

TAKING A CRITICAL STEP ON THE WAY TO CRITICAL READING:
INVESTIGATION INTO CRITICAL READING DISCOURSE OF FRESHMAN
FLE STUDENTS IN AN ADVANCED READING AND WRITING COURSE

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Approval of the Graduate School of Social Sciences

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ABSTRACT

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This case study is conducted in order to observe and investigate the critical reading discourse of twenty seven freshman pre service teachers of English at the department of foreign language teaching at METU. In addition, it attempts to answer the question how the critical reading discourse of the students' are shaped through feedback, instruction and time. The extensive data (both written and audio-visual data) is collected in the Advanced Reading and Writing I and II courses which are offered to the first year students at the FLE department. The results of the analysis of the data indicate that the critical reading discourse of the freshman pre-service teachers of English at METU involves interpretive, evaluative and responsive discourse. Evaluative discourse is found to be limited in students' written work and discussions when compared to interpretive and responsive discourse. The students also usually tend to evaluate the content of the

texts rather than form of them. It is also found that instruction on academic writing foster critical thinking but it is not sufficient to encourage critical reading.

Keywords: Foreign language reading, Critical reading, Pre-service teachers of English

ÖZ

ELEŞTİREL OKUMA YOLUNDA ÖNEMLİ BİR ADIM: İNGİLİZCE ÖĞRETMENLİĞİ BİRİNCİ SINIF ÖĞRENCİLERİNİN ELEŞTİREL OKUMA BECERİLERİNİN İLERİ OKUMA VE YAZMA DERSİ BAĞLAMINDA İNCELENMESİ

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Bu çalışma ODTÜ Yabancı Diller Eğitimi İngilizce Öğretmenliği Bölümünde öğrenim gören yirmi yedi birinci sınıf öğrencisinin eleştirel okuma becerilerini gözlemek ve araştırmak için yapılmıştır. Bunun yanı sıra; geri dönüt, eğitim ve zamanın da öğrencilerin eleştirel okuma becerilerini nasıl şekillendirdiği araştırılmıştır. Veriler hem yazılı hem de derslerin kamera çekimleri olmak üzere Yabancı Diller Eğitimi Bölümünde birinci sınıf öğrencilerinin aldığı İleri Okuma ve Yazma I ve II derslerinden toplanmıştır. Verilerin analizi öğrencilerin eleştirel okumasının yorumlayıcı, değerlendirici ve tepkisel bağlamdan olduğunu göstermiştir. Değerlendirici bağlam diğer bağlamlara kıyasla öğrencilerin yazılı ve sözlü performanslarında kısıtlı bulunmuştur. Ayrıca öğrenciler metinlerin içeriklerini biçimlerinden daha fazla

değerlendirdikleri görülmüştür. Akademik yazma eğitimin eleştirel okumadan çok eleştirel düşünceyi geliştirdiği de bulgular arasındadır.

Anahtar Kelimeler :Yabancı dilde Okuma, Eleştirel Okuma, İngilizce Öğretmenliği öğrencileri

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LIST OF ABBREVIATIONS

CDA	Critical Discourse Analysis
CRD	Critical Reading Discourse
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FLE	Foreign Language Education
METU	Middle East Technical University
OSS	Ogrenci Seçme Sınavı
YDS	Yabancı Dil Sınavı

CHAPTER 1

INTRODUCTION

“Literacy was a double-edged sword; it could be wielded for the purpose of self and social empowerment or for the perpetuation of relations of repression and domination.”
(Gramsci, 1987)

1.1 Presentation

This chapter will provide a brief overview of the background of the study, along with the statement of purpose and research questions, significance of the study, methodology and analysis procedure. At the end of the chapter, limitations of the study will be provided.

1.2 Background to the Study

Reading, either first or second/foreign language has been a social, complex and interactive process which every person must go through almost every day for various reasons. One of the most general reasons for reading may be the need to be a part of a particular society. Members of any society need to cope with the demands of the society and keep up with it as well. The most basic requirement of most of the societies has always been to enrol in a school whose first function is to teach and promote literacy

among its members. Richard Shaull (1970) claims that schooling is not neutral and this practice may vary among different societies. He puts forward the idea that:

There is no such thing as a neutral educational process. Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes “the practice of freedom”, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world” (p. 15).

Therefore, every member of a particular society must keep in mind that their schooling process may be under the effect of dominant ideology adopted by that society at a particular time.

In addition to schooling, the use of language in a particular society, can affect, dominate and manipulate the people in intended ways and can help the maintenance of the power of the authorities.

Therefore, need for a critical stance towards the education and language has always been felt. Freire (1970) who can be considered one of the first critical educators has named this maintenance of domination “oppression” and argued that oppressors who have power in the society make use of science and technology to maintain their dominance over the other people.

In order to be aware of this, there is a dire need to have a critical stance towards these practices which can be hard to observe and detect most of the time. As a result, the schools should also be responsible for encouraging and facilitating a critical stance towards authority, especially towards dominance and in Freirean words, oppression.

Literacy, in this regard, becomes more important. It was usually thought that if one could read and show that s/he understood- which was usually checked with the help of comprehension questions-, s/he was a literate person. This was also due to the perception that reading was just a cognitive skill which was “the ability to derive understanding from written text” (Grabe, 2002, p.51).

However, Freire and Macedo (1987) have emphasised that

Reading does not consist merely of decoding the written word or language; rather it is preceded by and intertwined with knowledge of the world. Language and reality are dynamically interconnected. The understanding attained by critical reading of a text implies perceiving the relationship between text and context. (p.20)

For Freire, educators should view the reading as a way to promote emancipation and empowerment of the people who are dominated and manipulated by the people who have power. Freire wrote his influential book *Pedagogy of the Oppressed* in 1970 after working with very poor adult workers who were faced with the oppression and he taught them to read and write along with how to empower themselves by reading and writing. Although, people were very poor and they were forced to work in very bad conditions in Freire’s context, this *emancipatory literacy* has always been indispensable for everybody regardless of their social status, age, gender or race.

The need for being critical has also been visible in second/foreign language reading. Catherine Wallace (1992) calling EFL readers as marginalized readers, has claimed that;

Their goals in interacting with written texts are perceived to be primarily those of language learners. What is missing is; an attempt to place reading activity

and written texts in a social context, the use of texts which are provocative and a methodology for interpreting texts which addresses ideological assumptions as well as propositional meaning" (Wallace, 1992, p. 62).

In addition, Wallace (1992) claims that interaction between the text and foreign language reader is not equal, no matter how interactive the reading is. For Wallace it is due to the fact that foreign language learners do not dare to challenge texts.

One of the reasons of this can be that foreign language learners make use of the texts to learn the language itself. Texts may be considered as a source of new vocabulary and inductive grammar teaching. Therefore, the instructors may ignore to encourage students to question the text with a critical perspective.

This study will focus on the advanced learners of English who are also the freshman pre-service teachers of English at the department of Foreign Language Education (FLE). Generally, students are offered Advanced Reading and Writing courses (generally one in fall, the other in spring semester) in their first years at the ELT departments in Turkey. The main goals of these courses are to develop higher order reading, writing and thinking skills in the target language, to introduce different types of texts, to foster extensive reading among the students, to help them produce different types of essays and to develop basic research skills.

Within the scope of the Advanced Reading and Writing Course offered at the department of FLE at Middle East Technical University (METU), the critical reading discourse emerged in the students' written work and whole class discussions are

analysed and investigated in order to observe the extent and nature of the critical reading discourse (CRD) of the students.

1.3 Research Questions

Taking the need for being critical in foreign language reading into consideration, this case study aims to investigate the critical reading discourse of the freshman pre-service teachers of English in the Advanced Reading and Writing Course. The research questions are:

- I.** To what *extent* is the critical reading discourse reflected in students' written work?
- II.** How is CRD shaped/constructed through
 - i.** feedback
 - ii.** instruction
 - iii.** over timein students' written work?
- III.** What is the *nature* of the critical reading discourse students reflected in their written work?
- IV.** To what *extent* is the CRD reflected in students' whole class discussions?

1.4 Purpose and Scope of the Study

The main purpose of this study is to examine the extent and nature of the critical reading discourse of the students in a one-year Advanced Reading and Writing Course. First of all, the students' written work which is made up of reading journals will be analysed to explore the extent of the CRD emerged in a year. In addition, the reading journals will be investigated to examine the effect of instruction, time and feedback on the CRD. In addition to extent, the nature of the CRD will also be analysed thoroughly. Finally, the students' discussions on two reading texts will be analysed in order to reach the main goal of this study.

1.5 Significance of the Study

The studies focusing on critical reading (Bartu, 2002; İçmez, 2005 and İçmez, 2009) are rare in Turkish EFL context, There are a few studies on critical thinking in Turkish EFL context (Alagozlu & Sezgi, 2010; Alagozlu, 2007; Yagcılar, 2010; Irfaner, 2002, Tufan, 2008). Therefore, there is a need for more studies and research to investigate these concepts and to integrate them into foreign language learning.

This study may attempt to bring a broader perspective to the field as it integrates and combines the notions of critical reading and thinking in foreign language reading. Within the scope of this study, a new framework is set up after the modification of other frameworks that are frequently used in critical reading and thinking studies. Although

this framework is adopted and modified in accordance with the specific context of this study, it may set a model for future studies.

1.6 Overview of Methodology

In order to examine the critical reading discourse of the freshman students at the department of ELT, the Advanced Reading and Writing I and II courses were observed. The written data was also collected during two terms in twenty- nine weeks. The students were required to keep a reading journal in which they would write their reactions and responses towards the texts they read.

There were twenty seven participants who were freshman pre-service teachers of English at the department of FLE. They were nearly at the same age and all of them are t graduates of Anatolian Teacher Training High Schools. They successfully passed OSS and YDS (the university entrance exams which are prerequisites for acceptation to undergraduate programs in Turkey) to qualify for registration at FLE Department of METU which accepts the students with highest scores in these exams.

The students kept reading journals throughout the year and, the journals were checked and given feedback by the instructor. At the end of the year, the students voluntarily gave their journals to the researcher.

Along with the reading journals, FLE 135 and FLE 136 courses were observed throughout two semesters to better understand the extent and nature of the students' critical reading discourse in the classroom. To this end, two courses were videotaped to analyse students' whole class discussions towards the end of the year.

1.7 Overview of Analytical Procedures

The analysis of the extensive data was a long process. First of all, all the journals were read twice, at the end of the final readings of the journals, a comprehensive framework to code the data was established. While setting up the framework, the other frameworks used in the literature were modified taking the nature of the data into account. Adopting content analysis method, twenty seven journals were analysed and the data was coded into the framework. The whole-class discussions were videotaped and the same framework was used to code and analyse the audio-visual data.

1.8 Limitations of the Study

As this case study has focused on the freshmen pre-service teachers of English studying at METU only, the sample size is limited. Although the observer tried to participate in the lessons and group work, the presence of the observer in the classroom might have affected the students' performances. The video-camera was also used for the two lessons, so it may be claimed that the presence of the video-camera might have affected the students. However, the observer did not notice any significant change among the students in the video-taped lessons. Therefore, these limitations do not obstruct the interpretation of the results of this study.

In addition to these, more class time can be spent on the critical reading instruction and students may be interviewed to learn their opinions on critical reading.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

In this chapter, a review of literature on critical reading will be presented. This study takes inspiration from the studies on critical pedagogy, critical literacy and critical thinking. Therefore, first of all, Frankfurt School will be touched upon briefly to introduce critical theory generally.

Then, Freire's influential works *Pedagogy of the Oppressed* and *Reading the Word and the World* will be analysed in detail to trace the roots of the critical pedagogy.

Thirdly, the current perspectives and studies on critical literacy which is basically based on critical pedagogy will be explained and the problems of its integration into classroom will be investigated.

At the end, the critical reading and thinking practices in EFL context will be given to provide readers with a theoretical base for the study,

2.2 Critical Approaches

2.2.1 The Critical Theory of Frankfurt School

The critical theory of Frankfurt School which was formed by a group of scholars in 1923 can be considered as a first step in critical theory (Siegel & Fernandez, 1996) . The

school mainly criticised the positivism which was thought to reduce reasoning to instrumental rationality and separating facts from values. They thought that “science become scientific, something set apart from the workings of society; questions about value were set aside in favor of questions about technique” (p. 144). Max Horkheimer, one of the scholars that formed the school, pointed out that science failed to contribute to the betterment of society as a whole. They mainly sought for a theory that “would connect institutions, the activities of daily life, and the forces that shape the larger society—that is, connections among the economy, the culture industry, and the psychology of individuals.” (p. 144). Their main aim is to unmask the connections between knowledge, power and domination and construct a more just society through praxis, defined as a self-creating action with the help of critique and dialectical thought (Siegel & Fernandez, 1996).

2.2.2 The Pedagogy of the Oppressed and Reading the Word and the World

In addition to the Frankfurt School, Brazilian philosopher and teacher Paulo Freire is known and associated with critical approaches (Siegel & Fernandez, 1996). His widely known and influential book *Pedagogy of the Oppressed* mainly discussed the struggle between the *oppressors* and the *oppressed*. Paulo Freire took a revolutionary action in his country with a very large and very poor working class population and taught reading and writing to the 300 adult sugarcane workers in 45 days in 1962 to overcome the oppression the peasants experienced. The book, *Pedagogy of the Oppressed*, published

in 1970, is primarily based on the experiences and implications of this stimulating and enlightening education process.

To Freire, people who have power and authority dominate and oppress other people in a way similar to the relationship between *colonizers* and *colonized*. Freire (1970) defines oppression in this way: “An act is oppressive only when it prevents men from being more fully human.” (p. 42). It is claimed that there is a choice between “being wholly themselves or being divided, between human solidarity or alienation; between having choices or following prescriptions, between being spectators or actors; between speaking out or being silent (...)" (p. 33). Oppressed people are always forced to choose the second options indirectly or directly. Freire claims that *self-depreciation* is another significant characteristic of the oppressed people since they usually consider themselves as incapable of learning anything, unproductive and ignorant (p. 46). Freire suggests that “to no longer be prey to its force- oppression, one must emerge from it and turn upon it. This can be done only by means of the praxis: reflection and action upon the world in order to transform it” (p. 36). Therefore, to struggle with this oppression, Freire proposes a “*humanising pedagogy*” which necessitates a permanent and mutual dialogue with the oppressed.

To explain the “*humanising pedagogy*” in detail, Freire first distinguishes it from “*the banking concept of education*”. It is claimed that education becomes similar to the act of depositing money into a bank. Teachers act as depositors who have to narrate, the students act as depositories who have to receive, memorise and repeat the things

narrated to them. Therefore, Freire (1970) commented that “education is suffering from narration sickness” (p. 57). So the banking approach never encourages students to critically consider the reality.

Giving examples of “some professors who specify in their reading lists that a book should be read from pages 10- 15—and do this to *help* their students” , Freire (1970) states that these limiting reading lessons, the methods for measuring knowledge, the relationship between the teacher and the taught, everything in this *ready-to-wear approach* prevents people from thinking (p. 63).

However, Freire emphasises that “knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry men pursue in the world, with the world, and with each other” (p.208). Thus, there should be a problem-posing approach which considers men and women as conscious beings, helps them to foster in their relations with the world.

To sum up, Freire compares the banking education with the problem-posing education and states that:

Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers. Banking education inhibits creativity and domesticates (although it cannot completely destroy) the intentionality of consciousness by isolating consciousness from the world, thereby denying people their ontological and historical vocation of becoming more fully human. Problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of persons as beings only when engaged in inquiry and creative transformation. In sum: banking theory and practice, as immobilizing and fixating forces, fail to acknowledge men and women

as historical beings; problem-posing theory and practice take the people's historicity as their starting point (p. 73).

Freire also comments that as a more humanising pedagogy, “problem-posing education does not and cannot serve the interests of the oppressors. No oppressive order could permit the oppressed to begin to question: Why?” (p. 74).

Finally, true dialogue cannot exist unless the dialoguers engage in critical thinking, thinking which discerns an indivisible solidarity between the world and men and admits of no dichotomy between them-thinking which perceives reality as process, as transformation, rather than as a static entity-thinking which does not separate itself from action, but constantly immerses itself in temporality without fear of the risks involved. Critical thinking contrasts with naive thinking, which sees “historical time as a weight, a stratification of the acquisitions and experiences of the past,” (from the letter of a friend) from which the present should emerge normalised and well behaved. For the naive thinker, the important thing is accommodation to this normalised “today”. For the critic, the important thing is continuing transformation of reality, in behalf of the continuing humanisation of men (p. 81).

In his reading lessons, Freire advised his adult students to analyse the contents of the newspapers to encourage a sense of criticism by asking “why do different newspapers have such different interpretations of the same fact?” This question may help people react to the newspapers not “as passive objects of the “communiqués” directed at them, but rather as consciousness seeking to be free” (p. 118). To conclude, the main aim of the liberal education is to help people feel like masters of their own thinking by creating a discussion environment with their comrades.

Paulo Freire made a breakthrough with these inspirational theories and ideas in 1970s. Although the workers considered themselves as ignorant and worthless, he organised a radical movement and taught them not only reading and writing but also transforming their world, looking at the world with new and broader perspectives. An illiterate peasant who was taught to read and write talking about the benefits of this education process commented that “we were blind, now our eyes have been opened”(p.65). As it is clearly stated in his other influential book’s name, *Reading the Word and the World*, peasants learnt to read the word and world.

Therefore, this book paved the way for growth of the critical and more humanistic pedagogies all over the world. In his other book “*Reading the Word and the World*” (Freire& Macedo, 1987) he is interviewed by Donaldo Macedo and he mainly focuses on literacy. In his interview, Freire pointed out that reading does not only mean decoding the written word or language; but it is also connected with the world knowledge. A critical reader of a text is also aware of the relationship between text and the context. “To sum up, reading always involves critical perception, interpretation and rewriting of what is read.” (p. 24). With respect to thinking correctly while reading the texts, Freire stated that trying to discover and understand what is found to be hidden away in things and facts is the most important step in gaining sense of criticality (p. 61).

Similarly, in the introduction part of the book, Henry Giroux (1987) quoted from Gramsci (p. 1), “literacy was a double-edged sword; it could be wielded for the purpose

of self and social empowerment or for the perpetuation of relations of repression and domination". He also stated that:

Most importantly, literacy for Freire is inherently a political project in which men and women assert their right and responsibility not only to read, understand and transform their own experiences, but also to reconstitute their relationship with the wider society. Moreover, the issue of literacy and power does not begin and end with the process of learning how to read and write critically; instead it begins with the fact of one's own existence as part of a historically constructed practice within specific relations of power.(p. 5)

Thus, it is obvious that Freire considers reading not only as a cognitive ability or mechanic skill, but also as a tool that carries ideological and social meanings. Acquiring basic reading skills such as decoding, interpreting and comprehending the words and texts are not enough, but one must also understand the text in its own context and relate the text to their own lives.

In addition, as Gramsci stated literacy/reading is such a powerful tool that it can both empower people by broadening their perspectives and also may keep them live under the domination of the oppressors in indirect ways. Therefore, people should be cautious while reading a text, should have a critical stance considering the texts.

To conclude, Freire and his works have a considerable impact on the education, critical pedagogy and critical literacy. Although it is not directly written for foreign language learning, his theory of humanising pedagogy affected all branches in education.

2.2.3 Current Perspectives on the Meaning of “Critical”

Nowadays, there are numerous studies involving critical approaches such as critical ethnography, critical discourse analysis and critical language awareness which is considered as Critical Discourse Analysis's pedagogic branch, critical literacy, critical pedagogy, critical applied linguistics (Siegel & Fernandez, 1996; Norton & Toohey, 2004, Pennycook, 2001, Canagarajah, 1999). Of course, all these domains cover different areas and are not directly related. Allan Luke (2001) , to describe the common characteristics of these domains, pointed out that: “ what has counted as *critical* in recent years has focused on how people use texts and discourses to construct and negotiate identity, power and capital” (p. 21). He also commented that while a decade ago being critical means having higher comprehension and sophisticated personal response to the texts, now it includes “political analyses of dominant texts, introduction of students to sophisticated linguistic and aesthetic metalanguages for talking about critiquing, and reconstructing texts and discourses”(p. 21).

These critical approaches also have a more comprehensive view of language as stated below: “Language is not simply a means of expression or communication rather, it is a practice that constructs, is constructed by the ways language learners understand themselves their social surroundings, their histories and their possibilities for the future” (p. 1).

In the third volume of the Handbook of Reading Research, Siegel and Fernandez (1996) offer a more comprehensive summary of the distinguishing characteristics of the critical:

Despite the differences in the meaning of critical within critical scholarship on literacy education, we can (tentatively) note some themes that this work seems to share. One is that literacy is conceptualised as a social and political practice rather than a set of neutral, psychological skills. Another is that critical approaches look beyond the taken-for-granted explanations of practices and policies to understand their historical formation, especially the ways in which discourses—systems of ideas traditionally thought to be “outside” of schooling—work to construct the instructional practices and social relations that constitute literacy education in schools. And finally, critical approaches seek to challenge and transform the status quo by engaging people in a “collective process of re-naming, re-writing, re-positioning oneself in relation to coercive structures” (Davies, 1993, p.199) (p. 149)

Norman Fairclough (1989) who is widely known for his studies in critical discourse analysis pointed out that he had two main reasons for the critical language study: First one is “to help correct a widespread underestimation of the significance of language in the production, maintenance, and change of social relations of power.” The second aim is “to help increase consciousness of how language contributes to the domination of some people by others, because consciousness is the first step towards emancipation” (p. 1).

Hillary Janks (2000), in her article Domination, Access, Diversity and Design: A Synthesis for Critical literacy education defines critical language awareness:

Critical Language Awareness emphasises the fact that texts are constructed. Anything that has been constructed can be de-constructed. This unmaking or unpicking of the text increases our awareness of the choices that the writer or speaker has made. Every choice foregrounds what was elected and hides, silences

or backgrounds what was not selected. Awareness of this prepares the reader to ask critical questions: why did the writer or speaker make these choices? Whose interests do they serve? Who is empowered or disempowered by the language used? (p. 180).

As it is already obvious from the definitions given above, there is no strict description of critical approaches. However, it may be claimed that being critical is being open to marginalised or silenced voices of the society, to suspect, question and challenge the discourses imposed by mainstream and authorities, to adopt a broader perspective.

Catherine Wallace (1999) discusses about her Critical Reading course offered to advanced foreign language learners in order to examine the concept of Critical Language Awareness. She considers *critical literacy* and *critical pedagogy* as the sister fields of the *critical language awareness*. She points out the principles of the critical pedagogy which are “teaching as emancipatory, difference-oriented and oppositional”. Wallace (1999) states that critical pedagogy is seen as a marginalised project and as a result of this; there is a possibility that students may feel themselves out of society, especially the ones who are relatively in low social status (p. 101). For instance, a student participating in a critical reading course commented that “I am a little unhappy about the course because it consists only of non-white students” (McKinney, 1998 quoted from Wallace, 1999). Therefore, to show that this pedagogy is for everybody, Wallace points out a different understanding of critical pedagogy: “one which values commonality rather than difference and resistance rather than opposition and which aims to bring Critical Pedagogy into mainstream” (p. 98). Thus, it is important to be aware that critical

pedagogy is not only for the students who are oppressed, marginalised, living in poor conditions but for all the students regardless of their status and race.

In short, critical approaches in education, aim to empower people by encouraging them to broaden their perspectives and to resist oppression and manipulation exerted via language and education.

2.3 Critical Literacy, Critical Reading and Critical Thinking

In the last part of the literature, the concepts of critical reading and thinking will be analysed and their practices in EFL classrooms will be investigated.

Critical literacy and critical reading which focus on reading and writing are mainly based on the theory of critical pedagogy while critical thinking is claimed to be a set of higher order skills including interpretation, analysis, evaluation, inference, explanation, and self-regulation (Yagcilar, 2010).

Comber and Cormack (1997) in their review “Looking Beyond ‘Skills’ and ‘Processes’: Literacy as Social and Cultural Practices in Classrooms” pointed out that “researchers in the past have usually perceived literacy as being something that individuals did in their heads” (p. 22). They listed the research methods such as eye-tracking, think aloud protocols, interviews whose aims are to investigate the process in the readers’ minds while they are reading.

However, these studies are not enough to answer some questions such as why some children learned to read easily and others didn't or the other factors that affect reading and writing. Therefore, there is a need to consider this issue in a broader perspective, literacy as "socially and culturally constructed practice".

According to Comber and Cormack (1997);

To say that literacy is socially constructed is to acknowledge that you are differently literate than your grandparents, that today's children and their children are and will be differently literate than their teachers. Literacy is not a set of unchanging and universal skills or knowledge. What counts as literacy varies according to "place, institution, purpose, period in history, culture, economic circumstance and power relations (p. 23)

As a social and cultural practice, literacy has been viewed in a broader perspective. Critical literacy necessitates "learning to read and write as part of the process of becoming conscious of one's experience as historically constructed within power relations." (Shor, 1997 as quoted in İçmez 2005, p.24)

When reviewing the studies (Belet & Dal, 2010; Bosley, 2008; Clarke & Whitney, 2009) it can be observed the terms critical literacy and critical reading are used interchangeably to explain reading as a social process as a way of empowering readers with the help of examining the relationship between power and ideology in a specific discourse, namely in a text. However, there can be confusion about the definitions of these terms as well.

For instance, Cervetti & Pardales (2001) in their article distinguish the critical literacy from critical reading practices sharply. They claimed that critical reading is based on the

liberal humanism while the critical literacy is grounded on the critical perspectives. (p. 1).

Liberal- humanist tradition based on rational thought relies on the notion that the “correct” intention of the writer can be decoded from the text. Therefore, according to this approach “readers recognise the author’s purpose, distinguish the opinion from a fact, make inferences, form judgements, detect propaganda devices in a text” (p. 2).

Nevertheless, critical literacy is claimed to be quite different and depend on the belief

that “knowledge is not neutral, reality cannot be known definitively” (p. 9). As a result, everybody cannot understand the same thing from a text as it is culturally and historically situated. The ultimate goal of the critical literacy is to foster critical consciousness of the human beings and struggle for a better society. Moreover, the table 2.1 provided below mainly summarises the distinctions between critical reading and critical literacy:

While Cervetti & Pardales M.J. (2001) consider critical reading as decoding the texts and understanding author’s unclear or implicit intention; Wallace (2005) considers it as a weak form of critical and names it as critical thinking which is “to critique the logic of the texts, to note inconsistencies and lack of clarity” (p. 26). In terms of critical reading, Wallace (2005) sees it is a way to deal with power and ideology. She points out that “critical readers are able and willing to critique not just micro features of specific texts but attend to wider implications which relate to circulation of dominant discourses within texts and so ultimately to the power bases of society” (p. 27).

Table 2.1: The Critical Reading versus Critical Literacy taken from Cervetti & Pardales M.J., (2001)

Area	Critical Reading	Critical Literacy
Knowledge (epistemology)	Knowledge is gained through sensory experience in the world or through rational thought; a separation between facts, inferences, and reader judgments is assumed.	What counts as knowledge is not natural or neutral; knowledge is always based on the discursive rules of a particular community, and is thus ideological.
Reality (ontology)	Reality is directly knowable and can, therefore, serve as a referent for interpretation.	Reality cannot be known definitively, and cannot be captured by language; decisions about truth, therefore, cannot be based on a theory of correspondence with reality, but must instead be made locally.
Authorship	Detecting the author's intentions is the basis for higher levels of textual interpretation.	Textual meaning is always multiple, contested, culturally and historically situated, and constructed within differential relations of power.
Instructional goals	Development of higher level skills of comprehension and interpretation	Development of critical consciousness

With regards to the difference between critical reading and critical thinking Yagcilar (2010) states that:

Basic distinction of the two concepts is that critical thinking encourages an analysis of situations and argument that may have relation with the social and human condition, but it does not specifically demand social action. Critical pedagogy, however, expects social justice and examines and promotes practices that have the potential to transform oppressive institutions or social relations. So the expectations for the social action make the basic difference (p.13)

Macknish (2011) integrates critical thinking and reading in a figure 2.1 in order to show the range of critical reading process rather than classifying and dividing two concepts.

TABLE 1. Range of Critical Reading Processes

Evaluating texts analytically (critical thinking)		Considering texts from a power perspective (critical literacy)				
Critiquing the logic of texts; assessing the credibility of claims and evidence; identifying fallacies; distinguishing fact and opinion	Questioning the source, author's purpose and stance; showing skepticism; identifying bias	Identifying presuppositions; detecting propaganda devices; employing intertextuality; showing language awareness	Considering alternative constructions of texts; considering multiple perspectives; identifying missing and/or marginalized voices	Focusing on wider sociopolitical influences; examining underlying values and ideology; showing critical language awareness	Critiquing language and power relations; challenging the positioning of readers and others; challenging naturalized assumptions	Uncovering author's hidden agenda; taking action for social transformation; pursuing social justice

Figure 2.1: Representation of the Range of Critical Reading Process

Source : Macknish (2011)

According to this figure, one can both employ the critical thinking and reading/ literacy practices while reading a text.

However; Macknish (2011) in his case study with an ESL class in Singapore claims:

Although a distinction may appear straightforward, it seems too simple and dismisses the idea that some processes overlap or are necessary for building others. For example, we might ask whether it is possible for readers to uncover language and power relations or an author's hidden agenda without explicitly or

implicitly identifying bias and this may require readers to assess the credibility of claims or question the source and the author's purpose. (p. 446)

Therefore, Macknish points out that rather than setting rigid parameters and clear cut distinctions, there can be different perspectives and ranges involved in this critical

reading process. The table taken from Macknish (2011) also displays the "range of critical reading process" (Please refer to Figure 2.1 below for a representation of Macknish's Table).

As it can be clearly seen in the table, Macknish (2011) shows the process in non-linear and interactive manner. As a result, a critical course may encourage the students both to handle the texts in an analytic perspective and from a power perspective.

Although critical thinking views reality and knowledge as knowable, while critical literacy proponents think in the opposite way, these two theories could be integrated. One can both try to detect the writer's intention, identify logical flaws, bias and s/he can be aware of the fact that these entire deductions can vary among the people coming from different social backgrounds.

Thus, this study is based on the integration of two practices and depends on the theory that reading as a social process involves both critical thinking and critical reading. This study undertakes the idea that these concepts feed each other and share some common concerns such as empowering people.

As one should both read and think critically while dealing with a text, this study also encompasses a critical thinking model in written discourse. Atkinson (1997) in his influential article on critical thinking in TESOL states that although everybody agrees with the idea that critical thinking is beneficial, nobody can give the exact definition of this concept (p. 74). Atkinson (1997) argues that TESOL educators should be careful while integrating critical thinking practices into the classroom. He explains the reasons:

Critical thinking may be more on the order of a non-overt social practice than a well-defined and teachable pedagogical set of behaviours. Critical thinking can be and has been criticised for its exclusive and reductive character, teaching thinking to non-native speakers may be fraught with cultural problems and once having been taught, thinking skills do not appear to transfer effectively beyond their narrow contexts of instruction (p. 71).

Atkinson argues that “critical thinking is cultural thinking” and it is a social practice in which children from western countries get used to in their childhood. Thus, there can be some problems in putting it into practice in EFL and ESL environments. However, he thinks that this should not prevent educators to implement it. Rather, TESOL educators are advised to approach this notion carefully and critically.

On the other hand, Davidson (1998) thinks that although there is no exact definition of critical thinking, most of the definitions provided in the literature have some common points and “paraphrases of the same idea” (p. 120). Siegel (1988) calls the critical thinker as one who is “appropriately moved by reasons”. In addition, Davidson (1998)

includes Norris and Ennis (1989) definition which is “reasonable and reflective thinking that is focused upon deciding what to believe and do” (p. 121).

Davidson (1998) also states even one thinks that non-western societies value silence, imitation, submission and conformity; this should not prevent educators from including critical thinking practice in classrooms, especially in language teaching (p. 121).

In order to prove that non-western learners can think critically, Paul Stapleton (2001) has conducted a study with Japanese undergraduate students taking English writing class in a Japanese university. In this study, Stapleton aims to explore whether content familiarity affect students’ critical thinking abilities. He collected the data from 45 students’ written work and employed the model presented in the Figure 2.2 below. Stapleton claims that “the model proposed in this study attempts to address the lack of adequate critical thinking tests by offering a scheme that can be used in assessing any argumentative passage” (p. 515). Stapleton wanted the students to write argumentative essays, as “persuasiveness is connected to critical thinking because writers must predict their audience’s needs, and therefore both anticipate counter arguments and question their own assumptions” (Ramage & Bean, 1999 quoted from Stapleton, 2001).

As shown in the Figure 2.2 below, key elements of critical thinking are argument, evidence, recognition of opposition, fallacies (p. 517). Taking these elements into consideration, the raters evaluated the students’ essays. The results indicate that students’ written work included critical thought and the topic familiarity had a positive effect on critical thinking (p. 533).

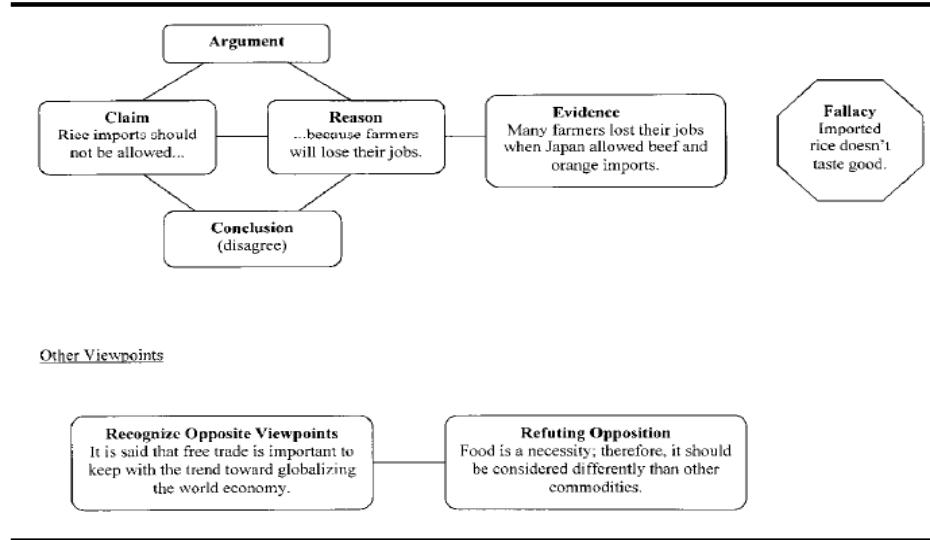


Figure 2.2: Key Elements of Argumentation

Source: Stapleton (2001)

In Turkish context, Alagözlü (2007) has conducted research to explore whether Turkish undergraduate students at ELT departments show critical thinking and voice in their written work. This study revealed that although the results from questionnaires indicate high levels of critical ability of students have, written works suggest that students copied the arguments what they read from the texts. The students were observed to be unsuccessful according to Stapleton's critical thinking model. Alagözlü (2007) concludes that "EFL students need to be supported in terms of critical thinking skills though they perceive themselves to be critical thinkers to overcome the difficulties in writing and to cope with the requirements of the multicultural world" (p. 2).

2.3.1 Integrating Critical Literacy into Classroom

İçmez (2005) points out that “critical literacies do not provide, quite rightly, tailor-made methodologies. As the emphasis of the critical literacies is on socially constructed realities, ideologies, and identities, it would be a contradiction within itself to provide ready-made methodologies to be used in a diversity of contexts” (p. 27).

To integrate critical literacy into the classroom is beneficial to help students to gain awareness and consciousness; however, it can be difficult to put into practice as there is no specific guidance for educators. It should be contextual and fulfil the needs of the students in this specific context.

Dahl-Kramer (2001) in her article handles the issue with some caution and quoted from Talib (1995) who claimed that critical literacy agenda may fail in non-western countries due to people’s belief that is critical pedagogy is not necessary for economic growth or the general well-being of the country, and it may be dangerous rather than beneficial (p. 16). In addition, Dahl-Kramer (2001) criticises the approaches that consider the “critical thinking, critical reading and writing” as fast solutions to make students to think analytically and find solutions to the problems and offer these *packages* to the students as an adds-on to the curricula. In her critical reading and writing course for Singaporean university students, first of all she asked the students to write their past experiences with literacy. One of the students, in his first sentence of the essay, summarised his point; “I write not because I have something to say; I write because I am expected to say something, and in a way that others want me to” (p. 21). While the course continues, the

teacher always asked them to reflect upon the previous experiences of reading and writing. Dahl- Kramer pointed out that it was a difficult process for the students who got used to ask the questions “do we have to know this?” or “will we have a test on this?” to take a course which students always need to reflect and question the goals and contents of the course. At the end of her paper, Dahl- Kramer quotes from one of her student’s final course evaluation to show the success of the critical reading and writing course;

In the midst of the comfort and routine of quasi-school writing, of following the rules laid down, I was suddenly thrown into world where I had to think about why, I wrote the way I did for each particular subject. Up to this point my writing styles had been adopted almost unconsciously- I wrote in a particular subject the particular way I did because:

- a) the teacher told me to do so
- b) I copied the style from model essays;
- c) the writing had always been this way what!

In other words, I only understand how, but not *why*. CRW finally had me thinking about this *why*, and what the risks were of writing differently. Yet, while *we* became aware of the cast of characters which shape our writing, the different standards of different subjects, and the place of academic writing in our daily lives, the project failed on one count- to reach out to the group of students who still grope in the dark and follow the rules blindly because they do not know that they have a choice. (p. 30)

Luke (2000) also asks the question that “is critical literacy in a state-based educational system an oxymoron? Or is that really “critical literacy” or just a watered down version of educational progressivism?”(p.451). He wonders whether critical literacy loses its critical edge when it moves into tent of the state education system. Quoting from Herbert Marcuse (Wolff, Moore, & Marcuse, 1965) who argued that “instead of suppressing

critique, the strategy developed in modern nation states was to tolerate it and therefore appropriate it, to mainstream it and thereby steal away its potential threat to existing economic and social relations”, Luke also doubts whether people manipulate the nature of the critical literacy while getting it into state schools. After all, he concludes that the implementation and success of the critical literacy depends on the teachers and students who reinvent and reshape it in the classrooms (p. 459).

Hammond and Macken-Horarik (1999) in their article voice some important and unsolved problems in terms of critical literacy in ESL classrooms. These are;

- To what extent, does the development of an effective critical literacy in English presuppose control of mainstream literacy practices?
- To what extent do critical literacy programs introduce students to the cultural and linguistic resources necessary for them to engage critically with the texts?
- What recognition is there of the time and effort required on the part of both teachers and students to develop such resources and of the need for explicit and systematic teaching in order to assist students in this development? (p. 528)

To sum up, these questions address and attempt to examine the practice of the critical literacy in the classrooms. As “within every culture and interplay of social ideologies, identities, and power relations works systematically to advantage some people and disadvantage others”. (p. 529) Hammond and Macken-Horarik (1999) considers the critical literacy as guiding students in “developing insights into the ways in which those ideologies, identities, and power relations work in society and the ways in which language works to entrench and challenge those relations” (p. 529).

In order to answer the research questions, with this view of critical literacy defined above, they conducted a case study of a lesson in a science/literacy program in Australia

with the Year 10 Australian secondary school students. In the paper, they present one of the student's development throughout the course in both the content knowledge and having a critical stance towards the content of the course.

The data reveals that “without ongoing and systematic assistance in developing the English linguistic resources that enable students to talk, read and write about that knowledge, critical perspectives would not have been possible.” Therefore, it may be claimed that instruction in English and encouraging critical perspectives should go hand in hand as they stated “we believe that pedagogical implications for ESL students are clear. They cannot be expected to run before they can walk” (p. 531). In addition, in order to deconstruct the ideological and cultural assumptions in any text, one should be able to know the ways in which those assumptions are constructed (p. 541). Thus; the students were provided with instruction on language of science and metalanguage.

At the end of the paper, they concluded that in practice the teacher decides whose voices will be heard and whose voices silenced which may lead to reproduce the *status quo*, as some proponents of critical literacy argued. However, it is more important rather “to make visible the content knowledge that is chosen in any program, explain why that content has been chosen, and then provide systematic and carefully sequenced support that will enable students to gain access to the cultural and linguistic practices underpinning that content knowledge” (p. 542).

2.3.2 Studies on Critical Literacy in education

In this section, some of the studies on critical literacy will be introduced. Then, the studies in EFL and ESL contexts will be reviewed.

Clarke and Whitney (2009) states that teachers want to incorporate critical literacy in their lessons but they are not provided with the guidance. They are in need of a bridge to critical literacy but it is hard to build it in practice. Considering Jones' definition that is "critical literacy is like a pair of eyeglasses that allows one to see beyond the familiar and comfortable: it is an understanding that language practices and texts are always informed by ideological beliefs and perspectives whether conscious or otherwise" Clarke and Whitney (2009) attempts to put the theory into practice. They made use of Jones' framework which has three parts: deconstruction, reconstruction and social action (Jones, 2006). First they make the students deconstruct the texts by using the techniques such as *graphic organizers, readers theatre* and *visual representation*; then reconstruct the texts by *diary entries* and *rewriting familiar stories* and at the end of this process encourage students to take action.

Annie Fisher (2008) in her study explores the student teachers' perceptions of the critical literacy practices in the classroom. Fisher quotes from Johnson and Freedman (2005), McDonald (2004) who proposes that " education in reading is not simply about deconstruction and response: it is about making a difference, moving the book out of the class, developing an awareness of the book as an artefact and giving children a real voice in discussing the text" (p. 20). In addition, she states that teacher should empower

the students to reflect their own understanding and experiences rather than to scaffold them to find out the writer's purpose and intentions in the text. By going beyond the text, students will be able to give evaluative responses and have a critical perspective (p. 20).

Molden (2007) in her article, Critical Literacy, The Right Answer for the Reading Classroom: Strategies to Move beyond Comprehension for Reading Improvement quotes from McLaughlin & DeVoogd (2004) who claim "books can deceive, delude, and misrepresent, as readily as they can enlighten and expand our knowledge". Molden (2007) explains the reason of this "because text goes unquestioned" (p. 50).

According to her, writers of the texts have more powerful positions than the readers. In order to establish equal status in the reader / author relationship, critical literacy practices should be adopted. In order to fit the crucial literacy into curriculum, she gave numerous strategies and questions to analyse the texts (p. 53).

<p>What is this text about? How do we know? Who would be most likely to read and/or view this text and why? Why are we reading and/or viewing this text? What does the composer of the text want us to know? What are the structures and features of the text? What sort of genre does the text belong to? What do the images suggest? What do the words suggest? What kind of language is used in the text? How are children, teenagers or young adults constructed in this text? How are adults constructed in this text? Why has the composer of the text represented the characters in a particular way? Are there 'gaps' and 'silences' in the text? Who is missing from the text? What has been left out of the text? What questions about itself does the text not raise? In whose interest is the text? Who benefits from the text? Is the text fair? What knowledge does the reader/viewer need to bring to this text in order to understand it? Which positions, voices and interests are at play in the text?</p>	<p>How is the reader or viewer positioned in relation to the composer of the text? How does the text depict age, gender and/or cultural groups? How does the text construct a version of reality? Whose views are excluded or privileged in the text? Who is allowed to speak? Who is quoted? Why is the text written the way it is? Whose view: whose reality? What view of the world is the text presenting? What kinds of social realities does the text portray? What is real in the text? How would the text be different if it were told in another time, place or culture? What kind of person, and with what interests and values, composed the text? What view of the world and values does the composer of the text assume that the reader/viewer holds? How do we know? What different interpretations of the text are possible? How do contextual factors influence how the text is interpreted? How does the text mean? How else could the text have been written? How does the text rely on inter-textuality to create its meaning?</p>
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Figure 2.3: The useful questions to promote critical reading by Molden (2007)

Source: Molden (2007)

All these questions presented in Figure 2.3 above help students to handle the texts in different perspectives and encourage them to deconstruct and reconstruct the texts as they have never done before.

2.3.3 Studies in EFL and ESL contexts

Critical literacy has also been attempted to be incorporated in foreign language teaching. For instance, Graman (1988) in his teaching English as a second language experience with the adults in a rural area of Colorado followed Freire's way. As a teacher he realised that "empty words from the ESL materials" were irrelevant to the farm workers' lives and living conditions. To take an example, he claimed that "language classes should not emphasise so-called practical things for tourists, like ordering a cup of coffee or asking directions, shopping, engaging in travel or business"(p. 442). In addition, Auberbach (1985) argues that " teachers emphasise such tasks as reading directions and following orders in a job, but not the ability to change or question the nature of that job." Therefore, he encouraged students to generate themes which pertained to the students' lives for discussion and writing. Using a newspaper article or a picture as a prompt, students are asked to voice their own opinions and feelings towards the issue. They also engaged in a dialogue to discuss the problems, but "the right answers are not the goal in a Freirean class. Rather, the objective is to examine beliefs and the basis for them analtically and critically and to arrive at supporting arguments that reflect sincere and intelligent work to resolve problems"(p. 446). According to Graman, the most challenging part of application of Freire' s pedagogy to learning a second language was to help students to begin to search for and examine critically their own thoughts. That is to say, people usually believe, obey or agree without questioning or doubting the opinions which everybody also believes. Thus, he tried to break this vicious circle and

tried to make students aware that they are conscious beings and free to think beyond the learning language.

Lewison, Flint, & Sluys (2002) in their study in which they present the experiences of two elementary school teachers, one of whom is a newcomer and the other is novice, review the range of definitions in research and literatures over the last 30 years and synthesised them into four dimensions : disrupting commonplace, interrogating multiple viewpoints, focusing on socio-political issues and taking action and promoting social justice. Taking these four dimensions into consideration, they investigate the newcomer and novice's teacher's critical reading practice in the classroom. This model has been made use of, adapted or modified by some of the studies (Macknish, 2011 and Kuo, 2009). Due to the suitability of this *four dimensions of critical literacy model* for our context, these framework will be explained in detail.

“*Disrupting commonplace*” refers to “seeing everyday through new lenses” (p. 383). This dimension explains going beyond the conventional, ordinary and routine way of thinking and adopting a broader perspective. In addition, Shor, (1987); Luke & Freebody, (1997); Marsh, (2000); Shannon, (1995); Vasquez, (2000); Shannon, (1995); Fairclough, (1989); Gee, (1990), (quoted from Lewison, Flint, & Sluys, 2002) focus on this dimension of the critical literacy in their studies.

In terms of “*interrogating multiple viewpoints*”, to empathise with the other people and to “imagine standing in the shoes of others” is mainly emphasised.

Definitions by Lewison, Leland, & Harste, (2000); Nieto, (1999); Luke & Freebody, (1997); Harste et al., (2000) and Farrell, (1998)‘s (quoted from Lewison, Flint, & Sluys, 2002) can be found in Table 2.2.

In critical literacy practices, there should be “*focus on socio- political issues*” taking the fact that the language, power and sociopolitical systems are interrelated into consideration. Boozer, Maras, & Brummett (1999); Anderson & Irvine (1993) Fairclough (1989); Gee (1990), Lankshear & McLaren (1993) and Giroux (1993) (quoted from Lewison, Flint, & Sluys, 2002) mainly studied this dimension of the critical literacy.

Lastly, the ultimate goal of the critical literacy is “*taking action and promoting social justice*”. Freire (1972), Comber (2001), Janks (2000) and Giroux, (1993) deal with this dimension. **Table 2.2** below presents all the dimensions and give various definitions of each construct.

Table 2.2: The Four Dimensions of the Critical Reading by Lewison, Flint, & Sluys (2002)

**Disrupting
the common
place**

- Problematizing all subjects of study and understanding existing knowledge as a historical product (Shor, 1987);
- Interrogating texts by asking questions such as “How is this text trying to position me?” (Luke & Freebody, 1997);
- Including popular culture and media as a regular part of the curriculum for purposes of pleasure and for analyzing how people are positioned and constructed by television, video games, comics, toys, etc. (Marsh, 2000; Shannon, 1995; Vasquez, 2000);
- Developing the language of critique and hope (Shannon, 1995);
- Studying language to analyze how it shapes identity, constructs cultural discourses, and supports or disrupts the status quo (Fairclough, 1989; Gee, 1990).

Interrogating Multiple View Points	<ul style="list-style-type: none"> Reflecting on multiple and contradictory perspectives (Lewison, Leland, & Harste, 2000; Nieto, 1999); Using multiple voices to interrogate texts by asking questions such as “Whose voices are heard and whose are missing?” (Luke & Freebody, 1997) Paying attention to and seeking out the voices of those who have been silenced or marginalized (Harste et al., 2000); Examining competing narratives and writing counter narratives to dominant discourses (Farrell, 1998); and Making difference visible (Harste et al., 2000)
Focusing on Sociopolitical Issues	<p>Going beyond the personal and attempting to understand the socio-political systems to which we belong (Boozer, Maras, & Brummett, 1999);</p> <p>Challenging the unquestioned legitimacy of unequal power relationships (Anderson & Irvine, 1993) by studying the relationship between language and power (Fairclough, 1989; Gee, 1990);</p> <p>Using literacy to engage in the politics of daily life (Lankshear & McLaren, 1993); and</p> <p>Redefining literacy as a form of cultural citizenship and politics that increases opportunities for subordinate groups to participate in society and as an ongoing act of consciousness and resistance (Giroux, 1993).</p>
Taking Action and Promoting Social Justice	<p>Engaging in <i>praxis</i>—reflection an action upon the world in order to transform it (Freire, 1972);</p> <p>Using language to exercise power to enhance everyday life and to question practices of privilege and injustice (Comber, 2001);</p> <p>Analyzing how language is used to maintain domination, how nondominant groups can gain access to dominant forms of language without devaluing their own language and culture, how diverse forms of language can be used as cultural resources, and how social action can change existing discourses (Janks, 2000);</p> <p>Challenging and redefining cultural borders, encouraging students to be border crossers in order to understand others, and creating borderlands with diverse cultural resources (Giroux, 1993).</p>

Table 2.2 (cont'd)

In order to investigate the newcomer and novice teachers' experiences with critical literacy practices, they used pre-workshop questionnaires, post work evaluations, teacher authored progress reports, workshop field notes, transcripts of study group sessions, classroom observation field notes, student artefacts, and transcripts of student literature circle discussions (p. 385).

The results revealed that students are engaged in the discussions on social issues although the teacher was comfortable with literature discussions. Disrupting the commonplace is the most evident dimension in the discussions that took place in the newcomer's teacher classroom. However, other dimensions are found to be less visible in the discussions (p. 387).

The novice teacher is found to be more successful in including all dimensions of the critical literacy; however, it is observed that social actions efforts in novice teacher's classroom are less evident than the other dimensions (p. 389).

Shin-ying Huang (2011), in her relatively current study "Reading 'Further and Beyond the Text': Student Perspectives of Critical Literacy in EFL Reading and Writing" states that although critical literacy has a significant place across all levels of education, critical literacy in English as a Second Language (ESL) and English as a Foreign Language (EFL) has not been explored extensively (p. 145).

In her study, she attempts to combine both conventional and critical literacy and to investigate students' perspectives about critical literacy, the benefits for reading and

writing skills in English. She collected data from the students' written work and her teaching journal in English Reading and Writing Course offered to non-English majors at a university in Taiwan. Students were required to write reflection papers on their own reading and writing process both at the beginning and at the end of the semester. In the analysis process, the data were coded into three categories; the perception of critical literacy by students, how critical literacy helps students to develop their reading and writing, how their EFL literacy improved as a result of the course (p. 148).

In the course, Huang asked students sets of questions such as;

- What is the topic?
- What is the writer's purpose? How does it relate to the source of the text?
- What was not said about the topic? Why? What are the consequences?
- Whose interests are served by the text?
- What are the other ways of writing about the topic? (p. 148)

The texts are based on the themes of commerce, environment, gender and language. The teacher, the researcher at the same time, chooses two texts from opposing points for each of the theme. First, the students are encouraged to read one of the texts in the light of the questions given above. Then the students write a short essay to reflect upon the issues discussed in the text. Second, they read the other text looking the same issue in another perspective. In the final part, the students evaluate the two texts and write another essay reflecting their own thoughts and opinions. Huang (2011) claims that with the help of this course, students both got better in conventional English writing skills and critical literacy that is "*reading the word and the world*" (p. 149).

Students were found to view the course and critical literacy as beneficial and empowering for them. The students consider the course as a tool to help them *uncover the hidden messages, gain multiple perspectives, comprehend the texts, and give reasons to write* (p. 151).

Another study in an EFL setting is “Critical Literacy and a picture-book-based dialogue activity in Taiwan” by Jun- Min Kuo (2009). Kuo states that he collected data from instructor’s journal entries, students’ class weblog comments, students’ midterm reflection papers, interviews with the instructor/students and classroom observations in order “to investigate the extent to which the goals of the critical literacy were achieved in the classroom and to reach some implications for the implementation of critical literacy in Taiwan” (p. 483). Kuo adopted four dimensions of critical literacy model offered by Lewison, Flint, & Sluys (2002) to code the extensive data. In short, the students were given picture books related to social issues and engaged in short dialogues to discuss the pictures in groups. The results of the study suggested that this picture-based dialogue activity is effective for both promoting literacy learning and eliciting meaningful themes for the students. Also, it is clearly seen that language learning is socially constructed activity and critical literacy should be made use of in language classes for this reason. Kuo states that “finally enthusiast of critical literacy should not insist on including all dimensions of the analytical model used in the study. Instead, teachers should consider their students, teaching purposes and teaching contexts when they use elements from the critical literacy instructional model” (p. 483).

Mackniss's small-scale study aims to investigate the extent and nature of the critical reading discourse that would emerge among Chinese ESL learners in Singapore over time. The students were given instruction on how to analyse and identify the impact of "visual and structural information, pronouns, nominalization, modality, imperatives, passivization, presupposition, subject positioning, stereotyping, generalization, indirect vocabulary, emotive vocabulary" (p. 452).

The data was collected from peer group discussions of eight texts during the 26-week course. Two frameworks, *four dimensions of critical literacy* (Lewison et al., 2002) and *Varieties of Discourse* (Zeichner& Liston, 1985) were merged and modified to code the extensive data.(p. 453) As the table illustrated in Figure 2.4 displays, *interpretive discourse* encompasses "disrupting commonplace, considering multiple viewpoints, focusing on the socio-political and taking action." Justificatory discourse involves the way of justifying opinions, claims of the writer. The extent of students' attempts to uncover ideologies, detect manipulations of the writer are explored in the empowering discourse.

Interpretive discourse:	Justificatory discourse:	Empowering discourse:
Interrogating the construction of the text according to the four dimensions of critical literacy and critical reading processes; questioning and offering interpretations, evaluations, opinions, claims, and challenges	Justifying interpretations, opinions, claims made in interpretive discourse with reasons, examples, and rationale (three types), which allow argumentation to develop	Uncovering ideologies, dominant or potentially harmful discourse, or attempts to manipulate readers
Disrupting the commonplace <i>I think this may cause some bias</i> (T.8, grp.3, l.2)	Textual rationale <i>but I think it's a criticize to this government because this sentence is quoted from Mr. Suzuki one of Canada's best-known environmentalists</i> (T.7, grp.2, 1.57)	Impact <i>Maybe the writer wants to attract people. . . . This kind of shocks eh?</i> (T.4, grp.4, 1.40, 1.41)
Considering multiple viewpoints <i>He didn't show any opinion of the Beijing government or Chinese population</i> (T5, grp.4, 1.80)	Intrinsic rationale <i>Actually we have not touched the real spiritual of Christianity because in China we do not touch any religion we just know about Darwin</i> (T2, grp.1, 1.93)	Hidden agenda <i>He [the author] want to advertize this operation. . . . Yes he can make a lot of money</i> (T8, grp.1, 1.97, 1.99)
Focusing on the sociopolitical <i>why should we pay so much money to protect this kind of animal but not protect (. . .) pay more money to the people who live there?</i> (T6, grp.4, 1.24)	Extrinsic rationale <i>yeah it's true (. . .) hundreds of (. . .) about 200 missiles are lined up on the coast. . . . I read up both in China and in Singapore also other countries</i> (T5, grp.1, 1.233, 1.237)	Positioning <i>he [the author] want to provoke the Islamic extremism so France will do the right thing</i> (T.2, grp.1, 1.118)
Taking action <i>we should think about the future or the big issues such as social development not necessarily form a procession and demonstrate on the street</i> (T1, grp.4, 1.95)		

Note. Based on Lewison et al. (2002) and Zeichner and Liston (1985). T = text number; grp. = group number; final number in parentheses = line number (in the transcript).

Figure 2.4: Three Discourses of Critical Reading

Source: Macknish (2011)

The results of the data analysis suggested that in the discussions of the first two texts “interpretive discourse was limited and justificatory and empowering discourse was nonexistent. Typically, at this stage, students went through the questions and answers as if ticking items off a to-do list” (p. 454).

At the end of the course, it is observed that students were able to question the texts using some text analysis tools mentioned above, evaluate their peers’ claims and they “displayed evidence of engagement in a broader range of critical reading processes, including increased dimensions of critical literacy and varieties of discourse, albeit often in small groups” (p. 457).

Macknish (2011) points out that in the discussions, interpretive discourse was observed to emerge more often when compared to justificatory and empowering discourse, especially empowering discourse was rarely displayed. According to Macknish (2011) lack of language proficiency did not hinder the process of critical reading. Rather, the students need more scaffolding, modelling by the teacher and practice. Macknish (2011) states that by the end of the course, students gained a more critical perspective, became more conscious and she believed that “in the future they would engage in more transformative processes” (p. 459).

Wallace (2005), in her comprehensive book named *Critical Reading in Language Education*, aims to answer the question: what does it mean to be a critical reader in a foreign language. According to her, critical reading challenges some cognitive and psychological models of reading which consider reading as a set of discrete abilities.

Interestingly, Wallace thinks that non native speakers, that is, foreign language learners of the target language, are not disadvantaged when compared to native speakers when they are reading the non-pedagogic and authentic texts. Because foreign language learners are not target audience of the texts so they can look at the texts from an external perspective. Wallace argues that “not being invited to collude in a text’ ideological positioning L2 readers are arguably in a stronger position both to perceive and resist it.” (p. 42). Moreover, Wallace points out that a critical reader evaluates not only the ideological assumptions in the texts, but also his/her own understanding and stance towards the text. S/he asks himself/herself the question: “how do my identity and ideological leanings predispose me to read texts in certain kinds of ways?” (p. 43)

Wallace (2005) conducted this study with her critical reading class during fifteen weeks. The class is offered for undergraduate foreign language students. The students were provided with the instruction on Systematic Functional Grammar (Halliday, 1994 as quoted from Wallace, 2005) and they were encouraged to use this language analysis tool to talk about the texts. The extensive data was collected from the students’ discussion and talks around the texts, students’ diaries, reading protocols and follow-up student interviews.

Wallace (2005) has some hesitations at the beginning of the study. First of all, it is not possible to argue or judge that every word or linguistic feature of the text carries some ideological meaning. In addition, it is too difficult for foreign language learners who are still learning the language. Also teaching critical reading to the students may both create

a tyrannical and patronising classroom environment as the teacher guides and directs students to help them to gain a different perspective

However, the results of the study suggest that critical reading is feasible, desirable and necessary for foreign language learners. Wallace (2005) finds out that “language awareness and language development can occur in tandem in that both the analytic reading of texts and critical talk around texts constitutes learning opportunities” (p. 193).

With respect to the impossibility of determining the ideological assumptions underlying the text, Wallace argues that “there is no finite end point to textual critique, language awareness is open-ended” (p. 195). For this reason, she focuses on process rather than products of the students during the course. With respect to the last hesitation of her, although there can be a danger of “replacing the tyranny of the conventional classroom texts with the tyranny of the most powerful interpretive voice in the classroom, that of the teacher” (p. 197), Wallace concludes that language teaching has already been a political and subjective process. Furthermore, “the ideologies and cultural assumptions embedded in a wide range of English texts are more widely disseminated in written via spoken texts. In other words, the very world dominance of English invites indeed requires a critical response” (p. 47). Hence, the teachers should practice critical reading carefully and try to avoid imposing their own opinions on the students.

Wallace (2005) concludes that:

My aim in the Critical Reading course was that my students should feel part of this world and ultimately be able to contribute to and reshape its dominant discourses. This is what I mean by being powerful users of language and literacy- to be active questioners not just of texts nor of their own reality, but of wider social and political inequities (p. 200)

İçmez (2005) has carried out research using the methodology offered by Wallace (2005). The study aims to investigate the impact of a critical reading course in Turkish high school context. It also attempts to explore the effect of critical reading course on the students' motivation towards reading.

İçmez (2005), first of all, describes the nature of the reading lessons in Turkish educational system. As she works with the high school students, she focuses on the washback effect of YDS examination (foreign language exam). İçmez states that “the general approach to reading in foreign language education, and in L1 reading education, in Turkey in school settings is a traditional approach that is comprehension oriented. Reading is seen as a linear act whose aim is to crack the code and to get the meaning hidden in the text, following the structuralist paradigm” (p. 3)

According to İçmez (2005) there are some disadvantages that EFL students have in a critical reading classroom. First of all, students have limited access to English outside the classroom in Turkish context. Therefore, they might have difficulties in transferring and integrating critical reading to their lives outside the classroom. In addition, as EFL environment is a monocultural one, where every student has similar background. Thus,

this environment may not provide students with different perspectives or experiences (p. 208).

However, İçmez (2005) in her experience with the high school students observes that students developed a critical approach to reading in spite of the disadvantages EFL learners experienced.

Hülya Bartu (2002) also reports her experiences in three-year-old critical reading course at Boğaziçi University in her book. She explains the process of critical reading and lists the steps involved:

- acknowledging the difference of the message that is conveyed
- deciphering the message, comparing with our own thoughts and values
- deciding on the worth of the message as well as our own knowledge
- changing, conforming what we know, or deciding what more to read

(p. 3)

Bartu (2002) lists some useful questions for critically reading a text and divides them into six categories. In addition, Bartu has provided the readers with some example questions:

- the reader (why am I reading the text, am I the type of the person this text addresses? ...)
- the creation of the text (who has produced the text? For whom and why?)
- the text itself (what kind of words are used –formal or slang , process or nominal?)
- the people and relations involved (does the writer approve/ disapprove of self, reader and the characters? why?)

- the meaning (what ideas and beliefs are approved/disapproved of or merely presented?)
- the function of the text (what will the effect of this text be on other readers? Why?)

Bartu (2002) states that the questions above belong to the students or are rewritten by students or based on the feedback given by the students. Therefore, these questions seem to be applicable for EFL students.

From the literature review, it can be concluded that there are many studies in critical literacy and critical thinking but the number is limited when it comes to the studies in foreign language education. This study is based on the theory of reading as a social and interactive process and undertakes that every text is ideologically and socially constructed. The next chapter will present the design and methodology of this study which takes its basis from the studies and theories mentioned above.

CHAPTER 3

METHOD OF DATA COLLECTION, ANALYSIS AND INTERPRETATION

3.1 Presentation

This chapter will present the methodology of the study. First, the research questions will be presented. Then, in the light of the research questions, the research design of the study will be explained. After a detailed introduction of the design, the setting of the study and the FLE 135 and 136 courses will be described. Data collection and analysis procedure will be described in detail to better present the results in the next chapter.

3.2 Research Questions

The main aim of this study is to observe the nature and the extent of the critical reading discourse of the freshman students at the department of foreign language education at METU in the Advanced Reading and Writing Course. In order to achieve this goal, the students' written work and whole class discussions are analysed to explore whether critical reading discourse will emerge, and if so, the nature and extent of the discourse in Advanced Reading and Writing Course over a year will be described. Below are the research questions of this study:

- I.** To what *extent* is the critical reading discourse reflected in students' written work?
- II.** How is CRD shaped/constructed through

- i. feedback
- ii. instruction
- iii. over time

in students' written work?

III. What is the *nature* of the critical reading discourse students reflected in their written work?

IV. To what *extent* is the CRD reflected in students' whole class discussions?

3.3 Design of the Study:

In order to answer these research questions presented above fully, both qualitative research methods are adopted. As Mackey and Gass (2005) point out “qualitative research is based on descriptive data that does not make (regular) use of statistical procedures” (p. 162). Qualitative research is claimed to provide rich description of the phenomena under the investigation. Moreover, the qualitative studies take an inductive way, so these types of studies first observe the situation then explore the questions raised from the context (Mackey and Gass, 2005). Therefore, in alignment with the nature of the research, qualitative methods are adopted for this study.

Taking the qualitative research methods into consideration, case study can be claimed to suit best to fulfil the goal of this research. Case studies, as Mc Kay (2006) has stated, “are frequently used to trace the language development of a particular group of learners” (p. 72). In addition, they usually have a longitudinal approach and observations are made

at periodic intervals for a long period of time (Mackey and Gass, 2005, p. 171).

Therefore, this study is a case study making use of qualitative methods mostly.

3.4 Setting:

3.4.1 FLE 135 and FLE 136

At the FLE department, there are four sections offered for the same course which students are placed in their sections in alphabetical order. The researcher observed the one section of the same course which is taught by the same instructor to gather the extensive data. The total number of the students who signed up for the FLE 135 (in fall) and FLE 136 (in spring) is twenty seven. However, the main data, that is reading journals, was collected from one of the sections of the same course. Therefore, the participants of the study were twenty seven freshman pre-service teachers of English.

Advanced Reading and Writing I (referred to herein as FLE 135) is a compulsory course offered to freshman students at the FLE department at METU in every fall term. The course outline is provided in Appendix A. Below is the course description provided in the university catalogue:

This course presents a wide range of authentic reading materials including newspapers, journals, reviews and academic texts in order to comprehend contrasting viewpoints and to predict and identify main ideas and to decode intersentential clues. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as synthesizing information or analyzing a problem as well as reacting on the basis of evaluation are fostered. Such sub-skills of reading are employed by the students' in their writings. Students also analyze and produce different types of writings; build up writing skills emphasizing the organization, coherence, and cohesion and such sub-

skills as summarizing, outlining, and paraphrasing at paragraph level. The use of spelling and punctuation conventions as well as non-alphabetic symbol use will be practiced as well.

FLE 136 (see Appendix B) whose description also is provided below is also a required course that freshman students take in the spring term at METU:

“This course is a continuation of Advanced Reading and Writing I, to promote higher level thinking skills. By processing a variety of different authentic reading texts, students will develop superior-level sub-skills of reading namely, making inferences and deductions, and reading between the lines. Students will relate inferences from the text to real life, and gain insights into the cultural similarities and differences. By means of the awareness gained from the texts, students will analyze, synthesize and evaluate information, and therefore react to readings. Students will also analyze and produce different types of essays (e.g. comparison and contrast, classification, cause-and-effect analysis, argumentative and reaction-response) that are unified, coherent and organized. In addition to the integration of reading with writing, students will develop basic research skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing.

3.4.1.1 Classroom materials: Extensive Reading Pack

To reach these objectives explained above, the students have to keep a reading journal (see Appendix C) for the whole year. In addition, some other materials are used in the course like textbooks and essays brought by the instructor to the classroom. The students receive two Extensive Reading Packs (ERPs) –one for fall term, the other is for the spring term- that contain lots of newspaper and magazine articles, short stories in different topics. Each pack is divided into fifteen weeks and each week there are a few texts for students to choose. (see Appendices L and K) From this pack, they choose texts

to write responses to them. They are required to write a journal entry as a response to a text in each and every week throughout the two semesters. In the sixth week of the fall semester, the journals are submitted to the instructor for the preliminary check and the instructor gives feedback on the content, presentation, fluency and quantity of the written work. (see Appendix F). At the end of the fall semester the journals are submitted to the instructor for the final check and grading. At this stage, the instructor provides students with more comprehensive feedback on their journals. For the spring semester, in the FLE 136 course, the students are provided with a new ERP prepared and compiled by the instructor (see Appendix K) and their reading journals are collected only for the final check. This spring ERP includes longer, academic and more difficult texts when compared to fall ERP. Also in spring term, students are taught to read academic texts and write in an academic style. Therefore, there is a gradual shift towards academic reading and writing. Another difference between first and second term is that students are expected to write freely (free writing) in the first term while they are assigned to write reaction-response essays in the latter one.

3.4.2 The participants: The students

The students who were enrolled in the FLE 135 and FLE 136 courses were freshman students at the Department of Foreign Language Teaching. The total number of the students who signed up for the FLE 135 I and II was **twenty seven**. The same students were placed in their same sections for the FLE 136 in the spring term. These students were at the age of 18 on average, all of them were graduates of Anatolian Teacher High

Schools. All of the students took OSYS (Students Placement Examination) and YDS (Foreign Language Examination) to qualify as a university student. All of them nearly got the same scores and started their undergraduate studies in the Middle East Technical University. In their first year, students have some compulsory courses which are presented in the Table 3.1 below. All of these courses aim to develop students' reading, writing, speaking and listening skills and prepare them for their other courses in the following years.

Table 3.1: Courses offered for Freshman Students at the Department of FLE

Fall Semester	Spring Semester
FLE133 Contextual Grammar I	FLE134 Contextual Grammar II
FLE135 Advanced Reading and Writing I	FLE136 Advanced Reading & Writing II
FLE137 Listening and Pronunciation	FLE138 Oral Communication Skills
FLE129 Introduction to Literature	FLE140 English Literature I
EDS200 Introduction to Education	FLE146 Linguistics I
TURK103 Written Communication	FLE178 Second Foreign Language II
FLE177 Second Foreign Language I	TURK104 Oral Communication
IS100 Introduction to Information Technologies and Applications	

3.5 Data Collection Procedure

3.5.1 Data Collection Tools

3.5.1.1 Observation and Video Recordings

In order to understand the extent and nature of the Critical Reading Discourse of the freshman students, both written and spoken data were collected during one year. Within the scope of this study, the Advanced Reading and Writing class were observed every week. The researcher only took some field notes during the class. There is a possibility that students may be able to perform better due to positive feelings as they are included in a study which is called as *Hawthorne effect* in observations (Mackey and Gass, 2005, p. 176). In order to minimise these problems, the researcher attended each lesson and participated in the group activities mostly to minimise the effects of her own presence in the classroom. The researcher tried to blend in the classroom to ensure that every student considered herself as a student taking the class. The researcher observed FLE135 in the fall term and FLE 136 in the spring term without interfering in the courses. She also took some short field notes during the courses, when she felt necessary.

In addition, towards the end of the spring term, the instructor herself presented two texts (*The teacher who changed my life* and *School is Bad for Children*) and guided students to read critically with asking questions which stimulated the whole class discussions (see Appendix G). These two courses were videotaped with the

permission of students and the instructor to analyse the nature and extent of the CRD in the whole class discussions.

3.5.1.2 Reading Journals

As stated below, the reading journals of the students made up the core data of this study. It must be kept in mind that these journals were not kept for the research purposes but was the part of the course itself. The students who signed up for the FLE 135 course had to keep a journal to analyse and to write their reflections to the texts they read during the fall term. As they had to write at least an entry in each and every week, at the beginning of the term, the students generally complained about the difficulty of reading the long essays in the Extensive Reading Pack and writing responses to them. They also stated that keeping a journal was time-consuming especially when there were seven must courses apart from FLE 135 that they had to attend. However, at the end of the term, when the instructor wanted to get feedback from students about the journals they had kept, most of the students surprisingly commented that they benefited from writing journals. One student said that “the more I wrote, the more I felt my development in writing”. Furthermore, when the instructor asked whether they wanted to continue keeping the journals in the spring term for the FLE 136, most of the students stated that they were willing to keep journals for the next term, as well. Therefore, in the spring term they went on writing entries for each and every week.

At the beginning of the spring term students were provided with the format and grading criteria for the reading journal. (see Appendices C and D). The instructor of the course gave the students “Reading Journal Rubric” (see Appendix F) at the beginning of the semester. In this rubric, students were also informed that their entries would be evaluated considering the ideas, content, showing evidence from the text, presentation of the journal, fluency and quantity of the writing.

They were given the *guidelines for the reading journal* which explained how to write entries properly. The guideline explained four stages that the students were expected to go through. First stage is *analysing the text critically*. This stage in itself, included these steps; *previewing the text, reading, rereading more actively, dealing with the unknown vocabulary, identifying the writer's technique, analysing the language and structure, making inferences, evaluating evidence and supports, determining your stance, doing extensive research*. Second stage was to *decide on your own reaction*. Third one was to *organise ideas into an outline* and the last stage was *writing reaction response essay*. At the end of the term, the students finished their journals and the researcher collected and photocopied the reading journals of all the students at the end of the spring term. The students were asked for their consent and all of them were willing to give their journals for the research. After the duplication process, the journals were given back to them.

3.5 Data Analysis Procedure

With respect to written data, one hundred thirty five texts were analysed. For this analysis, some criteria which served as critical reading indicators were determined beforehand. These criteria were compiled in alignment with the Guidelines for the Reading Journal (see Appendices C and D) at first.

After compiling these criteria, to code the data in an effective way, need for the data analysis tool raised. Before reading all the journals gathered from the students, a tool was designed (see Appendix M). At the end of the first readings of all journals, ten journals were analysed deeply and data from these journals were coded into this table. As it is stated above, students wrote responses to the texts in different genres and types. So a student could write a response both to a news article and short story. While analysing the data, this variety of response papers created one of the most major problems. It was difficult to establish criteria which were valid for responses to both short stories and argumentative texts. Therefore, another way was opted for the data analysis. First of all, the most popular texts were determined, that is the texts in the ERP to which students wrote responses most. It is observed that students wrote more journal entries as a response to the argumentative texts than short stories, informative articles. Therefore, responses to the argumentative texts were chosen for the detailed analysis to research the development of the critical reading discourse over time. Each student's five journal entries (response papers) were selected to perform in-depth analysis. The papers

which were written in the third, fifteenth, twentieth, twenty fifth and twenty ninth weeks were selected with the aim of maintaining standards among the students.

In order to ensure inter-rater reliability of the study, a colleague of the researcher was trained. Within the training procedure, she was told about the design of the study and construction of the framework. In addition, the researcher analysed one of the reading journals with the second rater to make her get used to the rating process. At the end of the training, the second rater analysed 10% of the texts. The analyses made by the two raters were compared and the results showed 90 % of their scores matched.

As to intra-rater reliability, all the reading journals were read by the researcher at least three times. In each time, some constructs were excluded and added to the framework. Therefore, it may be claimed that the intra-rater and inter-rater reliability of the study is high.

3.6.1 The Critical Reading Discourse Framework

In order to analyse the texts that were selected, a more comprehensive framework that would help to handle and code the mass of the extensive data was definitely needed. Thus, after selecting the journals for further analysis, the researcher developed a more comprehensive analysis tool making use of the other tools that were used to examine the CRD in different contexts in the literature. As it is

mentioned before, Macknish (2011) investigated Critical Reading Discourse of students' small group discussions and used the framework presented below.

Interpretive discourse:	Justificatory discourse:	Empowering discourse:
Interrogating the construction of the text according to the four dimensions of critical literacy and critical reading processes; questioning and offering interpretations, evaluations, opinions, claims, and challenges	Justifying interpretations, opinions, claims made in interpretive discourse with reasons, examples, and rationale (three types), which allow argumentation to develop	Uncovering ideologies, dominant or potentially harmful discourse, or attempts to manipulate readers
Disrupting the commonplace <i>I think this may cause some bias</i> (T.8, grp.3, 1.2)	Textual rationale <i>but I think it's a criticize to this government because this sentence is quoted from Mr. Suzuki one of Canada's best-known environmentalists</i> (T.7, grp.2, 1.57)	Impact <i>Maybe the writer wants to attract people. . . . This kind of shocks eh?</i> (T.4, grp.4, 1.40, 1.41)
Considering multiple viewpoints <i>He didn't show any opinion of the Beijing government or Chinese population</i> (T5, grp.4, 1.80)	Intrinsic rationale <i>Actually we have not touched the real spiritual of Christianity because in China we do not touch any religion we just know about Darwin</i> (T2, grp.1, 1.93)	Hidden agenda <i>He [the author] want to advertize this operation. . . . Yes he can make a lot of money</i> (T8, grp.1, 1.97, 1.99)
Focusing on the sociopolitical <i>why should we pay so much money to protect this kind of animal but not protect (.) pay more money to the people who live there?</i> (T6, grp.4, 1.24)	Extrinsic rationale <i>yeah it's true (.) hundreds of (.) about 200 missiles are lined up on the coast. . . . I read up both in China and in Singapore also other countries</i> (T5, grp.1, 1.233, 1.237)	Positioning <i>he [the author] want to provoke the Islamic extremism so France will do the right thing</i> (T.2, grp.1, 1.118)
Taking action <i>we should think about the future or the big issues such as social development not necessarily form a procession and demonstrate on the street</i> (T1, grp.4, 1.95)		

Note. Based on Lewison et al. (2002) and Zeichner and Liston (1985). T = text number; grp. = group number; final number in parentheses = line number (in the transcript).

Figure 3.1: Three discourses of critical reading as illustrated by Macknish (2011)

Source: Macknish (2011)

Macknish (2011) briefly explained how he set up his own framework;

Answering my research question was not possible with a single analytical framework. Therefore, to identify the extent and nature of critical reading discourse, I merged and modified two frameworks: Four Dimensions of Critical Literacy (Lewison et al., 2002) and Varieties of Discourse (Zeichner & Liston, 1985) (p.453)

The framework adapted by Macknish (2011) was first found to be suitable for the analysis of the data. Only some reading skills such as interpretation, detecting main arguments, detecting the opposing arguments of the author, detecting the purpose of the author, analyzing the language and structure, evaluating the evidence, determining his/her own stance were added to the *interpretive discourse framework* to better represent the whole picture in our own context. These skills were taken from the FLE 136 GUIDELINES FOR READING JOURNAL (See Appendices C and D) which were given the students at the beginning of the semester. The researcher took the *justificatory* and *empowering discourse framework* from Macknish (2011) without modifying or making adaptations as these frameworks were thought to fit in our own data analysis procedure.

All the journals were then analyzed in accordance with this framework. However, it was soon recognized that this framework was not also entirely suitable for the data. Because in the students' writings, the traces of reflection were observed in the content of the texts such as showing agreement with the writer or disagreeing with his/her ideas. The researcher categorized this discourse as *responsive discourse* which also counted as an indication of critical thinking abilities of the students. In addition, justificatory discourse was excluded; *evaluative discourse* was added to the framework as the students evaluated the writer's style, language, word choice, the writer's refutations, justifications. In addition, "disrupting the commonplace, considering multiple view points, focusing on socio-political issues and taking action" items (which were taken from Lewison et al (2002)) were added both to the *evaluative* and *responsive* discourse as these dimensions were incorporated in the frameworks in some of the studies in literature. With regards to the interpretive discourse, detecting target audience and context of the texts were added to the interpretive discourse framework. These items were taken from the FLE 136 Guiding Questions for In-Class Reading Texts (see Appendix E).

Overall, this new framework that was based on the course materials, Lewison et al (2002) and Macknish (2011)'s framework and the students' reading journals, helped to analyze whether the students read the texts with a critical eye, think critically and put forward their opinions, thoughts and solutions to the problems discussed in the texts.

The Detailed Explanation of the Framework

The framework was provided in the Appendix I. The below is the detailed description of the framework.

Interpretive Discourse: If the student;

- detects the main argument of the text
- is aware of the evidence that the writer shows to support his/her stance
- understands and states the purpose of the writer
- detects the hidden agenda or manipulative intents of the writer
- is aware of the target audience of the text
- is aware of the context of the texts, when and where it is published, who is the author

Evaluative Discourse: If the student,

- evaluates the justifications that the writer makes and decides whether they are logical or not
- evaluates the refutations that the writer makes and decides whether they are logical or not
- evaluates the language of the author taking the text into consideration
- evaluates the tone of the writer (whether it is sarcastic, humiliating etc.)

- decides whether the writer disrupts the commonplace
- decides whether the writer consider multiple viewpoints
- decides whether the writer focus on the socio political issues
- decides whether the writer takes action, suggests a solution to issue discussed in the text

then the researcher will put a tick in the box which is under the related title. If the student fulfils these tasks mentioned above, s/he can be considered as a critical reader and thinker. The performance of the student indicated by his/her scores on the table will determine the extent to which the students can be regarded as a critical reader/thinker.

With regard to responsive discourse, the researcher analyzed the students' reactions, their own opinions for the controversial issues (such as the use of mother tongue, employee rights, downloading...). In this section the data is analyzed to answer these questions;

Whether the student;

- develops a counter argument and supports his/her own argument with giving logical reasons
- supports the argument presented in the text and give logical reasons for it

In addition, while putting forward their own arguments, students should conform to such criteria as;

- disrupting the commonplace
- considering multiple viewpoints
- focusing on sociopolitical issues
- taking action

Therefore, if the student going beyond the ordinary develops empathy for the others, takes the sociopolitical issues into consideration, and finally takes an action such as suggesting a solution for the controversial issue then it can be concluded that the student is a critical thinker as well.

The Whole Class Discussions

The lessons were not wholly transcribed. Instead, after watching the videos the researcher took detailed notes. The students' answers were grouped in accordance with the discourse categories and coded in the same framework. However, as the instructor's questions generally guided and directed the discussions while taking notes, the researcher paid attention to the instructor's questions and the way she scaffolded the discussions.

3.7 Researcher's Role

The researcher did not intervene in the flow of the courses or she did not suggest the instructor to make any changes or adaptations in the courses. The researcher only observed the class during the whole year and as mentioned before, in order to

minimise the effect of the presence of the observer in the class, the researcher acted as a participant observer in the classroom (McDonough & McDonough, 1997). She tried to blend in the classroom environment.

In addition to being a participant observer, the researcher also acted as an interpreter. Johnson (1997) points out that researcher may not be objective as their own perspectives can affect the interpretation and the analysis of the study (p.284). Therefore, the researcher is aware that her own background and perspective can affect her way of interpretation and analysis. In order to minimise this effect, a colleague of the researcher was given training and asked for help for the rating process.

Table 3.2: Time schedule for the data collection and analysis

FALL TERM (FLE 135)	SPRING TERM (FLE 136)
Week 1	Week 1
Week 2	Week 2
Week 3	Week 3
Week 4	Week 4
Week 5	Week 5*
Week 6	Week 6
Week 7	Week 7
Week 8	Week 8
Week 9	Week 9
Week 10	Week 10
Week 11	Week 11
Week 12	Week 12
Week 13	Week 13
Week 14	Week 14
Week 15	* Feedback

*The entries written in these weeks were selected for the in-depth analysis

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 Presentation

This chapter will present the results of the study. First, the results of the journal analysis will be presented. In order to give a basic idea of the students' journals, general characteristics of the journals which were gathered in fall and spring terms will be described. Then, in accordance with the critical reading discourse framework, the results of the analysis of the each sub-category will be presented. In addition, the table showing each student's performances for each term will be given.

While presenting the results of the reading journals' analysis, each sub-category of the interpretive, evaluative and reactionary discourse is focused on separately. In addition, the results of the analysis of students' entries are divided into two categories; the entries in the fall term and spring term. Since the results are presented under the category of fall and spring term, the effect of feedback and instruction on critical reading can also be observed. Furthermore, the critical reading framework which shows the frequency of each construct in students' entries in both fall and spring terms will be provided. In other table, a more

comprehensive framework that also shows each student's performances during a year will be given.

Secondly, the results of the whole class discussions will be explained in detail. Concerning the class discussions, general characteristics of the discussions of the texts will be described initially. The two lessons, "The School is Bad for Children" and "The Teacher who Changed My Life" will be explored in detail and the critical reading discourse framework will be presented for both of the lessons. At the end of the chapter, taking the results into consideration, the research questions will be answered.

4.2 The Analysis of the Journals

4.2.1 The General Characteristics of the Reading Journals

This section attempts to provide the readers with a general description of the reading journals of the students.

The students generally wrote one page or one and half pages for each entry. While some students wrote one entry for each week, the others wrote two or three entries for each week. The length of these entries varied between one page and four pages.

At the end of the fall term, each student received feedback on their journals. Generally all the students were provided with feedback focusing on "being more critical". The feedback's effect on students' CRD are analysed and presented in

detail while answering the research questions. In addition, Table 1 (Appendix) provides readers with each student's feedback.

One of the most significant characteristics of the reading journals is the differences between fall term and spring term entries in terms of writing style of the students. As they were given instruction on academic writing, giving reference, APA style.. (see Appendix B for the course outline FLE 136), the students' entries included references, became more academic when compared to those in the fall term.

Having touched upon the general characteristics of the reading journals, it is high time to present the results in accordance with the framework described in detail in the previous chapter.

4.2.2 The Results of the Analysis of Interpretive Discourse in the Reading Journals

In this section, the evaluative discourse of the students' entries in both fall and spring term will be analysed and the results will be presented in detail. Each construct of the evaluative discourse will be analysed both for fall and spring term separately. The students were expected to analyse the texts taking the constructs of the CRD framework such as language of the text, purpose of the writer, disrupting the commonplace into consideration.

In addition, each student and text in the Extensive Reading Packs was given a number. (See Appendices K, L for the texts and see Appendix J for the students)

4.2.2.1 Detecting the main argument

It is observed that in the fall term, all of the students were able to detect the main ideas of the texts to which they wrote responses. Twenty seven students, each of whose two entries' were analysed for the fall term, easily managed to get the gist of the text and they stated the main idea of the texts in their entries. 100% of the entries included the main ideas of the texts.

The main arguments were usually stated in the first paragraph of the entries in one sentence. In some of the entries, the students did not directly state the main idea; however, one can recognise their comprehension when the full text is read. Therefore, it can be claimed that all of the students were successful in detecting the main arguments of the texts in the fall term.

In the spring semester, three entries of each student were selected and analysed. Twenty seven students stated the main ideas of the texts to they wrote responses; however, as shown in the table, out of eighty one entries, seventy five entries included the correct main ideas of the texts. In other words, 92 % of the entries included the correct main ideas of the texts.

For instance, S4's entry which was written in the twentieth week included the example of problems detecting in the main arguments. S26 in her/his entry written in the twentieth week as a response to the text 226 commented that "I totally agree with the writer because we share same opinion, we are opposed to abortion." However, the writer discussed the abortion issue in many aspects and couldn't

reach a final decision at the end of the text. In consequence, it can be inferred that the student could not get the main idea of the text.

There were actually few texts which students apparently had difficulties in understanding the main ideas, such as the texts 253 (Turkey's role in Arab World), 226 (Some thoughts about abortion), 265, 211 (Digital Democracy in Turkey). Some of the students who chose to write responses to these texts misinterpreted the texts and misunderstood the writer's purpose and intention. It was surprising to find out this result while development and improvement in reading were expected. Therefore, the reasons for misinterpretation and misunderstandings will be discussed thoroughly in the discussion and conclusion chapter.

In some cases, students might seem to misunderstand the text and unable to detect the main idea of the text. However, when their entries were read carefully, it may appear that they directly stated the text's *hidden* meaning rather than *ostensible* one. For instance, S13, in his/her entry written in the twenty ninth week as a response to the text 256, wrote that "he [the writer] thinks that Turkey is playing a very crucial role in the Arab world." On the contrary, the writer presented the results of a survey about the Arab's perception of Turkish people in some areas, and he seemed to discuss the results of the survey, not his own opinions. Yet, the S13 skipped the survey's results and put forward that the writer himself believed that Turkey was in a powerful position and disregarded other evidences that demonstrated the current

position of Turkey in Arab world. Then s/he continued to prove Turkey's weak position with the help of examples.

This case can show that S13 challenged the texts but did not follow the guideline step by step. Rather than evaluating the evidence of the writer, s/he inferred that the writer manipulated the situation. The probable reasons for this case will be discussed in next chapter.

4.2.2.2 Detecting the evidence of the writer

In terms of detecting the evidence of the writer, it was found out that students could detect the evidence that the writer showed to support his/her own argument in their 41 out of 54 entries. **75 %** of the entries that were written in the fall term included the evidence of the writer. When we looked at the other entries that lacked of the evidence, although all of them understood the main ideas of the texts never talked about the writer's evidences. The others only summarised the texts and again did not dwell on the writer's supporting evidences.

For instance, S26 in his/her third week only summarised the main ideas of the text and did not discuss the evidences the writer put forward. S 38 detected the main ideas of the text in his second entry, but did not mention the evidences.

To sum up, although in the fall term the students understood the gist of the texts and stated them, in 25 % of the entries there was no mention of evidence of the writer.

In the spring term, out of eighty one entries, sixty nine entries included the evidence of the writer; that is, **85%** of the entries were successful in detecting the evidence of the writer.

The same students, who were unsuccessful in detecting main arguments in some of the texts in the spring term, could not detect the evidence of the writer in the same texts in the spring term.

In addition, S46 understood the main ideas of the text; however, he just took the evidence of the writer from the text without paraphrasing or putting it into quotation marks. Therefore, it could be claimed that s/he might have copied this from the text.

To conclude, there is an increase in the number of entries including the evidence of the writer in the spring term.

4.2.2.3 Understanding the writer's purpose

Few of the students explained the purposes of the writers in the fall term. Only in the six out of 54 entries, the students touched upon the purpose of the text that was under evaluation. Two of these entries belonged to the same student, S 13. That is, 11 % of the entries included the writer's purpose.

In the spring term, the number of the entries talking about the purpose of the writer increased. 33 out of 81 entries dealt with the question of why the writer wrote that text.

Two of the students (S13 and S1) misunderstood the writer's purpose and although they also focused on the purpose, their entries were excluded.

Therefore, while in the fall term 11 % of the entries touched upon the purpose of the writer, it was found out that 40 % of them dealt with the purpose in the spring term.

4.2.2.4 Understanding the hidden agenda of the writer

Hidden agenda of the writer was one of the least discussed issues by the students. This construct of the critical reading discourse was not given in the guidance or students were not taught about this directly. However, the instructor constantly asked about the writer's hidden agenda in the class discussions of the texts especially in the spring term.

Concerning the results of the analysis of the journals, none of the entries written in the fall term, touched upon the writer's hidden agenda. In the spring term, four students (S1, S3, and S30, S13) questioned the writer's manipulative intents.

To illustrate, S1 in his/her last entry in the spring term, criticising the way of writer's dealing with the issue, stated that "in some parts, he – the writer-

exaggerates the topic. He probably wants to be more effective but he does not reflect the truth.”

S3, in his/her second entry as a response to the text 253 in the spring term, stated that “I believe the writer tries to represent Turkey as a powerful and peaceful country.” As mentioned previously, S13 also focused on the writer’s manipulative intents.

S30, in his/her first entry in the spring term, guessed the writer’s political view although the writer never referred to this issue. S/he stated that “I can understand her viewpoint from the article... It shows that she is in favour of oppositional party.” and gave a brief explanation why s/he thought like that.

This sub-construct can be claimed to be one of the most important indicators of the critical reading. Students seem to get better in understanding the hidden agenda of the writer.

4.2.2.5 Being aware of the target audience

Only S38 in his/her second entry asked the question “for whom could be the text written?” in the fall term.

In the spring term, 6 of 81 entries questioned the target audience of the texts. Three of these entries belonged to S30. One of his/her entries s/he wrote for the writer “she does not address a specific group.” S44, S47 and S10 touched upon this issue

as well. Thus, in 7 % of the entries, one could detect the question of “for whom could be the text written.”

4.2.2.6 Being aware of the context of the text

In terms of context of the texts, the students were expected to answer these questions “where and when was the text published, who was the writer, what was his/her profession, what was the socio political context at the time when the text was published ...”

In the fall term, three of the entries written by S13, S33, and S42 dealt with these questions. S13, in his/her second entry, commented that “the writer is an expert in this science so his ideas on reading can be helpful all the university students.” . Thus, one could figure out that s/he was aware of the context of the text and s/he could evaluate the text in a broader perspective taking the writer’s background into the consideration.

With respect to spring term, seven students showed that they were aware of the context of the texts. 11 out of 81 entries included the context of the texts.

While 5 % of the entries touched upon the issues such as the writer of the text, where the text was published and the time of the text was published in fall, one could find out that 13 % of the entries talked about the issues in the spring term.

Therefore, it may be concluded that there was not an increase in the numbers of entries dealing with the context of the texts.

4.2.3 The Results of the Analysis of Evaluative Discourse in the Reading Journals

4.2.3.1 Evaluating the writer's refutations

It is found out that while nine out of fifty four entries included the evaluations of the writer's refutations in the fall term, this number greatly increased and evaluations of the writer's refutations were detected in thirty three out of eighty one entries. Therefore, 16% of the entries in the fall term included the evaluations of the writer refutations in the fall term; in 40% of the entries one could find the evaluations of the writer's refutations.

All the students' evaluations were proper, so there was no entry that included improper or wrong evaluations of the texts.

4.2.3.2 Evaluating the writer's justifications

With regard to the writer's justifications, students apparently got better in being aware of the writer's justifications and making decisions as to whether the writer's justifications are rational or not in the spring term when compared to their performance in the fall term.

In the fall term, 18 out of 54 entries dwelt on the writer's justifications, while 45 out of 81 entries included evaluations of the writer's justifications in the spring term. In other words, while 33% of the entries included this critical reading

indicator in the fall term, 55 % of the entries discussed the writer's justifications in the spring term.

It was found out that the students evaluated the writer's supporting arguments and justifications properly. To illustrate, S3 in his first entry, wrote "He –the writer shows evidences, events and experiences which other people go through." and explained these in detail.

4.2.3.3 Evaluating the language of the writer

In the fall term, it was found out that the language of the texts was evaluated in 7 out of 54 entries. In order to illustrate how the students evaluated the language of the writer, some examples can be given. For instance, S18, in his/her second entry commented that "words in the article are a bit difficult to understand."

S42, in his/her second entry as a response to the text 131, pointed out that "All I can say grammatical context is very complex... It is sometimes boring and comparisons between two things are often hard to solve for me. Stephen King is outright professional writer and to understand absolutely what he write about need some intellectual information."

In the spring term, 9 out of 81 entries included the evaluation of the language of the texts. Therefore, it may be concluded that there was no significant difference between fall and spring term in the student's entries concerning the evaluation of

language in the texts. While one could detect this CRD construct in 12 % of the entries in the fall term, in the spring term this rate was 11%.

4.2.3.4. Evaluating the tone of the writer

The tone of the writer was touched upon in the two entries in the fall term. S27 and S38 evaluated the tone of the writer. S27 in his/her first entry commented that “her pessimistic style- the writer’s- provides us to think what we must do.”

In the spring term, 8 out of 81 entries were found to include the evaluation of the tone of the writer. As a consequence, in the fall term in 3 % of the entries, the students were able to evaluate the tone of the writer, in the spring term the students managed to evaluate the tone of the writer in 9 % of the entries.

4.2.3.5 Deciding whether the writer disrupts the commonplace

Deciding whether the writer disrupts the commonplace is the least referred issue in the entries of the students written in both fall and spring terms. None of the students discussed this CRD construct in their journals. As explained in detail before, the students were expected to evaluate the text whether the writer challenges stereotypes, questions the beliefs or thoughts shared by the society. The reasons why none of the students evaluated the texts in this dimension will be discussed in detail in the discussion chapter.

4.2.3.6 Deciding whether the writer considered multiple viewpoints

While evaluating the texts, none of the students questioned the texts as to whether the writer considered multiple viewpoints. The reasons why none of the students evaluated the texts in this dimension will be discussed in detail in the discussion chapter.

4.2.3.7 Deciding whether the writer focuses on socio-political issues

It was found out that none of the students touched upon this CRD construct in their journals. The reasons why none of the students evaluated the texts in this dimension will be discussed in detail in the discussion chapter.

4.2.3.8 Deciding whether the writer suggests a solution

It was found out that none of the students touched upon this CRD construct in their journals. The reasons why none of the students evaluated the texts in this dimension will be discussed in detail in the discussion chapter.

4.2.3.9 Making overall evaluation

It was found out that the overall evaluation of the texts were made in the fall term in 11 out of 54 entries; in other words, 20 % of the entries included overall evaluations of the texts. For instance, S29 wrote at the end of his/her first entry "... thanks to the writer for explaining her ideas in brevity."

In the spring term, one could find out the overall evaluations of the texts in 11 out of 81 entries. Thus, 13% of the entries included general evaluations of the texts in the spring term. To illustrate, S38 wrote in his/her first entry in the spring term “ironical examples fit in argumentative style, in addition her ideas- the writer-presented clearly and logically” in order to evaluate the text generally. Therefore, the students in the spring term wrote fewer entries evaluating the texts generally when compared to the fall term.

The probable reasons of the decline in numbers of the entries making overall evaluations of the texts in the spring term will be discussed in the next chapter.

4.2.4 The Analysis of the Responsive Discourse in the Reading Journals

In this section, the students’ reactions to the issues discussed in the texts were examined. Students were expected to develop logical arguments that can support and/ or refute those of the writers. In addition, they had to give plausible reasons for their arguments.

These arguments of the students also were examined as to whether they disrupted the commonplace, considered the multiple viewpoints, focused on the socio-political issues. Furthermore, the students were expected to suggest a solution to the controversial issues discussed in the texts.

4.2.4.1 Developing counter arguments and giving logical reasons for them

In 13 out of 54 entries, that is in 24% of the entries, the students were observed to put forward convincing counter arguments concerning the issues addressed in the texts in the fall term. Concordantly, in these 13 entries, students were able to give logical and convincing reasons to justify their own stance.

In the spring term, the number of the entries which refuted the writer's ideas significantly increased. In 38 out of 81 entries, that is in 46% of the entries, one could find out that students refuted the writer's ideas. Consistently, in these 38 entries, one could find out that the students were able to explain why they disagreed with the writer.

4.2.4.2 Developing a supporting arguments and giving logical reasons for them

In 26 out of 54 entries, that is in 48% of the entries, the students were able to support the writer's arguments in the fall term. In 19 out of 54 entries, that is %35 of the entries, students were able to give their own logical reasons. In the seven entries, the students repeated the writer's own reasons so these entries were excluded.

In spring term, in 56 out of 81 entries, that is in 69% of the entries, students were able to support the writer's arguments. In 50 out of 81 entries, that is in 64% of the entries, students were able to offer their own reasons to justify the arguments discussed in the texts.

4.2.4.3 Disrupting the commonplace

It was observed that students were not able to go beyond the generally adopted beliefs or opinions in both fall and spring semesters.

4.2.4.4 Considering multiple viewpoints

In the fall term, it was found out that students were able to consider different perspectives related to the issues in 10 out of 54 entries. In other words, 18% of the entries included multiple perspectives.

S40, in his/her second entry as a response to the text 226 titled as “Some thoughts about abortion” dealt with the issue considering both mother’s and the infant’s perspective.

In the spring term, there was a significant increase in the number of the entries considering multiple viewpoints when compared to the fall term. 24 out of 81 entries, that is in 29% of the entries, included multiple viewpoints concerning the controversial issues.

To illustrate, S30 in his/her last entry as a response to the text 236, set a good example of considering multiple viewpoints. The text 236 titled as “how the web destroys the quality of students’ research papers” argues about the disadvantages of the web. However, S30 both explained the web’s advantages and disadvantages considering the students and the instructors.

4.2.4.5 Focusing on socio-political issues

In the fall term, S34 touched upon the socio political issues in his/her entry as a response to the text 134. In the text titled as “condemn the crime, not the person”, the writer claimed that the shame cannot be used a punishment. S34 agreed with this and commented that “it can be carried out in developed and sophisticated society.” It could be inferred that s/he considered the issue’s socio-political perspective, as well. Therefore, when the entries written in the fall term were analysed, only one student’s entry was found to include socio-political perspectives.

In the spring term, in 5 out of 81 entries, students were able to focus on the socio-political issues in their entries. S16, in his/her first entry as a response to the text 192 titled as “The English Only Movement: Can America Proscribe Language with a Clear Conscience?” dealt with official language issue focusing on the socio-political issues. S/he stated that “...it seems to be necessary to determine an official language. Unless it is decided, it seems to me that it is very hard to form a social order.”

4.2.4.6 Suggesting a solution

At the end of the each journal entry, the students were expected to reach a conclusion and suggest a solution to the problem addressed in the texts. In the fall term, 5 out of 54 entries, that is in 9% of the entries, were found to include plausible and logical solutions. For instance, S25 in his/her first entry in the fall

term, suggested that “I would give a solution like making young people conscious about that issue in many ways.” for the problem dealt with in the text 133.

In the spring term, 16 out of 81 entries, that is in 19% of the entries, students offered reasonable solutions to the problems discussed in the texts.

4.3 The Discussion of the Research Questions

4.3.1 The Extent of CRD in Reading Journals

It must be kept in mind that it is difficult to assess the full extent of CRD of students. However, three broad categories, that is interpretive, evaluative and responsive discourse, emerged from the analysis of the reading journals and the whole class discussions. These three broad categories may also shed light into the nature of the CRD of students which will be discussed later. When looked at the Table showing the number of entries touched upon the constructs of the interpretive and evaluative discourse in both fall and spring terms, it can be observed that the number of entries declines towards the right part of the framework. This framework can also be considered as a continuum in which the difficulty level of items increases to the right hand side. Therefore, the students apparently had difficulties in detecting hidden agenda, target audience of the writer. In addition, they did not make a judgement as to whether the writer considered the multiple viewpoints, disrupted the commonplace, focused on socio-political issues and took an action. To sum up, in terms of evaluative discourse students were not able to succeed in

assessing the texts in these dimensions. Below are tables showing the extent of CRD reflected in journals:

Table 4.1. Interpretive Discourse Emerged from the CRD Journals

	argument	evidence	purpose	hidden agenda	target audience	context
fall	54	40	6	0	1	3
percentages	100%	75%	11%	0%	1%	5%
spring	75	69	33	3	6	11
percentages	92%	%85	40%	1%	7%	13%

In addition to interpretive discourse dimension, performances on evaluative discourse can be presented as below in Table 4.2:

Table 4.2. Evaluative Discourse Emerging in Journals

	refutation	justification	word choice	language	tone	commonplace	multiple viewpoints	socio political	take action	Overall evaluation
fall	9	19	5	7	2	1	0	0	0	11
%	16%	33%	9%	12%	5%	1%	0%	0%	0%	20%
spring	33	43	5	9	8	1	2	0	0	14
%	40%	53%	6%	11%	9%	1%	2%	0%	0%	17%

In terms of reactionary discourse, the framework cannot be considered as a continuum as in evaluative discourse. Because, students may agree or/and disagree with the text. However, it is observed that students generally tend to agree with the ideas argued in the texts. Students supported the writers in 27 out of 54 entries in the fall term, while in 13 out of 54 entries students disagreed with the texts. In the spring term, this situation did not change. Students agreed with the writers in 56 out of 81 entries in the spring term, while in 38 entries one could observe the counter arguments. Therefore, it can be claimed that students have tendency to show agreement with the writers.

They also were successful in considering multiple viewpoints; they could tackle with the issues in broader perspectives. However, in other respects such as disrupting the commonplace, focusing on socio-political students was seemed to be

unsuccessful (refer to the part...). It is found students made progress in terms of finding reasonable solutions to the problems addressed in the texts in spring term.

Table 4.3. Responsive Discourse Emerging in Journals

	counter arguments	reason	supporting argument	reason	disrupting the commonplace	multiple viewpoints	socio political	take action
fall	13	13	27	19	2	10	1	5
%	24%	24%	50%	40%	3%	18%	0%	12%
spring	38	39	56	52	1	24	5	16
%	46%	46%	69%	64%	1%	29%	6%	19%

4.3.2 The CRD through Feedback and Instruction

When the FLE 135 (in fall term) and FLE 136 (in spring term) outlines were analysed closely, it could be seen that there is a gradual development from basic reading skills such as previewing, skimming to higher skills such as understanding the figurative language, synthesizing. (See Appendices A and B). Therefore, with the help of well-planned course, students got better in interpreting the texts, reading between the lines, evaluating the writer considering different aspects and responding to them in an appropriate way.

Thus, students' entries were found to be longer, more fluent and include more critical reflection when compared to the fall term. The students apparently developed themselves and they started to read the texts in a new perspective. In addition, they could reflect on what they read more critically. Furthermore, in the spring term, with the help of the courses on research skills, citation, and APA style, the students wrote in a more academic style.

In terms of feedback which was given at the end of the fall semester, a great majority of the students were provided with nearly the same guidance: "include more critical reflection". The instructor generally gave short feedback and those were naturally not comprehensive enough to explain "how to be a more critical" in detail. However, the ongoing courses helped students to gain more critical perspective. In addition, as it can be seen from the next part *4.5 The Whole Class Discussions*, the instructor presented some texts and facilitated the discussion environment. Therefore, this classroom atmosphere also guided students on the way of critical reading along with the feedback.

When the Tables 4.1, 4.2 and 4.3 are analysed carefully in order to report the improvement in CRD in spring term relative to the fall term, the students are found to make progress in each sub-categories of the three discourse types except for the "word choice" "language" and "overall evaluation" which were categorised under the evaluative discourse.

In terms of word choice, the same number of entries was found to evaluate word choice of the writer in both fall and spring terms. Thus, there is no improvement found in this sub-category. In addition, while 7 out of 54 entries evaluated the language of the writer in the fall term, 9 out of 81 entries evaluated the language of the writer in the spring term. Furthermore, the students tended to ignore the overall evaluation of the texts. The reason why they did not discuss about the language and word choice of the writer/text in the spring term will be discussed in the next chapter.

4.3.3 The Nature of CRD

4.3.3.1 Interpretive, Evaluative, Responsive Discourse

In this study, critical reading is thought to be a combination of interpretation, evaluation of the text and producing response/reaction to it. It is found out that all the students were successful in interpreting the texts. However, while few students focused on evaluation of the texts, the great majority of them directly responded the ideas addressed in the texts without evaluating the writer's style, word choice. Generally, students summarised their opinions in a sentence rather than touching upon "disrupting commonplace", "considering multiple viewpoints", "focusing on socio-political" and "taking action" in both fall and spring terms while evaluating the texts. Therefore, the results showed that the students had tendency towards responding to the texts rather than evaluating them directly. The reasons of these results will be discussed in greater detail in the next chapter.

4.4 The Whole Class Discussions

4.4.1 General Characteristics of the Discussions

All the courses of the FLE 135 and FLE 136 were observed and some of them were videotaped. However, two of the courses of the FLE 136 in the spring term will be focused on here to better explore the nature of the critical reading discourse in the class discussions.

Although the number of the students signed up for the course was twenty four, a few students generally volunteered to participate in the discussions to share their opinions and reflect upon the issue. When the instructor asked a question, students generally answered the questions in chorus. Only a few volunteers, usually the same students, wanted to share their opinions related to the issue. It is observed that some of the students who took the floor switched to Turkish (their native tongue) especially when talking about their own experiences or memories. In addition one student used a well known Turkish saying to sum up the topic in a nutshell, while the other student opted for Turkish to use language sarcastically. Furthermore, it is apparent that they tended to give short answers while speaking in English. It is observed that the instructor generally guided the discussion and the amount of the teacher talking time is more than that of student talking time.

The reasons for the unwillingness of the students to participate in discussions and switching to their mother tongue in some cases will be discussed in the next chapter.

4.4.2. The School is Bad For Children

In the ninth week of the spring term, the instructor presented the text School is Bad For Children which was written by John Holt in 1969. It is a highly argumentative and effective essay published in Saturday Evening Post in USA. The instructor took some sentences from the text and prepared some questions to guide the discussions. She used power point presentation to present the quotes and the questions .Also she brought the video of the song “Another Brick on the Wall” by Pink Floyd. As the students were provided with the course schedule and the reading materials at the beginning of the semester, they had read the text before they came to the class.

As mentioned earlier, the instructor’s questions guided and directed the discussion. At the beginning of the lesson, the instructor firstly asked whether the title of essay- School is bad for children- is a successful one for an argumentative text. All of the students gave short answers such as “summarising the whole text, attract students, drawing attention, challenging.” The instructor, as one of the main goals of the course is to teach writing paragraphs and essays, wanted students to think about the way of an argumentative essay is written. She emphasised that it should persuade the readers, so that students should choose their titles in accordance with the types of text they are going to write. Following the slides, instructor asked who the writer

was, where he was from, where the text was published to learn whether the students were aware of the context of the essay as this awareness is prerequisite for the critical reading and thinking. The students gave the correct answers in chorus. The instructor asked about the type of the text and target audience of the text. While some of the students said that this text was for a specific audience, others said that the writer targeted the general audience. Showing the related slide, the instructor explained that if the source of a text is a magazine or newspaper then the target audience is general.

Regarding the purpose of the text, students agreed that the purpose of the writer was to persuade readers and criticise the system of the education generally. S24 found the style of the writer “liberal” but he did not explain further why he found him liberal. “Critical, subjective, not serious, sexist” were the adjectives students came up with to define the writer’s tone. S 34 said that “he is sexist because he always says *<he>* for the students but he uses *<she>* for a teacher who is a bad person.” In response, the instructor reminded that the text was written in 1960’s when that kind of language was not considered as sexist. Then the same student said “if a writer is sexist, is it a point of view or style of the writer?” The teacher replied that “it is a style and it can be a point of view. The writer is being sexist in his/her style.” Then, the instructor asked whether the students found the text easy to read, fun to read. Students generally answered this question taking language of the text into consideration. S18 commented “vocabulary is simple, everyday language...” Further, the instructor opened the video and music “Another Brick in

the Wall” began. The instructor tried to encourage brainstorming “look at the image of the teachers in the clip” and asked the question “what is represented here?” after pausing the video. In the video, there was a dark school with a gloomy atmosphere with students whose faces are identical. S24 answered that “machines, making some kind of students, like a factory”. The teacher referring to the part of the clip commented that “this is totally a dark picture reminding us of the Gestapo; in schools usually we have such a terrible system.” S31 referring to the lyrics of the song “we don’t need no education” objected in Turkish; “ama şarkının isminden de eğitime ihtiyaç duydukları belli oldu—it is already apparent that they need education considering the name of the song- This student tried to emphasise the ungrammaticality of the name. However, S24 disagreed and commented that “it is a bit ironic way of saying this. This video shows us the education system encouraging rote learning and critical thinking is totally discouraged.”

When the video finished, the instructor showed the quotes from the texts and asked students “what does this mean?” and wanted them to reflect on the sentences. These questions generally aimed at checking comprehension of the students. Most of the students talked about what they understood from the passage and two of them talked about their own experiences in the high school. S18 commented: “I think the problem is that there are lots of silly things and there is force. For example if they gave me chance to choose what to learn, if they did not force me to memorise some dates in the history classes I would love history. Maybe I would love to read history books, novels, rather than memorising the dates.” At the end of the class, the

instructor asked; “so we become teachers. What should we do? Should we get rid of this system?” S26 replied: “start changing the system, we should change something.” The other student added: “We should rely on practical things not always theoretical.”

4.4.3. The Teacher Who Changed My Life

The last text that was studied in the class was the “the teacher who changed my life” by Nicholas Gage. It was not an argumentative text; rather it was a life story of the writer who was a refugee in the United States. The writer told his process of adaptation to a new country and especially his teacher “who paved the way for his career as a famous writer” in ERP.

The teacher gave information about the writer and his background. Also as the beginning of the story took place in Greece and in the Cold War period, the instructor talked about the Cold War period and Greek Civil War. The same questions (context, target audience, tone, the language) the teacher asked for the text “School is bad for Children” were asked again. The students answered these questions in chorus. However this time, it is observed that students evaluated the writer with a more critical stance. The students generally focused on the content rather than the style of the author. Upon the teacher’s question “what do you think about the text” one student commented that “I think he mentioned his change, transformation, he focused his life rather than his teacher.” Another student said that “I think anybody could help him, teacher does not change anything.” The point

that got the most reaction from the students was the teacher's sending the student's paper to a competition without the student's permission.

Then the teacher drew students' attention to the words "freedom, Newland" that was frequently used by the writer while talking about the United States. While S46 student commented that "America is perceived by the land of opportunities by most of the people." S26 said that "as a refugee escaping from a war, it is normal to see any country as a land of opportunities."

Student 35 criticizing the positive attitude of the writer towards America said that "the country that changed my life would be better title." The student 3 added that "When I first read the text, I think it is a good text, but after thinking critically I changed my mind. The goal of the text is different. It tries to persuade us that America is free country and land of opportunities." When the teacher asked whether the text tried to impose American values on the readers, all the students agreed.

At this stage, the teacher reminded while in this text Nicholas Gage wrote about the good sides of America, he also revealed the Watergate Scandal which was the most major political scandal in the United States. Student 10 laughed and said in Turkish "köprüyü geçene kadar..." which meant "hold a candle to the evil."

The instructor continued “so the American dream came true for him. What is American dream? Actually, American dream is whatever your position is; you can climb up the ladders of the success. Everybody can achieve this dream.”

Towards the end of the lesson, the class discussed about the pros and cons of the United States. They decided that “it can be the most powerful country in the world, but we have to question the issues such as democracy and freedom in the America.”

Considering the classroom discussions within the framework of CRD, the results suggested that with the help of the instructor’s feedback, students got better in looking at the texts in broader perspectives. It was apparent that they got the gist of the text. They could detect the arguments, the evidence the writer showed and the writer’s refutations. They started to think possible hidden agenda of the author besides the ostensible purpose. They developed an awareness of the importance of the writer’s background, source of the text, the time and the place of the text is written. They started to ask the question “for whom is the text written?” They started to evaluate the writer’s words and language although their evaluation was not given in detail.

As to *disrupting the commonplace, considering multiple viewpoints, focusing on socio political issues and taking action*, there is a gradual development in critical thinking and reading. They took an important step in gaining awareness of questioning the commonplace, thoughts that everybody believes without thinking, they broadened their perspectives and suggested logical solutions to the issues.

However, instructor's guidance in the discussions was clearly observed. The instructor prepared the questions and asked students to answer them. The discussions were always initiated and stimulated by the instructor. Therefore, the students were actually on the way to being an autonomous critical reader.

4.5 Summary of the Results

The general results of the analysis may be summarised as follows:

- It is observed that the critical reading discourse of the freshman pre-service teachers of English at METU involves interpretive, evaluative and responsive discourse.
- In general, evaluative discourse is found to be limited in students' written work and discussions when compared to interpretive and responsive discourse. They also usually tend to evaluate the content of the texts rather than form of them.

Interpretive Discourse

- Students are found to be successful in understanding the main argument; however not all of the students could show the evidences of the writer put forward.
- Students do not mention the target audience of the text, context of the text and most importantly, the hidden agenda of the text which may be

considered as one of the most significant indicator of critical reading in both terms.

- Students are found to state the purpose of the writer in spring term more often than they do in the fall term.

Evaluative Discourse

- The evaluation of the “disrupting the commonplace, multiple viewpoints, focusing on socio-political issues, taking action” are not observed in the students’ written work.
- Word choice, language and tone of the text are also not mentioned as often.
- The students evaluated the refutations and justifications stated by the writers more often in the spring term when compared to the fall term.

Responsive Discourse

- Students are found to agree with the writer more often than they disagree.
- When they disagree with the writer, they always give the reasons for their counter arguments; however, when they agree with the writer, some of them ignore to give their own reasons.

- The students do not focus on the socio political issues and go beyond the commonplace in their written work.
- They are observed to suggest plausible solutions to the problems addressed in the texts in the spring term.
- They are found to take the multiple perspectives into consideration more often in their entries in the spring term.

The summary of the results of the whole class discussions

- Most of the students are found to be reluctant to participate in the discussions and do not want to raise their hands to voice their opinions.
- Some of the students used their mother tongue although the medium of instruction is English.
- Teacher talking time is obviously more than student talking time.
- The instructor guides and facilitates the discussions most of the time.
- The students and the instructor focus on the content of the texts rather than the form of them.
- The interpretive and evaluative discourses emerge from the whole class discussions mostly.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Presentation

The answers to the research questions which were provided in the previous chapter will be discussed thoroughly and the results will be discussed in the light of the research questions in this last chapter. The pedagogical implications aroused from the results and the suggestions for further research will be given at the end of the chapter.

5.2 Discussion of the Results

When the results of the study which were summarised in the previous section are reviewed, it can be seen that students were successful in critical thinking; however, it is apparent that they were not as successful in critical reading as they were in critical thinking. Also they were found to be more successful in responsive discourse. Although in Alagözlü's study (2007) students were found to be unsuccessful in critical thinking skills, the students in this context were found to think critically.

In addition, in most of the studies reviewed in the second chapter (Lewison et al. 2002, Macknish, 2011; Kuo, 2009) it is emphasised that one should not expect all

the dimensions of the critical reading emerge at once. This study also suggests that it may not be possible to reach all the dimensions of critical reading at once.

Moreover, Macknish (2011) finds out that empowering discourse was rarely displayed when compared to justificatory and interpretive discourse. Empowering discourse of the Macknish's framework included hidden agenda of the writer and potentially harmful discourse. These items were also in the framework used in this study. The participants of this study also did not mention these subconstructs in both their written work and discussions.

In terms of language proficiency, Macknish (2011) suggests that lack of proficiency did not hinder the process of critical reading. However, most of the students in this study did not want to participate in the discussions. One of the main reasons for the low level of participation may be the lack of proficiency in speaking the target language. Because some of the students were observed to switch to the native tongue while they were speaking.

In addition to these, three general and important themes seem to come out: the effect of instruction and feedback on critical reading, the effect of instruction about academic writing on critical reading, the wash back effect of testing system on students' proficiency. Now, these themes will be explained and discussed to better understand the results of this study.

5.2.1 The Effect of Instruction And Feedback On Critical Reading:

As it is mentioned before, this is a descriptive case study, so the researcher never intervenes in the flow of the course.

However, while setting up the framework to analyse the data, there are some sub-constructs of the CRD which were compiled by Lewison, Flint, & Sluys (2002) added to the framework of this study. These are *disrupting the commonplace, focusing on socio-political issues, considering multiple viewpoints and taking action*. These dimensions may be claimed to focus on the *power* aspect of critical reading. As Wallace (2003) puts forward there are weak and *strong versions* of the critical reading. For her, a weak version refers to the critical thinking while strong version can be called as critical reading. Therefore, critical reading may involve disrupting commonplace and focusing on socio-political issues.

Throughout the course, the students were not given any specific instruction on these dimensions of the critical reading except for taking action. Students were only encouraged to suggest a solution to the problem addressed in the text in the Guidelines for The Reading Journals (see Appendix D). The dimensions mentioned above were both added to the evaluative discourse and responsive discourse. Therefore, it was explored whether these dimensions would appear in the students' evaluative and responsive discourses.

The results of the study clearly demonstrate that the instruction on critical reading is necessary but not sufficient enough to help students to be successful in analysing

texts from power dimension. *Disrupting the commonplace and focusing on socio-political issues* emerged in students' responsive discourse to a small extent. On the contrary, students were observed to be successful in considering *multiple viewpoints* while reacting to a debated issue in their entries. However, the students did not evaluate the texts with regards to the *disrupting the commonplace, focusing on socio-political issues, considering multiple viewpoints and taking action*. In the light of the results, it may be argued that the students should have been instructed and trained to be able to consider the texts within the dimension of the power. Hence, it may be claimed that more students might have analysed the texts taking these dimensions into account if they were provided instruction on them.

As mentioned before, the students were given feedback at regular intervals. They were also provided with the Grading Criteria for the Reading Journals (see Appendix F) which the feedback was mostly based on. The instructor usually wrote "try to be more critical, analyse critically" on the students' journals to encourage and facilitate more critical stance. However, it may be argued that the instruction should have supported the feedback and students may have needed more guidance in this respect.

Nevertheless, it must be kept in mind that, the syllabus of the course was already overloaded. The instructor had to focus on the broad issues such as academic writing, basic research skills, paragraph writing. In implications part, this point will be discussed in detail.

5.2.2 The Effect of Instruction about Academic Writing On Critical Reading

One of the main goals of the course in the spring semester is to teach academic writing conventions, citation techniques. Students were given instruction on plagiarism, research skills, paraphrasing, summarising and synthesising mostly. Hence it is clear that the second term is spared for the development of academic writing and research skills.

The results clearly indicate that students mentioned the purpose of the writer in their entries in the spring term more often when compared to the fall term. Therefore, they learned to mention the purpose of the writer explicitly in their entries.

In the same vein, in the spring term, the students evaluated the writer's arguments and counter arguments to a larger extent when compared to the fall term. Hence it may be claimed students learned to include the evidences that the writer put forward in their entries.

The effects of the academic writing may be observed most within the responsive discourse. In the spring term, they were found to be more successful in offering both counter and supporting arguments to the writer's own arguments presented in the texts. They were able to give their own reasons that explained why they agreed or disagreed with the writer.

Therefore, it may be claimed that the instruction on academic writing foster the students' critical thinking abilities more. As Table 4.3 in the previous chapter points out they could develop plausible arguments to agree with or/and to oppose the ideas addressed in the texts more often in the spring term. They could also justify their own arguments. In addition, they got better in considering multiple viewpoints which can show the development of critical thinking abilities.

5.2.3 The Wash Back Effect of Testing System of Turkish Educational System

The students participated in this study were all graduates of Anatolian Teacher Training High Schools in Turkey and they got the highest points in the university entrance exam to be accepted to the department of FLE at METU which is one of the few universities that only the most successful students in the entrance exam can be accepted. In addition to this, all the students have to take METU English Proficiency Exam (EPE) to be exempted from the preparatory school. They all successfully passed the EPE exam as well.

However, they were observed to be reluctant to participate in the classroom discussions. The same students were always raising their hands to voice their opinions and they also expressed their opinions in one or two sentences. Although the other students were also following the lessons, they were not involved in the discussions. Some students needed to switch to Turkish to talk about their own opinions. Therefore, it may indicate that this problem might arise due to their low levels of proficiency in speaking.

One of the most probable reasons for this is the testing system of Turkish Educational System. The current university entrance exam in Turkey does not test speaking and writing skills of the students. The exam is a multiple choice test and the students are required to read, understand and circle the correct answer. The main skill that is measured in the exam is reading. Therefore, the students who are preparing for the exam for years do not want to practice speaking, listening and writing in the schools. Moreover, while one of the principles of the testing is “test what you teach” (Bachman & Palmer, 1996), it turns out to be “teach what you test” in Turkey.

Therefore, the students who were focusing on the grammar, vocabulary and reading skills in high schools, have problems in speaking, listening and writing in their future studies. Thus, the wash back effect of the testing system may be one of the reasons for the reluctance for participation in discussions in English.

Another reason may be the lack of motivation in expressing their own opinions and participating in the lessons. It is probable that students might not have found the course interesting. In addition, due to the low levels of motivation, they might not have wanted to take part in the discussions. In order to find out other reasons, the instructor could have been interviewed to better learn her opinions on low level of participation. Moreover, students could have been interviewed to ask for their attitudes towards the course and critical reading.

5.3 Implications

This descriptive case study investigates the extent and nature of the CRD of freshman pre-service teachers of English at METU. There are main implications arisen from this study.

First of all, the students who participate in the study will become teachers of English in four years. They may be in the position of choosing the reading materials, texts, books to teach the language. Therefore, they need to have critical perspective while selecting and preparing the texts for the lesson. This case study indicates that critical reading is such a broad concept that it cannot be compacted into the Advanced Reading and Writing course which has already an overloaded syllabus. In this study, although the instructor tried to encourage students to have a more critical stance, students were able to attain it to an extent. They were found to be successful in critical thinking, but they did not analyse the texts taking the power perspectives into consideration. Hence, taking the importance of critical reading for our teachers into account, there is necessity for a course on “Critical Reading” in the curriculum of ELT departments. At least, there may be an elective course offered to the students to choose if they want to take. Then, the course may be evaluated to decide its usefulness for the students at the ELT departments.

As stated before, literacy may both serve as an oppressive force and source of empowerment for everyone in society. Therefore, it is not only teachers of English

but also everyone in a society needs this course to gain awareness of the manipulative force of the language and texts over their lives.

5.4. Limitations and Suggestions for Further Research

The main aim is to observe and describe the critical reading discourse emerged among students throughout the courses. Therefore, more class time could be spared for the instruction on critical reading.

To better explore the students' critical reading discourse, students may be provided with

some specific cases to elicit their responses. In addition, students also may be instructed about "disrupting commonplace, focusing on socio-political issues."

The study is a case study conducted with the freshman pre-service teachers of English at METU. Therefore, the sample size of the study can be increased to better understand the extent and nature of Critical Reading Discourse. Pre-service teachers of English in their second, third or last years at the department could be observed to explore their critical reading discourse.

The students were not interviewed to ask for their opinions and perceptions about the course. It may be asked whether they find the course useful or not. In the same vein, the instructor may be asked for her opinions about the course and critical reading.

The students' gender was not specified in the research, the differences between female and male students may also be investigated with regards to critical reading.

The critical reading discourse of the same students in their first language could be investigated to observe whether the instruction on foreign language reading effect first language reading as well.

Last but not least, CRD of students in other departments at different levels of proficiency in English could be investigated to understand the CRD of the language learners across different levels.

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APPENDIX A : FLE 135 Course Outline

FLE 135.01 Advanced Reading and Writing I

2010-2011 Fall

Tuesday 14.40-17.30 (EF15)

Yasemin Tezgiden

Office Hours: Tuesday 9.00-11.00 (B05)

tezgiden@metu.edu.tr

Course Description

This course presents a wide range of authentic reading materials including newspapers, journals, reviews and academic texts in order to comprehend contrasting viewpoints and to predict and identify main ideas and to decode intersentential clues. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as synthesizing information or analyzing a problem as well as reacting on the basis of evaluation are fostered. Such sub-skills of reading are employed by the students' in their writings. Students also analyze and produce different types of writings; build up writing skills emphasizing the organization, coherence, and cohesion and such sub-skills as summarizing, outlining, and paraphrasing at paragraph level. The use of spelling and punctuation conventions as well as non-alphabetic symbol use will be practiced as well.

Course Materials:

We will be using the following book as the course book:

Gülen, G., Hasanbasoglu, B., Şeşen, E., Tokdemir, G. (2009). ***Academic English: Survival Skills I*** (Rev. ed.). Ankara: Yargı Press.

Extensive Reading Pack to be provided by the instructor.

You will need a variety of good monolingual English dictionaries, including thesaurus and dictionary of collocations.

Course Content (Skill level)

Reading

Detailed reading every week focusing on the following subskills:

- Previewing (title, writers, publication info, pictures and layout)
- Skimming (checking the predictions of previewing and having further predictions)
- Scanning (specific information)
- Detailed reading comprehension
- Guessing the meaning of unknown words
- Strengthening the use of different types of dictionaries
- Making inferences from a reading text
- Critical reading (Purpose, audience, style and tone, method of development)
- Using the text for writing

Writing

Paragraph writing

- Expository paragraph
- Reaction-Response paragraph

Essay writing

- Expository essay

Evaluation

Quizzes:	% 5
Mid-term	% 20
Final	% 20

Reading Journal	% 20
Graded Writing Tasks	% 35

Course Requirements:

Reading journal:

As reading is a skill to be developed and practiced, students are encouraged to do a great deal of reading outside the classroom. Reading regularly has many rewards as it improves vocabulary, spelling, reading speed, comprehension, grammar and writing style. If you are a habitual reader, all of the above mentioned linguistic and thinking skills will improve painlessly. To help students develop the habit of reading in English, students will be asked to read articles/short stories/newspaper articles they choose from the extensive reading pack. After reading several texts each week, students will choose one and write a journal entry (at least one paragraph) outside the classroom about their reflections on the text they have selected (no less than 12 journal entries in total). This journal will be due on November 2nd for a preliminary check (at least 5 entries should be in place) and January 4th for a final check.

In their journals, students will respond to the ideas they encounter in reading. By using the journals, learners will be engaged in a dialogue with what the writer says (content) and how the writer says it (form). In their reactions, students can explore what they like or don't like about the essays and what seems effective and what doesn't. Writing in the journal about the things they have read will reinforce learners' understanding of the text. In addition, learners will do a great deal of writing practice by journal writing.

In the last three weeks of the semester, students will be FREE to choose the texts they wish to read from outside resources for their journal entries. The texts students have selected will be submitted to the instructor at the end of the term together with the journals. Texts chosen by the students will be put in the extensive reading pack in the following terms.

Graded Writing Tasks

Students will be asked to write one graded expository paragraph, one graded reaction paragraph and one expository essay during the term based on their journal entries. The guidelines for each assignment will be given one week before the due date. For these tasks, students will basically work on the journal entries they have already written. In accordance with the guidelines given by the teacher, they will either revise the paragraphs they have already written in their journals or write another paragraph on the same topic from a different perspective.

Quizzes

Quizzes will be administered from time to time to check students' involvement with class work and their progress in learning new vocabulary. The quizzes will be unannounced.

Course Schedule

Week	Date	Content to be studied	Reading	Writing
Week I	September 28	Introduction: General outline of the course		
Week II	October 5	Previewing Skimming	Reading text: "Your masterpiece – yourself"	
		Identifying points of reference		
Week III	October 12	Scanning The Paragraph	Reading text: "Change of face ... Change of self?"	
Week IV	October 19	Unity and coherence Active learning: speed reading	Reading text: "Online identities"	Graded writing 1: expository paragraph
Week V	October 26	Guessing words from context		

Cognates				
Week	November	Parts of the word		
VI	2	Active learning: Graphic organizers & highlighting and note-taking		<i>Reading Journal- PRELIMINARY CHECK</i>
Week	November	Using dictionaries	Reading text: "This is your space"	Graded writing 2: reaction paragraph
VII	9			
Week	November	NATIONAL NO CLASS		
VIII	16	HOLIDAY		
Week	November	MID-TERM		
IX	23			
Week	November	Reading between the lines	Reading text: "The future of reading in online revolution"	
X	30	Understanding figurative language		
Week	December	Making inferences		
XI	7			
Week	December	The Essay:	Reading text:	
XII	14	Thesis statement and outline	"Viewers reveal changing habits"	
Week	December	The Essay:	Reading text:	Graded writing
XIII	21	Introduction & conclusion Identifying the	"Kids today"	3: expository essay- outline

writer's technique

Week	December	Reading text:
XIV	28	“It’s time to grow up - later”
Week	January	Graded writing 3
XV	4	- expository essay- final draft
<i>Reading Journal- FINAL CHECK</i>		

APPENDIX B : FLE 136 Course Outline

FLE 136 (01) Advanced Reading and Writing II

2010-2011 Spring

Monday 8.40-11.30 (Z23)

Yasemin Tezgiden

tezgiden@metu.edu.tr

Course Description

This course is a continuation of *Advanced Reading and Writing I*, to promote higher level thinking skills. By processing a variety of different authentic reading texts, students will develop superior-level sub-skills of reading namely, making inferences and deductions, and reading between the lines. Students will relate inferences from the text to real life, and gain insights into the cultural similarities and differences. By means of the awareness gained from the texts, students will analyze, synthesize and evaluate information, and therefore react to readings. Students will also analyze and produce different types of essays (e.g. comparison and contrast, classification, cause-and-effect analysis, argumentative and reaction-response) that are unified, coherent and organized. In addition to the integration of reading with writing, students will develop basic research skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing.

Course Materials:

We will be using the following book:

Gülcü, M., Gülen, G., Şeşen, E., Tokdemir, G. (2009). *Academic English: Survival Skills II*.

Extensive Reading Pack to be provided by the instructor.

You will need a variety of good monolingual English dictionaries, including thesaurus and dictionary of collocations.

Course Content (Skill level)

Reading

Detailed reading every week focusing on the following subskills:

- Detailed reading comprehension
- Critical reading (Purpose, audience, style and tone, method of development)
- Using the text for writing

Writing

Essay writing

- Reaction-Response
Essay
- Argumentative
Essay

Citation Techniques

- Paraphrasing and summarizing
- In-text
- End-text citation
- APA style

Plagiarism

- Turn-it-in

Evaluation

Reading 40%

Mid-term 25 %
Quizzes 15 %

Writing 60%

Journal writing 20 %
(Free writing 10 %)
(Reaction-response essays 10 %)

Argumentative Essay 1 25 %
(Bibliography + first draft +*final draft*)

Argumentative Essay 2 15 %
(Final draft)

Course Requirements:

Conducting library-internet research & writing a bibliography:

Each student will conduct library and internet search for writing their argumentative essays. They will come up with a list of **at least two academic books and four research articles written in English**. They will submit their bibliography **on March 21st**. The topics students will work on are as follows:

- The spread of English
- Mustafa Kemal Atatürk
- Multiple intelligences and/or emotional intelligence
- Imperialism
- Brain drain
- Globalization
- Gender differences
- Power (military power or soft power)
- Education
- Media
- Body language

Reading journal:

To help students improve their reading skills in English, students will be asked to read articles/short stories/newspaper articles they choose from the extensive reading pack. After reading several texts each week, students will choose one and write a journal entry outside the classroom about their reflections on the text they have selected (no less than 6 journal entries in total). The first three entries will be free writing practice on the reading texts. The last three entries will be five-paragraph reaction essays. This journal will be due **on April 11**.

In their journals, students will respond to the ideas they encounter in reading. By using the journals, learners will be engaged in a dialogue with what the writer says (content) and how the writer says it (form). In their reactions, students can explore what they like or don't like about the essays and what seems effective and what doesn't. Writing in the journal about the things they have read will reinforce learners' understanding of the text. In addition, learners will do a great deal of writing practice by journal writing.

Course Schedule

Week	Date	Content to be studied	Reading	Writing
Week I	February 21	Introduction: General outline of the course	Identifying the writer's technique	
Week II	February 28	Research Skills Writer's Block	Reading text: "The Galling Rise of English" - RP	Journal Writing 1-free writing
Week III	March 7	Plagiarism and direct quotation	Reading text: "Mustafa Kemal Atatürk" -CB, p. 37	Journal writing 2-free writing
Week IV	March 14	Citation	Reading text: "Multiple intelligences" - RP	Journal writing 3-free writing
Week V	March 21	Turn-it-in Reaction and response essay	Reading text: "It's a Rich Man's World" – CB – p. 199	Journal writing 4-reaction and response essay
Bibliography due				
Week VI	March 28	Paraphrasing	Reading text: "Sex, Sighs, and Conversation" -RP	Journal writing 5-reaction

				and response essay
Week VII	April 4	Synthesizing	Reading text: “The Changing Face of Power”, CB, p. 120	Journal writing 6-reaction and response essay
Week VIII	April 11	Mid-term		Reading journal check - due
Week IX	April 18	Argumentative essay	Reading text: “School is Bad for Children” - RP	
Week X	April 25	Punctuation	Reading text: “The Media: The medium of the powerful” – CB, p. 142	Argumentative Essay 1-Outline due
Week XI	May 2	Summarizing	Reading text: “The Teacher Who Changed My Life” - RP	Argumentative Essay- 1st Draft for peer review
Week XII	May 9		Reading text: “Where do we stand?”	Argumentative

		- RP	Essay- Final Draft due
Week XIII	May 16	Reading text: Research article 1	
Week XIV	May 23	Reading text: Research article 2	Argumen tative Essay 2- Final DRAFT- due FINAL DAY

APPENDIX C: FLE 135 Guidelines For Reading Journal

FLE 135 GUIDELINES FOR READING JOURNAL

Your reading journal is an opportunity for you to **read and think & read and write!** By using this journal, you will improve **your reading skills, writing skills and of course your critical and creative thinking skills!**

So far you have done **a good job in terms of practising reading, writing and creative thinking.** Now it is time to **do more critical reflection!!!**

Here is some information for you on how to write a **REACTION PARAGRAPH** (also see pp. 80-81 in your coursebook):

What is REACTION?¹

The term “reaction” or “response” refers to the reflection of our ideas, opinions and feelings on something one experiences, sees, hears, and reads. One can respond or react to a variety of things that can range from daily events to works of art.

In an academic context, however, reaction-response usually involves commenting on ideas or arguments expressed in a text that one reads.

HOW TO WRITE REACTION PARAGRAPHS?

There are certain steps to follow when writing reaction-response paragraphs:

STAGE 1: ANALYZING THE TEXT CRITICALLY

Before reacting to a text, analyze it critically.

1. **Preview and skim/scan the text.** Look at the title, author, source, length, date of the text, and the writing context. Measure your existing knowledge about the author and subject.
2. **Read the text.** Get a general understanding of the text. Make predictions and hypothesize on the text. Develop expectations. Use your background knowledge: What do you already know about the subject?
3. **Reread the text, this time more actively.** Highlight or underline key points. Find main points, important examples, effective quotations, striking phrases, repeated words, weaknesses, or strengths. Take notes in the margins by jotting down main points, questions, ideas that you agree or disagree with. You can also use graphic organizers to see the relationship between ideas.
4. **Deal with unknown vocabulary.** Try to guess the meaning of unfamiliar words or look up the meaning of unknown words in a dictionary.

¹ The information used in this handout is adapted from *Academic English: Survival Skills II*.

5. **Identify the writer's technique.** Identify the writer's purpose and audience: Who is the writer addressing? How is the writer trying to influence his/her reader's way of thinking or acting? Why? Then, identify the tone, attitude, style of the writer: What do you know about the writer (gender, race, age, affiliations ...) Does the writer's background influence the essay? What is the writer's viewpoint and emotional stance? What is the tone of the text? Is it humorous, ironic, melancholic, or aggressive?
6. **Analyze the language and the structure.** Analyze the language. Is the language biased, rude, sexist, straightforward, informal, technical, sarcastic, or humorous? Analyze the structure. Examine the organization. What is the pattern of development (e.g. compare-contrast)? Are the ideas presented in a clear and logical way? Is the text easy to follow?
7. **Make inferences.** Evaluate contextual clues, use background knowledge, and draw logical conclusions.
8. **Evaluate the evidence and supports.** Which supporting techniques have been used? Is the evidence strong or not? Is it appropriate and sufficient? Is there anything left out? What are the weaknesses (sweeping generalizations, logical fallacies, irrelevant, or unclear ideas) and strengths?
9. **Determine your stance.** Ask yourself questions as you read and personalize. What do I feel about what I have read? What do I agree/disagree with? Can I empathize with the situation? Do I have enough background information on this topic? (If not, do research!) Did I have a similar experience? Have I heard or read of anything that applies to what the writer says in the article?
10. **Do extensive research.** Learn more about the topic, consider other views, provide support for your own ideas.

STAGE 2: DECIDING ON YOUR REACTION

You can react and respond to a text in different ways, i.e. to the content, language, style or to all of them. In short, you can:

1. **agree with the points in the text or the way they have been presented;**
2. **disagree with the points in the text or the way they have been presented;**
3. **partially agree or disagree with the points in the text or the way they have been presented;**
4. **agree with ideas but disapprove of the writer's language, tone, attitude or style;**
5. **pinpoint weaknesses and strengths in the argument and/or provide additional aspects, alternatives, and solutions to them, or**
6. **evaluate ideas and presentation as sexist, biased, irrelevant, subjective, disappointing or angry.**

IMPORTANT REMINDER: Although it is not normally advisable to use personal pronouns in academic writing, it is not wrong to use personal pronouns while writing a reaction paragraph as this type of paragraph requires personal views. When writing your reaction, you may use the following expressions to reflect your own idea.

*I think that ...
It seems to me that ...
I feel that ...
In my opinion ...
I believe that ...
Without a doubt, ... is ...
While it may be true that ..., I think it is ...
(Un)Like the writer, I believe ...
I do not agree with this idea.
I disagree with ...
I cannot agree with him/her there.
I think the writer is wrong.
I am not sure I agree.*

STAGE 3: ORGANIZING IDEAS INTO AN OUTLINE

After writing your topic sentence, it is useful to make an outline of your reaction.

STAGE 4: WRITING THE REACTION PARAGRAPH

Having analyzed the original text that you are reacting to and prepared the outline, you can now start producing your paragraph. Write **a brief summary of the original text** referring to the main idea and the main supporting points discussed in the original text. Then show your reaction **by agreeing, disagreeing, partially agreeing with, or by evaluating the text from other perspectives**.

IMPORTANT REMINDER:

When you are reacting to a text, do not confuse total agreement with the repetition of the original text. When you agree with the writer's ideas, you should not simply repeat his/her arguments, but rather explain **why you agree with the writer by presenting your own reasons**. You should not **mirror the original text**, but use different supporting techniques to show that you share the same idea on the subject.

Sample Student Paragraph I:

I agree with the writer that some of the environmental policies undertaken by the rich countries hurt the poor. The writer states that richer nations throw away their household waste like plastic bottles or cans and ship them to poorer nations (Megg, 2009, para. 2). This is unfortunately a reality. Consumption is greater in rich and industrialized countries than in poorer countries, which can be supported by the report by The New Internationalist ... Another argument I agree with in Megg's article is that rich nations dump their electronic waste onto poorer nations (2009, para. 3-4.). Undoubtedly, this is another way of exploiting the poor. Rather than being cycled, electronic waste, which contains chemicals such as mercury or lead, is sent to developing countries. ... Therefore, I find Megg's criticisms regarding waste management of rich countries both realistic and valid.

Sample Student Paragraph II:

I disagree with the writer's viewpoints on oursourcing. Megg (2009, para. 10-11) claims that outsourcing works for the benefit of the rich countries by creating inequality. To begin with, the writer argues that outsourcing does not help the economies of the poor nations, claiming that such a positive approach towards outsourcing would be "looking on the bright side" (para. 11). However, there is sound evidence that outsourcing positively affects the economy of the countries which offer outsourcing services. First, outsourcing helps national economy flourish as there is flow of money around the country. Due to the high profits in the outsourcing business, many small countries such as the Philippines or India are improving their economic growth. In addition, it provides people with job opportunities, which keeps the economy alive. According to the 2008 report of Software Quality Experts, it is estimated that outsourcing will create 350,000 jobs by 2010 world wide. The other argument I disagree with is the writer's assertion that rich countries take advantage of the poor by paying them less than what the same job would require in a developed country (Megg, 2009, para. 11). However, one needs to compare not just salaries, but the purchasing power of these salaries in different countries. An Information Technologies (IT) professional in India, for instance, may be far better off in terms of life standards, despite being paid only a third of the U.S. salary. Thus, instead of comparing the wages, purchasing power of the money one earns in different countries should be considered before making such a claim.

APPENDIX D: FLE 136 Guidelines For Reading Journal

FORMAT

Your Reading Journal must be in a **ruled spiral notebook**. You may type your reading journal or hand-write **in pen**. All ink (printer, pen) must be blue or black and no larger than 14 font. Your response should be **double-spaced** no matter it is written or typed. Your typed sheets should be neatly glued on to the pages (no edges hanging over the notebook paper). Please do not forget to leave margins. All journal entries will be placed on the right-hand page. The left-hand page is for your creativity (illustrations, a letter to a character, notes to me about the text). One left-page entry is required for each response.

Each entry must contain the following information at the top of the right-hand page:

- Date
- Title of the text
- Author
- Explain why you chose this article

Responses must be neatly written in complete sentences and must relate to the text. Quality and completeness of the response counts. Thought should go into your entry. Please give examples from the text or your own life. Do not forget to give each response a title.

HOW TO WRITE JOURNAL ENTRIES?

Your reading journal is an opportunity for you to **read and think & read and write!** By using this journal, you will improve **your reading skills, writing skills and of course your critical and creative thinking skills!**

What is REACTION?²

The term “reaction” or “response” refers to the reflection of our ideas, opinions and feelings on something one experiences, sees, hears, and reads. One can respond or react to a variety of things that can range from daily events to works of art.

In an academic context, however, reaction-response usually involves commenting on ideas or arguments expressed in a text that one reads.

HOW TO WRITE REACTION-RESPONSE ESSAYS?

² The information used in this handout is adapted from *Academic English: Survival Skills II*.

There are certain steps to follow when writing reaction-response paragraphs:

STAGE 1: ANALYZING THE TEXT CRITICALLY

Before reacting to a text, analyze it critically.

11. **Preview and skim/scan the text.** Look at the title, author, source, length, date of the text, and the writing context. Measure your existing knowledge about the author and subject.
12. **Read the text.** Get a general understanding of the text. Make predictions and hypothesize on the text. Develop expectations. Use your background knowledge: What do you already know about the subject?
13. **Reread the text, this time more actively.** Highlight or underline key points. Find main points, important examples, effective quotations, striking phrases, repeated words, weaknesses, or strengths. Take notes in the margins by jotting down main points, questions, ideas that you agree or disagree with. You can also use graphic organizers to see the relationship between ideas.
14. **Deal with unknown vocabulary.** Try to guess the meaning of unfamiliar words or look up the meaning of unknown words in a dictionary.
15. **Identify the writer's technique.** Identify the writer's purpose and audience: Who is the writer addressing? How is the writer trying to influence his/her reader's way of thinking or acting? Why? Then, identify the tone, attitude, style of the writer: What do you know about the writer (gender, race, age, affiliations ...) Does the writer's background influence the essay? What is the writer's viewpoint and emotional stance? What is the tone of the text? Is it humorous, ironic, melancholic, or aggressive?
16. **Analyze the language and the structure.** Analyze the language. Is the language biased, rude, sexist, straightforward, informal, technical, sarcastic, or humorous? Analyze the structure. Examine the organization. What is the pattern of development (e.g. compare-contrast)? Are the ideas presented in a clear and logical way? Is the text easy to follow?
17. **Make inferences.** Evaluate contextual clues, use background knowledge, and draw logical conclusions.
18. **Evaluate the evidence and supports.** Which supporting techniques have been used? Is the evidence strong or not? Is it appropriate and sufficient? Is there anything left out? What are the weaknesses (sweeping generalizations, logical fallacies, irrelevant, or unclear ideas) and strengths?
19. **Determine your stance.** Ask yourself questions as you read and personalize. What do I feel about what I have read? What do I agree/disagree with? Can I empathize with the situation? Do I have enough background information on this topic? (If not, do research!) Did I have a similar experience? Have I heard or read of anything that applies to what the writer says in the article?
20. **Do extensive research.** Learn more about the topic, consider other views, provide support for your own ideas.

STAGE 2: DECIDING ON YOUR REACTION

You can react and respond to a text in different ways, i.e. to the content, language, style or to all of them. In short, you can:

7. agree with the points in the text or the way they have been presented;
8. disagree with the points in the text or the way they have been presented;
9. partially agree or disagree with the points in the text or the way they have been presented;
10. agree with ideas but disapprove of the writer's language, tone, attitude or style;
11. pinpoint weaknesses and strengths in the argument and/or provide additional aspects, alternatives, and solutions to them, or
12. evaluate ideas and presentation as sexist, biased, irrelevant, subjective, disappointing or angry.

IMPORTANT REMINDER: Although it is not normally advisable to use personal pronouns in academic writing, it is not wrong to use personal pronouns while writing a reaction paragraph as this type of paragraph requires personal views. When writing your reaction, you may use the following expressions to reflect your own idea.

I think that ...
It seems to me that ...
I feel that ...
In my opinion ...
I believe that ...
Without a doubt, ... is ...
While it may be true that ..., I think it is ...
(Un)Like the writer, I believe ...
I do not agree with this idea.
I disagree with ...
I cannot agree with him/her there.
I think the writer is wrong.
I am not sure I agree.

STAGE 3: ORGANIZING IDEAS INTO AN OUTLINE

After writing your topic sentence, it is useful to make an outline of your reaction.

STAGE 4: WRITING THE REACTION-RESPONSE ESSAY

Having analyzed the original text that you are reacting to and prepared the outline, you can now start producing your essay. Write a **brief summary of the original text** referring to the main idea and the main supporting points discussed in the original text. Then show your reaction by **agreeing, disagreeing, partially agreeing with, or by evaluating the text from other perspectives**.

IMPORTANT REMINDER:

When you are reacting to a text, do not confuse total agreement with the repetition of the original text. When you agree with the writer's ideas, you should not simply repeat his/her arguments, but rather explain why you agree with the writer by presenting your own reasons. You should not mirror the original text, but use different supporting techniques to show that you share the same idea on the subject.

Writing the Introduction Paragraph:

The introduction paragraph should introduce the text and your reaction to it.

Reference to the original text
(First sentence)

: Give **the title, author, and publication information** of the original text

Brief summary of the text
main
(Sentences 2,3,4 and sometimes 5)
discussed

: Write a brief summary that includes **the idea and the main supporting points**
in the original text

The Thesis Statement
disagreeing,
(The last sentence(s))

: Show your reaction by **agreeing, partially agreeing with, or by evaluating the text** from other perspectives.

Developing the Reaction:

The body paragraphs should contain supports for your thesis statement.

Topic sentence
(your response to/analysis of points in the article)

A direct quotation or paraphrased statement from the article

Proof and support

Writing the Conclusion Paragraph:

The conclusion paragraph should bring your essay to a close without introducing a new idea.

Restatement of your thesis statement
AND/OR
A very brief, concise summary of your main points
AND
A concluding technique

See pp. 213-215 in your course book for a sample reaction-response essay!

APPENDIX E: Guiding Questions For In-Class Reading Texts

FLE 136 GUIDING QUESTIONS FOR IN-CLASS READING TEXTS

1. Who is the **author** of the text?
2. **Where** and **when** was the text **published**?
3. What is the **text type** (newspaper article, magazine article, journal article, short story, etc.)?
4. How many **BODY paragraphs** are there in the text?
5. Has the author used **an introductory strategy**? Is it effective?
6. What is the **PURPOSE of the author** in writing this text (to inform, to persuade, to describe, entertain, to criticize, to narrate)?
7. Who is the **TARGET AUDIENCE** (general audience, specific audience)?
8. Can you identify the **writer's point of view** (feminist, liberal, religious, etc.)?
9. What is the **TONE of the text** (objective/subjective, serious/light-hearted, confused, angry, optimistic/pessimistic, sarcastic, humorous, critical, etc.)?
10. What are the **KEYWORDS** of the text?
11. What is the **main idea** of the text? Is it stated explicitly or implicitly?
12. Has the author used **a concluding strategy**? Is it effective?
13. Is there a certain **pattern of organization** used in the text (cause-effect, comparison-contrast, process, argumentation, etc.)?
14. Does the author use **SYNONYMS** to achieve coherence in the text?
15. How does the author achieve **coherence between paragraphs**?

APPENDIX F : FLE 135 : Reading Journal Rubric

Your Reading Journal must be in **a ruled spiral notebook**. You may type your reading journal or hand-write **in pen**. All ink (printer, pen) must be blue or black and no larger than 14 font. Your response should be **double-spaced** no matter it is written or typed. Your typed sheets should be neatly glued on to the pages (no edges hanging over the notebook paper). Please do not forget to leave margins. All journal entries will be placed on the right-hand page. The left-hand page is for your creativity (illustrations, a letter to a character, notes to me about the text). One left-page entry is required for each response.

Each entry must contain the following information at the top of the right-hand page:

- Date
- Title of the text
- Author
- Explain why you chose this article

Responses must be neatly written in complete sentences and must relate to the text. Quality and completeness of the response counts. Thought should go into your entry. Please give examples from the text or your own life. Do not forget to give each response a title.

Category	Fully Meeting Expectations 4	Meeting Expectations 3	Not Meeting Expectations 1
Ideas/Content	Entries show evidence of reflection about what you're reading and original ideas not summaries, or "stories." You always attempt deeper thinking in your writing.	Entries include some reflection about what you're reading original thoughts but also lots of summaries, or "stories." You usually attempt deeper thinking in your writing.	Entries do not show reflection about what you're reading. Entries are confusing to read.
Evidence from text.	Examples and references from the text are provided in detail where necessary.	Examples and references from the text are provided but more detail is often needed.	Not enough detail is included in examples from the text to show the reader what part of the text is being discussed.
Presentation	Presentation is very clear. Journals are always double-spaced and neatly written or typed. A title is always included for each entry including the date, title, author and the reason	Presentation is adequate. Journals are double-spaced and fairly neatly presented. Titles and the relevant information are usually included.	Presentation is not clear. Proper format has been attempted only.
Fluency	Journals are always easy to read and understand.	Journals are mostly easy to read and understand.	Journals are often difficult to read and understand.
Quantity	All journal entries are one-page double-spaced (written) or half- a page typed (12 pt) or more.	One or two journals are not quite one-page.	Many journal entries are not the required length.

Total mark: **/20**

Appendix G: The Students' Performances in the Whole Class Discussions according to the Critical Reading Discourse Framework

0.4		0.3		0.2	
Interpretive Discourse		Evaluative discourse		Reactionary discourse	
+	+	argument			
	-	evidence			
+	+	purpose			
+		hidden agenda			
+	+	target audience			
	+	context			
	-	refutation			
	-	justification			
	+	word choice			
	+	language			
	+	tone			
	-	disrupting the c.			
	-	multiple viewpoints			
	+	socio political			
	+	Taking action			
	+	overall evaluation			
	+	counter argument			
	+	reason			
	+	supporting argument			
	+	reason			
	+	disrupting the c.			
	+	multiple viewpoints			
	+	sociopolitical			
	+	taking action			

Appendix H: The Critical Reading Discourse Framework for the Reading Journals

Appendix I: A Sample of the Performance of Student 13 according to Critical Reading Discourse Framework

Appendix J: The Scores of the Students' Performances on Critical Reading Discourse Framework

Spring	Percenta ge	Fall		Interpretive discourse		Evaluative discourse						Reactionary discourse																	
		out of 81 entries)	Percenta ge	out of 54 entries)	Percenta ge	argument	evidence	purpose	hidden a.	target	context	refutation	justification	word choice	language	tone	disrupting t	multiple	socio p.	take action	overall evaluation	counter a.	reason	supporting	reason	disrupting	multiple	socio p.	take action
% 92	% 85	% 40	% 1	% 7	% 13	% 40	% 53	% 6	% 11	% 9	% 1	% 1	% 5	% 9	% 12	% 5	% 1	% 0	% 0	% 0	% 11	% 13	% 13	% 27	% 19	% 2	% 10	% 1	% 12
75	69	33	3	6	11	33	43	5	9	8	1	2	0	0	0	0	0	0	0	14	38	39	56	52	1	24	5	16	

APPENDIX K : The Content of Extensive Reading Pack in the Fall and Spring Terms

WEEK 1

- 1.1.1 The Magic of the Family Meal
- 1.1.2.The Most Important Day
- 1.1.3.No Mercy
- 1.1.4.Childhood
- 1.1.5.Papa, The Philosopher
- 1.1.6.Beauty:When The Other Dancer is The Self

WEEK 2

- 1.2.1 Overcoming Sex: Can Men and Women be Friends?
- 1.2.2The Familymoon
- 1.2.3.Show me the Way to Go Home
- 1.2.4.At Home with Mamma
- 1.2.5.You can't be too clean
- 1.2.6.A Tale of Two Quagmires
- 1.2.7. Not the Queen's English
- 1.2.8. University Cracks Down on Plagiarism
- 1.2.9.PowerPhrases: The Key to Winning Respect

WEEK 3

- 1.3.1 Why We Crave Horror Movies
- 1.3.2. Stuck on the Couch
- 1.3.3Supersize me:It's time to Stop Blaming Fat People for their size
- 1.3.4.Condemn the Crime, Not the Person
- 1.3.5.Shame is worth try

WEEK 4

- 1.4.1.The Story of an Hour
- 1.4.2.The Corner Store
- 1.4.3.Young Love

WEEK 5

- 1.5.1 The Principles of Poor Writing
- 1.5.2.Becoming a Writer
- 1.5.3. Let's Think Outside the Box of Bad Cliches
- 1.5.4.What's in a Name?
- 1.5.5.Friends, Good Friends__ Such Good Friends
- 1.5.6.Doubts about Doublespeak

WEEK 6

- 1.6.1 How to Get the Most of Yourself
- 1.6.2. Of the Self
- 1.6.3.The Deadliest Sin
- 1.6.4.Google's Book Battle
- 1.6.5.The People's Encyclopedia

WEEK 7

- 1.7.1 In defense of Dangerous Side
- 1.7.2The Declaration of Independence
- 1.7.3. I have a Dream

WEEK 8

- 1.8.1 What is Crime?
- 1.8.2. The Company Man
- 1.8.3. A Nincompoop
- 1.8.4. Some Lessons from the Assembly Line
- 1.8.5. A Hanging

FLE 136 READING PACK SPRING 2010-2011

IN-CLASS READING MATERIALS

0.1.The Galling Rise of English

0.2. Sex,Sighs and Conversation:Why Men and Women Can't Communicate

0.3.School is Bad for Children---
CLASS DISCUSSION

0.4.The Teacher Who Changed My Life---CLASS DISCUSSION

05.It's Rich Man World

0.6 The Media : Voices of the Powerful

EXTRA COURSE MATERIALS

JOURNAL WRITING

WEEK 1

2.1.1 Digital Democracy in Turkey

2.1.2How the War of Words was won in Cairo

2.1.3.Georgia Pushes English in Place of Russian

2.1.4.Q&A:Armenian Genocide Dispute

2.1.5.Interview:West “minority in writing”: Turkish Nobel Prize Laureate

2.1.6.Top 10 Books of 2010

2.1.7.A Life Defined by Losses and Delights

2.1.8.My Outing

WEEK 2

2.2.1. Turkey's Religious-Secular Divide

2.2.2Teen Texting Soars; Will Social Skills Suffer?

2.2.3.Keep Your Brain Young: Read, Be Lingual, Drink Coffee

2.2.4.What Every Yale Freshman Should Know

2.2.5. “Creating the Story Together”: An Exclusive Interview with Elif Şafak

2.2.6. Some thoughts About Abortion

2.2.7. On Kids and Couples

2.2.8.Living with My VCR

2.2.9. The Plot Against People

WEEK 3

2.3.1. Beyond Gay Marriage

2.3.2.In Search of Bruce Lee's Grave

2.3.3.A Brother's Murder

2.3.4. Sex Roles

2.3.5.The Rage to Know

2.3.6.How the Web Destroys the Quality of Students' Research Papers

2.3.7. American Values and Assumptions

WEEK 4

- 2.4.1. Universal Declaration of Human Rights
- 2.4.2. Someone is Stealing Your Life
- 2.4.3. Propaganda Techniques in Today's Advertising
- 2.4.4. Students Shall Not Download. Yeah, Sure.
- 2.4.5. We've Got Mail-Always

WEEK 5

- 2.5.1. Human Rights in the New Millenium
- 2.5.2. Documents Confirm U.S Plans Against Venezuela
- 2.5.3. Is Turkey a Model for the Arab World?
- 2.5.4. Anxiety: Challenge by Another Name
- 2.5.5. The Ways of Meeting Oppression

2.5.6. How I Got Smart

- 2.5.7. Unforgettable Miss Bessie**
- 2.5.8. Burdens of the Modern Beast**

WEEK 6

- 2.6.1. Why and When We Speak Spanish in Public**
- 2.6.2. Building Baby from the Genes Up**
- 2.6.3. In Praise of the F Word**
- 2.6.4. Need Transplant Donors? Pay Them.**
- 2.6.5. A Moral Solution to the Organ Shortage**
- 2.6.6. On Dumpster Diving**
- 2.6.7. Turkey 2010 Progress Report**
- 2.6.8. The Schizophrenic Teacher**
- 2.6.9. Sweet Talking: Food, Language, and Democracy**

Appendix M: The First Version of the Critical Reading Discourse Framework

the name	
the date	
purpose	
preview	
selective reading	
purpose of the writer	
audience	
context awareness	
genre	
discourse structure	
tone of the writer	
word choice	
difference of the message	
interpret the text	
detecting arguments	
the evidence	
opposing argument	
refutations	
detecting fallacies	
compare the message	
evaluate	
changes/conform	
general view	

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : Balıkçı

Adı : Gözde

Bölümü : İngiliz Dili Eğitimi

TEZİN ADI: TAKING A CRITICAL STEP ON THE WAY TO CRITICAL
READING: INVESTIGATION INTO CRITICAL READING DISCOURSE OF
FRESHMAN FLE STUDENTS IN AN ADVANCED READING AND
WRITING COURSE

TEZİN TÜRÜ: Yüksek Lisans

Doktora

1. Tezimin tamamı dünya çapında erişime açılsın ve kaynak gösterilmek şartıyla tezimin bir kısmı veya tamamının fotokopisi alınır.
2. Tezimin tamamı yalnızca Orta Doğu Teknik Üniversitesi kullancılarının erişimine açılsın. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.)
3. Tezim bir (1) yıl süreyle erişime kapalı olsun. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.)

Yazarın imzası:

Tarih: 13.07.2012