

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**DEVELOPING CRITICAL THINKING SKILLS THROUGH COOPERATIVE
LEARNING**

Seda UĞURLU

MASTER OF ARTS

ADANA, 2010

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Supervisor: Asst. Prof. Dr. Fehmi Can SENDAN

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ÖZET

İŞBİRLİKÇİ ÖĞRENME KURAMI İLE ÖĞRENCİLERİN ELEŞTİREL DÜŞÜNCE BACERİLERİNİ GELİŞTİRME

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Hızla değişen dünyaya ayak uydurabilmeleri için çocukların hem bireysel hem de sosyal yaşamları açısından önem taşıyan düşünce becerilerinin geliştirilmesi gereklidir. Çocuklar düşünme becerisine sadece bilgiye ulaşmada değil aynı zamanda o bilgiyi yeni alanlara nasıl uygulayacaklarını da bilmelilerdir. Gelişen düşünme becerileri sayesinde, bugünün çocukları nasıl düşünmesi gerektiğini bilen, dikkatli düşünen ve kararlar verebilen, bir olayı ya da problemi basitleştirebilen ve ya uygun çözüm yolları sunabilen v.b. yetişkinler haline gelerek dünyanın gelişen ve değişen olanaklarından yararlanabileceklerdir.

Son yıllarda bir çok başka ülkede olduğu gibi, Türkiyede ‘de Milli Eğitim Bakanlığı düşünme becerilerini müfredata dahil etmiştir. Ancak bu düşünme becerilerini sınıflarda uygulayacak olan öğretmenlere yeterli bilgi ve eğitim verilmediği için, çocukların düşünme becerilerini geliştirme çalışmaları ülkemizde hala pratikte tam olarak uygulanamamaktadır.

Bu çalışma düşünme becerilerinden birisi olan eleştirel düşünmenin işbirlikçi öğrenme kuramı ile birlikte çocuklarda geliştirip geliştirilemeyeceğini bulmayı amaçlamaktadır. Katılımcılar Mersin Özel Toros Koleji İlköğretim Okulundan gelişigüzel olarak seçilmiş 16 öğrencisi ile 7/A sınıfıdır. Çalışma geliştirilmesi hedeflenen eleştirel düşünme becerilerinin işbirlikçi öğrenme kuramı ve aktivitelerine dayandırılarak gerçekleştirilmiştir.

Eleştirel düşünme becerilerini belirlemek için çalışmanın başında ve sonunda kapalı uçlu bir anket katılımcılara sunulmuştur. Anketlerden elde edilen bu bilgiler video kayıtları, katılımcılarla yapılan görüşmeler ve araştırmacının tuttuğu günlük notları ile desteklenmiştir.

Elde edilen veriler örnek olay kapsamında betimsel istatistik yöntemi ile analiz edilmiştir. Niteliksel verilerden ortaya çıkan araştırma sonuçları işbirlikçi öğrenme kuramının öğrencilerin eleştirel düşünme becerilerini geliştirdiğini ortaya çıkarmıştır.

Anahtar Kelimeler: Eleştirel düşünme, eleştirel düşünme becerisi, işbirlikçi öğrenme kuramı, işbirlikçi öğrenme kuramı aktiviteleri

ABSTRACT**A STUDY ON IMPROVING CRITICAL THINKING SKILLS THROUGH
COOPERATIVE LEARNING****Seda UĞURLU****Master of Arts, English Language Teaching****Supervisor: Asst. Prof. Dr. Fehmi Can SENDAN****December 2010, 147 pages**

To keep pace with today's rapidly changing world, children need to develop thinking skills which are important for both their individual and social life. Children need thinking skills not only to reach the knowledge, but to learn how to apply the knowledge into new areas as well. With the help of their thinking skills, children will become adults who are able to benefit from the huge opportunities of the world by knowing how to think, making careful considerations and reasoning, simplifying an issue or a problem, and so forth.

Recently, in Turkey, The Ministry of Education has included critical thinking into its curriculum as most of the other countries. However, it is still not to be applied well enough in practice due to the lack of enough information for teachers who are expected to apply critical thinking skills in their classrooms.

The present study aims to find out whether critical thinking skills, of young learners can be improved through cooperative learning. Participants were chosen randomly out of two 7th grade classes at Mersin Mersin Toros College Primary School. 7/A was chosen for the study with its 16 students. The study was based on cooperative learning activities which included critical thinking skills that aimed to be developed.

A questionnaire including closed type scaled statements was conducted to determine the critical thinking skills of the participants at the beginning and at the end of the study. To support the data from the questionnaires, video-recorded lessons, interviews, and the diary of the researcher were used as well.

The data were analyzed by using descriptive statistics. Research findings from the qualitative data shed light on the efficacy of the use of tasks under cooperative learning in improving critical thinking skills of 7th grade students.

Keywords: Critical thinking, critical thinking skills, cooperative learning, cooperative learning activities.

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CHAPTER 1

INTRODUCTION

1.1. Introduction

We are living in an information age and the amount of information is increasing day after day. Both the increasing reliance on science and technology and other rapid innovations require people who have the ability to find and apply this information successfully. People should know how to think critically, make careful considerations, simplify an issue and so forth in the complexities of the changing world. As Albert Einstein once said “everything should be made as simple as possible, but no simpler.”

In order to keep pace with the rapidly changing world, learning to think critically is becoming one of the most important skills. People need to have critical thinking (CT) ability not only to benefit from the huge opportunities of the world but also direct their lives and learning as well.

Paul and Elder (2001) states that;

“everyone thinks; it is our nature to do so. But much of the thinking left to itself, is biased, distorted, partial, uniformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated”(p.1).

Critical thinking has a vital part in modern education. That is why researchers have been searching for the best methods of teaching critical thinking to the students, especially young learners. Shaw (n.d.) states that education can and should do much to influence social, moral, and intellectual discovery by stimulating critical attitudes of thought in the young. As education prepares students to the real life challenges, developing students critical thinking skills generate a considerable part of the education. In the last few decades with the increasing importance of the education, most of the teachers/ instructors try to focus on the activities that develop students’ critical thinking skills.

In order to enhance students' critical thinking skills, an active and conscious learning method is required. Active learning refers to any teaching method which gets students actively involved; cooperative learning is one variety of active learning. "Cooperative learning (CL) is the instructional use of small groups so that students work together to maximize their own and each others learning" (Keyser, 2004; Johnson & Johnson, 1989). Cuseo (1992) also defines cooperative learning as a learner-centered instructional process in which small, intentionally selected groups of three to five students work interdependently on a well-defined learning task.

As an active method, CL puts students together to solve problems or discuss concepts that lead to greater understanding. Smith (1993) also points out that CL is an amazing method through which "students formulate and solve difficult and practical problems without complaining. They learn and grow through struggling with peers." On the other hand, it is vital to keep in mind the incisive distinction between "having students work in a group" and "structuring students to work cooperatively". Students sitting at the same table, doing their own work and being free to talk does not mean cooperative learning. Furthermore, it does not help students to gain positive interdependence. It can only be regarded as an individualistic learning with talking. Parallel to this, a group of students who have been assigned to do a report where there is only one student who cares, does all the work and the others go along for a free ride, is not a cooperative group (Johnson & Johnson, 2000). Johnson and Johnson (2000) also point out that a cooperative group has a sense of individual accountability that means that all students need to know the material or spell well for the group to be successful. Putting students into groups does not necessarily result in positive interdependence and/or individual accountability; it has to be structured and managed by the teacher or professor.

As an active and student-centered learning, cooperative learning can be used to improve students' critical thinking skills. Johnson and Johnson (1993) also state that research results show that with the use of cooperative learning in classrooms students begin to learn more, develop superior reasoning and critical thinking skills, and feel more support.

This chapter offers an introduction to the thesis in the following parts: Background to the Study, Statement of the Problem, Aim and Scope of the Study, Operational Definitions, and Abbreviations used in this study in order to give readers a general impression about the study.

1.2. Background to the Study

The term “critic” or “kritike” first appeared as a Greek word. Then, it passed into Latin as “criticus” and spread to the other languages as “the art of judgment.” In other words, critical thinking traces its intellectual roots back to 2.500 years ago to Socrates (Paul, 1997) who discovered by a method of probing questioning that people could not rationally justify their confident claims to knowledge (Paul, Elder& Bartell,1997). Socrates (in Paul 2004,p.1) “set the agenda for the tradition of critical thinking, namely, to reflectively question common beliefs and explanations, carefully distinguishing those beliefs that are reasonable and logical from those which... lack adequate evidence or rational foundation to warrant our belief”. Plato, Aristotle, Thomas Aquinas, Francis Bacon, Descartes, Machiavelli, Locke, Spencer, Sumner, Dewey and Piaget are the other important philosophers who contributed to the ideas of critical thinking (Paul, 2004). Those famous philosophers (in Paul,1997) emphasize the idea of critical thinking is that things are always not the same as they appear and only the trained mind is prepared to see the way things look to us on the surface (delusive appearances) to the way they really are beneath the surface (the deeper realities of life).

In addition, Descartes argues for the need for a special systematic disciplining of the mind to guide thinking in Rules for Direction of Mind which might be regarded the second text in Critical thinking (Paul, Elder& Bartell, 1997). He also articulates and defends the need in thinking clarity and precision. He adds that “every part of thinking should be questioned, doubted, or tested” (Paul, Elder& Bartell, 1997).

Moreover, in the 20th century, the need and importance of the critical thinking emerged increasingly.

In *Folkways*, in which *William* Graham Somner documented the tendency of the human mind to think sociocentrically and the parallel tendency for schools to serve the (uncritical) function of social indoctrination (Paul, Elder &Bartell, 1997), emphasize the deep need for critical thinking in life and education:

Criticism is the examination and test of propositions of any kind which are offered for acceptance, in order to find out whether they correspond to reality or not...Education is good just so far as it produces well-developed critical faculty. ...

(pp. 632, 633).

While discussing the importance and necessity of critical thinking skills, a vital question comes quickly to the minds': "how to adapt and apply critical thinking strategies and skills to the foreign language classrooms?" Without any doubt, an authentic and purposeful teaching method should be used in order to develop critical thinking skills of students and to educate them as individuals who can learn, think and use the language effectively. That's where cooperative learning comes into place. Cooperative learning which has gained a lot of popularity among educational circles over the past few decades related to its great success among students has been proposed as a framework for the teaching of a second/foreign language teaching because it maximizes authentic and purposeful interactions among students (Shaaban& Ghaith, 2005) and it provides a means for integrating four skills (McCafferty, Jacob, & Da Silva Iddings, 2006).

The history of cooperative learning can be traced back as far as the seventeenth century (Slavin, 1995). Slavin (1995) also points out that educational theorists as Comenius in the seventeenth century, Rousseau in the eighteenth century, Pestalozzi in the nineteenth century and Dewey in the early twentieth century, who held some form of cooperation among students as essential to learning.

In addition, cooperative learning has emerged as the leading effective approach to classroom instruction since the early 1990s as numerous studies conducted in K-12 classrooms show that completing cooperative group tasks educate students with higher academic test scores, higher self-esteem, greater number of positive social skills, fewer stereotypes of individuals of other races and ethnics, and greater comprehension of the content and skills they are studying (Stahl & Sickle, 1992). For instance, in 2004, Rose, Shum, Sachs and Candlin focused on a project called "Learner Behavior and Language Acquisition Project: Developing Cooperative Learning in the EFL/ESL Secondary Classroom". In their study, they focused on a group of students who were lack of motivation during one year and began to support those English language learners by cooperative language learning. Moreover, Norman (2005) used a very popular cooperative learning activity "student team achievement division (STAD)" in his study with elementary school students in South Korea and tried to figure out how this cooperative learning activity – STAD- affect students' achievement, motivation, and attitudes. Another study applied by Catillo (2008) to the eleventh grade students aimed to improve students' oral skills by using cooperative learning strategies.

As it is seen the examples given above, there have been different kinds of studies applied to students with different skills and knowledge. The common property of these studies is that they share the same basic principles. On the other hand, although their basic principles of them do not change, there are several variations of model. The leading developers of cooperative learning include Robert Slavin, Roger and David Johnson, and Spencer Kagan, all of whom have slightly different approaches and emphases (Metzke & Berghoff, 1999). Johnson and Johnson (1975) focus on developing a specific structure that can be incorporated with a variety of curricula, with an emphasis on integrating social skills with academic tasks. Kagan's work focuses on the use of many different structures to help facilitate active learning, team building, and group skills (Miller & Peterson, 2002). On the other hand, Slavin's work utilizes methods not only from Johnson and Johnson but from Kagan as well, and resulted in the development of specific learning structures ((Miller & Peterson, 2002).

When critical thinking and cooperative learning are considered separately, lots of successful studies have been observed. Although both of them have been popular for some decades, the studies that are handled together are limited in real classroom settings to further develop students' critical thinking skills. This study will investigate whether the use of CL has an influence on developing students CT skills.

1.3. Statement of the Problem

Critical thinking has been a major focus of the instructors/teachers in many countries for many years where there have been lots of changes occurred in education related to the rapid changes of today's world. The need for critical thinkers has increased because the living conditions of people are becoming harder and more complex nowadays than it used to be.

Being a critical thinker is something totally different from being intelligent or having great knowledge. CT is about how we use our intelligence and knowledge to reach objectives and rational viewpoints (Paul, 1990). As Todd (2004) points out, while thinking critically, we are using our knowledge and intelligence effectively to arrive at the most reasonable and justifiable position possible. On the other hand, when we are thinking uncritically- no matter how intelligent and knowledgeable we are- we will make unreasonable decisions and arrive at unreasonable beliefs or take unjustifiable

actions (Todd, 2004) , if we are not lucky enough or making the right choice accidentally.

In today's education system, educating thinking students is the basic missing element. Almost all classrooms have still been teacher centered although lots of new reforms and improvements have been experienced in education all around the world. Teachers are talking actively in most classes whereas students are listening passively. Furthermore, most teachers do not have the habit and ability of asking questions. Rather than asking questions, they prefer making utterances (Paul, 1990). Students are also not capable of answering questions which require different knowledge and information from their textbooks. When teachers ask questions, students typically wait for only a couple of seconds before they answer their own questions (Paul, 1990). Paul (1990) adds that knowledge is taken equivalent to recall so that when students can repeat what the teacher or text said, they are thought to have knowledge. Unfortunately, giving basic and simple rules, formulas, short ways, memorization patterns, shortly the surface knowledge are considered the practical ways of teaching by most teachers.

On the contrary, in a classroom which is based on critical thinking skills and strategies (CTs), students always have a model teacher who tries to develop students CTs by using the required techniques and methods. As Paul (1990) states, critical thinking is a model of education in which students are expected to raise questions to think about what they learn, to try to apply their new ideas into new situations, to compare their own ideas with their course books, and also to be able to discuss what they are learning into small learning groups.

Students who have the critical thinking ability are the ones that can think reflectively, make judgments, assess those judgments, synthesize, and evaluate the knowledge. Critical thinking is the art of taking charge of our minds (Paul, 1990). With the help and use of critical thinking, students are able to use more of the power of their mind.

Parallel to the changing necessities of the world and their effect on education, Turkey also had to apply new education policies. It was clearly seen that the old teaching and learning techniques and styles did not meet the needs of the students in the 21st century. The Ministry of Education fortunately got precautions and renewed its education curriculum to keep up with all these rapid changes. Today, in Turkey, there have been prominent changes in the curriculum of education in terms of teaching and improving critical thinking skills. The education policy has not focused merely on

memorization and rules; the students have been more active than past. However, the lack of guidance information and knowledge for teachers and some failures during the application process hinder the success of this new policy to some extent.

Therefore, this study aims to develop critical thinking skills through cooperative learning. The activities that were done in the classes were chosen from among the cooperative learning techniques and activities.

1.4. Purpose of the Study

The purpose of this study is to investigate the influence of cooperative learning on developing students' Critical Thinking Skills – in terms of affective and cognitive strategies.

1.5. Research Questions

The following research questions constitute the basis of this study:

What is the nature of participants' affective critical thinking strategies?*

What is the nature of participants' cognitive critical thinking strategies?

Can affective critical thinking strategies be developed through Cooperative Learning?

Can cognitive thinking strategies be developed through Cooperative Learning?

Throughout our study, to avoid frequent repetition, the terms 'critical thinking skills' and 'critical thinking strategies' will be used interchangeably.

1.6. Operational Definitions

In the current study, the following terms should be considered in their meanings suggested below.

1.6.1. Cooperative Learning

Johnson & Johnson (1989,p.6) suggests that , “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning”. Olsen and Kagan (1992, p.8) defines cooperative learning as “a group of learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the

learning of others”. Liang (2001) also explains cooperative learning as an approach in which students are actively engaged in their learning process within small learning groups so that they can work together to maximize each other’s learning.

1.6.2. Critical Thinking

Paul (1990) states that “critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action”.

1.6.2.1. Affective Strategies

Affective strategies are the strategies such as thinking dependently, developing insight into egocentricity or sociocentricity, exercising fairmindedness, developing intellectual courage which aim to “foster independent thinking, the I can –work-this-out for myself attitude .. the habit of self-questioning (Fisher, 1990 p. 59). It also means the awareness of one’s own thinking and the points of views of others.

1.6.2.2. Cognitive Strategies

1.6.2.2.1. Macro Abilities

Cognitive strategies involves macro abilities such as questioning deeply, raising and pursuing root or theories, generating and assessing solutions, listening critically; the art of silent dialogue. Macro abilities organize separate elementary skills (such as defining meanings of words accuracy) into an extended sequence of thought. The aim of macro abilities is not only to produce a set off fragmentary and disjoint skills but an integrated and able thinking person as well (Fisher, 1990, p.60).

1.6.2.2.2. Micro Skills

Micro skills are used to process information within the macro abilities, and usually connected with a cognitive taxonomy or learning hierarchy. Micro skills involves strategies such as comparing and contrasting ideals with actual process, noting significant similarities and differences, evaluating evidence and alleged facts, and recognizing contradictions. Fisher (1995) also stresses that micro skills involves

“learning how to question, when to question, and what questions to ask; and learning how to reason, when to use reasoning, and what reasoning methods to use”.

1.7 Abbreviations

CL: Cooperative Learning

CT: Critical Thinking

CTs: Critical Thinking Skills

EFL: English as a Foreign Language

CHAPTER 2

REVIEW OF LITERATURE

2.1. What's Thinking?

Thinking is a conscious act and thinking skills are at the heart of learning in that they make certain learning possible, and make possible the acts of carrying out certain tasks (Crawford, Saul, Mathews, and Makinster, 2005). Throughout years thinking has been defined in many ways by different philosophers or psychologists. Aristotle defined thinking as “the act of making associations among the elements or ideas though images”.

Cohen (1971) also defined thinking as “the mental derivation of mental elements (thoughts) from perspectives and the mental manipulation/ combination of these thoughts. As Beyer stated thinking is the mental manipulation of sensory input to formulate thoughts, reason about, or judge (Beyer, in Costa, 1991, p.56).

Art Costa, (1985) the author and editor of a number of books on thinking, explains that when we receive data, the information is processed into relationships that make sense-in short we think (Daniels & Udall, 1991, p.21). Moreover, Maskanian (1992) stated that thinking is to analyze, examine, and sort out information and form ideas or opinions in the mind, to perform any mental operation, to reason, to bring to mind or recollect, to determine, resolve and work things out.

Thinking is divided as “lower-level” and “higher-level” by theorists. On the other hand, Daniels and Udall (1991) stated that it's better to use “basic” and “complex” rather than using “lower” and “higher” because they are less biased and more descriptive.

Bloom's (1956) also divided thinking into six conceptual levels as “knowledge, comprehension, application, analysis, synthesis, and evaluation”. Englehart, Furst, Hill, Krathwohl and Guilford also defined thinking in taxonomies as Bloom (Presseisen in Costa, 1991).

2.2. What is Critical Thinking?

Critical thinking is a cognitive activity associated with using the mind (Cottrell, 2005). Cottrell (2005) states that critical thinking is also a complex process of deliberation which involves a wide range of skills and attitudes such as identifying other people's positions, arguments and conclusions, evaluating the evidence for alternative points of view, being able to read between the lines, seeing behind the surfaces, bringing logic and insight to bear, and drawing conclusions.

There is no single and universally accepted definition of critical thinking. Various definitions of critical thinking emphasize the ability and tendency to gather, evaluate, and use information effectively (Beyer, 1985). Scriven and Paul (1992) describe critical thinking as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action. Mayer & Goodchild (1990) also define critical thinking as:

... active, systematic process of understanding and evaluating arguments... Critical thinkers acknowledge that there's no single correct way to understand and evaluate arguments and that all attempts are not necessarily successful.

(p.4)

In addition to the definitions explained above, Fisher and Scriven (1997) also point out that critical thinking is a skilled and active interpretation and evaluation of observations and communications, information and argumentation.

While Paul (2002), Fisher and Scriven (1997) explain critical thinking as a skillful activity done through observation, reflection, reason and evaluation of the communications, beliefs or actions, Norris and Ennis (1990) point out that critical thinking is reasonable and reflective thinking that is focused on deciding what to believe or do.

In his definition of critical thinking, Mertes (199, p.24) also explains "...a conscious and deliberate process which is used to interpret or evaluate information and

experiences with a set of reflective attitudes and abilities that guide thoughtful beliefs and actions.”

Alviono (1990) also focuses on the authenticity and the accuracy of the thinking. He defines that critical thinking is the process of determining the authenticity, accuracy, or value of something, characterized by the ability to seek reasons, and alternatives, perceive the total situation, and change one’s view based on evidence. He also called it “logical” and “analytical” thinking. Similar to Alvino’s (1990) definition of critical thinking, Chance (1986,p.6) explains it as “an ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems.” On the other hand, Laurie (1998) focuses on one’s views and feelings, and culture factor in the explanation of critical thinking instead of just restricting it solving problems, making judgments, or evaluation of knowledge. Laurie (1998) also emphasize the culture factor and feelings related to the critical thinking. Laurie (1998) explains that critical thinking is the ability to solve problems, make products that are valued in a particular culture, locate the appropriate goal, capture and transmit knowledge, and express the feelings and views appropriately. In his definition of critical thinking, Glaser (1941) points out that critical thinking is:

“an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experience”.

(p.5)

Lipman (1995) emphasizes that critical thinking is self-correcting and responsible thinking that is conducive to good judgment. Moreover, critical thinking also defined as a purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference , as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based (American Philosophical Association Delphi Report, 1988-90).

To sum up, as Paul, Fisher and Nosich (1994,p.4) defined critical thinking is “the mode of thinking-about any subject, content or problem- in which the thinker improves the quality of his/her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.”

2.3. Critical Thinking Strategies (Skills)

Paul, Binker, Jensen, and Kreklau (1990) have developed a list of 35 critical thinking strategies which they also call Dimensions of Critical Thought. They grouped these 35 strategies into three major subheadings: Affective strategies, cognitive strategies-macro abilities, and cognitive strategies- micro abilities.

The following is a list of Critical thinking strategies categorized by Paul, Binker, Jensen, and Kreklau (1990) and taken from the website of the Critical Thinking community (2009):

(<https://www.criticalthinking.org/resources/k12/TRK12-strategy-list.cfm>)

2.3.1. A. Affective Strategies

S-1 Thinking Independently

Critical thinking is independent thinking, thinking for oneself. Paul, Binker, Jensen, and Kreklau (1990) point out that critical thinkers use critical skills and insights to reveal and reject beliefs that are irrational. A critical thinker tries to figure out things out for themselves rather than passively accepting those beliefs. Critical thinkers use critical skills and insights to reveal and reject beliefs that are irrational. Paul, Binker, Jensen and Kreklau (1990) also state that it is also not acceptable to reject or accept a belief without mindlessly focusing on it. People who are capable of catching their mistakes are the ones who have the skills of critical thinking.

S-2 Developing Insight into Egocentricity or Sociocentricity

Egocentricity means confusing what we see and think with reality (Paul, Binker, Jensen and Kreklau 1990). Under the influence of the feeling of egocentricity, a person think that the way he/she sees the things are always true. Critical thinkers do not have the attitude of %100 right or wrong (Paul, Binker, Jensen and Kreklau 1990). Egocentricity is the opposite of critical thought.

When people are socialized, egocentricity turns into sociocentricity. Egocentric behaviors extend into groups. Self-awareness is the solution of egocentricity and sococentricity. Critical thinkers reflect on their reasoning and behavior, make their beliefs explicit and know where stop when they are false.

S-3 Exercising Fair-mindedness

As Paul, Binker, Jensen and Kreklau (1990) suggest that critical thinkers are able to consider the strengths and weaknesses of opposing points of views; to successfully put themselves into the place of others in order to understand them better. They are also able to realize the unfairness of judging unfamiliar ideas until they fully understand them (Paul, Binker, Jensen and Kreklau 1990).

S-4 Exploring Thoughts Underlying Feelings and Feelings Underlying Thoughts

Critical thinkers realize that their feelings are their response to a situation. They are aware that their feelings would be different if they had a different understanding or interpretation of the situation (Paul, Binker, Jensen and Kreklau 1990).

On the other hand, unfortunately uncritical thinkers don't have the ability of identifying their thoughts and feelings.

Critical thinkers are good at asking questions to them. They try to understand the reason of their feelings by doing self-monitoring.

S-5 Developing Intellectual Humility and Suspending Judgment

Critical thinkers are able to recognize the limit of his /her knowledge. They are sensitive to bias, prejudice, and limitations of their views. They distinguish what they know from what they don't know (Paul, Binker, Jensen and Kreklau 1990). They do not hesitate to say "I don't know" when they are not sure of something. Moreover, they have the habit of thinking their conclusions again in the light of their new knowledge (Paul, Binker, Jensen and Kreklau 1990).

S-6 Developing Intellectual Courage

Critical thinkers deal with unpopular ideas, beliefs, or viewpoints. Critical thinkers have the courage of explaining their ideas or asking questions. Critical thinkers have enough courage to explain their thoughts even when they are not popularly accepted among the people around them (Paul, Binker, Jensen and Kreklau 1990).

S-7 Developing Intellectual Good Faith or Integrity

Paul, Binker, Jensen and Kreklau (1990) point out that critical thinkers recognize the need to be true to their own thought, to be consistent in the intellectual standards they apply, to hold themselves to the same rigorous standards of evidence and proof to which they hold others, to practice what they advocate for others. They are also strongly believe what has been justified by their own thought and analyzed experience (Paul, Binker, Jensen and Kreklau 1990).

S-8 Developing Intellectual Perseverance

Becoming a critical thinker requires time and effort. It is not a short-term process. Critical thinkers are the people who stick up to a problem and try their best in spite of difficulties, obstacles, and frustration that they face. They are aware that significant change requires patience and hard work. On the contrary, most people prefer giving up their duty when they meet with difficulties.

S-9 Developing Confidence in Reason

The rational person recognizes the power of reason and the value of disciplining thinking in accordance with rational standards (Paul, Binker, Jensen and Kreklau 1990). They also add that proper encouragement and cultivation help people develop their ability to think, form reasonable points of view, draw reasonable conclusions, think clearly and logically, persuade each other by reason and, ultimately become reasonable persons, despite the deep-seated obstacles in the native character of the human mind and in society as we know it.

Critical thinkers keep their minds open to new reason and evidence and know the source of their thinking. They can correct their prejudiced thought (Paul, Binker, Jensen and Kreklau 1990).

2.3.2. B. Cognitive Strategies- Macro- Abilities

S-10 Refining Generalizations and Avoiding Oversimplifications

Critical thinkers do not make oversimplifications. They are also aware that things are not always right or wrong, or all good and bad. They try to find simplifying

patterns and solutions, but not by misrepresentation or distortion (Paul, Binker, Jensen and Kreklau 1990). Seeing the difference between useful simplifications and misleading oversimplifications is important in critical thinking (Paul, Binker, Jensen and Kreklau 1990).

S-11 Comparing Analogous Situations: Transferring Insights to New Contexts

Critical thinkers are able to transfer their ideas and insights to new situations. Thus, they are able to organize materials and experiences in different ways, compare and contrast, integrate their understanding of different situations, and find useful ways to think about new situations (Paul, Binker, Jensen and Kreklau 1990).

S-12 Developing One's Perspective: Creating or Exploring Beliefs, Arguments, or Theories

Paul, Binker, Jensen and Kreklau (1990) suggest that critical thinkers are aware of the fact that there are always many ways to divide up and experience the world. They learn how to question commonly accepted ways of understanding things and avoid uncritically accepting the viewpoints of their peers or society. Critical thinkers can talk about their perspectives or experiences, and also they are able to create and explore their own beliefs, their own reasoning, and their own theories (Paul, Binker, Jensen and Kreklau 1990).

S-13 Clarifying Issues, Conclusions, or Beliefs

Critical thinkers not only formulate clear and accurate statements or issues but also recognize problematic claims, concepts, and standard of evaluation. They are good at distinguishing facts from opinions, judgments, or theories. They are also able to ask appropriate questions and then evaluate them (Paul, Binker, Jensen and Kreklau 1990).

S-14 Clarifying and Analyzing the Meanings of Words or Phrases

Critical thinkers are able to understand the deep meaning of the words. It is not enough for a critical thinker just knowing the simple definition of something. They like giving examples, using the information in contexts and so forth. They are also able to make associations between those words and concepts.

S-15 Developing Criteria for Evaluation: Clarifying Values and Standards

While criticizing, critical thinkers are able to understand the reason and purpose of their evaluation. They also take into consideration different points of views while evaluating something.

S-16 Evaluating the Credibility of Sources of Information

Critical thinkers try to reach the most appropriate information on a topic or subject (Paul, Binker, Jensen and Kreklau 1990). They find alternatives resources, compare them with the old knowledge, note their similarities, or differences, and analyze this source of information to find out whether it is the most suitable one or not.

S-17 Questioning Deeply: Raising and Pursuing Root or Significant Questions

Paul, Binker, Jensen and Kreklau (1990) suggest that critical thinkers can pursue an issue in depth, covering various aspects in extended process of thought or discussion. Moreover they add that they are able to raise appropriate and significant questions about the subject they study.

S-18 Analyzing or Evaluating Arguments, Interpretations, Beliefs or Theories

Before agreeing or disagreeing a subject, a critical thinker checks out the strengths or weaknesses of the topic carefully (Paul, Binker, Jensen and Kreklau 1990). Considering the opposite views and asking questions about the beliefs and theories are another important feature of critical thinkers. They also have a sensitive attitude towards the opposite beliefs and theories.

S-19 Generating or Assessing Solutions

Critical thinkers are good problem solvers. They are good at evaluating solutions. They spend time for formulating problems clearly, accurately and fairly, and they do their best to reach the best solution(Paul, Binker, Jensen and Kreklau 1990). They also add that critical thinkers have the competence of using all the information in their hands related to their problem to reach the solution. Critical thinkers are imaginative. They approach problems realistically.

S-21 Reading Critically: Clarifying or Critiquing Texts

Critical thinkers read with a healthy skepticism. Paul, Binker, Jensen and Kreklau (1990) suggest that they realize that everyone has different points of views and different perspectives. Moreover, critical thinkers do not believe everything that they read before critiquing the information they read deeply, ask questions about it and make sure about the answers. Since they expect intelligibility from what they read, they check and double-check their understanding as they read (Paul, Binker, Jensen and Kreklau 1990).

S-22 Listening Critically: The Art of Silent Dialogue

Critical thinkers know how to listen actively and critically. They listen carefully and then they are able to raise questions, or make judgments about what they listen. Even though they do not have the same point of views, critical thinkers listen the person whom he/ she listens very carefully, and try to understand what he/she means (Paul, Binker, Jensen and Kreklau 1990).

S-23 Making Interdisciplinary Connections

Critical thinkers are well aware of the fact that there are always connections between subjects. Critical thinkers realize that they make use of insights from one subject to inform their understanding of other subjects (Paul, Binker, Jensen and Kreklau 1990).

S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives

Questioning forms the heart of critical thinking activity. Critical thinkers are nothing if they are not questioners. Critical thinkers have various kinds of questions. They use questioning in order to learn what they think, develop their ideas or evaluating them (Paul, Binker, Jensen and Kreklau 1990).. They use questioning not only to learn from others views but to assess their own views as well. Another important feature of a critical thinker is that they do not hesitate to probe questions and also they aren't disturbed to be questioned.

S-25 Reasoning Dialogically: Comparing Perspectives, Interpretations, or Theories

Critical thinkers need to be able to engage in fruitful, exploratory dialogue, proposing ideas, probing their roots, considering subject matter insights and evidence, testing ideas, and moving between various points of view (Paul, Binker, Jensen and Kreklau 1990).

S-26 Reasoning Dialectically: Evaluating Perspectives, Interpretations, or Theories.

Critical thinkers have the ability of exploring their ideas and make reasoning about their beliefs. They are able to defend their beliefs and also test the strengths and weaknesses of another view (Paul, Binker, Jensen and Kreklau 1990).

2.3.3. C. Cognitive Strategies – Micro-Skills

S-27 Comparing and Constructing Ideals with Actual Practice

Critical thinkers are good at distinguishing facts from ideals. They can clearly see the gap between the ideals and practice. A good thinker values the truth and consistency and so works for minimizing these gaps (Paul, Binker, Jensen and Kreklau 1990).

S-28 Thinking Precisely about Thinking: Using Critical Vocabulary

Metacognition- thinking about our own thinking-is an essential part of critical thinking. Critical thinkers are capable of choosing the right vocabulary where necessary. Critical thinkers are able to analyze their thoughts and put the accurate words together in order to express their feelings and ideas (Paul, Binker, Jensen and Kreklau 1990).

S-29 Noting Significant Similarities and Differences

Critical thinkers clarify the similarities and differences of something. They are able to compare and contrast. When they gain this sensitivity, it influences how they experience, how they describe, how they categorize, and how they reason about things (Paul, Binker, Jensen and Kreklau 1990).

S-30 Examining or Evaluating Assumptions

Critical thinkers have the intellectual courage to seek out and reject false assumptions. They are aware that everyone makes some questionable assumptions. Critical thinkers are voluntary people for asking questions and making assumptions. They have a great passion for seeking the truth.

S-31 Distinguishing Relevant From Irrelevant Facts

Critical thinkers are able to tell the difference between facts which are relevant to an issue and those which are not. Irrelevant considerations do not affect the conclusions of critical thinkers(Paul, Binker, Jensen and Kreklau 1990).

S-32 Making Plausible Inferences, Predictions, or Interpretations

Critical thinkers look beyond the facts, and see what those facts infer. They distinguish their observations from their conclusion.

S- 33 Giving Reasons and Evaluating Evidence and Alleged Facts

Critical thinkers base their conclusions on evidences. Paul, Binker, Jensen and Kreklau (1990) point out those critical thinkers realize that unstated and unknown reasons are aimless. They also add that those thinkers also feel comfortable about being asked to give reasons. They can insightfully discuss evidence relevant to the issue or conclusions they consider.

S-34 Recognizing Contradictions

Critical thinkers strive to remove contradictions from their beliefs, and are wary of contradictions in others. As would be fairminded thinkers they strive to judge similar cases in a like manner.

S-35 Exploring Implications and Consequences

Critical thinkers recognize their implications and their consequences. When they explore something, they are fully aware of its consequences and completely understand

their meaning. They not only explore their beliefs but assess the results of those beliefs as well.

2.4. Critical Thinking in English as Foreign Language Classrooms

2.4.1. Why to Teach Critical Thinking?

Due to the rapid changes of technology and living standards of human beings, there has been an explosion of information. Moreover, this explosion is probably to continue in the future. As Bedir (2008) states thinking skills have become crucial for people from any level of society since they enable us to remain relevant and sophisticated in this fast-paced and competitive world.

That's why, everything we do and produce, in other words, our quality of life, depends on our thoughts (Scriven & Paul, 2004). Good critical thinking skills bring numerous benefits such as improved attention and observation, focused reading, identify the key points in a text or message, knowledge of how to get your own point across more easily, and skills of analysis that you can choose to apply in a variety of situations (Cottrell, 2005). Moreover, having and practicing CT skills helps a person to become more accurate and specific in noting what is relevant and what is not.

Chaffe (1994) states that “CT has a positive effect on people in terms of making decisions and solving problems”. Thinking critically contributes us to understand what is going on around us. He also emphasizes that this thinking system helps people need to determine a problem, to begin the search through our aims, to make the right decision and evaluate the past events. As critical thinking is an important element of all professional fields and academic disciplines, it has gained a lot of importance in English as a Foreign Language Classrooms as well. English language learners haven't got enough time to catch up with their native English-speaking peers in academic English language proficiency (Dong, 2006). Therefore, as Dong (2006) indicates that it is not enough to teach the English language learners only the technical basics of the language. Instead, they need to receive the instruction that integrates literacy and CT skills.

Kabila (2000) also points out that language is a communication tool and learners only become proficient using the language, not just by learning about the language. But, of course, merely using the language and knowing the meaning is not enough. He also adds that to become proficient in a language, learners need to use CT through the target language.

Moore and Parker (1986) suggest that critical language learners must be able to carefully and deliberately determine to accept, reject, or suspect judgment about a claim. Lipman (1988) adds that critical language learners must also be able to identify and cite good reasons for their opinions, and answers, correct themselves and other methods and procedures, and adapt to uniformities, regularities, irregular circumstances, special limitations, constraints, and overgeneralizations.

The gained critical thinking ability enlarges students' points of views. According to Wright, without CT it is not possible that much progress would be made. Critical thinkers mostly shake up existing beliefs and practices (as cited in Keskin, 2006, p. 25). Students start to see different sides of an issue. Furthermore, critical thinking makes their motivation higher and also helps them generate hypothesis, and make judgments. It is very necessary to underline that a person who thinks critically can ask appropriate questions, gather relevant information and creatively and efficiently internalize this information, and come with reliable and trustworthy conclusions and results about both his/her learning and life.

So, when compared with traditional way of teaching, using critical thinking in classroom environment aids educating students who are well-qualified for the challenges of our new modern life. As it has always been discussed, in the rapidly changing world, it is not enough to meet the needs of students just by teaching them the content and basic knowledge.

Learning a language requires using it order to interact with other people such as explaining ourselves, making judgments, asking questions, putting hypothesis, drawing conclusions, and so forth. Students who have CT skills can use their English in a more efficient way than students who do not. Thinking critically fosters students' motivation, thus highly motivated students are more dominant in speech of English as a foreign language.

2.4.2. Young Learners and Critical Thinking

The most successful classrooms are those that encourage students to think for themselves, and engage in critical thinking (Halpen 1996, Kurland 1995, Unrau 1997). The education of young learners has crucial importance for their academic and social future. Young learners need to gain the ability of critical thinking in order to survive their lives in a good way in different fields of life. As Bedir and İnözü (2001) state that

the growing complexities of the world necessitate the learning of more sophisticated subject matter at an even younger age. Oliver and Utermohlen (1991) state that students need to develop and effectively apply CT skills to their academic studies, to the problems that they'll face, and to the important decisions they will have to make as a result of information explosion and other rapid technological changes.

Rogoff (1990) also indicates the human thirst for learning is more powerful than before; by giving appropriate opportunities, young children can engage in sophisticated cognitive processes. So, students become learners who can use their imagination, produce creative ideas, cross reference, and make decisions.

Young learners should be given opportunities to practice the thinking skills which are important both for their social and academic success such as goal setting, problem solving, and decision making. Children need to develop their goal setting skills as they need to know what their aims are. . They can set small goals and enlarge those goals step by step by making plans in an assigned time. This goal can be related to anything such as getting ready for school or saving money for their friend's birthday party. The important thing here is to teach them how to set goals and maintain the process. Problem solving is another skill that is important for young learners as well. Students need to learn how to define a problem, and create alternatives for it and execute a plan in order to solve it. Teachers or parents are also responsible for educating or growing up children who can make decisions appropriately. The process for decision making starts with defining a goal, identifying options, evaluating rank and selecting. That's why, teachers have to teach students knowledge, information, and abilities to foster them the necessary abilities for critical thinking.

On the other hand, the attitude of the educators and researchers is another diagnostic factor which affects the critical thinking process of the learners, especially the young ones. Schools are charged with the responsibility of teaching children how to think (Coles& Robinson, 1991). Educators must identify the needs of the young learners and also develop new strategies in order to teach the learners how to think. Elementary teachers have an obligation of learning how to enhance children's critical cognitive development (Rodd, 1999). Moreover, parents and teachers are responsible for preparing young learners to set goals, solve problems, and make decisions (Dong, 2006). Many researches have shown that the direct teaching of thinking skills enhances student's ability to apply them. That's why; most teachers want to challenge their

students not just to memorize what they have learnt, (Crawford, Saul, Mathews, and Makisnter, 2005).

Young learners who are able to think critically are excited about their learning. They are able to see the challenges and opportunities for learning in even the most difficult intellectual tasks. The students are mindful at opportunities to use their CT skills and typically engage these opportunities eagerly both in the classroom and the world of their own communities. Moreover, learning becomes enjoyable and exciting for those young learners.

2.5. Constructivism and Critical Thinking

Constructivism emerged as the leading metaphor of human learning by the 1980s and 1990s as interest waned in behaviorist and information processing perspectives (Mayer, 1996). It has been recognized as both a “paradigm” as well as a “theory” (Fosnot, 1996). It is a view of

Learning that is based on the idea of having active and creative learners who are the builders of meaning and knowledge and also responsible for their own learning.

Although the roots of constructivism are most often attributed to the work of Jean Piaget, constructivist tenets emerged much earlier in history as seen in the writings of Giombattista Vico, who declared in 1710, “The human mind can know only what human mind has made.

(Von Glasersfeld, 1995, p.21)

Constructivism is an epistemology, a learning or meaning-making theory that offers an explanation of the nature of knowledge and how human beings learn. It maintains that individuals create or construct their own new understanding or knowledge through the interaction of what they already know and believe the ideas, events and activities with which they come in contact (Connella&Reiff, 1994; Richardson, 1997).

Constructivism is taken up in two categories according to its teaching environment. Psychological or Piagetian constructivists focus on the individual learning whereas Social or Vygotskian constructivism emphasizes the importance of socio-cultural context in constructing new knowledge. Some also agree with both points of

views, claiming individual learning and socio-cultural context both play an important role in constructing process (Richardson, 1997).

With his Personal Constructivist Psychology (PCP) , Kelly is also placed in literature under constructivism. Kelly (1963) defines personal constructivist psychology as a theory. He (1963, p.19) also adds that “theories are the thinking of men who seek freedom amid swirling events. The theories compromise prior assumptions about certain realms of these events. To the extent the events may, from these prior assumptions, be constructed, predicted, and their relative courses charted, men may exercise control, and gain freedom for themselves in the process.”

Kelly’s personal constructivist theory has important for personal development and education. As it is stated in Kelly’s (1963) *A Theory of Personality: the Psychology of Personal Constructs* “a person’s processes are psychologically channelized by the ways in which he anticipates events (p.46).”

Brooks and Brooks (1993, p. vii) define the relation between knowledge and constructivism as follows: They explain that constructivism “is not a theory about teaching.. it is a theory about knowledge and learning.. the theory defines knowledge as temporary, developmental, socially and culturally mediated and thus non-objective.”

Brooks & Brooks also (1993) point out that the principles of constructivist teaching are : i) posing problems of emerging relevance to students; ii) structuring learning around primary concepts: the quest for essence; iii) seeking and valuing student’s point of view; iv) adopting the curriculum to address student’s suppositions; v) assessing students learning in the context of teaching.

Constructivism indicates that students learn better if they are actively participated in their own learning by also adding their personal experiences. Piaget (1997) asserts that learning occurs by an active construction of meaning rather than being passive recipient. Constructivist classrooms differ from traditional classrooms. In traditional classrooms, students generally have passive listener roles that are getting the new knowledge by imitating the teacher. On the other hand, in constructivist classes students have active roles. They are also able to internalize and transfer new information instead of just imitating the teacher as in the traditional classes.

Constructivist teaching also fosters critical thinking skills and creates active and motivated learners. Fosnot (1989) recommends that “constructivist approach be used to create learners who are autonomous, inquisitive thinkers who question, investigate and reason.” Zemelman, Daniels, and Hyde (1993) also indicate that “learning in all subject

areas involves inventing and constructing new ideas”. They (1993) also add that constructivist theory can be incorporated into curriculum and help teachers create possible teaching environments in which children can construct their own understanding.

2.6. Definitions of Cooperative Learning

The application of cooperative learning to classroom teaching finds its roots in the 1970s when Israel and the United States began to design and study cooperative learning models for classroom context (Kessler, 1992). Now cooperative learning is applied in almost all school content areas and, increasingly, in college and university contexts all over the world (As stated in Chapter 1, Johnson & Johnson, 1989; Kessler, 1992), and is claimed to be an effective teaching method in foreign/ second language education by scholars (Johnson & Johnson, 1990).

Cooperative learning has been explained in various definitions. Johnson and Johnson (1989, p.6) explain cooperative learning as “the instructional use of small groups so that students work together to maximize their own and each other’s learning”. They also add that the basic idea of cooperative learning is organizing students into small groups as teams, and then making them work in their groups until the end of the assignment (Johnson & Johnson, 1989).

Kagan & Olsen (1992) explains that cooperative learning is an approach used for organizing classroom activities so that students are able to learn from and interact with one another as well as the teacher. Moreover, Liang (2001) also explains cooperative learning as an approach in which students are actively engaged in their learning process within small learning groups so that they can work together to maximize each other’s learning. Jacobs, Power & Loh (2002) also defines that cooperative learning principles and techniques help students work together more effectively. Hence, cooperative learning means much more than putting students into groups. It triggers the motivation of the students positively, increase their performance, and make them have both their own and their team’s responsibility. The more students learn how to work together, the better learning process occurs.

Moreover, cooperative learning is also seen as a process. For instance, Slavin (1990, p.20) regards cooperative learning as a process where students work together in groups to “master material initially presented by the teacher.” He also adds that it

“refers to instructional methods involving small heterogeneous groups working together, usually toward a common goal.” As Slavin(1990) states in this process, Johnson and Johnson (1993) also emphasize this common goal in their definition of cooperative learning. They state that cooperative learning is instruction that involves students working in teams to accomplish a common goal.

2.7. The Essential Elements of Cooperative Learning

Over the past few decades, CL has emerged as a leading new approach to classroom instruction. As it is stated in the introduction part, numerous research studies done in diverse school settings with different content areas were made its advocacy. These studies have revealed that students completing CL group tasks show the tendency of having higher academic test scores, higher self-esteem, fewer stereotypes behaviors, more skillful and greater comprehension of the content and skills they are studying. (Johnson, Johnson and Holubec, 1993; Slavin, 1991; Stahl and VanSickle 1992).

Stahl and Vansickle (1992) create a term called “academic loners” for students who are studying and practicing on their own instead of involving in a group or team in the classroom. They also add that working cooperatively and collaboratively is very different from being “academic loners”. On the contrary, they explain using cooperative learning turns “academic loners” into “cooperative learning academic teams”.

Slavin (1992) also adds that CL involves changes to both task structure and incentive structure. The task structure refers to the ways in which the teacher or students set up activities designed to result in student learning where a cooperative structure involves students working together to help one another. The incentive structure moves away from a competitive one in many classrooms to a cooperative one so that the success of one student is positively related to the success of others. Furthermore, Johnson & Johnson (1994) highlight the importance of how students interact, arguing that it can affect learning, liking of school and other students, as well as self-esteem. It is generally asserted that cooperative learning is the best opinion for all students because it focuses on active interaction between students with different abilities and backgrounds, and demonstrates more positive student outcomes in academic achievement, social behavior, and affective development (Nelson, Gallagher & Coleman, 1993).

Cooperative learning differs from traditional classroom grouping. Unfortunately, most of the educators are not aware of the difference between cooperative group tasks and traditional group tasks. As Johnson & Johnson (1994) point out, it is not enough to just put students in groups and tell them to work together for cooperative learning to work. Slavin (1990) also adds that this emphasis on academic learning success for each individual and all members of groups is one feature that separates CL groups from other group tasks.

So, it could be said that replacing students in groups and telling them to work together does not mean cooperative learning. Not all groups are cooperative. For instance; sitting in groups can result in students' individualistic or competition efforts. To be sure those cooperative efforts will be more productive than the individualistic or competitive efforts, the following key elements of Cooperative Learning should be considered attentively:

i) Positive Interdependence: It lies at the heart of CL. It is the "all for one, one for all" feeling among a group of students that they need each other in order to complete the group's task (sink or swim together). As Jacobs (2008) states, if the members of a group have positive interdependence, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other.

It is teacher's responsibility to structure positive interdependence by establishing mutual goals (learn and make sure all other group members learn), joint rewards (if all group members achieve the criteria, each will receive bonus points), shared resources (one paper for each group or each member receives part of the required information), and assigned roles (summarizer, encourager of participation, elaboration) (Johnson, Johnson and Smith, 1998).

ii) Face-to- Face Interaction: Team members promote each other's productivity by helping, sharing, and encouraging efforts to produce. Members explain, discuss, and teach what they know to teammates. Instructors structure teams so that members sit knee-to-knee and talk through each aspect of the tasks they are working to complete (Johnson, Johnson and Smith, 1998).

iii) Individual and Group Accountability: There are two levels of accountability in cooperative learning. The group must be accountable for achieving its goal, and also each member must be accountable for contributing his/her share of work. The individual performance of each member is assessed and the results are given back

to the group in order to identify who needs more support, encouragement and guidance for learning.

iv) Interpersonal and Small Group Skills: Collaborative skills such as leadership, decision-making, trust-building, communication, and conflict-management skills must be taught in cooperative learning. If the members of the groups do not have and use these skills, groups cannot function effectively and complete their tasks. These skills are also considered as social skills which students need to know for their future job performances.

v) Group processing: It refers to the self-evaluation of the group among its members. The group members discuss how well they are achieving their goals and maintaining effective working relationships. Furthermore, during this process groups also describe what member actions are helpful and not helpful. Group processing also includes the decisions about what behaviors to continue or change.

2.8. Cooperative Learning in English as a Foreign Language (EFL) Classrooms

Cooperative learning has been widely used by teachers/ instructors of any academic discipline. Thus, English as a foreign language classroom is one of these academic disciplines. Various studies done by different researchers have shown that CL improves students' language adequacy in a considerable way. The interaction among students leads each member of the group toward speaking English to accomplish their assigned tasks.

Armstrong (2000) points out that the core component of the CL model is the use of small groups that work toward a common instructional goal. In a well-organized cooperative classroom, students take on a great responsibility for the classroom activities, freeing the teacher to give individual attention where needed (Liang, 2002). A large number of tasks can be adopted in teaching English cooperatively. They include group discussion, scenario, role-playing, solving mysteries, reading together, researching a subject, peer teaching as preparation for tests and preparing a study project from different sources of information (Harrel, 1992).

Bassano and Christisan (1998 as cited in Nunan, 1992) who see the development of CL technique in EFL classroom as an important element in successful classroom management, pointed out that there are at least three areas where CL can figure. These

are (1) classroom environment and social tasks; (2) process tasks such as goal setting and peer tutoring and (3) progress monitoring and evaluating tasks.

Thus, it is important to make it clear that using CL in EFL classrooms not only have positive influence on students' academic performance but their motivation and willingness as well. As motivation and willingness have always been basic features of language learning, CL has an effective role in raising the motivation of the students. Besides, as an active learning method, it also triggers student-student interaction which increases students talking time in the class environment.

As Johnson & Johnson (1989) state, students work harder to achieve mutual learning when they care about each other. They also explain that long-term and persistent efforts to achieve do not come from the head; they come from the heart. Johnson and Johnson (1994) also add that as caring rises, so do feelings of personal responsibility to do one's share of work, a willingness to take on difficult tasks, motivation and persistence in working toward a goal achievement and a willingness to endure pain and frustration on behalf of the group.

Recent studies have revealed that applying CL tasks help educate students with higher academic scores, higher self-esteem, higher number of social skills and greater comprehension of the content and skills that are studying (Johnson, Johnson and Holubec, 1993; Slavin, 1991; Stahl and VanSickle 1992). Furthermore, working as cooperative learning academic teams is more effective than working as "academic loners" (Stahl and VanSickle, 1992).

Teacher/ instructor should carefully select the groups as a heterogeneous structure. This heterogeneous structure allows students to bring their strengths to the group effort. As Johnson and Johnson (1997) state in CL groups' students have two responsibilities. Students are not only expected to learn the assigned material but they also have to be sure that all other group members do the same.

Slavin (1995, p.1) also adds that "CL involves changes to both task structure and incentive structure". The task structure refers to the ways in which the teacher or students set up activities designed to result in student learning where a cooperative structure involves students working together to help one another. The incentive structure moves away from a competitive one in many classrooms to a cooperative one so that the success of one student is positively changed.

2.9. Cooperative Learning Activities

According to Johnson, Johnson & Stanne (2000), CL was actually a generic term that refers to numerous methods for organizing and conducting classroom instruction. There are many methods that different teachers or researchers have developed, but the following are the common ones:

Jigsaw: Jigsaw is a popular and most commonly used cooperative learning strategy that enables each student of a “home” group to focus on one aspect of a learning unit. Then, students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to their “home” groups and teach the material to their group members. Using jigsaw in EFL classrooms develops students’ higher order thinking skills, language proficiency and responsibilities. In addition it helps develop a depth knowledge which is not possible if students study on their own.

Student Team Achievement Division (STAD): In STAD, students study with 4-5 team members following a teacher presentation. Students take quizzes individually to demonstrate how much they have learned. Then, the individual quiz scores are summed to form a team score. The entire process usually takes three to five weeks from teacher presentation to team practice to quiz. It has been used almost in most subjects including language arts.

Three-Step Interview: Three-Step Interview was developed by Kagan (1990). It is often used as an icebreaker activity. In three-step interview activity, students first interview each other in pairs; next change their roles as an interviewer and interviewee, and then highlight the most interesting points of views they have acquired in the interview. It can be a good technique to help students gain competence in language skills such as summarizing, speaking and listening (Chen, 2005, p. 52).

Group Investigation: In Group Investigation students work to produce a group project which they may have a hand in selecting. It is structured to emphasize higher-order thinking skills such as analysis and evaluation.

Round Robin: It is primarily a brainstorming technique in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group members take turns responding to a question with words, phrases, or short answers. The order of responses is organized by proceeding from one student to another until all students have had an opportunity to speak. This technique helps in generating many

ideas because all students participate, because it discourages comments that interrupt or inhibit the flow of ideas. The ideas could be used to develop a piece of good paragraph on a given topic (Mandal, 2009,p.7).

Numbered Heads Together: It is a strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number from one to the maximum number in each group. The teacher poses a question and students put their heads together to figure out the answer. Then, the teacher calls out a number and that number in each group is asked to give the answer. It could be used for comprehension exercises.

Think- Pair-Share: This is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their idea with a partner.

Buzz Group: Buzz groups are teams of four to six students. They discuss on a particular topic or different topics allotted to them. The discussion is informal and they exchange the ideas. Buzz Groups serve as a warm-up to whole-class discussion. They are affective for generating information and ideas in a short period of time. This technique could be used to write essays on current issues (Mandal, 2009, p.8).

Talking Chips: Talking Chips is a technique that ensures equitable participation by regulating how often each group member is allowed to participate (Mandal, 2009, p.8). In this technique, students participate to the subject during a specific limit of time. It is an important technique to encourage students to participate and also help them solve their communication problems.

Critical Debate: Critical Debate is a useful activity for drafting argumentative essays. Students select their side of an issue contrary to their own views. Then, they form teams and discuss the issue against the opposing team. This technique makes the class focus on in depth and multiple perspective analysis of issues.

Write Around: In writing around, the teacher gives a starter sentence. All students in each team have to finish the sentence. One student takes the paper from the teacher adds his/her own sentence and passes it to the next friend in order to accomplish it. After a few rounds, different stories or summaries emerge. Finally, students are given some time to edit their writings. It is especially very important in teaching writing.

In conclusion, cooperative learning is an active method includes a wide range of activities which is completely different from traditional methods. Moreover, these different kinds of cooperative learning activities serve a great deal exercises for teachers

who really want to educate real language learners who have critical thinking abilities. Students who are the members of a class that is taught by cooperative learning activities are lucky ones gaining not only a good knowledge of English but also improving their social interactions.

CHAPTER 3

METHODOLOGY OF THE RESEARCH

3.1. Overview

This chapter presents the nature of the research, the selection of the participants, the instruments, the data collection procedures, and the methods used for data analysis. The basic concern of this study is to find an answer to the question whether or not critical thinking skills of students can be improved through cooperative learning. The study has been conducted for 4 months at Mersin Toros Primary College in 2009/2010 Academic year.

The data was collected through Critical Thinking Questionnaire, video-recorded lessons, interviews with the participants, and the researcher's diary.

The following research questions constitute the basis of this study:

What is the nature of participants' affective critical thinking strategies?*

What is the nature of participants' cognitive critical thinking strategies?

Can affective critical thinking strategies be developed through Cooperative Learning?

Can cognitive thinking strategies be developed through Cooperative Learning?

3.2. Research Design

This study was designed as a case study aiming to investigate CT skills through CL of the sixteen 7th grade students at Mersin Toros Primary College.

Parallel to the design of the study, qualitative research method will be used. According to Myers (2000), "qualitative studies are tools used in understanding and describing the world of human experience". Similarly, this study will include data about the perceptions of participants by analyzing their responses toward questions about cooperative learning. In order to enhance the validity of the study, the data collected from the questionnaires will be triangulated through observations, researcher's diary and interviews.

3.3. Participants

This study was conducted at Mersin Toros Primary College with 7th grade students. In order to accomplish this study, the necessary permission was taken from the district national education directorate. The researcher did not work at a school during the study that's why the school was chosen randomly. Moreover, the participants were chosen by the researcher out of the 6 classes that the head teacher of English Department at Toros College suggested. Representative sampling method was used so as to select one class out of the six classes.

The class that was chosen for the study consisted of 16 students 11 of whom were female, and 5 of whom were male participants. The data for the study was obtained from all the participants. The students' age ranged between 12 and 13.

Normally, the participants have been taking seven hours of English lessons in a week. However, the researcher took 4 hours out of those 7 hours English lessons during the research process since the state schools have 4 hours of English lessons in a week. The researcher thought that it would be better to equalize the lesson hours with the state schools as to take the lesson hours of a state school as a model. Moreover, there can also be teachers who are working in a state school and want to achieve a similar study.

3.4. Procedure

The participants of this study had 7 hours' English lesson in a week as it is a private primary college. As the researcher did not work as a teacher during the research period, she chose a school to apply the study and got permission from the district national education directorate for it. A private college was chosen for the study as the number of students in a class was appropriate for cooperative learning.

The researcher had 4 hours' lessons in a week as the district national education directorate determined parallel to the lesson hours' in a public school. The other 3 hours was done by their school teachers following their yearly plan. The researcher prepared the lesson plans with cooperative learning. Critical thinking skills were infused into the all lesson plans. The lesson plans were prepared according to the language content and topics determined by the Ministry of Education. The teacher of the participants was also checked all the plans before the lesson with the researcher during the whole study period. The lesson plans consisted of warm-up , presentation, practice, and follow-up sections.

During the study, the participants sat and studied as cooperative teams that were organized by the researcher. The teams were organized by the researcher according to their abilities, academic success, and characteristics. For forming the first team, the researcher got helped from their school teacher as she did not know the students. Each team had four students. At the end of each month, the most successful team was chosen according to their scores that they gain from the activities they covered during the month, and got their awards, and then the teams were changed.

3.4.1. Warm- up Activities

The aim of the warm-up activities in this study was to get the participants ready to focus on the ongoing activity individually or as groups. In another words, warm-up activities aimed to attract the attention of the participants on the following activity. Warm-up activities also focused on to arouse the curiosity of the participants, lead them think independently and use their imagination, make them think about the topic, remember what they have learned previously, learn new vocabulary unconsciously, enjoy and fun at the beginning parts of the lessons.

As the first activity of the lessons, warm-up activities set up the tone of the next part of the lessons. It raised the motivation of the participants. Depending on the subject, warm-up activities included different critical thinking skills and changing cooperative learning activities.

(See Appendix 5). Each warm-up activity had specific aims parallel to the subject and topic. (See Appendix 7).

According to the topic, the type of warm-up activities varied. In order to make the participants involve in the lesson, the researcher use guided questions. The researcher was also used Socratic Questioning in order to improve students critical thinking ability. Authentic materials that were related to the topic were also used during the warm-up phase. Moreover, the researcher also used visual aids such as pictures, posters, photos, or flashcards by aiming to help the participants clarify and visualize the topic.

Like the other activities of the lessons, cooperative learning activities were used during the warm-up activities. Warm-up activities were useful for getting the attention of the students. They help the researcher focus the students' attention on the ongoing

topic by improving the participants' motivation. Participants become more willing to learn and participate and enjoy their lesson. (See Appendix 6).

3.4.2. Presentation Activities

The aims of the presentation activities were to present the new information or topic (See Appendix 9) . It was used to get the students attention and make them ready for the lesson, and also let them enjoy their course (See Appendix 10). Presentation activities were chosen and prepared carefully. Computer technology was also used with presentation activities (See Appendix 9).

3.4.3. Practice Activities

The main aim of the practice activities was to make participants to gain or develop CT skills such as thinking independently, exercising fair-mindedness, developing intellectual perseverance, intellectual courage, refining generalizations and avoiding oversimplifications, listening critically, generating or assessing solutions, questioning deeply, reading critically, and noting similarities and differences. Participants are engaged into the tasks and practice the newly learned subject with practice activities.

Different cooperative learning activities were used as practice activities related to the content, task or topic. While using these cooperative activities, the researcher carefully focused on four language skills- listening, reading, speaking and writing-equally. Think-pair- share (See Appendix 13), round robin brainstorming (see Appendix 12), , jigsaw (See Appendix 11), write around (See Appendix 4), three step interview (See Appendix 7), and buzz groups (See Appendix 5) were some of the cooperative learning activities used in order to stimulate participants critical thinking skills and try to develop these skills with them.

3.4.4. Follow-up Activities

Follow-up activities can be used as reinforcement activities aimed to engage the participants into tasks, and assess their learning (See Appendix 14). Predetermined CT sub skills were aimed to develop with these activities as well. The tasks consisted of decision making (See Appendix 16), dramatization, completing a story, role-playing,

writing (See Appendix 15), or role-plays, creating a story by writing related sentences into each other and discussions.

3.5. Instruments

A questionnaire was designed in order to assess the CT skills of 7th grade students in a private primary school. Critical Thinking Questionnaire (See Appendix 1) was prepared to find out whether the participants have CT skills, and if so to what extent they are able to think critically. However, the questionnaire that was conducted to the participants was translated into Turkish by the researcher and four other English language teachers (See Appendix 2). The same questionnaire was also conducted at the end of the study to find out if any difference occurred in CT skills of participants during the study.

At first, the researcher prepared 101 statements (see Appendix 3) consisted by 27 dimensions of Critical thinking out of 35 (see Chapter 2.3) (www.criticalthinking.org). Some of the strategies were not chosen because they were the ones not to be expected from a 7th grade student (see Section 2). Then, the researcher got assistance from 4 English as foreign language (EFL) teachers- who have 7 experience ranged between 5 and 9 in their field. Three of them have been working at a private school and one of them has been working at university.

Assistance was obtained from the teachers to support the validity of the questionnaire by taking into consideration their views points. First of all, the researcher prepared a 101 statement questionnaire (see Appendix 3). Then, she asked those teachers of English to match the given items with their definitions. Those results were important in terms of the validity of the study since only those whose statements matched correctly with their definitions were used in the questionnaire that was conducted to the participants. Hence, the statements of the questionnaire were verified in terms of clarity of meaning and syntax. Furthermore, the researcher also received from the same EFL teachers for translation of the questionnaire into Turkish. First, the researcher translated the statements into Turkish, and then they verified the translations in order to clarify the meaning and syntax (see Appendix 3).

At last, the questionnaire consisted of 60 statements including 17 strategies of 35 dimensions concerning Critical thinking (see Table 3.1; 3.2.; 3.3.). The questionnaire included three scales: Affective Strategies, Cognitive- Macro Strategies and Cognitive-

Micro Strategies. 6 Affective Strategies were chosen out of 9, 8 Cognitive-Macro Strategies were chosen out of 17, and 3 Cognitive-Micro Strategies were chosen out of 9 strategies.

A likert scale questionnaire was used in which a scale of frequency ranging from “always” to “never” was used. This mean that participants indicate their responses as “Always”, “Usually”, “ Sometimes”, “Rarely”, and “ Never” to the statements.

As illustrated below, items included each scale are presented in the form of tables for the purpose of data analysis (Table 3.1; 3.2; 3.3.)

Table 3.1. Items of Affective Strategies (Skills)

	Strategies (Skills)	Item no
1	S-1 thinking independently	1,13,38,54
2	S-3 exercising fair-mindednes	5,39,50,53,11
3	S-5 developing intellectual humility and suspending judgment	4,44,52,
4	S-6 developing intellectual courage	14,24, 28, 33
5	S-7 developing intellectual good faith or integrity	15,18,42,56,
6	S-8 developing intellectual perseverance	2,6,30, 46

Item numbers referred to the Affective Critical Thinking Strategies in the questionnaire.

Table 3.2. Items of Cognitive Strategies - Macro Abilities

	Strategies (Skills)	Item no
1	S-10 refining generalizations and avoiding oversimplifications	9,34, 57, 20
2	S-11 comparing analogous situations: transferring insights to new contexts	27, 37, 40, 58,
3	S-14 clarifying and analyzing the meanings of word or phrases	7, 21, 48,
4	S-17 questioning deeply: raising and pursuing root or significant questions	3, 22, 35,
5	S-19 generating or assessing solutions	17, 32,47,
6	S-21 reading critically: clarifying or critiquing texts	12, 19, 51,
7	S-22 listening critically: the art of silent dialogue	10, 23, 43, 59
8	S-24 practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives	26,29, 36,

Item numbers referred to the Cognitive Critical Thinking Strategies- Macro Skills in the questionnaire.

Table 3.3 Items of Cognitive Strategies- Micro Abilities

	Strategies (Skills)	Item no
1	S-27 comparing and contrasting ideals with actual practice	16,25,41
2	S-29 noting significant similarities and differences	31, 45, 49,
3	S- 32 making plausible inferences, predictions, or interpretations	8, 55, 60

Item numbers referred to the Cognitive Critical Thinking Strategies- Micro Abilities in the questionnaire.

See Section 2 for the detailed description of the Critical thinking strategies listed above.

Another instrument used to collect data was video-recordings. Each week, lesson plans were prepared by the researcher according to the language content and topics in the curriculum into which were included CT skills and CL activities. The lessons in the first and last month were recorded by the researcher. The video-recordings weren't done during the whole study so as to see whether any differences occurred in the behaviors' of the participants with and without recordings. All the recordings were transcribed by the researcher after each lesson.

Video- recordings had different impacts on students. While some students started to speak more than usual, some of them became more silent than usual. On the other hand, there were also a group of students who didn't care the video-recording issue. That's why, making video- recording in a restricted period, instead of a whole process, was an appropriate choice. Although most of the students got used to be recorded after some time, there were even some of them who did still not feel comfortable and act differently.

Interviews are the other data collection instrument. Four interviews were conducted with the participants during the study. Interviews were done at the last week of each month. The participants were either asked about the ongoing lessons or were asked to tell their own ideas about a given situation (see Chapter 4). In these four interviews, some of the questions were same while some were different. Interview questions included different critical thinking strategies so as to assess the students' critical thinking level in depth. While the researcher asked the interview questions, it was observed that students did not feel comfortable and could not easily and logically answer the questions. On the other hand, most of the students were observed more comfortable at the last two interviews. They could answer the questions more easily and logically in comparison to the previous one.

Furthermore, the researcher also kept a diary to observe both the participants behaviors' in the class during this 4 months period and assess their academic success. The way they ask and answer questions, their participation to the lessons, their attitudes against their peers working as a member of the CL groups were all written down by the researcher.

3.6. Data Collection

The data was first collected through a questionnaire to find out to what extent the participants

There were 60 statements in the questionnaire. The participants were given 70 minutes for responding to those statements. The statements of the questionnaire were translated into Turkish by four EFL teachers and the researcher. The researcher conducted the questionnaire by herself in the participants' class. Even though the participants did not know the researcher before, they seemed to volunteer and be excited when they were informed about the study. The researcher also explained clearly how important their real answers were. They were told to be honest when they were responding to each statement of the questionnaire. The researcher responded to any questions coming from the participants during the administration of the questionnaire. The same questionnaire was administered again at the end of the study to find out whether there were any changes in CT skills of the participants.

Each week, lesson plans were prepared by the researcher related to the language content and the topic that the students' English teacher was given to the researcher. Cooperative learning activities including CT skills were adapted into the regular lessons. The lessons with video-recordings were also transcribed by the researcher.

To support all these data, four interviews were conducted in the class with all students. The interviews were also video-recorded and transcribed. Furthermore, the researcher also kept a diary based on both the behavioral and academic changes of the participants. Their attitudes against their peers, their behaviors, their questions and answers were all written down by the researcher.

3.7. Data Analysis

The instruments of the study were analyzed into two groups- quantitatively and qualitatively. The instruments of the first group were analyzed quantitatively. In order to analyze the Critical Thinking Questionnaire, Statistical Programming for Social Sciences (SPSS) were used. The second group was analyzed qualitatively to support the quantitative data through content analysis.

SPSS was used for analyzing the responses of the participants' to the Critical Thinking Questionnaire. Wilcoxon Signed Rank Test, one of the Non-Parametric Tests was applied depending on the results of the questionnaires administered at the

beginning and at the end of the study to find out whether there has been any considerable change in the results of the participants. Descriptive Statistics were preferred and N, Mean Rank, sum of Rank, Z and P value were found out.

Diary kept by the researcher and video-recordings of each lesson were also analyzed through content analysis.

CHAPTER 4

DATA ANALYSIS

This chapter of the study presents the findings obtained from questionnaires, video-recorded lessons, interviews, and diaries.

4.1. Introduction

The study aims to find out whether there has been any development in CT skills of young learners' through cooperative learning. Keeping the purpose in mind, lesson plans were prepared by the researcher in order to infuse CT skills into students' regular English classes for 4 hours a week. To gather data, the lessons were video-recorded during the first and last month of the study, they were also all transcribed. Besides, a CT questionnaire was administered to the all participants both at the beginning and at the end of the study. In addition to these, the CT scoring rubrics were used during the study in order to measure the improvement of the participants in their CT skills. To support the data collected from the questionnaires, and rubrics, the observations, diaries and interviews were analyzed as well. The following sections presents the research findings acquired from questionnaires, rubrics, diaries, observations, and interviews respectively.

4.2. Analysis of the Quantitative and Qualitative Data

Both quantitative and qualitative data analysis techniques were administered in the analysis of the data obtained through Critical Thinking Questionnaire, ,video-recorded lessons, interviews and the diary kept by the researcher during the study.

4.2.1. Analysis of the Critical Thinking Questionnaire supported by Video-Recorded Lessons, Interview and Researcher Diary

The Critical Thinking Questionnaire administered both at the beginning and at the end of the study. At the beginning of the study, the questionnaire was administered to the participants to see to what extent the participants have the affective and cognitive critical thinking skills. On the other side, the questionnaire was administered to the participants whether there has been any change occur in participants affective and

There were 60 items gathered from 35 Dimensions of Critical Thought among the three strategies; Affective Strategies, Cognitive Strategy-Macro and Micro Skills in the questionnaire.

Item 1- Strategy 1 Thinking Independently; the SPSS (Descriptive- Frequency) analysis of the data showed that students used this strategy from time to time. When 2 of 16 pointed out that they always use the strategy, six of them pointed out that they usually use it. On the other hand 8 of 16 indicated that they sometimes use it (see Table 4.1)

[illegible]

Item 29/ Strategy 24 Practicing Socratic Discussion, Clarifying and Questioning Beliefs, Theories, or Perspectives, the analysis of the data showed that most of the students usually use Socratic discussion before the study. Although none of the participants always use it, the result of the data analysis is quite high (See Table 4.5).

Table 4.5. The analysis of the participants nature of the cognitive critical thinking skills-macro abilities.

	Always		Usually		Sometimes		Rarely		Never	
Item 29/S-24	f	%	f	%	f	%	f	%	f	%
	1	6.3	2	12.5	10	62.5	2	12.5	1	6.3

Item 34 / Strategy 10 Defining generalizations and avoiding oversimplifications, the results of the participants before the study showed that 10 out of 16 participants usually use this strategy. It was also seen that none of the participants had the preference of rarely or never. This means that most of the students had a tendency of using this critical thinking strategy before the study (see Table 4.6).

Table 4.6. The analysis of the participants nature of the cognitive critical thinking skills-macro abilities.

	Always		Usually		Sometimes		Rarely		Never	
Item 34/S-10	f	%	f	%	f	%	f	%	f	%
	0	0	10	62.5	3	18.8	2	12.5	1	6.3

Item 40 / Strategy 11 Comparing analogous situations: transferring insights to new contexts, at the pre-questionnaire 9 out of 16 participants had the preferences of “always” for the item “I am able to use what I learned in one situation when I meet new situations that need the same skills” (see table 4.7).

Item 59 / Strategy 22 Listening critically: the art of silent dialogue. As item 43, this item is also related to listening critically. 15 out of 16 participants preferred “always” for the item “I understand the subject better when I listen to my teacher carefully”. It showed that students were all aware of the importance of listening to the teacher in order to understand the teacher better before the study (see table 4.10).

Table 4.10. The analysis of the participants nature of the cognitive critical thinking skills-macro abilities.

	Always		Usually		Sometimes		Rarely		Never	
Item 59/S-22	f	%	f	%	f	%	f	%	f	%
	15	93.8	0	0	1	6.3	0	0	0	0

Item 60 / Strategy 32- Making Plausible Inferences, Predictions, or Interpretations, 10 out of 16 participants indicated that they were usually able to make inferences, predictions or interpretations (see table 4.11).

Table 4.11. The analysis of the participants nature of the cognitive critical thinking skills-micro abilities

	Always		Usually		Sometimes		Rarely		Never	
Item 60/S-32	f	%	f	%	f	%	f	%	f	%
	1	6.3	10	62.5	4	25.0	1	6.3	0	0

To sum up, the overall data analysis of the pre-questionnaire showed that students did not have many of the critical thinking skills before the study. The results showed that the participants used some of the critical thinking skills from time to time but they do not use always most of them. When we categorize in terms of affective and cognitive critical thinking strategies, 2 out of 10 strategies is affective critical thinking strategies whereas 8 of them are cognitive critical thinking strategies-macro abilities. It was also seen that the participants did not use any strategy related to the cognitive critical thinking strategies-micro abilities.

On the other hand, while analyzing each item of the post- questionnaire and showing them into tables, items were categorized due to their CT Strategies (Section 4.12; Table 4.13; 4.14; 4.15) The data grouped and presented in Appendix 3 as a table according to the strategies that the items belong to The Following Table 4.12 is shown the items that have the significant differences in the participants' preferences. Moreover, Table 3.2 shows the analysis of SPSS values of Affective Strategies. While Table 3.3 shows the analysis of SPSS values of Cognitive Strategies- Macro Abilities, Table 3.4 presents the SPSS analysis of Cognitive Strategies- Micro Skills.

Table 4.12. Questionnaire Analysis

Post – Pre Item No		N	Mean Rank	Sum. of Ranks	Z	P (2 tailed)
1 S-1 Thinking Independently	Negative Ranks	0	,00	,00	-2,333	0,020
	Positive Ranks	6	3,50	21		
	Ties	10				
	Total	16				
6 S-8 Developing Intellectual Perseverance	Negative Ranks	0	,00	,00	-3,286	,001
	Positive Ranks	13	7,00	91,00		
	Ties	3				
	Total	16				
7 S-14 Clarifying and analyzing the Meanings of Words or Phrases	Negative Ranks	1	5,00	5,00	-3,090	,002
	Positive Ranks	13	7,69	100,00		
	Ties	2				
	Total	16				
12 S-21 Reading Critically: Clarifying or Critiquing the Text	Negative Ranks	3	5,50	16,50	-2,140	,032
	Positive Ranks	10	7,45	74,50		
	Ties	3				
	Total	16				
19 S-21 Reading Critically: Clarifying or Critiquing the Text	Negative Ranks	1	3,00	3,00	-2,722	,006
	Positive Ranks	10	6,30	63,00		
	Ties	5				
	Total	16				

Table 4.12. (Continue)

29	Negative Ranks	0	,00	,00	-2,739	,006
S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories or Perspectives	Positive Ranks	9	5,00	45,00		
	Ties	7				
	Total	16				
51	Negative Ranks	0	,00	,00	-2,271	,023
S-21 Reading Critically: Clarifying or Critiquing the Text	Positive Ranks	6	3,50	21,00		
	Ties	10				
	Total	16				
59	Negative Ranks	5	3,00	15,00	-2,121	,034
S-22 Listening Critically: The Art of Silent Dialogue	Positive Ranks	0	5,00	,00		
	Ties	11				
	Total	16				

The SPSS analysis indicating the significant differences in participants' preferences

Table 4.13. Questionnaire Analysis of Affective Strategies

Post-Pre Item No / CT Strategy	Z	P	Post – Pre Item No / CT Strategy	Z	P
1 / S-1 Thinking Independently	-2,333	0,020	30 / S-8 Developing Intellectual Perseverance	-,540	,589
2 / S-8 Developing Intellectual Perseverance	,000	1,000	38 / S-1 Thinking Independently	-,540	,589
4 / S-5 Developing Intellectual Humility and Suspending Judgment	-,302	,763	39 / S-3 Exercising Fair-mindedness	-,073	,942
5 / S-3 Exercising fair-mindedness	-,905	,366	42 / S-7 Developing Intellectual Good Faith or Integrity	-1,155	,248
6 / S-8 Developing Intellectual Perseverance	-3,286	,001	44 / S-5 Developing Intellectual Humility and Suspending Judgment	-1,155	,248

Table 4.13. (Continue)

13 / S-1 Thinking Independently	-,587	,557	46 / S-8 Developing Intellectual Perseverance	-,511	,609
14 / Developing Intellectual Courage	-,975	,329	50 / S-3 Exercising Fair-mindedness	-1,211	,266
15 / S-7 Developing Intellectual Good Faith or Integrity	-,250	,803	52 / S-5 Developing Intellectual Humility and Suspending Judgment	-,973	,331
18 / S-7 Developing Intellectual Good Faith or Integrity	-,702	,483	53 / Exercising Fair-mindedness	-1,155	,248
24 / S-6 Developing Intellectual Courage	-,832	,405	54 / S-1 Thinking Independently	-,618	,537
28 / S-6 Developing Intellectual Courage	-,879	,380	56 / S-7 Developing Intellectual Good Faith or Integrity	-,187	,852

SPSS Analysis of Affective Strategies indicating the preferences of participants.

Table 4.14. Questionnaire Analysis of Cognitive Strategies- Macro Abilities

Post-Pre Item No / CT Strategy	Z	P	Post – Pre Item No / CT Strategy	Z	P
3 / S-17 Questioning Deeply: Raising and Pursuing Root for Significant Questions	-1,303	,193	20 / S-10 Refining Generalizations and Avoiding Oversimplifications	-2,397	,017
7/ S14 Clarifying and Analyzing the meanings of words and	-3,090	,002	21 / S-14 Clarifying and Analyzing the Meanings of Words and Phrases	-,707	,480
9 / S-10 Defining Generalizations and Avoiding Oversimplifications	-1,443	,149	22 / S-17 Questioning Deeply: Raising and Pursuing Root for Significant Questions	-1,058	,290

Table 4.14. (Continue)

10 / S-22 Listening Critically: The Art of Silent Dialogue	-1,933	,053	23 / S-22 Listening Critically: The Art of Silent Dialogue	,000	1,000
12 / S-21 Reading Critically: Clarifying or Critiquing the Text	-2,140	,032	26 / S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives	-1,642	,101
17 /S-19 Generating or Assessing Solutions	-,952	,341	27/ S-11 Comparing Analogous Situations: Transferring Insights to New Contexts	-,632	,527
19 /S-21 Reading Critically: Clarifying or Critiquing the Text	-2,722	,006	29 / S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives	-2,739	,006
51/S-21Reading Critically: Clarifying or Critiquing the Text	-2,271	,023	59/ S-22-22 Listening Critically: The Art of Silent Dialogue	-2,121	,034

SPSS Analysis of Cognitive Strategies Macro Abilities indicating the preferences of participants.

Table 4.15. Questionnaire Analysis of Cognitive Strategies- Micro Abilities

Post-Pre Item No / CT Strategy	Z	P	Post – Pre Item No / CT Strategy	Z	P
8 /S-32 Making Plausible Inferences, Predictions, or Interpretations	-1,414	,157	45 / S-29 Noting Significant Similarities and Differences	-,638	,523
16 /S-27 Comparing and Contrasting Ideals with Actual Practice	-,811	,417	49 / S-29 Noting Significant Similarities and Differences	-,289	,773
25 / S-27 Comparing and Contrasting Ideals with Actual Practice	,000	1,000	55 / S-32 Making Plausible Inferences, Predictions, or Interpretations	-1,027	,305
31 /S-29 Noting Significant Similarities and Differences	-1,508	,132	60 / S-32 Making Plausible Inferences, Predictions, or Interpretations	-1,408	,159
41 / S-27 Comparing and Contrasting Ideals with Actual Practice	-,632	,527			

SPSS Analysis of Cognitive Strategies Micro Abilities indicating the preferences of participants.

The analysis of the items in the questionnaire results obtained from at the beginning and at the end of the study revealed the improvement in learners' CT skills. Eight items of the questionnaire among 60 items have shown a statistically significant improvement between pre and post administration of the questionnaire. Two items among the 8 belonged to Affective strategies while the other 6 belonged to Cognitive Strategies- Macro Abilities. The SPSS analysis is shown that there has not been any significant improvement in participants Cognitive Strategies-Micro Abilities.

Besides these 8 items which have a significant statistic changes between post and pre questionnaire, there are also some other items whose positive ranks are quite higher than negative ones although their P value is bigger than 0,05 ($p > 0,05$). For instance; the result of item 48 has shown that negative ranks of the item is 3 whereas the

positive rank is 9, and ties is 4 among 16 students (See Appendix 18). As it is indicated, although the positive rank is quite higher than the negative rank and ties, P value is even bigger than 0, 05 ($p > 0, 05$). As item 48, item 26 has the same result (see Appendix 18). The negative rank of the item is 3, the positive rank is 7, ties is 6 among 16 students, but the P value is bigger than 0, 05. P value of item 26 is, 101. So the results have shown that although there have been some improvements in CT skills of the students, they are not significant. Moreover, P value is also bigger than 0,05.

As Radford and Bartholomew (2002) state that good critical thinking generally isn't something that will "naturally" come to people. On the other hand, it requires practice, effort and time. So even the P value is bigger than the expected ones, each observed improvement in such a limited time becomes very important and valuable.

4.2.1.1 Analyzing the Improved Questionnaire Items and CT Strategies

4.2.1.1.1 Item 1- Thinking Independently

When the items are concerned, item 1 aiming to find out thinking independently. It is clear in Table 5.1 that students' preferences have positively changed, which results in statistically significant change. ($Z = -2,333$; $P = 0,020$). In order to support this data, video transcripts and interviews were analyzed. It was interpreted that there is a meaningful change in the attitudes of the participants as seen in the following Excerpt.

Excerpt 1 (from the 4th week, 8th lesson transcribed video- recording)

T: Are the school rules necessary?

S6: Yes, ma'am. They're very important.

T: Are they important?

S6: I don't know but everybody our parents and teachers always say to obey them.

Excerpt 2 (from the 14th week, 28th lesson transcribed video-recording)

T: Are the school rules necessary?

S6: Of course, they are. The rules help us control our behaviors.

T: Is that the only reason that makes the rules important?

S6: No. For example; if there weren't any rules, I would wear what I want, I wouldn't do my homework, or I wouldn't tie my hair. But rules control us. School rules also

control some of the teachers because if there weren't any rules, some teachers would behave us badly.

In Excerpt 1 the participant cannot explain and support her own thoughts but she tells what her teachers or parents tell her. On the other hand, through the last parts of the study, she can support her ideas by giving examples. This is a sign of the development of her ability to think independently and express her own thoughts. She can get rid of the belief that what teachers or parents do always true and must be accepted as our own beliefs.

Excerpt 3 (From the 4th week, 8th lesson transcribed video-recording)

T: Why do people mistreat?

S6: For example?

T: For example; telling lies, stealing money, disrespectful behaviors, etc.

S6: I am not sure but maybe because of bad friends. Hmm.

T: Is that all?

S6: Yes, that's all.

Excerpt 4 (From the 14th week, 28th lesson transcribed video- recording)

T: Why do people mistreat?

S6: There can be a lot of reasons.

T: Can you give examples?

S6: Yes, sure. For example; not having enough money to buy food, bad friends, and bad families.

T: What must we do in order to prevent people doing bad things?

S6: We must educate them, make children's have good friends and also parents must understand their children and protect them.

In Excerpt 3, the participant cannot form her own ideas. She cannot support her ideas and generate reasons. On the other hand, in Excerpt 4 the participant can express her idea. This is also the sign of the development of her ability to think independently.

From the first interview

T: Do you believe in everything that your friends tell you?

S10: Yes, I do.

T: Everything?

S10: Yes.

T: What if do they deceive you?

S10: They don't do it.

T: Why? How can you sure about it?

S10: Because they're my friends.

From the third interview

T: Do you believe in everything that you hear or watch on TV?

S10: No, I don't. I first try to find out whether it is true or not.

T: How can you do this?

S10: I ask my parents, my teachers, my friends. I also search about it on the net. Then, I decide how true it is.

In the first interview, the participant does not think about her beliefs. She merely believes them without indicating any reason or idea about it. On the other hand, in the third interview it is clearly seen that the participant can think independent from previously and she explains us her own thoughts about the question.

From researcher's diary (1st week, 2nd lesson)

In the second lesson, it was observed that participants hesitated to explain their own thoughts. Only a few of them looked volunteer for speaking and explaining about their ideas whereas the others looked at the other side's instead of looking at me and trying to give the answers. They were easily able to answer a "Yes/No" question but they couldn't answer "Why" questions.

From researcher's Diary (10th week, 20th lesson)

During the 10th week, it was observed that most of the participants were eager to think about and explain their thoughts and ideas. The answers of "Why" questions could be supported by their logical reasons. They started to think independent when compared

to the previous lessons. There was a positive improvement in students' critical thinking ability.

Whole data analysis including video-recordings, interviews, and researcher's diary clearly shows that students have a significant improvement in thinking independently. At the beginning of the study participants could not generate ideas and explain the reason beyond their thoughts. On the other hand, during the last parts of the study as it can be seen from the above examples, participants begin to explain their thoughts, they generate new ideas.

4.2.1.1.2. Item 12, 19 & 51 Reading Critically: Clarifying or Critiquing the Text

Item 12, 19 and 51 aimed to explore reading critically: clarifying thoughts or critiquing the text. $Z = -2,140, -2,722, -2,271$. P values of all items are smaller than 0,05 (,032; ,006; ,023). This result indicates that there has been a statistically significant change in the participants' responses to these questionnaire items. These figures indicate that the participants' responses have positively changed at the end of the study.

Excerpt 5 (from the 2th week, 4th lesson transcribed video- recording)

T: Do you agree the suggestions that the text indicates to protect nature?

S3: Yes, teacher.

T: Why do you find them correct?

S3: They are right. We must protect nature.

T: OK but why do we protect it?

S3: To save energy. That's all.

Excerpt 6 (15th week, 30th lesson transcribed video-recording)

T: Can you find another heading to the text?

S3: Let me think. OK. King of the Fantasy.

T: That's great.

S3: Because he's one of the best writers of the fantasy and science fiction. He has many bestsellers. He is well-known. Everybody teenagers or adults love him.

From the first interview

Excerpt 7

T: Do you like reading?

S3: Yes, I love reading.

T: How often do you read?

S3: I usually read.

T: Twice a week, every day, once a week?

S3: Twice a day.

T: Why do you read?

S3: Because I like it.

T: Is that the whole reason?

S3: Yes. My mother also wants me to read. She says it is very important for my SBS exam.

T: What did you read last?

S3: A short story in Turkish lesson.

T: Can you tell me the main idea of it?

S3: Hmm. I don't tell it. I just read it. I don't remember.

From the third interview

Excerpt 8

T: What did you read last?

S3: Book?

T: No, it can be a text that you read in the last but I want the last one.

S3: OK. I read a text about teenagers.

T: Can you tell me the main idea of the text?

S3: As I remember it is about teenagers from European countries. Teenagers go to Berlin and make plans about their cities.

T: Do you remember what kind of plans are they?

S3: Protect environment, reduce pollution, use our cars less.

T: Are there any new words that you remember?

S3: Pesticides.

T: What does it mean in Turkish?

S3: Tarım ilacı.

T: Why do you read?

S3: I read to learn new things. It also helps me understand much.

From researcher's diary (5th week, 10th lesson)

At the 4th week of the study, it was observed that students liked reading. Most of the students gave the answer of “usually / always” to the question about how often they read. On the other hand, it was also observed that they were not involved in what they read. They did not focus on the details. Identifying the main idea was not an easy issue for them. Moreover, they were not good at remembering the important points of the text or the book.

From researcher's diary (13th week, 26th lesson)

At the 13th week of the study, it was observed that students got used to underline the main points of a text. They were able to discuss and share their ideas with their peers about a book or a text. They could learn new words from a text and even then they were able to use them in another related context. One of the participants who is also very hardworking and successful s said that “Teacher, now I can do the paragraphs better in SBS tests. Identifying the main idea has not been a big problem.”

Reading and understanding is one of the important skills in foreign language learning. Moreover, reading critically is another important issue that should be given a special interest. It is also a very important CT skill. In this study, data analysis shows that there has been a significant improvement in participants' CT skills. At the beginning parts of the study, participants were not able to identify the main idea of a text. On the other hand, at the last phases of the study, participants become a critical reader. Participants could identify the main idea of a text, or easily talk about it and make a critique or even discuss it.

4.2.1.1.3. Item 6; S-8 Developing Intellectual Perseverance

Item 6 aimed to explore developing intellectual courage. Although there were other three related items (2, 30, and 36) to this critical thinking skill, a significant improvement was only observed at item $Z=-3,286$ and $P=, 001$. This result indicates that there has been a change in the participants' preferences but not a significant one.

Excerpt 9 (from 3rd week, 6th lesson transcribed video-recording)

T: Why do you stop reading the text?

S8: It is very hard.

T: Why do you find it hard?

S8: I can't understand it.

T: Do you always give up when you don't understand?

S8: Yes. Because I get bored and I don't want to study.

Excerpt 10 (from 16th week, 32nd lesson transcribed video recording)

T: Did you do your homework?

S8: Yes, I did.

T: Were there any unknown words?

S8: Yes, there were a lot of words. I did not know their meanings.

T: Did you look them up from your dictionary?

S8: Yes. I found their meanings from the dictionary, wrote these meanings under the words on my book, and read the text again.

T: How many times did you read the text?

S8: I don't remember but I think three. I gave up reading when I understand it.

T: That's great.

Excerpt 11 (3rd week, 6th lesson transcribed video-recording)

T: Do you finish reading the text?

S5: Yes, I do.

T: Can you please tell us what you understand from the text?

S5: I don't understand the text.

T: Why? Didn't you read it?

S5: I read it but it was very hard and there were unknown words.

T: Why didn't you use your dictionary for those words?

S5: I was bored. I didn't want to do it.

Excerpt 12 (from 16th week, 32nd lesson transcribed video-recordings)

T: Did you do your homework?

S5: Yes, I did it.

T: Can you tell me the main idea of it?

S5: It is pollution.

T: What kind of pollution is it?

S5: It is about water pollution. A lot of fish die.

T: What about the unknown words? Did you check their meanings from the dictionary?

S5: I asked them to my sister and she told me.

At the beginning phases of the study, participants do not seem eager to stick on the task or their duty. Instead they easily give up when they do not understand it. However, at the end of the study the participants seem reluctant to stick on it. They seem to learn the ways how to reach information.

From the second interview

Excerpt 13

T: What do you do when you feel that you cannot accomplish a task? Do you go on the task, try or just give it up?

S12: I give up. I don't try.

From the fourth interview

Excerpt 14

T: What do you do when you feel that you cannot accomplish a task? Do you go on the task or just give up?

S12: I do my best until I finish my task.

The interview analysis shows that at first the participant is lack of intellectual perseverance. She doesn't need to stick on it. However, the later one shows that the participant seem more reluctant to stick on the task.

From researcher's diary (6th week , 12th lesson)

It was observed that participants were not reluctant to go on a hard task in order to accomplish it. They give up easily when they fail in doing a task. They also do not have the tendency of asking the unknown parts to their teachers or peers.

From researcher's diary (12th week, 24th lesson)

Although there were few participants who were still lack of perseverance, most of the students seem to have learned to go on and try a task until they complete it. They also seem to learn how to reach information in order to accomplish their task. Most of them become reluctant learners even when they face with a difficult task. Moreover, some of the students say that “ in order to learn much and understand better, we get information through internet, different books or even our parents.”

The analysis of the data clearly indicates that there has been an improvement in the participants' behaviors to some extent. At first, students do not have the willingness to go on a task. As it is seen at the 3rd week video-recordings, participants tend to give up easily when they find the task hard. It was seen that İbrahim (S8) gave up reading his text when he found it hard to understand. Even he didn't have any tendency to reach the knowledge. On the other hand, in the last weeks, most of the participants have gained the expected CT behavior to some extent. Their tendency to get the knowledge and learn more increased.

4.2.1.1.4. Item 7; S-14 Clarifying and Analyzing the Meanings of Words or Phrases

Item 7 aimed to develop Strategy 14- Clarifying and analyzing the meanings of words or phrases. The value indicates that a change has occurred in the participants preferences.

($Z=-3,090$; $P=, 002$).

Although there were other 2 items related to this strategy, there has been a significant change in participants CT skills only in item 7. As developing CT skills needs time and effort, 4 months study only provided such an improvement.

Excerpt 15 (from 1st week 2nd lesson transcribed video-recording)

T: Do you love reading poems in English?

S7: Not much but I read poems.

T: Could you read between the lines?

S7: Most of the time I don't.

T: What is the hidden meaning behind the "paradise lights" in this poem?

S7: I don't know.

Excerpt 16 (from 15th week, 30th lesson transcribed video-recording)

T: Can you match the sentences with the words indicating the sentences?

S7: Yes, I have already finished it.

T: A white blanket covers the lonely greens.

S7: It's a. Winter, snow, tree.

T: Can you read between the lines?

S7: A white blanket refers snow, and lonely greens are trees because in winter, trees are not green anymore.

Excerpt 17 (from the 1st week, 2nd lesson transcribed video-recording)

T: Could you understand the hidden meaning behind "paradise lights"?

S1: I cannot. Maybe it can be sun.

T: No, it is not. Think of it carefully.

Excerpt 18 (from the 15th week, 30th lesson transcribed video-recording)

T: Have you finished reading the text?

S1: Yes, ma'am.

T: Can you find the word that means "things that you can buy a good price".

S1: Bargain.

When the video-recordings analyzed carefully, there has been a change in participants' CT behavior about this strategy even to some extent. They can at least guess or tell an idea about the meaning.

From the first interview

Excerpt 19

T: How often do you study vocabulary in English?

S13: Not much.

T: Can you easily find the meaning of an English word from a sentence?

S13: I think it is hard.

T: Let's try. Do you know what does "predict" mean in English?

S13: No.

T: Scientists can predict the volcano's eruptions in the future and give us an early warning of possible problems.

S13: I don't understand.

From the last interview

Excerpt 20

T: Do you like reading poems?

S13: I don't like but we have read many poems in English lessons this year.

T: Can you read between the lines in poems?

S13: At first I understood nothing, but recently I have guessed the meanings of nearly all of them.

It seems that the group starts to understand that a word can be called or explained with different words. There can be hidden words in the texts or poems and it is also important to figure out them.

From researcher's diary (7th week, 14th lesson)

The group does not have enough vocabulary knowledge. They have limited number of English vocabulary. They don't have any tendency to learn and go on it, either. When I asked them the synonym of a word, they even do not know what synonym means. At this lesson, we read and analyze a poem together. While doing this, one of the students said that: "we have never read an English poem in our English classes." Nobody has an English dictionary in the class.

From researcher's diary (14th week, 28th lesson)

Today it is seemed that participants get accustomed to read and analyze poems. They can also find all the synonym and opposite meanings of the selected words. I also observe that they like doing it because in the previous lessons most of them told that it was a boring activity. Some of the students also tell me that they have started to study English vocabulary regularly. Students use their dictionary in order to find different meanings of the words.

All data analysis shows that there has been a change in participants CT skills to some extent. At least participants learn how important to know enough vocabulary in using English. As most of these vocabulary exercises are new for the participants, even it is not a significant one, this improvement is important in terms of study. At the end of the study, students have gained the habit of studying English vocabulary and using a dictionary.

4.2.1.1.5. Item 20; S-10 Refining Generalizations and Avoiding Oversimplifications

Item 20 aimed to assess strategy 10 refining generalizations and avoiding oversimplifications. The value of $Z = -2,397$ and $P = ,017$. However there are also other three items related to this strategy but the findings of these items are interesting. Although their positive ranks are quite higher, the P values of them are bigger than the expected one ($,005$). Considering the data analysis, we can say that there has been a positive change in participants' CT skills.

Excerpt 21 (from 3rd week, 5th lesson transcribed video-recording)

T: How can you accomplish your project with your team mates?

S2: Do we have to do it?

T: Of course. And you must do it altogether as a team.

S2: I don't know.

S14: Ma'am. Let's not do it.

T: This is your project and you must accomplish it until next week with your teammates.

S6: I am sure we cannot finish it.

Excerpt 22 (from 13th week, 25th lesson transcribed video-recording)

T: Have you finished writing your role-plays?

S6: Yes ma'am our team has finished it. At the weekend, the girls came to us and we wrote our roles together.

T: Are you ready for acting?

S6: Yes. Our sketch is perfect.

Excerpt 23 (from 13th week, 25th lesson transcribed video-recording)

T: Is your sketch ready for acting?

S2: Yes. Last week at the lunch breaks we finished them.

T: Well done. I am very curious about it.

Excerpt 24 (from 13th week, 25th lesson transcribed video-recording)

T: Have you finished writing yours?

S14: We have finished it but Aleyna did not help us.

T: Why?

S12: I didn't want to do it.

T: Your team will get lower point just because of you.

S14: We changed our sketch and wrote another sketch without Aleyna.

Instead of finding a solution to their problem, at first participants have the tendency of giving up it. However, their attitudes towards the problems have been changed during the study. They are able to simplify their problems, and get rid of their prejudices.

From the first interview

Excerpt 25

T: What do you do when you face with a problem?

S14: I get angry.

T: How do you solve it?

S14: I want help from my parents. They do it for me.

From the last interview

Excerpt 26

T: What kind of problems do you have?

S14: I have problems about school, my parents and sometimes my friends.

T: How can you solve your problems about your friends?

S14: I got angry and did not talk to her before. But now I try to speak to her and listen to her.

T: Could you find a way of solving it?

S14: Yes.

From the first interview

Excerpt 27

T: Do you think how many ways of solving a problem?

S2: It is an easy question. Every problem has a solution.

T: Only one solution?

S2: Yes.

From the last interview

Excerpt 28

T: Do you think how many ways of solving a problem?

S2: It depends on the problem.

T: Can you try other solutions until find a way to solve it?

S2: Yes, of course.

There has been a positive change in participants' behaviors towards their problems. They become ones who are aware of the problems of life. They are able to talk to their peers to find solutions for their problems.

From researcher's diary (5th week, 9th lesson)

It seems that the group does not know how to handle their problems at first. They aren't given any responsibility. Their parents or maybe teachers handle the bad or

problematic situations instead of themselves. They aim to get help from others instead of focusing on their own problems on their own.

From researcher's diary (13th week, 25th lesson)

In this lesson, students need to decide their sketch topic and roles. Some of the participants want to perform the same role and that causes a problem within teams. As a teacher I am just monitoring and do not utter any word or opinion. To solve their problems participants talk about among themselves, try to persuade their peers, and share their responsibility and plan their roles.

Refining generalizations and avoiding from oversimplifications is a very important skill both the participants academic life and their social life as well. Human beings have problems in every field of life with anybody. They also experience hard conditions in which they must handle on their own, or find alternative ways. That's why, students need to learn how to simplify their problems and make their lives easier. In this study, there has been a positive change in this skill even in a restricted time. However, our education system should focus on problem solving ability more than now in order to develop students' attitudes positively towards problems and finding solutions.

4.2.1.1.6. Item 29; S-24 Practicing Socratic Discussion: Clarifying or Questioning Beliefs, Theories or Perspectives

Item 29 aimed to assess Strategy 24 practicing Socratic discussion: clarifying or questioning beliefs, theories or perspectives. In the questionnaire, there are two other items related to strategy 24 but findings are interesting among these items. On one hand, P value for item 29 indicates that there has been a significant change in this strategy. ($Z=-2,739$; $P: ,006$). On the other hand, item 26 and 36 which are related to this strategy have bigger P values than, 005. However the positive ranks of these two other items are higher even the P value of them is bigger than the expected result. So, all these results indicate the positive change in this strategy.

Excerpt 29 (from 4th week, 7th lesson transcribed video-recording)

S16: Ma'am, can you repeat please?

T: Of course, I can. If I were a scientist who tries to protect the nature and you're an interviewer, what would you ask to me?

S16: I don't find a question.

Excerpt 30 (from 14th week, 27th lesson transcribed video-recording)

T: I am a banker and you're the manager. We are having an interview for the position in your bank. You want to learn the details about my career.

S16: Why do you apply to our bank?

T: Because it is one of the biggest banks in our country. It has serviced to people for many years. Working conditions are better than the other banks as well.

S16: What would you do in order to please our customers?

T: I would work with enthusiasm and patient towards them. I try to find a solution to their problems as quickly as possible.

S16: OK we will work with you. Start your work on Monday.

Excerpt 31 (from 4th week, 7th lesson transcribed video-recording)

T: You are an interviewer and I am a scientist. You try to make news about environment. What would you ask to me?

S9: Do you like environment?

T: Of course, if I don't love it, I wouldn't adore my life to protect it.

S9: OK. Thank you. I cannot find any question.

T: Is it a hard activity?

S9: Yes, very hard.

Excerpt 32 (from 14th week, 27th lesson transcribed video-recording)

S11: I am a banker and you're the manager. We are having an interview for the position in your bank. You want to learn the details about my career.

S5: What would you do if a customer behaved stubbornly to you?

S11: I behave politely to him because customers are important.

S5: We work for 12 hours. Is it hard for you?

S11: No, it is not. I am hardworking.

At the beginning of the study, students do not make question sentences. They can answer the questions somehow but creating a question or questioning perspectives are hard issues for them. However, at the end of the study there has been an improvement in student asking skills. They are able to create their own question for getting information or reaching knowledge.

From the second interview

Excerpt 33

T: Do you like being asked questions?

S15: I don't like it. My mother always asks questions.

T: What does she ask to you?

S15: She asks about school, lessons, and teachers. I am bored. I sometimes don't want to answer.

T: Do you ashamed of asking questions to your teacher or a person that you don't know well?

S15: Yes, I only ask if it is too important.

From the last interview

Excerpt 34

T: Do you like being asked questions?

S15: If it is a meaningful question, I like it. But I don't like if it is a ridiculous question.

T: Do you ask questions to learn the details of something?

S15: Yes, I do.

T: Do you ashamed of asking questions to your teacher or a person that you don't know well?

S15: I ask questions to my teachers or other people when I want to learn new things. Last week, İpek Ongun came to our school and I asked three questions to her.

At the last interview, it seems that participants' questioning skills have been improved as it is compared to the previous interviews. Students gain the curiosity and courage for asking questions. They haven't been uninterested learners anymore. Even a little encouragement is enough for them to change their attitude.

From researcher's diary (from 6th week, 12th lesson)

In this lesson, students seem not to have a developed questioning ability. They are not good at asking questions about a given topic. Moreover, they also do not make correct English sentences as well. They seem unwillingness to ask and answer questions. One of the students said that: "Ma'am we always answer the questions, don't ask. When we often ask questions, the teacher says "don't speak much, if you listen carefully, you can understand".

From researcher's diary (from 14th week, 27th lesson)

As I observe, more hands have been raised recently for asking questions. Students like being involved into the lesson. Especially, they really like the role-plays that are done with the teacher. While writing and acting the role-plays with their peers, they seem really happy and interested.

It seems that participants' questioning skills have not been triggered much until this study. As our education system do also not support questioning skills. However, it is mostly based on memorizing or just getting knowledge without questioning it. That's why it takes time to make participants' familiar to this. Some of the participants are still ashamed of asking questions at the end of the study.

4.2.1.1.7. Item 59; S-22 Listening Critically: The Art of Silent Dialogue

Item 59 aimed to develop strategy 22 listening critically: the art of silent dialogue. Although item 59 indicates a positive change in participants' skills with the smaller P value than the expected one (0,05) ($Z = -2,121$; $P = ,034$), the analysis of other three items related to the same strategy show that there hasn't been any significant change occur even they have positive ranks.

Excerpt 35 (from 2nd week, 3rd lesson transcribed video-recording)

T: Can you repeat what did I last say please?

S5: I am sorry ma'am. I did not listen to you.

T: What does "disaster" mean in Turkish?

S5: I did not listen to you. I am sorry.

Excerpt 36 (from 13th week, 25th lesson transcribed video-recording)

T: Are you listening to me?

S5: Yes.

T: What am I talking about?

S5: You are talking about superstitions.

Excerpt 37 (from 2nd week, 3rd lesson transcribed video-recording)

T: What does “disaster” mean?

S8: I don’t know.

T: But I have just explained it with an example. Do you remember my example?

S8: No, I am not.

T: Why don’t you remember it?

S8: Because I am asking something to Onur.

T: Was it about the lesson?

S8: No ma’am I’m sorry.

Excerpt 38 (from 13th week, 25th lesson transcribed video-recording)

T: Can you summarize what I have told about British superstitions?

S8: If a black cats walks in front of you, you will have good luck.

T: Good. What is the other one?

S8: If you break a mirror, you will have seven years of bad luck.

T: Thank you.

Listening to the teacher during the lesson affects students’ success positively. When they do not listen to the teacher, they have no idea about what is going on during the lesson. However, when they listen to the teacher carefully, they are involved in every minute of it.

From the second interview

Excerpt 39

T: Do you listen to your teacher carefully?

S14: Not always.

T: Why don’t you listen to your teacher carefully?

S14: I am sometimes bored or the lesson is boring.

T: Can you learn without listening to your teacher?

S14: No, I am not.

From the fourth interview

Excerpt 40

T: Are you a good listener?

S14: I think, yes.

T: Can you give me an example?

S14: I listen to my teachers during the lesson because I know that it is important.

T: Why do you think is it important?

S14: If I don't listen to my teachers, I cannot understand the subject.

From the second interview

Excerpt 41

T: Do you interrupt your parents?

S12: No, I never.

T: Why don't you interrupt them?

S12: Because they get angry and shout at me.

From the last interview

Excerpt 42

T: Do you interrupt your parents or your friends?

S12: No, it is not good.

T: Why?

S12: If I do not listen to them carefully, I cannot understand what they say to me. It is also not a polite behavior. They are older than me.

From researcher's diary (5th week, 9th lesson)

Participants have the habit of talking among themselves during the lesson. This hinders their level of understanding. Most of the time, they have the tendency of chatting with the friend sitting next to him/her. Cooperative learning triggers this tendency as well

because they sit as four people teams during the English classes. I often warn especially some of the students about not to talk during the course.

From researcher's diary (12th week, 23rd lesson)

Most of the participants reduce their talking habit during the course. For instance; today I only warn two students once. However, at the beginning of the study, I had to warn a lot. One of the participant also said that “In the lessons I am not too bored as before. When I listen to you, lessons become enjoyable.”

At the end of the study, when the data analysis compared to the previous ones, there has been a positive improvement in students' behaviors. Students become aware of the difference when they listen to the teacher or do not listen to the teacher. However, it is vital to underline that educating critical listeners do not mean having students who are not talking or participating to the lesson as some of the educators want from the students.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1. Discussion of Findings

The purpose of this study was to find out whether cooperative learning has an effect on young learners' critical thinking skills. Cooperative learning (see Chapter 1, operational definitions) was regarded as an umbrella term. The tasks were prepared under this term in accordance with the content and topics proposed in the curriculum for 7th grades by Ministry of Education. The participants of the study were 7th grade students, eleven females and five males. In order to collect appropriate data, Critical Thinking Questionnaire, transcribed video-recorded lessons, interviews and researcher's diary were used as data collection tools.

First of all, the study aimed to answer the following questions:

What is the nature of participants' affective Critical Thinking strategies?

What is the nature of participants' cognitive Critical Thinking strategies?

Can affective thinking strategies be developed through cooperative learning?

Can cognitive thinking strategies be developed through cooperative learning?

The first and second research question of the study seeks answers to what extent the participants have affective and cognitive CT strategies. In order to assess the participants' nature of affective and cognitive critical thinking strategies a Likert type questionnaire was used as it was discussed in Section 4.

Besides, the third and fourth research question of the study aimed to assess to what extent of the participants CT skills can be developed with this study. For assessing to what extent that cooperative learning helped students improve their affective and cognitive critical thinking strategies the same questionnaire was used as a post test at the end of the study as well.

The analysis of the data showed that there existed a positive improvement between pre and post preferences of the participants. This positive change does not mean a sudden shift in the preferences of the participants, yet the number of the participants who preferred "never" and "rarely" has decreased dramatically at the end of the study. It can

be said that the students that thought through cooperative learning could develop their language capability which they were likely used in their lives.

During the study, it was observed that students began to enjoy having English classes and working with their peers as a team. By gaining this ability and sense, which result in a positive attitude toward the course, thereby there existed a positive change in the participants' preferences towards CT skills as well. Students who are completing CL group tasks show the tendency of having higher academic test scores, higher self-esteem, fewer stereotypes behaviors, more skillful and greater comprehension of the content and skills they are studying. (Johnson, Johnson and Holubec, 1993; Slavin, 1991; Stahl and VanSickle 1992).

As a qualitative data, video-recorded lessons were also analyzed in order to find out whether there has been any change in students both CT skills and CT dispositions. They were observed to have been demonstrating critical thinking dispositions as "truth-seeking, open-mindedness". As Chaffe (1994) points CT has a positive effect on people in terms of making decisions and solving problems.

Besides CT dispositions, video-recorded lessons were also used to what extent the participants have adapted to work with their peers as a team. As Johnson and Johnson (1989, p.6) explain cooperative learning as "the instructional use of small groups so that students work together to maximize their own and each other's learning". Moreover, cooperative learning represents small groups called teams that make students work and accomplish their tasks together. It was firstly observed that participants were unwilling to work as teams because as Stahl and Vansickle (1992) indicate students like being "academic loners" and practicing on their own instead of involving in a group or team in the classroom. They were not aware of the necessity of striving hard for their mutual benefit or they did not recognize that all group members share the same goal. However, throughout the study participants started to work on cooperatively. They were observed to have been demonstrating that they enjoyed working together for their mutual benefit, learned to listen to each other's view and opinions, be respect to each other's opinions."

Most of the studies found that cooperative learning to be more effective than other modes of instruction on higher level tasks (Lee& Jacobs, 1997). As Johnson and Johnson (1986) indicate that there is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals. Moreover, the shared learning enables students an opportunity to engage

in discussion, take responsibility for their own learning and thus they become critical thinkers (Totten, Sills, Digby, & Russ, 1991).

For instance, at the beginning of the study, most of the students were lack of reading critically. The researcher notes revealed that participants did not have the ability of focusing on a text carefully. Moreover, they were also lack of the ability of understanding the details, getting the main idea, and talking about it. However, it was observed that at the last phases of the study participants were able to talk about the text, get the main idea, and started to enjoy reading. Reading wasn't a boring activity for them as before. Listening critically was another gained skill at the end of the study. The researcher notes revealed that participants were not aware of the importance of listening each other carefully. Moreover, they did not listen to each other and gave a common decision within their teams as well. On the other, the researcher observed that they started to listen to each other and tried to understand their opinions at the last phases of the study. They understood how an important skill it is. Participants gained the intellectual perseverance as well. At first, they always had the tendency of giving up a task when they did not want to deal with it. They did not have the habit of sticking on a hard task or a problem. They had the aim of choosing the easiest way. But later, participants showed the signs of improving their intellectual perseverance by going on a task in order to accomplish it. Moreover, they were also aware of the importance of the questioning. They started to learn both how to question and how to answer the comprehension questions. When the study started to conduct, they weren't able to ask questions. They hesitated to ask questions. However, the researcher's diary notes revealed that they learned how to question and what to question.

The interviews were the other qualitative data that supported the study. During the study, four interviews were conducted at the end of the each month. In each interview, participants were asked nearly the same or close meaning questions in order to reveal their improvement in CT unequivocally. The interviews were done one by one to each participant in a separate room out of lesson hours. At the first interview, the researcher's notes revealed that almost all of the participants were nervous. They had the tendency of just answering the questions to somehow and finishing the interview as quickly as possible. The researcher observed that it was not an important thing for them. Moreover, researcher observed that some of the students found it ridiculous. However, as the study went on, and participants started to enjoy their English lessons, their attitude towards the interviews began to change. Especially in the third and fourth

interviews, a significant improvement was observed in participants' answers. They could give detailed answers to the questions and exemplified their answers as well (see Section 4).

For both video-recorded lessons and interview results indicated that participants seemed to have been enjoying the process. Their attitude towards working as a team and working on different cooperative learning activities completely changed. They always appeared to have been comfortable and had fun in the video-recording lessons. In order to see the difference, the researcher used video-recorded lessons only at the first and last month of the study. However, except some participants who did not feel comfortable at the first few lessons, the rest of the participants seemed to enjoy a lot. Furthermore, interviews turned to a special time for talking with the researcher. The researcher observed that participants felt to be considered important due to those face to face interactions.

All in all, all the data collected through the questionnaire, video-recorded lessons, interviews, and observations revealed the positive effect of cooperative learning on participants' critical thinking skills to some extent in such a limited time. Even though not all expected, participants seemed to have improved some certain CT skills as thinking independently, developing intellectual perseverance, clarifying and analyzing words and phrases, reading and listening critically, and questioning deeply. As Paul, Fisher and Nosich (1994,p.4) defined critical thinking is "the mode of thinking-about any subject, content or problem- in which the thinker improves the quality of his/her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them."

CHAPTER 6

IMPLICATIONS

6.1. Implications

This study was conducted on young learners to measure to what extent the participants have critical thinking skills and whether the critical thinking skills of the participants can be developed through cooperative learning. First of all, the study revealed that nearly all of the participants appeared to have had difficulty in thinking critically. However, the results of the study indicated that the participants improved and seemed to start using some certain CT skills.

Fortunately, in today's world, more teachers, including ELT teachers, are aware of the importance of critical thinking, they want to help students' improve their CT skills and try new teaching types instead of just focusing on the traditional ones. Hence, those teachers can find this study a useful and encouraging one for themselves. Yet, there is one important thing that should be underlined for the teachers that are developing critical thinking, they must be aware of the fact that it needs time and effort. Furthermore, the application of the cooperative learning is also more difficult than the traditional teaching methods. In order to be able to apply cooperative learning, teachers must be strong-willed and enthusiastic.

At the end of the study it was observed that although the participants seemed to have not been complete critical thinkers, the result of the data analysis showed that they had the tendency of improving their thinking skills. They started to develop their listening skills, thus become respectful people to the others, they were able to read critically than before, clarify the meanings and also get the hidden meaning behind the words. Moreover, they could create and ask questions, and they also got used to be questioned. Their intellectual perseverance was another important critical thinking skill that participants seemed to have developed.

To sum up, it can be said that participants are lack of most of the critical thinking skills, yet they have the tendency of improving their CT skills through cooperative learning. This thesis study can be a guide and a starting point to the teachers who wants to develop their students' CT skills by using cooperative learning which has gained a lot importance recently.

6.2. Implications for ELT

Critical thinking is a necessity at all levels of education for a lifelong learning. Recent educational trends emphasize the importance of critical thinking skills both for academic success and for life. Learners are expected to question the validity of ideas in texts or judge the ideas of other people. Also, they're filter knowledge of all sorts through their reasoning and find logical flows instead of accepted them as they are (Alagözlü, 2007).

EFL students are expected to be active participants in their classes. Being an active participant requires questioning, asking, judging, listening, reading, and writing properly in a language classroom. As Üstünoğlu (2004) states language classes are particularly appropriate for teaching critical thinking owing to the richness of material and the interactive approaches used.

As it is known language learning includes four important skills- writing, speaking, reading and listening. Each of this skill requires EFL students who can integrate their ideas, express their feelings, listen and read effectively; clarify the meaning, question and answer appropriately, etc. As language is accepted as a tool for communication, in order to communicate effectively in another language, students are able to think critically.

In order to educate critical thinking language learners, language teachers can activate critical thinking in the classroom by highlighting self-awareness; that is, they can help the learners have and show understanding of themselves and their surroundings. By means of interactive approaches and materials, teachers can help students be aware of their perceptions, assumptions, prejudices, and values can help students break old habits to construct a new point of view. It will take enjoy discovering themselves as they learn a language (Üstünoğlu, 2004.)

6.3. Suggestions for Further Research

This study lasted in four months. A further study can last longer than a term. It may take whole academic year as developing critical thinking skills needs time and practice. Also, some critical thinking skills need to have much time to be developed.

Furthermore, this study was conducted only with a class consisted 16 students, eleven female and five male. A further study may be carried out with more classes and participants with almost equal number of female and male students. A further study can

be also conducted with two classes; one group would be taught through cooperative learning and the other group would be taught through traditional methods.

During the study, in order to be sure that whether or not the participants behave naturally when they are recorded, the lessons were recorded at the first and last month of the study. A further study may be record the whole study in order to both observe the development of CT skills of the participants and how the cooperative learning affects participants' language efficiency.

Moreover, this study was conducted in a private school where almost all of the students have higher economic levels. Besides, students have more facilities at their school than a state school. A further study can be conducted both in a private and state school and tried to find out whether or not a private or a state school hinders or triggers the critical thinking skills of the students.

This study may also be carried out with the collaboration of the teachers of other subjects such as Maths, History, or Geography so that the students may feel this study and its application as random hours.

CHAPTER 7

CONCLUSION

Developing CT skills has never been a quick issue that can be gained in a limited time. Moreover, changing the stereotypical and simplistic thinking of the participants requires some time. In this study, there has not been a sudden shift in students CT preferences and behaviors as well. Although the behaviors of the participants appeared to have been changing, the stereotypical and simplistic thinking of the participants needs time. For instance, through item 30, “Sticking on a problem is always better than giving it up” was aimed to be assessed, yet no statistically significant changes observed. However, item 6, “I work more in order to accomplish a hard task”, aiming to assess the same skill and revealed a meaningful change, which was supported with the data observed in the video-recorded lessons and interviews.

Overall data analysis revealed that the participants have a tendency of improving such CT skills “thinking independently, developing intellectual perseverance, clarifying and analyzing the meanings of word and phrases, reading critically: clarifying or critiquing the text, listening critically: the art of silent dialogue, practicing Socratic discussion: clarifying and questioning beliefs, theories or perspectives”.

As Radford and Bartholomew (2002) indicate that good critical thinking generally isn’t something that will “naturally” come to people. It requires time, effort and practice. That’s why; there is no need of expecting a sudden change or improvement in participants critical thinking skills. Still, making participants familiar with critical thinking, helping those being aware of those CT skills, and changing their attitudes towards CT can be accepted as a big step for them. Besides, cooperative learning activities helped the participants improve their CT skills as well. As Totten, Sills & Russ (1999) refer that students become critical thinkers since the shared learning enables them an opportunity to engage in discussion, and take responsibility for their own learning. Cooperative learning activities were one of the best ways of practicing critical thinking skills that are taught implicitly.

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APPENDIX 1

CRITICAL THINKING QUESTIONNAIRE

Name & Surname:

Answer the following questions carefully.

1= Never

4= Usually

2= Rarely

5= Always

3= Sometimes

		Always	Usually	Sometimes	Rarely	Never
1	I think better whether to decide on something is true or not S-1 Thinking Independently					
2	I am patient enough. Even my homework is hard; I stick to it and finish it. S-8 Developing Intellectual Perseverance					
3	I always ask questions to check my understanding. S-17 Questioning Deeply: Raising and Pursuing Root for Significant Question					
4	I shouldn't say things are true when I don't really know they are. S-5 Developing Intellectual Humility and Suspending Judgment					

5	I try to understand my parents. S-3 Exercising Fair-mindedness					
6	I study harder to succeed a hard task. S-8 Developing Intellectual Perseverance					
7	I can match the words with their meanings. S-14 Clarifying and Analyzing the Meanings of Words and Phrases					
8	I am able to distinguish my observations from my conclusions. S-32 Making Plausible Inferences, Predictions, or Interpretations					
9	I simplify the problems, so I make them easier to deal with. S-10 Defining Generalizations and Avoiding Oversimplifications					
10	I listen carefully what my friends say. S-22 Listening Critically: The Art of Silent Dialogue					

11	I give weight to other peoples' opinions and listen to them respectfully. S-3 Exercising Fairmindedness					
12	I look up what I don't understand and question what I read until I understand. S-21 Reading Critically : Clarifying or Critiquing the Text					

Name & Surname:

Answer the following questions carefully.

1= Never

4= Usually

2= Rarely

5= Always

3= Sometimes

		Always	Usually	Sometimes	Rarely	Never
13	I can evaluate both my goals and how to achieve them. S-1 Thinking Independently					
14	I should not be afraid to disagree. S-6 Developing Intellectual Courage					
15	I try to be the kind of person I expect others to be. S-7 Developing Intellectual Good Faith or Integrity					
16	I am able to recognize the gaps between facts and ideals. S-27 Comparing and Contrasting Ideals with Actual Practice					

17	I approach problems realistically. S-19 Generating or Assessing Solutions					
18	I don't lie to anybody because I expect the same from others. S-7 Developing Intellectual Good Faith or Integrity					
19	I always read with a healthy skepticism. I clarify what I read before I judge because I realize that everyone is capable of making mistakes and being wrong, including authors of textbooks. S-21 Reading Critically: Clarifying or Critiquing the Text					
20	I can simplify the problems in order to make them easier to deal with S-10 Refining Generalizations and Avoiding Oversimplifications					
21	While reading a poem, I am able to understand the allusive meaning beyond a phrase. S-14 Clarifying and Analyzing the Meanings of Words and Phrases					
22	I ask questions about a topic or subject to learn it deeply. S-17 Questioning Deeply: Raising and Pursuing Root for Significant Questions					

23	I listen to the people carefully and give wieight what they say. S-22 Listening Critically: The Art of Silent Dialogue					
24	I don't hesitate to have discussion about a subject. S-6 Developing Intellectual Courage					
25	The more realistic are my ideals, the easier I can come to achieving them. S-27 Comparing and Contrasting Ideals with Actual Practice					
26	I ask "why" questions to go beyond the basic information. S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives					
27	After I learn Simple PresentTense in my English class, I am able to talk about my daily routines. S-11 Comparing Analogous Situations: Transferring Insights to New Contexts					
28	Making mistakes is not something to hesitate for me. S-6 Developing Intellectual Courage					

29	I ask questions to myself to develop my ideas. S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives					
30	Sticking to a problem is always better than giving up. S-8 Developing Intellectual Perseverance					
31	I can find the differences between two or more things. S-29 Noting Significant Similarities and Differences					
32	I use everything available to find the best solution.. S-19 Generating or Assessing Solutions					
33	I don't afraid of making mistakes when answering to a question. S-6 Developing Intellectual Courage					

Soruları dikkatlice okuyun ve cevaplayın.

1= Hiç 4= Genellikle

2= Nadiren 5= Daima

3= Bazen

		Daima	Genellikle	Bazen	Nadiren	Hiç
34	If a text overlooks factors by stating one cause for a problem, situation, or event, I try to find out other possible factors. S-10 Defining Generalizations and Avoiding Oversimplifications					-----
35	I ask questions to organize the details of something, so I get the necessary information. S-17 Questioning Deeply: Raising and Pursuing Root for Significant Questions					
36	I don't become offended, or confused when I am questioned S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives					
37	I am able to use what I have known in new situations S-11 Comparing					

	Analogous Situation: Transferring Insights to New Contexts					
38	I try to figure out things for myself. S-1 Thinking Independently					
39	I respect to the people whom I have different views. S-3 Exercising Fair-mindedness					
40	I am able to use what I learned in one situation when I meet new situations that need the same skills. S-11 Comparing Analogous Situations: Transferring Insights to New Contexts					
41	Olabilecek olan ve olması gereken arasındaki farkı anlayabilirim. S-27 Comparing and Contrasting Ideals with Actual Practice					
42	I try to be the kind of person I expect others to be. S-7 Developing Intellectual Good Faith or Integrity					
43	I don't like interrupting my parents' or teachers' speeches. S-22 Listening Critically: The Art of Silent Dialogue					

44	I can recognize the limits of my knowledge. S-5 Developing Intellectual Humility and Suspending Judgment					
45	Categorizing or grouping the knowledge is not hard for me. S-29 Noting Significant Similarities and Differences					
46	When writing is hard, I keep trying so I am able to write better. S-8 Developing Intellectual Perseverance					
47	I create possible solutions in order to find the best one. S-19 Generating or Assessing Solutions					
48	I am able to form a new sentence using the opposite or synonym of a word. S-14 Clarifying and Analyzing the Meanings of Words and Phrases					
49	I can find the similarities between two or more things. S-29 Noting Significant Similarities and Differences					

50	I pursue a realistic course to solve the problems that I come across. S-19 Generating or Assessing Solutions					
51	I am good at getting the main point of a passage or text. S-21 Reading Critically : Clarifying or Critiquing the Text					
52	I can distinguish what I know from what I don't know. S-5 Developing Intellectual Humility and Suspending Judgment					
53	I respect my friends. I am willing to hear their points of view. S-3 Exercising Fair-mindedness					
54	I don't just believe what everyone else does or says. S-1 Thinking Independently					
55	I can make inferences about a story from story titles and pictures. S-32 Making Plausible Inferences, Predictions, or Interpretations					

56	I don't take something of someone's without asking permission because taking something without permission is wrong. S-7 Developing Intellectual Good Faith or Integrity					
57	I don't see situations as black or white, right or wrong. I am aware that there are many other opportunities. S-10 Defining Generalizations and Avoiding Oversimplifications					
58	After learning new English vocabularies from a reading text, I am able to apply it to other contents S-11 Comparing Analogous Situations: Transferring Insights to New Contexts					
59	I understand the subject better when I listen to my teacher carefully. S-22 Listening Critically: The Art of Silent Dialogue					
60	Every interpretation should be based on inferences. S-32 Making Plausible Inferences, Predictions, or Interpretations					

ELEŞTİREL DÜŞÜNME ANKETİ

Öğrencinin ismi :

Tarih:

.../.../....

Soruları dikkatlice okuyun ve cevaplayın.

1= Hiç

4= Genellikle

2= Nadiren

5= Daima

3= Bazen

		Daima	Genellikle	Bazen	Nadiren	Hiç
1	Bir şeyin doğruluğuna karar vermeden önce iyi düşünürüm. S-1 Thinking Independently					
2	Yeterince sabırlıyım. Ödevim zor olsa bile, üzerine düşer ve onu bitiririm. S-8 Developing Intellectual Perseverance					
3	Anladıklarımı kontrol etmek için her zaman soru sorarım. S-17 Questioning Deeply: Raising and Pursuing Root for Significant Questions					
4	Gerçekten doğru olduğunu bilmiyorsam, doğru olduğunu söylemem. S-5 Developing Intellectual Humility and Suspending Judgment					

5	Anne ve babamı anlamaya çalışırım. S-3 Exercising Fair-mindedness					
6	Zor olan bir konuyu başarmak için daha çok çalışırım. S-8 Developing Intellectual Perseverance					
7	Kelimeleri anlamlarıyla eşleştirebilirim. S-14 Clarifying and Analyzing the Meanings of Words and Phrases					
8	Kararlarımı ya da bulduğum sonuçları gözlemlerimden ayırt edebilirim. S-32 Making Plausible Inferences, Predictions, or Interpretations					
9	Problemlerimi basitleştirebilirim böylece onları başa çıkması kolay bir hale getiririm. S-10 Defining Generalizations and Avoiding Oversimplifications					
10	Arkadaşlarımın söylediklerini dikkatlice dinlerim. S-22 Listening Critically: The Art of Silent Dialogue					

11	Başkalarının fikirlerine önem verir, onları saygıyla dinlerim. S-3 Exercising Fair-mindedness					
12	Okuduğumu anlayana kadar onunla ilgili araştırmalar yapar ve sorular sorarım. S-21 Reading Critically : Clarifying or Critiquing the Text					

Soruları dikkatlice okuyun ve cevaplayın.

1= Hiç 4= Genellikle

2= Nadiren 5= Daima

3= Bazen

		Daima	Genellikle	Bazen	Nadiren	Hiç
13	Hedeflerimi ve onlara nasıl ulaşacağımı hesaplayabilirim. S-1 Thinking Independently					
14	İnsanların benimle aynı fikirde olmamasından korkmam. S-6 Developing Intellectual Courage					
15	İnsanlardan bana karşı nasıl olmalarını bekliyorsam ,bende onlara o şekilde davranırım. S-7 Developing Intellectual Good Faith or Integrity					
16	Gerçekler ve idealler arasındaki boşluğu fark edebilirim. S-27 Comparing and Contrasting Ideals with Actual Practice					
17	Problemlere gerçekçi bir şekilde yaklaşırım. S-19 Generating or Assessing Solutions					

18	Kimseye yalan söylemem çünkü başkalarından da yalan söylememelerini beklerim. S-7 Developing Intellectual Good Faith or Integrity					
19	Okuduklarıma her zaman kuşkuyla yaklaşıyorum. Okuduklarıma karar vermeden önce onları açıklığa kavuştururum çünkü yazarlarda dahil herkesin hata yapabileceğinin ya da yanlış olabileceğinin farkındayım. S-21 Reading Critically : Clarifying or Critiquing the Text					
20	Karşılaştığım sorunları çözmek için onları basitleştirebilirim. S-10 Refining Generalizations and Avoiding Oversimplifications					
21	Şiir okurken, bir cümledeki imalı anlatımı anlayabilirim. S-14 Clarifying and Analyzing the Meanings of Words and Phrases					
22	Bir konuyu detaylıca öğrenmek için sorular sorarım. S-17 Questioning Deeply: Raising and Pursuing Root for Significant Questions					

23	İnsanları dikkatlice dinler ve söylediklerine önem veririm. S-22 Listening Critically: The Art of Silent Dialogue					
24	Bir konu hakkında tartışmaktan çekinmem. S-6 Developing Intellectual Courage					
25	İdeallerim ne kadar gerçeğe yakınsa, başarıya o kadar kolay ulaşabilirim. S-27 Comparing and Contrasting Ideals with Actual Practice					
26	Basit bir bilgidен fazlasına ulaşmak için “neden-niçin” soruları sorarım. S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives					
27	İngilizce dersimde geniş zaman yapısını öğrendikten sonra, günlük hayatım hakkında konuşabilirim. S-11 Comparing Analogous Situations: Transferring Insights to New Contexts					
28	Hata yapmak benim için çekinilecek bir durum değildir. S-6 Hata yapmak için çekinilebilecek bir durum değildir.					

29	Düşüncelerimi geliştirmek için kendime sorular sorarım. S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives					
30	Bir problemin üzerine düşmek ondan vazgeçmekten her zaman daha iyidir. S-8 Developing Intellectual Perseverance					
31	İki ya da fazla şeyin farklılıklarını bulabilirim. S-29 Noting Significant Similarities and Differences					
32	En iyi sonuca ulaşmak için elimde mevcut olan her şeyi kullanırım. S-19 Generating or Assessing Solutions					
33	Bir soruya cevap verirken hata yapmaktan korkmam. S-6 Developing Intellectual Courage					
34	Bir metin bir olayın, durumun ya da problemin sadece bir nedeni üzerinde duruyor ve diğerlerini önemsemiyorsa, ben diğer olası nedenleri de bulmaya çalışırım. S-10 Defining Generalizations and Avoiding Oversimplifications					

35	Bir şeyin detaylarını oluşturmak için sorular sorarım, böylece gerekli bilgileri elde edebilirim. S-17 Questioning Deeply: Raising and Pursuing Root for Significant Questions					
36	Bana soru sorulduğunda kafam karışmaz, rahatsız olmam. S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives					
37	Bildiklerimi karşılaştığım yeni durumlarda da kullanabilirim. S-11 Comparing Analogous Situation: Transferring Insights to New Contexts					
38	Bir şeyleri anlamak için kendi düşünme sistemimi kullanırım. S-1 Thinking Independently					
39	Benimle aynı fikirde olmayan insanlara saygı duyarım. S-3 Exercising Fair-mindedness					
40	Öğrendiklerimi aynı bilgiyi gerektiren yeni durumlarda da kullanabilirim. S-11 Comparing Analogous Situations: Transferring Insights to New Contexts					

41	Olabilecek olan ve olması gereken arasındaki farkı anlayabilirim. S-27 Comparing and Contrasting Ideals with Actual Practice					
42	Diğer insanlardan nasıl olmalarını bekliyorsam bende öyle birisi olmaya çalışırım. S-7 Developing Intellectual Good Faith or Integrity					
43	Anne babamın ve öğretmenlerimin konuşmalarını bölmeyi sevmem. S-22 Listening Critically: The Art of Silent Dialogue					
44	Bilgimin sınırlarını kavrayabilirim. S-5 Developing Intellectual Humility and Suspending Judgment					
45	Bilgileri kategorilere ya da gruplara ayırmak benim için zor değil. S-29 Noting Significant Similarities and Differences					
46	Yazmak zorsa onun üzerine düşerim böylece daha iyi yazabilirim. S-8 Developing Intellectual Perseverance					

47	En iyi sonuca ulaşabilmek için olası çözümler oluştururum. S-19 Generating or Assessing Solutions					
48	Bir kelimenin eş ya da zıt anamlısını kullanarak yeni bir cümle oluşturabilirim. S-14 Clarifying and Analyzing the Meanings of Words and Phrases					
49	İki ya da daha fazla şeyin benzerliklerini bulabilirim. S-29 Noting Significant Similarities and Differences					
50	Karşıma çıkan sorunları çözüme ulaştırmak için gerçekçi yollar izlerim. S-3 Exercising Fair-mindedness					
51	Bir metnin ana fikrini çıkarmada iyiyimdir. S-21 Reading Critically : Clarifying or Critiquing the Text					
52	Bildiklerimi ve bilmediklerimi ayırt edebilirim. S-5 Developing Intellectual Humility and Suspending Judgment					
53	Arkadaşlarıma saygı duyarım. Onların fikirlerini dinlemeye ve onları anlamaya istekliyimdir. S-3 Exercising Fair-mindedness					

54	Herkesin yaptıklarına ve söylediklerine inanmam. S-1 Thinking Independently					
55	Bir hikâyenin başlığından ya da resminden onunla ilgili anlam çıkarabilirim. S-32 Making Plausible Inferences, Predictions, or Interpretations					
56	Hiç kimsenin eşyasını izinsiz almam çünkü birisinin eşyasını izinsiz almak yanlıştır. S-7 Developing Intellectual Good Faith or Integrity					
57	Olayları sadece siyah ya da beyaz, doğru ya da yanlış olarak görmem. Başka birçok yol olduğunun farkına varırım. S-10 Defining Generalizations and Avoiding Oversimplifications					
58	İngilizce bir okuma metninden öğrendiğim yeni kelimeleri, başka konularda kullanabilirim. S-11 Comparing Analogous Situations: Transferring Insights to New Contexts					
59	Öğretmenimi dikkatli dinlediğimde, konuyu daha iyi anlarım. S-22 Listening Critically: The Art of Silent Dialogue					

60	Her yorum bir sonuca dayanmalıdır. S-32 Making Plausible Inferences, Predictions, or Interpretations					
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APPENDIX 3

ELEŞTİREL DÜŞÜNME ANKETİ

(Başak Öner, Gökçe Tepsever, Pınar Barut (Teachers of English at TED College; Özlem Talas (Instructor of English at Mersin University) matched Critical Thinking strategies with the given statements.)

1. I look up what I don't understand and question what I read until I understand.
Okuduğumu anlayana kadar onunla ilgili araştırmalar yapar ve sorular sorarım.
2. I am able to understand and explain my beliefs so that I can compare them to others.
Düşüncelerimi anlayabildiğim ve açıklayabildiğim için onları başkalarının inançları ile karşılaştırabilirim.
3. I don't just believe what everyone else does or says.
Herkesin yaptıklarına ve söylediklerine inanmam.
4. I don't hesitate to have discussion about a subject.
Bir konu hakkında tartışmaktan çekinmem.
5. I am able to use what I learned in one situation when I meet new situations that need the same skills.
Öğrendiklerimi aynı bilgileri gerektiren yeni durumlarda da kullanabilirim.
6. I am able to reach conclusions through observation and information.
Gözlem ve bilgi yoluyla sonuca, karara ulaşabilirim.
7. The more realistic are my ideals, the closer I can come to achieving them.
İdeallerim ne kadar gereceğe yakınsa, başarıya o kadar yaklaşabilirim.
8. I approach problems realistically.
Problemlere gerçekçi bir şekilde yaklaşıyorum.

9. I am able to see which information comes from an honest and trustworthy source and which information could be wrong or misleading.

Hangi bilginin doğru ve güvenilir bir kaynaktan geldiğini ve hangisinin yanlış ve yanıltıcı

bir kaynaktan geldiğini anlayabilirim.

10. Before I can agree or disagree with a claim, I must understand it clearly.

Bir görüşe katılmadan ya da karşı çıkmadan önce, onu iyice anlamalıyım.

11. I am patient enough. Even my homework is hard; I stick to it and finish it.

Yeterince sabırlıyım. Ödevim zor olsa bile, üzerine düşer ve onu bitiririm.

12. I can distinguish what I know from what I don't know.

Bildiklerimi ve bilmediklerimi ayırt edebilirim.

13. I can't believe a lot what I see on TV.

TV'de gördüğüm şeylere çok fazla inanmam.

14. I am able to raise different questions about a certain topic.

Bir konuyla ilgili farklı sorular sorabilirim.

15. In a discussion, I try to choose the most relevant vocabulary to explore my thoughts.

Bir tartışmada, fikirlerimi açıklamak için en uygun kelimeleri kullanmaya çalışırım.

16. I ask a lot of questions in a learning environment.

Bir öğrenme ortamında çok soru sorarım.

17. I don't become offended, or confused when I am questioned.

Soru sorulduğunda kafam karışmaz ya da buna gücenmem.

18. I don't like interrupting my parents' or teachers' speeches.

Anne babamın ve öğretmenlerimin konuşmalarını bölmeyi sevmem.

19. I know how to evaluate an information.

Bir bilgiyi nasıl değerlendirebileceğimi bilirim.

20. I am able to recognize the gaps between facts and ideals.

Gerçekler ve idealler arasındaki boşluğu fark edebilirim.

21. I don't lie to anybody because I expect the same from others.

Kimseye yalan söylemem çünkü başkalarından da bana yalan söylememelerini beklerim.

22. I don't afraid of making mistakes when answering to a question.

Bir soruya cevap verirken hata yapmaktan korkmam.

23. I ask questions about a topic or subject to learn it deeply.

Bir konuyu detaylıca öğrenmek için sorular sorarım.

24. I can find the similarities between two or more things.

İki ya da daha fazla şeyin benzerliklerini söyleyebilirim.

25. I enjoy finding answers to challenging questions.

Zorlayıcı sorulara cevap bulmaktan hoşlanırım.

26. I shouldn't say things are true when I don't really know they are.

Gerçekten doğru olduğunu bilmiyorsam, doğru olduğunu söylemem.

27. I don't have the right to have everything I want either in my class or at home.

Sınıfta ya da evde istediğim her şeye sahip olma hakkım yok.

28. I can raise appropriate questions to understand and evaluate a situation.

Bir durumu anlamak ve değerlendirmek için sorular sorabilirim.

29. I try to figure out things for myself.

Bir şeyleri anlamak için kendi düşünme sistemimi kullanırım.

30. I use everything available to find the best solution.

En iyi sonuca ulaşmak için elimde mevcut olan her şeyi kullanırım.

31. I understand the subject better when I listen to my teacher carefully.

Öğretmenimi dikkatli dinlediğimde, konuyu daha iyi anlarım.

32. I can find the differences between two or more things.

İki ya da daha fazla şeyin farklarını söyleyebilirim.

33. I enjoy listening presentations and then talking about them.

Bir konu ile ilgili sunum dinlemeyi ve onun hakkında konuşmayı severim

34. I can match the words or phrases with their meanings.

Kelimeleri ya da cümleleri anlamlarıyla eşleştirebilirim.

35. I am able to compare two or more things to each other.

İki ya da daha fazla şeyi kıyaslayabilirim.

36. I don't see situations as black or white, right or wrong. I am aware that there are many other opportunities.

Olayları sadece siyah ya da beyaz, doğru ya da yanlış olarak görmem. Başka birçok yol olduğunun farkına varırım.

37. I am able to talk insightfully about my perspectives.

Görüşlerim hakkında anlayışlı bir şekilde konuşabilirim.

38. I try to be the kind of person I expect others to be.

Diğer insanlardan nasıl olmalarını bekliyorsam bende öyle birisi olmaya çalışırım.

39. I don't let my emotions direct me when I decide on something.

Bir şeye karar verirken duygularımın beni yönlendirmesine izin vermem.

40. I am able to understand the opinions of others.

Başkalarının görüşlerini anlayabilirim.

41. I try to understand my parents.

Anne ve babamı anlamaya çalışırım.

42. I am able to distinguish my observations from my conclusions.

Kararlarımı ya bulduğum sonuçları gözlemlerimden ayırt edebilirim.

43. I can solve problems that I experience in an orderly, organized way.

Karşılaştığım problemleri düzgün ve düzenli bir şekilde çözebilirim.

44. I should be ready to speak up to her what I think is right, even if it is not popular with my friends or the kids I am with.

Düşündüğüm şey arkadaşlarım ve diğer çocuklar arasında popüler olmasa bile ben düşündüğüm şeyin doğru olduğunu savunmaya hazır olmalıyım.

45. I avoid uncritically accepting the view points of my peer groups or society.

Akranlarımın ya da toplumun görüşlerini değerlendirmeden kabul etmekten kaçınırım.

46. I am good at getting the main point of a passage or text.

Bir metnin ana fikrini çıkarmada iyiyimdir.

47. I am able to form a new sentence using the opposite or synonym of a word.

Bir kelimenin eş ya da zıt anlamlısını kullanarak yeni bir cümle oluşturabilirim.

48. I can support my answers with reasons and evidence.

Cevaplarımı nedenler ve kanıtlarla destekleyebilirim.

49. I am able to rephrase a sentence by using the most appropriate vocabulary.

En uygun kelimeleri seçerek bir cümleyi anlamını kaybetmeden başka şekilde söyleyebilirim.

50. I ask questions to organize the details of something, so I get the necessary information.

Bir şeyin detaylarını oluşturmak için sorular sorarım, böylece gerekli bilgileri elde ederim.

51. I ask questions to myself to develop my ideas.

Düşüncelerimi geliştirmek için kendime sorular sorarım.

52. I am able to simplify information to make things more clear and understandable.

Bir şeyleri daha kolay ve anlaşılır hale getirmek için bilgileri basitleştirebilirim.

53. When I am angry, I ask myself why I am angry.

Kızgın olduğumda kendime neden kızgın olduğumu sorarım.

54. I can evaluate both my goals and how to achieve them.

Hedeflerimi ve onlara nasıl ulaşacağımı hesaplayabilirim.

55. I am able to distinguish intuition from prejudice.

Sezgileri önyargılardan ayırt edebilirim.

56. I take time to formulate problems clearly, accurately and fairly.

Problemleri net, doğru olarak ve uygunca düzenlemek için zaman harcarım.

57. I am able to summarize what I read to others.

Okuduğumu başkalarına özetleyebilirim.

58. Categorizing or grouping subjects or topics is not hard for me.

Konuları kategorilere ve gruplara ayırmak benim için zor değil.

59. After learning new English vocabularies from a reading text, I am able to apply it to other contents.

İngilizce bir okuma metninden öğrendiğim yeni kelimeleri, başka konulara da uygulayabilirim.

60. Because I expect others to respect me, I respect them.

Diğer insanların bana saygı duymalarını beklediğim için bende onlara saygı duyarım.

61. I can understand the feelings of my friends from their speeches.

Arkadaşlarımın konuşmalarından onların duygularını anlayabilirim

62. I don't see myself superior than my friends.

Kendimi arkadaşlarımdan daha üstün görmüyorum.

63. I am able to create and explore my own beliefs, reasoning and theories.

Kendi düşünce, neden ve teorilerimi yaratabilir ya da açıklayabilirim.

64. I am able to understand the difference between what can be and what must be.

Olabilecek olan ve olması gereken arasındaki farkı anlayabilirim.

65. I can make inferences about a story from story titles and pictures.

Bir hikâyenin başlığından ve resimlerinden onunla ilgili anlam çıkarabilirim.

66. I ask "why" questions to go beyond the basic information.

Basit bir bilgiden fazlasına ulaşmak için "neden- niçin" soruları sorarım.

67. I am able to evaluate an information critically and make the best decision about it.

Bir bilgiyi etkin bir biçimde değerlendirebilir ve onun hakkında en iyi kararı verebilirim.

68. While reading a poem, I am able to understand the allusive meaning beyond a phrase.

Şiir okurken, bir cümledeki imalı anlatımı anlayabilirim.

69. If a text overlooks factors by stating one cause for a problem, situation, or event, I try to find out other possible factors.

Bir metin bir problemin, durumun ya da olayın sadece bir nedeni üzerinde duruyor ve diğerlerini önemsemiyorsa, ben diğer olası nedenleri de bulmaya çalışırım.

70. I keep my mind open to new reasons and evidence, so I will be more easily to correct my prejudiced thought.

Zihnimi yeni fikir ve sonuçlara açık tutarım, böylece önyargılarımı daha kolay düzeltebilirim.

71. I don't jump to every subject and assume that I am right.

Doğru bildiğimi varsayarak her konuya müdahale etmem.

72. I respect my friends. I am willing to hear their points of view.

Arkadaşlarıma saygı duyarım. Onların fikirlerini dinlemeyi istekliyimdir.

73. Whenever I disagree with people, I try to see things the way they do.

İnsanlarla aynı fikirde olmadığımda, olayları onların gözüyle görmeye çalışırım.

74. I create possible solutions in order to find the best one.

En iyi sonuca ulaşabilmek için olası çözümler oluştururum.

75. I know on what evidence I base my conclusions.

Sonuçlarımı hangi kanıtlara dayandıracağımı bilirim.

76. I am able to use the the most appropriate vocabulary to explain my thoughts with acuuracy and ease.

Fikirlerimi doğru bir şekilde ve kolaylıkla anlatabilmek için en uygun kelimeleri kullanabilirim.

77. I should understand the object and the purpose of the evaluation when developing criteria.

Ölçütleri geliştirirken hedefi ve değerlendirmenin amacını anlamalıyım.

78. There's often a number of ways to solve a problem or reach a goal.

Bir hedefe ulaşmanın ya da problemi çözmenin birçok yolu vardır.

79. I can analyze and evaluate my own problems.

Sorunlarımı analiz edebilir ve değerlendirebilirim.

80. I can recognize the limits of my knowledge.

Bilgimin sınırlarını kavrayabilirim.

81. When writing is hard, I keep trying so I am able to write better.

Yazmak zorsa, onun üzerine düşerim böylece daha iyi yazabilirim.

82. I always read with a healty skepticism. I clarify what I read before I judge because I

realize that everyone is capable of making mistakes and being wrong, including authors of textbooks.

Okuduklarıma her zaman kuşkuyla yaklaşıyorum. Okuduklarıma karar vermeden önce onları açıklığa kavuştururum çünkü yazarlarda dahil herkesin hata yapabileceğinin ya da yanlış olabileceğinin farkındayım.

83. Every interpretation should be based on inferences.

Her yorum bir sonuca dayanmalıdır.

84. To understand only the definitions is not enough for me. I am also able to supply clear, obvious examples.

Sadece tanımları anlamak benim için yeterli değildir. Ben aynı zamanda bunlarla ilgili açık ve net örneklerde verebilirim.

85. I simplify the problems, so I make them easier to deal with.

Problemleri basitleştiririm böylece onları başa çıkması kolay bir hale getiririm.

86. Sticking to a problem is always better than giving up.

Bir problemin üzerine düşmek vazgeçmekten her zaman daha iyidir.

87. I try to think within the frameworks and ideas of different people.

Farklı insan çevre ve fikirlerine göre düşünmeye çalışırım.

89. Questioning is an effective way to get the necessary information.

Soru sormak gerekli bilgilere ulaşmada etkin bir yoldur.

90. I always ask questions to check my understanding.

Anladıklarımı kontrol etmek için her zaman soru sorarım.

91. I am able to question the reasons behind the rules, activities and procedures.

Sonuçların ardındaki kuralları, aktiviteleri ve prosedürleri sorgulayabilirim.

92. I try to find the most complete definition or conclusion.

En doğru tanımı ve sonucu bulmak için çabalarım.

93. I don't take something of someone's without asking permission because taking something

without permission is wrong.

Bir kişinin bir eşyasını izinsiz almam çünkü izinsiz birisinin eşyasını almak yanlıştır.

94. I listen carefully what my friends say.

Arkadaşlarımın söylediklerini dikkatlice dinlerim.

95. I can easily say how two things alike are alike or different.

İki şeyin birbirine nasıl benzediği ya da birbirinden nasıl farklı olduğunu kolayca söyleyebilirim.

96. I can struggle with confusion and unsettled questions.

Karışıklıklarla ve belirsiz sorularla uğraşabilirim.

97. I can see the relationship between my feelings and thoughts.

Duygularım ve düşüncelerim arasında bağlantı kurabilirim.

98. I admit that I am not %100 right all the time.

Her zaman %100 doğru olmadığımı kabul ederim.

99. After I learn Simple PresentTense in my English, I am able to talk about my daily routines.

İngilizce dersimde geniş zaman yapısını öğrendikten sonra, günlük hayatım hakkında konuşabilirim.

100. I have realistic ideals and study hard to achieve them.

Gerçekçi ideallerim var ve onlara ulaşmak için çok çalışıyorum.

101. I should not be afraid to disagree.

İnsanların benimle aynı fikirde olmamasından korkmam.

APPENDIX 4

SAMPLE LESSON

School: Mersin Toros Primary College

Teacher: Seda UĞURLU

Subject: English

Date: 02/ 12/ 2009

Context of the lesson: Sports

Learning Outcomes: Talking about past

Warm up

Step 1

Teacher greets the class and asks students how they are and how they feel today. What did we learn last week? Students remind the last weeks' topic. What do you like doing at the weekends? What do you enjoy doing in your free time? Would you like to go to the cinema? Would you like to meet your friends? Students answer these questions.

Then, teacher asks;

- Are you a sports fan? Why or why not?
- What sports do you enjoy doing? Why or why not?
- Would you prefer to do sports with friends or watch sports on TV? Why?
- Would you prefer to be a sportsperson? Why or why not?
- What are your favorite teams?
- Who are your favorite players? Why do you like the most?

Students give their answers.

Presentation

Step 1

Students are said to read the text about football silently from their course books

Step 2

Students are asked to find out two affirmative verbs, two forms of be (singular and plural), two affirmative irregular verbs, and a negative form and an interrogative form on their own. Then, they are told to check and discuss their answers with their teams members whether they all have the same results, or not. The reporter of each team gives the answers.

Students are told Past Simple Tense by showing the same sentence in its both Present Simple Tense form and Past Simple Tense form in order to clarify the form in students' brains. Computer technology is used while presenting the new topic. A power point slide about the topic was prepared by the teacher previously.

Then, students are told to read the text again and are asked to answer which team cheated and which team won the match?

Then, they are wanted to write four affirmative regular verbs, two forms of be (singular and plural), four affirmative irregular verbs, and four negative forms and four interrogative forms with their team members.

Practice

Step 1

Students are given some Present Simple sentences using PowerPoint slides and asked to change the them sentences into Past Simple ones.

Step 2

Each team is given an activity card that has a starter Past Simple sentence. All students in each team are expected to write a related Past Simple sentence. One student takes the paper from the teacher, then s/he adds his/her own sentence and passes it to next friend in a limited time. After the time is over, students are given some time to edit their writings. At the end, different stories or summaries emerge. The reporter of each item comes to the board and read his/her team's writings. (Cooperative learning Activity - Write Around).

APPENDIX 5

A WARM-UP ACTIVITY

Sample 1

In this lesson's warm-up section, the aim was to attract the participants' attention to into the lesson. Besides, it aimed to make the participants think independently, explore their thoughts and feelings, listen to their peers carefully and critically. At first, the teacher greets the class and asks the participants how they are. Then, the teacher gives an activity sheet to each team that consisted of two pictures – a city and a country. Students are asked “where would they prefer to live – in a city or country? Why?” and they are given 6 minutes to exchange their ideas with their teammates. The teacher is also monitoring each team and listening to them during the process. This warm-up activity was useful for fostering questioning and reasoning skills. It was also affective for generating ideas in a short period of time. (Cooperative Learning Activity- Buzz Groups).

APPENDIX 6

A WARM-UP ACTIVITY

Sample 2

In this lesson's warm-up section, the aim was to let the participants act physically and thus motivate the students and make them feel enjoyed. Moreover, the researcher aimed to help the participants recall those previously learnt words. The researcher had flashcards about the words that the students needed to learn. All students in each team had a specific number – 1,2,3, and 4. The researcher drew a number for instance; 2 and students of each team who were numbered as 2 came to the board, looked at the flashcard and mimed it to their peers. Students are expected to both guess the word and pronounce it carefully. The activity continued until all words acted and mimed. The words were as follows:

boring

funny

scary

violent

romantic

After, the participants remember the words; the researcher asked them the following questions to make them explain their thoughts independently and also help them use questioning and reasoning skills:

- What types of film do you like? Why?
- What types of film don't you like? Why?

APPENDIX 7

A WARM-UP ACTIVITY

Sample 3

In the lesson's, the aim of warm-up was to attract the students' attention to the ongoing subject and make them think about the topic. At first, the teacher greets the class and asks them how they feel today. The teacher also asks them if they are sleepy or not, tired or not. After talking about the students' moods in a few minutes, the teacher first clarify the meaning of the word "superstitions" in students' minds by giving examples such as believing the bad luck of a black cat, or the number 13. Then, students become pairs within their teams and ask and answer the following questions to each other in turn. One student has the role of an interviewer at first, and then s/he changes the role to his/her pair and becomes an interviewee. At the end, they also highlight the most interesting points of views they have acquired in the interview.

(Cooperative Learning- Three Step Interview).

The questions they ask to each other are the followings:

- Do you know any superstitions?
- Do you believe in any superstitions?
- Do you know anyone who is very superstitious? How does it affect their behavior?

The aim of this warm- up activity was also to help students' explore their thoughts and feelings, listen to each other carefully and critically, and use questioning skills as well.

APPENDIX 8

A PRESENTATION ACTIVITY

Sample 4

In this lesson, it was aimed to teach “comparative” adjectives. The targeted critical thinking skill was S-29 noting significant similarities and differences. In this lesson, the new information was presented through visual aids. A Slide show including the “comparative” forms of the short and long adjectives were appeared on the screen with pictures such as “A crocodile is longer than a lizard” or “ A plane is more comfortable than a bus” or “ He is the most attractive actor in Hollywood”. The structure of “as.....as” was also presented to show the similarities such as “The green bag is as heavy as the blue bag”. With the help of these comparison sentences, it was also aimed to make the participants talk about similarities and differences.

APPENDIX 9

A PRESENTATION ACTIVITY

Sample 5

The aim of the lesson was to teach “First conditional” in accordance with the topics in curriculum. On the other hand, it was also aimed to develop one of the cognitive strategies S-21 reading critically and strategy S-1 thinking independently. The topic of the lesson was “superstitions”. The targeted language structure was presented with a reading text named “Superstitions around the world”. After reading the text, participants were asked general comprehension questions about the text such as “What kind of superstitions do the English have?” or “What will it mean if you look in a broken mirror?” or “What will it mean in England if you see a magpie in the morning?”. Then, students were wanted to read the text again and explain their own thoughts whether they believe in those stated superstitions or not.

APPENDIX 10

A PRESENTATION ACTIVITY

Sample 6

In this lesson, it was aimed to teach “I wish...” structure. It was also aimed to develop the critical thinking strategy S-27 comparing and contrasting ideals with actual practice and S-22 listening critically. The presented activity for the lesson was a song which lyrics consisted of the new structure “I wish...”. The song was named “(I wish I knew how it would to be) Free”. The lyrics of the song were as follows:

(I wish I knew how it would to be) Free

I wish I knew how it would feel to be free

I could break all the chains holding me

I wish I could say all the things that I should say

Say them loud say them clear

For the whole wide world to hear

.....

There were also some missing parts of the song that needed to be completed. Participants were also expected to listen carefully and complete the lyrics of the song. After checking the missing lyrics of the song, participants sang the song for a few times.

APPENDIX 11

A PRACTICE ACTIVITY

Sample 7

In this lesson, the language aim was to teach vocabulary with practice reading using a jigsaw activity. CT aim was to lead the participants into reading actively and critically. With the questions the questioning skill was aimed to develop as well. The lesson was based on a magazine article named “The Secret Language of Dolphins” by Crispin Boyer from National Geographic Kids Magazine. A newspaper article was chosen because students have always been interested in such kind of authentic materials especially when it is about animals or nature.

Participants were sitting within their home groups of four as usual. As there were four groups of students, the magazine article was divided into four parts. A handout sheet was given to each student for accomplishing the activity. Each team sheets had different colors in order to make sure students in the same team got the right sheet. Students were told to read the article carefully, take notes, and go through their section together until they were all understood it, and could explain it to the others as well. Each team was also expected to write two questions they would like to ask to gain a better understanding of the other parts of the text.

After the participants completed the given time, new groups which were consisted one member from the other groups were formed. Without showing their papers to their peers, students took turns reading, paraphrasing, and explaining and answering questions about their section. When it was understood that all the participants finished their tasks, they were also wanted to write a brief description of what the article was about. Then, each student from a group explained what they think about the article was and what the other important points were. At the end, a whole class discussion was made among students to express their ideas or give examples related to the article.

SAMPLE HANDOUT PAGE**PURPLE GROUP****Chatty****Mammals**

In many ways, you are just like the more than 30 species of dolphins that swim in the world's oceans and rivers. Dolphins are mammals, like you are, and must swim to the surface to breathe air. Just as you might, they team up in pods, or groups, to accomplish tasks. And they're smart.

They also talk to each other. Starting from birth, dolphins squawk, whistle, click, and squeak. "Sometimes one dolphin will vocalize and then another will seem to answer," says Sara Waller, who studies bottlenose dolphins off the California coast. "And sometimes members of a pod vocalize in different patterns at the same time, much like many people chattering at a party." And just as you gesture and change facial expressions as you talk, dolphins communicate nonverbally through body postures, jaw claps, bubble blowing, and fin caresses.

Questions: As a group, think of two questions to ask the others in order to gather information about their parts.

1.

2.

We think this article

(This sample sheet format was adopted from The Internet TESL Journal, Vol. II, No. 2, February 1996 <http://iteslj.org/>)

APPENDIX 12

A PRACTICE ACTIVITY

Sample 8

This practice activity was aimed to practice “Present Continuous” using the cooperative learning activity, round robin brainstorming (spoken version). The targeted CT aim was also S-6 developing intellectual courage and S-11 comparing analogous situations: transferring insights to new contexts, and S-22 listening critically. Participants were sitting in their home groups. Each team was shown a picture consisted of people and places. The participants were expected to make sentences using present continuous.

Each team group was shown a different picture. First of all, the members of the team had some time to think about the picture. After the “think” time was finished, one student began to give his/her answer loud. Participants listened to one answer that each of their teammates shared and then contributed an additional answer when it was their turn again. They listened to the additional answers of their teammates very carefully as well. They continued to contribute answers, one at a time, until their 2 minutes was over.

APPENDIX 13

A PRACTICE ACTIVITY

Sample 9

The aim of this lesson was to practice “must /mustn’t” using the cooperative learning activity “think-pair-share”. CT aim was to develop thinking independently, developing intellectual good faith and humility. Participants were wanted to write “what they must do and what mustn’t they do” in the class.

Students first wrote their own answers on a piece of paper in 2 minutes time. Then, they checked their answers with their teammates whether they were correct in terms of meaning and syntax, and wrote them down to their activity sheet. Finally, the reporters of each group came to the board with their activity sheet and read their answers. The team which wrote the most number of sentences correctly gained the score.

A SAMPLE HANDOUT SHEET

Group Name:

Date:

Think: What must we do in the classroom?

What mustn't we do in the classroom?

The form consists of a large outer rectangle with rounded corners. Inside this rectangle, there is a smaller rectangle, also with rounded corners, positioned towards the bottom right. The top-left corner of this inner rectangle is shaded gray, while the rest of the inner rectangle is white. This layout provides a designated space for a drawing or a specific note within the larger handout area.

APPENDIX 14

A FOLLOW UP ACTIVITY

Sample 10

The lesson aimed to teach Past Simple. The follow-up activity of the lesson required the participants' decision making and reasoning skills. It was also aimed to develop critical thinking strategy S-4 exploring thoughts underlying feelings and feeling underlying thoughts. The following questions were taken from a discussion activity after reading a text about a woman who was talking about where she lived:

1. What's the best thing about where you live?
2. What's the worst thing about where you live?
3. Would you prefer to live in the country or the city?
4. Why? / Why not?
5. How can you describe where you live in three words?

APPENDIX 15

A FOLLOW-UP ACTIVITY

Sample 11

The aim of the lesson was develop the writing skills of the participants and make them use the newly learned vocabulary. The targeted CT aim was also to think independently by writing your own leaflet, and clarifying and analyzing the words. Participants were expected to use the appropriate vocabularies from which they learned. The following is the task what they were expected to accomplish:

Write a tourist leaflet (70-80 words) about some beautiful or interesting places in your country. Include:

1. A title to attract the readers' attention
2. Information about interesting things to see and places to visit
3. Information about what people can do there
4. Draw pictures about the places.

After the time was up, each team read and showed their leaflet to their friends.

APPENDIX 16

A FOLLOW-UP ACTIVITY

Sample 12

In this lesson, the language aim was to teach “superlatives”. The follow-up activity of the lesson aimed to develop participants’ decision making and comparing skills.

The followings are the questions:

1. Who is the best looking actor in the world?
2. What is the funniest comedy on TV?
3. What is the most beautiful actress in the world?
4. What is the most boring programme on TV?
5. What is the best film director in your country?
6. What is the scariest film that you’ve ever seen?
7. What is the best film you’ve ever seen?

APPENDIX 17

Questionnaire Analysis of Affective Strategies

Post – Pre Item No		N	Mean Rank	Sum. of Ranks	Z	P (2 tailed)
1 S-1 Thinking Independently	Negative Ranks	0	,00	,00	-2,333	0,020
	Positive Ranks	6	3,50	21		
	Ties	10				
	Total	16				
2 S-8 Developing Intellectual Courage	Negative Ranks	4	4,50	18	,000	1,000
	Positive Ranks	4	4,50	18		
	Ties	8				
	Total	16				
4 S-5 Developing Intellectual Humility and Suspending Judgment	Negative Ranks	3	5,33	16	-,302	,763
	Positive Ranks	5	4,00	20		
	Ties	8				
	Total	16				
5 S-3 Exercising fair- mindedness	Negative Ranks	7	6,00	42,00	-,905	,366
	Positive Ranks	4	6,00	24,00		
	Ties	5				
	Total	16				
6 S-8 Developing Intellectual Courage	Negative Ranks	0	,00	,00	-3,286	,001
	Positive Ranks	13	7,00	91,00		
	Ties	3				
	Total	16				
13 S-1 Thinking Independently	Negative Ranks	4	5,50	22,00	-,587	,557
	Positive Ranks	4	3,50	14,00		
	Ties	8				
	Total	16				
14 S-6 Developing Intellectual Courage	Negative Ranks	6	7,25	43,50	-,975	,329
	Positive Ranks	5	4,50	23,50		
	Ties	5				
	Total	16				

15	Negative Ranks	4	5,13	20,50	-,250	,803
S-7 Developing	Positive Ranks	5	4,90	24,50		
Intellectual Good Faith	Ties	7				
or Integrity	Total	16				
18	Negative Ranks	2	5,00	10,00	-,702	,483
S-7 Developing	Positive Ranks	5	3,60	18,00		
Intellectual Good Faith	Ties	9				
or Integrity	Total	16				
24	Negative Ranks	4	5,00	20,00	-,832	,405
S-6 Developing	Positive Ranks	6	5,83	35,00		
Intellectual Courage	Ties	6				
	Total	16				
28	Negative Ranks	4	4,75	17,50	-,879	,380
S-6 Developing	Positive Ranks	3	3,00	10,50		
Intellectual Courage	Ties	9				
	Total	16				
30	Negative Ranks	5	6,50	32,50	-,540	,589
S-8 Developing	Positive Ranks	5	4,50	22,50		
Intellectual Perseverance	Ties	6				
	Total	16				
33	Negative Ranks	7	5,50	38,50	-,535	,593
S-6 Developing	Positive Ranks	4	6,88	27,50		
Intellectual Courage	Ties	5				
	Total	16				
38	Negative Ranks	5	4,50	22,50	-,540	,589
S-1 Thinking	Positive Ranks	5	6,50	32,50		
Independently	Ties	6				
	Total	16				
39	Negative Ranks	4	4,38	17,50	-,073	,942
S-3 Exercising Fair-	Positive Ranks	4	4,63	18,50		
mindedness	Ties	8				
	Total	16				

42	Negative Ranks	6	5,25	31,50	-1,155	,248
S-7 Developing	Positive Ranks	3	4,50	13,50		
Intellectual Good Faith or	Ties	7				
Integrity	Total	16				
44	Negative Ranks	6	5,25	31,50	-1,155	,248
S-5 Developing	Positive Ranks	3	4,50	13,50		
Intellectual Humility and	Ties	7				
Suspending Judgment	Total	16				
46	Negative Ranks	5	5,50	27,50	-,511	,609
S-8 Developing	Positive Ranks	6	6,42	38,50		
Intellectual Courage	Ties	5				
	Total	16				
50	Negative Ranks	3	3,17	9,50	-1,211	,226
S-3 Exercising Fair-	Positive Ranks	5	5,30	26,50		
mindedness	Ties	8				
	Total	16				
52	Negative Ranks	7	5,21	36,50	-,973	,331
S-5 Developing	Positive Ranks	3	6,17	18,50		
Intellectual Humility and	Ties	6				
Suspending Judgment	Total	10				
53	Negative Ranks	6	5,25	31,25	-1,155	,248
S-3 Exercising Fair-	Positive Ranks	3	4,50	13,50		
mindedness	Ties	7				
	Total	16				
54	Negative Ranks	4	7,88	31,50	-,618	,537
Thinking Independently	Positive Ranks	8	5,81	46,50		
	Ties	4				
	Total	16				
56	Negative Ranks	4	5,25	21,00	-,187	,852
S-7 Developing	Positive Ranks	5	4,80	24,00		
Intellectual Good Faith or	Ties	7				
Integrity	Total	16				

The SPSS analysis of Affective Strategies indicating the difference in the participants' preferences are 5.1

APPENDIX 18

Questionnaire Analysis of Cognitive Strategies - Macro Abilities

Post – Pre Item No		N	Mean Rank	Sum. of Ranks	Z	P (2 tailed)
3 S-17 Questioning Deeply: Raising and Pursuing Root for Significant Questions	Negative Ranks	8	5,88	47,00	-1,303	,193
	Positive Ranks	3	6,33	19,00		
	Ties	5				
	Total	16				
7 S14 Clarifying and Analyzing the meanings of words and phrases	Negative Ranks	1	5,00	5,00	-3,090	,002
	Positive Ranks	13	7,69	100,00		
	Ties	2				
	Total	16				
9 S-10 Defining Generalizations and Avoiding Oversimplifications	Negative Ranks	2	4,00	8,00	-1,443	,149
	Positive Ranks	6	4,67	28,00		
	Ties	8				
	Total	16				
10 S-22 Listening Critically: The Art of Silent Dialogue	Negative Ranks	1	3,00	3,00	-1,933	,053
	Positive Ranks	6	4,17	25,00		
	Ties	9				
	Total	16				
12 S-21 Reading Critically: Clarifying or Critiquing the Text	Negative Ranks	3	5,50	16,50	-2,140	,032
	Positive Ranks	10	7,45	74,50		
	Ties	3				
	Total	16				
17 S-19 Generating or Assessing Solutions	Negative Ranks	2	5,75	11,50	-,952	,341
	Positive Ranks	6	4,08	24,50		
	Ties	8				
	Total	16				

19	Negative Ranks	1	3,00	3,00	-2,722	,483
S-21 Reading Critically: Clarifying or Critiquing the Text	Positive Ranks	10	6,30	63,00		
	Ties	5				
	Total	16				
20	Negative Ranks	2	6,00	12,00	-2,397	,017
S-10 Refining Generalizations and Avoiding Oversimplifications	Positive Ranks	11	7,18	79,00		
	Ties	3				
	Total	16				
21	Negative Ranks	5	4,50	22,50	-,707	,480
S-14 Clarifying and Analyzing the Meanings of Words and Phrases	Positive Ranks	3	4,50	13,50		
	Ties	8				
	Total	16				
22	Negative Ranks	4	5,38	21,50	-1,058	,290
S-17 Questioning Deeply: Raising and Pursuing Root for Significant Questions	Positive Ranks	7	6,36	44,50		
	Ties	5				
	Total	16				
23	Negative Ranks	4	4,50	18,00	,000	1,000
S-22 Listening Critically: The Art of Silent Dialogue	Positive Ranks	4	4,50	18,00		
	Ties	8				
	Total	16				
26	Negative Ranks	3	4,00	12,00	-1,642	,101
S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives	Positive Ranks	7	6,14	43,00		
	Ties	6				
	Total	16				
27	Negative Ranks	4	4,38	17,50	-,632	,527
S-11 Comparing Analogous Situations: Transferring Insights to New Contexts	Positive Ranks	3	3,50	10,50		
	Ties	9				
	Total	16				
29	Negative Ranks	0	,00	,00	-2,739	,006
S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives	Positive Ranks	9	5,00	45,00		
	Ties	7				
	Total	16				

32	Negative Ranks	3	4,00	12,00	-1,311	,190
S-19 Generating or Assessing Solutions	Positive Ranks	6	5,50	33,00		
	Ties	7				
	Total	16				
34	Negative Ranks	3	4,00	12,00	-1,310	,190
S-10 Defining Generalizations and Avoiding Oversimplifications	Positive Ranks	6	5,50	33,00		
	Ties	7				
	Total	16				
35	Negative Ranks	4	6,63	26,50	-1,384	,166
S-17 Questioning Deeply: Raising and Pursuing Root for Significant Questions	Positive Ranks	9	7,17	64,50		
	Ties	3				
	Total	16				
36	Negative Ranks	2	4,50	9,00	-,333	,739
S-24 Practicing Socratic Discussion: Clarifying and Questioning Beliefs, Theories, or Perspectives	Positive Ranks	4	3,00	12,00		
	Ties	10				
	Total	16				
37	Negative Ranks	3	8,17	24,40	-1,862	,063
S-11 Comparing Analogous Situations: Transferring Insights to New Contexts	Positive Ranks	11	7,32	80,50		
	Ties	2				
	Total	16				
40	Negative Ranks	4	7,75	31,00	-,189	,850
S-11 Comparing Analogous Situations: Transferring Insights to New Contexts	Positive Ranks	7	5,00	35,00		
	Ties	5				
	Total	16				
43	Negative Ranks	6	5,25	31,50	-1,155	,248
S-22 Listening Critically: The Art of Silent Dialogue	Positive Ranks	3	4,50	13,50		
	Ties	7				
	Total	16				
47	Negative Ranks	3	4,83	15,50	-,979	,327
S-19 Generating or Assessing Solutions	Positive Ranks	6	5,08	30,50		
	Ties	7				
	Total	16				

48	Negative Ranks	3	6,50	19,50	-1,558	,112
S-14 Clarifying and Analyzing the Meanings of Words and Phrases	Positive Ranks	9	6,50	58,50		
	Ties	4				
	Total	16				
51	Negative Ranks	0	,00	,00	-2,271	,023
S-21 Reading Critically: Clarifying or Critiquing the Text	Positive Ranks	6	3,50	21,00		
	Ties	10				
	Total	16				
57	Negative Ranks	4	5,00	20,00	-1,565	,852
S-10 Defining Generalizations and Avoiding Oversimplifications	Positive Ranks	8	7,25	58,00		
	Ties	4				
	Total	16				
58	Negative Ranks	3	5,17	15,50	-1,261	,207
S-11 Comparing Analogous Situations: Transferring Insights to New Contexts	Positive Ranks	7	5,64	39,50		
	Ties	6				
	Total	16				
59	Negative Ranks	5	3,00	15,00	-2,121	,034
S-22 Listening Critically: The Art of Silent Dialogue	Positive Ranks	0	,00	,00		
	Ties	11				
	Total	16				

The SPSS analysis of Cognitive Strategies- Macro Abilities indicating the difference in the participants' preferences are 5.2

APPENDIX 19

Questionnaire Analysis of Cognitive Strategies -Micro Abilities

Post – Pre Item No		N	Mean Rank	Sum.of Ranks	Z	P (2 tailed)
8 S-32 Making Plausible Inferences, Predictions, or Interpretations	Negative Ranks	6	4,50	27,00	-1,414	,157
	Positive Ranks	2	4,50	9,00		
	Ties	8				
	Total	16				
16 S-27 Comparing and Contrasting Ideals with Actual Practice	Negative Ranks	5	5,80	29,00	-,811	,417
	Positive Ranks	4	4,00	16,00		
	Ties	7				
	Total	16				
25 S-27 Comparing and Contrasting Ideals with Actual Practice	Negative Ranks	4	4,50	18,00	,000	1,000
	Positive Ranks	4	4,50	18,00		
	Ties	8				
	Total	16				
31 S-29 Noting Significant Similarities and Differences	Negative Ranks	2	4,00	8,00	-1,508	,132
	Positive Ranks	6	4,67	28,00		
	Ties	8				
	Total	16				
41 S-27 Comparing and Contrasting Ideals with Actual Practice	Negative Ranks	5	3,50	17,50	-,632	,527
	Positive Ranks	2	5,25	10,50		
	Ties	9				
	Total	16				
45 S-29 Noting Significant Similarities and Differences	Negative Ranks	5	7,40	37,00	-,638	,523
	Positive Ranks	8	6,75	54,00		
	Ties	3				
	Total	16				
49 S-29 Noting Significant Similarities and Differences	Negative Ranks	4	4,00	16,00	-,289	,773
	Positive Ranks	4	5,00	20,00		
	Ties	8				
	Total	16				

55	Negative Ranks	6	4,17	25,00	-1,027	,305
S-32 Making Plausible	Positive Ranks	2	5,50	11,00		
Inferences, Predictions, or	Ties	8				
Interpretations	Total	16				
60	Negative Ranks	2	5,50	11,00	-1,408	,159
S-32 Making Plausible	Positive Ranks	7	4,86	34,00		
Inferences, Predictions, or	Ties	7				
Interpretations	Total	16				

The SPSS analysis of Cognitive Strategies- Micro Abilities indicating the difference in the participants' preferences are 5.3

APPENDIX 20

VALİLİK İZİN BELGESİ

T.C.
MERSİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 8.03.4 MEM.4.33.00.03.320/016 / 33863

04 KAS 2009

Konu: Tez Çalışması

VALİLİK MAKAMINA

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi İngiliz Dili Eğitimi Anabilim Dalı yüksek lisans öğrencisi Seda UĞURLU'nun 16 haftalık tez çalışmasını Yarıjezir İlçesi Özel Toros İlköğretim Okulunda yapması hakkında Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünüz 03/11/2009 tarihli ve 4051 sayılı yazıları ilâfekte sunulmuştur.

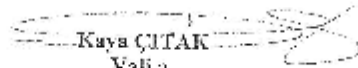
Adı geçen yüksek lisans öğrencisi Seda UĞURLU'nun 16 haftalık tez çalışmasının Yarıjezir İlçesi Özel Toros İlköğretim Okulunda yapması uygun görülmektedir.

Maddelerin zaa da uygun görüldüğü takdirde elurduınıza arz ederim.


Hasan GÜL
Millî Eğitim Müdürü

OLUR

03/11/2009


Kaya ÇİTAK

Vali a.

Valî Yardımcısı



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