

BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING

**THE RELATIONSHIP BETWEEN CRITICAL THINKING DISPOSITIONS
OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS AND THEIR
LEVELS OF NEW MEDIA LITERACY**

PREPARED BY
ASLI YAREN YÜZGEÇ

MASTER THESIS

ANKARA – 2020

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THESIS ADVISOR
ASSIST. PROF. DR. SELIM SONER SÜTÇÜ

ANKARA – 2020

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Tez Jüri Üyeleri (Unvanı, Adı - Soyadı, Kurumu)

İmza

Dr. Öğr. Üyesi Selim Soner Sütçü

Dr. Öğr. Üyesi Senem Üstün Kaya

Prof. Dr. Arif Sarıçoban

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To my family who always believed in me and my closest friends who always listened to me.



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ÖZET

Aslı Yaren YÜZGEÇ

İngilizce Öğretmen Adaylarının Eleştirel Düşünme Eğilimleri ve Yeni Medya Okuryazarlığı Seviyeleri Arasındaki İlişki, Başkent Üniversitesi Eğitim Bilimleri Enstitüsü, İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı

2020

Bu çalışmanın amacı, Başkent Üniversitesi ve Ted Üniversitesi, Eğitim Fakülteleri'nde 1., 2., 3. ve 4. sınıf İngilizce öğretmen adaylarının eleştirel düşünme eğilimleri ile medya okuryazarlığı seviyeleri arasındaki ilişkiyi incelemektir. Öğretmen olmak birçok sorumluluk gerektirir. Ayrıca, bir dil öğretmeni olmak kültürel etkilerden dolayı ek sorumluluklar gerektirebilir. Dil öğretmenlerinin profesyonel dil kullanıcıları olması ve yabancı kültürü analiz etmeleri beklenmektedir; ayrıca bir dereceye kadar bu yeterlilikleri öğrencilerine yansıtmaları beklenmektedir. Bunu yaparken, profesyonelce düşüncelerine ve düşüncelerini profesyonel ortamlarda kullanmalarına yardımcı olacak bazı becerilere sahip olmaları gerekir. Bu becerilerden ikisi eleştirel düşünme becerileri ve medya okuryazarlığı becerileridir. Bu iki beceri, eğilim yoluyla elde edilebilir. Eleştirel düşünme, dil okurlarının düşünme biçimleri hakkında düşüncelerine yardımcı olurken, medya okuryazarlığı çağımızın ayrılmaz bir bileşenidir. Bu çalışma nicel bir araştırma çalışması olarak tasarlanmıştır. Araştırmanın örneklemini yaklaşık 135 İngilizce öğretmen adayı olacaktır. Veri toplamak için, Eleştirel Düşünme Eğilim Ölçeği ve Yeni Medya Okuryazarlığı Ölçeği kullanılmıştır. Çalışma, online anketler aracılığıyla 2019/2020 Bahar Dönemi Başkent Üniversitesi ve Ted Üniversitesi'nde

yürütülmüştür. Çalışmanın sonuçlarına göre, İngilizce öğretmen adaylarının eleştirel düşünme eğilimleri ile medya okuryazarlığı seviyeleri arasındaki ilişkinin orta düzeyde pozitif yönlü istatistiksel olarak anlamlı olduğu bulunmuştur. Bu çalışmanın sonunda pedagojik etkiler ve ileride yapılacak araştırmalar için öneriler eklenmiştir.

Anahtar Kelimeler: Eleştirel düşünme, eleştirel düşünme eğilimi, medya okuryazarlığı, İngilizce öğretmen adayları.

ABSTRACT

Aslı Yaren YÜZGEÇ

**The Relationship between Critical Thinking Dispositions of Prospective English
Language Teachers and Their Levels of New Media Literacy, Başkent University
Institute of Educational Sciences, Department of Foreign Languages Master in English
Language Teaching**

2020

The purpose of this study is to examine the relationship between critical thinking dispositions of prospective English language teachers whose degree levels are 1st, 2nd, 3rd and 4th at Başkent University and Ted University, the Faculty of Education and their levels of media literacy. Being a teacher requires many responsibilities. Moreover, being a language teacher might require some extra responsibilities due to cultural effects. Language teachers have been expected to be professional language users and analyse the foreign culture; also to some extent they have been expected to reflect these competencies to their students. While doing so, they need to have some skills that will help them think professionally and use their thoughts in professional environments. Two of these skills are critical thinking skills and media literacy skills. These two skills might be achieved through disposition. Critical thinking helps language teachers think about their way of thinking while media literacy is an inseparable component of our era. This study has been designed as a quantitative research study. The sample of the study is 135 prospective English language teachers approximately. Critical Thinking Disposition Scale and New Media Literacy Scale have been used to collect data. The study was conducted at Başkent

University and Ted University during the 2019/2020 Spring Term via online questionnaires. According to the results of the study, it has been found that there is a moderately positive and statistically significant relationship between Critical Thinking Dispositions and New Media Literacy Levels of the prospective English language teachers. Pedagogical implications and further research were added at the end of this study.

Keywords: Critical thinking, critical thinking disposition, media literacy, prospective English language teachers.

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ABBREVIATION LIST

CT	Critical Thinking
CTD	Critical Thinking Disposition
ELT	English Language Teaching
NM	New Media
NML	New Media Literacy



1. INTRODUCTION

This study explores the relationship between critical thinking dispositions of prospective English language teachers and their levels of new media literacy in two different private universities in Turkey. The introduction part of this study contains the demonstration of the background of the study, statement of the problem, the purpose of the study including research questions, the significance of the study, limitations of the study and definitions of key terms.

1.1. The Background of the Study

In today's world, the profession of teaching has been highly respected by many people. Teachers raise individuals; it might mean that learners' are reflections of their teachers. Teachers have many different roles that require responsibilities in society although each of them has many various features. Some of these roles are teaching knowledge, creating a pleasant learning environment, role modelling and mentoring while others are having excellent communication skills, deep knowledge and passion for their subjects, the ability to build healthy relationships with their students, being friendly and approachable, having preparation and organisation skills and strong work ethic. These roles and features may be shaped in accordance with 21st century skills and they may vary from person to person. Every teacher has unique features, and these features form their personalities. There lie people's dispositions and skills under these personalities. There are many different thinking styles, and critical thinking is one of them. Nickerson (1988) states that thinking skills involve problem-solving, decision-making, critical thinking, logical judgment and creative thinking. Critical thinking is specifically important and has been investigated up to today.

Humans are different from animals in terms of thinking. This difference makes people competent in some issues. With people's changing demands all over the world, thinking inevitably requires some technological components as it is a digital era. Media literacy is one of the most commonly used literacies, especially among language teachers. It is a must for an efficient language learning & teaching environment. The development of media itself has made a significant contribution to media literacy over time. The rapid changes of technology and digital sources along with people's attention to and awareness

of the media are some reasons for the growth of media literacy. It is relatively a new profession area to study; however, it is rapidly growing, so there need to be more researches about media literacy. Media literacy principally consists of some certain aptitudes, such as attaining, investigating, assessing, and reaching out media messages in several ways (Huguet, Kavanagh, Baker, Blumental, 2019, pp.10). It is incredibly essential to search, access, identify, gather, synthesis, evaluate and choose correct information from many sources. Media literacy is a broad term, so it can be connected with digital literacy, visual literacy, science literacy, and some other related literacies. Media literacy term is also used equivalently with media education or media literacy education, which means they mean the same thing (Chen, 2007).

Critical thinking has taken the interest of many scholars, academicians, professors and educators. It is one of the most studied thinking skills among researchers. Cotton (1991) highlights that the age that we are living in requires the skill to adopt thoughtful and deliberate ideas as must-have features of people who are well-cultivated and necessity of conscious citizens in the individualistic society. Facione (2015) points out that thinking critically means thinking which has a goal such as pointing a topic, deciphering what something implies, taking care of an issue and trying to deal with it (pp. 4). Thinking critically will enhance one's creativity and analyticalness; it will automatically make someone a good thinker, which is an essential feature for individuals. Critical thinking is not only about thinking logically, but also the ability to utilise it for real-life problems that one encounters. All the struggles to have higher education levels are to improve critical thinking. A lot of researches have been conducted to study critical thinking. Specifically, educators are interested in this term because they are aware of the fact that it is very important in education. One of the things that a teacher is responsible for is giving his/her students a different perspective, and it is possible with the help of critical thinking. According to Nickerson (1988), people simply think before no one teaches to do so. However, thinking is different from critical thinking. The studies and the gathered data have increased, and so this topic has developed and aroused interest all over the world.

Media literacy is one of the most recent terms among all technology-related fields. It is a rapidly growing area in the world as a result of a requirement of the era. There are many other literacy types; digital literacy, information literacy, critical literacy, scientific literacy are only some examples. New media has an essential role in every society since the media has been determinative in every cultural environment. People, especially younger

ones, now reach all the information via the new media. Media are not only seen but also created by a contemporary citizen with the help of its various forms. The evolvement of media leads individuals to have some specific skills such as judgemental approach towards media and assessing, interpreting, processing and creating it. Due to the fact that people may have many reasons to use media in their daily lives, media literacy is required to attain at every age and is important for every area profession.

The importance of using media in education is incontrovertible. Media determine how people exchange information both formally and informally in a culture. All media kinds of culture represent society. Language teachers benefit from media in every way as much as possible in their classrooms to promote learning. Christ & Potter (1998) points out that media are infiltrating societies and provide individuals with updated data at a consistently quickening pace (pp.5). Feuerstein (1999) states that one of the goals of media literacy programs is to boost and enhance the critical thinking of students towards media documents (pp. 45). In other words, media literacy programs try to make students think critically about media sources. It gives a judgmental perspective to the individuals who have this literacy and utilise it positively. In this context, Robinson (1987, cited in Cotton, 1991) states that if society wants the younger to survive digital era, they need to gain critical thinking skills and use the data as much as possible in the constantly evolving society.

In this direction, the purpose of this study is to investigate the relationship between the critical thinking dispositions of prospective English language teachers and their levels of media literacy.

1.2.Statement of the Problem

Critical thinking disposition is a commonly used approach in education. It is seen as a must by many scholars for language teachers as language comes with the culture of that language. Thinking critically about a topic is to evaluate that topic from different point of views, to take a gander at any potential presumptions dominating the topic and to investigate its potential other options (Halvorsen, 2005, pp.1-5). It is thinking about thinking. Thinking critically is a skill that not everybody has. So, a language teacher must analyse both the language and culture and should be competent enough to use this perspective as a teaching tool in his/her own classes. In this changing world, critical thinking disposition is a very important skill, especially for educators; because teachers

reflect their ideas and tendencies to their students. If human societies want to alter the way they are, they need to renovate their teachers' critical thinking skills.

Students should grasp language easily and analyse it quickly; they will be able to do so with the help of their teachers. Halpern (1999) relates critical thinking with cognitive skills. She says that it is the sort of thinking which is associated with taking care of problems, defining deductions, ascertaining probabilities, and deciding (pp.70). Regarding that, critical thinking has a substantial impact on human lives not only in the language field but also on every aspect of one's life, particularly today because of the complex problems of our era. According to Mental Self-Government Learning Theory developed by Sternberg, which means thinking styles in accordance with people's notions in their brains, thinking is not a coincidence; rather, it is a reflection of humans.

It is a widely known fact that students from East, as well as Turkish students, don't have critical thinking skills because of their conservative cultural customs. According to Alagözlü & Süzer (2010), in the Turkish context, some studies showed that there wasn't any critical thinking practices or teaching in the curriculum. However, critical thinking disposition is not a skill. It is much more like a tendency that one has inside; also, it can be gained and developed by learning.

Media literacy is one of the 21st century skills, just like critical thinking. It has been increasingly demanded in societies. Every individual must gain this skill if they want to catch up with the requirements of the era and to be an active part of society. There are many different kinds of media today. Media are mainly used to boost the significance of things. Correspondingly, it is inevitable to use media in classes. All school courses such as maths, geometry, science, history, geography and language may benefit from its effects. Therefore, prospective teachers should obtain this literacy to reach the data and to be able to choose the correct data by evaluating it.

In the literature, there are some studies that examined the relationship between teachers' critical thinking dispositions and other variables. However, there is a gap in the relationship between critical thinking dispositions of prospective English language teachers and their media literacy skills. In other words, the relationship between critical thinking dispositions of these students and how much they are literate in media has not been studied. So it can be said that this study will contribute to this limited literature.

1.3.The Purpose of the Study

The purpose of this study is to investigate whether there is a relationship between critical thinking dispositions of prospective English language teachers and their levels of media literacy and if there is, how much these two variables are related to each other.

1.3.1. Research questions

The research highlights the following main research questions:

1. What are the critical thinking dispositions of prospective English language teachers?
2. What are the new media literacy levels of prospective English language teachers?
3. Is there any significant relationship between critical thinking dispositions of prospective English language teachers and their levels of media literacy?
4. If there is a relationship between critical thinking dispositions of prospective English language teachers and their levels of media literacy, to what extent is there a relationship?

1.4.The Significance of the Study

The need for education has been rising day by day. A good education is needed for all societies. Education has the power to develop a culture with its people, and qualified teachers are the key to qualified education. If teachers of a society improve, society will improve. There are some standard features for qualified teachers, and one of them is a critical thinking disposition. Critical thinking disposition is a must for teachers; it makes them conscious about any topic before they teach it. It is necessary for teachers to find data and interpret the data in the most effective way to be able to use them in the classrooms. It may lead the teachers to professional development. It is a dynamic quality for every teacher to be a volunteer to develop professionally. Another common feature for qualified teachers is using technology and more specifically using media in a classroom environment. It is an incontrovertible fact that using correct and efficient media in language teaching is extremely important. Media have many forms; similarly, there are many types of students who learn things differently. Media can be written or visual, with or without the audio, verbal or non-verbal. This research may be considered vital in different ways. First, it is important to investigate the critical thinking dispositions and new media literacy levels of prospective English language teachers; therefore, it will provide

English language teachers with some new information about if there is a relationship between critical thinking dispositions and media literacy. Second, with this information, teachers will have a chance to question themselves as language teachers. Finally, they will have the chance to improve their way of thinking and how well they use media to be a successful language teacher.

1.5.Limitations of the Study

The study has three limitations to be addressed based on the method that will be used for this research. First, this research has been designed as a quantitative research study. In data collection, Critical Thinking Disposition Scale and New Media Literacy Scale (NML) will be used as a method of measuring the relationship between critical thinking dispositions of prospective English language teachers and their levels of media literacy; and this study is only limited to these two questionnaires. Therefore, the data of the study are limited with findings that will be gathered from these two measurement tools. Second, as this is quantitative research, there are numbers more than descriptions. However, there could be more description of critical thinking disposition and media literacy skill and how to obtain them. Third, results and interpretation will be limited in terms of sample size. Some other data collection methods, such as observation and document analysis could have been employed in order to provide a more in-depth analysis.

1.6.Definitions of Key terms

Critical thinking: "To be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation and inference as well as an explanation of the evidential, conceptual, methodological, contextual considerations upon which that judgment is based" (Facione, 1990, pp. 2).

Critical thinking dispositions: "Character behaviours which include "truth-seeking, open-mindedness, analyticity, systematically, critical thinking self-confidence, inquisitiveness, and maturity in judgment" (Facione et al., 1995, pp. 1).

Media literacy: "the ability to access, understand, and create communications in variety of contexts" (Buckingham et al., 2005).

Prospective teachers: Students who are studying English Language Teaching at two different private universities.

2. LITERATURE REVIEW

This part of the study contains the two primary components of this research. These two primary components which will be reviewed and examined are critical thinking and media literacy, and they also have subtitles. Critical thinking includes critical thinking disposition, the characteristics of a critical thinker, critical thinking disposition in education, critical thinking skills; and media literacy includes what media is, the importance of media in language education, media education, five core concepts of media literacy, and finally studies in Turkey and abroad.

2.1. Critical Thinking

Since first humans, thinking has been going on. The Greeks are usually seen as the first actual thinkers. There are many phrases that lead humans to think such as ‘let’s think about it’ or ‘what do you think about it’ or ‘I think’. Dewey (1910, as cited in McGregor, 2007) states that thinking is a sequence of ideas which arouses from hesitations and uncertainty. Basically, what he supports is that what people believe affects what people think based on the outputs of their ideas. Fisher (1995) explains that even the scholars still argue about the definition of thinking and they have not come to an agreement as to what it actually is. Collins dictionary defines thinking as “the activity of using one’s brain by considering a problem or possibility or creating an idea” (“thinking”, 2020). It might be related that thinking does not show any action and therefore, it causes some confusion among people in terms of understanding the thinking conception. Understanding thinking could be more important than thinking itself. Thinking is an essential element for a developed society. It is crucial for independent thinkers to learn how to think on their own. Halpern (2003) resembles the way people learn and think as twin skills. She thinks that these identical skills are needed for every individual to choose from all the quickly escalating information of our age. As citizens who have awareness about what is going on in the world and how information changes all the time, people need constant change.

There are many different thinking styles. This research focuses on critical thinking. Lipman (1988, pp.38-43) expressed that critical thinking is inequivalent to ordinary thinking by giving some examples; for example whereas ‘guessing’ is ordinary, estimating is critical and whereas ‘believing’ is ordinary, ‘assuming’ is critical and whereas

‘supposing’ is ordinary, ‘hypothesising’ is critical. In the 21st century, it is a requirement for every individual to have this skill. So, what is critical thinking frankly? Many people questions themselves to answer this question and some others about critical thinking, such as why it is practical and essential (Facione, 2020). He also names critical thinking “‘good thinking’”. According to Paul & Elder (2014), people need to investigate and make a comment on the actions happening around them. Critical thinking deals with how to think whereas thinking deals with what to think. Paul and Elder (2014) explain that everyone thinks they have it in their anatomy; however critical thinking takes place as soon as people begin considering about ‘thinking’ with the intention of making it better. There are many ideas about critical thinking but not a specific definition. The word ‘critical’ derived from the Greek word *Kritikos* and it means ‘to judge’.

According to Cüceloğlu (1995, as cited in Azar, 2010), critical thinking is a systematic mind-set that takes place in people’s lives to make them gain the awareness of observing others and their inner voices consciously. When critical thinking takes place, it means thinking whether an idea or an action or a piece of information is good or not (Halpern, 2003). It is deliberately thinking and making controlled decisions. Critical thinking is one of the intellectual abilities that decide how well somebody accumulates, forms, and applies data so as to recognise the ideal approach to arrive at a specific objective or explore a perplexing circumstance. It is evaluating the accuracy and quality of speeches and minds.

Lewis & Smith (1993) tried to define higher-order thinking skills such as critical thinking, problem-solving, and creative thinking. According to them, critical thinking was approached by the scholars in two different perspectives; and these have been a philosophical approach and psychological approach. Some scholars detail critical thinking from a philosophical perspective and by means of it was actually disciplining the brain; and today, critical thinking has been seen as a higher-order thinking skill. Halpern (2003) defined critical thinking as a contemporary skill which has a purpose and is rationalised, and aim-oriented—the type of thinking which contains dealing with problems, understanding assumptions, predicting possibilities, and deciding when the thinking person knows what idea is the best for that specific setting and process (pp. 6). According to her, critical thinking involves these skills: judging, discussing, higher thinking skills such as theorizing, deciding and answering (Halpern, 1999). Also, it is good to remember that critical thinking is often used mutually with some skills such as problem-solving, decision-

making and creative thinking. However, these terms are not regarded as synonymous, but parallel pieces of general cognitive processes by some scholars (Kanik, 2010).

The philosophical approach

The early philosophers and their writings are examples of philosophical approach. This approach of critical thinking concentrates on the critical thinker in terms of their character traits and personal traits rather than how they behave and act (Lewis & Smith, 1993; Thayer-Bacon, 2000). Sternberg (1986) stated that this approach views the critical thinker as the best kind of thinker who is capable of what can be done when everything goes well. This philosophical approach highlights the principals of thought. To illustrate, Bailin (2002) describes critical thinking as a quality thinking which is required for some specified norms. In addition to Bailin's view, there are some other definitions which emerged from the philosophical approach:

- “reflective and reasonable thinking that is focused on deciding what to believe or do” (Ennis, 1985, pp. 45),
- “skilful, responsible thinking that facilitates good judgment because it 1) relies upon criteria, 2) is self-correcting, and 3) is sensitive to context” (Lipman, 1988, pp. 39),
- "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or conceptual considerations upon which that judgment is based" (Facione, 1990, pp. 2),
- “disciplined, self-directed thinking that exemplifies the perfections of thinking appropriate to a particular mode or domain of thought” (Paul, 1992, pp. 9),
- “critical thinking is in some sense good thinking. It is the quality of the thinking, not the processes of thinking, which distinguishes critical from uncritical thinking. (Bailin et al., 1999, pp. 288) and
- “judging in a reflective way what to do or what to believe” (Facione, et al., 2000, pp. 2).

The cognitive psychological approach

The psychological approach departs from the philosophical approach in two ways. First, the psychological approach concentrates on the difference between the way people

would think under the best conditions and the way they actually think (Sternberg, 1986). Second, the psychological approach describe critical thinking by explaining performances of a critical thinker instead of describing the features of a critical thinker (Lai, 2011). Ordinarily, this approach is based on some skills or procedures of a critical thinkers (Lewis & Smith, 1993). There are some other definitions which emerged from the psychological approach:

- “the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts” (Sternberg, 1986, pp. 3);
- “the use of cognitive skills or strategies that increase the probability of a desirable outcome” (Halpern, 1999, pp. 70); and
- “seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth” (Willingham, 2008, pp. 8)

The educational approach

There have been many different definitions which were stated by the supporters of these two approaches. In the end, these discussions came to an end, thanks to Benjamin Bloom and his friends who worked in the education field. Lai (2011) says their taxonomy for information processing skills (1956) has been cited as a good source by educators when it is related to teaching and evaluating higher-order thinking skills. Bloom’s taxonomy is ordered; it starts with “comprehension” which is at the bottom and ends with “evaluation” which is at the top. According to Kennedy et al. (1991), the three highest levels show critical thinking. Figure 2.1. shows all levels of Bloom’s taxonomy.

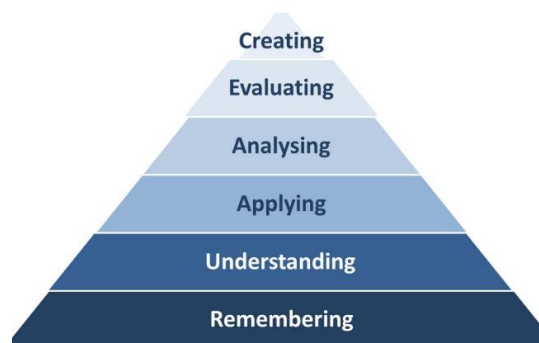


Figure 2.1. Bloom’s Taxonomy of Educational Objectives (Bloom, et al., 1956)

However, just to keep updated for the needs of 21st century, Bloom's taxonomy was revised and updated in 2001 by some cognitive psychologists such as David R. Krathwohl, who also took place in the group that developed the original version of the taxonomy. In the renewed version, there were three changes, and these changes were organisation, terminology, and hierarchal order. First, instead of a single dimension, there have been two dimensions. Second, verbs have been used instead of nouns so as to highlight the cognitive skills of the brain. Lastly, the order of domains has changed because evaluating took the place of synthesis.

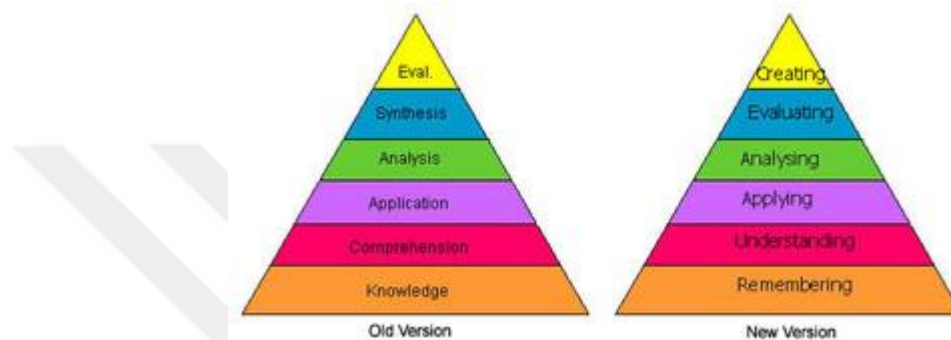


Figure 2. 2. The Revised Version of Bloom's Taxonomy (Krathwohl, 2002, pp. 214)

Correspondingly, İrfaner (2002) points out that the three highest levels are essential for teachers due to the fact that they have to develop on these skills in order to improve students' skills. The transfer of learning means students' using and connecting of what they learned in the past and what they have just learned with the ability to implement these learnings both in the related and latest situations (Haskell, 2001).

The advantage of the educational approach depends on how much experience a person has and observation of students' learning process rather than both the philosophical and the psychological approaches (Sternberg, 1986). However, there are some scholars who think that an educational approach is confined to its ambiguity (Lai, 2011). So, the structure evolved in education have not been analysed as strenuously as the ones evolved within either philosophy or psychology (Sternberg, 1986).

Despite the fact that there are many different definitions of these approaches, there is a commonly used concurrence on certain variables which encourage critical thinking and support three component of critical thinking: skills, dispositions and knowledge (Lai, 2011).

2.1.1. Critical thinking skills

Critical thinking skills, or what some others name as higher-order thinking, promote learners link knowledge when they utilise information from several alternative sources and experiences to achieve generous amount perspective and profound mind-set (Kanik, 2010). It is known that critical thinking involves both critical thinking skills and critical thinking disposition. Both critical thinking skills and critical thinking disposition deal with different points.

So as to be able to individuate critical thinking skills, many scholars relate to Bloom's taxonomy, in which critical thinking skill is associated with analysis, synthesis and evaluation. Moreover, Halpern (1999) describes that critical thinking has these skills: verbal-reasoning skills; argument-analysis skills; thinking skills such as hypothesis testing; decision-making and problem-solving skills.

The most important aim of critical thinking is the implementation of critical thinking skills (Alnofaie, 2013). It is possible to relate critical thinking skills to the capacity to use the brain, judge good and bad ideas, connect them in a meaningful way and decide on a logical idea based on available proof. An excellent critical thinker needs critical thinking skills to be able to think critically. According to skills concept, critical thinking requires an individual to direct him/herself, to observe his/her actions and to fix him/herself individually (Scriven & Paul, 2008). Critical thinking skills can be improved with the help of exercise, counselling of an expert (Facione, et al., 2000). In addition, the disposition concept of critical thinking requires the need to have a tendency to think critically (Ennis, 1993). Unlike critical thinking skills, critical thinking disposition is usually natural.

In 1988, American Philosophical Association delegated a commission, which was the Delphi team whose goals were to investigate the skills and the dispositions and give them conceptually individuated definitions. The Delphi Team comprised of experts of different fields such as philosophy, education, social sciences, physical sciences, and they determined the necessary critical thinking skills and they are interpretation, analysis, inference, evaluation, and explanation, and these skills also have sub-skills. These skills and sub-skills are listed in the Delphi Method as follows:

SKILLS	SUB-SKILLS
1. Interpretation Categorisation	Decoding Significance Clarifying Meaning
2. Analysis	Examining Ideas Identifying Arguments Analysing Arguments
3. Evaluation	Assessing Claims Assessing Arguments
4. Inference	Querying Evidence Conjecturing Alternatives Drawing Conclusions
5. Explanation	Stating Results Justifying Procedures Presenting Arguments
6. Self-Regulation	Self-examination Self-correction

Figure 2.3. Consensus List of CT Cognitive Skills and Sub-Skills (Facione, 1990, pp.6)

The Delphi Method Panel participants think that the main skills on the left are expected to have by a good critical thinker. They stated that it was acceptable not to have all these skills to count an individual as a critical thinker. The Delphi experts came to an agreement as to the descriptions of these skills and sub-skills.

Interpretation means understanding and enouncing the meaning or importance of various circumstances, information, ideas, decisions, occasions, rules. It includes the placement of ideas, pointing out the importance and analysing the meaning (Facione, 1990, pp.6).

Analysis means distinguishing the expected and real inferential connections among proclamations, questions, ideas, depictions or different types of portrayal proposed to communicate convictions, decisions, encounters, reasons, data, or suppositions. It includes investigating ideas and opinions, recognising arguments and inspecting argument (Facione, 1990, pp.7).

Evaluation means surveying the believability of articulations or different portrayals which are records or depictions of an individual's recognition, experience, circumstance, judgment, conviction, or sentiment; and evaluating the intelligent quality of the real or expect inferential connections among proclamations, portrayals, questions or different types of portrayal. It includes evaluating assumptions and arguments (Facione, 1990, pp.8).

Inference means recognising and making sure about components that are expected to reach sensible determinations; to frame guesses and speculations; to think about applicable data and to evoke the results spilling out of information, explanations, standards, proof, decisions, convictions, feelings, ideas, portrayals, questions, or different types of portrayal. It involves tracking proof, assuming other options and finalizing issues (Facione, 1990, pp.9).

Explanation means expressing the results of one's thinking; to legitimise that thinking as far as the evidential, applied, methodological, criteriological and logical contemplations whereupon one's outcomes were based; and to introduce one's thinking as pertinent contentions. It has these features expressing conclusions, rationalising processes and declaring assertions (Facione, 1990, pp.10).

Self-Regulation means observing one's psychological exercises, the components utilised in those exercises, and the outcomes evoked, especially by applying aptitudes in investigation and assessment to one's own inferential decisions with a view toward addressing, affirming, approving, or amending either one's thinking or one's outcomes. It includes questioning and disciplining oneself (Facione, 1990, pp.10).

2.1.2. Critical thinking dispositions

Critical thinking skills and critical thinking disposition are two different dimensions. Some scholars include critical thinking skills and critical thinking dispositions in the definition of critical thinking whereas some scholars agree that thinking critically and having the disposition to think critically differ from each other (Ennis, 1985). One person might have critical thinking skills, but it does not show that person uses these skills. It depends on the disposition to do it. In other words, critical thinking has been seen as dependent upon its disposition by many researchers. If one individual does not use critical thinking skills, it does not help the individual in any-ways. It can be said that if a person uses some or all of the critical thinking skills, it means he/she has the disposition to use

these skills. The most significant advantage of critical thinking disposition is that if a person has the disposition to think critically, this means that it is easier for that person to develop the critical thinking skills (Siegel, 1988). According to Facione et al. (2000), people's dispositions determine their behaviours. For example, the disposition to be open to different mind-sets is regarded as having critical thinking skills. The experimental proof seems to affirm the idea that critical thinking and critical thinking dispositions are genuinely separate terms (Facione, et al., 2000). These dispositions have been addressed that they are varyingly given beliefs and ideals aspect (Lai, 2011).

Facione et al. (2000) state disposition means someone's continuous and innate interest in moving or reacting to different receptors whether that person is in an ideal environment or not (pp.6). It requires consistency and habitual behaviour to name it a disposition. It is a precondition to think critically for a critical thinker.

Halpern (2003) points out the disposition for critical thinking involves the eagerness to organise, flexibility, constancy and the eagerness to accept one's errors and alter the way you think when the evidence assists an alteration in the situation, being mindful, and looking for concurrence (pp.52). In other words, she includes disposition as a component of critical thinking skill. According Facione et al. (2000), disposition is being consistently motivated to behave in a particular way. All of the interpretations try to explain the relationship between critical thinking and its disposition by relating the tendency to use it.

According to Lai (2011), in spite of the fact that the majority of the researchers believe both critical thinking skills and critical thinking dispositions are regarded as critical thinking, there still are some different opinions in regard to if it should be accepted that the disposition of critical thinking is included in the broad definition of critical thinking itself (pp.12).

In Delphi Report (1990), Facione and his expert friends grouped and made descriptions in a list of specific skills and subskills both for critical thinking dimension and critical thinking disposition dimension. Critical thinking skills are interpretation, analysis, evaluation, inference, explanation, self-regulation (Facione, 1990). Along with these critical thinking skills and sub-skills, there is also a dispositional dimension of critical thinking.

AFFECTIVE DISPOSITIONS OF CRITICAL THINKING

- I. Approaches to life and living in general
 - Inquisitiveness with regard to a wide range of issues
 - Concern to become and remain generally well-informed
 - Alertness to opportunities to use critical thinking
 - Trust in the processes of reasoned inquiry
 - Self-confidence in one's own ability 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, egocentric or sociocentric tendencies
 - Prudence in suspending, making or altering judgments
 - Willingness to reconsider and revise views where honest reflection suggests that change is warranted
- II. Approaches to specific issues, questions or problems
 - 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 though difficulties are encountered
 - Precision to the degree permitted by the subject and the circumstance

Figure 2.4. The Affective Dispositions of Critical Thinking (Facione, 1990)

In case of inadequacy of these dispositions, it is not likely for the learner to use critical thinking skills. Thus, it is crucial to nurture these skills. According to Facione (2015), it can be said that an individual who lacks these dispositions might not be caring about facts and thinking, open-minded.

It is not easy to investigate the dispositions of people; because people might improvise as if they have the disposition if the purpose is known by them obviously (Ennis,

1996). According to existing studies (Taube (1995) and Norris (1992)), critical thinking ability and disposition are different. Both Taube and Norris conducted different studies; however, they used one mutual test, and it was The Ennis-Weir Critical Thinking Essay Test (Ennis & Weir, 1985) although Norris used two additional tests. They concluded that critical thinking ability (or abilities) and disposition are different from each other. Facione & Facione (1992) developed the CCTDI (California Critical Thinking Disposition Inventory) in order to be able to measure these skills, sub-skills and attitudes. There are also seven dispositional behaviours, and they are truth-seeking, open-mindedness, analyticity, systematically, critical thinking self-confidence, inquisitiveness, and maturity. These are the habitual behaviours that someone who has critical thinking disposition shows (Facione, et al., 2000).

2.1.3. The traits of a critical thinker

Siegel (1988) says that someone who thinks critically is the person who takes action in an appropriate way with logic; that person has the tendency to act with logic and excuses. Then, the other researchers started to identify who the critical thinker is. The Delphi Method experts (1990) points out that a critical thinker must have both critical thinking skills and critical thinking disposition not only when he/she uses his/her cognitive skills but also when he/she does not show any act of cognitive processes. They also state that an individual who has the disposition to think critically has "a critical spirit" (Facione, 1990). The experts benefit the metaphorical expression critical spirit in a positive meaning. They try to indicate an examining curiosity, a perception of the brain, an enthusiastic commitment to reason, and excitement for respectable data. Facione (2015) resembles a critical spirit Sherlock Holmes in terms of asking main terms of asking many questions such as 'why?', 'how?', 'what happens if?'. Nevertheless, the difference here is that the character in fiction regularly answers the questions yet; in reality, critical thinker does not always have to solve the problem.

The Delphi Report (Facione, 1990) defines the ideal critical thinker as constantly researcher, curious, looking for answers, only depends on logic, tolerant, adaptable, unbiased in assessment, trustworthy when fronting private issues, careful with judging, enthusiastic about reviewing, transparent about points, systematic in complicated subjects, hardworking when gathering related data, wise in choosing standards, devoted to investigation, and stubborn in examining outcomes. According to Facione (2015), the

critical thinker model may be described not only by his/her intellectual intelligence but also by the way he/she mainly sees the world (pp.11). A good critical thinker has both the skills of critical thinking and also the habitual behaviours to use them in a suitable way (Facione, 1990). He/she needs to have dispositional dimensions to be a good critical thinker. If the individual lacks one or some of the dispositions, it can still be regarded that she/he has critical thinking disposition.

Ennis (1985) has his own list of the characteristics of a critical thinker. These characteristics are also regarded as dispositions in some of the sources. His list is seen above:

- looks for a clearer declaration of an issue
- looks for explanations
- aims to learn more information
- utilises good references
- considers an issue overall
- aspires to keep up with primary topic
- remembers the real topic
- seeks other options
- is tolerant to suggestions
- rethink the issues from different points of views
- waits before deciding on issues without necessary data
- defends other parties with necessary data
- summarize as much as possible
- divides complicated data
- is caring of others' sensitivities and education (as cited in Paul, Elder, & Bartell, 1997)

Paul and Elder (2005) explained a more detailed list. According to them, a mature critical thinker:

- asks fundamental questions and reveals problems, specify them systematically,

- finds and evaluates related data, utilising theoretical ideas to define it expertly, establishes rational solutions, verifying them with related principles;
- is open to suggestions, identifying and evaluating, if required, their premises, hypothesis, and feasible outcomes; and
- associates excellently with others in understanding and solving complicated issues.

According to critical thinking, critical thinker is similar to a basic user of data; the person is headed to look for reasons and proof. Some portion of this involves acing certain aptitudes of thought: figuring out how to analyse invalid types of contention, realising how to make and safeguard qualifications, etc. (Burbules & Berk, 1999). A quality life is preferred by them. They always feel the pressure to move their mind-sets one step towards more qualified ideas.

2.1.4. Critical thinking in education

After critical thinking definitions, critical thinking skills and critical thinking dispositions are specified, it is essential to talk about the place of critical thinking in education.

Critical thinking existed before there was a schooling system in society. It did not appear after the term education gained its meaning. It has always been a core of human civilisation.

Educators know that critical thinking is a vital part of the learning process and educational success for ages. Nonetheless, the importance of critical thinking has been rising since the start of 21st century by reason of the rapid rising demands and changes in many different areas such as social, economic, technical alongside informational innovations (Ekinici & Ekinici, 2017). As a result of this fact, critical thinking has been seen as one of the most important personal proficiency to be able to catch up and used as efficiently as it should be used. One of the greatest importance of critical thinking is that it boosts students' learning. Even though thinking skills have always been a distinctive role in this rapidly-changing and the fast-growing world, it is clearly seen that higher-level thinking skills and the ways of using them effectively have been ignored in all levels of education whereas they are expected to learn how to understand and investigate information (Henderson-Hurley and Hurley 2013).

In this regard, all the endeavours to achieve and administer critical thinking in educational purposes and implementations have started to be important more and more day by day. To illustrate, the Partnership for 21st Century Skills described that critical thinking as one of the many learning and advanced skills (creativity, problem-solving, communication and collaboration) was required to strengthen students for their future education and occupations. Common Core State Standards (2010) characterises critical thinking as an interdisciplinary quality that is immensely influential for higher education and employment. Nourishing higher level thinking has been seen as fundamental by the authorities who set the ideals of teacher education. It is known that in many developed countries it is a fact that higher-order thinking skills such as critical thinking, creative thinking, problem-solving are a must to be employed by the institutions (Crawford, Lang, Fink, Dalton, & Fielitz, 2011).

It must be known that critical thinking has been a subject of different disciplines for many years. Education area is one of those fields which needs to identify critical thinking as a requirement of a qualified job. According to Feuerstein (1999), it is possible for critical thinking to be taught and used in all areas of one's life. In UK schools, critical thinking skills were included in the curriculum of modern foreign language classrooms, and it was observed that it was possible for teaching critical thinking skills to students to help them to learn a language much better and show more successful reading, writing, speaking and listening performances in the target language (Alnofaie, 2013). Critical thinking may be taught or may be used as a component of teaching (Facione, 1990). It is also developable in many different ways in its unique nature.

The age which we live in is called the information age (Halpern, 2003). In corresponding to the developing needs, the significance of higher-order thinking skills was also highlighted in the language education by the Council of Europe through the Common European Framework of Reference for Languages (CoE, 2001). As long as the world keeps changing, the needs of people will keep changing; and, therefore, as a reflective of people's needs, the needs of schools will also continue changing. Along with critical thinking, some other skills called 21st century skills must be combined in the school curricula (Higgins, 2014). Students will always be in need of the ability to think critically and solve their problems.

According to Paul (1992), people should not only trust their instincts. They have to analyse, synthesis and evaluate the input. They have to question what is happening around them, and they have to realise that these are not spontaneous. McGregor (2007) explains that if we do not teach children simply thinking, it is not enough to make them be able to read, write, listen or speak. In the past, literacy was taught to students; however, with the changing demands of the world, cognitive skills are a necessity today (Kivunja, 2014). One of the most important aims of critical thinking is to teach students when to use critical thinking skills. Children should be able to understand, question, connect or appreciate the ideas that they have heard and read. Critical thinking deals with something which has existed, and it is integrated with the things that are available; it does not create something new (McGregor, 2007).

To be able to be competent enough to teach and advance students' critical thinking skills which is higher-order thinking, teachers must occupy the knowledge about not only their professional areas but also some pedagogical background (Barak & Shakhman, 2008). It means that also, teachers must have critical thinking skills to have a good education system. So, in prospective teachers' education, the development of cognitive skills must be included. In other words, several universities characterise critical thinking as one of the core elements of professional and occupational training, and critical thinking is regarded as one of the main needs prospective teacher training (Ocansey, et al., 1992).

2.1.5. Studies in Turkey and abroad

A review of research about critical thinking skills and its dispositions shows that there are many studies which investigated critical thinking dispositions both in Turkey and abroad with many various sample groups and other variables. Şahin (2014) investigated the relationship between English language teachers' critical thinking dispositions levels and their levels of utilising critical thinking strategies in his master thesis. He used California Critical Thinking Dispositions Inventory-Turkish (CCTDI-T) whose items had been reduced to 51 by Kökdemir and a scale of cognitive domain based on Bloom's taxonomy. His research resulted in a positive, significant, but medium level of relationship between the two variables.

Altıntaş (2019) did a research which was named A Comparative Study of Critical Thinking Dispositions of Monolingual and Bilingual Children. In her study which had 196

participants, she made an investigation on critical thinking dispositions of both bilingual and monolingual children and she also examined her variables in terms of gender and age. She used Critical Thinking Disposition Scale (Semerci, 2016) to collect the quantitative data. She found a positive correlation between bilingualism and critical thinking dispositions.

In her master thesis, Çevik (2013) investigated the critical thinking dispositions of pre-service teachers of different subjects who study at a private university. She also used the same data measurement tool, the California Critical Thinking Disposition Inventory-Turkish (CCTDI-T). Her research resulted in that the level of critical thinking dispositions of pre-service teachers was middle when compared for subject areas and their mother education level.

In her doctoral thesis, Kanık (2010) investigated teachers' conceptions of critical thinking and practices for critical thinking development in Turkish, social studies, science and technology and mathematics courses at the seventh-grade level. She used in-depth interview technique to collect data and had 70 teachers to have an interview with. In her study, it was reported that teachers related critical thinking with cognitive skills, dispositions and criteria according to their perception and also included many issues.

In her master thesis, Işık (2010) analysed 147 high school students' critical reading levels and the relationship between critical reading level and critical thinking dispositions and reading frequency. She aimed to assess the students' critical reading skills levels, and moreover to determine if there is a relationship between students' critical reading levels and critical thinking dispositions and how frequently they read in both English and Turkish. Two scales were used to gather quantitative data: "Critical Reading Scale", and "California Critical Thinking Dispositions Inventory". It was found that critical reading levels of most of the students were at the medium level, and there were some differences between the grades. The findings showed that there was a positive and direct relationship between the students' critical reading levels and their critical thinking dispositions. However, the findings also showed that there was no relationship between the students' critical reading levels and how frequently they read.

In his master thesis, Karakoç (2011) examined critical thinking dispositions and tendencies of 237 prospective English language teachers. He used the California Critical Thinking Dispositions Inventory and Critical Thinking Disposition Questionnaire to collect

data. The study resulted in that prospective teachers' dispositions are in middle and low levels.

In her master thesis, Tufan (2008) examined the critical thinking skills and conceptions of prospective teachers studying at the Foreign Language Education Department at Middle East Technical University. The researcher used both quantitative and qualitative method. She utilised Watson and Glaser Critical Thinking Appraisal- Form YM in Turkish version to collect quantitative data from 103 prospective students and analysed the data qualitatively. The survey results showed that the critical thinking levels of prospective teachers assessed by WGCTA are in medium level.

Steffen (2011) did a research named "Perceptions of How Teachers Perceive Their Teaching of Critical Thinking Skills and How Students Perceive Their Learning of Critical Thinking Skills". She collected data by both survey and interviews with teachers. These methods were used to find out how well these teachers see themselves good teachers of critical thinking and to have a deeper understanding of what do they do to teach critical thinking. Her doctoral thesis resulted in that both students and teachers had a positive definition of critical thinking.

In her doctoral thesis, Skaggs (2014) also investigated critical thinking in the English content area. She conducted a case study of teacher perceptions of instructional strategies. The study included survey question, interviews, and observations to collect data. The aim was to determine what the teacher knew about critical thinking.

Weishuk (2017) conducted an online study to investigate self-efficacy and critical thinking skill to make predictions about some aspects of professional engagement. The participants consisted of 95 early-career K-12 teachers. She used a self-efficacy survey and a critical thinking appraisal to gather quantitative data. A significant correlation between teaching self-efficacy and all aspects of professional engagement was found whereas no significant relationship between critical thinking and professional engagement was found.

Abduljabbar (2019) investigated 84 adult ESL learners' critical thinking skills and their language proficiency and whether there was a connection between these two. California Critical Thinking Skills Test and Comprehensive Adult Student Assessment System were used to collect data and to implement this quantitative research. The study

resulted in that there was a significant relationship between the critical thinking skills of these students and their language proficiency.

2.2. Media Literacy

2.2.1. What is media?

Collins Dictionary defines medium, which is the singular form of media, as “a way or means of expressing your ideas or of communicating with people” and “a substance or material which is used for a particular purpose or in order to produce a particular effect” (medium, 2020). A medium is a communication tool when people want to communicate with other people, sometimes directly and sometimes indirectly, along with sometimes face to face and sometimes far away from one another. The word "media" is the plural form of the word medium, and media term is used more common both in the literature and in daily life; because, media term is frequently plural, it is used for mutual activities most of the time. The term "media" incorporates the contemporary communication media tools such as television, films, watching platforms and online channels, applications, videos, radio, photography, promoting, advertising, online and traditional newspapers and magazines, recorded music, maps, computer and video games and the internet. Most of these digitalized beings access an enormous amount of audiences; consequently, they are also called "mass media". On the other hand, some of these media only target small groups of people and can be counted as essential, as well. Some people claim that more usual kinds; for example, books are also media; they also furnish us with variants or portrayals of the world. Principally, the methodologies that were created can be applied to the entire scope of media from expensive blockbuster films to the depiction photos that individuals take in their everyday lives; and from the most recent pop video or video game to the most notable great movies or writing (Frau-Meigs, 2006).

Art Silverblatt (2001) states that media deliveries transmit summative information that form, mirror, and strengthen stances, believes, manners and traditions that describe a society. Media have a significant impact on civilization. The development of media has been affected by technological improvements, economical expanding, social reconstructing and globalization (Frau-Meigs, 2006). With technological improvements, the media have enriched and become easy to use and available in every house. With economical expanding, many more people have the access to the media. With social reconstructing, it

is the media's role to give the culture a character. With globalization, media create a “common culture”.

Buckingham et al. (2005) points out the importance of new media by stating the media are surely one of the most important modern way of society's voicing itself and connection to count themselves as an engaged citizen of society. Technology has developed a lot, and it caused the media to gain great importance in people's lives. Postman (1985, as cited in Kellner & Share, 2007) takes attention to the fact that media are a dominated factor in people's lives and he sees it as a threat to be careful when using media. It can be concluded that new media has an essential function in giving life to a new culture.

2.2.2. The importance of media in language education

When the first TV, radio, telephone took place in everyday life, it interested the mass society. It was considered that there was a possibility of using these tools for educational purposes in the USA and Europe. The educators realised that these tools were a good way of attracting learners. They utilised films and TV programmes, music, photos, billboards in the past as a helpful way of teaching for so long and they still use these tools as educational tools (Chen, 2007). Many schools have many educational media, and they are used for all subjects (Buckingham, et al., 2005). Media foster both creative and critical thinking in a subject. Using media in classrooms lead students to think more creatively and critically about the topic. One of the reasons for this is that from using the World Wide Web (WWW) to using papers in the classroom takes the attention of the students. Media are becoming more and more available for people, and it makes it easy to use media as a way of promoting learning by teachers (Kellner & Share, 2005).

The first attempts at using media for educational purposes started in English classes. What is more, the media education teachers are firstly raised as English teachers, and then they continue teaching both of them or only English. This has been one of the reasons why using media in English classes is essential and appropriate (Buckingham, et al., 2005). Haynes (2004) points out the growing number of English Learners who utilise the internet and other sources of media for both fact-finding and having fun. There are many English language learning students whose experience with the language has occurred with the media sources such as dictionaries, television, articles, websites, newspapers, series and films. Their contact with the language mostly take place thanks to the media.

The media sources of a country reflect the culture of that country and everybody knows that learning the culture is very crucial in language learning. Learning English will automatically make an individual exposed to the media in the 21st century. To learn information, to do research, to share ideas, to read other people's comments at its deepest, you need to be media literate.

According to Willis, Weiser & Kirkwood (2014), using media in classrooms has many benefits in terms of having an interactive classroom environment while teaching. If teachers manage to use media effectively, it can improve the relationships and learning, and it increases the numbers of the students who participate in lessons. When instructors apply the bilateral media in their teaching on purpose, it likewise assists students to develop and make use of the limitless resources during their learning process both inside and outside the classroom (Willis, Weiser & Kirkwood, 2014). Using media in the classroom is like a delivery method. Teachers utilise the media for transmitting what they will teach in a more effective way. Media are both auditory and visual, and it addresses both auditory learners and visual learners. Someone who has proficiency in media is educated about how to scan and address as well as how to recognize deception and purposeful brainwashing (Cooper, 2011). Since media have such a powerful effect on individuals of societies, teachers, on the other hand, have an essential responsibility for using the best quality media. It is the teachers' responsibility to choose the best quality of media for teaching. To hold a discussion, to encourage students, using media is used as a way of stimulating the interests of students.

Children, compared to adults, have a tendency to learn and use media as a daily activity tool in their lives even when there is no instruction given to them about to use it; and they are more media literate than their former generations and their parents (Buckingham, et al., 2005). Having critical media literacy is particularly significant in higher education since those students, as media buyers and enjoyers, are affected in exquisite, however extensive ways by the media they experience. The use of media and its influence on people increase significantly, and day by day, it affects how people spend their leisure time, how much awareness do they have of politics and social life and how these people shape their cultural beliefs towards society. The positive aim of media education is to raise judicious learners. (Brown, 1998). English language teachers do not only teach the language itself when they use media, but they also teach critical media literacy (Dominguez, 2019). However, according to Weninger et al. (2017), teachers are

generally seen as incapable of using media and lack of having new media culture which is counted as an obstacle of using media in the classroom for teaching purposes. This lack of teachers is often articulated by scholars.

2.2.3. Media education

Even though various individuals sort and characterize the idea of media education utilising various terms, the most extensively acknowledged expression is "media literacy" (Chen, 2007). Hobbs (1994) resembles media education "a child with a thousand names" (pp. 453). From many definitions, it can be said that media education, despite its being used reciprocally with media literacy, can be seen as the way toward instructing and finding out about media, while media literacy is the result of media education (Chen, 2007).

The main aim of media education is to make students competent enough to comprehend how the setting of flow impacts the interpretation and collective profit of a photograph. This education calls upon students to acknowledge the image and its situation comparable to content, according to different images and corresponding to more prominent social or political settings that may impact its importance. Having critical thinking skills together with media literacy might be helpful for students; it will aid them to choose which media will be used and why and how those specific media will be used in the most appropriate situation in their educational life.

UNESCO held a meeting about media literacy and its education in 1982 in Germany and international experts from 19 different countries gathered for this meeting. They published the international announcement when the meeting finished. This announcement highlights that everyone who has been exposed to any kind of media is responsible for their actions, so critical thinking towards media needs to be developed. They state that media education deals with all kinds of media from written to verbal, from moving to motionless, from voiced to unvoiced, from coloured to uncoloured. Their goal is to establish a broad term of literacy which includes all kinds of media. Media education also deals with educating and understanding about the media. It aims to allow media users to both participate actively when producing media and think critically when decoding and judging the media. (Buckingham, 2001)

It can be clearly seen that the 21st century requires to be competent enough in media. This competence is called media literacy, and people who are competent enough in media are called media literate. It can be achieved with the help of media literacy education. This also includes critical thinking skills to adapt to the current era.

According to Alexander Fedorov (2003), international media literacy experts from all over the world came to an agreement on the list of the purposes of media literacy/education:

- to cultivate people's critical thinking towards media,
- to raise awareness, cultivate comprehension and realisation of media contents,
- to make individuals ready to live in the digital era,
- to take citizens' attention to the influence of media contents on different topics,
- to analyse media contents,
- to cultivate people's interlocution abilities,
- to educate people to show themselves via media.
- to educate people analyse, clarify, and use different methods to form media contents,
- to acquire information about the rationale aspect and history of media and media culture,
- to make learners more productive (via improving critical thinking and critical autonomy) (Fedorov, 2003, pp.11).

In the report which was prepared by Frau-Meigs (2006), it is pointed out that Media literacy does not solely consist of instructing with videos, the internet, or other technological devices, but it is utilising the media while teaching in education in the most decent way possible.

According to National Communication Association (1988), interlocutors who have high level of media literacy has these features;

- awareness and comprehension of what manners people show when individuals use media publicly and privately.
- awareness and comprehension of the unpredictable connections between crowds and media forms.

- awareness and comprehension of the fact that social and cultural contexts create media forms,
- awareness and comprehension of the marketing character of media.
- the competency of using media to be able to contact with particular audiences (pp.15).

2.2.4 Media Literacy

With the altering digital world in our era, media are becoming more important day by day. Traditional media forms have become more obtainable thanks to all these alterations in today's world. Media literacy term is not originally a new term; it has occurred since the beginning of the 20th century. Media have been one of the most used tools in the growing world. With changing technology, there have occurred many different literacies. Wade (2014) points out that there are many academic works which have investigated the "new" literacies that are requirements of today's society and these literacies are information literacy, computer literacy, (new) media literacy, and visual literacy. Scheibe and Rogow (2008) define that media literacy is the competence of someone to reach, investigate, analytically assess, and create messages in many different ways. Brown (1991, as cited in Arke, 2005, pp. 12) says television constantly affect people as a way of spending free time and their values and mind-sets about both private and public issues. Technology has changed the things that we need to learn and the way how we learn them. The European Commission (2009) expressed the definition of media literacy as the competency of reaching the media, assuming and to assessing varying perspectives of the media and media packs and communicating varyingly. Media literacy enhances the smart use of media, supports individuals' differentiating and analysing media and makes creating new media content easy for individuals (Kellner & Share, 2007).

The New Media Consortium (2005) defined new media literacy as the mixture of talents and competencies which includes different sense organs. According to UNESCO (1999, as cited in Fedorov, 2003), media literacy makes people evaluate the media content their community utilised and how other people actually use the media. The Aspen Institute Communications and Society Program's National Leadership Conference on Media Literacy defined media literacy as "the ability of a citizen to access, analyze, and produce information for specific outcomes" (Aufderheide & Firestone, 1993). This conference,

whose report was written by Patricia Aufderheide, aimed to create a national framework in 1992 by 25 scholars who are experts in media literacy.

All societies are exposed to many various kinds of media. There are many physical and online places to access them. Without considering the age or background of the people, access to media is effortless. Although it is straightforward to reach out the date, the quality of data is always questionable. The greatest concern is how to get useful data. Due to the fact that there are various data in every kind of tool, it is a struggle to make a distinction between what is good and what is bad. It is essential for every individual to have the chance of being a media literate; and these individuals who are media literate “can decode, evaluate, analyze, and produce both print and electronic media.” The primary aim of media literacy is being critically independent when bounding connections with any kinds of media (Aufderheide & Firestone, 1993). Advertisements, TV commercials and shows, popular music video-clips, online videogames, films are only some examples of these media forms (Gainer, 2010). These forms of media is so influential that it can shape and give a clear form to humanity (Kellner & Share, 2007). Media literacy does not only provide people with the ability of better understanding of media, but it also makes people a good media content creator who may result in being a good citizen of a society that can develop informative media (Kellner & Share, 2005).

Media literacy and new media literacy share many common qualities in terms of the tolerating media, the function of media in a cultural environment, the aims of media literacy in education (Lin, et al., 2013).

There are five competencies that cannot be separated from one another to be media literate (Hobbs, 2010).

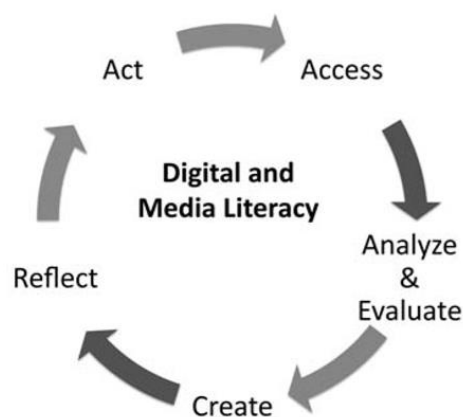


Figure 2.5. Essential Competencies of Digital and Media Literacy (Hobbs, pp.18, 2010)

1. Access means obtaining and utilising media and technology tools accurately and sharing proper and suitable data with others.
2. Analyze & Evaluate means understanding ideas and utilising critical thinking to evaluate value of theme, accuracy, reliability, and mind-set as evaluation possible impacts and results of ideas.
3. Create means creating content utilising being original and courageous when voicing own ideas and knowing why using media you choose.
4. Reflect means having public awareness and more standards of one's own name and real background.
5. Act means dealing with sharing messages individually and collaboratively and fixing issues of both private life and communal life and taking place in society as a bold citizen.

Viviane Reding (2007), Information Society and Media Commissioner, compares traditional literacy and media literacy; and highlights that classic reading and writing ability is invalid in the current era. Individuals need a more prominent consciousness of how to communicate adequately, and how to decipher what others are stating, particularly on websites, by means of web search tools or in promoting. Everybody needs to get to holds with the new computerized world in which we live. Consequently, nonstop data and instruction is a higher priority. So, in such a computerized era, media literacy is a must to attain in a complete and effective society. In other words, it is a requirement for every citizen to develop new skills to adapt to the new world. In a worldwide and multi-social setting, new media-associated difficulties emerge and make issues with respect to wellbeing, consideration and access for all.

Many images have penetrated people's lives in every aspect since the beginning of technology. The number of people who use smartphones has been increasing day by day. "Media literacy is an issue of increasing concern among educators from a variety of backgrounds" (Arke, 2005, pp. 3). According to Kellner & Share (2007), it is the concepts that make us mindful of how the media build implications, impact and teach crowds, and establish their messages and qualities. Media literacy looks for ways of being more knowledgeable while creating an active alliance with all kinds of media and doing it both more privately and publicly for citizens of societies.

The use of technology to answer a question is inevitable. The Partnership for 21st Century Skills (2019) included information, media and technology skills in key subjects of the era that we live in. Individuals in the 21st century live in an innovation and media-driven condition, indicated by different features, including: 1) access to a good deal of data, 2) fast changes in innovation instruments, and 3) the capacity to team up and make singular commitments on an extraordinary scale. Adequate individuals and labourers' of the 21st century must have the option to show a scope of practical and critical thinking skills identified with data, media, and innovation. According to The Partnership for 21st Century Skills (2019), media literacy includes; “analysing media, creating media products and applying media effectively”. In today’s living conditions, to fully become an active citizen of the society, it is not enough to read messages; but one should also create its own messages (Hobbs, 2010).

What is important is not that computers are taking the place of televisions, similar to television did not take the place of printed jobs, it is instead, people have a close relationship with the media world which blends all media sources harmoniously (Livingstone, 2004).

People have access to the world with one click only thanks to the media. Modern media culture makes everything extremely easy for people; however, one is has become really effortless to access, and it is communicating with others. Not only with people but also with information. All these modern media include pornography, violence, racism, sexism, harassment and many others besides info pollution. To choose the best media has gained a lot of importance with the change of technology (Hobbs, 2010). Media literacy skills have been connected in mind with critical thinking skills when analysing, evaluating, interpreting, and choosing the data such as commercials, news, messages.

Analysing media includes figuring out in which way media messages are created and for what reason they are built, investigating how people decipher messages in a varying way, how esteems and perspectives are incorporated or expelled, and how media can impact assumptions and practices and employing a central comprehension of the moral/legitimate issues encompassing the entrance and utilisation of media (The Partnership for 21st Century Skills, 2019).

Creating media products includes comprehending and use the most fitting media creation instruments, attributes, and shows, accepting and successfully using the most

proper articulations and understandings in different, multi-social situations and ICT (Information, Communications, and Technology) proficiency (The Partnership for 21st Century Skills, 2019).

Applying media effectively includes utilising innovation as a device to investigate, sort out, assess, and associate with data, utilising computerized advances (PCs, PDAs, media players, GPS, and so on.), correspondence/connecting instruments and social community properly to get to, oversee, incorporate, assess, and make data to effectively work in an information austerity, employing an essential comprehension of the moral/legitimate issues encompassing the entrance and utilisation of data innovations (The Partnership for 21st Century Skills, 2019).

With the evolving technology, communication types and platforms of people have evolved. Contemporary trends have been taking the place of traditional trends. Most of the sources which were available in the past were the written sources such as books, magazines, encyclopaedias, newspapers. The more technology evolves, the more the necessity of being aware of media increases. The importance of being aware of where, when, and how you are using the media starts. So as to stay aware of the world, one should be fit for utilising these accessible innovations in support of them in the time of information.

There are some skills that people need to have so as to have media literacy if they want to be individuals who are active and show participation in society and use media competently (Jenkins, et al., 2006). These core media literacy skills are;

- Play is the ability to try different things with a person's environmental factors as a type of problem-solving.
- Performance is the capacity to embrace other characters to spontaneously create and find out new things.
- Simulation is the capacity to decipher and build simulations of real-life related issues.
- Appropriation is the capacity to consciously test and combine media content.
- Multitasking is the capacity to examine one's condition and move centre to other important aspects.

- Distributed Cognition is the capacity to connect knowingly with devices that extend intellectual abilities.
- Collective Intelligence is the capacity to collect information and contrast details with others towards a shared objective.
- Judgment is the capacity to assess the accuracy and believability of various data sources.
- Transmedia Navigation is the capacity to easily understand the progression of different knowledge.
- Networking is the capacity to look for, incorporate and disperse data.
- Negotiation is the capacity to carry information, observing and honouring different points of view, understanding and following other standards.
- Visualization is the capacity to decipher and make information portrayals to communicate thoughts, discovering designs, and revealing patterns.

According to Jenkins and his colleagues (2006), we live in a participatory society, and it means that everybody shares their lives to become a part of society. They believe that new media literacy points out the forms of participatory culture and these are

- ‘Affiliations’ is association with organisations, formal and informal, based on media.
- ‘Expressions’ is creating new content.
- ‘Collaborative Problem-solving’ is working together to achieve a goal by finishing duties and finding updated data.
- ‘Circulations’ is forming the progression of media.

2.2.5. Five core concepts of media literacy

There are five core concepts of media literacy which were determined by The Center for Media Literacy in 2005:

- Core Concept 1. Principle of Non-Transparency: All media messages are ‘constructed’
- Core Concept 2. Codes and Conventions: Media messages are constructed using a creative language with its own rules

- Core Concept 3. Audience Decoding: Different people experience the same media message differently
- Core Concept 4. Content and Message: Media have embedded values and points of view
- Core Concept 5. Motivation: Most media messages are organized to gain profit and/or power (The Center for Media Literacy, 2005).

These concepts have been interrelated with a set of questions:

Core Concept 1 is interrelated with the question of “Who created this message?” This concept deals with knowing the authors deeply rather than simply seeing the names. This key question consists of ‘constructedness’ and choice. Constructedness explains that media messages that people face every day are created by someone else; they are not just there naturally. Choice explains that people make their preferences. People choose the media that they see. As a consequence of choosing the author, they see media. The aim of this interrelated set of concept and question is to give to media users a critical judgement that will help them question the media (The Center for Media Literacy, 2005).

Core concept 2 is interrelated with the question of “What creative techniques are used to attract my attention?” This concept deals with the 'format' of the media message and how the media messages are created by their creators. It focuses on the way of creating the media and what other elements such as lighting, voice, gestures, mimics are utilised during this media creation process. The aim of this interrelated set of concept and question is to raise awareness of noticing how media users create a new media by themselves and to give a new perspective while examining the media (The Center for Media Literacy, 2005).

Core concept 3 is interrelated with the question of “How might different people understand this message differently from me?” This concept deals with the individual differences and similarities that people who are exposed to media face with. Individual differences affect diverse perceptions, and individual similarities form mutual insight. The aim of this interrelated set of concept and question is to help media users investigate the media and justify and evidence (The Center for Media Literacy, 2005).

Core concept 4 is interrelated with the question of “What lifestyles, values and points of view are represented in, or omitted from, this message?” This concept points out

that since all media messages have ‘constructedness’, people need to make choices. These choices indicate the values, attitudes and points of view of these people. As media are the reflection of media makers, people choose the suitable one for themselves. It is an effective citizen’s responsibility to criticize the media and choose an alternative source (The Center for Media Literacy, 2005).

Core concept 5 is interrelated with the question of “Why is this message being sent?” This concept deals with ‘motive’ or ‘purpose’ of the media messages have and whether or how these media messages are affected by some factors such as money, ideologies, ego, disciplines. The media have an advertising effect on society. The aim of this interrelated set of concept and question is to make the media users question both themselves and the reason of the media they see (The Center for Media Literacy, 2005).

2.2.6. Studies in Turkey and abroad

There are a lot of studies which explored media literacy both in Turkey and abroad with many various sample groups and other variables. In his master, Yördem (2012) investigated pre-service teachers' perceptions of media literacy in the department of English language teaching in Turkey. He conducted the research with the survey that he developed. There were a hundred and eighty-three pre-service teachers who attended to his research. His research resulted in that the pre-service English Language Teachers are aware of the "Media Literacy" concept.

In their published article, Çelik, Çokçalışkan, Yorulmaz (2018) investigated the effect of pre-service classroom teachers’ critical thinking dispositions on their media literacy levels. The participants are only pre-service classroom teachers. They used two questionnaires to gather the data: the Critical Thinking Disposition Scale, and the Media Literacy Level Determination Scale. The critical thinking disposition levels of the pre-service teachers was found that it was medium, and their media literacy was found that it was high. It was found that there was a positive but low relationship between critical thinking disposition and media literacy and critical thinking was a significant predictor of media literacy.

In her master thesis, Yiğit (2015) made research of primary school teachers' media and television literacy level and tendency to critical thinking. She researched with two surveys, and they are the California Critical Thinking Disposition Inventory-Turkish

(CCTDI-T) which was developed and tested by Facione and translated into Turkish by Kökdemir and Media and Television Literacy Levels Scale by Korkmaz and Yeşil. It was found that there was no significant difference between media and television literacy level and tendency to critical thinking, and there was a low, positive, and meaningful relationship between these two variables.

Arke (2005) did a research named "Media Literacy and Critical Thinking: Is There a Connection?". He used a demographic survey and a test to measure both skills of undergraduate college students. He used the survey that he developed to measure media literacy, and The California Critical Thinking Skills Test (CCTST) was used to measure critical thinking. The research resulted in a significant positive relationship between media literacy and critical thinking skills of college students.

Feuerstein (1999) wrote an article which aimed to research how media literacy education programs affect the improvements of critical thinking, with a group of 273 students aged at 10-12. The researcher used a mixed method consisting of questionnaires, interviews, and research and control groups in a pre-test and post-test research design. The control group consisted of 154 pupils, and the research group consisted of 119 pupils. The teacher of the control group was educated by a media literacy expert. The teacher of the control group did not take place in any media literacy program and conducted the usual curriculum. The study resulted that media literacy had great help in the improvement of critical thinking skills of the pupils.

In their research article, Erdem & Erişti (2018) investigated the relationship between prospective teachers' levels of media literacy skills and critical thinking dispositions. They conducted a quantitative research model with two different surveys, each of which is for two variables. For the first variable critical thinking dispositions, UF/EMI Critical Thinking Disposition Scale was used, and for the second variable media literacy skills, Media Literacy Skills Scale was developed and used by the researchers. 517 prospective teachers from different programmes and grades were the participant group. The study resulted that the relationship between prospective teachers' levels of media literacy skills and critical thinking dispositions was medium-level positive.

In her research article, Aybek (2016) examined the relationship between prospective teachers' media and television literacy and their critical thinking dispositions. The quantitative research method was used to collect the data. "California Critical

Thinking Disposition Inventory" which was adapted by Kökdemir (2003), and the "Media and Television Literacy Level Scale" which was developed by Korkmaz and Yesil (2011) were used as the instruments of the research. There were 166 prospective teachers from different programmes and grades in the participant group. There was a medium level positive relationship between prospective teachers' critical thinking dispositions and their media and television literacy levels.

In her master thesis, Göysarı (2016) investigated the changing approach towards media literacy education in Turkey. The researcher deeply compared the two course books of media education lesson from years 2006 and 2015 in Turkey. Her comparison indicated a difference between the old and new versions of the books with a more critical approach. The newer book has an attitude which teaches students to be more judgemental about the media and also coming to a realization about the media.

In her master thesis, Yavuz (2018) made a research about the investigation of university students' new media literacy levels. There were 486 university students from different departments. She used two data collection tools. The first one had demographic questions and questions asking how often participants use media in their daily lives. The other survey is New Media Literacy Scale which was adapted from Literat (2014). The researcher translated the survey into Turkish and adapted it into the Turkish context. The research resulted in that there were differences between the new media levels of university students from different departments.

3. METHODOLOGY

This chapter contains the overall design of the study, participants, research context, data collection instruments and data collection procedures.

3.1. The Overall Design of the Study

The researcher has intended to conduct a quantitative research to find out whether there is a relationship between critical thinking dispositions of prospective English language teachers and their levels of media literacy. Critical thinking skills can be developed and improved by the specifically designed instructions and activities (Halpern, 2003); however this research deals with the dispositional aspect of critical thinking. Similarly, media literacy is a skill which can be flourished with the help of some tools; and, this research deals with media literacy levels of the prospective English language teachers. For this purpose, the sample that is chosen by the researcher includes the students who study at Baškent University and TED University, The Faculty of Education, English Language Teaching Department. The sample size of this research is 135 university students. The identities of these students have been and will be kept anonymous owing to privacy reasons. What's more, permission from the ethics committee of Baškent University was taken in order to conduct this study before distributing the survey link.

The researcher aims to implement the questionnaire for understanding whether there is a relationship between critical thinking dispositions of prospective English language teachers and their levels of media literacy. Questionnaires have been an essential way to measure something because they keep the privacy rights of the respondents (Denzin, 2009). However, sometimes the problems might occur if the respondents don't answer all the questions listed or kindly reject answering the questions, but there is nothing that researcher can do in this case. In this study, the researcher had to conduct an online questionnaire due to all school's being closed off because of COVID-19 pandemic conditions and this caused a decrease in the number of the participants. Google docs was used to gather data online.

IBM SPSS Statistics 23 package program was used to analyse the data. While examining the study data, frequencies (number, percentage) were given for categorical

variables and descriptive statistics (mean, standard deviation, minimum, maximum) were given for numerical variables. The normality assumption of numerical variables was examined with the Kolmogorov Smirnov normality test and it was found to be normally distributed. So, parametric statistical methods were used in the study. Relationships between two independent numerical variables were interpreted by Pearson Correlation Coefficient. The differences between the two independent groups were examined by Independent Sample T Test and the differences between more than two independent groups were examined by One Way Variance Analysis (ANOVA). Tukey multiple comparison test was used because there was difference in the result of One Way Variance Analysis (ANOVA). Statistical significance was interpreted at the level of 0.05 in the analyses.

3.2. Participants

The main respondents and participants of this research are university students from Başkent University and TED University. These students are the students of the department of English language teaching. The students are 1st, 2nd, 3rd and 4th degree students. They are the students who have been studying during the 2019-2020 Spring Term. It has been anticipated that their ages will be between 17-24. In the study, there are 31 male students (23%) and 104 female students (%77). There are 34 1st grade students (25.2%), 37 2nd grade students (27.4%), 21 3rd grade students (15.6%) and 43 4rd grade students (31.9%).

3.3. Research Context

The study was conducted within the context of the students of Başkent University, located in Bağlıca/Ankara and TED University, located in Kolej/Ankara, graded among 1st, 2nd, 3rd, 4th classes. These two universities are highly known and prestigious foundation universities in the capital city of Turkey. However, because of the COVID-19 pandemic situation in the world, the study was administered in the online environment. The researcher used Google forms to collect the quantitative data.

3.4. Data Collection Instrument

This study has been a quantitative research study, and the data have been gathered through two different instruments. Before these two instruments, the researcher asked two personal questions to the respondents to attain information about their ages and grade levels.

The questionnaires have been used in the past by many researchers and it has been proven that they are strong tools when the researchers need to access to opinions of a wider community (Patton, 2005). One of these two questionnaires has been for critical thinking disposition and the other one has been for media literacy level. Particularly, Critical Thinking Disposition Scale (Semerci, 2016) and New Media Literacy Scale (Yavuz, 2018) are used as the method of measuring the relationship between critical thinking dispositions of prospective English language teachers and their levels of media literacy to attain the deeper knowledge.

Critical Thinking Disposition Scale by Semerci is very similar to California Critical Thinking Disposition Inventory-Turkish which was developed by Kökdemir in 2003 and have been used by many researchers in the Turkish context. CCTDI was originally invented by Peter A. Facione, Noreen C. Facione in 1992 and have been used many times by many researchers. In Critical Thinking Disposition Scale by Semerci, there are 49 questions aiming to assess the critical thinking disposition of prospective English language teachers. In this questionnaire, the questions have been presented in the form of items for prospective teachers to comment on a five-point Likert-type scale ranging from “totally disagree” to “totally agree.” 1 means totally disagree while 5 means totally agree. This scale is multi-dimensional. There are 49 items and five subscales: metacognition (14 items), flexibility (11 items), systematicity (13 items), tenacity-patience (8 items) and open-mindedness (3 items). The necessary permission was obtained from Nuriye Semerci (2016) to use this survey via e-mail.

New Media Literacy Scale, consisting of 60 items, was developed by Ioana Literat in 2014. She developed the scale in accordance with Jenkins’ theoretical framework. The questions in this scale also have been presented in the form of items for prospective teachers to comment on a five-point Likert-type scale ranging from “strongly disagree” to “strongly agree”. There are 5 scores for each question. 1 means strongly disagree while 5 means strongly agree. Yavuz (2018) translated this questionnaire into Turkish and used it in her own master thesis to assess new media literacy skills of prospective teachers. There are 40 questions in the Turkish version and this version was used in this study. There are 40 items and eleven sub-scales: play (3 items), simulation (3 items), performance (2 items), appropriation (3 items), distributed cognition (4 items), multitasking (4 items), judgement (4 items), transmedia navigation (4 items), networking (4 items), negotiation (4 items), and

visualization (4 items). The necessary permission was obtained from Ioana Literat (2014) and Kader Yavuz (2018) to use this survey via e-mail.

3.5. Data Collection Procedures

Before the questionnaires were implemented to the participants, the required permission was obtained from the rectorate of Başkent University and TED University. The implementation of the study was planned to be face to face; however, because of Covid-19 pandemic conditions, the study had to be implemented online. The participants were informed about the purpose of the study before the questionnaires were implemented and participation of the study would be voluntary. They were also informed that all the data would be used only for research study and the results would be kept confidential. The study was implemented during the 2019-2020 academic year, spring term. The questionnaires were delivered to the students by the lecturers of the faculty of education and answered by the prospective English language teachers individually and online due to the current situation.

4. RESULTS AND DISCUSSIONS

This part of the study contains the results of the data analysis to examine the relationship between critical thinking dispositions of prospective English language teachers and their new media literacy levels. Firstly, demographic data are shown in detail. Secondly, the findings of research questions are given.

4.1. Descriptive Statistics

Table 4.1. below shows two of the demographic features of the participants. These demographic features are gender and grade levels.

Table 4.1. Distributions by Demographic Features

	n=135	Number	Percentage
Gender			
Female		104	77,0
Male		31	23,0
Grade			
1 st grade		34	25,2
2 nd grade		37	27,4
3 rd grade		21	15,6
4 th grade		43	31,9

When Table 4.1. is examined, 77% of the people participating in the study are female and 23% are male. While 25.2% of these participants are in the first grade, 27.4% are in the second grade, 15.6% are in the third grade and 31.9% are in the fourth grade.

Table 4.2. below shows the descriptive statistics and reliabilities regarding scale and sub-dimensions of the Critical Thinking Disposition Scale (CTD) and New Media Literacy Scale (NML). It includes the numerical values of average, standard deviation, minimum and maximum, Cronbach Alfa of each sub-dimension and scale.

Table 4.2. Descriptive Statistics and Reliabilities Regarding Scale and Sub-Dimensions

	Average	Standard Deviation	Minimum	Maximum	Item Number	Cronbach Alfa (α)
Metacognition	4,19	0,459	3,14	5,00	14	0,803
Flexibility	4,15	0,501	2,73	5,00	11	0,796
Systematicity	3,99	0,542	2,54	5,00	13	0,820
Tenacity Patience	3,89	0,717	1,63	5,00	8	0,830
Open-Mindedness	3,90	0,689	1,00	5,00	3	0,581
Critical Thinking Disposition	4,02	0,483	2,37	5,00	49	0,939
Play	3,99	0,821	1,00	5,00	3	0,712
Simulation	4,18	0,704	2,33	5,00	3	0,570
Performance	2,97	1,185	1,00	5,00	2	0,597
Appropriation	4,12	0,718	2,00	5,00	3	0,567
Distributed Cognition	4,18	0,586	2,00	5,00	4	0,550
Multitasking	3,63	0,992	1,00	5,00	4	0,783
Judgement	4,30	0,592	2,50	5,00	4	0,728
Transmedia Navigation	3,96	0,871	1,25	5,00	4	0,693
Networking	3,36	1,092	1,00	5,00	4	0,835
Negotiation	4,17	0,746	1,80	5,00	5	0,820
Visualization	4,34	0,615	2,00	5,00	4	0,644
NML	3,93	0,460	2,26	4,80	40	0,889

0.00 < α < 0.40 The Scale Is Not Reliable

0.40 < α < 0.60 The Scale is Low Reliable

0.60 < α < 0.80 The Scale is Highly Reliable

0.80 < α < 1.00 The Scale is Very Highly Reliable

The prospective English language teachers who study at Baškent University and Ted University have different level of Critical Thinking Disposition and New Media Literacy scores in terms of sub-dimensions (Table 2). Having different levels of CTD and NML scores means that they are not equally capable of thinking critically and using new media.

4.1.1. Research question 1

The first research question of this study is “What are the critical thinking dispositions of prospective English language teachers?”

In the output shown below, the answer of the first research question is summarized.

When Table 4.2. is examined, the metacognition average of participants is 4.19 ± 0.459 , Flexibility 4.15 ± 0.501 , Systematicity 3.99 ± 0.542 , Tenacity Patience 3.89 ± 0.717 , Open-Mindedness 3.90 ± 0.689 and Critical Thinking Dispositions average is 4.02 ± 0.483 .

It can be said that prospective English language teachers have high level of critical thinking dispositions. It means that they are capable of thinking critically. It is an important feature to be able to think critically. It makes teachers judgmental towards teaching techniques, determinant to clarify the needs of the class and ready to take the best actions.

4.1.2. Research question 2

The second research question of this study is “What are the new media literacy levels of prospective English language teachers?”

In the output shown below, the answer of the second research question is summarized.

When Table 4.2. is examined, the play average of participants is 3.99 ± 0.821 , Simulation 4.18 ± 0.704 , Performance 2.97 ± 1.185 , Appropriation 4.12 ± 0.718 , Distributed Cognition 4.18 ± 0.586 , Multitasking 3.63 ± 0.992 , Judgment 4.30 ± 0.592 , Transmedia Navigation 3.96 ± 0.871 , Networking 3.36 ± 1.092 , Negotiation 4.17 ± 0.746 , Visualization 4.34 ± 0.615 and the average of NML is 3.93 ± 0.460 .

The Cronbach Alpha reliability coefficient of the Critical Thinking Dispositions scale consisting of 49 items is 0.939, whereas the Cronbach Alpha reliability coefficient of the New Media Literacy Scale consisting of 40 items is 0.889.

The Cronbach Alpha reliability coefficient of the sub-dimensions of the Critical Thinking Dispositions scale is in the range of 0.581-0.830. The Cronbach Alpha reliability coefficient of the sub-dimensions of the New Media Literacy Scale is in the range of 0.567-0.835.

Table 4.3. below shows the examination of the relationship between the sub-dimensions of the Critical Thinking Disposition Scale (CTD) and New Media Literacy Scale (NML). The sub-dimensions of CTD are Metacognition, Flexibility, Systematicity, Tenacity Patience, Open-Mindedness. The sub-dimensions of NML are Play, Simulation, Performance, Appropriation, Distributed Cognition, Multitasking, Judgement, Transmedia Navigation, Networking, Negotiation, Visualization.

Table 4.3. Examination of the Relationship between Sub-Dimensions

		Metacognition	Flexibility	Systematicity	Tenacity Patience	Open- Mindedness
Play	r	,492**	,584**	,598**	,568**	,393**
	p	0,000	0,000	0,000	0,000	0,000
Simulation	r	,220*	,236**	,183*	0,129	0,120
	p	0,010	0,006	0,033	0,135	0,167
Performance	r	-,177*	-0,120	-0,106	0,040	0,102
	p	0,040	0,165	0,221	0,646	0,239
Appropriation	r	,399**	,399**	,239**	0,134	,206*
	p	0,000	0,000	0,005	0,121	0,017
Distributed Cognition	r	,434**	,368**	,368**	,381**	,268**
	p	0,000	0,000	0,000	0,000	0,002
Multitasking	r	0,133	,268**	,282**	,270**	,250**
	p	0,125	0,002	0,001	0,002	0,004
Judgement	r	,542**	,540**	,591**	,476**	,256**
	p	0,000	0,000	0,000	0,000	0,003
Transmedia Navigation	r	,397**	,453**	,439**	,315**	,318**
	p	0,000	0,000	0,000	0,000	0,000
Networking	r	,226**	,247**	,299**	,294**	,276**
	p	0,009	0,004	0,000	0,001	0,001
Negotiation	r	,227**	,273**	,312**	,201*	,214*
	p	0,008	0,001	0,000	0,019	0,013
Visualization	r	,429**	,432**	,408**	,309**	,258**
	p	0,000	0,000	0,000	0,000	0,002
	p	0,000	0,000	0,000	0,000	0,000

*: $p < 0,05$ **: $p < 0,01$

r = Pearson Correlation Coefficient

p = Level of Significance

r	Relationship Level	Relationship Direction
0,00	No relationship	
0,01 – 0,29	Low	$r = -$ negative relationship
0,30 – 0,69	Middle	
0,70 – 0,99	High	$r = +$ positive relationship
1,00	Perfect relationship	

It can be said that prospective English language teachers have high level of new media literacy. It means they are capable of using media. Being competent in media is extremely for every teacher. Everyone knows that using media stimulates learning. A good

teacher can choose the best media and effectively use it in classroom according to students' needs.

4.1.3. Research question 3

The third research question of this study is “Is there any significant relationship between critical thinking dispositions of prospective English language teachers and their levels of media literacy?”

In the output shown below, the answer of the third research question is summarized.

When table 4.3. is examined;

There is a moderately positive and statistically significant relationship between Play scores and Metacognition, Flexibility, Systematicity, Tenacity Patience, Open-Mindedness, Critical Thinking Dispositions scores.

There is a low level of positive and statistically significant relationship between Simulation scores and Metacognition, Flexibility, Systematicity, Critical Thinking Dispositions scores.

There is a low level of negative and statistically significant relationship between Performance scores and Metacognition scores.

There is a moderately positive and statistically significant relationship between Appropriation scores and Metacognition, Flexibility, Critical Thinking Dispositions scores. There is a low level of positive and statistically significant relationship between Appropriation scores and Systematicity, Open-Mindedness scores.

There is a moderately positive and statistically significant relationship between Distributed Cognition scores and Metacognition, Flexibility, Systematicity, Tenacity Patience, Critical Thinking Dispositions scores. There is a low level of positive and statistically significant relationship between Distributed Cognition scores and Open-Mindedness scores.

There is a low level of positive and statistically significant relationship between multitasking scores and Flexibility, Systematicity, Tenacity Patience, Open-Mindedness, Critical Thinking Dispositions scores.

There is a moderately positive and statistically significant relationship between judgment scores and Metacognition, Flexibility, Systematicity, Tenacity Patience, Critical Thinking Dispositions scores. There is a low level of positive and statistically significant relationship between Judgement scores and Open-Mindedness scores.

There is a moderately positive and statistically significant relationship between Transmedia Navigation scores and Metacognition, Flexibility, Systematicity, Tenacity Patience, Open-Mindedness, Critical Thinking Dispositions scores.

There is a low level of positive and statistically significant relationship between Networking scores and Metacognition, Flexibility, Systematicity, Tenacity Patience, Open-Mindedness scores. There is a moderately positive and statistically significant relationship between Networking scores and Critical Thinking Dispositions scores.

There is a low level of positive and statistically significant relationship between Negotiation scores and Metacognition, Flexibility, Tenacity Patience, Open-Mindedness scores.

There is a moderately positive and statistically significant relationship between Negotiation scores and Systematicity scores.

There is a moderately positive and statistically significant relationship between Visualization scores and Metacognition, Flexibility, Systematicity, Tenacity Patience, Critical Thinking Dispositions scores. There is a low level of positive and statistically significant relationship between Visualization scores and Open-Mindedness scores.

There is a moderately positive and statistically significant relationship between New Media Literacy scores and Metacognition, Flexibility, Systematicity, Tenacity Patience, Open-Mindedness, Critical Thinking Dispositions scores.

It can be said that CTD and NML are related to each other for prospective English language teachers. In table 4.3, the relationship between the sub-dimensions are examined. These sub-dimensions represent different skills. Individuals might have some of the skills of CTD and NML; however they are still critical thinker and media literate if they use it. They are both vital for a teacher. A good teacher must be able to think critically and be media literate. These two features complement each other in a classroom environment. A teacher who have high level of critical thinking disposition is never enough for his/her students if he/she cannot use media appropriately. Teachers need the support of media to

teach their subjects. To choose the best media, teachers need to be media literate. However, critical thinking disposition is equally important. Teachers should evaluate their subjects and their students and set up their lessons accordingly.

4.1.4. Research question 4

The fourth research question of this study is “If there is a relationship between critical thinking dispositions of prospective English language teachers and their levels of media literacy, to what extent is there a relationship?”

Table 4.4. below shows the examination of the relationship between the two of the scales.

Table 4.4. Examination of the Relationship between the Scales

		NML
Critical Thinking Dispositions	r	,583**
	p	0,000

*: $p < 0,05$ **: $p < 0,01$

$r =$ Pearson Correlation Coefficient

$p =$ Level of Significance

r	Relationship Level	Relationship Direction
0,00	No relationship	
0,01 – 0,29	Low	$r = -$ negative relationship
0,30 – 0,69	Middle	
0,70 – 0,99	High	$r = +$ positive relationship
1,00	Perfect Relationship	

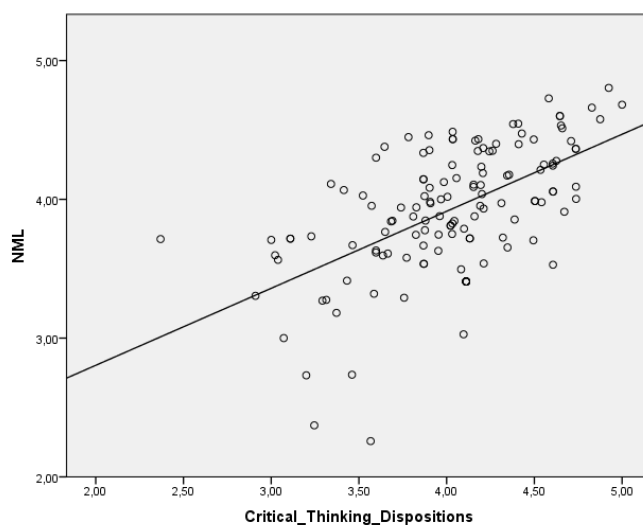
In the output shown below, the answer to the fourth research question is summarized.

When table 4.4. and figure 4.1. are examined;

There is a moderately positive and statistically significant relationship between Critical Thinking Dispositions scores and New Media Literacy scores ($r = 0.583$).

Description of the two variables is given with the scatter-plot graph in figure 4.1. below. The CTD goes on the x-axis and NML goes on y-axis.

Figure 4. 1. Examination of the Relationship between the Scales



In table 4.5. below, further details about this research are given. Critical thinking dispositions and its sub-dimensions were investigated in terms of gender.

Table 4.5. Examination of CTD and Sub-Dimension Differences According to Gender

		Number	Avarage	Standard Deviation	t	p
Metacognition	Female	104	4,20	0,457	0,655	0,514
	Male	31	4,14	0,471		
Flexibility	Female	104	4,18	0,495	1,027	0,306
	Male	31	4,07	0,521		
Systematicity	Female	104	4,00	0,529	0,072	0,943
	Male	31	3,99	0,593		
Tenacity Patience	Female	104	3,90	0,736	0,303	0,762
	Male	31	3,85	0,661		
Open-Mindedness	Female	104	3,89	0,702	-0,413	0,680
	Male	31	3,95	0,650		
Critical Thinking Dispositions	Female	104	4,03	0,486	0,325	0,746
	Male	31	4,00	0,479		

When Table 4.5. is examined, there is no statistically significant difference between girls and boys in terms of CTD scale and subscales scores ($p > 0.05$). So, gender doesn't play a significant role in having critical thinking disposition.

In table 4.6. below, further details about this research are given. Media Literacy Levels and its sub-dimensions were investigated in terms of gender.

Table 4.6. Examination of NML and Sub-Dimension Differences According to Gender

		Number	Average	Standard Deviation	t	p
Play	Female	104	3,99	0,846	0,134	0,893
	Male	31	3,97	0,747		
Simulation	Female	104	4,19	0,728	0,289	0,773
	Male	31	4,15	0,626		
Performance	Female	104	2,91	1,210	-1,089	0,278
	Male	31	3,18	1,092		
Appropriation	Female	104	4,20	0,688	2,343	0,021*
	Male	31	3,86	0,764		
Distributed Cognition	Female	104	4,16	0,611	-0,674	0,502
	Male	31	4,24	0,494		
Multitasking	Female	104	3,54	1,018	-2,113	0,036*
	Male	31	3,96	0,834		
Judgement	Female	104	4,27	0,609	-1,155	0,250
	Male	31	4,41	0,527		
Transmedia Navigation	Female	104	4,02	0,851	1,504	0,135
	Male	31	3,75	0,920		
Networking	Female	104	3,41	1,057	1,094	0,276
	Male	31	3,17	1,201		
Negotiation	Female	104	4,13	0,739	-0,936	0,351
	Male	31	4,28	0,769		
Visualization	Female	104	4,41	0,578	2,439	0,016*
	Male	31	4,10	0,685		
NML	Female	104	3,93	0,483	0,158	0,874
	Male	31	3,92	0,376		

When Table 4.6. is examined, there is a statistically significant difference between girls and boys in terms of Appropriation, Multitasking and Visualization scores ($p < 0.05$). Accordingly, girls' Appropriation and Visualization scores were significantly higher than boys, while Multitasking scores were significantly lower. Girls can find data well and think about the data whereas it is harder to do many tasks at the same time for them.

In table 4.7. below, further details about this research are given. Critical thinking dispositions and its sub-dimensions were investigated in terms of grade levels.

Table 4.7. Examination of CTD and Sub-Dimension Differences According to Grade Levels

		Number	Average	Standard Deviation	F	p
Metacognition	1 st grade	34	3,88	0,43	9,734	0,000* Difference: 1-2,3,4
	2 nd grade	37	4,17	0,44		
	3 rd grade	21	4,34	0,43		
	4 th grade	43	4,37	0,39		
Flexibility	1 st grade	34	3,87	0,54	8,125	0,000* Difference: 1-3,4 2-4
	2 nd grade	37	4,09	0,46		
	3 rd grade	21	4,28	0,53		
	4 th grade	43	4,37	0,37		
Systematicity	1 st grade	34	3,70	0,55	6,450	0,000* Difference: 1-3,4
	2 nd grade	37	3,97	0,54		
	3 rd grade	21	4,23	0,47		
	4 th grade	43	4,14	0,47		
Tenacity Patience	1 st grade	34	3,50	0,71	6,672	0,000* Difference: 1-3,4
	2 nd grade	37	3,82	0,74		
	3 rd grade	21	4,19	0,53		
	4 th grade	43	4,10	0,65		
Open-Mindedness	1 st grade	34	3,62	0,73	3,980	0,009* Difference: 1-3,4
	2 nd grade	37	3,83	0,66		
	3 rd grade	21	4,11	0,59		
	4 th grade	43	4,09	0,65		
Critical Thinking Dispositions	1 st grade	34	3,71	0,49	9,979	0,000* Difference: 1-3,4
	2 nd grade	37	3,97	0,45		
	3 rd grade	21	4,23	0,38		
	4 th grade	43	4,21	0,42		

F: One Way Variance Analysis (ANOVA) *:p<0,05 Difference:Tukey

When Table 4.7. is examined, there is a statistically significant difference between the grades in terms of Critical Thinking Disposition Scale and sub-dimension scores ($p < 0.05$). Accordingly, 1st graders' Metacognition scores are significantly lower than 2nd, 3rd and 4th grades. Flexibility, Systematicity, Tenacity Patience, Open-Mindedness and Critical Thinking Dispositions scores of the 1st graders' are significantly lower than 3rd and 4th graders'. Flexibility scores of the 2nd graders' are significantly lower than the 4th graders'.

In table 4.8. below, further details about this research are given. New Media Literacy Levels and its sub-dimensions were investigated in terms of grade levels.

Table 4.8. Examination of NML and Sub-Dimension Differences According to Grade Levels

		Number	Average	Standard Deviation	F	p	
Play	1 st grade	34	3,62	0,92	8,991	0,000*	
	2 nd grade	37	3,71	0,80		Difference:	
	3 rd grade	21	4,29	0,63			1-3,4
	4 th grade	43	4,36	0,62			2-3,4
Simulation	1 st grade	34	4,24	0,71	0,910	0,438	
	2 nd grade	37	4,06	0,71			
	3 rd grade	21	4,37	0,60			
	4 th grade	43	4,16	0,74			
Performance	1 st grade	34	3,16	1,09	0,405	0,749	
	2 nd grade	37	2,88	1,20			
	3 rd grade	21	2,98	1,24			
	4 th grade	43	2,91	1,25			
Appropriation	1 st grade	34	4,05	0,76	0,485	0,693	
	2 nd grade	37	4,11	0,72			
	3 rd grade	21	4,05	0,75			
	4 th grade	43	4,22	0,68			
Distributed Cognition	1 st grade	34	4,10	0,57	3,573	0,016*	
	2 nd grade	37	3,99	0,57		Difference:	
	3 rd grade	21	4,46	0,41			2-3
	4 th grade	43	4,26	0,63			
Multitasking	1 st grade	34	3,62	0,89	0,265	0,850	
	2 nd grade	37	3,58	0,99			
	3 rd grade	21	3,81	0,90			
	4 th grade	43	3,60	1,13			
Judgement	1 st grade	34	4,14	0,65	3,255	0,024*	
	2 nd grade	37	4,18	0,63		Difference:	
	3 rd grade	21	4,42	0,49			1-4
	4 th grade	43	4,49	0,50			
Transmedia Navigation	1 st grade	34	3,88	0,89	2,580	0,056	
	2 nd grade	37	3,68	1,05			
	3 rd grade	21	4,10	0,67			
	4 th grade	43	4,19	0,71			
Networking	1 st grade	34	3,15	1,28	2,041	0,111	
	2 nd grade	37	3,35	1,03			

	3 rd grade	21	3,07	1,23		
	4 th grade	43	3,66	0,84		
Negotiation	1 st grade	34	4,07	0,91	0,867	0,460
	2 nd grade	37	4,12	0,76		
	3 rd grade	21	4,10	0,78		
	4 th grade	43	4,32	0,55		
Visualization	1 st grade	34	4,20	0,66	5,733	0,001* Difference: 4-1,2
	2 nd grade	37	4,10	0,75		
	3 rd grade	21	4,44	0,49		
	4 th grade	43	4,60	0,35		
NML	1 st grade	34	3,84	0,52	3,141	0,028* Difference: 2-4
	2 nd grade	37	3,80	0,44		
	3 rd grade	21	4,01	0,29		
	4 th grade	43	4,07	0,46		

F: One Way Variance Analysis (ANOVA) *:p<0,05 Difference:Tukey

When Table 4.8. is examined, there is a statistically significant difference between the grades in terms of Play, Distributed Cognition, Judgment, Visualization and NML scores ($p < 0.05$). Accordingly, the Play points of the 1st and 2nd grades are significantly lower than the 3rd and 4th grades. Distributed Cognition scores of 2nd grades are significantly lower than 3rd grades. Judgment scores of 1st grades are significantly lower than 4th grades. Visualization of 4th graders is significantly more than 1st and 2nd graders. NML scores of the 2nd grades are significantly lower than the 4th grades.

Statistical Method

Analyses were made through IBM SPSS Statistics 23 package program. While evaluating the study data, frequencies (number, percentage) were given for categorical variables and descriptive statistics (mean, standard deviation, minimum, maximum) were given for numerical variables. The normality assumption of numerical variables was examined with the Kolmogorov Smirnov normality test and it was found to be normally distributed. For this reason, parametric statistical methods were used in the study. Relationships between two independent numerical variables were interpreted by Pearson Correlation coefficient. The differences between the two independent groups were examined by Independent Sample T Test and the differences between more than two independent groups were examined by One Way Variance Analysis (ANOVA). Tukey multiple comparison test was used because there was difference in the result of One Way

Variance Analysis (ANOVA). Statistical significance was interpreted at the level of 0.05 in the analyses.



5. CONCLUSION

The researcher intended to examine the relationship between the critical thinking dispositions of prospective English language teachers and their new media literacy levels. This chapter of the study contains an overview of the research and the conclusion of the study. Also, in the light of the study, pedagogical implications, suggestions for further studies and limitations of the study have been presented.

5.1. Overview of the Study

This research aimed to find out whether there was a relationship between the critical thinking dispositions of prospective English language teachers and their levels of new media literacy. The researcher tried to report some of the works that were done in the research field in the literature review part. Two different questionnaires were used to collect the quantitative data and these were Critical Thinking Disposition Scale and New Media Literacy Scale. The participants of the study were prospective English language teachers who were studying at English Language Teaching Departments at Başkent University and TED University. To answer the research questions, first, critical thinking dispositions of the participants were analyzed, second, new media literacy levels of participants were analyzed and then the relationship between these two variables was analyzed and given in the results chapter. Also, further data based on gender and grade level were analyzed and included in the results chapter. According to the findings, it can be stated that both the level of critical thinking dispositions of prospective English language teachers and the level of new media literacy is high. More importantly, there is a moderately positive and statistically significant relationship between critical thinking dispositions of prospective English language teacher and their level of new media literacy.

5.2 Conclusion

Based on the literature, the critical thinking disposition has an important role in the profession of teaching and critical thinking disposition of the English language teachers differed a lot. In Çelik's study (2013), it was found that the university students had medium level of critical thinking dispositions whereas in Weishuk's study (2017), it was found that the university students had low level of critical thinking dispositions. Also, in

Aybek's study (2016) it was found that the university students had low level of critical thinking dispositions.

Based on the literature of new media literacy, it is crucial for a teacher actively participating in society to catch up with the new technologies. Different studies found different levels of media literacy. In Yavuz's study (2018), it was found that the university students had high level of new media literacy whereas in Aybek's study (2016), it was found that the university students had medium level of media and television literacy. Also, in Erişti & Erdem's study (2018), it was found that the university students had a medium level of media literacy. However, it is important to note that since all the instruments used in these studies were different, it might have affected the results.

There are a lot of research which investigated the relationship between the critical thinking dispositions of prospective English language teachers and their new media literacy levels. In Arke's study (2005), a significant positive relationship was found between media literacy scores and critical thinking disposition scores. In Aybek's study (2016), a medium level positive relationship was found between prospective English teachers' general critical thinking disposition scores and the media and television literacy scale literacy sub-dimension. In Erişti & Erdem's study (2018), a medium level positive relationship was found between prospective English teachers' critical thinking dispositions and media literacy levels.

This study tried to find out whether there was a relationship between the critical thinking dispositions of prospective English language teachers and their levels of new media literacy. To be able to answer this question, there were four research questions.

The first research question was "What are the critical thinking dispositions of prospective English language teachers?" and to be able to answer this, critical thinking dispositions of the prospective English language teachers were investigated and it can be said that prospective English language teachers have a high level of critical thinking dispositions. This result is consistent with the literature.

The second research question was "What are the new media literacy levels of prospective English language teachers?" and to be able to answer this question, new media literacy levels of the prospective English language teachers were investigated and it can be said that prospective English language teachers have a high level of new media literacy. This result is consistent with the literature.

The third research question was “Is there any significant relationship between critical thinking dispositions of prospective English language teachers and their levels of media literacy?” and to be able to answer this question, finally, the relationship between the critical thinking dispositions of prospective English language teachers and their levels of new media literacy was investigated. As it is mentioned in chapter 4, there is a relationship between the critical thinking dispositions of prospective English language teachers and their levels of new media literacy.

The fourth research question was “If there is a relationship between critical thinking dispositions of prospective English language teachers and their levels of media literacy, to what extent is there a relationship?” and the results of the study show that there is a moderately positive and statistically significant relationship between critical thinking dispositions scores and new media literacy scores.

Critical thinking disposition is an important feature that all teachers are needed to have. When it comes to language teaching, a teacher not only teaches the language but also teaches the culture of the language. To internalize all components of the language, only thinking is not enough; thinking about thinking gains importance. On the other hand, the media has inevitably become an everyday life tool. Every citizen of the society use each kind of media. In some fields such as education, specifically language teaching, media use increases the effectivity of teaching. There are many kinds of media and a good teacher is competent enough to choose the best media in his/her classroom with the help of both media literacy and critical thinking disposition. The current study is in relation with the related literature and it shows that these two variables are related. There is a moderately positive and statistically significant relationship between the two variable.

5.3. Pedagogical Implications

Critical thinking disposition has become a unique feature in the 21st century. There is too much information requiring to be chosen wisely. This situation is the same for the media. Today, it is difficult to find a valuable media source for all individuals. Concerning these difficulties, the study provides pedagogical implications for language teaching field.

English language teachers might need to for ways to think better. As language teachers, they have to think critically and teach the significance of thinking critically. With the help of critical thinking, they may be able to overcome problems they might face in the classroom environment.

English language teachers are in need of using new media effectively for a better teaching environment. There are many different kinds of media and English teachers are required to use the best media competently to integrate real life into their classes.

For a 21st century citizen, critical thinking disposition and new media literacy are a must to be an active participant of the society. Its significance has been increasing day by day. Individuals should be aware of its importance to catch up the latest improvements.

5.4. Suggestions for Further Research

The first recommendation for further research is to conduct a similar study with a larger group. To have a deeper understanding, researchers may implement a study with more diverse and larger samples.

Questionnaires were used to collect the quantitative data for the current study. However, future researchers might examine their studies with different instruments such as interviews or observations. For better and detailed information, quantitative research can be implemented by the researchers.

A final suggestion is that other variables and their relations with critical thinking disposition and/or new media literacy may be examined.

5.5. The limitations of the study

The study has three limitations to be addressed based on the method that was used for this research. First, this research has been designed as a quantitative research study. In data collection, Critical Thinking Disposition Scale (CTD) and New Media Literacy Scale (NML) were used as the method of measuring the relationship between critical thinking dispositions of prospective English Language Teachers and their levels of media literacy; and this study is only limited to these two questionnaires. Therefore, data of the study are limited with findings that were gathered from these two measurement tools. Second, as this is a quantitative research, there are numbers more than descriptions. However, there could be more description about critical thinking disposition and new media literacy skill and how to obtain them. Third, results and interpretation will be limited in terms of sample size. Some other data collection methods such as observation and document analysis could have been employed in order to provide a deeper analysis.

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APPENDICES



APPENDIX I: Eleştirel (Kritik) Düşünme Eğilimi Ölçeği

1-Hiç katılmıyorum 2-Çoğunlukla katılmıyorum 3-Kısmen katılıyorum

4-Çoğunlukla katılıyorum 5-Tamamen katılıyorum

1. Yaptığım işlerde ya da herhangi bir konuda zayıf olduğum noktalar varsa gidermeye çalışırım.
2. Davranışlarımın diğer kişileri nasıl etkilediğinin farkındayım.
3. Anlatılanlarda ya da okuduklarımda bilgiler arasındaki zıtlıkları bulabilirim.
4. Alanımla ilgili bilgileri genişletmek için uğraşırım.
5. Problemin nasıl çözüleceğine karar verdikten sonra mutlaka o çözümü denerim.
6. Benim için anlamlı olan bilgileri ve fikirleri düzenli bir şekilde organize edebilirim.
7. Herhangi bir konuda düşündüğüm zaman bir kalıba bağlı kaldığımı fark edersem bunu aşmaya çalışırım.
8. Duygularımın nasıl ve ne zaman beni etkilediğinin farkındayım.
9. Herhangi bir konuda çalışma yaparken karşıma çıkan belirsizlikleri gidermeye çalışırım.
10. Çalışmalarında uygun kriterleri, modelleri ya da kuralları uygularım.
11. Sözlü anlatımları kurallara uygun olarak yapabilirim.
12. Herhangi bir şey hakkındaki düşüncelerimi açıkça ifade ederim.
13. Yaşamın diğer alanlarına ve farklı düşüncelerine karşı merak duyarım.
14. Problemleri çözerken orijinal çözüm yolları kullanırım.
15. Fikirlerin ve düşüncelerin güvenilir olup olmadığını kontrol ederim.
16. Bir ödev hazırlarken gerekli olan tüm bilgilere ulaşmaya çalışırım.
17. Problemin çözümü için birden fazla farklı çözüm yolu önerebilirim.
18. Herhangi bir çalışmaya başlamadan önce verdiğim kararların beni nereye götüreceğini düşünürüm.
19. Çalışmalarımı değerlendirirken mutlaka ölçütlerden yararlanırım.
20. Herhangi bir konuda ihtiyacım olan bilgiye nasıl ulaşacağımı bilirim.
21. Olayları ya da bilgileri karşılaştırırken ayrıntılara inebilirim.
22. Öğrendiklerimi diğer alanlara uygulayabilirim.
23. Diğer insanların fikirlerini dikkatli bir şekilde dinlerim.
24. İlgilendiğim konu ile ilgili olmayan bilgilerin farkında olur ve onları ayıklarım.
25. Fikirlerini dinlediğim ya da okuduğum kişinin ne anlatmak istediğini anlayabilirim.
26. Herhangi bir yazı okuduğumda anafikri çabucak bulabilirim.

- 27.Kararlarımı vermeden düşüncelerimi kontrol ederim.
- 28.Derslerde tartışmalara katılmaktan zevk alıyorum.
- 29.Herhangi bir işe başlamadan ya da karar vermeden önce nasıl yapacağımı düşünür ve planlarım.
- 30.Problemi çözmeden önce değişik açılardan görmek için uğraşırım.
- 31.Karşıma çıkan zorlukları kolayca tanıyabilirim.
- 32.Düşünmeden önce konuşmam ve yazmam.
- 33.Herhangi bir olayın ardında yatan nedenleri araştırırım.
- 34.Bilgileri analiz ederken değişiklikleri göz önüne alırım.
- 35.Kararlarımdan önce uygun verileri toplarım.
- 36.Derslerime ve çalışmalarım karşı dikkatimi yoğunlaştırabilirim.
- 37.Neden ve sonuçlarıyla problemleri objektif olarak analiz edebilirim.
- 38.Bilgi, düşünce ve fikirleri daha iyi anlamak için sorular sorabilirim.
- 39.Yaptığım ödevlere ya da işlere dört elle sarılırım.
- 40.Yaptığım işlerin ne olduğunu daha iyi anlayabilmek için onu önce parçalara ayırır sonra tekrar birleştiririm.
- 41.Kendime güvenirim.
- 42.Derslerimle ve derslerimin gerekleriyle sürekli ilgilenirim.
- 43.Herhangi bir işle uğraşırken bir engelle karşılaştığımda pes etmem.
- 44.Bir ödevi, projeyi ya da işi bitirdikten sonra onu değerlendiririm.
- 45.Yaptıklarımı genelde kusursuz ve tam yaparım.
- 46.Çalışmalarında kendi kendimi motive edebiliyorum.
- 47.Hiçbir şeyi dış görünüşüne göre değerlendirmem.
- 48.Karar vermeden önce yeterli veri toplarım.
- 49.Gerektiğinde esnek davranmasını bilirim.

APPENDIX II: Yeni Medya Okuryazarlığı Anketi

1-Hiç katılmıyorum 2-Çoğunlukla katılmıyorum 3-Kısmen katılıyorum

4-Çoğunlukla katılıyorum 5-Tamamen katılıyorum

1. Bilgisayarı kurcalarken ne olduğunu görerek, kendi kendime yeni şeyler öğrenirim.
2. Bir sorun ile karşılaştığım zaman vazgeçmeden önce genellikle birkaç farklı çözüm yolu denerim.
3. Bir sorunu çözmeye çalışırken çıkmaza girdiğimde bunu kişisel bir başarısızlık olarak değil yeni bir şeyler öğrenme fırsatı olarak görüyorum.
4. İnsanların deprem veya güvenlik tahliyesi gibi kriz durumlarında ne yapacaklarını bilmeleri için simülasyonlar önemlidir.
5. Second Life, SimCity, TheSims, FIFA ve TigerWoods PGA Tour gibi simülasyon oyunlarını ve faaliyetlerini beğeniyorum.
6. Gerçek hayatta yapamayacağım şeylerin (uzay mekiği ile aya gitmek veya savaş uçağı kullanmak gibi) simülasyonlarına katılmak isterim.
7. Çevrimiçiyken gerçekte olduğumdan farklı bir insan olduğumu hissediyorum.
8. Bazı durumlarda kendin olmaman gerekiyor.
9. Özgün bir multimedya projesi hazırlarken sevdiğim sanatçıların şarkı veya videolarından yararlanmanın yanlış bir şey olduğunu düşünmüyorum.
10. En sevdiğim ünlü, sanatçı veya grup ile ilgili bir fan videosu hazırlayacak olsam, o kişiler bu videoyu gördüğünde büyük ihtimalle mutlu olurdu.
11. Gençlerin, popüler kültür öğelerini kendi özgün yolları ile kullanmayı öğrenmeleri önemlidir.
12. İçerisinde bulunduğum çevrenin zekam üzerinde önemli bir rolü var.
13. Daha zeki olmak için çevremden bir şeyler öğrenmeye devam etmem gerekir.
14. Belirli bir konuyla ilgili daha fazla bilgi edinmek istersem kime soracağımı veya ne yapacağımı bilmekte başarılıyım.
15. Öğrenmeme veya çalışmama yardımcı olması için yazım denetimi, hesap makinesi ve ansiklopedi gibi araçları kullanmanın önemli olduğunu düşünüyorum.
16. Müzik dinlemek veya mesaj çekmek gibi başka şeylerle ilgilenirken bir yandan da işimi başarılı bir şekilde tamamlayabiliyorum.
17. Çevremde başka şeyler olurken (örneğin insanların konuşması, televizyon, müzik, internet vb.) dikkatimin dağılmasını önleyip üzerinde çalıştığım konuya

odaklanabiliyorum.

- 18.Bilgisayar üzerinde çalışırken aynı anda birden fazla uygulamanın açık olmasından hoşlanırım.
- 19.Benim jenerasyonum çoklu görev (aynı anda birden fazla iş yapmak) konusunda başarılı bir jenerasyon.
- 20.İnternet ortamında bulduğum bilginin doğru ve güvenilir olup olmadığına etkin bir şekilde karar verebilirim.
- 21.İlgilendiğim konu ile ilgili genel bir bakış açısı elde etmek için televizyon, internet ve sosyal medya gibi birçok kaynaktan bilgi toplarım.
- 22.İnternette bir şeyler arayıp binlerce sonuçla karşılaştığımda hangilerinin benim için en faydalı bilgiler olduğuna etkin bir şekilde karar verebilirim.
- 23.Aradığım şeyi bulmak için arama motoruna doğru kelimeleri yazabilirim.
- 24.En sevdiğim programları, aktörleri ve müzisyenleri televizyon, magazin dergileri, internet, Facebook ve Twitter gibi farklı platformlar ve ortamlar üzerinden takip ediyorum.
- 25.Aynı hikayenin müzik, oyunculuk, yazı ve çizim gibi farklı yöntemlerle anlatıldığını hayal edebilirim.
- 26.En sevdiğim televizyon programlarının ve grupların internet sitelerini (resmi ve fanlar tarafından hazırlanan) sıklıkla ziyaret ediyorum.
- 27.Televizyonda gördüğüm bir şeyi merak edersem daha sonra bu konuyu internette araştırırım.
- 28.En sevdiğim bağlantıları veya yaratıcı çalışmalarımı Facebook, Youtube veya Twitter gibi sosyal medya sitelerinde paylaşmaktan hoşlanıyorum.
- 29.Sosyal medya hesaplarımda (Örn: Facebook, Twitter, Instagram, blogger vb.) sıklıkla bağlantı paylaşıyorum.
- 30.Online olduğumda kendimi toplumun bir parçası olarak görmekten hoşlanıyorum.
- 31.Arkadaşlarımla sadece gerçek hayatta değil sosyal ağlar yoluyla da bağlantıda olabilmem önemlidir.
- 32.İnternetteki ve/veya video oyunlarındaki deneyimim, beni farklı kişilere karşı daha anlayışlı hale getirdi.
- 33.İnternetin, farklı geçmişlere sahip olan ve farklı yerlerden gelen kişileri tanımak konusundan çok önemli bir fırsat sunduğunu düşünüyorum.
- 34.Dünyanın farklı yerlerindeki insanlarla çevrimiçi olarak veya sosyal medya üzerinden etkileşime geçebildiğim için mutluyum.

- 35.İnternette gezinerek, çevrimiçi oyunlar oynayarak, çevrimiçi topluluklara veya forumlara katılarak farklı kültürler hakkında yeni bir şeyler öğreniyorum.
- 36.İnternet kullanmanın ve/veya video oyunlar oynamanın insanları diğer kültürlere daha açık hale getirdiğini düşünüyorum.
- 37.Gözümde canlandırabildiğim şeyleri daha iyi anladığımı hissediyorum.
- 38.İş veya okul için bir proje hazırlarken olabildiğince çok resim, grafik ve şema kullanmaktan hoşlanıyorum.
- 39.Resim, grafik, şema ve diğer görsel araçlardan bilgi edinmek konusunda başarılı olduğumu düşünüyorum.
- 40.Google Haritalar ve/veya Google Earth gibi uygulamaların çok kullanışlı olduğunu düşünüyorum.



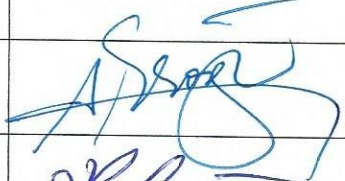



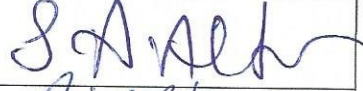

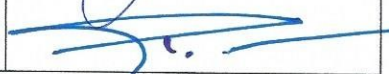
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Etimesgut/ANKARA

Birim Telefon No: 0 312 246 66 16-17

E-Posta: egfak@baskent.edu.tr

Faks No: 0 312 246 66 28

İnternet Adresi: www.baskent.edu.tr

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Ziya Gökalp Caddesi No: 48 06420 Kolej-Çankaya/Ankara

Ayrıntılı bilgi için irtibat: Burcu Karaca

Tel: 0 312 585 00 00

Faks: 0 312 418 41 48

E-Posta: burcu.karaca@tedu.edu.tr

Elektronik ağ: www.tedu.edu.tr

