Activities:

    Knowledge Level: What are the characters in the story? Make a chart showing the sequence of events in Alice Walker's Everyday Use.

    Comprehension Level: What is the main idea of the story? Can you summarize the story in your own words?

    Application Level: What historical events do you find in the story? How can you relate the story with the biography of the author, Alice Walker? Do you think Alice Walker tries to give any moral message in the story? Do you know another example where the similar problems exist as in the Johnson's family?

    Analysis Level: What is the turning point in the story? Why? What is the problem between Dee and her mother? Why do you think Dee changed her name to Wangero?

    Synthesis Level: Create a father character and fit it in a suitable part of the story? Based on what you learn about the characters; continue the story after Dee and Hakim-a-barber left Maggie and Mrs. Johnson (Group Work).

Evaluation Level: What do you think about Mrs. Johnson's imagining herself with Dee on a TV show? Judge the value of the title Everyday Use giving sound evidence supporting your idea? What do you think about Walker's message of culture, traditions or their ancestors in the story?

Have you ever seen a lame animal, perhaps a dog run over by some careless person rich enough to own a car, sidle up to someone who is ignorant enough to be kind to him? That is the way my Maggie walks. She has been like this, chin on chest, eyes on ground, and feet in shuffle ever since the fire that burned the house to the ground.

- Do you think Mrs. Johnson's thinking is correct or fault? How would you prove or disprove Mrs. Johnson's ideas about her daughter Maggie by using the information given in the story?

WEEK III /COURSE II

Activity 6: Everyday Use by Alice Walker.
Source: Guerin, W.L, Morgan, E.L.L., & Willingham, J.R. (1999).*A Handbook of Critical Approaches to Literature*. (2nd ed.). New York: Harper &Row.
Critical Thinking Activities: Problem Solving Activity, Inference Activities and Assumption Activity.
Type of the activities: Class Discussion, Pair and Group work.
Time: 90 minutes

PROCEDURE: The activity papers were prepared in line with the story *Everyday Use* that involves problem solving inference and assumption activities. For the problem solving activity, students use a problem solving format. To help students for the assumption activity, the definition of assumption with various examples were provided in the activity papers. The class is divided into groups of four and students in the groups also work in pairs and answer the questions. When the groups are ready, they answer the questions. The students come up with different problems and offer different solutions for the problem solving activity and a discussion takes place, all members of the groups join the discussion. For the assumption activity, students find out different sentences and produce assumptions from theses sentences.

Activity 1: Problem Solving
Type of the activity: Group Work
The purpose of the activity: To make students solve a problem mentioned in a literary work that reflects real life.
Problem Solving Activity: How can you solve the problem between Dee and her family?

Activity 2: Inference Activities
Type of the activity: Pair Work
The purpose of the activity: To make students make inference from a literary work.
Inference Activities: Suppose that in the story, Alice Walker tells about her own life, what do you infer from the story about her life? Using the information in the story, what information do you infer about the African-merican people at that time?

Activity 3: Assumption
Type of the activity: Pair Work
The purpose of the activity: To teach students how to find out assumptions.
Assumption Activity: Find an assumption that the author made in the story.

WEEK IV /COURSE I

Activity 7: The Blue Hotel by Stephen Crane.
Source: Crane, S. (1995). Maggie: A Girl of the Streets & Other Stories. Great Britain: Wordsworth Classics.
Critical Thinking Activities: Bloom's Taxonomy Activities with the Application of Traditional Approaches. Supporting ideas, Credibility and Assumption Activities.
Type of the activities: Class Discussion, Pair Work.
Time: 90 minutes

PROCEDURE: In line with the story *The Blue Hotel,* activity paper was prepared. The paper includes Bloom's Taxonomy activities with the application of traditional approaches to the story. The paper also includes supporting ideas activities that are related to evaluation level of Bloom's Taxonomy as well and credibility and Assumption Activities. The students work in pairs and answer the questions. Answering the questions, a class discussion take place in which all pairs include. In the activity paper, the students are given the definitions of fact and opinion with examples.

Activity 1: Bloom's Taxonomy
Type of the activity: Pair Work
The purpose of the activity: To practice Bloom's Taxonomy through a literary work.

Bloom's Taxonomy Activities:
Knowledge Level: Make a list of the characters.

Comprehension level: Write a paragraph summary of the story.

Application Level: Reading the story, what can you say about the time period? How can you relate the story with the biography of the author, Stephen Crane? Do you think Stephen Crane tries to give any moral message in the story?

Analysis Level: Compare this story to reality. What events could not really happen? Find three facts and three opinions in the story?

Synthesis Level: Create a new story by changing the hotel in a modern café with modern characters in a modern setting.

Evaluation Level: Rank the characters from the best to the worst and explain the rationale behind your rank.

Activity 2: Supporting Ideas
Type of the activity: Pair Work
The purpose of the activity: To make students support their ideas when they have an opinion about an issue by making use of the information in a literary work and by their experiences and observation.
Supporting Ideas Activities: In the end of the story, the Easterner mentions: "We are all in it! This poor gambler isn't even a noun. He is kind of an adverb. Every sin is the result of collaboration. We, five of us, have collaborated in the murder of this Swede"

- Do you think the Easterner's thinking is correct? Who is the guilty of the murder of the Swede? Support your view by finding the sound evidence from the story?

a- Johnnie is guilty because…………………………………………………………
b- Scully is guilty because…………………………………………………………
c- The Swede is guilty because…………………………………………………………
d- The Easterner is guilty because…………………………………………………………
e- The cowboy is guilty because………………………………………………………….
f- The gambler is guilty because………………………………………………………….
g- …………………………………..guilty because………………………………….

- Why do you think the Swede is insisted on he is going to be killed? Support your view from the story and your experiences or observations in real life.

Activity 3: Credibility
Type of the activity: Pair Work
The purpose of the activity: To make students be aware of the reliability of the source before accepting the source's argument by making use of their experiences and observation.
Credibility Activity: To find out the reason behind the strange behaviours of the Swede, to whom would you consult to gather reliable information?

Activity 4: Assumption
Type of the activity: Pair Work
The purpose of the activity: To make students make assumption from a literary work.
Assumption Activity: Find 2 assumptions that the author made in the story.

WEEK IV /COURSE II

Activity 8: Hamlet by William Shakespeare.
Source: Shakespeare, W.(1992). *Hamlet*. New York: Dover Publications. Guerin, W.L, Morgan, E.L.L., & Willingham, J.R. (1999). *A Handbook of Critical Approaches to Literature*. (2nd ed.). New York: Harper &Row.
Critical Thinking Activities: Application of Traditional Approaches to Hamlet. Generating Questions.
The purpose of the activities: To put traditional literary approaches into practice and to make students generate questions from a literary work.
Type of the activities: Class Discussion, Group work.
Time: 90 minutes

PROCEDURE: At the beginning of the lesson, the class discusses Hamlet in terms of traditional Approaches. Guided by the teacher students first examine the text of the play emphasizing the word changes in time, summarize the play, and then analyze the play in line with the historical- biographical issues and then moral philosophical considerations. After analyzing Hamlet in terms of traditional approaches, the class is divided into groups of four and asked to generate questions related to real life from the play and list them in the order of importance by explaining the rationale behind their order. For the activity, students are given activity papers. Each of the members of the group is required to generate two questions and at the end they should of 8 questions. Moreover, each group member tells the rationale for the order of two questions.

Generating Question Activity:
Step 1: Create a list of important questions from the text related to real life. Each group member should create 2 questions. In the end, the group should have 8 questions related to life.
Step 2: List the questions in order of importance. Write the number of the question in the right order.
Step 3: Explain how you ordered the questions and why?

WEEK V /COURSE I

Activity 9: Hamlet by William Shakespeare
Source: Shakespeare, W. (1992). *Hamlet*. New York: Dover Publications.
Critical Thinking Activities: Real Life, Induction, Deduction, Supporting ideas, Assumption, Credibility.
Type of the activities: Class Discussion, Pair Work.
Time: 90 minutes

PROCEDURE: In line with the play *Hamlet* by William Shakespeare, an activity paper was prepared that includes real life, induction, deduction, supporting ideas, assumption, and

credibility activities. The students are given time to do the activities on the paper and work in pairs. When they are ready, the questions are answered and a class discussion takes place in which all pairs include.

Activity 1: Real Life
Type of the activity: Pair Work
The purpose of the activity: To make students practice critical thinking through a real life question adopted from a literary work.
Real Life Activity: If Hamlet was one of your friends in real life, what would you suggest him to do? Why?

Activity 2: Induction and Deduction
Type of the activity: Pair Work
The purpose of the activity: To teach students how to make induction and deduction through a literary work.
Deduction Activity: Reading the play Hamlet; come up with a general statement about Hamlet's view of God, view of life and view of death.
Induction Activity: Reading his play Hamlet; find out 3 recommendations of Shakespeare for human beings.

Activity 3: Supporting Ideas
Type of the activity: Pair Work
The purpose of the activity: To make students support their views on an issue by finding sound evidence.

    Supporting Ideas Activity: Hamlet….
> ……For murder, though it have no tongue, will speak
> With most miraculous organ. I will have these players
> Play something like the murder of my father
> Before mine uncle. I will observe his looks,
> I will tent him to the quick. If a but blench,
> I know my course. The spirit that I have seen
> May be the devil, and the devil hath power
> T'assume a pleasing shape;yea, and perhaps,
> Out of my weakness and my melancholy-
> As he is very potent with such spirits-
> Abuses me to damn me. **I'will have grounds**
> **More relative than this**. The play's the thing
> Wherein I'will catch the conscience of the King.

- What do you think these relative grounds should be to prove that Claudius is the murderer of Hamlet's father? What would you do to find the reliable evidence to blame Claudius for the murder? Support your views by relative grounds?

Activity 4: Assumption
Type of the activity: Pair Work
The purpose of the activity: To teach students how to make assumptions through a literary work.
Assumption Activity: Find 3 assumptions that Shakespeare made in the play.

Activity 5: Credibility
Type of the activity: Pair Work
The purpose of the activity: To practice credibility of sources through a situation adapted from a literary work.
Credibility Activity: Should Claudius be killed after he murdered his brother, the king? Which of the following do you think would be the most credible source to consult on this question? Why? Which would not be credible sources? Why not? What other sources might be worth consulting?

   1- A judge 2- The relatives of the king 3- Hamlet 4-The Queen 5-The people of the kingdom 6-A psychologist

WEEK V /COURSE II

Activity 10: Teaching of Formalistic Approach to Literature
Source: Guerin, W.L, Morgan, E.L.L., & Willingham, J.R. (1999). *A Handbook of Critical Approaches to Literature*. (2nd ed.). New York: Harper &Row.
Teaching Type: Instructor's lecture and class discussion on the Formalistic Approach.
Type of the activity: Class discussion
Purpose of the activity: To inform students about the formalistic approach and enable them to use this approach in analyzing the works of literature.
Time: 90 minutes

PROCEDURE: The instructor lectures on the formalistic approach to literature. He asks students whether they can analyze a piece of literature without having any information about the time period or biography of the author. Then he highlights the importance of words, symbols, metaphors, irony and image in literature to study literary works by providing various examples. The students underline the surface and underlying meanings of the words and the instructors puts emphasize on how words' meanings change. Examples from literary works are given. After that the instructor gives information about The New Criticism that again highlights text itself in analyzing a work like in the Formalistic Approach. And then the instructor and the students discuss about the point of view, tone of voice, irony and paradox in works through giving various examples.

WEEK VI /COURSE I

Activity 11: Application of Formalistic Approach.
Source: Guerin, W.L, Morgan, E.L.L., & Willingham, J.R. (1999). *A Handbook of Critical Approaches to Literature*. (2nd ed.). New York: Harper &Row.
Teaching Type: Instructor's leading the class to analyze to His Coy Mistress by Andrew Marvell.
Type of the activity: Class discussion, Application level of Bloom's Taxonomy
 Purpose of the activity: To apply formalistic approach to literature to a work of literature.
Time: 90 minutes

PROCEDURE: After learning about the Formalistic Approach**,** a poem by Andrew Marvell- to His Coy Mistress- was analyzed in line with the Formalistic Approach. The class highlighted three types of motifs in the poem- space, time and sexual motifs. The poet

underlines space and time using the words related to space and time like river, before, till and eternity. As sexual motifs, the poet uses words like coyness and love.

WEEK VI/COURSE II

Activity 12: Application of Formalistic Approach to Young Goodman Brown by Nathaniel Hawthorne and Hamlet by William Shakespeare.
Source: Guerin, W.L, Morgan, E.L.L., & Willingham, J.R. (1999).*A Handbook of Critical Approaches to Literature*. (2ⁿᵈ ed.). New York: Harper &Row.
Teaching Type: Instructor's leading the class to analyze to Young Goodman Brown by Nathaniel Hawthorne and Hamlet by Shakespeare in terms of formalistic approach.
Type of the activity: Class discussion, Application level of Bloom's Taxonomy
Purpose of the activity: To apply formalistic approach to literature to a work of literature.
Time: 90 minutes

PROCEDURE: For the short story Young Goodman Brown, the class underlined the paradox in the story between virtues and vices that are faith and doubt, hope and despair and love and hatred. Moreover, the allegorical features and symbols like faith, ribbon and faith were also discussed in the lesson. Another work analyzed in terms of Formalistic Approach is Hamlet by William Shakespeare. Analyzing the play in terms of Formalistic Approach, the class highlighted the dialectic form, trap imagery, seeming and being and seeing and knowing in the play.

WEEK VII /COURSE I

Activity 13: In Just by E. E. Cummings
Source:http://www.theotherpapers.org/poems/cummingsl.html.
Critical Thinking Activities: Bloom's Taxonomy
Type of the activities: Class Discussion, Pair Work.
Purpose of the activity: To practice Bloom's Taxonomy through a poem
Time: 90 minutes

PROCEDURE: The activity papers were prepared that underline Bloom's Taxonomy. The class was divided into pairs and the papers were distributed. Students were given time to answer the questions on the paper and when they were ready, the questions were answered through a class discussion that all the pairs included.

 Bloom's Taxonomy Activities:
Knowledge Level: Who is E. E. Cummings? What kind of poems he writes?

Comprehension Level: What is the main idea of the poem?

Application Level: Analyze the poem according to the formalistic approach.

Analysis Level: Who do you think the characters are in the poem and why are they mentioned? Why do you think the poet illustrates balloonman as luscious, little, lame, queer and goat –footed?

Synthesis Level: Using the same structure, E. E. Cummings' stylistic innovations, write a short poem similar to In Just, but you should portray winter instead of spring. Don't forget to include a figure like the balloonman in the poem.

Evaluation Level: Do you think the balloonman is a bad or a good character? Why/ Why not? Support your view.

WEEK VII /COURSE II

Activity 14: Critical Thinking Activities for a Novel.
Source: Various novels.
Critical Thinking Activities: Application of Traditional Approaches and Formalistic Approach. Bloom's Taxonomy, Real Life, Deduction, Induction, Credibility, Assumption.
Purpose of the activity: To practice various critical thinking activities through a novel.
Type of the activity: Class discussion, Individual Work
Time: 90 minutes

PROCEDURE: At the end of the first semester, each student taking the course was given a novel to read and be ready for the second semester to discuss the novel. After the each lecture of the instructor for a specific literary approach, students' novels were discussed in line with the approach in question. To give an example, after learning about the traditional approaches, students prepared projects that analyze their novels in terms with Historical- Biographical and Moral- Philosophical approaches and then discussed their works in the class. Moreover for the novels, critical thinking activity papers were prepared including Bloom's Taxonomy, Real Life, Deduction, Induction, Credibility and Assumption activities. The papers were distributed to the students and students were asked to do the activities on the paper for the next course. They worked individually as they all read different novels. Next course, the activities were done through a class discussion that the instructor asked all of the students for their answers for the various novels.

Activity 1: Bloom's Taxonomy
The purpose of the activity: To practice critical thinking by emphasizing Bloom's
Taxonomy through working on a novel.
Knowledge Level: Search about the author of the novel you read and write three new facts you learn about him/her.
Comprehension Level: What are the main characters and their roles in the novel?Write the main events in the novel.Write one page summary of the novel.

Application Level: Suppose that you are the main character in the novel and write a diary entry telling about the worst day of the character in the novel.Do you know any person who has the similar problems as the characters mentioned in the novel?

Analysis Level: Give 3 examples from the facts and opinions in the novel.

Synthesis Level: Write a new ending for the novel.Just by using the title of the novel, write one page story.Find two new titles for the novel and explain why they are appropriate for the novel.

Evaluation Level: Would you want to be a character in this novel? Explain Why? Why not? Judge the actions of one character in the novel? Is she or he behaves in the right way? Or she /he should have acted in a different way. Support your view. Why? Why not?

Write a letter to the author of the novel you read and tell him/her that what you like about his/her work and also include any questions you have in your mind about the novel.

Activity 2: Real Life

The purpose of the activity: To find connections between the characters and situations in a novel and people and events in real life.

Real Life Activity: Find an event in the novel and relate this event to an actual event.

Activity 3: Deduction and Deduction

The purpose of the activity: To make students practice deduction and induction by using from a novel.

Deduction Activity: Write 3 specific statements that you infer from the novel regarding real life.

Induction Activity: Write one general statement that you infer from the novel regarding real life.

Activity 4: Credibility

The purpose of the activity: To make students be aware of the importance of the reliability of the source in deciding what is true or who is right.

Credibility Activity: Suppose that the author of the novel you read claims that his/her novel includes information that can guide and help you in real life. What information would you look for and to whom you consult to believe the author. Explain your answer.

Activity 5: Assumption

The purpose of the activity: To teach students how to make assumption and underline the significance of assumptions in assessing arguments.

Assumption Activity: Find 3 assumptions the author made in the novel.

APPENDIX H: PROBLEM SOLVING FORMAT

HOW TO SOLVE A PROBLEM

Step 1: Define the problem. (Recognize what the problem is).

Step 2: Set goals (Break a large problem into smaller problems or take various different possibilities into account).

Step 3: Represent information (Put information into simplest terms, put it into a chart or graph).

Step 4: Make progress with the problem (Try to see the problem from a new angle).

Step 5: Talk about problem (Alone or with a group).

Step 6: Understand analogies (Compare your problem to a different but a similar problem).

Step 7: Investigate (Besides your own knowledge, experience and observation, you can gather information from books, newspaper, etc about the problem or you can consult people who have special knowledge of the subject or whom you think you can take help).

Step 8: List possible solutions (After listing the common, familiar solutions, list as man new and different possibilities as you can).

Step 9: Refine your best solution (Review your list and choose the solutions that seem most promising. For each of these ideas, answer the following questions: (choose the appropriate ones for the problem)

When, where, and by whom would the solution be carried out?
How would it be accomplished, step by step?
How would it be financed?
What additional people, materials, and equipment, if any, would be required?
What changes would this solution necessitate?

The answer to these questions will help you decide which solution is most effective and practical.

Adapted from Boostrom (1992) Developing Creative & Critical Thinking, An Integrated Approach and Ruggerio, V.R. (2001) Becoming A Critical Thinker.

APPENDIX I: QUESTION GENERATING FORMAT

HOW TO GENERATE QUESTIONS FROM LITERARY WORKS

(Group Work Activity)

Step 1: Create a list of important questions from the text related to real life. Each group member should create 2 questions. In the end, the group should have 8 questions related to life.

Question 1:…………………………………………………………………………………..

Question 2:…………………………………………………………………………………..

Question 3:…………………………………………………………………………………...

Question 4:…………………………………………………………………………………...

Question 5:…………………………………………………………………………………...

Question 6:…………………………………………………………………………………..

Question 7:…………………………………………………………………………………..

Question 8:…………………………………………………………………………………..

Step 2: List the questions in order of importance. Write the number of the question in the right order.

Q 1: ( )   Q 2: (   )   Q 3: (   )   Q 4: (   ) Q 5: (   )   Q 6: (   )   Q 7: (   )   Q 8: (   )

Step 3: Explain how you ordered the questions and why?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

NOTE: In the class, each group member will tell the rationale for the order of two questions.

APPENDIX J: EXAMPLES FROM STUDENTS' WORKS FOR THE INTRODUCTION ENGLISH LITERATURE COURSE

1- Examples from Students' Works for On his Blindness by John Milton

Examples from students' lyrics for a religious song by using the information given in the work On his Blindness:

Example 1: It's unnecessary to hesitate for praying.
　　　　　　Because God has everything
　　　　　　Serving him without doubt
　　　　　　Is the duty of the human being?

Example 2: Do not spend your days in vain.
　　　　　　Do not lose your faith in God
　　　　　　And always remember that
　　　　　　he doesn't need either your gifts or your works
　　　　　　but it's your duty to pray.

2- Examples from Students' Works for Robinson Crusoe by Daniel Defoe

Examples from students' diary entries in which they are telling the time when Robinson Crusoe first arrives the land:

Example 1: Today is my first day on this island. It smells like the hell. The trees all around me are like devils. The unique question floating in my mind is whether I will escape from this hell or not. I missed my world.

Example 2: What an incredible situation I am in. having survived in such a deserted island I am alone. Is it a punishment from God? How could I escape from here?

Example 3: What all these mean? It is as if I was in nowhere. There is no sign of living. Only trees and an endless ocean. I couldn't make up my mind after the shipwreck. Is it a punishment as I couldn't listen to my father's advice?
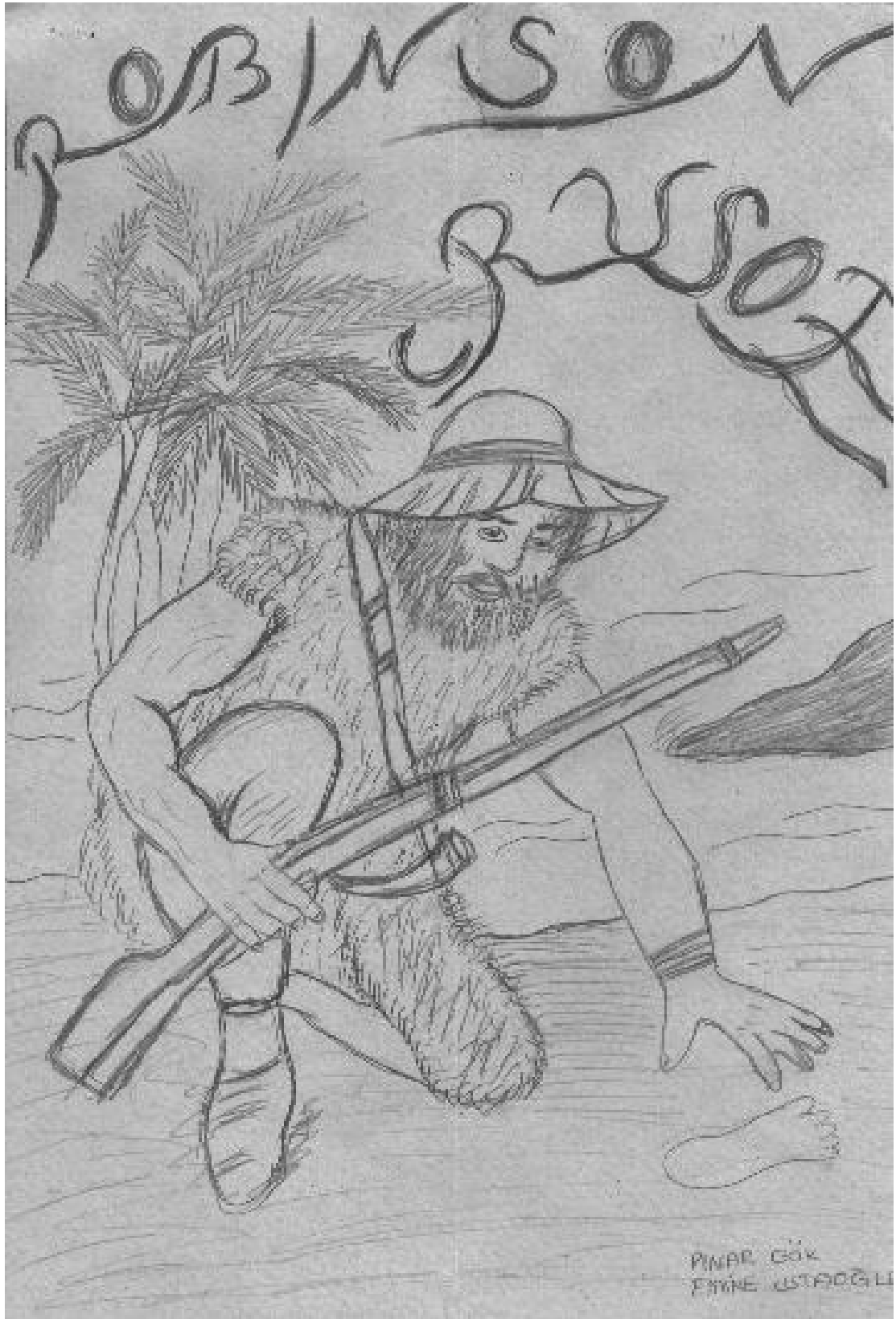
Example 4: Dear diary, it is the worst day of my life. I don't know where I am and what to do and how to live. I want to escape from here and gain my freedom again. God please help me.
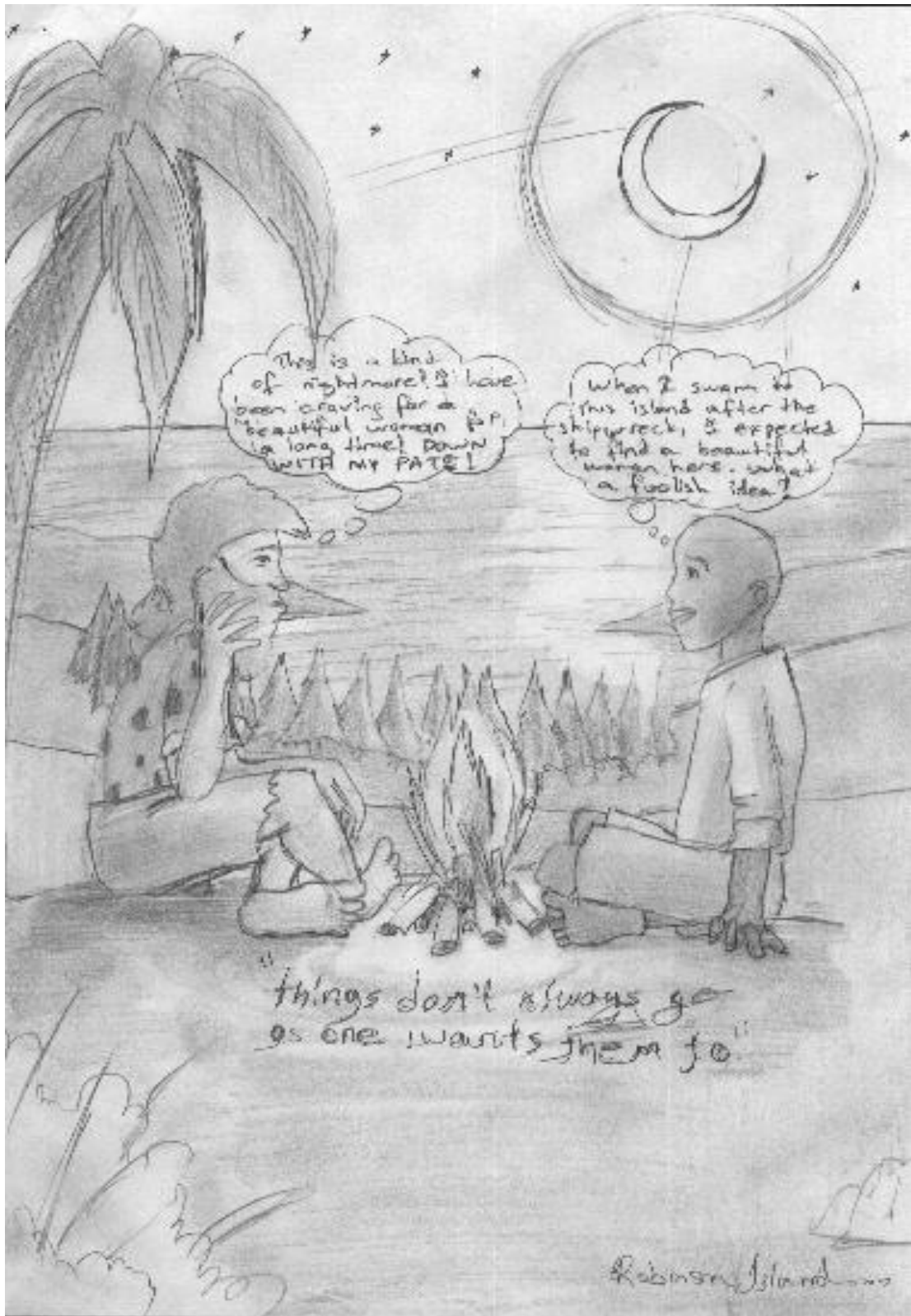
Examples from students' covers for Robinson Crusoe:

3- Examples from Students' Works for Gulliver's Travel by Jonathan Swift.

Examples from students' titles for Gulliver's Travels by referring to the passage they read about the Lilliputians:

Gulliver's Experience, Gulliver with Little Men, The Story of Gulliver, A Voyage to the Country of Tiny Men, The Fire on the Lilliputians, Unexpected Visitor, Strict Rules of Tiny Men, Unexpected Fire, Desperate Situation, Favor in Return, Gulliver and Strange Island, A Big Big Man on A Small Island.

4- Examples from Students' Works for Essay on Man by Alexander Pope

Examples from students' letters they wrote to one of their friends that give advice to him/her about by using the information they learned from the work:

Example 1:
Dear Vildan,

How are you? I hope everything is okay. I am fine. Everything is the same. I am writing this letter to you since I wonder whether you are sure bout your marriage decision. As far as I know you, you use your instinct and I want to warn you if you don't use your logic with your instinct, you may make a terrible mistake. Motions are not useful by alone. Sometimes they cannot be trusted.

In conclusion, I want to warn you since I don't want you to make a big mistake. Don't forget that nothing is done without reason.

Best wishes,

Example 2:

Dear Naciye,

Life is going on and how are you? As far as I know, you are on the edge of marriage. According to your last letter, you are so upset because he intervenes in your actions too much and you are tired with these behaviors. To me, you should listen to your heart and instinct while deciding something. If you trust your reason, he is the best person; he is handsome, rich and has a good job. However these are not enough; he doesn't understand your needs and wills. Whenever you are decisive in doing something, he is against you. If you behave with your reason, you are likely to have good time by his money. However, in all your life you will be far away your hopes for your career. It is high time to think of your life. The matter is your feelings. Which one will you trust in your future? The decision is yours exactly but don't forget that whatever you do, I will be with you; whenever you are in trouble, you can write to me.

I am looking forward to hearing you.
Kisses and hugs,

5- Examples from Students Works for the Rape of the Lock by Alexander Pope

Examples from students' facts and opinions:
Fact: Ladies in romance assist their knights by two edged weapon.
Fact: He takes the gift with a reverence and extends.
Fact: Lord Petre cut off a lock of hair from Arabella Fermor.
Opinion: Coffee makes politicians wise.

Opinion: Politicians see all things with their half-shut eyes by drinking coffee.
Opinion: Young people are hasty.

6- **Examples from Students' Works for the World is too much with us by William Wordsworth**

Examples from students' titles for the World is too much with us by William Wordsworth:

Nature and People, Destruction of Nature, Dead Human, the Miserable, Wasting World, Lost Heritage, Nature- The Ignored Treasure, Unrealized Treasure, Blind Eyes to Nature, Waste of the World, the Blind Human Being, Blind Eyes, The Cry of Nature.

7- **Examples from Students' Works for Frankenstein by Mary Wollstonecraft Shelley**

Examples from students' passages with modern characters in a modern setting in which they rewrote the summary of the second chapter of Frankenstein by Mary Wollstonecraft Shelley:

Example 1: Jennifer and John were friends since their childhood. When john becomes a teenager, he is not interested in ordinary events and people. He likes unusual and magical events. After watching the show of David Copperfield, he starts to imitate him and his only ambition is to meet David Copperfield. One day, John has a chance to watch Copperfield's performance and meet him after the show. Moreover, Copperfield let him watch his rehearsals and John's dreams come true.

Example 2: Mary and Frank grow up together. Also Frank has a close relationship with Michael. When Franks turns to 15, he becomes interested in technological devices and devotes himself to technology. He wants to create a technological device and spends all his time to create a device. In the end, he created a technological device that can help people in their psychological problems that is the biggest problem of people in that period.

Example 3: Mary and John grow up together as best friends. In time, John starts to be interested in the mysterious of natural world and analyzed the book Natural Remedies by Stephen Kingler. He eagerly studies the findings of Stephen Kingler and recognizes the powerful use of natural things. He witnesses the power of nature when he sees how a lady is recovered from a deadly illness after eating plants which are too rare to be found. John elaborates the issue and finds various ways of curing people through plants.

Example 4: Julia and Brad were close friends. Their friendship went on at Cambridge University. After attending the university, Brad began to be interested in astronomy. He was fascinated by Neil Armstrong who was the first man stepped on the moon. He tries to invent new vehicles to go to space and discover all mysteries of space. Julia was affected by the studies of Brad and she accompanied with Brad. They came up with new theories about travelling in space and turning back in a safe way for days and nights. One of their instructors who dealt with space joined them. As a group, they studied in order to put their theories in life.

APPENDIX K: EXAMPLES FROM STUDENTS' WORKS FOR THE LITERARY CRITICISM COURSE

1- Examples from Students' Analysis of their Novels from Historical-Biographical and Moral Philosophical Approaches

Historical-Biographical Approaches:
Example 1: At first glance, Mansfield Park may seem as a separate town from the world and reader may think the book has no relation with social, political or religious issues. However, if the reader can think deeper, then, he/she can see that Mansfield Park is one of the significant bases of England in that time period. The novel shows the period between the end of 18th century and the beginnings of 19th century. Within this time period, three dominant events, French Revolution, Industrial Revolution and Napoleon Wars, seriously affect European countries, one of which is England. Of course, as an English woman, Austen, cannot remain ignorant against these events affecting every fields of life. The impact of French Revolution is the central event greatly influencing the behavior of the characters in the story. The relaxation of the moral values leads moral corruption in some characters. Henry, for example, flirts with Maria and her sister, Julia, at the same time or Maria runs away with Henry while she's married to Mr. Rushworth. Because of Industrial Revolution and Napoleon Wars, the balances in economy and society change. There appears class division. For instance, Fanny comes from lower class to noble class when she is 10. Here, she changes a lot and becomes educated. After 10 years, she goes back to her biological family. But she cannot stand the poor conditions of her own family and immediately, she wants to turn back to her wealthy aunt. Although Sir Thomas is a rich a man, effects of industrial revolution and victories of Napoleon damage his well-going work. Thus, he goes to work with bigger companies to overcome his financial problems.

Example 2: In fact, in this story, we cannot find much specific information about writer's own life. As I mentioned before, it is attributed to a Scottish sailor named Alexander Selkirk. But there are some traces about Daniel Defoe. For example, Daniel Defoe is a third child of his family like his character Robinson Crusoe. In this book, Crusoe's father comes from middle class like Defoe's father. Furthermore, Daniel Defoe has Protestant values and expresses these values in this book. Through the middle of the book, Crusoe starts having faith of God. For example, in this novel, Robinson says that "I forgot not to lift up my heart in thankfulness to Heaven; and what heart could forbear to bless him,… but from whom every deliverance must always be acknowledged to proceed!"(We Seize the Ship,p: 267) In terms of historical consideration, I can say that there is some smell of history in this novel. For example, Robinson's elder brother was lieutenant-colonel to an English regiment of foot in Flanders, formerly commanded by the famous Colonel Lockhart, and was killed at the battle near Dunkirk against the Spaniards (I Go to Sea, p: 8). As we see from this dialogue, we get some information about a battle near Dunkirk. We also face with Low Country wars in this book. For instance, …to keep my elder brother from going into the Low Country wars, but couldn't prevail,his young desires prompting him to run into the army,where he was killed…(I Go to Sea, p: 10).

Moral Philosophical Approaches:
Example 1: After reading Mansfield Park, the biggest moral and philosophical message taken from the story is that in order to catch constant happiness in life, one shouldn't be the follower of temporary desires but one should keep his/her virtue with patience. The result can be seen in within the young characters of the book. That is, those characters divided in to two: one group governed by their wishes and the other group ruled by their obligations. Henry and Maria are the striking representatives of the former group while Edmund and Fanny present in the latter. Henry and Maria, morally corrupted figures, have a scandalous love and alienated from their families because of their decision. On the contrary, Fanny purely loves Edmund from the beginning to the end of the novel. She always waits the right time and place. She doesn't do any immoral thing to seduce Edmund. In the final, her dreams are realized. That is, Edmund sees the true love in Fanny and he gets married with her. They are the only couple who make a happy marriage in the novel. Austen talks about the concept of adoption of Fanny. Aunt Bertram adopts Fanny from her poor sister. When Fanny comes to Mansfield Park for the first time, she has inferior importance unlike her Bertram's real daughters, Mari and Julia. Especially Norris, Fanny's other aunt, always looks down her and doesn't want her comfort. For example, everyone has stove in their rooms apart from Fanny. Because Norris decides that she doesn't need a stove and she lives in a cold room for a long time. But one day, Sir Thomas realizes it and solves this problem.

Example 2:"In this book, some events corrupt moral values. For example, Robinson's father encourages him to study law, but he disobeys his father's idea and embarks on a ship bound for London,that is, he goes out to sea. In our real life, it is immoral to disobey father's idea so he behaves in an immoral way. Another example is that when we are in a bad position,namely, we get into trouble, all we can say is "O God, help us!" and pray to Him. This is a moral thing because we believe there is nothing that God cannot do, and we also believe in His power. In this book, when Robinson and the master of the ship bound for London face with storm, they get frightened and pray to God like that "Lord,be merciful to us, we shall be all lost, we shall be all undone." (I Go to Sea, p:15) The other example that shows immoral behavior is that Robinson kills a she-goat which has a little kid by her which she gives suck to. Robinson dares to kill this she-goat to eat it. In our real life, it is immoral to kill such kind of animals which have a little kid by them. In our daily life, we also give great importance to our religious book and put it on a special place. In this novel, Crusoe also finds three very good Bibles and packs them up and carefully secures them. His such kind of behavior can be regarded as moral".

2-Examples from Students' Works for Young Goodman Brown by Nathaniel Hawthorne

Examples from the characters students added to the story:

Example 1: We want to add the character called *Loneliness* to the story. This character struggles everything on his own. It will take part in the story when Brown turns back from the journey. We chose this character because *Loneliness* can teach Brown how to be strong when he is alone.
Example 2: "There is already a devil and Goodman meets in the forest. In addition, an angel character appears suddenly. It tries to lead Goodman to do good things and join it. This angel tries to protect Goodman from the wickedness of the devil.

Examples from the dialogues students wrote for the part Young Goodman Brown leaves his wife Faith:

Example 1: Faith: Honey! Do you have to go?
YGB: My sweetheart! This dilemma paves the way of my end.
Faith: You scare me! I want to share your faith. Am I not your faith?
YGB: Sure dear! But I have to face it on my own and find my own answer.

Example 2: Faith: My darling! Are you sure you have to go to the forest?
YGB: Yes, my dear, but I will return as quickly as possible. Don't worry.
Faith: Okay dear. Don't forget that I am with you all the time. Your Faith will never leave you.
YGB: I know dear, you are always on my mind.

Examples from the endings students wrote for Young Goodman Brown:

Example 1: At the end of the story, Goodman Brown's mother awakens him and says that 'Okay my son everything was just a dream, you will be all right, come breakfast is ready'. Goodman Brown goes down but there is no breakfast and mother is gone.

Example 2: When Brown turns back to home, he can't stand the idea of his Faith's being corrupted so he kills Faith because she was the symbol of innocence for him and after that night he suffers with the idea of corruption.

Examples from the titles students found for Young Goodman Brown:

Good or Evil, Give me back my Faith, The Devil itself, Evil Dance, The Tempting Sound, A Dark night of A Solitude Soul, Shadows in the Forest, The Nightmare, The Change, Black Mirror, The Battle between Good and Bad, Black and White, The Man in the Forest, Wicked Day.

Examples from students' covers for Young Goodman Brown:

Young Goodman
Brown

3-Examples from Students' Works for Everyday Use by Alice Walker

Examples from the father characters students created for Everyday Use:

Example 1: Shy and oppressed father, he appears at the end of the story. When the discussion takes place he doesn't make any comments only watches the behaviours of his girls and wife.

Example 2: Joe (the father) is a good man and does all the hard work like the other blacks. He struggles for black rights but he dies while he is trying to rescue Maggie from the burning house.

Example 3: Johnson (the father) sees his brother killed by white people because of an argument. He loses his mental health and has no role in the family; he seems like a neutral element. Dee is always jealous of Maggie and Johnson rebukes Dee for her being strict upon her sister and tells Dee how she can be so indifferent to her sister while her father loses his mental health because of his brother's death.

Examples from students' endings for Everyday Use:

Example 1: After many years, Dee comes across a woman who claims that Dee is an orphan is not member of the Johnson family. Dee wants to learn the reality from the mother and Maggie. She is very nervous and at the end of the story she burns the quilt in front of the mother and Maggie.

Example 2: Maggie gets married John Thomas and after the wedding, the mother gives the quilt to Maggie and as the mother expects Maggie uses the quilt for everyday but she respects and protects it.

Examples from students' assumptions from Everyday Use:

Statement: I promised to give them to Maggie for when she marries John Thomas.
Assumption 1: She assumes that Maggie will marry.
Assumption 2: She assumes that Maggie will marry John Thomas.

4-Examples from Students' Works for Blue Hotel Stephen Crane

Examples from facts and opinions from Blue Hotel:

Fact 1: They are gambling in the hotel.
Fact 2: Hotel's coluor is blue.
Fact 3: Scully permits his son to fight with the Swede.

Opinion 1: Swede says these men are going to kill me.
Opinion 2: Cheating is an unpleasant event.
Opinion 3: Everybody likes the hotel's colour.

Examples from students' putting the story in a modern setting by modern characters:

Example 1: Just after a tiring day, four close friends went for drinking beer to Beer Time in Trabzon.The weather was cold and it was snowing heavily outside. It was almost 11 p.m and it was time to leave. However, each one drank at least five bottle of beer and they were not conscious enough to go to their home. When they went for paying the bill, they couldn't believe their eyes; it was 50 TL and they had only 20 TL so, they all started to discuss with the bodyguards and after sometime the bodyguards started to kick them. When they opened their eyes in the following day, Emre's left eye was swollen and Mehmet's throat was injured seriously.

Example 2: Bill, John, Jack and Nelly are sitting in a cafe. All of them are friends and university students. While they are talking about their courses a strange man comes and disturbs them. Although the students warn him at first, he doesn't stop and starts swearing. After that a fight starts and all of them are taken to the police station and spend night there. In the end, the strange man is set free as he is pshychologically ill.

5-Examples from Students' Works for Hamlet by William Shakespeare

Examples from students' inductions for Hamlet by William Shakespeare:

For Hamlet's view of God: He thinks that everything depends on God.
$\qquad$ He believes in God, but his actions don't fit his beliefs.
$\qquad$ He is a religious person and thinks that God is everlasting.
For Hamlet's view of Life: To be or not to be. That is the question.
$\qquad$ Life is not very important as soul is important.
$\qquad$ People are hypocrite.
For Hamlet's view of Death: Everyone who deserves death should die.
$\qquad$ Death means eternity.
$\qquad$ Life and dead is equal.

Examples from students' recommendations of Shakespeare for human beings by reading his work Hamlet:
$\qquad$ Don't suspect too much.
$\qquad$ You shouldn't avenge.
$\qquad$ You can't hide the reality.
$\qquad$ Do not be a victim of your ambitions.
$\qquad$ Think twice before talking.

Examples from students' real life questions they generated from Hamlet:

$\qquad$ Do you think is it right to not to trust anyone and isolate yourself?
$\qquad$ Do you think that is the feeling of regret a subjective matter?
$\qquad$ Can a girl continue loving a man who killed her father?
$\qquad$ How does revenge affect people?
$\qquad$ Would you cooperate against the person you love?

6- Examples from Students' Works for In Just by E. E. Cummings

Examples from students' analyses of In Just by E. E. Cummings in line with the Formalistic Approach:

Example 1: Ballonman is an innovated symbolic character here. It symbolizes the attractive side of the nature as well as it may result in bad consequences. Here the spring and its coming to the Earth is told. The use of symbolic and imagery words gives the poem a deeper meaning. The poet presents good, lively sides of the nature in spring giving reference to the child names. He illustrates an image of ballonman something forbidden but attractive.

Example 2: The poet uses free verse with no rhyme. he uses lower case and ignores punctuation marks. Ballonman's whistle may be an allusion to Old Greek God of music. I think there is also a paradox because ballonman is described both lame and attractive. There is also a connection between climate and human life. Childhood is the beginning of life.

Examples from students' poems in which they imitated Cumming's style by portraying winter:

Example 1: Winter is a dilemma
It is the only time when
the color "whie" is
not pure
this is a fake white
which is temporary under
the dark clouds and
will be erased before soon
showing the muddy face
underlying

Example 2: Snowman is melting
stands in the middle of night
too cold outside
one of his eyes falls down
and his carrot nose
covered with snow
but he knows
the son will shine morning
to take snowman to
the oceans

7-Examples from Students' Works for Various Novels

Examples from students' diary entries that they told about the worst day of a character in their novel:

Carrie Meeber from Sister Carrie: I think this is the worst day I've ever had. I wondered around the streets looking for work all day, but failed to find one as almost all stores look for people with experience. I felt like I lost the sole thing that I only trust in and brought with me while coming to this big city, Chicago, that is my hope. What will I do now?

Hester from Scarlet Letter: Our daughter is sleeping honey. She seems so innocent and so marvellous. When I look into her eyes, I see you through her eyes. I cannot express myself how I miss you. Sometimes I can see you in the church but I cannot speak with you. I can see you miss me much too. Am I losing my control, my conscious? Sometimes, I cannot stand your absence. These nights become darker and darker without you.

Robinson Crusoe: When the ship is wrecked on the coast of Trinidad, I learn that I am the sole survivor. I am on a remote island far from the civilization I know. There is no one except me there is nothing to eat and shelter. I don't know what to do, I start feeling pessimistic. I need someone to talk.

Examples from students' new endings for their novels:

Example 1: Sister Carrie by Theodore Dreiser

Carrie's growing success suddenly stops and she doesn't earn enough money to support herself. As her fame brings her a strange isolation, she suffers not only from lack of money but also from loneliness. She even loses her home and becomes a homeless like Hurstwood. So, she understands what she really needs is not money and now her unsatisfied desires have brought her to this situation. She finally takes in what Hurstwood feels now and perceives the real meaning of life, that is, to be satisfied with what she has.

Example 2: Scarlet Letter by Nathaniel Hawthorne

Dimmesdale reveals the truth in front of everybody. Everyone keeps silent and then Chillingworth tries to kill him but in the fight Chillingworth kills himself. Then at midnight, Dimmesdale makes a plan that Hester and he will escape from the colony in the sunset. The next day, before the church judges his sin, he has already with his darling and daughter in the middle of the sea. The next day, the sun will be shining for their happiness and for their new life.

Example 3: Mansfield Park by Jane Austen

When Fanny hears that her platonic lover, Edmund, married Mary, she decides to accept Henry's offer and gets married Henry although she never loves him. After two years, Fanny learns that love between Henry and Maria starts again. Upon this, Fanny gets divorced from Henry and goes back to her biological family where the story starts.

Examples from students' new titles for their novels:

Sister Carrie: Strong Desires, Travel to Hope.
Scarlet Letter: Sacrifice, Sinful or Innocence.

Go Tell it on the Mountain: Endless Struggle, Darkness in Darkness.
Mansfield Park: Ideal Marriage, Balance in Life.
Native Son: Living Deads, Darkness in Whiteness.
Come Back to Sorrento: The Way of Life, Dreams within Us.
Maggie: A Girl of the Streets: Destruction, Slum Life.

Examples from students' letters to the author about his/ her work:

Example 1:
Dear Mr. Dreiser

I firstly want to thank you for giving such a breathtaking novel to your readers. I really want you to know that I had a good time while reading your novel.

Although the novel seems to have a general and simple story, your way of telling the story made the novel different from the others. It is so clear that you enabled your readers to be aware of what happened at that time, that is, by giving pleasure thanks to your novel, you also helped us to see the realities in our mind's eyes. Furthermore, your novel represents both the time period and social and economic changes very well.

I also want to appreciate you as your novel reflects not only the time period in which it was written but also some parts your life and experiences. It is if truth be told an noteworthy example of your courage.

However, I want to ask a question about the novel that came in my mind when I read the last chapter of the novel. According to the end of the novel, Carrie's success grows despites of her wrong doings. Doesn't this create a dilemma? Because according to the conditions of these days that were mentioned in the novel, the protagonist should have been punished for her moral corruptions because of her unacceptable behaviors, but instead she is rewarded and becomes very famous. Why did you prefer such an ending?

I would be so pleased if I had an answer to my question. Thank you again Mr. Dreiser. I am looking forward to your new novel.

Best wishes,

Example 2:
Dear Louisa May Alcott,

I have read one of your masterpieces, Little Women. I enjoyed the tight family ties among the family members and I really appreciated their strength to cope with difficulties in their father's absence.

However, as a foreign reader of American literature, there are a few questions in my mind about your novel. Firstly, I would like to ask if the novel is a kind of adaptation from Bible. Secondly, all the characters work harder and harder in order to get over the bad things so I wonder isn't it a puritan belief that " the harder you work, the more get" and are you trying to impose this belief?

I would be glad if you answer these questions because I found the book very Christian and your answers may help me answer these questions in my mind.

Yours sincerely,

Examples from students' deductions they inferred from the novel regarding real life:

Scarlet Letter: The feeling of revenge can make a person a devil.
Women are stronger than men when we consider inner world.
Little Women: If you know how to tolerate people, you can have successful communication with people.

Dangling Man: People should respect other people's choices and ideas.
People should be fair to each other and share their feelings and thoughts.
Come Back to Sorrento: People's economic condition is a significant factor that affects other people's attitudes towards him.
Redburn: To learn about who is good or bad, experience is required.
The Mayor of Casterbridge: The habit of drinking alcohol affects families terribly.
Native Son: White people laugh at black people because of their dark skin.
Washington Square: Children should listen to their parents' advices.
One Man's Initiation: Wars destroy Human psychology.
Esther: Society affects how much someone loves someone else.
Society affects people's religious feelings.

Examples from students' inductions they inferred from the novel regarding real life:

Scarlet Letter: It is wrong to say "Good people always win".
Light in August: People always struggle in order to survive in the society.
Dangling Man: There is an order in life and everybody should adopt it.
Come Back to Sorrento: People cannot always achieve their dreams.
Go tell it on the Mountain: The people who think the people around are sinful are indeed sinful.
Redburn: Experience is the best teacher.
The Mayor of Casterbridge: A family should have a morel life in society.
Native Son: Black people are discriminated by white people.

Washington Square: Parents are always right.
One Man's Initiation: 1917: Wars harm the people.
Esther: Society affects people.

APPENDIX L: THE LIST OF THE LITERARY WORKS USED IN THE IMPLEMENTATION IN THE INTRODUCTION TO ENGLISH LITERATURE COURSE

1- On His Blindness by John Milton.

2- The Rape of the Lock by Alexander Pope.

3- The Part II from the Epistle III of the Nature and State of Man, With Respect to Society from *Essay on Man by* Alexander Pope.

4- The World is too much with us by William Wordsworth.

5- Daffodils by William Wordsworth.

6- Frankenstein by Mary Wollstonecraft Shelley.

7- Robinson Crusoe by Daniel Defoe.

8- Gulliver's Travels by Jonathan Swift.

9- An Essay on Dramatic Poesy by John Dryden.

10- Paradise Lost by John Milton.

APPENDIX M: THE LIST OF THE LITERARY WORKS USED IN THE IMPLEMENTATION IN THE LITERARY CRITICISM COURSE

1- Young Goodman Brown by Nathaniel Hawthorne.
2- Everyday Use by Alice Walker
3- Blue Hotel by Stephen Crane.
4- To His Coy Mistress by Andrew Marvell.
5- In Just by E. E. Cummings.
6- Hamlet by William Shakespeare.

The Novels used in the Implementation:

1- The Catcher in the Rye by J.D. Salinger.
2- Secret Agent by Joseph Conrad.
3- Arrowsmith by Sinclair Lewis.
4- One's Man Initiation: 1917 by John Dos Passos.
5- Little Woman by Louisa May Alcott.
6- Sister Carrie by Theodore Dreiser.
7- Light in August by William Faulkner.
8- Dangling Man by Saul Bellow.
9- Come Back to Sorrento by Dawn Powell.
10- At Fault by Kate Chopin.
11- Go Tell it on the Mountain by James Baldwin.
12- Treasure Island by Robert Louis Stevenson.
13- Redburn by Herman Melville.
14- The Mayor of Casterbridge by Thomas Hardy.
15- Native Son Richard Wright.
16- Robinson Crusoe by Daniel Defoe.
17- Washington Square by Henry James.
18- Mansfield Park by Jane Austen.
19- Silas Marner by George Eliot.
20- The Scarlet Letter by Nathaniel Hawthorne.
21- The Robber Bridegroom by Eudora Welty.
22- The Adventures of Tom Sawyer by Mark Twain.
23- The Big Sleep by Raymond Chandler.
24- This Side of Paradise by F. Scott Fitzgerald.
25- The Moon is Down by John Steinbeck.
26- The Other House by Henry James.
27- A Lost Lady by Willa Cather.
28- The Mystery of Edwin Drood by Charles Dickens.
29- Uncle Tom's Cabin by Harriet Elizabeth Beecher Stowe.
30- Maggie: A Girl of the Streets.
31- Mcteague by Frank Norris.
32- East of Eden by John Steinbeck.
33- Intruder in the Dust by William Faulkner.
34- Master Humpherey's Clock by Charles Dickens.

CURRICULUM VITAE

Nazan YILDIZ was born in Rize in 1980 and completed her primary and secondary education in İstanbul. After finishing Nevzat Ayaz High School, she attended the English Language and Literature Department of Karadeniz Technical University and graduated as the second of the department in 2004. The year she graduated from the university, she started the M.A programme in Applied Linguistics at the Department of Western Languages and Literature at Karadeniz Technical University, Trabzon. She is currently working as a research assistant at the same department.