

**REPUBLIC OF TURKEY
SAKARYA UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**DEVELOPING CRITICAL READING FOR PRE-SERVICE
ENGLISH TEACHERS: ACTUAL REFLECTIONS**

A MASTER'S THESIS

YELİZ ÜNAL

SUPERVISOR

ASSOC. PROF. DR. METİN TİMUÇİN

AUGUST 2014

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DECLARATION

I declare that the present thesis has been prepared by me, and that the study is carried out in accordance with academic rules and ethical conduct. I also declare that I have cited and referenced all information used in the thesis.

Signature


Yeliz Ünal



'Developing Critical Reading for Pre-Service English Teachers: Actual Reflections'
başlıklı bu yüksek lisans tezi, İngiliz Dili ve Eğitimi Bilim dalında hazırlanmış ve
jürimiz tarafından kabul edilmiştir.



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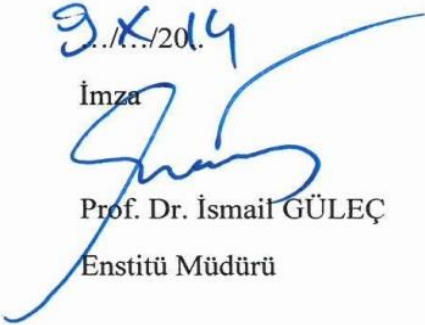


Üye: Doç. Dr. Ahmet ESKİCUMALI

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3.11.2014

İmza



Prof. Dr. İsmail GÜLEÇ

Enstitü Müdürü

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ABSTRACT

DEVELOPING CRITICAL READING FOR PRE-SERVICE ENGLISH TEACHERS: ACTUAL REFLECTIONS

Ünal, Yeliz

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The present study aims to investigate the effect of critical reading course on a group of pre-service English language teachers. The study was carried out with the participation of 19 pre-service English language teachers studying at the undergraduate program of English Language Teaching in the Department of Foreign Language Education at Sakarya University in the 2013-2014 fall semester.

In this qualitative study, research questions intend to find out whether or not students read critically, express their critical awareness and reflect their critical reading ability on their assignments. In order to explore these questions, an action research was carried out in the study. A critical reading course was designed and presented to the participant students by the researcher.

Data was collected through pre-study questionnaire, a class blog and post-study questionnaire. The blog was used as a platform for students to share their assignments of critical reading course. Open-ended questionnaires carried out before and after the course provided in-depth data for student opinions. Qualitative techniques were used in data analysis. Participants' actual works uploaded on the blog were analysed and their opinions related to critical reading practice were compared.

The results of the data analysis indicated that awareness of teacher candidates for critical reading has been raised after having been exposed to proposed activities. It was also found that students could express this awareness through materials they preferred to read and design for assignments. Relying on the data collected, it can also be concluded that a course for critical reading and a blog for learning outcomes

may improve students' way of thinking and critical reading skills. Analysed data suggest that revision of the existing curriculum, and attempts to include more critical courses into the curricula of ELT programs has bear the potential of making teacher candidates more capable critical readers.

Keywords: Critical Reading, Pre-service English Teachers, English Language Teaching.

ÖZET

ADAY İNGİLİZCE ÖĞRETMENLERİNDE ELEŞTİREL OKUMAYI GELİŞTİRME: GERÇEK YANSIMALAR

Ünal, Yeliz

Yüksek Lisans Tezi, İngiliz Dili ve Eğitimi Bölümü

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Bu çalışma eleştirel okuma dersinin İngilizce öğretmeni adayı öğrenciler üzerindeki etkisini incelemektedir. Çalışma 2013-2014 akademik yılı güz döneminde, Sakarya Üniversitesi Yabancı Diller Bölümü İngilizce Öğretmenliği programında lisans eğitimi alan 19 aday öğretmenin katılımı ile gerçekleştirilmiştir.

Bu nitel çalışmada araştırma soruları öğrencilerin eleştirel okuma becerilerini, eleştirel farkındalıklarını ifade edebilmelerini ve eleştirel okuma becerilerini ödev çalışmalarında yansıtabilmelerini belirlemeyi amaçlamaktadır. Bu soruları araştırmak amacıyla, çalışmada eylem araştırması kullanılmıştır. Araştırmacı tarafından eleştirel okuma dersi hazırlanmış ve ders katılımcı öğrencilere uygulanmıştır.

Veriler ders öncesi sorular, sınıf blogu ve ders sonrası sorular kullanılarak toplanmıştır. Blog öğrencilerin eleştirel okuma dersi ödevlerini paylaşmalarını sağlayan bir ortam olarak kullanılmıştır. Ders öncesinde ve sonrasında uygulanan açık uçlu sorular öğrenci görüşlerine dair detaylı veri sunmuştur. Veri analizi için nitel yöntemler kullanılmıştır. Katılımcıların blog sayfasına yüklenmiş olan çalışmaları incelenmiş ve eleştirel okuma uygulamasına yönelik öğrenci görüşleri karşılaştırılmıştır.

Veri analizi önerilen aktivitelerin uygulanmasının ardından öğrencilerin eleştirel okumaya dair farkındalıklarının arttığını göstermektedir. Ayrıca, öğrencilerin bu farkındalığı seçtikleri okuma materyalleri ve tasarladıkları ödevler ile ifade edebildikleri görülmektedir. Elde edilen verilere dayanarak, eleştirel okuma dersinin ve öğrenme çıktılarını görmek amaçlı blog kullanımının öğrencilerin düşünme ve eleştirel okuma becerilerini geliştirebileceği de söylenebilir. Çalışma sonuçları var olan eğitim programının gözden geçirilmesinin ve İngiliz Dili Eğitimi

programlarında eleştirel derslere daha çok yer verilmesinin öğretmen adaylarının daha etkin eleştirel okuyucu olmalarını sağlayacağını göstermektedir.

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CHAPTER I

INTRODUCTION

Searching for the ways of efficient reading is as old as the reading activity itself. The question of how a person can read efficiently might be answered in different ways since there are a vast quantity of texts and genres. The strategy chosen for reading a text cannot be helpful for another one. Nevertheless, the common goal for all readers is the same in reading process. All of the readers try to understand the message of the author and be aware of information aimed to be delivered. In this struggle, the role of the reader has changed since the knowledge brought into the text by the reader has become as essential as the knowledge obtained from the text (Wallace, 2003). The similar role change has been seen in education putting more focus on learners and making them more active participant in learning process. In parallel with this shift of emphasis away from teacher-centred education to the student-centred education in English as a Foreign Language (EFL) environment, new role of the reader has affected the teaching of reading skill in language teaching.

In EFL environment, it is aimed to develop students' language proficiency and student criticality considering cultural and social themes. Being exposed to a new language and culture, EFL learners need to be aware that language bears the traces of the relationship between language and social factors such as gender, race and class. Therefore, each reading text carries some features of a culture, society, ideology, power and many various clues related to its production process. "Since EFL students are exposed to texts from a different culture, their process of text comprehension can be enhanced if they are introduced to a critical perspective of reading" (Figueiredo, 2000). This perspective leads learners to interpret the texts and the hidden lines of the context. That stance toward text attempting to place it in a social and ideological context and interpretative process is called as critical reading (Escudero, 2011).

Critical reading has been a core subject for more than three decades because of its relevance and importance in language learning and teaching process. As Johnston, Mitchell, Myles and Ford (2011) suggest “a broad conception of social, moral and intellectual critical development within the modern world and within education is required.” Thistlethwaite (1990) expresses that the goal of critical reading is “to help students to become independent learners and thus to survive and be successful both in school and in the world.” Moreover, critical readers have an active role in interpretation and evaluation of the texts combining their background knowledge with previous experiences so they search for reasons and implied ideas. In this way, they feel part of this world and are able to contribute to and reshape its dominant discourses (Wallace, 2003).

According to Tomasek (2009) the reading materials that are offered to students should be those of the highest quality that will ignite their thinking and stimulate their intellectual curiosity. As Wallace (2003) states in her observation, it is clear that students generally do not have the opportunity to perform higher order thinking tasks in EFL reading classes. As a result, they cannot think and read critically owing to lack of experiential and foundational knowledge required for comprehending critical perspective. These students “avoid complexity in favour of ‘right answers,’ and they are afraid to discuss issues of social justice” (Hatch & Groenke, 2009). To this end, critical reading in teacher education, specifically in EFL context, has a significant place. As Grady (1997) points out, if teachers learn to read critically the words used in the classrooms as well as the world in which these classrooms exist, they take significant steps toward broadening what is possible for the students.

Moreover, critical reading affects the development of learner autonomy. Learner autonomy is generally defined as the capacity “for detachment, critical reflection, decision-making and independent action” (Little, 1991). The students take the responsibility of being a reader in reading as a social process. To help students read critically on their own, Walz (2001) asserts that the internet is a new context and a proper place to practice their critical reading skills. Using internet both as platform of practise and as source of authentic materials for teaching critical reading can contribute to develop students’ critical reading abilities. Carrying out studies on internet use as educational and communication tool in education process can provide better results in achieving learning aims and outcomes of critical reading. Although

critical reading and its applications in language education spark educators in the field, there are limited studies related to actual implementations in Turkish context. Aiming to fill this gap, this research presents a qualitative study focusing on implementation of a course in order to develop critical reading skills of students.

The purpose of the current study is to find out the effects of critical reading course on pre-service English language teachers through an action research conducted in a state university in Turkey. More specifically, the main focus of the study is to see students' actual reflections on the blog during critical reading course and evaluate the outcomes of the process. The study also aims at increasing awareness of students about critical reading.

1.1 RESEARCH QUESTION

The present study is guided mainly by following research question;

1. What is the effect of critical reading course on English language teacher candidates?

1.2 SUB QUESTIONS

The current study aims to investigate the following sub questions in order to be able to see the effect of critical reading course on pre-service English teachers.

- a. Do students read critically and express their critical awareness?
- b. Do students reflect critical reading ability on their assignments?

1.3 SIGNIFICANCE OF THE STUDY

The current study focuses on three important issues in the field; making students more critical readers, proposing a framework for this purpose, and using a blog as one of Web 2.0 tools in English Language Teaching (ELT) environment for students'

involvement as critical readers. First of all, the study aims to highlight the importance of making students more critical readers. According to McDonald (2004), “Today, critical ways of reading are intended to construct readers who, for example, can identify texts as crafted objects, who are alert to the values and interests espoused by the text, who recognise their position as compliant or resistant readers.” In order to achieve this intention, students are required to be exposed to language pedagogies that provide ways of critical reading to the students. The research presents a sample of a critical reading course design and explains the whole process in detail.

Besides, the study proposes a framework for the purpose of enhancing critical reading in language teacher education program. Teacher education programs offer essential knowledge and necessary practical experience for teacher development. Mann (2005) states the function of pre-service training as giving guidance to possible pedagogic choices, teaching strategies, L2 methods, course design and coursebook materials. The specifically designed course for the study fits for the function of pre-service training. The critical reading course was given to a group of 1st grade pre-service English teachers in the present study. These students were exposed to critical reading course and engaged in the process of inquiry. They practised the course as learners in a classroom environment embodied with skill of inquiry. Through this practice, they learned how to teach critical reading course as teacher candidates of English language as well.

In addition, this study aims to provide information about how to use a blog in ELT classes as one of widely used Web 2.0 tools to increase students’ involvement as critical readers. Web 2.0 technologies include software applications offering and encouraging active user participation. As Stanley (2013) put forwards “Web 2.0 tools have proliferated in recent years, and as most allow for some degree of content creation and communication, they are often ideal for language learning.” The blog, in original web log, is the central point of Web 2.0. The study of Lai and Chen (2011) reveals that ‘perceived enjoyment, perceived ease of use and personal innovativeness’ are among the factors influencing the teachers’ decisions for blog use and the current enlargement in the number of teaching blogs. Therefore, the current study intends to contribute to the literature by reflecting blog use in ELT for a

critical reading course and providing teacher candidates a platform for sharing their works and ideas with their friends and other followers in addition to the teacher.

As a final point, design of the research makes gaining insights into the classroom procedure possible. An action research was conducted during the course in order to observe the classroom environment with its pros and cons. It helps to gain better understanding for the role of critical reading course and student reactions in learning process. It assigns the teacher responsibility of both researcher and close follower of the progress via monitoring. Actual student reflections collected by the teacher throughout the course lead to see clear evidences about whether learning outcomes are achieved or not. Furthermore, using blog makes a major contribution to the research design in terms of transparency of learning experiences. Blog has created a setting in which students promote their conscious about progressing in critical reading. It enables the teacher to benefit from students' outcomes about their learning to review current program or curriculum. It also offers the advantage of autonomous study for students while providing the advantage of collecting data for the researcher. Within this context, the study intends to combine prominent features in the field and present an original work to the literature.

1.4 ASSUMPTIONS

In the present study, qualitative data was collected through different instruments including pre-study questionnaire, post-study questionnaire and student assignments on the blog. As a consequence, it was assumed that using different types of data would make contribution to the obtained results in terms of reliability and diversity.

Besides, it was supposed that the participants of the study responded the questionnaires and shared their ideas honestly and sincerely.

1.5 LIMITATIONS OF THE STUDY

The study demonstrates students' awareness related to critical reading and their assignments on which they reflect their critical reading ability. However, there are

some limitations to the present study. At first, compared to the quantitative studies including large number of participants, this study was conducted with a small group of students in a state university in Turkey. Therefore, making generalization based on available data might draw an unclear picture.

Another limitation is that the period of critical reading course which aimed to raise critical reading of pre-service students was limited to four weeks. If the time was longer, data obtained from student works would be richer.

Lastly, individual variables including age, gender, socio-economic factors were not taken into consideration.

1.6 ABBREVIATIONS

Frequently used abbreviations are demonstrated below;

CDA: Critical Discourse Analysis

CLA: Critical Language Awareness

EFL: English as Foreign Language

ELT: English Language Teaching

FLE: Foreign Language Education

LA: Language Awareness

CHAPTER II

REVIEW OF LITERATURE

This chapter is designed to provide background information on critical reading and its role in foreign language teaching. First, critical approaches will be explained from a general perspective. Following the information related to critical discourse analysis, language awareness and critical language awareness will be presented. In the next part, critical reading and its role in foreign language education will be introduced through the studies in the field.

2.1 LITERATURE REVIEW

2.1.1 Overview of Critical Approaches

The Frankfurt School is a social and political philosophical movement of thought in Germany and it is known as the original source of Critical Theory (Corradetti, 2013). Founded in 1923, the school concerned with the issues of the critique of modernity and of capitalist society, the definition of social emancipation and the perceived pathologies of society. Max Horkheimer, Theodor Adorno, Herbert Marcuse and Jürgen Habermas are among the prominent scholars of the school. They aim to unmask the connections between knowledge, power and domination and to construct a more just society through praxis, defined as a type of self-creating action through dialectical thought (Siegel & Fernandez, 1996).

From the aspect of critical literacy which can be defined as use of texts to analyse and transform relations of cultural, social and political power (Luke & Dooley, 2011) Paulo Freire is an important figure with his studies on critical education. According to Freire (1972), language teaching and learning is an act of political and cultural power with substantive material and social consequences and possibilities for

learners and their communities (cited in Luke & Dooley, 2011). In his book of *Pedagogy of the Oppressed*, Freire (1970) acclaims that existing education is shaped by intends of oppressors and states that:

“The teacher’s task is to organize a process which already occurs spontaneously, to “fill” the students by making deposits of information which he or she considers to constitute true knowledge. And since people “receive” the world as passive entities, education should make them more passive still, and adapt them to the world. The educated individual is the adapted person, because she or he is better “fit” for the world. Translated into practice, this concept is well suited to the purposes of the oppressors, whose tranquility rests on how well people fit the world the oppressors have created, and how little they question it.”

Freire (1970) emphasizes the importance of being critical and points out that “when people lack a critical understanding of their reality, apprehending it in fragments which they do not perceive as interacting constituent elements of the whole, they cannot truly know that reality.” In his other book, *Reading the Word and the World*, the principles of critical consciousness mentioned by him previously in his work come to fore again. Through the book, he aims to show interrelation between “reading the word” and “reading the world.” Freire and Macedo (1987) stressed that reading always involves critical perception, interpretation and rewriting of what is read. Critical literacy understands from critical theory that texts, being products of ideological and socio-political forces, must be continually subjected to methods of social critique while it understands from Freire that literacy practices must always have social justice, freedom and equity as central concerns (Cervetti, Pardaless & Damico, 2001).

2.1.2 Critical Discourse Analysis

Social changes in human life have made the language and its use more important and complicated. Critical Discourse Analysis (CDA) helps people to comprehend this complexity focusing on ideologies, power and social relations driven by the text. Contrary to the general discourse analysis questions asking about how language works, CDA argues that “language-in-use is always part and parcel of, and partially constitutive of, specific social practices and that social practices always have implications for inherently political things like status, solidarity, the distribution of social goods, and power” (Gee, 2010). According to Baker and Ellece (2011), CDA

involves examining social context – for example, asking how and why the words came to be written or spoken and what other texts are being referenced by them.

Van Dijk (2001) states that some basic principles of CDA go back to critical theory of the Frankfurt School. He also notes that CDA has counterparts in “critical” developments in sociolinguistics, psychology, and the social sciences, some already dating back to the early 1970s. Weiss and Wodak (2003) see Michel Foucault and Jürgen Habermas as philosophers who had strong influence on the development of CDA. Foucault’s work makes an important contribution to a social theory of discourse in such areas as the relationship of discourse and power (Fairclough, 1992a). Habermas’ (1967) claim of “language is ideological” supported by most critical discourse analysts (cited in Weiss & Wodak, 2003).

Büyükkantarçioğlu (2001) mentions three approaches to CDA. These are British School, Vienna School and Holland School. In this classification, Kress, Hodge, Fowler and Fairclough are among the representatives of British School. The representatives of British School are inspired from Foucault’s discourse theory. They base their analysis methods upon Firth’s and Halliday’s systematic functional grammar and Halliday’s social semiotic theory. Wodak, de Cillia, Matouschek, Januschiek and Liebhart can be listed among the major representatives of Vienna School. This approach is largely known as sociological and historical approach. It focuses on the functional facet of discourse. On the other hand, Holland School addresses socio-cognitive aspect of discourse. This approach can be seen on the studies of van Dijk clearly.

CDA promotes the application of critical thought to social situations and the unveiling of strategies in texts (Martinez, 2012). CDA focuses on how language receives its power by those who use it and how this power is constructed through written and spoken texts in communities (Maftoon & Shakouri, 2012). Simpson and Mayr (2010) state as follows:

CDA attempts to show the connection between properties of text on the one hand, and social and cultural structures and processes on the other. The link between text and society is generally understood as mediated through orders of discourse which is Foucault’s all-encompassing term covering a range of institutional discourse practices. For instance, the order of discourse that organizes, say, a university will be characterized by a host of interrelated textual practices such as the discourses of essays, meetings, lectures, seminars, administrative texts and so on.

Fairclough and Wodak (1997) state that CDA sees “language as social practice” and they explain this view as follows:

“CDA sees discourse – language use in speech and writing – as a form of ‘social practice’. Describing discourse as social practice implies a dialectical relationship between a particular discursive event and the situation(s), institution(s) and social structure(s) which frame it: the discursive event is shaped by them, but it also shapes them. That is, discourse is socially constitutive as well as socially conditioned – it constitutes situations, objects of knowledge, and the social identities of and relationships between people and groups of people... Since discourse is so socially consequential, it gives rise to important issues of power. Discursive practices may have major ideological effects – that is, they can help produce and reproduce unequal power relations between (for instance) social classes, women and men, and ethnic/cultural majorities and minorities through the ways in which they represent things and position people” (p.258).

As is shown in the extract above, CDA helps to discover ideological effects and power relations emerging in the discourse which is socially created. For this reason, ethnic and racial inequalities are among the study areas of CDA and several studies of van Dijk (van Dijk 1984, 1987, 1991, 1993) focuses on these inequalities through the social representations.

In one of the research conducted by van Dijk at the University of Amsterdam since the early 1980s, the researcher examined how Surinamese, Turks, and Moroccans, and ethnic relations generally, are represented in conversation, everyday stories, news reports, textbooks, parliamentary debates, corporate discourse, and scholarly text and talk. Focusing on such various contexts helps to put forward how discourse represents these groups of people.

Likewise, Wallace (2003) proposes “critical discourse analysts examine interactions and indeed any type of semiotic material such as written texts, conversations, television programmes, and advertisements on billboards to show how language figures within relations of power.” Analysing different contexts and searching the role of discourse as social constituter enable to understand inequalities and power control in the society.

In order to realize the main aims effectively, some tenets of CDA are required to be known. Fairclough and Wodak (1997:271-280) define these essential principles of CDA as following:

1. CDA addresses social problems
2. Power relations are discursive
3. Discourse constitutes society and culture
4. Discourse does ideological work
5. Discourse is historical
6. The link between text and society is mediated
7. Discourse analysis is interpretative and explanatory
8. Discourse is a form of social action.

Considering these cornerstones, it can be said that key vocabulary in CDA includes such concepts as “power, dominance, hegemony, ideology, class, gender, race, discrimination, interests, reproduction, institutions, social structure, social order” (van Dijk, 2001).

According to Fairclough (1992a), every discursal instance has three dimensions:

1. It is a spoken or written language *text*
2. It is an *interaction* between people, involving processes of producing and interpreting the text
3. It is a *social action*.

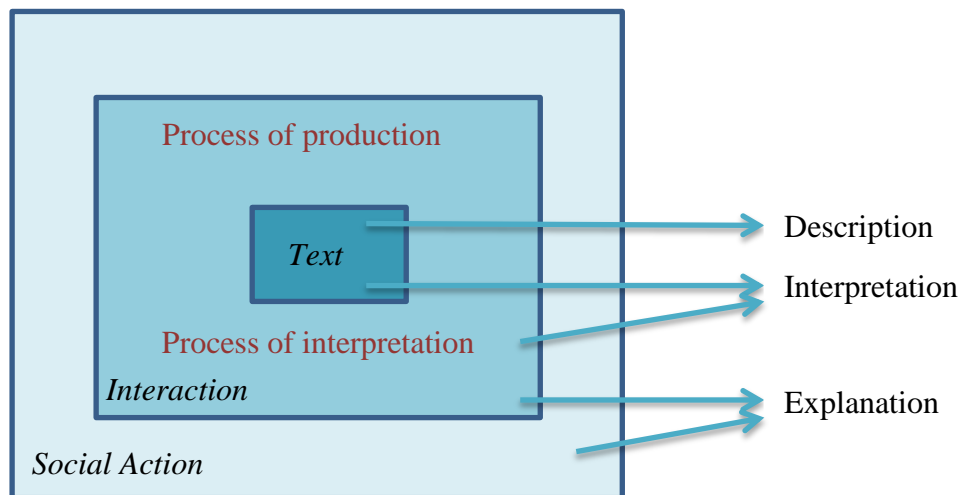


Figure 1. Fairclough’s Three-Dimensional Framework (Fairclough, 1992a)

To Fairclough (1992a), the relationship between social action and text is mediated by interaction. In his framework, CDA itself also has three dimensions:

1. Description of the text
2. Interpretation of the interaction processes and their relationship to the text
3. Explanation of how the interaction process relates to the social action.

2.1.3 Language Awareness

As van Lier (2001) points out, current interest in language awareness (LA) derives from three sources: first, a practical, pedagogically oriented LA like movement in the UK; second, psycholinguistic focus on consciousness-raising and explicit attention to language form; and third, a critical, ideological perspective looking at language and power, control and emancipation as it is discussed in CDA.

Association for Language Awareness (ALA, 2012) gives definition of LA as “explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use.” Basically, three main components form the definition. As the first component, the concept of LA refers to implicit knowledge that has become explicit (Levelt, Sinclair & Jarvella 1978). The second component is related to cognitive process and LA is explained as “conscious attention to properties of language and language use as an element of language education” (Fairclough, 1992a).

As it is noted by James (1996) LA is “the possession of metacognitions about language in general.” Tomlinson (in Bolitho, Carter, Hughes, Ivanic, Masuhara & Tomlinson, 2003) suggests that it is “mental attribute” which shows how language works. Donmall (1985) combines the two components, consciousness and sensitivity, in his definition and explains the concept as “person’s sensitivity to and conscious awareness of the nature of language and of its role in human life.”

Carter (2003) supports the view in the same way, defining the term as “enhanced consciousness and sensitivity to the forms and functions of language.” Being sensitive for language is reflected by Arndt, Harvey & Nuttall (2000) as “being more alive to language.” In other words, it is an understanding of the human faculty of language and its role in thinking, learning and social life (van Lier, 1995). LA, as is pointed out by Adams & Tulasiewicz (2005), uses the cultural, social, as well as linguistic aspects of language. It offers “a key for learner independence” (Mariani, 1992).

Explaining the early history of LA, van Essen (1997) states that early modern LA was born through the studies of Wilhelm von Humboldt who sees language is inseparable from intellectual activity and language pedagogues inspired from Humboldt. Carter (1995) states that general LA involves at least:

1. awareness of some of the properties of language; creativity and playfulness; its double meanings
2. awareness of the embedding of language within culture. Learning to read the language is learning about the cultural properties of the language. Idioms and metaphors, in particular, reveal a lot about the culture
3. a greater self-consciousness about the forms of the language we use. We need to recognise that the relations between the forms and meanings of a language are sometimes arbitrary but that language is a system and that it is for the most part very systematically patterned
4. awareness of the close relationship between language and ideology. It involves “seeing through language.”

In EFL environment, learners can explore different language uses in various texts through LA activities. Carter (2003) suggests that language awareness leads to increase in motivation occurred with activities “which foster the learner’s involvement by promoting the inductive learning of language rules, which allow learners time and space to develop their own affective and experiential responses to the language.” Timuçin and Ünal (2013) are of the opinion that LA activities can ultimately lead to a desired shift in EFL teaching that results in greater emphasis on language and learners’ ability to notice “uses of language” when the activities are creatively employed.

LA is generally depicted by a more holistic and text-based approach to language, of which “a natural extension is work in critical language awareness” (Carter, 2003).

2.1.3.1 Critical language awareness

Critical Language Awareness (CLA) builds upon the basis known as ‘critical language study’, ‘critical linguistics’, or ‘critical discourse analysis’ (Fairclough, 1992a). Males (2000), presents clarification between LA and CLA as follows:

“CLA, like its predecessor Language Awareness, arises from concerns about what language and educational principles and practices to include in language education, but CLA also raises ideological questions concerning the world implicated by these principles and practices; e.g. it raises questions concerning how discourse practices shape social relations and how social relations shape discourse practices.”

In parallel with Freire's perspective, Fairclough (1992a) assumes that the development of a critical awareness of the world should be the essential aim of all education, including language education. Carter (2003) states the characteristics of CLA, using the work of Fairclough (1992a) as follows:

“CLA presents the view that language use is not neutral, but is always part of a wider social struggle underlining the importance for learners of exploring the ways in which language can both conceal and reveal the social and ideological nature of all texts.”

In CLA, teachers help learners deconstruct texts in order to increase their awareness of the author's linguistic choices and how they work to produce and reproduce power relations in society (Macknish, 2009). Tomlinson (in Bolitho, Carter, Hughes, Ivanic, Masuhara & Tomlinson, 2003) explains objectives of CLA as following:

“CLA has the additional objective of encouraging learners to explore why the language they are learning may have come to be the way it is: what socio-political factors have shaped it. CLA involves recognizing that language use has consequences for identity, and that learners may have socio-political reasons for choosing to use some of the resources of the language rather than others.”

Wallace (2003) states the role of CLA as “raising students' awareness of how the uses of language in all its realisations serve to perpetuate dominant discourses and the ideologies they encode” and claims that CLA “can translate some of the principles of CDA into pedagogic action.”

2.1.4 Critical Reading

Davies (1995) categorizes reading activities in two types; passive and active reading. While students search for the information in the text and give correct answers in passive reading, they read between the lines and interact with the text in active reading. Active reading activities also encourage students to express their own opinions in classroom environment. According to Davies (1995) rendering students more active in reading process help them being critical readers.

Critical reading, according to Wallace (1992:61), “involves a critical awareness in a broader sense, of what reading itself is, which, in turn, involves a consideration of cross-cultural aspects regarding who reads what and why in what situations.”

“Generally, it refers to social practice that engages the reader’s critical stance, but the nature of critical reading is continually shaped by the understandings people have of it in different contexts” (Macknish, 2011). According to Kurland (2000), “Critical reading refers to a careful, active, reflective, analytic reading.” The reader participates in the reading activity through making inferences and evaluations instead of being passive during the process.

“Critical reading suggests relating the learning experience to the students’ own realities, which affects text selection, student involvement and classroom communication” (İçmez, 2009). Students are engaged in their own education by thinking from a critical perspective about their reality.

Thistlewhaite (1990:587) points out that

“in critical reading, readers evaluate what they have read and make a decision. This decision may be to accept what the writer has said, to disagree with it or to realise that additional information is necessary before an informed judgement can be made.”

Tomasek (2009) presents variety of ways in which students can read critically;

- When they raise vital questions and problems from the text,
- When they gather and assess relevant information and then offer plausible interpretations of that information,
- When they test their interpretations against previous knowledge or experience and current experience,
- When they examine their assumptions and the implications of those assumptions,
- When they use what they have read to communicate effectively with others or to develop potential solutions to complex problems

Critical reading requires some stages and Bartu (2002:1) shows this process as following;

1. Acknowledging the difference of the message that is conveyed
2. Deciphering the message
3. Comparing with our own thoughts and values
4. Deciding on the worth of the new message as well as our knowledge
5. Changing, confirming what we know, or deciding what more to read

On the other hand, Wallace and Poulson (2004:7) show the ways for the critical approach to reading as below;

As a critical reader you:

- consider the authors' purpose in writing the account
- examine the structure of the account to help you understand how the authors develop their argument
- seek to identify the main claims the authors make in putting forward their argument
- adopt a skeptical stance towards the authors' claims, checking whether they support convincingly what they assert
- question whether the authors have sufficient backing for the generalizations they make
- check what the authors mean by key terms in the account and whether they use these terms consistently
- consider whether and how any values guiding the authors' work may affect what they claim
- distinguish between respecting the authors as people and being skeptical about what they write
- keep an open mind, retaining a conditional willingness to be convinced
- check that everything the authors have written is relevant to their purpose in writing the account and the argument they develop
- expect to be given the information that is needed for you to be in a position to check any other literature sources to which the authors refer

2.1.4.1 Questions and strategies in critical reading

While exercises in reading books aim getting information from the text generally, critical reading activities direct students to investigate detailed information by looking from all aspects to the text. These aspects can range from the visual characteristics of the text to the ideological and cultural features conveyed in indirect manner.

Compared to the popular reading exercises like gap-filling, true-false or multiple choice in books, activities for critical reading can be thought as rare. In order to teach ways of critical reading, teachers need to know where they should actually focus on. As Wallace (2003) says "The notion of criticality cannot be linked to innate linguistic competence but is socially and educationally learned." Therefore, posing questions to create the idea of criticality can be helpful for teachers in classroom.

In her study, Heberle (2000) suggests sample questions for developing critical reading based on the ideas from different studies and Fairclough's three-dimensional framework. The researcher categorizes the questions into four groups. As Table 1

illustrates, the first group includes general questions for the text. These questions help the reader get a general idea about the text.

Using general questions, the reader tries to find out the author's purpose for writing the text. The reader intends to define target reader of the text and position of the author. Besides, genre of the text and text structure are questioned by the reader. Answering these questions can be thought as the first step to develop a critical perspective on reading.

General Questions

Based on Oliveira (1989), Kress (1989), Wallace (1992, 1995), Fairclough (1995), Motta-Roth (1998), Motta-Roth and Heberle (1994)

1. Where and when was the text written?
2. Why was it written?
3. What is the text about?
4. Who is the text addressed to? Who are its probable readers?
5. How is the topic developed?
6. What are other ways of writing about the topic?
7. Does the text producer establish an interactive, friendly relationship with the readers, or is s/he distant, formal, and impersonal?
8. What kind of genre is the text?
9. What is the generic structure, or basic text structure (Winter, 1994; Meurer & Motta-Roth, 1997) of the text?
10. Are there elements of promotional discourse, such as positive evaluative words?
11. Are there personalized, self-promotional features to characterize specific groups of people or objects?
12. What interdiscursive elements are there? For example, are there elements of simulated conversation, self-promotion, personal qualities, advertising, educational/ government/ religious discourse?

Table 1. General Questions

The second group of questions focuses on lexical choices and grammar use in the text. As Heberle (2000) points out, “By analysing the lexicogrammatical choices and contextual features in a text, readers can develop sensibility to better understand writers’ perspective and the way they classify and name people, objects and ideas.” In this way, readers become more aware for power of language use. Table 2 presents the suggested lexicogrammatical questions.

Lexicogrammatical Questions

Based on Halliday (1994), Fairclough (1989, 1992a, 1992b), McCarthy & Carter (1994)

Lexical Choice

1. What kind of vocabulary predominates in the text? Are there formal, technical words or informal and colloquial expressions (suggesting a closer relationship with readers)?
2. Are there words which simulate oral language, such as discourse markers as well or you know?
3. Does the vocabulary appeal to emotions or is it more logical and argumentative?
4. Are there words which are ideologically significant?
5. What metaphors are used?
6. Which verbs, nouns, and adjectives contribute to project identities (of the text producer, receiver, of a specific group of people?)
7. Does the use of the pronouns we (meaning the producer of the text and the reader) or you refer to a specific positively classified social group?

Grammar

1. What kinds of verb processes are there (Halliday, 1994)?
In other words, are there verbs of action (material processes), of feelings and thoughts (mental processes), of saying (verbal processes), or those which establish relations, classify or identify entities (relational processes)?
-

What verb tenses are used?

2. Are sentences in the active or passive voice? Are the agents of the actions explicit or implicit?
 3. Are sentences joined by coordination or subordination?
-

Table 2. Lexicogrammatical Questions

As Table 3 shows, the third group of questions analyses the text in terms of visual elements. The last group involves questions about gender as presented in Table 4.

Visual Elements

Based on Kress and van Leeuwen (1996), Hodge and Kress (1988) and Grimm (1999)

1. What visual resources are used besides the verbal text (colors, symbols, figures)?
 2. What visual aspect is emphasized or foregrounded?
 3. In what ways do the illustrations/pictures relate to the verbal text?
 4. What sociocultural aspects can be identified in the visual signs? (For example, The Big Ben in London)?
-

Table 3. Questions for Visual Elements

Gender

Based on Lazar (1993) and Florent, Fuller, Pugsley, Walter & Young (1994)

1. Does the text contain signs of asymmetry in male-female relationships?
 2. Does the text promote equitable power-sharing between the sexes?
 3. Does the text reinforce or reassert traditional gender ideology? Are there traces of sexism?
 4. Are there signs of stereotyped attitudes?
-

Table 4. Questions for Gender

Taking these questions into consideration, working with various written texts in EFL settings may create a possible opportunity “to improve our students’ critical reading skills, allowing them to better understand the interrelation between linguistic structure and social structure and to see that discourses determine and are determined by social values and conventions” (Heberle, 2000).

Afore-mentioned questions show similarities with the “useful questions for critically reading a text” prepared by Bartu (2002). She groups questions in six categories and they are about the reader, the creation of the text, the text itself, the people and relations involved the meaning and the function of the text. Küçükoğlu (2011) also lists identical questions that the reader uses in order to improve critical reading in ELT classes as demonstrated in Table 5;

What have I gained from the information given in the text?
How are the facts, examples used and interpreted?
What is the aim of the writer in writing the text?
Who did the writer specify as the target reader?
What is the organization method of the text?
How does the text reach its conclusions?
What is the specified time of the text?
What are the biases of the writer?
What is the setting of the text?
How does this text work?
How is the text argued?

Table 5. Questions Improving Critical Reading

In addition to these suggested questions, students can follow some steps which help their concentration for looking with a critical eye. In her study, Küçükoğlu (2011) clearly specifies strategies for critical reading;





	Improve your reading strategies and identify the purpose of your reading
	Give yourself enough time to read
	Take notes while reading the text
	Try to understand the background of the writer and how this background influence the writing

Table 6. Strategies for Critical Reading

2.1.4.2 Critical reading in class

In EFL classes, students are required to examine and criticize many different kinds of text, including articles and news in magazines, advertisements, film or book reviews, interviews, extracts from books in accordance with critical reading (Heberle, 1997; Wallace, 1995; Wallace, 2003). Figueiredo (2000) supports this view by saying “any kind of text is open to this critical reading, and the larger the number of textual genres a reader is exposed to, the better prepared she will be to establish a dialogue with text.”

As Davies (1995) emphasizes, however, reading classroom or school book mostly does not reflect the wide range of reading materials read outside the classroom. For this reason, the teacher should select materials from authentic texts, design some activities based on this piece of information and create an appropriate course for classroom setting in order to enhance critical reading.

The previous studies in the literature offer useful examples in terms of material preparation for implementing critical reading in class. These samples can be regarded as guidance for teachers who wish to practise critical reading in their curricula or education programs. Moreover, the sample materials constitute background information and basis for the critical reading course design explained in Chapter 4 in the current study.

For the teacher to promote critical reading in ELT classrooms, Küçükoğlu (2011) suggests sample critical reading applications to use in classes. The researcher explains four different in-class applications with pre-reading, while-reading and post activities. The suggested activities include the steps below;

Suggestion 1: Reading a newspaper article and having a discussion,

Suggestion 2: Reading a fairy tale and posing questions for a character in it,

Suggestion 3: Creating a story based on a picture and comparing it with the original story,

Suggestion 4: Reading two different articles from two different newspapers with different views on the same topic.

In her study, Bartu (2001) describes the critical reading course given by her and explains the procedures through the prepared materials. The first half of the course focuses on rationales for designing a critical reading course and theoretical information on CDA. Students read related articles and have class discussion for theoretical concepts. In addition, they study on sample texts such as advertisements, articles or newspaper extracts. They try to find convincing evidences from the texts and make interpretations. In the second half of the course, students are able to recognize concepts and opinions in a text. In order to assess the student progress, a midterm exam and a project work are applied.

In her paper, a sample midterm exam question which is seen in the study of Wallace (1992) also, is provided for readers. It is an advertisement of a watch (Figure 2). Students are asked to write an essay related to the text. They are expected to form their ideas about the text and link these ideas with the concepts they go through in the course.

Before the night was through they would reveal a lot more to each other than just their watches.

Copacabana danced below as he came face to face with her bewildering elegance.

Her movements held him spellbound as she slipped her immaculately manicured fingers inside her leather handbag to emerge with a cigarette pack.

It was the same American brand of Light 100's he always carried. Her pack was empty. "Have one of mine". Hesitating slightly, she took one and lit it herself.

That's when he noticed her watch. Like his, it was a modern Roman face with a stitched leather strap. "We obviously share the same excellent taste in watches, too. What's your favourite champagne?"

She laughed and spoke at last. "Same as yours?"

Figure 2. Sample Exam Question

Critical reading analysis of a student for the exam question is presented below (Figure 3).

The text that I am going to analyze is "Before the night..." which is probably an advertisement item. "Before the night..." is about a watch brand that is unknown now.

Obviously, every advertisement has a target audience. Most of the time, this target is not manifested in the advertisement. But the characteristics of the advertisement reflect the implied reader of it: Persons, places, tastes etc. all of those describe the certain aspects of the target audience.

In this case, the writer assumes that the reader is a young or middle-aged person and nothing but a rich person. First of all, "Copacabana" which is a night club is a symbol of the elite class tastes. The persons of the text, "he" and "she" meet in the Copacabana because of their high status in the society.

The roles of the persons of the text are different. The "he" is the dominant character, because he is in action but on the contrary she has a passive role.

Like "Copacabana" symbol, there is another symbol which shows their tastes "American brand of Light 100's". The cigarette which they smoke is "American" and "Light". Both of them reflect the writer's assumption about the reader whom is elite and elegant.

After that the writer builds a connection between these symbols and the certain brand of watch. He/she tells the reader that the brand is in the same category of other symbols.

Behind the curtain, the writer's idea is that if you want show your richness and status, you should ^{use} this brand. If you don't use it nobody could understand your richness.

Figure 3. A Sample Answer Sheet by a Learner

In midterm exam paper, Bartu wants to see students' interpretations and evaluation by providing convincing evidences from the text. She uses the expression of "a very successful first attempt" for the answer of a student (Figure 4).

Finally, Attractive women, expensive cigarettes are well-known tricks among advertisers. They always use them in order to affect the implied readers of advertisement's behaviour.

Figure 4. A Sample Analysis Appreciated by the Author

Similarly, Wallace (2003) shares some authentic in-class materials specifically designed for critical reading course in her book, *Critical Reading in Language Education*. The author chooses an advertisement for a famous brand car alongside a falling statue of Lenin (Figure 5 – Appendix 1).



Figure 5. Advertisement of a Car

The task used for this text focuses on linguistic features and cultural aim (Figure 6).

This reader is	because	the text uses this language			
		Nouns	Adjectives	Verbs	Other
e.g. male working class European	
<p>After your comments on the text, note:</p> <ol style="list-style-type: none"> 1. Do you think that <i>you</i> are the 'model reader' of this text? Why? Why not? 2. Is this a culturally familiar text to you? Why? Why not? 					

Figure 6. The Task Applied to the Car Advertisement

Wallace also uses news genre focusing on the participants and processes. The author firstly presents a key text about Nelson Mandela (Figure 7).

THE VIOLENT HOMECOMING

Violence and death disfigured the release of Nelson Mandela yesterday. Mobs of his followers ran wild and looted shops in Capetown, where police fired on the crowds.

There was also bloodshed by white extremists in Johannesburg and Port Elizabeth.

Mandela, speaking to a joyful audience in Capetown, warned that the armed struggle by his African National Congress organisation would continue.

He also said his release and other concessions by the government did not mean that international sanctions against the apartheid regime must be relaxed – as Mrs Thatcher has proposed.

SALUTES

With clenched fist salutes, Mandela now a potent symbol of freedom for millions of South African blacks, walked amongst ecstatic well wishers at the prison gates before travelling on to Capetown.

But on the streets of the cities, tension was already boiling over.

At least two people died and more than 200 were wounded in Capetown. In one sickening scene of savagery, Mandela supporters knifed a man repeatedly until he was mortally wounded and then beat and kicked him to death.

In Johannesburg, an ecstatic black ANC follower was shot in the head and killed by an unidentified white man who escaped.

Four people were killed and 17 injured in Port Elizabeth when a car ploughed into a group of people celebrating Mandela's release.

Jubilant blacks also clashed with police in the tribal homeland of Ciskei. Three people were shot dead, with 20 wounded.

In Natal, where ANC supporters have been feuding with a more conservative black group, police said 12 blacks were killed in factional fighting. One black was reported dead and five injured at Inanda, a black township outside Durban, when police fired at a celebration.

The situation in Capetown was highly volatile throughout the day as thousands massed in Grand Parade in front of City Hall, where Mandela was due to make his freedom speech. (From *The Daily Mail* February 1990)

Figure 7. The Key Text for Designed Activity

Then she offers three different texts from different newspapers about same subject published on the same day (Figure 8). Through the activity, students are supposed to see the division among the participants existing in the texts.

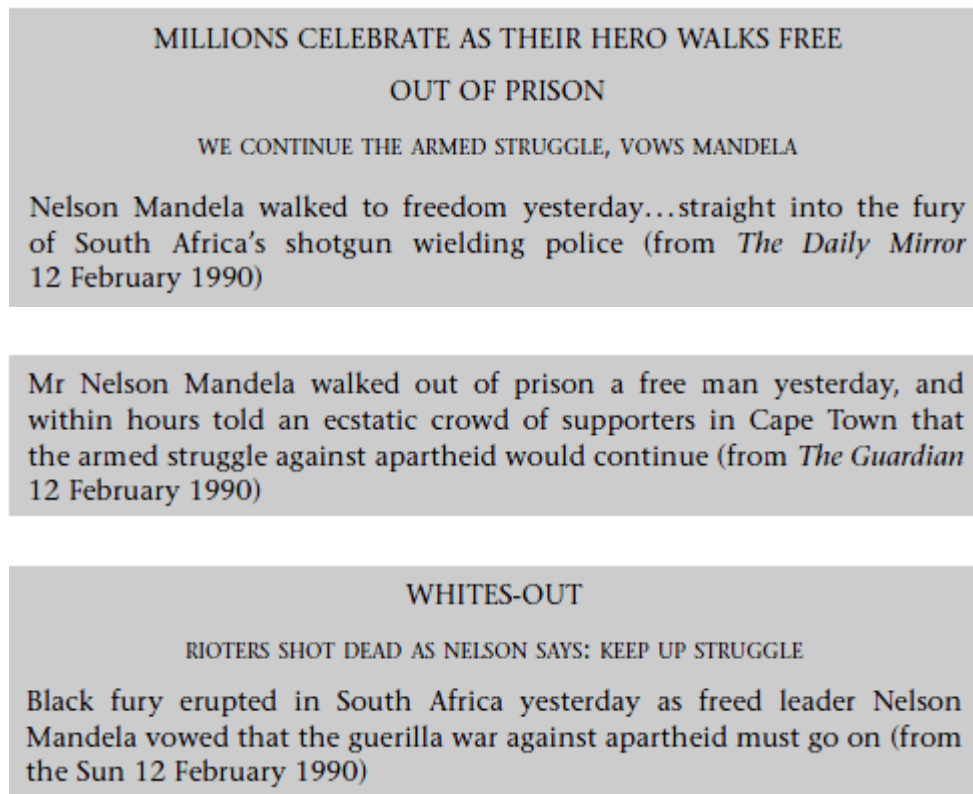


Figure 8. Other News Reports

To sum up, provided information in the field is necessary for creating new materials and activities for critical reading classes. In the light of classroom practices and materials of critical reading in the literature, the current study aims to design and describe a critical reading course in order to investigate the effect of the process. Within this context, existing samples and previous studies are thought to be guiding and leading for further research.

2.1.4.3 Critical reading in Turkish context

In order to understand the perception of critical reading in Turkey, the importance of critical reading in native language and the education of critical reading are required to be explained.

Some Turkish researchers define critical reading as “making comments and evaluations related to the text” (ARICI, 2008) and “communicative interaction with the text and getting the message of the writer” (Özdemir, 2007). In the current information age, it is really important to decide about what should be read and why it should be read. There are plenty of texts around and critical reading enables people to make correct choices in existing mass of information.

In Turkish educational context, critical reading is stated as a purpose for Elementary Education (MEB, 2005). In Turkish Course program, it is aimed that student should be able to read the texts using appropriate strategies in their daily life and they should be able to make comments about these texts from a critical point of view through evaluating them. It is clear in educational planning that Turkish students are expected to have a critical standpoint.

However, the perception of critical reading in Turkey is really different from its definitions given by the researchers above. As Sadioğlu and Bilgin (2008) notes, criticizing is understood as telling the negative aspects of the things examined. On the contrary, criticizing means to assert different perspectives. Therefore, the critical activity aims to make some inferences related to the text.

According to Ünalın (2006), there are some barriers for critical reading in Turkish context. These handicaps can be listed as in the following;

- The notion that everything is true
- The obedience to authority
- The baseless criticism
- Lack of discussion environment for different opinions

Social structure in Turkey embodies the barriers for critical reading mentioned above. The main reason of this situation can be seen as poor reading habits in the country. Besides, the traditional family structure includes patriarchal power relations

in Turkey. For this reason, younger family members cannot express themselves freely and they cannot develop a critical viewpoint (Akyol, 2011).

It is seen that there is not enough research on the area of critical reading in native language. Ateş (2013) states that most of the conducted studies (Akar, 2007; Beşoluk ve Önder, 2010; Cantürk-Günhan ve Başer, 2009; Dolapçı, 2009; Gülveren, 2007; Gürleyük, 2008; Koç, 2011; Özensoy, 2011; Şentürk, 2009; Yıldırım, 2005; Yıldırım ve Şensoy, 2011; Zayıf, 2008) are in the area of critical thinking. Ateş (2013) argues that these studies do not refer to critical reading specifically. Limited studies of critical reading are seen in the level of elementary school. The researcher also claims that the results of international exams reveal Turkish students' lack of information for critical reading.

In educational context, teachers play an important role for enhancing the awareness of critical reading. In this sense, teachers who are able to use critical reading skills should be employed by Turkish education system. As Aybek (2007) notes, universities and education faculties can help prepare pre-service teachers who can inquire, analyse knowledge and be open-minded.

To sum up, critical reading has been given importance in Elementary and Secondary Education in Turkey nearly for a decade. In this way, critical reading skill of students in their native language is aimed to be developed. In higher education context, some universities provide critical reading course for the first grade students in Bachelor's Degree programs while some universities offer 'Advanced Reading' course including critical reading topics in the syllabus. Nevertheless, it is really difficult to make generalization for critical reading education in higher education context in Turkey since there is not a compulsory course of critical reading.

2.2 PREVIOUS STUDIES

2.2.1 Research on Critical Reading

The studies on critical reading in foreign language education originally occur in the frame of CDA. Heberle (2000) investigated how reading can be looked at from the perspective of CDA, focusing also on issues of language and gender. She concluded that principles of CDA and of gender-related studies towards a critical, social, and historical perspective to analyse discourse may effectively contribute to critical reading. The researcher came to the conclusion that working with written texts in EFL classrooms taking critical perspective into account may create a convenient way to improve critical reading skills of students.

In her study Figueiredo (2000) presented some ideas for a reading class based on a critical perspective. She demonstrated a plan of a critical reading class, which analyses a text from a woman's magazine and made conclusion showing the advantages of reading and CDA. According to her study, critical reading activities in the EFL classroom vary depending on the characteristics of each group of students and each individual student.

Sohn (2010) examined the ways of making students critical readers in a Korean Middle School reading class. She presented a lesson plan which focuses on a novel "A Step from Heaven" by An Na for a critical reading class. According to the study, she suggests that students will have a chance to shape their own identity through critical reading, which will in turn shape their larger environment: society at large.

Correia (2006) presented alternative possibilities for reading activities which help learners to be more critical readers through a sample reading lesson plan. The study revealed that in spite of their fluency in L1 and L2, they tended to accept printed material without questioning the sincerity or bias of the text. Students also said that they see themselves as critical readers in L1. However, when they read EFL texts, they understood that they need help of the teacher to read between the lines.

Ghajar & Kafshgarsouteh (2011) conducted a qualitative study of critical reading in an Iranian University. They tried to find out how learners reflected on their individual/community and word/world concerns through critical understanding of texts and how they challenged and shattered their 'taken for granted' beliefs and

started to transform into critical agents of voice and position. The data consists of 400 concept maps, called webs, and personal journals by fifty undergraduate English literature students at an Iranian University, as well as oral and written interviews. The findings show that through webbing words/worlds and critically challenging texts, students took the opportunity to approach the knowledge and information presented to them analytically and critically.

In a study done by Zhang (2009), teaching critical reading to in-service EFL teachers in Singapore was examined and it was suggested that teaching critical reading pedagogy to EFL teachers should be an important part of teacher professional development programs. It is found out that the critical reading elements in EFL reading lessons enhanced the dynamics of the reading class as well as students' active participation in the reading process.

A number of research studies on critical reading in terms of learner aspect and teacher aspect in ELT context have been carried out in Turkey.

In her study, Işık (2010) investigated the students' level of critical reading skills and examined the relationship between students' critical reading levels and critical thinking dispositions and reading frequency in both English and Turkish. The study was conducted in the spring term of 2008-2009 academic year involving 147 students in Bilecik Osmaniye 75. Yıl Anatolian High School. The study revealed that critical thinking dispositions have a triggering effect for the development of critical reading skills. However, it was also found that there is no relationship between students' critical reading levels and reading frequency in Turkish and in English.

Cantekin (2012) carried out a quantitative study to examine the perceptions of non-native English teachers in Turkey in teaching Critical Reading in their lessons. A Likert scale - questionnaire, specifically constructed for the study, was used for data collection because of the fact that there have been no instruments in the field presenting teacher perceptions. In her extensive study, the questionnaire with 35 items was administered to 200 non-native English teachers who teach English to students at different levels in a variety of schools in Turkey. The researcher concluded that teachers are aware of Critical Reading and they apply it in their lessons in a way comprising dimensions of description, interpretation and explanation of Critical Discourse Analysis.

2.2.2 Action Research Studies for Critical Reading

Several studies on critical reading in EFL context have been conducted as action research in the related literature.

İçmez (2005) investigated the impact of a critical reading course on students' approach to reading and to reading lessons in the Turkish Anatolian High School context. Participants were 10th grade students at foreign language branch of Anatolian High School and they were given a reading course during seventeen weeks. The students were asked to answer there questionnaires in total before, during and after the course. The questionnaires were used to get information about students themselves, their approach towards the English lessons, the reading lessons, to reading and to the intervention itself. Other research instruments were two semi-structured interviews which were based on the data from the questionnaires. In order to see if students adopted a more critical approach, repeated reading activity was applied. Students were given a text to read in the first week of the course and the same text was presented again during the course one more time. The study revealed that the students adopted a more critical approach to written texts by the end of the course. It was also found that the participant students reported increased motivation for reading lessons.

The other action research study was carried out by Macknish (2009). Macknish aims to gain insight into the emergence of critical reading discourse in peer group discussions. More specifically, it is aimed to investigate what critical reading discourse would look like and under which circumstances students would display it. Participants were mainland Chinese students in a pre-university second language reading course in Singapore. Data collection tools were interviews, observations of discussions, questionnaires and focus group discussions. The findings of her study revealed that critical reading understandings of students changed throughout the course to include a broader range of processes. Moreover, results gained from transcripts show that from the beginning of the course students displayed critical reading discourse, despite often in small amounts and to variable degrees.

2.2.3 Critical Reading for Pre-service Teachers in Turkey

There are limited studies searching critical reading in pre-service ELT teacher education in Turkey.

Küçükoğlu (2008) prepared a master's thesis aiming to define the level of self-sufficiency of English teacher candidates on critical reading. The research was conducted in Hacettepe University, Dicle University and Başkent University with the participation of 227 students in 2007-2008 Fall and spring semesters. To collect data, self-sufficiency perception scale including 25 questions was used. The findings of the study show that the general approach of the students towards critical reading is positive and that the students find themselves considerably sufficient. It is clear from the results that most of the teacher candidates can use the critical reading techniques in successful ways.

In her study, İçmez (2009) looked at the ways of adapting critical reading practises to traditional EFL reading lessons in order to increase motivation of students. The researcher aimed to find out three features of critical reading courses as increasing motivation, decreased external control and optimal arousal. The study carried out with 24 preparatory year students in the ELT department at Çukurova University. At the beginning of the year, students declared their lack of motivation for the reading course. Based on this fact, the researcher wanted students to;

- bring authentic texts of their own choices to the classroom,
- express their opinion as readers of the texts through class discussions following reading the texts,
- make a five week-long research on global warming.

Data were collected through a questionnaire adapted from the researcher's previous work, İçmez (2005), a post questionnaire and a follow-up interview. The student responses indicated an increase in participation in the classroom practices and persistence in reading. According to the findings, adaptation of targeted three features into EFL reading course promoted student motivation. Besides, critical reading practices increased student control including students' own realities in relation to the text through using of real life.

Other study in the field is an action research which mainly focuses on critical discourse analysis in ELT curriculum. It is also an important source for critical

reader researchers since critical reading can be seen as subset of discourse studies. For this reason, fundamental outline of the research is parallel to the current study. Doğruer (2010) conducted a master's thesis study in which she aimed to discuss the benefits of critical discourse analysis in second language education by determining the useful aspects of critical discourse analysis in ELT curriculum. Besides, the researcher intended to observe whether critical discourse analysis is beneficial for creating awareness about different discourse and text types. The researcher designed a course with the participation of 20 fourth year students studying at ELT department in Trakya University. Data were gathered from a questionnaire, the midterm-final exams scores, classroom observations and the students' reports. The results of the study reveal that a course including discourse analysis elements would be a beneficial process in ELT departments. The research also indicates that applying a course which carries the features of discourse and critical discourse analysis may promote students' performance and broaden their horizons for both linguistic studies and language teaching.

Another important work carried out by Balıkçı (2012) is "Taking a Critical Step on the Way to Critical Reading: Investigation into Critical Reading Discourse of Freshman FLE Students in an Advanced Reading and Writing Course." The aim of this master's thesis is to examine the critical reading discourse of pre-service teachers of English at the department of foreign language teaching at Middle East Technical University. The research was conducted as a case study and 27 participants attended the process. In her study, written work of students and whole class discussions are analysed through observation, video recordings and reading journals in order to explore critical reading discourse. The results show that critical reading discourse of the freshman pre-service teachers consists of interpretive, evaluative and responsive discourse. Specifically, compared to interpretive and responsive discourse, evaluative discourse is seen limited in written work and discussions of students. Researcher states that the students also usually tend to evaluate the content of the texts rather than form of them. It is another finding in the study that instruction on academic writing enhances critical thinking though it is not enough to strengthen critical reading.

When the critical reading studies in ELT in Turkish context are examined, it is clear that student and teacher perspectives related to the issue were investigated. However,

there is a lack of studies dealing with the course itself and describing the process with actual reflections of students. It is hoped that the current study can provide a descriptive frame for further studies in the Turkish settings.

2.3 SUMMARY

The current chapter presents a literature review about critical reading in ELT and the underlying theoretical approaches from which critical reading concept was generated. Theoretical information shows that critical approaches, critical discourse analysis, language awareness and critical language awareness focus on the same issues basically. The key research areas of all are power relations, ideologies, domination, social, cultural and political power and the link of these with language. Combination of all these views and reflection of this combination to the reading practice create critical reading.

Language use is determined by the social principles and practices. Being a critical reader enables to understand these practices and reach the truth. Since language is not neutral, an individual can see the truth through questioning language use. Taking a step further, critical reading helps us getting the message, interpreting it and comparing it with our thoughts in an educational environment. In short, it is pointed out in literature that the theoretical perspectives create strong bases and diversified understandings for critical reading. Based on the related literature, it can be inferred that critical reading is a fundamental component of ELT and should be taught at any level.

Following the conceptual and theoretical information, studies related to practice of critical reading are presented in the literature. In critical reading practice, the question of “Do our thoughts shape the texts or do texts shape our thoughts?” has an important role in analysing the texts. How to bring this question to the classroom environment is explained through a variety of examples in the field. The literature suggests various instructional ways, teaching strategies and sample activities for classroom implementations of critical reading. It is apparent that in-class activities and sample designed materials for critical reading course can be useful for both teacher candidates and the teachers pursuing their careers in ELT field.

The last part of the literature mentions about previous studies conducted in the field. Although present studies find answers for different aspects of critical reading, there has been still limited scope of the studies in our country. On the other hand, there has not been enough research on critical reading consisting of pre-service language teachers as participants. Besides, there is a need for studies which combine critical reading research in ELT field with web 2.0 technologies in the Turkish settings. More studies should be carried out to create a platform in which all student works can be observed in terms of learning outcomes of critical reading. In this sense, the present study aims to provide helpful information for the research area. The following chapter explains a methodology process based on these considerations.

CHAPTER III

METHODOLOGY

This chapter intends to give information about the methodology of the study. The first section deals with the research design. Then, the setting of the study and the participants are described in the following section. The next sections introduce data collection tools and data collection procedures. In final section, data analyses are presented.

3.1 DESIGN OF THE STUDY

The present study was conducted using a qualitative methodology. Qualitative research is defined by Denzin & Lincoln (2000) as follows:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. . . . This means that qualitative researchers study things in their natural settings, attempting to make sense of or to interpret, phenomena in terms of the meanings people bring to them.

Qualitative data sources generally consist of observation, interviews, questionnaires and researcher's notes. Some examples of qualitative research can be listed as action research, case study and ethnography. The current study employs an action research to investigate the impact of critical reading for pre-service English teacher candidates.

Mackey and Gass (2005) state "action research generally refers to research carried out by practitioners in order to gain a better understanding of the dynamics of how second languages are learned and taught, together with some focus on improving the

conditions and efficiency of learning and teaching.” Action research provides motivation for a teacher to be a researcher.

Burns (2011, in Hinkel, 2011) summarizes the aim and the procedure of action research;

“It can be said that the essential purpose of educational action research is to investigate a social environment (the classroom, school, school district or other localized entity) in which researchers (teacher practitioners, students, administrators, teacher educators and academic researchers may all potentially participate) perceive a situation where a gap exists between the “actual” and the “ideal.” Through a collaborative, systematic and cyclical research process participants in that situation work towards meaningful change, employing deliberate intervention through strategic action, and systematic data collection and analysis. The outcomes of the process are focused on ongoing, critically reflective practice, deepening understanding, interpretation and theorization of the educational, social and/or policy environments in which the work unfolds.”

Somekh (2006) presents methodological principles of action research in eight categories;

- Action research integrates research and action in a series of flexible cycles involving, holistically rather than as separate steps
- Action research is conducted by a collaborative partnership of participants and researchers
- Action research involves the development of knowledge and understanding of a unique kind. The focus on change and development in a natural (as opposed to contrived) social situation
- Action research starts from a vision of social transformation and aspirations for greater social justice for all
- Action research involves a high level of reflexivity and sensitivity to the role of the self in mediating the whole research process.
- Action research involves exploratory engagement with a wide range of existing knowledge
- Action research engenders powerful learning for participants through combining research with reflection on practice
- Action research locates the inquiry in an understanding of broader historical, political and ideological contexts

The four phase model of action research - Plan, Act, Observe, Reflect – has been a classic representation of educational action research (Burns in Hinkel, 2011).

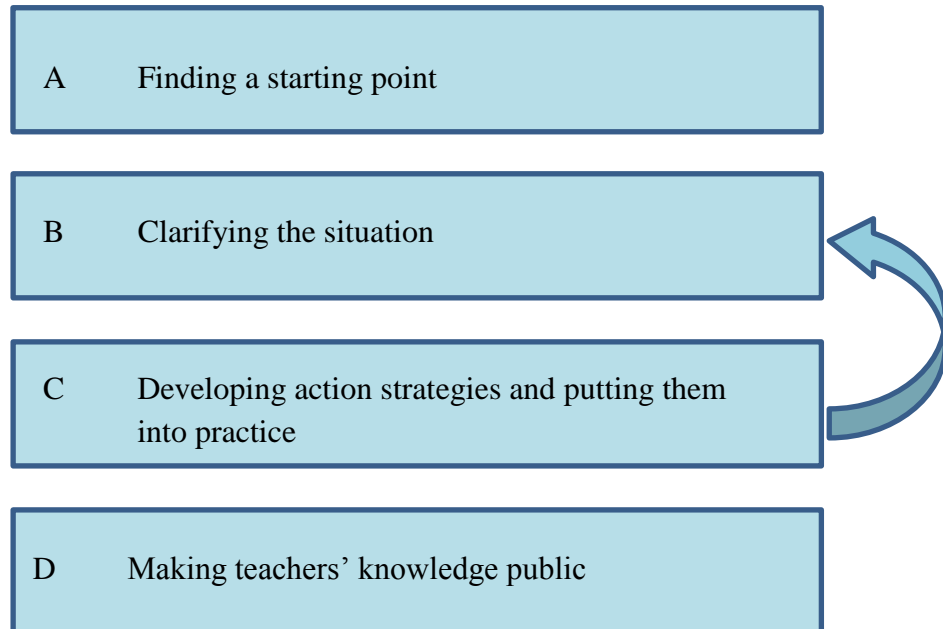


Figure 9. Stages of Action Research Processes

Altricher, Posch and Somekh (1993) draw action research process in four stages as it is seen above (Figure 9). Based on their explanation (1993:6-7), action research begins with the finding of a starting point for development within one's practice and having the will to invest energy in pursuing it (Stage A in Figure 9). After that, through conversations, interviews and other methods of collecting evidence, and through analysis of the information gained, the situation is clarified (Stage B). As a result of this clarification, action strategies are developed and put into practice (Stage C).

New action strategies may not solve the existing problem immediately. For this reason, the effects and side-effects of these strategies are required to be monitored to be able to improve the action strategies through learning from experience. When the teachers who are also researchers complete their projects, they need to make their professional knowledge accessible to others. They may give oral presentations to the group in in-service courses or publish their studies in educational journals in the

field. In this way, the insight for the classroom will create a platform of critical discussion (Stage D).

Four stages of action research process are adapted to the current study and explained below;

Starting point: Critical reading helps learners become an active reader and question the text. It provides different perspectives so the reader does not believe what is written in the text. The reader analyses the text and reveals the real message from the text. Especially, the students in ELT classes are required to be aware of language use. As the language teachers of future, they need to practice critical reading course. Therefore, they can teach the things they learn and enable their students to be critical readers. However, the literature shows that a very limited number of researches about practising critical reading course are carried out in Turkey. Besides, ‘Critical Reading Course’ is included by the curriculum of few ELT Departments in Turkish Universities. This gap in the field affects the development of critical reading skill of students negatively. For this reason, the researcher aims to increase students’ awareness for critical reading as readers and teacher candidates of ELT.

Clarifying situation: After determining the starting point for the research, the situation was clarified. In order to obtain some information for the current situation, a pre-study questionnaire was carried out. The purpose of this questionnaire was to learn students’ previous learning experiences related to critical reading. It showed that most of the students did not take a critical reading course before. In addition, it revealed that they had limited knowledge about the content of critical reading course.

Developing action strategies: The situation showed that students were required to experience critical reading process to become a critical reader. To provide this experience to them, some action strategies were developed. Firstly, a critical reading course was planned by the researcher to improve critical reading skills. Secondly, weekly materials were designed for the course. Thirdly, a blog was prepared with the aim of observing student reflections and learning outcomes after each course was completed. Students attended the course actively and studied the materials in the

class. Then, they studied assigned texts on the blog each week. At the end of the process, they chose their own materials and analysed critically.

Making knowledge public: After the action strategies are completed, the results of the research must be shared with educators. Reporting the outcomes of the study provides dissemination of knowledge about classroom practices and creates opportunity to get feedback. To this end, the current study aims to present the research process and the results. In addition, the study is intended to be published as journal paper to provide a sample for further studies in the field of language teaching.

The present study takes place in language teaching environment and action research offers a crucial reflection for learning practice in this context. The practitioner, with the responsibility of conducting both teaching and research, is placed at the central point of understanding and the development of the process. Action research plays a large part as privileged “vehicle for practitioners’ personal and professional development” (Burns 2005: 70). Moreover, the demands of accelerating technology and changing educational requirements render teachers to meet these challenges with their professionalism. “The teachers who will thrive in this new environment are those who are capable of generating their own professional dynamic, who are proactive rather than reactive” (Wallace, 1996).

3.2 SETTING AND PARTICIPANTS

The study was carried at Sakarya University Faculty of Education which is placed at Hendek Campus during the 2013-2014 fall semester. In the faculty, B.A program in English Language Teaching is offered by the Department of Foreign Language Education. The course of “Reading and Writing Skills (105)” which is designed for freshmen of the program was chosen for the study. The pre-service English language teachers take this course in fall semester of their 1st grade education. The course is delivered 6 hours in a week.

Expected learning outcomes, course content and other detailed information about the course is provided at web page of Sakarya University Course Catalogue accessed by

<http://www.ebs.sakarya.edu.tr/?upage=fak&page=drs&f=06&b=18&ch=1&yil=2013&lang=en&dpage=all&InKod=51490>.


Assessment	Language of Instruction	English 
ECTS Workload in Relation	Course Level	First Cycle Programmes (Bachelor's Degree)
Course Details	Course Type	Compulsory
PROGRAMME INFORMATION	Course Coordinator	Res.Asst. Ali İLYA
	Instructors	Res.Asst. Ali İLYA
	Assistants	
Goals & Objectives	Goals	The course aims to equip the students with the required reading and writing skills. At the end of the semester, students will be able to read between the lines and express their ideas in a well-organized form. Furthermore, they will identify the types and forms of essay and be informed about the academic writing etiquette.
Course Struct.&ECTS Credits	Content	The present course is designed to develop reading and writing skills of the freshmen of ELT. The components of a reading process –both the process itself and its background- such as reader, author, text, the action of typing etc. along with the gateways to academic and some other forms of writing will be our foci throughout the semester. Rather than simply analyzing reading materials in terms of grammatical and basic structural elements, we will question each aspect to raise an awareness of reading. An analysis of meticulously selected materials consolidates the fact that language varies in accordance with time, place, gender, society and context. As the authors of Ways of Reading have suggested, we will “treat reading as much more than the simple decipherment of words on the page.” Students will be encouraged to question to what degree a hand can successfully convey the intention to the audience by means of pen, or whether putting pen to paper is so simple.
Program Learning Outcomes		
Teaching & Learning Methods		
Course&Program L. Outcomes		
Course Categories		
Level of Qualification & Qualification Awarded		
Specific Admission Requirements		
Specific Arrangements for RPL		
Occupational Profiles		
Qualification Requirements and Regulations		

Figure 10. Sakarya University Course Catalogue

As it is shown in Figure 10, the goals of the course are stated in the catalogue as “At the end of the semester, students will be able to read between the lines and express their ideas in a well-organized form.”

In the course content, it is noted “Rather than simply analysing reading materials in terms of grammatical and basic structural elements, we will question each aspect to raise an awareness of reading. An analysis of meticulously selected materials consolidates the fact that language varies in accordance with time, place, gender, society and context.”

Therefore, the nature of this course can be claimed to be appropriate for the conducted study and its aim which intends to improve critical reading skills.

<i>Number of participants</i>	19
<i>Ages</i>	18 to 21
<i>Gender</i>	16 girls, 3 boys
<i>Studying at Preparatory Class</i>	12 students

Table 7. Summary of Information about Class

ELT program at Sakarya University includes 49 students for the 1st grade classes in total. In order to provide qualified education, program divides these students into 2 different classes. The research took place in Class B which was chosen randomly. 21 students are seen in the class attendance list but 19 students participated in the study. These participants composed of 16 female and 3 male students aged between 19 and 21. As can be seen from Table 7, 12 students studied at a preparatory class before taking undergraduate courses of the program. 6 students studied at a preparatory class during a term while 6 students studied for a year.

3.3 DATA COLLECTION TOOLS

In the current study, three instruments were employed to collect data. Firstly, an open-ended questionnaire was designed to learn students' background information related to critical reading. Secondly, a web blog including critical reading materials and students' comments was designed to see students' understanding of critical reading and performance in practice. Lastly, an open-ended questionnaire carried out after the course was prepared to see the analyses of students for the process.

3.3.1 Pre-study Questionnaire

Before the critical reading course started, the students were asked to answer an open-ended questionnaire which aims to show students' background information for

critical reading (Appendix 2). The questionnaire includes 6 questions. In general, these questions investigate;

how students define critical reading personally (Q1)

their previous experience of critical reading (Q2, Q4, Q5)

their perspective of importance of critical reading (Q3)

to what extent students know about the critical reading process (Q6)

The questionnaire was prepared in Turkish, native language of participants, in order not to limit their replies with the proficiency level of their second language. Instead of being focused on expressing their thoughts in the most appropriate way, the students were supposed to write all their ideas related to the questions in a natural and an easy way.

3.3.2 Blog

As a communication tool, blog is defined as “personalized webpage, kept by the author in reverse chronological diary form” (Du & Wagner, 2005) or “a personal diary, kept on the web” (Fun & Wagner, 2005). Kennedy (2003) states “what makes web logs unique is their emphasis on publication and their signature as a dynamic genre of web writing.” According to him, collaboration and communication features of a blog are essential. Campbell (2003) categorizes blogs for use with language classes;

The Tutor Blog: It is formed and run by the tutor for the learners. It offers daily reading practices and syllabus information. The tutor can inform students about assignments and next discussion topics.

The Learner Blog: It is run by individual learners themselves or by small group of learners. This type of blog is best suited for reading or writing courses in language classrooms. A common reading assignment is followed by blog postings related to the thoughts of each learner or group of learners.

The Class Blog: It is a work of collaboration of an entire class. Individual learners have the responsibility to publish material arising from postings on the discussion

list. The results of this effort are viewed on a website by the public at large. In the current study, the class blog is preferred as the one most suited to the context.

Blogs provide valuable benefits in English language education for several reasons. Firstly, blogs create a real communication environment in an authentic way. The blog users write their messages for a global audience rather than being limited to the classroom. Students can keep their learning experiences and turn back whenever they want through blogs. Mynard (2007) suggests that the students can use their blogs as a tool to reflect on specific aspects of their learning. Therefore, using blog in language classroom can be said to be an effective way of collecting student reflections.

The researcher designed a blog which can be accessed at <http://criticalreadingcourse.blogspot.com.tr/>. The name of the blog is ‘Let the critical reading begin’ and it aims to display the critical reading practices of pre-service English language teachers (Figure 11).

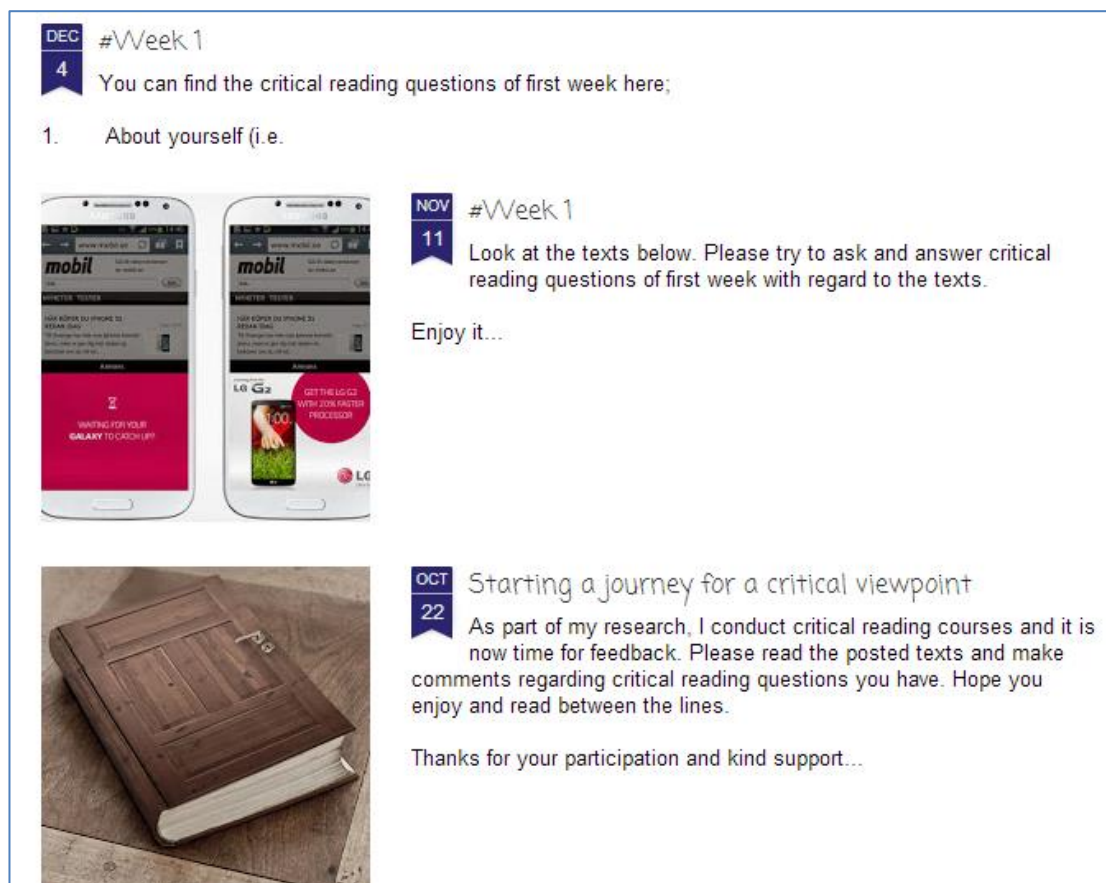


Figure 11. A Screenshot of Class Blog

Students were supposed to read the posted texts and make comments regarding critical questions studied each session. Procedures for using the blog and leaving the comments were explained students in the class at the beginning of the study.

The blog has enabled transparency since every member of the class can easily see each other's comments and replies. Providing online communication, the blog has also offered flexibility for students in terms of studying time and thinking. That is, there was no restriction in time and in place. They had an opportunity to think critically in a free environment without intervention.

Each week a new text and critical reading questions of that week were posted on the blog and participants were asked to make analyses of the text in accordance with these questions. Furthermore, final assignments of the students in which they chose and analysed a text answering critical reading questions were published in the blog by the researcher. Students were not ordered to sign for the blog but asked to write their names at the top of their comments. For this reason, it was clear that who made the comment though post name was seen as 'anonymous'. Besides, the mail address of the researcher was given to participants in case of any problems they faced with the blog.

3.3.3 Post-study Questionnaire

After the courses and assignment period were completed, participants were administered a questionnaire aiming to investigate their experiences and thoughts related to critical reading course (Appendix 3). The questionnaire includes 5 questions. In general, these questions investigate;

how students define critical reading based on their experiences (Q1)

whether they see the course effective or not (Q2)

their awareness for reading a text critically (Q3)

their knowledge about the critical reading process (Q4, Q5)

Similar to pre-study questionnaire, this questionnaire was also prepared in Turkish because of the reasons mentioned in the previous section.

3.4 DATA COLLECTION PROCEDURE

The current study was conducted for 6 weeks in fall semester of 2013-2014 Academic year. In order to conduct the research, a critical reading course was implemented one and a half hour a week. In total, 6 hours of course was lectured to the students by the researcher during the study. Additionally, authentic materials were prepared to analyse with students. The authentic texts were designed to be course materials and related presentations were prepared by the researcher. Different types of texts were chosen in order to evaluate different genres.

In order to carry out critical reading, specific questions written by Bartu (2001, 2002) were used throughout the course (Appendix 4). These useful questions consist of 6 categories and 49 questions in total. Questions were presented step by step and students answered all questions for related texts at the end of the course. The course assignments were studied through the blog. After each course, the assignment text of the week was uploaded to the blog and students analysed the text answering the critical reading questions of that week. Students' active participation to the course was encouraged by classroom discussions and student assignments uploaded to the blog. The design of the course is shown in Table 8.

DATE	TEXT TYPE	CRITICAL READING QUESTIONS
WEEK 1 19.11.2013	Pre-study questionnaire	About yourself
WEEK 2 26.11.2013	Advertisement MIDTERM EXAM	About the creation of text
WEEK 3 03.12.2013	News	About the text itself About the people and relations involved
WEEK 4 10.12.2013	Song lyrics	About the meaning About the function of the text
WEEK 5 17.12.2013	Literature work	All questions
WEEK 6 24.12.2013	Post-study questionnaire	

Table 8. The Course Design

In the course of the first week, pre-study questionnaire was administered to the students before the critical reading course started to be lectured. Following the questionnaire, the material which is an advertisement of an airway company was presented to the students. The aim of choosing an advertisement was to show persuasive language use and the effective representation of related product. First two categories of critical reading questions were studied. The first category was “Questions about yourself” and included 7 questions. These aimed asking questions to the reader about his/her reading experience and his/her role as a reader.

The second category was “Questions about the creation of the text” and included 9 questions. These intended to see how the text was created. At the end of the course students were informed about how they would do their assignments through the blog. They were asked to read the text uploaded to the blog and make comments answering the critical reading questions of the two categories. As an assignment, an advertisement of a mobile phone company was prepared. Students were not restricted to choose the critical reading questions they want to ask.

In the second week, the course could not be lectured because of midterm exams. The course of the third week started with the feedback of the assignments. The lecturer and students had a discussion about the different answers and opinions related to the text assigned for critical reading. Following the conversation, a newspaper article was presented as critical reading text. Through the text, it was aimed that students could notice cultural differences with the critical point of view. Right after, two news articles about same topic from two different newspapers were presented as materials of the course. The aim of choosing two texts from newspaper with the same topic is to show ideological language and the opposite perspectives for the same issue.

The third and the fourth categories of critical reading questions were studied. The third category was “Questions about the text itself” and included 17 questions. These aimed to see the structures and grammatical characteristics of the text. The fourth category was “Questions about the people and relations involved” and included 5 questions. These tried to find out the relationship among writer, characters and the reader. A newspaper article which is about education system in a country was uploaded to the blog and the students critically read the text asking the questions they went through in the course.

In the course of the fourth week, feedbacks for students' assignments were given in an interactive way. The lecturer asked some of students to elaborate their answers written on the blog. The reason for this was to encourage them to have a deeper thinking and focus on the question of "so what?" in their mind. Then, a lyric of a song was distributed as a material. The reason of choosing song lyrics was to focus on inferring detailed messages from short sentences written by emotions. It was the reading activity of unwritten messages. Last two categories of critical reading questions were used.

The fifth category was "Questions about the meaning" and included 8 questions. These were asking questions about the ideas reflected in the text. The sixth category was "Questions about the function of the text" and included 3 questions. These tried to figure out possible effects of the text on readers and the society. As an assignment, lyric of a song titled "If I was a president" was uploaded to the blog and the students wrote their opinion regarding critical reading questions of that week.

In the course of the fifth week, small discussions and evaluations took place as feedback time firstly. Afterwards, an extract from "Lord of the Flies" was presented as a course material. A literary work was preferred to show students that each type of texts, even a short extract from a novel, can be read critically to predict the messages wanted to be conveyed and to discover unseen meanings. At that stage, all critical reading questions were asked to analyse the text. Thus, students could analyse the text from various points.

The last assignment was clearly explained to the students. They were supposed to choose two authentic texts and analyse them asking all critical reading questions. Since their uploading the texts to the blog was not possible, students send their assignments to the researcher. The researcher published all student works on the blog and noted their names on the top of each assignment.

In the course of the sixth week, students were given post-study questionnaire to complete.

3.5 DATA ANALYSIS

For data analysis procedure, all student writings in the blog were analysed. To carry out data analysis three stages were determined. At first, assignments of students uploaded on the blog were examined. For the last assignment, they were expected to choose their own texts to read critically. They chose two different texts in different genres showing web addresses for references. These texts were analysed in terms of subject, text type and comments made on them. Samples from student works were used to show text selections.

Secondly, analyses of students for the texts in the blog were categorized in accordance with aims defined by Wallace (2003). The critical reading questions identified by Bartu (2002) were connected with the aims stated by Wallace (2003). It was examined whether students answers correspondence with linguistics aim, conceptual/critical aim or cultural aim. Moreover, students' former and latter answers for the same critical questions were compared and students' comments were illustrated through actual screenshots from the blog in appendices section.

These analyses were conducted through content analysis. Content analysis is a research technique for making replicable and valid inferences from texts to the contexts of their use (Krippendorff, 2004). Content analysis has three requirements as objectivity, systemacity, and generality. In the qualitative approach, the researcher rearticulates a text or interprets it by using textual evidence or consulting other literature (Krippendorff, 2004). In content analysis, two kinds of classification are possible. These are priori classification and emergent classification. In priori classification, categories are determined prior to content analysis based on the theoretical framework of the study and previous studies. In emergent classification, a researcher goes through the data of his study, and then determines the categories of analysis. In the current study emergent classification is carried out.

For the last part of analysis, students' comments for pre-study and post-study questionnaires were investigated. These answers were analysed in four headings. As the first heading, students' replies were looked over for the question of "What is critical reading?" The former and latter answers of them for the same question were set side by side. Then, their opinions related to critical reading course were

examined. Their background knowledge and attainments were focused on in their answers. The third headline was about using critical reading skill in practice. Their former and latter answers were compared again at that point in order to see change of their attitude. The last part was concerned about requirements for critical reading. Their previous answers were compared with the answers given later.

Since the questionnaires and the students' answers are in Turkish, the content to be used was translated into English by two different people and controlled by the researcher at the end. In the demonstration of data analysis, students' names were not used. Instead, some letters were used to name the participants by the researcher with the aim of conducting the process easily. Additionally, in order to focus on the evidences of critical reading, the students' extracts including their comments are revised in terms of grammar and spelling to a certain extent.

CHAPTER IV

THE COURSE

In this chapter, critical reading course organized for the current study is explained in detail. The course is lectured in four weeks and each week is presented one by one. Specifically designed authentic materials for in-class activities and assignments are demonstrated. Then, student answers and comments for assigned texts are shown as a course process.

4.1 WEEK ONE

In the first week, students were offered an introduction to critical reading. Since it required a smooth transition to the importance of language, a designed activity to enhance students' awareness for their second language was provided. It was an authentic text taken from British Airways Official Page on Facebook which can be accessed by <https://www.facebook.com/britishairways>. It is an advertisement and since it has been shared on Facebook, it can be viewed from all over the world. The text aimed students to notice the link between social media and advertising through the role of language use. The activities for the text were prepared as pre-reading, while-reading and post-reading stages. At the post-reading stage, students were supposed to ask a part of critical reading questions to the text. After the course, student studied on the blog for analysing the assigned text.

The section below presents detailed information about designed activities, designed assignment, critical reading questions and student responses for the course of the first week.

4.1.1 Designed Activity of Week One

Pre-reading Stage

Presenting material

The teacher asks the students if they have Facebook account and which pages they follow (Figure 12).



Figure 12. Slide for Presenting Material

After listening to the responses of the students, the teacher mentions that s/he liked a baby photo on Facebook and shows the picture (Figure 13).



Figure 13. Slide for Baby Picture

Prediction

The teacher shows the first sentence of the text written next to the photo (Figure 14). It says “When a passenger boards at 30,000 feet, we’re ready.”

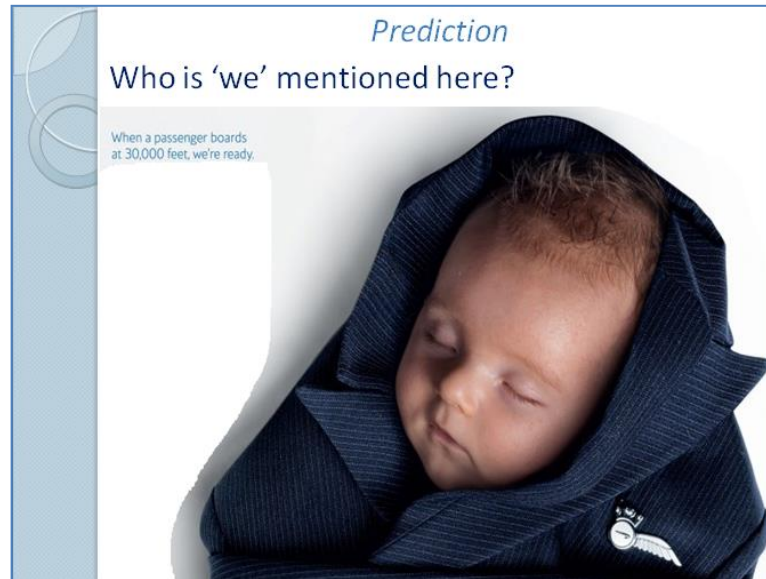


Figure 14. Slide for the First Sentence

- Instruction to the students: Teacher asks students “Who is ‘we’ mentioned here?”
- Rationale: To enable the students make predictions from the context.
- Commentary: The students try to guess the right answer by focusing on the words “passenger, board, 30,000 feet.” The answer of “crew” is revealed in the second question.

Triggering the initial response to lexical choices


The teacher shows the second sentence. It says “Every team on every flight includes crew who have trained specifically to ensure ...” There are four options for the gap to choose; “safe landing”, “the best service”, “safe birth” and “the best flight” (Figure 15).

- Instruction to the students: Students are asked to fill in the missing part of the sentence.
- Rationale: To help students focus on the main issue of the text.
- Commentary: The students think about the duties of usual crew. The missing part of the sentence is the main subject which forms the advertisement. Therefore, the activity highlights the importance of the subject. The teacher does not say the

right answer since the students are encouraged to discover it while reading the text.

Triggering the initial response to lexical choices
Fill in the missing part of the sentence.

When a passenger boards at 30,000 feet, we're ready. Every team on every flight includes crew who have trained specifically to ensure



a) safe landing
b) the best service
c) safe birth
d) the best flight

Figure 15. Slide for Missing Phrase

While-reading Stage

STEP 1

Discovering the text

The teacher distributes folded hand-outs to the students. Firstly, they are asked to read the text which is top of the page (Figure 16).

- Instruction to the students: Teacher poses following questions:
What kind of skill do the crew rarely need?
Do they have this skill?
Do they experience it?
- Rationale: To enable the students notice that ‘safe birth’ is an experiential event for the crew.
- Commentary: The students infer that even if it happens rare, ‘birth’ is an event the crew experiences it one day. The students reach the answer by asking right questions.

While-reading Stage
STEP 1

 **BRITISH AIRWAYS**

When a passenger boards at 30,000 feet, we're ready. Every team on every flight includes crew who have trained specifically to ensure safe birth in the air, just one of many skills they'll train for, but rarely need. And that's the point. The best cabin crew don't just carry out their duties flawlessly. They take anything in their stride as a point of pride. Including the occasional appearance of an extra passenger, somewhere over the ocean.

To Fly. To Serve.

Figure 16. Slide for the Text Top of the Page

Exploring emphasis

- Instruction to the students: Students are asked to answer the following questions:
Which sentence does highlight the event?
When/Why do you use this phrase?
- Rationale: To enable the students figure out that the phrase of “that’s the point” is used to put emphasis on the event.
- Commentary: At this stage, the students will concentrate on the function and the usage of the phrase. In this activity, it is clear that sometimes we do not need punctuation marks in the text; instead we use phrases to convey the similar meaning. It becomes through language.

Initiating Interpretation

- Instruction to the students: Students are supposed to answer these questions:
What does ‘the occasional appearance of an extra passenger’ refer to?

Why does the author use this phrase?

Try to find another phrase instead of using ‘baby’.

- Rationale: To enable students to realize the importance of word choice and language use enhancing their awareness.
- Commentary: Students are led to become aware of the language use in the context through the carefully selected words. They try to create a new phrase by picking appropriate words.

STEP 2

Getting through

The teacher shows the second text which is on the right bottom of the paper (Figure 17). Students turn the other side of the folded paper. The teacher asks the students to read the short text which is shown below reminding students that it is based on a real event story. Then, s/he focuses on “we” in the sentence of “18 years later we flew her to Australia as a birthday present” and asks some questions related to the word choice.



Figure 17. Slide for the Text Bottom of the Page

Comparing Agent and Personalization

- Instruction to the students: Students are asked to give response to the questions below:

Does it have the same meaning with the first usage of ‘we’ mentioned before?

What does ‘we’ refer to?

Why does the author use ‘we’ instead of British Airways?

- Rationale: To make students realize that the choice of subject pronoun leads to present the level of relationship among people.
- Commentary: The students compare these two agents in the text and understand that these are used for different meanings and purposes. The sentence puts forward that the company tries to display close relationship with their customer. The students are expected to catch the hidden message of closeness through effective language usage.

STEP 3

Having a perspective for the whole text

The teacher wants students to unfold the paper and to see the whole page (Figure 18). The teacher directs some questions to the students.

- Instruction to the students: Students are asked to answer the following questions:
What is the motto of British Airways?
Do you think this message/ad reflects the motto?
What kind of serve are we talking about here?
- Rationale: To enable students to analyse indirect meanings of specific lexical items.
- Commentary: The students infer that the motto of the company, which is “To Fly. To Serve.”, offers a different service in this advertisement. Birth is also a kind of service for the company.



Figure 18. The Full Page View

STEP 4

Information-based questions

The teacher asks the students where they can find this advertisement. At that point, the teacher shows the Facebook page of the advertisement and focuses on likes and shares (Figure 19).

- Instructions to the students: Students are asked to reply the questions below:

How many people like it?

How many shares are there?

How many comments are there?

What do we understand from these figures?

- Rationale: To help students figure out how the figures, numbers and actions in social media page give opinion about an advertisement based on real life event.
- Commentary: The students see that the advertisement, in other words the page they are analysing is in social media and it is followed by many people.

When a passenger boards at 30,000 feet, we're ready. Every team on every flight includes crew who have trained specifically to ensure safe birth in the air. Just one of many skills they'll train for, but rarely need. And that's the point. The best cabin crew don't just carry out their duties flawlessly. They take anything in their stride as a point of pride. Including the occasional appearance of an extra passenger, somewhere over the ocean. To Fly. To Serve.

BRITISH AIRWAYS

British Airways
Like This Page · 26 September 2011

When a passenger boards at 30,000 feet, we're ready. Every team on every flight includes crew who have trained specifically to ensure safe birth in the air. Just one of many skills they'll train for, but rarely need. And that's the point. The best cabin crew don't just carry out their duties flawlessly. They take anything in their stride as a point of pride. Including the occasional appearance of an extra passenger, somewhere over the ocean. To Fly. To Serve.

Shona Owen was born on a British Airways flight in 1991. 18 years later we flew her to Australia as a birthday present. She is one of three babies born on British Airways flights in the last 20 years. — with Varghese Parel Thomas, Manjola Hoxha, Waqar Ahmed, Keon Belgrave and Pranil Kadavil.

Like · Comment · Share

1,256 people like this.

214 shares

View previous comments 6 of 185

Juvy Knight wish id known myself earleir ,could have had loads of bundles like you.bless you. 6 April 2012 at 23:37 · Like

Talha Mahmood Shafi baby look like noor thora

Figure 19. Facebook Page of the Advertisement

Revealing connection

- Instructions to the students: Students are supposed to answer these questions:

Is this a TV commercial?

Is this a billboard ad?

Why do they use Facebook instead of just using other expensive advertisement campaigns?

- Rationale: To present the interrelation between social media genre and advertisement through importance of language use.

- Commentary: The students conclude that as they share their real experiences in social media, British Airways shares its own real experiences with the passengers. Besides, limited number of people in UK can see the advertisement just from billboards and newspapers. However, thousands of people can view the page through a social network and the effect of the ad becomes bigger.

Post-reading Stage

Production

The teacher shows the picture of advertising company together with Shona Owen, the girl born on the flight, on her birthday (Figure 20).

- Instructions to the students: Students are instructed as below:
Imagine that you are Shona Owen and today is Shona's birthday. What kind of message would you post on the wall of British Airways on Facebook?
- Rationale: To provide opportunity for students to get learning outcome and feedback using context and to see their level of awareness.
- Commentary: The students write their personal thoughts as if they were Shona. They personalize the activity and they will notice that they are picking the words carefully. The best answers can be put on the wall as they are posted on Facebook wall.



Figure 20. Shona Owen and the Crew

Critical Reading Questions

Teacher presented the critical reading questions in the class. Students gave answers for each of them. Firstly, they defined their role as a reader of the text. They asked questions to themselves and revealed if they were familiar to the text or not. Then, they focused on the producer of the text and tried to understand how the text was created.

1. About yourself (i.e. the reader):

- Q1 Why are you reading this text?
- Q2 What is your role as a reader of this text?
- Q3 Is this type of text of interest or relevance to you? Why / Why not?
- Q4 Are you the type of person this text addresses?
- Q5 Why do you make sense of the reading in the way that you do?
- Q6 What background knowledge do you need to understand this text?
- Q7 Will you think differently or do something different after having read this text?

2. About the creation of the text:

- Q8 Who has produced this text? For whom and why?
- Q9 Who has written this text? To whom and why?
- Q10 What is the topic (i.e. what is it about)?
- Q11 Why has this topic been written about?
- Q12 How has this topic been written about?
- Q13 What other ways of writing about the topic could there be?
- Q14 Which different ways of writing about the topic have been combined?
- Q15 What is the writer's position with respect to the topic?
- Q16 Why has it been written this way and not in another way?

Giving Information for Assignments and Blog

The blog page and the first entry were introduced at the end of the course (Figure 21). Web address of the blog is ‘<http://criticalreadingcourse.blogspot.com>’ and it was presented to the students. How to make comment to the available entries was clearly explained. Students were informed that an assignment to be posted after the course each week. They needed to click on comment button and write their thoughts related to the text. They were required to write their names and the numbers of the critical reading questions which they give answer for.

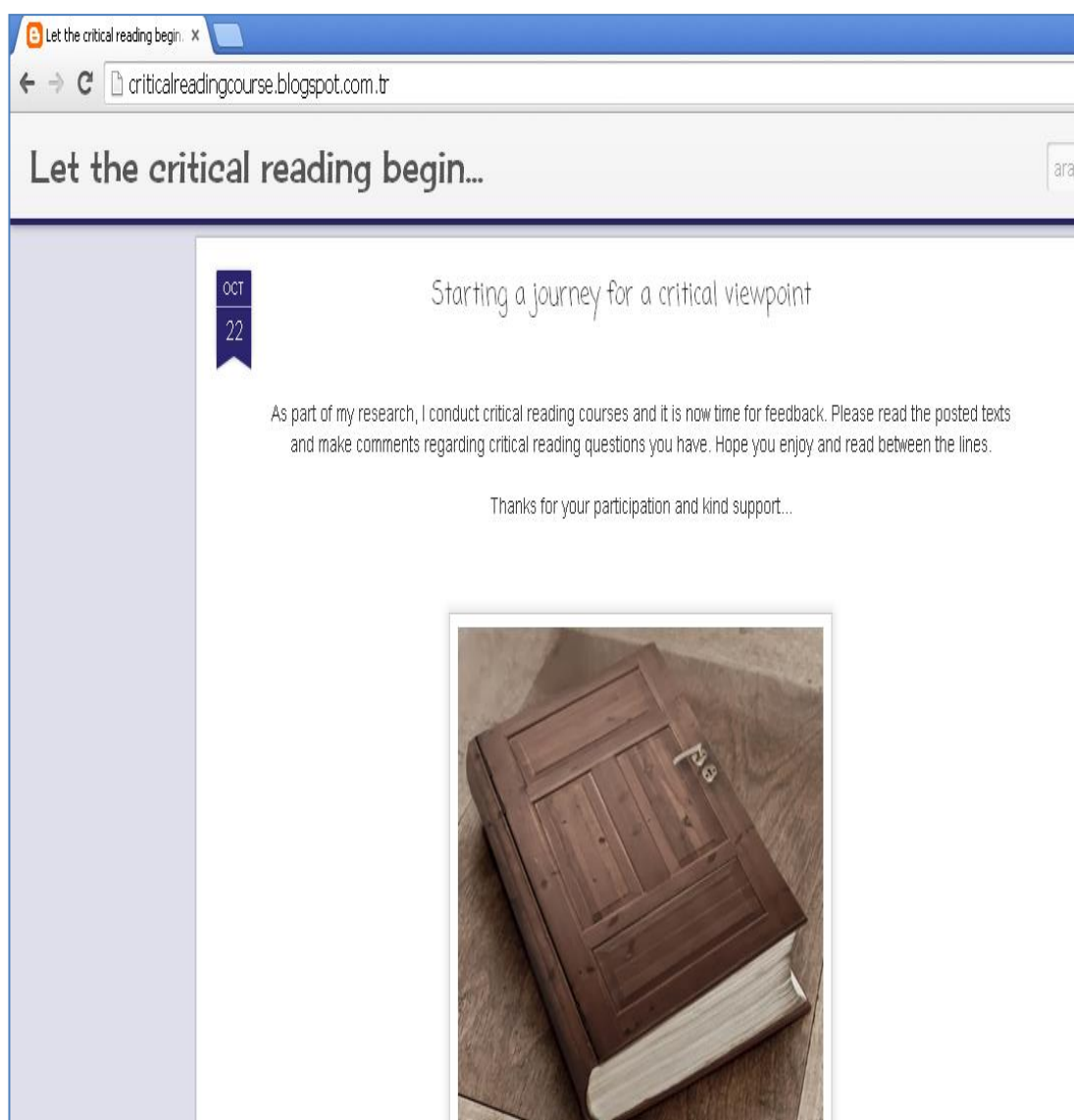
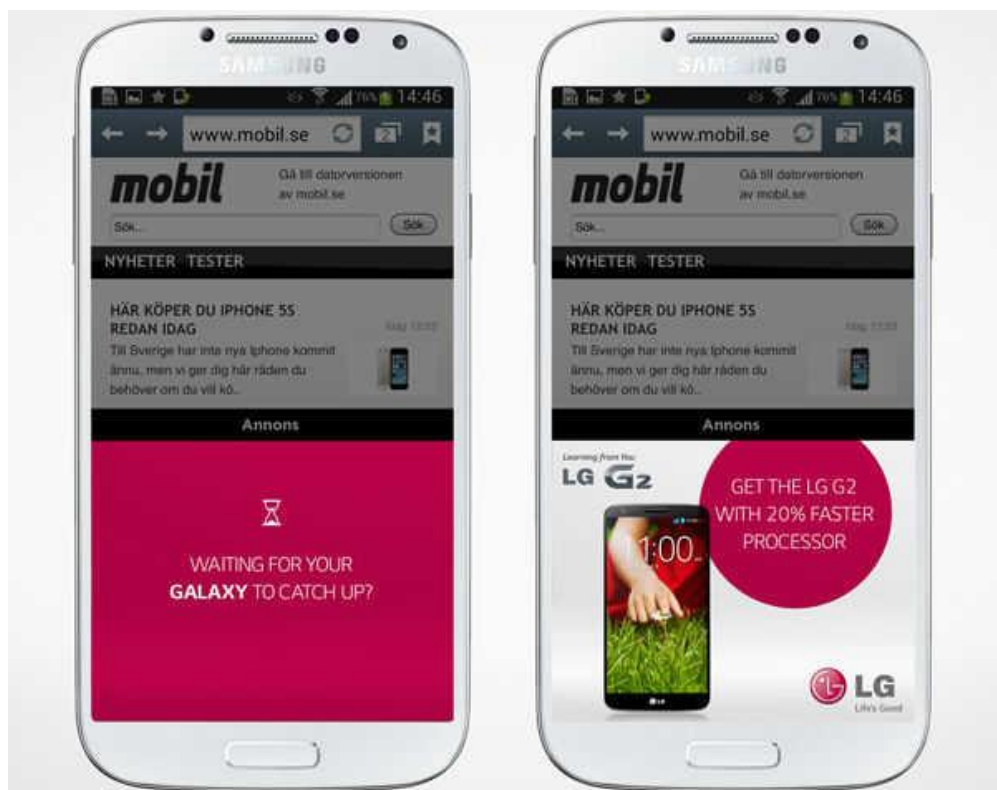


Figure 21. The First Entry of the Blog

4.1.2 Designed Assignment of Week One

The text was chosen from a smart mobile phone advertisement since almost all students have a smart phone. In general, they are really interested in this area and they are dominant for the properties of latest mobile phone technologies. In the advertisement, four leading mobile phone companies are compared. This aspect of the text leads to gain different thoughts owing to the fact that students have different brands of mobile phones. For this reason, they could easily analyse the texts making connection with their own experiences as a reader.

The advertisement text consists of six sentences in total. Three sentences are in question format and ask the reader about the negative features of their mobile phones. Other three sentences state that the target phone has better features than previous ones. The text was taken from <http://tr.adforum.com/creative-work/ad/player/34491527> (Figure 22).



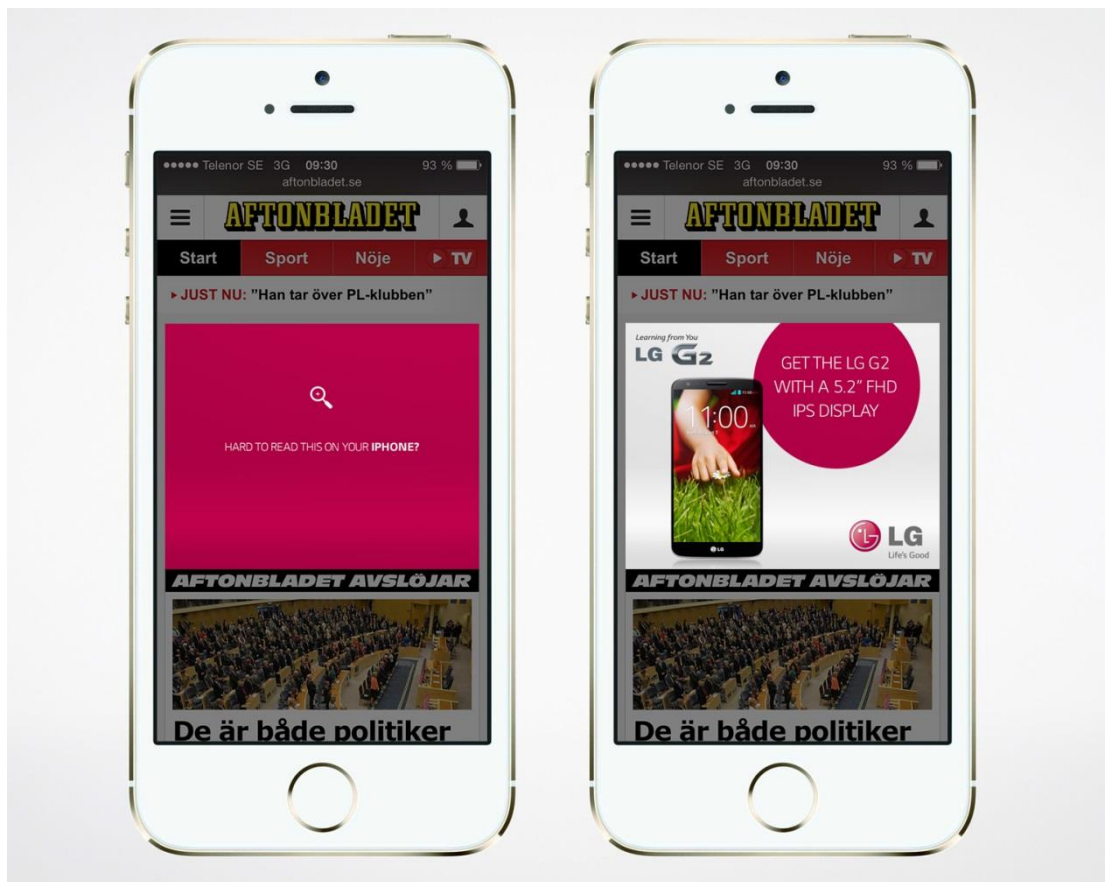


Figure 22. Assignment of Week One

4.1.3 Student Responses of Week One

Students' answers of the questions based on the text above are analysed and given in the following. Names of students are presented with codes determined by the researcher.

Screenshots of student responses (see Appendix 5) show that 15 out of 19 students are interested in the text since they know smart phones of the brands mentioned in the advertisement and some students use same or similar phones.

“I am reading this text because I am interested technological devices, especially smart phones... I can say that it interests me a lot since I am a user of smart phone.” (G. B.)

“I am reading this text since I use smart phone so I am curious about which one is more useful for me... I am the type of person this text addresses because I am Samsung smart phone user.” (D. A.)

“I've been interested in technology and I own a smartphone, it's quite alluring.” (D. U.)

“I'm reading this ad. Because I like to learn new things/new products and as a cell phone user I consider myself among the target of this ad...I have a phone and I may think to change it and this may give me a perspective about it.” (K. A.)

Students know the features of the phones and they can make connections between their personal experiences and the text.

“This text appeals to me since I own iPhone... I can compare my phone with others.” (E. M.)

“...it appeals to me because the technology especially the mobile phones are essential in our lives and everyone wants a mobile phone having a good quality.” (K. G.)

“I am reading this text because I want to change my cell phone and when I saw the pictures of this, I decide to look at it.” (Y. M.)

“I'm reading this text because I should have a well-equipped smartphone. Whenever I see an advertisement about phones, I check on it.” (Ö. Ş.)

“Because of the reason that I have been willing to buy a smartphone nowadays and owing to my friends' criticisms about its battery problem I want to dig more information about its advantages and disadvantages.” (A. H.)

“This type of text is currently interesting to me, as I mentioned that I look for a new smart phone. But in other conditions it would not draw my attention.” (T. M.)

“I am reading this text because recently I am thinking to buy a smart phone and I want to get information about brands.” (G. B. T.)

Some students have similar problems with their phones so the advertisement becomes convincing for them to buy the target product. They remark that the text uses an impressive way to influence the readers.

“I'm the type of person this text addresses because I'm a HTC smartphone user and my phone has the same problems with the phone in the ad. So this advertisement interested me... After I saw this add, my thoughts changed. There is such an impressive way to convey the consumer to buy their product that if I bought a new phone, I would prefer LG brand.” (A. K.)

“I am thinking in a different way after having read this text, as the ad shows me the best one among the other phones in terms of the quality and different characteristics.” (K. G.)

“It has been written this way in order to drawing consumer's attention. If you say somebody, this is better than other, s/he starts to interest in it.” (Ö. Ş.)

“Actually, before this advertisement I wouldn't think to buy LG brand however, now I have information about it. That is why it attracts to me much more than before.” (G. B.)

“They have used other phones to highlight LG. I think this is an effective way to impress the customers.” (T. M.)

“I think it's been produced this way because it's easier to keep this advertisement in mind this way rather than of a classic article.” (D. U.)

“This text is interesting to me because these kind of criticizing ads aren't shown in my country. Therefore it's both interesting and enlightening for consumers. And I like technology.” (Ş. İ. C.)

18 out of 19 students emphasize that background information about smart phone technology is important to understand the message of the text.

“We need background knowledge to understand the advertisement. We need to know what kind of common problems may occur about smartphones.” (A. K.)

“While reading this text, I need to have a background knowledge that is related to the mobile phones' qualities.” (A. B.)

“If I had the knowledge of new technology, I could understand what the FHD means. But I think it something good.” (G. N.)

“I need to have a background knowledge about smart phones' properties such as battery life, pixel.” (G. B.)

“In order to gasp the correct message of this text, we should have background knowledge about technological news, especially about smartphones. If we do not have an idea about their battery problems, most probably we will not get the message the text gives correctly.” (A. H.)

“I needed to use battery consumption details of smartphones and also processing capabilities of processors along with touchscreen qualities of each company to understand well this text.” (D. U.)

In their responses, 15 out of 19 students explain the reasons of reading the text. In this way, they determine a purpose consciously for reading process.

“I am reading this text, because of the fact that I want to be informed about the mobile phones and these days, I'm planning to purchase a new mobile phone.” (K. G.)

“I'm reading this text because I'm interested in both smartphones and creative advertisements.” (Ş. İ. C.)

“I'm reading this text because I am interested in technology and smart phones.” (Ö. O.)

“I read this text because it is our homework and also it draws my attention since I am looking for a new phone these days.” (T. M.)

13 out of 19 students define their roles as customer. Being aware of their role enables them not to be controlled by the text.

“I am a consumer to choose the best one among the brands of mobile phones.” (K. G.)

“My role as a reader is a customer who wants to get more information about smartphones.” (A. H.)

“I am consumer who wants to buy a useful phone.” (Y. M.)

“My role is consumer as a reader of this text.” (Ö. Ş.)

16 out of 19 students notice that the text tries to persuade them to buy the target product comparing with other devices and revealing disadvantages of other brands.

“I appreciate the way that writer of this text used to convince the consumers. It's very impressive ad that; when a person who uses one of these phones sees this add; he/she immediately thinks as "Wow my phone has the same problem. "As a consumer, I used Samsung's product and yes, its processor is too slow. Now; I'm using HTC and it has a problem about battery. So the add gives this message: "We know what the problem is about your "other brand" phones and our products are developed without that kind of problems." (A. K.)

It is written in this way because LG wants to show that they are better than any other companies when their smart phones are compared to the others. (Ö. O.)

“It is written in this way because it is easy to see the pros and cons about the smart phones by comparing them with their brand and others.” (Y. M.)

“It is written in a different way, the customers have the chance to compare and contrast the phones and the message is not given directly in this advertisement.” (T. M.)

“Instead of comparing with other companies' products, this ad should focus on LG brands.” (D. A.)

4.2 WEEK TWO

In the second week, a text reflecting cultural features and two texts representing different ideologies were planned to be studied in the class. All authentic texts were taken from different newspapers. The first text aimed to focus on cultural differences. It was about 'suspended coffee' tradition which takes place in several countries like America, Russia, Canada, Australia, Asia, Continental Europe and England. Since it was not a familiar idea in our country, students were expected to make comparisons among countries and traditions.

The second half of the course was about newspapers. Two extracts from two newspapers about same topic were brought into the classroom and students were supposed to be aware of ideologies and differences between two newspapers. The second week's critical reading questions were mainly based on the language used in the text. Therefore, the language used and the words chosen in both of the texts illustrated the main differences and students paid attention to the ideologies underlying the articles.

4.2.1 Designed Activity 1 of Week Two

Pre-reading Stage

Focusing on the Title

The teacher shows the title of the text which is placed below to the students.

A nice, hot cup of goodwill: Buy a 'suspended coffee' and it's banked for someone who needs it

- Instruction to the students: Teacher asks students “What do you infer from the title?”
- Rationale: To enable the students make some inferences from the title related to the topic mentioned in the text.

- Commentary: The students try to figure out the concept of ‘suspended coffee.’ They try to understand the connection between goodwill and suspended coffee.

While-reading Stage

In this stage, teacher presents the critical reading questions of the week. The third and the fourth part of the questions are introduced in the class.

- Instruction to the students: Teacher says “This time we are going to analyse the text asking questions about the text itself and about the characters involved. I want you to read the text and answer these questions with your partner. Then, we will discuss your answers.”
- Rationale: To enable the students go through the text and make them think deeply about different points with the help of questions. Also, studying with a partner gains them a different point of view.
- Commentary: At first students analyse the text through preferred words, subject pronouns, sentence types, connectors and other lexical and grammatical features. Then, they figure out the characters in the text and determine the standpoint of the writer. Discussions for different answers help to broaden their horizons.

The text was published in website of ‘The Independent’ on March 31, 2013. It was taken from <http://www.independent.co.uk/life-style/food-and-drink/news/a-nice-hot-cup-of-goodwill-buy-a-suspended-coffee-and-its-banked-for-someone-who-needs-it-8555342.html>. The text is presented below (Figure 23):

A nice, hot cup of goodwill: Buy a 'suspended coffee' and it's banked for someone who needs it

You can order an Americano, latte, cappuccino, or skinny gingernut latte with froth on top at your local café, but now there's a new beverage in town: the "suspended coffee". Make sure you have had your caffeine hit, though, because this one's not for you. Every suspended drink ordered is reserved for someone who

cannot afford to pay for their own. They get the coffee, you get the warm feeling inside.

The idea was born in Naples, and spread to Bulgaria, where 150 cafés have reportedly established it as a formal scheme. Now, thanks to social networks, it is not just cafés in the US, Russia, Canada, Australia, Asia and Continental Europe that have signed up to the goodwill initiative. You can place your order in coffee shops right across the UK.

It is based on good faith, both by the stores and the recipients. Anyone can enter a café and ask for a "suspended coffee", and they are unlikely to be asked for credentials. As Hettie Clarke, manager at Coffee7, in Forest Gate in east London, said: "We're not going to make judgements. If you can say, 'here is a suspended coffee, from us to you,' [you] feel like you're doing good, but it's not too in your face," Ms Clarke added.

The initiative has a website in development and is working on creating an app for smartphones. Stores in Exeter, Glasgow, Hull and London have all joined the movement, according to the Facebook page, which has around 23,000 "likes". Chains such as Pret A Manger and Costa Coffee have praised the idea online. A Starbucks spokesperson told *The Independent on Sunday* that the "suspended coffee is a really interesting campaign and we're looking into it". Many see parallels between this and the good deeds which featured in the film *Pay It Forward* – and it's gaining steam.

John Sweeney, a 28-year-old plumber from Cork, who set up the Suspended Coffees Facebook page, said he is being inundated with messages. "I didn't go to bed until 4am and was up at 8.15am," he said. "It's not just an idea for the homeless. I've been in situations where I've been out of work, freezing, and would have loved nothing more than a cup of coffee, but couldn't afford one."

Other shops are expanding the idea to cover cookies and other food. The Facebook page has designed "Suspended Coffee Supporter" logos which shops can display on their doors. Of course, there is scepticism: what if generosity outstrips demand? Frances Brown Stewart, owner of Stewart's Café in Glasgow, said she would donate any money left over at the end of each month to a good cause.

Figure 23. The Text from the Independent

Critical Reading Questions

The critical reading questions were presented students to analyse the newspaper extracts. For some questions, 'Why?' was replaced by 'What might be the reason?' in order to provide a specific point of view for the answers.

3. About the text itself:

- Q17 How often is the topic in the subject position in sentences? Why?
- Q18 What / Who is in the subject position mostly?
- Q19 What kind of verbs are used (active, passive, dynamic, state, modals)? Why?
- Q20 What adjectives or nouns collocate with the topic? What does this mean?
- Q21 What is the genre (style, formality, discourse type)? What does this mean?
- Q22 What mood is selected (statement, order, question)? Why?
- Q23 What personal pronouns are used? Why?
- Q24 How does the writer refer to self, characters and the reader? Why?
- Q25 What kind of words are used (formal or slang, process or nominal etc.)?
- Q26 What do the words mean in isolation and in this context?
- Q27 What kind of sentences are used (simple, short, complex, compound, long)?
- Q28 What information is selected for first position? Why?
- Q29 What information is put in main clauses and helping clauses? Why?
- Q30 What kinds of connectors are used (linking words / phrases, references, ellipsis etc.)?
- Q31 How is the information ordered and joined (at sentence, paragraph levels)? Why?
- Q32 What other information is revealed (e.g. time of writing, setting, pictures etc.)?
- Q33 Is language used in the 'normal' way or differently (e.g. definitions)? Why?

4. About the people and relations involved:

Q34 What identities / relationships are implied (between writer-characters-reader)?

Q35 What characters are in the text and what are their roles?

Q36 Is the writer or reader similar to the characters? What does this mean?

Q37 Does the writer approve / disapprove of self, reader and the characters? Why?

Q38 Does the writer approve / disapprove of the relationships between the people involved?

Post-reading Stage

Comparing Cultures

- Instructions to the students: Teacher wants students to think about Turkey and asks the questions below:

Is there a 'suspended coffee' tradition in Turkey?

Did you face with a similar attitude/tradition in Turkey?

What kind of things can be used for a similar tradition in Turkey?

- Rationale: To provide opportunity for students to think about cultural differences and the reflections of these in the text.
- Commentary: In order to help students, bread example in Turkey can be given. In Turkey, people buy extra bread for helping those who cannot afford and leave it in the bakeshop. Later, poor people come to the bakeshop and take this bread free of charge. Students are expected to think about 'why bread in Turkey, but not coffee' and 'why coffee in UK.' They are required to find reasonable answers and show some evidences from the text.

4.2.2 Designed Activity 2 of Week Two

Pre-reading Stage

Presenting material

The teacher asks the students if they know these two women (Figure 24). S/he wants students to think about the relationship between these women.

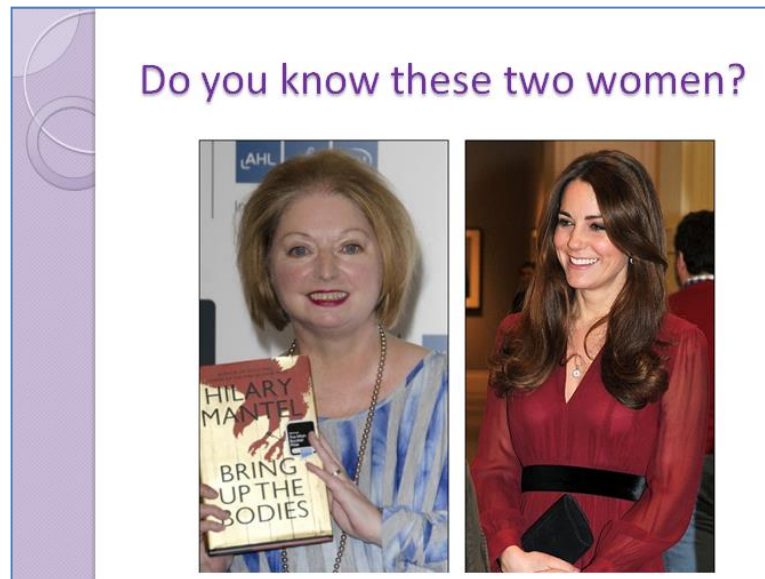


Figure 24. Slide for Presenting Material

The teacher states they will read two piece of news from two newspapers. S/he introduces students the names of the newspaper, time and date of the news (Figure 25).



Figure 25. Slide for Two Newspapers

Prediction

The teacher shows the title and the subtitle of the first news which is from Mailonline (Figure 26). The title mentions about author Hilary Mantel's venomous attack on Kate Middleton.



Figure 26. Slide for the Title of Mailonline

- Instruction to the students: Teacher asks students “What can we infer from the title and subtitles?”
- Rationale: To enable the students make predictions from the information written in the title and subtitles.
- Commentary: The students make some interpretations from the phrase of ‘venomous attack.’ It is foreseen that a kind of negativity exists in the text.

Looking from Opposite Side

The teacher shows the title and the subtitle of the second news which is from The Telegraph (Figure 27). The title advocates that author Hilary Mantel was not attacking Kate Middleton.

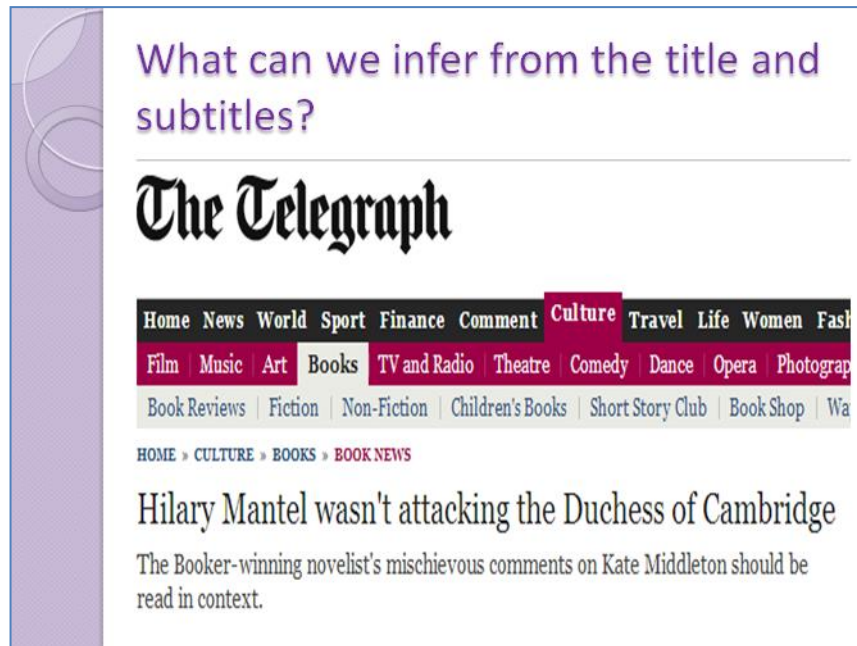


Figure 27. Slide for the Title of the Telegraph

- Instruction to the students: Teacher asks students “What can we infer from the title and subtitles?”
- Rationale: To enable the students see an opposite view for the same news through the title and subtitle.
- Commentary: On the contrary the text they read a few minutes ago, the students realize that the newspaper supports Hilary Mantel and claims that she did not attack. Students focus on the phrase of ‘mischievous comments.’

While-reading Stage

The teacher distributes two newspaper extracts to the students. The texts and their web addresses are demonstrated below:

<http://www.dailymail.co.uk/news/article-2280911/Duchess-Cambridge-plastic-princess-designed-breed-Booker-prize-winner-Hilary-Mantels-venomous-attack-Kate.html>

<http://www.telegraph.co.uk/culture/books/booknews/9879875/Hilary-Mantel-wasnt-attacking-the-Duchess-of-Cambridge.html>

- Instruction to the students: Teacher says “Please read two extracts from different newspapers. Try to give answers for critical reading questions we learn today. Study with your partner, discuss about the text and share your ideas. Then we will have in-class discussion.”
- Rationale: To create awareness for students towards reading news and newspapers. It is aimed that they should read the news from a critical point of view. Rather than believing what they read, they are needed to be open for various ideas related to the same topic.
- Commentary: The first text taken from Mailonline which is also known as dailymail.co.uk explicitly takes sides with Kate Middleton, the Duchess of Cambridge (Figure 28). According to the text, the author scorns the Duchess by depicting her as ‘shop window mannequin.’ When someone reads this text, most probably s/he thinks in the same way because it seems that a woman says inappropriate sentences for the Duchess. On the contrary, the second text taken from The Telegraph claims the author tries to say media shows Duchess as ‘a shop-window mannequin’ (Figure 29). The newspaper asserts that author’s sentences should be read in context. When the sentences are read separately, they have really different meanings. Through these examples, students learn to look from different perspectives.

MailOnline



Home **News** U.S. | Sport | TV&Showbiz | Femail | Health | Science | Money | RightMinc
 News Home | Arts | Headlines | Pictures | Most read | News Board

'A plastic princess designed to breed': Bring Up the Bodies author Hilary Mantel's venomous attack on Kate Middleton

- Hilary Mantel calls Duchess of Cambridge 'bland' and 'machine made'
- Said impression of future queen was 'jointed doll on which rags are hung'
- Author said Duchess was 'born to breed' and a 'plastic princess'

A best-selling author who has based her literary career on writing about the Royal family has launched a bitter attack on the Duchess of Cambridge.

Hilary Mantel used her position among the novel-writing elite to make an

astounding and venomous critique of Kate.

Mantel, whose latest books are set in England's Tudor court and have appeared on the New York Times bestsellers' list, dismissed Kate as a 'machine-made' princess, 'designed by committee'.

Mantel, 60, also scorned her as a personality-free 'shop window mannequin' with a 'plastic smile'.

She compared Kate unfavorably to both Anne Boleyn – one of her historical heroines – and to Princess Diana, insisting both had more personality.

She said Kate had gone from being a 'jointed doll on which certain rags are hung' to a woman whose 'only point and purpose' was to give birth.

Mantel said Kate 'appeared to have been designed by a committee and built by craftsmen, with a perfect plastic smile and the spindles of her limbs hand-turned and gloss-varnished'.

She said the Duchess was quite unlike Anne Boleyn, who was 'a power player, a clever and determined woman'.

Mantel contrasted her appearance to Prince William's mother, Diana, 'whose human awkwardness and emotional incontinence showed in her every gesture'.

Mantel, the author of *Wolf Hall* and *Bring Up The Bodies*, the acclaimed novels which detail the failure of Henry VIII's wives to produce an heir, used a lecture to examine the prospects for the future queen consort.

Mantel said that when she first saw Kate Middleton, she struck her as 'a shop-window mannequin, with no personality of her own, entirely defined by what she wore'.

Prince William's wife-to-be was as 'painfully thin as anyone could wish, without quirks, without oddities, without the risk of the emergence of character'. She added: 'Presumably Kate was designed to breed in some manners. 'She looks like a nicely brought up young lady, with "please" and "thank you" part of her vocabulary.'

.....

Ingrid Seward, editor-in-chief of *Majesty* magazine, said Mantel's comments were unfair.

She said that although Diana had at first seemed ‘bland’, later ‘we learned about all the troubles of her marriage and her personality began to shine through. Kate might yet come into her own.’

She added that Kate’s duties meant she ‘can’t do anything that might reveal (her) personality.

‘They have to be nice to everyone. They are probably stupefyingly bored but they can’t appear to be having anything other than a nice time.’

.....

Figure 28. The Extract from Mailonline

The Telegraph

Home News World Sport Finance Comment **Culture** Travel Life Women Fashion
Film | Music | Art | Books | TV and Radio | Theatre | Comedy | Dance | Opera | Photographs
Book Reviews | Fiction | Non-Fiction | Children's Books | Short Story Club | Book Shop | Wa

HOME » CULTURE » BOOKS » BOOK NEWS

Hilary Mantel wasn't attacking the Duchess of Cambridge

The Booker-winning novelist's mischievous comments on Kate Middleton should be read in context.

Hilary Mantel writes about historic royalty in its full, ugly glory. The public lap up her words and committees award her prizes for doing so – the Man Booker, twice, and most recently the Costa Prize. Yet when she dares to comment on a member of the current royal family all hell breaks loose. The Daily Mail has condemned Mantel’s “venomous attack” on the Duchess of Cambridge in her lecture for the London Review of Books, reading out of context such sentences as “her eyes are dead and she wears [a] strained smile” – even though this is actually a criticism of the painter who produced the Duchess’s official portrait – as evidence of a catfight between an embittered novelist and the perfect princess.

But Mantel’s speech is not the excoriation of an innocent woman, but an attack on

how some parts of the media canonise royal women (one might add not just royal women), while also rendering them voiceless and purposeless. When Mantel speaks of witnessing the Duchess “becoming a jointed doll on which certain rags are hung”, this is not an attack on her physical appearance or personality: it’s an attack on the machine around this young woman, which reduces her to nothing but “a shop-window mannequin, with no personality of her own, entirely defined by what she wore”. Mantel’s suggested reading material for the Duchess – Caroline Weber’s *Queen of Fashion: What Marie Antoinette Wore to the Revolution* – is designed to free the young royal from ending up “all body and no soul”.

Granted Mantel is being provocative in her language – describing the Duchess as appearing “to have been designed by committee and built by craftsmen” runs dangerously close to savaging her for simply being well turned out. But it’s indicative of our culture that some immediately interpreted Mantel’s criticism as a pop at glossy hair and modest frocks. Mantel’s objections are directed towards the cult of royalty, which leaves the Duchess and before her Diana, Princess of Wales, and even Anne Boleyn centuries earlier, as women “who couldn’t win”.

Is it so controversial to suggest that the Duchess has been “selected for her role of princess because she was ... without quirks ... without the risk of the emergence of character”? It seems hypocritical to jump on Mantel for articulating why the Royal family might live in fear of another Diana, with her “human awkwardness and emotional incontinence”. It also confirms our obsession with visually appealing, uncontroversial Kate Middleton that no one seems to have noticed Mantel also describes the Queen as “a thing that existed only to be looked at”.

Most of Mantel’s speech isn’t even about the Duchess. But the fact that we are so quick to seize on the slightest criticism of a woman whose pregnancy is being tracked with Tudor alacrity is a reminder of what Mantel is trying to express – “we are ready at any moment to rip away the veil of respect, and treat royal persons in an inhuman way”. The veil was off long before Mantel spoke. She is reaping the consequences of daring to point it out.

Figure 29. The Extract from the Telegraph

Post-reading Stage

Comparing Viewpoints

The teacher distributes a hand-out to the students (Figure 30). On the hand-out, the names of newspapers take place at the top of the page.

- Instructions to the students: Teacher informs students for the activity and says;
“Please take notes on the worksheet. Try to write contrasts, opposite views, similar sentences, positive and negative words or phrases. Please write down the things that you think important in the text.”
- Rationale: To make students understand how a text influences their way of thinking through the language and ideas conveyed.
- Commentary: Their notes on the worksheet help students to see the whole picture easier. The comparison between two texts reveals opposite approaches to the same text. They are supposed to notice that the news or newspapers we read can easily shape our mind. For this reason, they comprehend the importance of being critical.



Figure 30. Worksheet for Students

4.2.3 Designed Assignment of Week Two

The assignment text had the common points with the texts studied in the class. The text was about Roma women who need an education. In this way, students were expected to think about women in their country and make cultural comparisons through the text they read. On the other hand, the text put forward an attitude to a woman in a country. While students witnessed how a young princess was represented in public in the course, they saw another woman's representation in a different society. The text was taken from

'<http://www.theguardian.com/lifeandstyle/2012/nov/12/roma-women-they-need-education>' (Figure 31).

DEC
4

#Week 2

Here is the second text of critical reading course blog.
You are supposed to make some comments answering the CR questions below.
Good luck with that..

theguardian

News | Sport | Comment | Culture | Business | Money | Life & style |

Life & style > Women

Roma women: they need an education

Desperate poverty – combined with traditions such as early marriage and the belief that girls should care for younger siblings – means that many Roma girls leave school at 10. So what can be done to help them?



Rebecca Ratcliffe

The Guardian, Monday 12 November 2012 20.00 GMT



Florina Milos (with her son Denis), who dropped out of education when she was 10. Photograph: Aga Luczakowska/Save the Children

Florina lives in a two-room house with no running water in Targoviste, a city north-west of the Romanian capital Bucharest. Despite the smiles of her four oldest children, who crowd around to cuddle their two-month-old brother, her family faces crisis. "I haven't paid rent since January. I'm borrowing money to survive but I'm in great debt. I earn what I can by collecting bottles on the streets for recycling, but it's not enough."

Florina dropped out of education when she was 10 – the average age at which Roma girls leave school. Illiterate and unskilled, any job she does secure is likely to be for minimal pay.

Studies into the status of Roma women in eastern Europe suggest that Florina is not alone. While the educational divide between Roma and non-Roma populations is stark, within the community, it is women who fare worst.

A 2004 study by the United Nations found that a third of Roma women living in south-eastern Europe are illiterate, compared with a fifth of Roma men. More recent research carried out by Unicef in Albania shows a similar gender gap – Roma women there spend an average of 5.5 years in education, a figure which stands at eight years for men.

'Prostitution is a problem'

"There's a feeling that if you're a girl you'll end up getting married anyway," says Florina.

In [Romania](#), education is free but equipment, and shoes to wear when trekking through snow to get to school in winter, are not. Desperate poverty – combined with traditions such as early marriage or, more commonly, the belief that girls should care for younger siblings – means many do not complete school.

But a lack of education has lasting consequences, says Sorina Fekette, a social worker in Bucharest. "Domestic violence is a problem – so is prostitution," she adds. "It's the only way they can earn money. If their husbands leave, they are powerless."

Florina insists that despite financial pressures, she won't let her children drop out of their school, which is run by Save the Children. Established to help Roma children access education, and funded through the Ikea Foundation, it does not charge for the equipment or dinners provided.

"We show mothers the benefits of school," says Danela Gatlan, head teacher at Mihai Viteazul School, Targoviste. "We have female role models who come in to explain that college and university are possibilities."

At the upper echelons of the EU, the benefits of improving Roma access to education are acknowledged. Roma represent a growing proportion of the European workforce, making up for more than a fifth of new workers in countries such as Romania.

But so far, EU initiatives have had little impact. And while Save the Children's project has proved successful – the majority of children who attended last year's programme performed above the average by the end of their first school year, regardless of gender – plans to expand the project were suspended after the Romanian government failed to deliver EU funding on time.

It is seven years since European governments signed up to the [Decade of Roma Inclusion](#), an initiative that also highlighted the needs of Roma women. But there has been little help for Elena, a young mother.

"My oldest daughter says she wants to become a nurse. I explain that is not a possibility now because we don't have money for college. We will manage somehow, I hope. For now I tell her to study."

Figure 31. Assignment of Week Two

4.2.4 Student Responses of Week Two

The critical reading questions regarding the text above are answered by students. Their comments for the questions are seen in Appendix 6.

Analysing the text, students focus on the representation of woman in Romanian society. 14 out of 19 students notice the main character of the text, Florina Milos, and make some deductions through the life story of the character mentioned in the text.

“The topic is about Roma women and Florina Milos is one of those women who are mentioned pretty often because she is a model of the women who are lack of education because of the tradition in their country.” (T. M.)

“The subject position is Florina Milos and at the beginning of this text, the author mentions her and her difficult life conditions to exemplify a woman who is not allowed to be educated and is the slave of ignorant society.” (A. H.)

“The characters are Florina Milos and illiterate women in Roma. They indicate that the country is undeveloped and the ignorance is common there. The women are under difficult circumstances and don't see any value from their family, husbands or country. They are humiliated.” (A. B.)

“The topic is how poverty can affect education, so the life itself in Romania which is the centre of interest in text... Florina Milos is positioned as subject.” (D. U.)

“The topic of this text is uneducated, poor roman women living a hard life... A Roman woman named Florina Milos is the subject position. She is an example of uneducated, poor women.” (Ş. İ. C.)

3 out of 19 students make comments on the representation of marriage. Based upon the concept and the perception towards the concept, they gain insight about the culture of the country mentioned in the text.

“‘Marriage’ term is used like an awful thing. It's because is they live in a country which has different culture than developed countries. They're getting married when they're child and they can't be educated because of that. But in developed countries, almost every girl dreams about a ‘fairy tale’ wedding ceremony and their ‘prince charming’ future husband.” (A. K.)

“The text contains a sentence that "There's a feeling that if you are a girl, you will end up getting married anyway". Normally marriage is one of the most crucial moments in our life and each girl has a dream about marriage. However, by looking at this sentence marriage is represented like a bad thing. In this way marriage has a different meaning in the context.” (D. A.)

“Marriage and domestic can be an example of words which have a different meaning in the context.” (G. B.)

12 out of 19 students make inferences from the text highlighting some words such as illiterate, desperate, unskilled, poverty, powerless, domestic violence, prostitution and financial pressure. They realize that word choice gives some clues about the subject and perspective of the text.

“The text is about the uneducated and unskilled women in Roma. So the author gives some related adjectives and nouns like ‘illiterate’, ‘powerless’, ‘desperate poverty’.” (A. B.)

“In general, negative adjectives and nouns are used such as illiterate, powerless, financial pressure, desperate and so on; some words which have negative meaning are used because the text is about hardships of women in Roma.” (G. BE.)

“Poverty, domestic violence, financial pressure, these words are used to let people clearly know why girls in Romania drop out of education and prostitution word is used to show how girls in Romania that drop out of education can end up.” (D. U.)

“The topic is about Roma women and their lack of education which is resulted by the traditions. The word ‘unskilled’ shows the uneducated women. ‘Poverty’ is a consequence of uneducated women’s lives. ‘Domestic violence’ is a problem and ‘prostitution’ is a way for earning money for illiterate women.” (Y. M.)

“As the topic is uneducated woman, author prefers to use "illiterate", "powerless", "desperate" to emphasise the condition.” (E. M.)

“Poverty, unskilled, and prostitution words are used to collaborate with the topic.” (Ş. İ. C.)

“Lack of education, desperate poverty and powerless are used to enrich the content” (M. Ş. B.)

Additionally, 10 out of 19 students focus on the diversity of connectors. From this point of view, they claim that different standpoints are argued in the text.

“Despite since, but, when, while, anyway, so far like that. There are so many connectors. According to sentence semantics, they show that they are used negative or positive sentences, contrary meaning or connectors.” (Ö. Ş.)

“There are so many linking words in this text to link similar and opposite things or situations each other. For example, despite, but, and, while, when...” (A. H.)

“But, despite, when are some examples of linking words which used in the text.” (K. A.)

8 out of 19 students focus on the image in the text as well. Thus, they gain a holistic view for getting the message of the text.

“The report includes also a picture on the top of the text. This is an effective way to support the given information. In the first paragraph the house in which Florina Milos lives is shortly described; this is information for readers to visualize the living condition of Florina Milos.” (T. M.)

“Time of writing, setting, and pictures are revealed in this text. Time of writing is Monday 12 November 2012, and it is indicated at the beginning of text. The setting (Targoviste, a city north-west of the Romanian capital Bucharest) also is indicated in the text. Also, there is a picture of the main character. All of them make the text more convincing.” (A. H.)

“We can find this information in the text: the time of writing, setting of the story and a photo which is most probably the photo of the girl who has mentioned in the text.” (K. A.)

3 out of 19 students notice that author is also a woman. In this way, they collect some clues for reason of the production of the text.

“The author of the article is a woman. It affects the text and context.” (A. K.)

“The text is all about misprized women. As a woman, the author wants to emphasize this subject, so there is a positive relationship between the author and the subject.” (A. H.)

“...as a woman the writer wants to draw attention to this bad issue with uneducated and unskilled women in Roma.” (A. B.)

Besides, 8 out of 19 students try to understand the approach of the author and the reader to the text. These deductions help students to reveal interaction among the author, the reader and the text. In this way, students have opportunity to question social and cultural power implied in the texts.

“I do not think the writer is similar to the characters but reader - living Targoviste, Romania - can be close to characters or another people who share same trouble are from another country. So they share their problems with each other and they know that they are not alone in this world.” (Ö. Ş.)

“I think the reader can be similar to the characters in the text. Because they can be in the similar position like Florina Milos and the other unlucky women.” (A. B.)

“We don’t know the writer is similar to the characters but the reader, especially Roma women who dropped out of education, may share the same situation and the same thoughts. Hence; reader can be similar to the characters.” (G. B. T.)

4.3 WEEK THREE

The course of this week had the purpose of inferring meaning from the text and realizing its function. To that end, lyrics of a song were chosen to interpret because of the fact that a song has an enormous impact on its listeners. Besides, access for a song is too fast nowadays, especially with the help of latest technologies we use. It is really important that a song reaches millions of people just in a day. Moreover, a song is a text which tells lots of things and conveys emotions with a few words. That's why discovering various meanings from a song is an attention-grabbing activity for students.

In order to use a familiar voice for students, the song by Beyonce, a popular singer of United States of America, was preferred. The title of the song is "I Was Here." It was written by Diane Warren who was inspired from the September 11 attacks in the United States for writing the song. A year later, the song was used for a global presentation of World Humanitarian Day which was held by The United Nations Office for the Coordination of Humanitarian Affairs. All these special features of the text tended students to reveal meanings and the functions of the text in the society.

4.3.1 Designed Activity of Week Three

Pre-reading Stage

Highlighting the Meaning

The teacher presents the slide and read two sentences written on it (Figure 32).

- Instructions to the students: Students are asked to answer the questions below:

What do you understand from the sentence of 'I was here'?

When do we say 'I was here'?

What is the meaning of 'I will leave my mark so everyone will know I was here'?

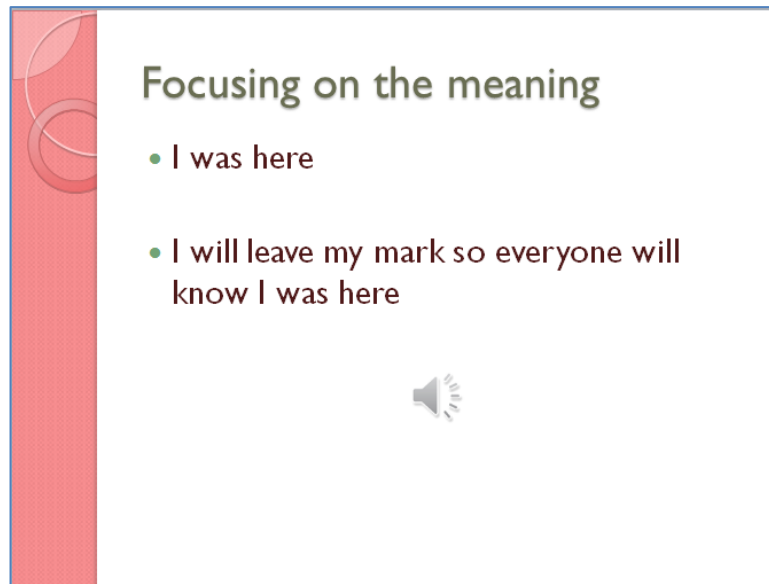


Figure 32. Slide for Focusing on the Meaning

- Rationale: To enable students elicit meaning from the sentences for the target text.
- Commentary: These two sentences are the most important parts of the lyrics however students do not know this detail at this stage. For this reason, they are expected to make some guesses and brainstorming about in which part of their life they use these sentences.

While-reading Stage

Discovering the lyrics

The teacher presents the lyrics of the song and then plays it in the class (Figure 33-34). After listening, critical reading questions about the meaning and function of the text are introduced.

- Instruction to the students: Teacher gives following instructions;
“Please listen to the song and follow the lyrics. Then, I want you to answer critical reading questions of this week. Study with your partner and share your ideas.”
- Rationale: To enable the students go beyond the information provided by asking right questions.

- Commentary: Students are supposed to ask “why” in order to reach the inner meaning of the text. From the first line to the end, students are required to wonder the things mentioned. For example, they should ask “why leaving footprints on the sands of time?” Through the fact that footprints are not permanent in the sand, students can find several justifications about the reason of author for using this phrase.

Lyrics of 'I was here'

I wanna leave my footprints on the sands of time	I was here I lived, I loved
Know there was something that, meant something that I left behind	I was here I did, I've done everything that I wanted
When I leave this world, I'll leave no regrets	And it was more than I thought it would be
Leave something to remember, so they won't forget	I will leave my mark so everyone will know
	I was here

Figure 33. Slide for the Lyrics

Lyrics of 'I was here'

I want to say I lived each day, until I died	I was here I lived, I loved...
And know that I meant something in, somebody's life	I just want them to know
The hearts I have touched, will be the proof that I leave	That I gave my all, did my best
That I made a difference, and this world will see	Brought someone some happiness
	Left this world a little better just because

Figure 34. Slide for the Lyrics-Part 2

Critical Reading Questions

5. About the meaning:

- Q39 What ideas and beliefs are approved / disapproved of or merely presented?
- Q40 Why were they presented, approved or disapproved of?
- Q41 What rules are presented /approved / disapproved of? Why?
- Q42 Where do these ideas and rules come from?
- Q43 What logical relationships are formed between ideas / rules (casual, conditional etc.)?
- Q44 What emotions are reflected (i.e. happiness, pessimism, anger etc.)? Why?
- Q45 How much responsibility is the writer assuming when presenting ideas / rules?
- Q46 How certain is the writer about the validity of these ideas and rules?

6. About the function of the text:

- Q47 What is the function of this text in the society at large?
- Q48 What will the effect of this text be on other readers? Why?
- Q49 What will other people understand and do as a result of having read this text?

Post-reading Stage

Interpretation of the Message

The teacher shows two pictures to the students (Figure 35).

- Instructions to the students: The teacher poses the following questions;

What do you see in the first picture?

Do you know the event? Do you remember it?

What do you see in the second picture?

Do you know the event? Have you heard about it before?

What is the relation between these two pictures?

- Rationale: To provide opportunity for students to see how far the impact of a text can reach.
- Commentary: The students try to find common points of these two events. They try to correlate the events with the song.



Figure 35. Slide for Interpretation of the Message

Highlighting the Function of the Text

The teacher reflects the next slide on which some information about the song is written (Figure 36-37).

- Instructions to the students: Students are asked the questions below;
 - Could you read this short information on the slide?
 - What do we learn from this Wikipedia extract?
 - What do we learn from Matt Donnelly's news?
- Rationale: To demonstrate students that each text carries messages and these messages have effects on the readers. Society uses these texts and conveys their own messages. People assign a meaning to the texts
- Commentary: The students learn that a disaster gives inspiration to a writer. This person writes a song and it gives an inspiration for an organization of Humanitarian Day. When the students learn the reason of being written of the song, they also make out the meaning of 'I was here.'



Function of the text

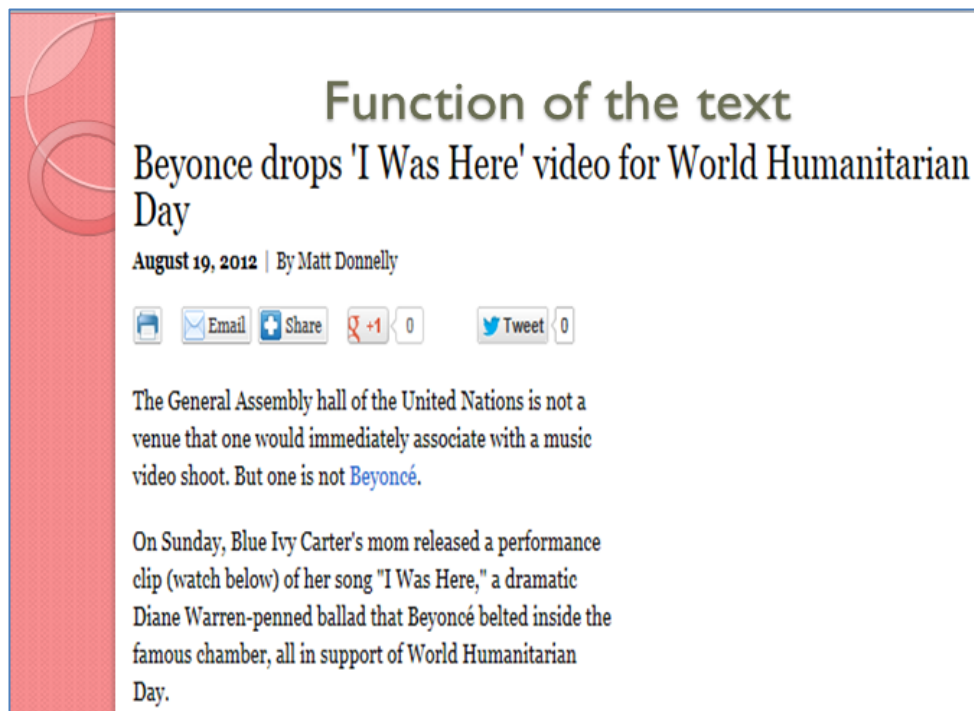
I Was Here (song)

From Wikipedia, the free encyclopedia

"I Was Here" is a song recorded by American R&B recording artist [Beyoncé Knowles](#) from her fourth studio album, *4* (2011). It was written by [Diane Warren](#), while production was handled by [Ryan Tedder](#), [Brent Kutzle](#), and [Kuk Harrell](#); Knowles is credited on the vocal production. "I Was Here" is a reflective R&B and New Age ballad, in which Knowles vulnerably reviews her past, wanting to leave an impact on the world before her life comes to an end. Described as a "career song" by Warren, its development was motivated by the [September 11 attacks](#) in the United States.

BEYONCE RELEASES "I WAS HERE" VIDEO IN MEMORY OF 9/11 ATTACKS






Figure 36. Slide for Highlighting Function



Function of the text

Beyonce drops 'I Was Here' video for World Humanitarian Day

August 19, 2012 | By Matt Donnelly


 Email
  Share
  +1 0
  Tweet 0

The General Assembly hall of the United Nations is not a venue that one would immediately associate with a music video shoot. But one is not [Beyoncé](#).

On Sunday, Blue Ivy Carter's mom released a performance clip (watch below) of her song "I Was Here," a dramatic Diane Warren-penned ballad that Beyoncé belted inside the famous chamber, all in support of World Humanitarian Day.

Figure 37. Slide for the Function of the Text

Re-evaluating the Text

The teacher shows the poster of Humanitarian Day which was organized on August 19, 2012 (Figure 38).

- Instructions to the students: Teacher asks some questions and gives information as below;

Do you remember this blue sign?

It is the sign widely used in social media and expresses that ‘I am here.’ At the same time, it is the logo of the day so it gives the message of the song.

Now, please turn back to the questions and answer them again.

- Rationale: To enable students notice that background information changes the attitude for the text. Through background information, they can interact with the text.
- Commentary: The students remember that in social media they use this sign many times. For this reason, the text is given in this context to catch attention and raise effect of it. Students notice that a song stands for giving a social message. When they turn back to the questions, they realize that their answers are dissimilar with the previous ones.

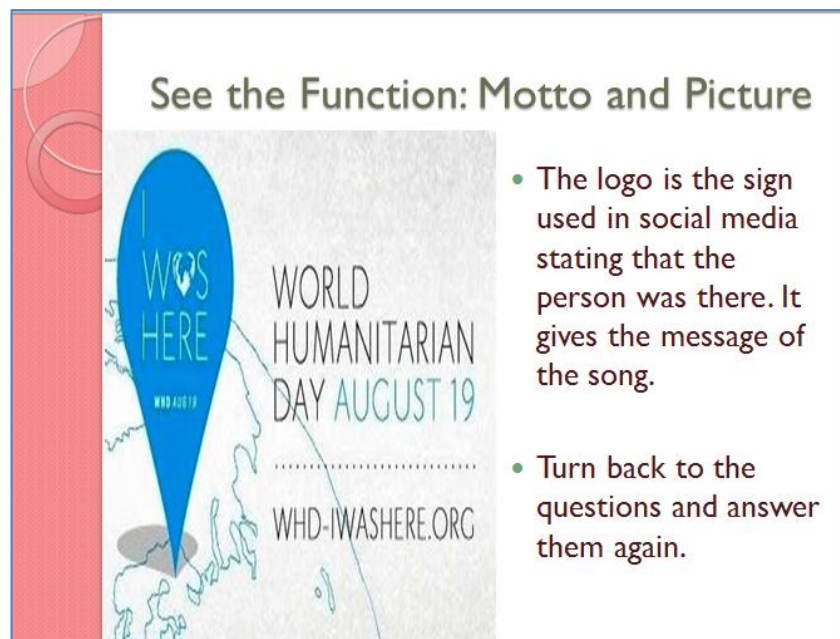


Figure 38. Slide for the Logo

Using References for the Text

The teacher shows the slide of references to the students. These are the sources for getting information for the text (Figure 39).

- Instructions to the students:

Look at the references on the slide. Why do we need references?

- Rationale: To demonstrate students the importance of giving references and showing the sources of the text. It is aimed that students think about from where we reach the source of information.
- Commentary: The students have discussion about why they need to show references. They are expected to come into conclusion that they should show some evidences in order to support their claim. More sources mean more ideas. Therefore, they tend to search for the sources and references of the texts they read.

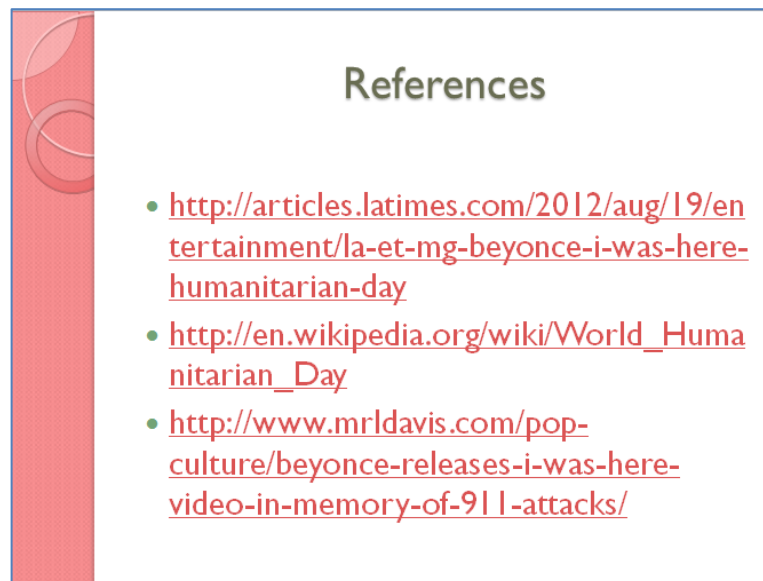


Figure 39. Slide for References

4.3.2 Designed Assignment of Week Three

In parallel with the genre, the text of song lyrics was designed for the assignment. The aim was analysing song lyrics from the aspects of meaning and function. In-class activity was linked to the public in that country since the society experienced a terrorist attack. The assignment song was chosen taking this effect into consideration.

Name of the song is 'If I Was President' and it was written and performed by a famous black singer, Wyclef Jean. The lyrics reflect the feelings of a black person in the society. He talks about what happens if he is elected as president in a sarcastic way. He complains about inequality and race differences in an indirect way. It is a significant detail that the singer became a candidate in the 2010 Haitian presidential election a few years later releasing the song.

In Turkey, discrimination based on skin colour is not found. However, some discrimination based on religion or ethnic groups are can be found in some parts of Turkey. Therefore, students can have difficulty in sharing the same views with the writer of the text.

In the country where the writer lives white people have more privileges than other people from different racial backgrounds. Each sentence in the lyrics illustrates this experience of the writer. In order to understand the text better, students were supposed to learn the ideologies, political matters and governmental decisions of the time when the song was written.

The text was taken from '<http://www.metrolyrics.com/if-i-was-president-lyrics-wyclef-jean.html>.' The video of the song can be watched from 'http://www.youtube.com/watch?v=9pq_3OheqzU' (Figure 40).

If I was President Lyrics

"If I was President" was released on 1/8/2007.



Get the
ringtone



Play
Video



Share



Correct



Print

Yeah,
Election times coming.
Who you going to vote for
C'yeah

If I was president,
I'd get elected on Friday, assassinated on
Saturday,
buried on Sunday.then go back to work on
Monday

If I was president...
If I was president
If I was president

Instead of spending billions on the war,I can use
that money so I could feed the poor.
Cause I know some so poor,when it rains thats
when they shower.
Screaming "Fight the power". Thats when the
war should devour.

[chorus]

I know some soldiers that sleep
But they can't dream
Wake up with screams
Sounds of M-16s

So take this metal of honor
For your bravery
I wish you the best kid--you and your family

[chorus]

But the radio won't play this.
They call it rebel music.
How can you refuse it, children of Moses?
tell the children the truth, the truth
its not all that bling thats diamonds
tell them the truth, the truth, most y'all wear
cubic of zirconium
tell them the truth, the truth yeah, your soul's
worth more than diamonds

If I were president all blacks would have
reparations
no segregation,
feed the nation so there is no famine
Muslims,Jews and Christians
would all hold hands every week on the beach
party by the sand

word up, take trips on Air Force One
only to bring homeless with no sneaks on Air
Force One
Better schools in the hood, better teachers for
the classes
makin' money, payin' no taxes
find the best scientists
tell them "come up with an answer"
I want the cure for AIDS and Cancer
better watch my back, snipers on the hill
with the still, waitin' JF Kill

[chorus]

I feel the rain comin'

Let me play my guitar for them right now

Let's go, refugees

Figure 40. Assignment of Week Three

4.3.3 Student Responses of Week Three

Searching the deep meanings of the text, students make influential inferences in this assignment (see Appendix 7).

Based on the comments on the text, 7 out of 19 students state that the song criticizes the government and the system.

“...the text refers that governments don't work enough to solve the problems of their countries.” (Y. M.)

“Actually, there are some social messages that presented in the text. For example, the author complains about the management of government. He thinks that government should help poor people in the country rather than spending lots of money on the war.” (G. B.)

“There is a criticism against the existing system in the song. The singer imagines himself as a president and he tells what he will want for humanity such as feeding the poor, breaking segregation among people and so on.” (G. BE.)

“The song is written to criticize the US government. The writer of the song puts herself in the position of president. To understand the song, we need background knowledge because the author criticizes not the government of Obama but the government of Bush. And she gives her ideas to solve that problem.” (A. K.)

“...the author complains about the statements of government. Actually, he thinks that the government can't accomplish its tasks and responsibilities. He says that the president of government don't carry out useful things for the community.” (A. B.)

“In this piece, it is criticized government. Well, how? Writer makes comparison - if I was president, I would make this or that- because writer wants to pay attention the importance of situation.” (Ö. Ş.)

15 out of 19 students notice at least one of the ideas among discrimination, racism, segregation, poverty, war, education, life standards, illness, famine and administration in the song.

“Rules and ideas in the text are about the country and people. The writer thinks all about the administration, education, poverty, life standards and other problems while he creates this text.” (Y. M.)

“The author talks about some problems in his country such as discrimination, as it is known he is a black man so it is not too difficult to guess that he faced some difficulties because of this reason. Also he talks about poverty and illness. Even he did not face these difficulties, he witnessed them. Therefore I believe that these ideas come from his life and his society.” (G. B.)

“The writer presents the poverty, money issues, racial segregation as well as religion because he wants to show the problems of the country. The writer sees them as the social problems that the country especially black people suffer from.” (K. G.)

“The writer complains about war, poverty, discrimination and racism. It's mentioned in the song because those kinds of problems are the common problems of USA citizens.” (A. K.)

“These ideas come from his experiences, observations. Also his being black is one of the most crucial effects. Since if he wasn't black, he would not write these lyrics and never complains about discrimination.” (D. A.)

“The author presents some social problems such as poverty, racism, the indifference of government about the public and problems.” (A. B.)

“The poet put emphasis on the discrimination. For example; he/she mentions black people to refer racial segregation and mention Muslims, Jews and Christians to refer religious discrimination.” (T. A.)

5 out of 19 students infer that black people do not have same rights which other people have.

“There is an obvious rule that black people don't have rights on administration and they face with segregation... Also, as a black man, he has a belief that there is racism in his country and it's impossible to be selected for president.” (Y. M.)

“...there is racism between people and also government over the black people and he thinks that it shouldn't be. Everyone should be equal in every situation.” (A. B.)

“The writer shows that there are some problems in the society. For example black people have no rights.” (G. B. T.)

“As I infer from listening him, he is a black person whose nation is suffered from the discrimination for years. And now the black people who listen to him can understand the point. And most of the people he reaches are black and poor people. The wealthy ones who think that rain is romantic cannot understand how is taking shower in rain.” (G. B. N.)

“The author knows about hardship of being black and he wants reparations for black people not segregation.” (A. H.)

Among 19 students, 13 of them think that the pessimism is reflected in the text. Anger and sadness are the common words that students prefer to use in their comments.

“The writer has a pessimistic view. He talks about problems and he doesn't see any solution. So he feels sadness. Also he feels anger and misery. For example, he is angry that he doesn't have any right to speak some issues like election and he feels

bad because it is about just his colour... Besides this, there is one sentence which shows all misery, anger, inequity or other emotions of the text: "Cause I know some so poor, when it rains that's when they shower." (Y. M.)

"...most of the lines show the sadness and a little anger about money, soldiers, the poor and black people. Looking the rest, we can also see a pessimistic viewpoint." (K. G.)

"The author has feelings towards the government and also president such as anger, pessimism... He is pessimistic for president because of bad conditions the people live." (A. B.)

"I think that the writer has pessimistic emotions in the song because he knows that he cannot change the world all alone." (T. M.)

While 2 out of 19 students state that the author is not pessimist, 4 students claim that they feel both pessimistic and optimistic features in the text.

"I disagree with most of my friend who say the narrator is pessimist. Indeed he is hopeful and believes that a president can change the situation for better country. Anyone who has dreams cannot be pessimist." (G. B. N.)

"Everybody can see that pessimism is reflected in the lyrics. However, the lyric has deep meaning while he mentions problems at the same time he gives advice.as to give an example" instead of spending billions on the war, I can use that money so I could feed the poor" (D. A.)

"Anger, sadness, and hope can be felt in the lyrics." (Ş. İ. C.)

3 out of 19 students emphasize that the song refers to the assassinations of presidents in the past and it is apparent that students did research about the song and the writer.

"I think that the author tries to emphasis something historical. "If I was president I'd get elected on Monday, assassinated on Saturday...." From my perspective, the author touches on assassination of presidents in history. Because there so many presidents who assassinated in history such as Abraham Lincoln, John Kennedy, James Garfield." (G. B.)

"...And Wyclef said that 'the fact of whenever someone is coming into actually present truth, they shoot them down, so then I put myself in the position of, you know, if I was president they probably take me out the way they took Martin Luther out or the way they took Kennedy out.'" (D. A.)

"He also mentioned about what would happened if a black man is elected President of United States. As we can see in the lyrics

'If I was president

I'd get elected on Friday, assassinated on Saturday'

He imagines getting assassinated shortly after elected." (E. M.)

4 out of 19 students state that the writer is also a black man and he became candidate for the election in his country.

“These ideas come from the experience of the author both as a black person and a person who does not his eyes peeled.” (A. H.)

“...as a black person, he faces with some problems and obstacles in his life such as election.” (Y. M.)

“It can be said that the author feels responsible for the events that he experienced or witnessed in his country. If he had not felt responsible, he would not have written this lyrics or he would not want to become a president. In addition, the author was a candidate for the 2010 Haitian presidential election. In the light of this information, it can be easily noticed that the author feels some responsibilities towards his country and he wants to make real his wishes.” (G. B.)

“I think Wyclef Jean wanted to emphasis on the social problems. We can also think that the studio album called If I was president: My Haitian Experience. To my research Wyclef Jean wanted to president of Haiti. But his candidacy was rejected. For me he wrote this song in order to inspire the generation.” (E. M.)

2 out of 19 students focus on the government’s power on the media. They come to the inference that media broadcasts the things approved by the government.

“While looking at this sentence "the radio won't play this, they call it rebel music "we can readily comprehend that social media reflects the things which are approved by government.” (D. A.)

“Although they are minority who thinks in that way, they probably feel happy to hear their opinion out loud. (I said minority because if they are majority then there is no need to ban this song from radios.)” (K. A.)

15 out of 19 students agree that this song can make people become more conscious.

“On the one hand, this text opens people’s eyes. It gives ideas about government issues, civil rights and problems in life or country. The text creates awareness for all people who don’t do anything to change something.” (Y. M.)

“...people get some knowledge and they become aware of problems of the world. Maybe, they start to help poor people or they initiate an action against the discrimination among people.” (G. B.)

“...the author tries to awaken people by explaining ideas and telling the truth in the society...” (A. B.)

“The song arouses the feeling of being sensitive to the country and people. In addition, it makes the people realize the events around.” (K. G.)

“The function of this text is to make people aware of the situation in the country.” (Ö. O.)

“The author’s aim to write these lyrics is raising awareness of people all around the world. When I listen the rap part of this song (the last part of the song on YouTube), it says ‘There is no famine Muslims, Jews and Christians would all hold hands every week...’ So, it can be understood that the author gives an international message to people for being awareness of disharmony situation of world.” (A. H.)

“The role of this text in the society is big, because he gives information and wants to make people much more sensitive .The text can affect people and they can be more careful by voting and by other problems on the world.” (M. Ş. B.)

In addition to these common deductions, 2 students make different interpretations from same sentences. For example, the phrase of ‘then go back to work on Monday’ is interpreted by student D. A. as indifference of people. Student A. B. understands that the writer does not give up and he continues working despite all negative conditions.

“...when he says ‘they'd go back to work on Monday’ he pretty much is saying that everyone would continue on with their lives like nothing happened.it would not change anything or any problems in the world.” (D. A.)

“According to my opinion, the author says in the text that if he was a president, he would never give up even everyone is against him and he would be on his work in spite of all the conditions. It can be understood from these lines ‘I'd get elected on Friday, assassinated on Saturday, buried on Sunday. Then go back to work on Monday.’” (A. B.)

4.4 WEEK FOUR

Throughout the course, the whole critical reading questions were presented to the students. Instead of showing all questions in one course, the teacher preferred to present two parts of questions each week. It helped students internalize the process. Finally, students were planned to analyse a text by asking all questions that they learnt in the last course. For this course, an extract from a literary work was chosen to provide a different genre.

The preferred book is ‘Lord of the Flies.’ In the book, human nature is depicted through children’s struggle for life. The pages between 43 and 46 are taken for the extract to study in-class activity. There are no students who read the book in the class so they have no idea for the subject and the characters of the book. It provides an advantage to enhance their interpretation and evaluation skills. From the extract, students can clearly understand that children live in an uninhabited island. They have to look after themselves. One of the children takes the decision of giving the conch to the next person to speak. They are aware that nobody knows where they are and they do not know how long they will stay in that island.

4.4.1 Designed Activity of Week Four

Pre-reading Stage

Presenting material

The teacher shows students the cover of the book which is titled ‘Lord of the Flies’ (Figure 41).

- Instruction to the students: Students are asked about what they see in the cover page of the book. ‘What is the book about?’
- Rationale: To help students make some predictions about the book through the title and the cover.
- Commentary: The students try to make some inferences from the picture on the cover. It is clear that the book tells a story of a group of children. Then they think about the title of the book. They do brainstorming in the class and promote their creative thinking.

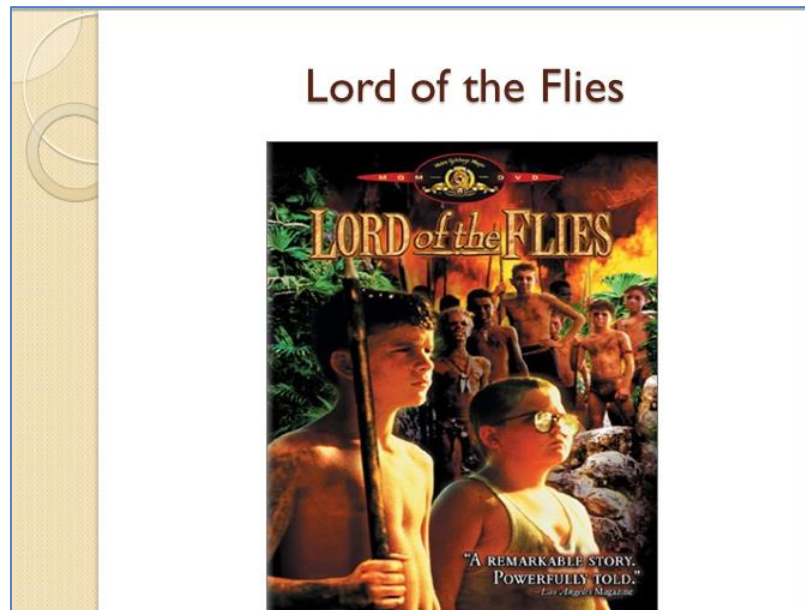


Figure 41. Slide for the Cover of the Book

While-reading Stage

Reading the text critically

The teacher distributes text hand-outs to the students. They are asked to read the text and answer all critical reading questions (Figure 42).

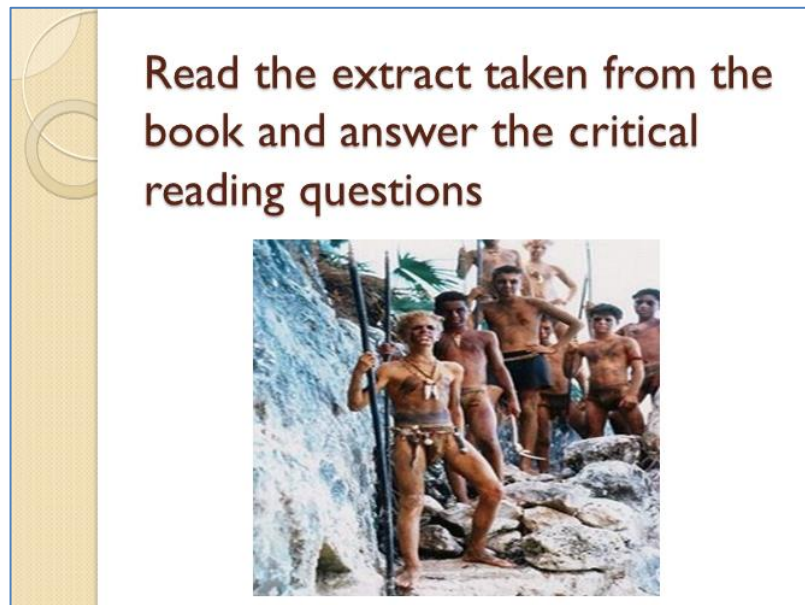


Figure 42. Slide for the Instruction

- Instruction to the students: Teacher reminds students that they learn analysing the text based on six criteria. S/he wants students to read the text using these criteria and make some analysis as critical reader.
- Rationale: To enable the students improve their critical reading knowledge and apply it in practice.
- Commentary: The students focus on all stages of critical reading (Figure 43). They read the extract and show their independence as a reader asking questions to the text (Figure 44).

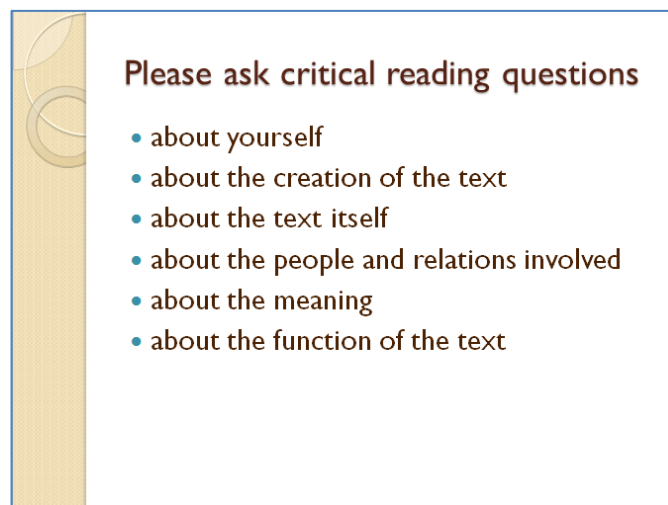


Figure 43. Slide for All Critical Reading Questions

Lord of the Flies (pp.43-46)

....

Ralph cleared his throat.

“Well then.”

All at once he found he could talk fluently and explain what he had to say. He passed a hand through his fair hair and spoke.

“We’re on an island. We’ve been on the mountain top and seen water all round. We saw no houses, no smoke, no footprints, no boats, no people. We’re on an uninhabited island with no other people on it.”

Jack broke in.

“All the same you need an army—for hunting. Hunting pigs—”

“Yes. There are pigs on the island.”

All three of them tried to convey the sense of the pink live thing struggling in the creepers.

“We saw—”

“Squealing—”

“It broke away—”

“Before I could kill it—but—next time!”

Jack slammed his knife into a trunk and looked round challengingly.

The meeting settled down again.

“So you see,” said Ralph, “We need hunters to get us meat. And another thing.”

He lifted the shell on his knees and looked round the sun-slashed faces.

“There aren’t any grownups. We shall have to look after ourselves.”

The meeting hummed and was silent.

“And another thing. We can’t have everybody talking at once. We’ll have to have ‘Hands up’ like at school.”

He held the conch before his face and glanced round the mouth.

“Then I’ll give him the conch.”

“Conch?”

“That’s what this shell’s called. I’ll give the conch to the next person to speak. He can hold it when he’s speaking.”

“But—”

“Look—”

“And he won’t be interrupted: Except by me.”

Jack was on his feet.

“We’ll have rules!” he cried excitedly. “Lots of rules! Then when anyone breaks ‘em—”

“Whee—oh!”

“Wacco!”

“Bong!”

“Doink!”

Ralph felt the conch lifted from his lap. Then Piggy was standing cradling the great cream shell and the shouting died down. Jack, left on his feet, looked uncertainly at Ralph who smiled and patted the log. Jack sat down. Piggy took off his glasses and blinked at the assembly while he wiped them on his shirt.

“You’re hindering Ralph. You’re not letting him get to the most important thing.”

He paused effectively.

“Who knows we’re here? Eh?”

“They knew at the airport.”

“The man with a trumpet-thing—”

“My dad.”

Piggy put on his glasses.

“Nobody knows where we are,” said Piggy. He was paler than before and breathless. “Perhaps they knew where we was going to; and perhaps not. But they don’t know where we are ’cos we never got there.” He gaped at them for a moment, then swayed and sat down. Ralph took the conch from his hands.

“That’s what I was going to say,” he went on, “when you all, all. . . .” He gazed at their intent faces. “The plane was shot down in flames. Nobody knows where we are. We may be here a long time.”

Figure 44. The Extract from Lord of the Flies

Post-reading Stage

Reconsidering the Text

The teacher provides background information related to the book (Figure 45).

Background

The book indicates that it takes place in the midst of an unspecified **nuclear war**. Some of the marooned characters are ordinary students, while others arrive as a musical choir under an established leader. Most (with the exception of the choirboys) appear never to have encountered one another before. The book portrays their descent into savagery; left to themselves in a paradisiacal country, far from modern civilisation, the well-educated children regress to a primitive state.

At an **allegorical** level, the central theme is the conflicting human impulses toward **civilization**—living by rules, peacefully and in harmony—and toward the **will to power**. Themes include the tension between **groupthink** and individuality, between rational and emotional reactions, and between morality and immorality. How these play out, and how different people feel the influences of these, form a major subtext of *Lord of the Flies*.^[citation needed]

Figure 45. Background Information for the Book

- **Instructions to the students:** Teacher asks students to read the information. Teacher asks ‘After having read this, do you want to change some of your answers?’
- **Rationale:** To help students realize that background information is an essential part to see the right messages of the text.
- **Commentary:** In provided background information, the synopsis of the book is given. It is stated that themes include the tension between decision-making in group and individuality. In the extract, students are supposed to notice this detail with the example of a child’s individual decision of giving the conch to the next person to speak. They are required to show evidences from the extract based on given background information. Students comprehend that background information enables them to go beyond the surface meanings and discover deeper messages of the text.

4.4.2 Assignment of Week Four

For the fourth week, students were not given a text for assignment. Instead, they were asked to find two texts to analyse it according to the critical reading questions. They were expected to determine text type and the questions to be answered. After preparing the text and the answers, they sent e-mail to the teacher. The teacher uploaded each student work on the blog. The samples of students work will be shared in Chapter 5.

4.4.3 Student Responses of Week Four

Responses of students will be analysed in Chapter 5 since these are the final projects of the course and show learning outcomes for the process.

CHAPTER V

RESULTS

In this chapter, findings related to the effect of critical reading course on English language teacher candidates are presented. The first section shows the students' text choices for the assignment and samples from their work. The next section introduces the results of student reflections gained through the blog. The last section provides information about the results of pre-study and post-study questionnaire.

5.1 UPLOADED TEXTS CHOSEN BY STUDENTS



Figure 46. A Screenshot of the Blog in Week 4

After in-class process was completed, students were asked to prepare their own critical reading material and analyse these materials based on critical reading questions (Figure 46). They were asked to choose two different types of materials indicating the sources where they take from. Students' text choices for the first assignment are illustrated in the following table. Students' extracts related to reasons of choosing the text and the text's topic are presented in Appendix 8.

STUDENT NAME	CHOSEN TEXT	TEXT TYPE	REASON	TOPIC
Y. M.	Imagine <i>by John Lennon</i>	Song	Relevance and interest to the topic	Communism and peaceful world
T. A.	Dear Mr. President <i>by Pink</i>	Song	Interest to title and singer	President of USA
T. M.	Dance me to the End of Love <i>by Leonard Cohen</i>	Song	Loving the song	Holocaust
G. B. T.	And Justice for All <i>by Metallica</i>	Song	Loving the band	Lack of justice
E. M.	Another Brick in the Wall <i>by Pink Floyd</i>	Song	Making cultural connection	Wrong education system
G. B.	The One That Got Away <i>by Katy Perry</i>	Song	Loving the song	Love
K. G.	We're the World <i>by Michael Jackson</i>	Song	Caring for a universal issue	Hunger in the world and people in Africa
A. B.	Earth Song <i>by Michael Jackson</i>	Song	Curiosity for the song	Social problems and environment

M. Ş. B.	They Don't Care about Us <i>by Michael Jackson</i>	Song	Loving the song	Discrimination against black people
D. U.	They Don't Care about Us <i>by Michael Jackson</i>	Song	Loving the singer	Discrimination against black people
A. K.	Eleonora <i>by Edgar Allan Poe</i>	Short Story	Interest to stories and the author	Love
Ö. O.	Shooting an Elephant <i>by George Orwell</i>	Short Story	Interest to stories and the author	Colonialism
D. A.	Old Spice	Advertisement	Attractive style of the advertisement	Introducing hygiene products
Ö. Ş.	Chocolate	Informative Text	Loving the product	Health benefits of chocolate

Table 9. Texts Chosen for the First Assignment

As Table 9 indicates, 14 students out of 19 participant students prepared the assignment. Among 14 students, 10 students worked on song, 2 of them preferred short story, 1 student analysed an advertisement and 1 student studied an informative text.

4 out of 10 students who analysed a song preferred to study Michael Jackson's songs. 2 students analysed the same song of Michael Jackson.

3 students state that they preferred the texts since they love the song. 2 students state that they love the performer of the song so they choose the text. 5 students express that they choose the texts because of their interest and curiosity.

3 students state that they understand the deep meanings of the song after they concentrate on the lyrics. They use the expressions like 'I understand that...', 'I didn't know that...' and 'I have realized that...'

“Actually, it is not interested in me at first, because basically it is a song about communism... But **I understand that** it has some solutions about peace and it is the only thing we need now.” (Y. M.)

“I read this text for my homework but this text is very attractive for me because I like Metallica’s song and I think it is interesting because Metallica is a rock group but they wrote the little bit political song such that. **I didn’t know that** they are interested in political or social events I just think that they are interested in fun, love, rebellion.” (G. B. T.)

“Since I was curious about what the song mentions and talks about when I firstly listened to it. Then, **I have realized that** it mentions about common social problems and people’s insensitivity around the world and I have liked it so much.” (B. A.)

Topics of the songs includes social issues such as communism, peace, governors of the countries, holocaust, justice, education, love, hunger, environment, discrimination, colonialism, personal products and food (see students’ extracts in Appendix 8).

In order to demonstrate the students’ analyses better, a couple of samples from students’ works are shown in this section.

To illustrate, Student E. M. preferred to study on the song of ‘Another Brick in the Wall’ (Appendix 9). In her comments, Student E. M. used some expressions related to the topic of the text frequently (Table 10).

EXPRESSIONS	FREQUENCY
<i>Education</i>	13
<i>System</i>	11
<i>Education system</i>	9
<i>Wrong</i>	7
<i>Wrong education system</i>	4
<i>Sad</i>	2

Table 10. Frequent Expressions in the Text Analysed by E. M.

Student E. M. repeats the word of ‘education’ at most using 13 times. Other mostly used expressions are ‘system’, ‘education system’, ‘wrong’, ‘wrong education system’ and ‘sad.’

Student E. M. states that wrong education system is the subject of the text.

“The topic is about **wrong education system**...”

“...Because it’s about **wrong education system** and its effects on children.”

Revealing the hidden meanings in the text, Student E. M. focuses on some words like ‘brick’ and ‘wall.’

“There are many nouns that show us the **hidden meaning** of this song. But especially **‘brick’ and ‘wall.’** To my opinion ‘wall’ symbolizes emotional troubles of Roger Walter. Walter begins to build a mental wall between him and the rest of the world. Everything that causes Walter pain represent as brick. Another brick in the wall.

Student E. M. states that the emotion of ‘sadness’ is reflected in the text. She makes some inferences from the text to explain his sadness. The student states that the writer is sad and gives the reasons of this feeling. In this way, she uses parts of speech (using ‘sadness’ as a noun and ‘sad’ as an adjective) and achieves the linguistic aim which is explained in detail in Section 5.2.1.

“I think the strongest emotion is **sadness**. **He is sad because** he thinks that the future generation also went through the same thing with him. **He is also sad since** the education system is wrong and effect children in a bad way.”

In her comments, it is understood that the student wants to analyse this song because of the message it delivers. She believes that the problems in education system mentioned in the text are similar in her country as well.

“I think **we have the same problem** especially in primary education because of this reason I love this song. Cause this song shows us what is wrong.”

“I think almost everybody went through **this type of education system in our country**, I suppose we can understand this song easily.”

Student E. M. makes connection between her culture and the culture the text mentions. She compares the education system of her country and the system which

the text criticizes. She believes that other people will also criticize the system and make comparison.

“People will **criticize their education system** and education and will **compare their system** to the system mentioned in the song and hopefully look for a change.”

For another example, two students studied on the same text which is a song of Michael Jackson, “They Don’t Care about Us” (Appendix 10). In their comments, Student D. U. and Student M. Ş. B. used some expressions related to the topic of the text frequently (Table 11).

EXPRESSIONS	FREQUENCY	
	Student D. U	Student M. Ş. B.
<i>Black</i>	18	5
<i>Black people</i>	15	4
<i>Discrimination</i>	8	2

Table 11. Frequent Expressions in the Text Analysed by D. U. and M. Ş. B.

In the analyses, students repeat the word of ‘black’ mostly. Other frequent expressions are ‘black people’ and ‘discrimination’. Both students state that the text is about the discrimination of black people.

“Michael Jackson has produced this song to show his feeling about the **discrimination of black people** to the outer world.” (M. Ş. B.)

“Michael Jackson himself wrote and produced that song for **black people and discrimination against them.**” (D. U.)

The students focus on the emotion reflected in the text. They reveal that anger and pessimism are presented in the text.

“In the text are emotions like **anger**, hopelessness, **pessimism** reflected.” (M. Ş. B.)

“**Pessimism** and **anger** along with sickness are reflected in this song because these are how black people have been feeling and experiencing, they are pessimist because in the past and now changes were made temporarily and discrimination is still something that exists.” (D. U.)

After completing the first assignments (Figure 47), students prepared second assignments in the same way.

Students' text choices for the second assignment are demonstrated in the following table. Students' extracts related to reasons of choosing the text and the text's topic are presented in Appendix 11.

STUDENT NAME	CHOSEN TEXT	TEXT TYPE	REASON	TOPIC
A. K.	After 250 years, France falls for Marie Antoinette <i>The Guardian</i>	Article	History	Marie Antoinette
Ö. O.	Teenagers and technology: I'd rather give up my kidney than my phone <i>The Guardian</i>	Article	Technology	Social networks
K. G.	Eating nuts during pregnancy is safe, new research suggests <i>The Guardian</i>	Article	Information for health	Nutrition in pregnancy
D. A.	Gender equality: why women are still held back <i>The Guardian</i>	Article	Gender issues	Gender inequality
A. B.	Global warming will intensify drought, says new study <i>The Guardian</i>	Article	Curiosity for the world issues	Global warming
A. H.	Why boys need girls as friends <i>The Guardian</i>	Article	Curiosity for relationships	Relationships
T. M.	The Emotional Power of Verbs <i>New York Times</i>	Article	Education	Effects of verbs
E. M.	Is music the key to success	Article	Interest for the music	Music and its effects

<i>New York Times</i>				
G. B. N.	For most young refugees from Syria, School is as distant as home <i>New York Times</i>	Article	Education	War and its effects
Ş. İ. C.	Pollution Rising, Chinese Fear for Soil and Food <i>New York Times</i>	Article	Interest for environment	Pollution
D. U.	Can retirement kill you? <i>BBC</i>	Article	Personal connection	Retirement
Ö. Ş.	Reading the world in 196 books <i>BBC</i>	Article	Interest for the topic	Books
K. A.	Can cognitive behavioural therapy really change our brains <i>BBC</i>	Article	Information for health	Cognitive behavioural therapy
G. B.	Growing up in the shadow of the Kalashnikov in Kashmir <i>BBC News</i>	Article	Curiosity for the world issues	Problems in Kashmir
Y. M.	District schools get new books and musical instruments <i>Washington Post</i>	Article	Education	District schools
T. A.	The smells that can give you a migraine: Onions, fatty foods and cleaning products can trigger horrendous headaches <i>Mail Online</i>	Article	Information for health	Migraine
M. Ş. B.	Islamophobia: Surge revealed in anti-Muslim hate crimes <i>Independent</i>	Article	Religion	Hate against Muslims

G. B. T.	Acai Berry – Six ways this superfood can change your health <i>Natural News</i>	Informative Text	Information for health	Acai berry
G. BE.	Global warming <i>A university web page</i>	Essay	Interest for environment	Global warming

Table 12. Texts Chosen for the Second Assignment

Table 12 shows that all students in the class completed their assignments. 17 students out of 19 participant students analysed a newspaper article, 1 student studied an informative text and 1 student dealt with an essay.

6 out of 17 students who analysed a newspaper article preferred to choose the text from ‘The Guardian’. 4 students analysed an article from ‘New York Times’ and 4 students study an article from ‘BBC’. The rest chooses to study articles from ‘Washington Post’, ‘Mail Online’ and ‘Independent’.

4 students state that they preferred the texts since the text provides information for health. 3 students state that they preferred the texts because of educational reasons. 2 students state that they are curious about the world issues thus they prefer these texts. 10 students express that they choose the texts because of their interest and curiosity.

Looking at the titles and the topics of the news, one can infer that students tend to choose articles with hot topics of social life. Topics of the texts include social issues such as gender inequality, war, district schools, religion, diseases, social networks and environmental problems.

In addition, some students prefer to analyse informative texts which give information about music, words, historical characters like Marie Antoinette, books, food and relationships (see students’ extracts in Appendix 11).

The range of the subjects they prefer appears to be diverse. In Figure 48, the diverseness of the texts can be viewed easily through the pictures used in the news.

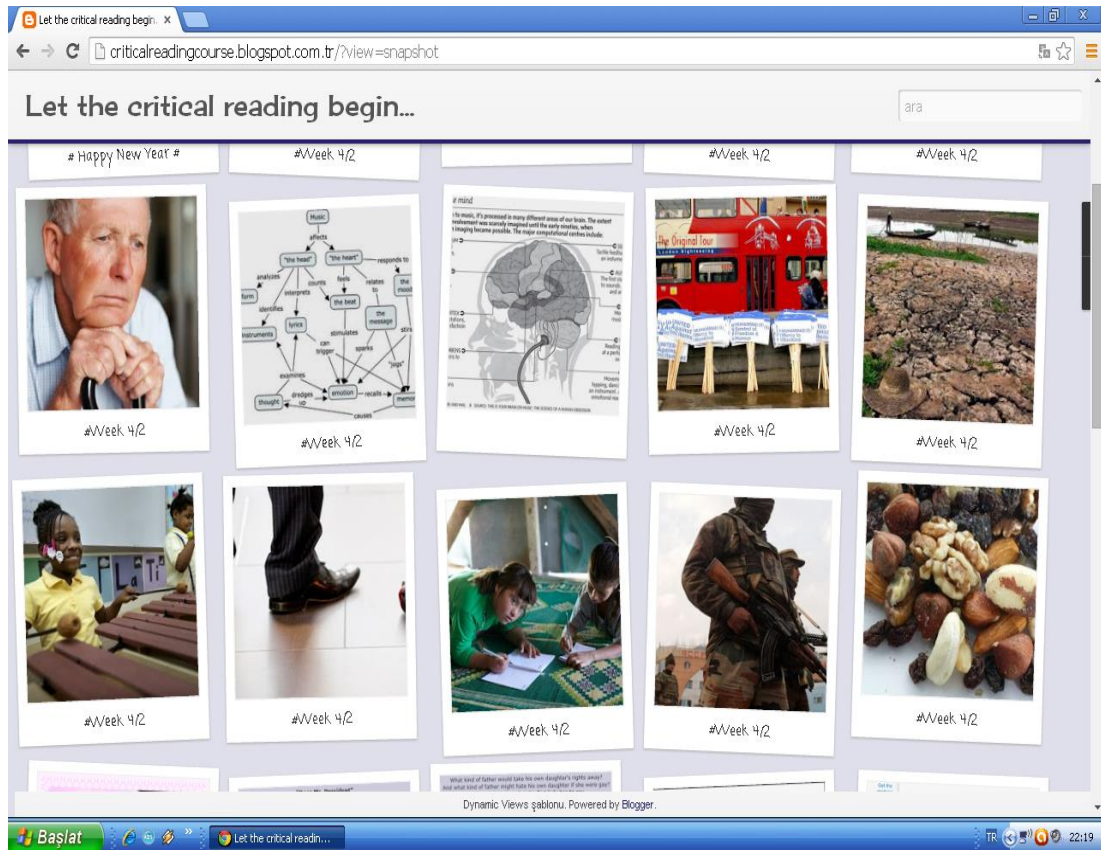


Figure 48. Screenshot of Second Assignments

Focusing on the students' analyses, a sample work of a student is shown in this section.

Student M. Ş. B. preferred to study on an article titled as 'Islamophobia: Surge revealed in anti-Muslim hate crimes' (Appendix 12).

The article is about the hate against Muslims which is called as Islamophobia. Since the students live in a Muslim country, the concept can be difficult to understand and explain. Choosing this article, the student refers to the values of the country she lives and looks at from a critical perspective searching for the reasons of this concept experienced in Britain. She notices how target culture treats the belief of her and her country (see Appendix 12).

In her comments, Student E. M. used some expressions related to the topic of the text frequently (Table 13).

EXPRESSIONS	FREQUENCY
<i>Muslim</i>	11
<i>Crime</i>	8
<i>Islamophobia</i>	4
<i>Hate</i>	4
<i>Anti-Muslim</i>	3
<i>Discrimination</i>	2

Table 13. Frequent Expressions in the Text Analysed by M. Ş. B.

Student M. Ş. B. repeats the word of ‘Muslim’ at most using 11 times. Other mostly used expressions are ‘crime’, ‘Islamophobia’, ‘hate’, ‘anti-Muslim’ and ‘discrimination.’

It is an important fact that Student M. Ş. B. uses the concept of ‘discrimination’ in her comments 2 times although that word is not mentioned in the text. It is clear that the student makes inferences using the information given in the text. She calls the attitude that Muslim people come up against as ‘discrimination.’

“The author adds a picture to the text in which the reader can see placards against the **discrimination** of the country’s Muslim population.”

“The function of this text in the society is to raise awareness against the **discrimination** and hate to any person of any religion and any identity.”

Besides, the student adds the reference part at the end of her comments. It shows that she read different sources in order to understand the text better. It is apparent that she read both Turkish and English articles related to the topic.

References:

<http://metro.co.uk/2013/12/20/mother-of-lee-rigbys-killer-michael-adebowale-asks-his-family-please-forgive-my-son-4239123/>

http://en.wikipedia.org/wiki/Murder_of_Lee_Rigby#Michael_Adebolajo

<http://www.mirror.co.uk/news/uk-news/woolwich-attack-three-brave-angels-1907856>

<http://www.haberturk.com/dunya/haber/847913-kaderi-turk-gorgu-taniginin-eline>

<http://tellmamauk.org/>”

5.2 RESULTS OF ASSIGNMENTS IN BLOG

Analyses of students' assignments on the blog demonstrate their performances in the process. As parallel to their comments on the questionnaire, they show how they read the text critically in their works. Wallace (2003) defines three purposes of critical reading as linguistic, conceptual/critical and cultural. Critical reading questions prepared by Bartu (2002) were categorized under the titles of aims determined by Wallace (2003). Linguistic aim covers questions about the text itself including questions from 17 to 33. Conceptual/critical aim involves questions about the reader and questions about the creation of the text including questions from 1 to 16. Lastly, cultural aim covers the questions about the people and relations involved, about the meaning and function of the text including the questions from 34 to 49 (Table 14). In appendix 13, 14, 15, 16, 17 and 18, aims and related questions which students chose to answer for their analyses are demonstrated in charts. For the first and the second assignment, different charts are prepared. All questions are presented in Appendix 4.

	Linguistic Aim	Conceptual/ Critical Aim	Cultural Aim
Question Type	About the text itself	About the reader About the creation of the text	About the people and relations involved About the meaning About the function of the text
Question Numbers	Q17-Q33	Q1-Q16	Q34-Q49

Table 14. Aims and Related Questions

In this section, evidence of learning is collected from students' assignments and results about whether their practice matches with the purposes or not is searched.

Findings can be organized as in the follows:

- Achieving linguistic aim

- Achieving conceptual/critical aim
- Achieving cultural aim

5.2.1 Achieving Linguistic Aim

The linguistic aim intends to discover the nature of ideological meanings which take part in texts focusing on the language use. In order to make this discovery, grammatical knowledge helps to analyse language choice. The following table shows achieving linguistic aim of students for the first assignment.

Question	Number of students answering the question
<i>Q19</i>	7
<i>Q20</i>	6
<i>Q27</i>	
<i>Q18</i>	5
<i>Q23</i>	
<i>Q25</i>	
<i>Q22</i>	4
<i>Q17</i>	2
<i>Q21</i>	
<i>Q26</i>	
<i>Q32</i>	
<i>Q33</i>	
<i>Q30</i>	1
<i>Q24</i>	0
<i>Q28</i>	
<i>Q29</i>	
<i>Q31</i>	

Table 15. Achieving Linguistic Aim for the First Assignment

As it is seen in Table 15, 7 out of 14 students answered Q19. Other questions which students mostly answer are Q20, Q27, Q18, Q23 and Q25 (see Appendix 13).

Question 19 is about verb use as parts of speech and asks ‘What kind of verbs are used (active, passive, dynamic, state, modals)? Why?’ Generally, all students answering that question state that active verbs are used in the text. Some students give explanations for the reasons of using active verbs or modals. It is clear that based on the genre and content of the text students evaluate the verb use and they can make inferences about verb or modal choice.

“**Active verbs** and modals like must and should are used in the text. **The story is lived from that woman who makes the usage of the active verbs necessary.** And also **modal are used for her regret and wishes for her lover.** Such as; I would make you stay, I would be your girl, I should tell you what you meant to me.” (G. B.)

“Mostly, **active verbs** are used in the lyrics to focus on the actions. The writer wants reader to pay attention about the things which he explains via the verbs and gives them a message for activation.” (A. B.)

“**Active and state verbs** are used because the story is about both the incidents and the situations, feelings.” (Ö. O.)

“Mostly, **active sentences and modal verbs** are used.” (K. G.)

“Generally, sentences which are used in this ad are **active**. Additionally, it is holding inside lots of rhetorical questions. For instance “does your man look like me, smell like me?” Because speaker wants that audience should be included in ad, also this ad aims raising audience’ awareness. **Moreover, lots of ‘could’ are used. In this way we can say that the speaker uses the language in polite way.** But we come across **imperative structures. For example, “look at your man and look at me”** (D. A.)

“The text is written in **active voice**, the most used verb is “dancing” that’s because of the title of course and the writer tries to show the way to the death in this way.” (T. M.)

“In the song, generally **active verbs are used**. Besides, passive verbs and few modal verbs are used.” (G. B. T.)

Question 20 is about noun and adjective use as parts of speech and asks ‘What adjectives or nouns collocate with the topic? What does this mean?’ Student extracts below show that students discover the frequent expressions, referenced thoughts and symbolized meanings through the nouns and adjectives used in the text.

“Dance me to your beauty with a burning violin” in these lines the writer has used “burning violin” for example; **this refers to** the way of their death. They were killed by burning.” (T. M.)

“There are many adjectives that shows us how naive the female character is or how pure their love. There are also many adjectives to describe the environment of the story vividly. After female character’s death; the place is described with faint adjectives. Because the “valley” **term in the text symbolizes** the couple’s ‘fresh’ love.” (A. K.)

“There are some kinds of words or structures which collocate the topic. As to give an example, “power” word is used **frequently**. This word is the most crucial property of Old spice brands. Also at the end of the ad is used the phrase which is “smell like a man” it is **like a motto of company**.” (D. A.)

In question 27, students are expected to give information about sentence types with the question “What kind of sentences are used (simple, short, complex, compound, long)?” In the extracts below students state that short, simple and understandable sentences are used in the text.

“In the song, the sentences are **short, simple and understandable**. Almost each sentence begins with the word “imagine” and it helps audience picture the situation. In the following sentences, there is a challenge between the writer and audience. These sentences make people to think deeply. For example, the song says; “imagine no possessions...” and then, it says “I wonder if you can”. So, **the sentences are simple but their meanings can be complex and make you to think about it**.” (Y. M.)

“This text has **simple and short sentences**. I think these are used in order **to emphasize the topic directly**, the writer didn’t want to use long and complex because he wrote it as a warning that’s why it must not be long, complex.” (K. G.)

“In the song, **simple, short, clear, understandable sentences** are used.” (G. B. T.)

“When you engaged in this song you immediately see that he uses **short and understandable sentences**.” (E. M.)

Q18, Q23 and Q25 are answered by 5 students. Working on these questions, students had opportunity to analyse subject choices, personal pronouns and word usages in the text.

Q18 asks “What / Who is in the subject position mostly?” and students focus on the characters or events which take the subject position.

“**George W. Bush’s disagreeable actions** are in the subject position mostly.” (T. A.)

“**Eleonora**, the main female character, is in the subject position in the sentences and text itself because she is the base of the story.” (A. K.)

“**George Orwell** as the protagonist puts himself in the subject position mostly.” (Ö. O.)

Q23 which asks “What personal pronouns are used? Why?” Students firstly state the personal pronouns and then explain what they refer to. Some students agree that ‘you’ as personal pronoun is used for the readers.

“The personal pronouns are ‘**we and you**’ mostly because it is a calling for **people** and for drawing an attention.” (K. G.)

“‘**You**’ pronoun is used frequently in order to **personalize the message** between sender and receiver.” (D. A.)

“In the song, personal pronouns are used like **I, You, They**. Since when the writer uses ‘I’ he tells his own **feelings** about the event when he uses ‘You’ the writer intends the **reader** and finally, the writer uses ‘they’ he intends **guilty people** who prevent the justice.” (G. B. T.)

Q25 asks “What kind of words are used (formal or slang, process or nominal etc.)?” Students note that words reflect the topic of the text and writing style of the writer.

“There are some words like “imagine” or sentences like “it isn’t hard to do” and “a brotherhood of man”. All these statements **reflect hope and make the audience think** a better life. Also, he used **the words which have contrast meaning like “heaven” and “hell”** to show the best and worst situations. Finally, Lennon used the formal and simple words to express himself.” (Y. M.)

“Poe had a command of the English language and he was a professional writer so the words in the text are **recherché and carefully selected**.” (A. K.)

“**Formal words** are used mostly.” (Ö. O.)

Following questions were not replied by the students in the first assignment.

Q24 How does the writer refer to self, characters and the reader? Why?

Q28 What information is selected for first position? Why?

Q29 What information is put in main clauses and helping clauses? Why?

Q31 How is the information ordered and joined (at sentence, paragraph levels)? Why?

The table below demonstrates achieving linguistic aim of students for the second assignment.

Question	Number of students answering the question
<i>Q19</i>	10
<i>Q25</i>	
<i>Q23</i>	8
<i>Q27</i>	
<i>Q30</i>	7
<i>Q32</i>	
<i>Q20</i>	6
<i>Q22</i>	
<i>Q33</i>	
<i>Q18</i>	5
<i>Q21</i>	4
<i>Q17</i>	3
<i>Q31</i>	
<i>Q26</i>	2
<i>Q28</i>	
<i>Q29</i>	
<i>Q24</i>	1

Table 16. Achieving Linguistic Aim for the Second Assignment

As it is seen in Table 16, 10 out of 19 students answered Q19 and Q25. Besides, most of the students prefer to answer Q23, Q27, Q30 and Q32 (see Appendix 14).

In the second assignment, most of the students make comment about the verb use in the text as in the first assignment through Q19 (*What kind of verbs are used, why?*). In addition, the progress in critical reading study can be observed through the comparison of the answers for Q19. For example, Student G. B. N. gives short

information about the verbs used in the text in the second week of critical reading course.

“**Active**, because she gives information and tries to impress the reader.” (G. B. N.)

At the end of the course, she analyses the verb choices of the writer. She illustrates her opinion with some evidences from the text.

“He prefers to use both **passive and active verbs**. In my opinion, he chooses the verb kind on purpose. He uses the sentences **about teaching the lectures with passive** voice and **about fighting in active** voice. As far as I concerned he thinks that the war is much more **effective than the education** on these children.

“History and geography **are taught** in Arabic, and French is used for other subjects.”

“The fighting **is keeping** 1.9 million children out of school.” (G. B. N.)

Similarly, Student B. A. just states the type of verb and notes which modal verb is used in the text in the second week of critical reading course.

“**Active** verbs is generally used in the text. Also we can see modals like ‘**should**’.”
(A. B.)

Student B. A. she states the reason of using active and passive verbs at the end of the course. Moreover, she explains the purpose of using modal verbs.

“Generally, active verbs are used **to focus on the action**, but there are some passive verbs **to clarify the actions**. In addition, we can see the modals such as should, can at the end of the text. They are used **for recommendation and to create awareness** among the people.” (A. B.)

In question 25, students explain the answer of question “What kinds of words are used?” by showing the reasons. All students answering that questions state that formal words are used in the text. Following student extracts show that word use is determined by the text’s type and genre.

“Since this is an **informative text**, mostly the words being used are **formal**.” (Ş. İ. C.)

“Words used in the text are **formal** because of the fact that this **text is informative** and it was written to inform people. Formal words are the common words and can be understood easily by most of the people, so the author chooses them.” (A. H.)

“Because of the **text’s genre**, there is a **formal usage** of English language but even if the language is formal and regular, it’s also sincere.” (A. K.)

“Since it’s an article we need to follow some rules about how to write one. We can’t use daily language in article. We should use **formal** one.” (M. E.)

“The text which I evaluate with the questions of critical reading hasn’t many colloquial words. In general, normal words are chosen, not slang but a **bit formal** with this words “evapotranspiration, mitigation, ET” something like that. Because it has been written in the **result of some science researches**.” (A. B.)

Answering 23rd question (*What personal pronouns are used, why?*), 8 students notice the personal pronouns used in the text. Student extracts below show that students give explanation of why these personal pronouns are used.

“In the article mostly ‘**You**’ personal pronoun is used because the writer selected just human **who read the article** as a direct address.” (G. B. T.)

“‘**She**’ and ‘**they**’ are used as personal pronouns because it mentions **pregnant women**.” (K. G.)

“The writer has mostly used the pronoun “**I**” **because she wants to express her ideas**. Also “**my**” is used to give examples about **self-experiences**.” (T. M.)

“‘**I**’ refers to the author himself\herself. ‘**They**’ is used very much and refers to many people such as; men, women, boys, young boys, male cousins. ‘**It**’ refers to some situations such as; ‘I didn’t identify myself as a feminist until I was almost 20, because it took me an embarrassingly long time to see, and truly believe that men and women are equal.’ ‘**We**’ refers to the author and her\his cousins and people generally.” (A. H.)

A sample work of one of the students, Student G. B. N., supports the progress that the student has. The comparison of the student’s former and latter answers for Q23 (*What personal pronouns are used, why?*) can be seen as the evidence of her improvement in critical reading. In the second week of critical reading course, Student G. B. N. focuses on the personal pronouns used in the text but she does not give any other information about the important points for the use.

“they, she, it.” (G. B. N.)

In her last assignment, it is apparent that she notices what is being used and what is not in the text. She emphasizes what the author refers directly.

“He, it, they, she personal pronouns are used in the text. The writer does not use we and I personal pronoun in the article, as he doesn’t involve himself and his country-USA- in this war and the situation. He just refers the people who are from Syria and who are related with them.” (G. B. N.)

8 out of 19 students notice language use of the chosen texts through answering Q27 (*What kind of sentences are used?*). In an example related to language use, Student G. B. N. makes inferences from the language used in the text and connects it with educational level of the author.

“The sentences are used in the article are **long and compound** because of its writer’s being **well-educated journalist**. He is a **professional writer** who has been working for The New York Times for over ten years. That is why he prefers to write long and complex sentences.” (G. B. N.)

7 students out of 19 answered Q32 which asks “What other information is revealed (e.g. time of writing, setting, pictures etc.)?” The students’ comments below show that other details in the text such as picture, setting and time provide clues, an image based on the idea and a realistic perspective for the text.

“The writer **made the text more realistic** by giving a picture, the setting and the time. The reader, especially native reader, can easily imagine the places mentioned in the text.” (M. Ş. B.)

“We know the time of writing and it **gives us many clues** about the topic. Thanks to it, we can criticize the article in an easier way.” (A. K.)

“There are two pictures on that text in order to make the text more attractive and to **help people composing an image in their mind.**” (T. A.)

In the course process, Student A. H. does not give detailed information about the picture placed in the text. She only states that “there is a picture of main character.”

“Time of writing, setting, pictures are revealed in this text. Time of writing is Monday 12 November 2012. and it is indicated at the beginning of text. The setting (Targoviste, a city north-west of the Romanian capital Bucharest) also is indicated in the text. Also, **there is a picture of the main character**. All of them make the text more convincing.” (A. H.)

In her last assignment, the same student makes inferences from the picture of the text. She depicts the picture and makes interpretations related to it. These interpretations help her to show evidences making “the text more convincing.”

“Time of writing, pictures are revealed in this text. Time of writing is Tuesday 10 December 2013 15.32, it is indicated at the beginning of text. Also, there is a picture of a girl and a boy. They **look like** that they are about to fight. **By seeing this, we may think that** we really need to understand each other and **remember the fact that** young boys and girls struggle to maintain friendships because they’re teased

about them. As a consequence, the picture and the time of writing **make the text more convincing.**” (A. H.)

Similarly, Student M. Ş. B. just gives information about the place and the picture related to the text in the course process.

“The **setting** is in Romania/ Bucharest and there is a **picture of woman** who had experienced same problems.” (M. Ş. B.)

The same student notices that other information like time, setting and picture makes the text more realistic in her last assignment. She concludes that reader can imagine setting of the text.

“The writer made the text **more realistic** by giving a picture, the setting and the time. The reader, especially native reader, can **easily imagine the places** mentioned in the text.” (M. Ş. B.)

Question 26, “What do the words mean in isolation and in this context?”, is answered by 2 students. One of them, Student G. B., prefers to focus on some specific words one by one as in the example below:

“There are a few words that are in isolation in this context. For instance, **shadow** because, people rest and they feel more comfortable in the shadow. However, it is stated in the text that: “**growing up in the shadow** in Kalashnikov”. It is not possible to be happy under this circumstance. It is so hard living with the **fear of death**. That is why I think it is in isolation in this context. The other one is **fascination** because, something, which is fascinating, is admirable. However, it is not possible in the text. “I grew up with a **fascination of this rifle** - and, in equal measure, a fear of it.” I do not think people admire something that they are **afraid** of. That is why I suppose it is in isolation in this context. Also taking into consideration of all these elements, I think ‘fascination’ is used in an **ironic way** in the text.” (G. B.)

2 students give answer for Question 28, “What information is selected for first position? Why?” One of them, Student G. B. N., focuses on the writing style and aim of the writer to grasp attention of the reader. In this way, the student moves beyond the text and interprets the effect of it on her.

“BAALBEK, Lebanon — Standing in the front of a classroom, Khalid Naji, a 13-year-old Syrian refugee, clutched a red felt pen and began copying the English sentence he had composed in his notebook. “Rana doesnt blay football,” he wrote on a whiteboard, looking down at his notebook before slowly composing each letter, “but he riding story.””

“Firstly, he gives information **about the place** and then **starts to talk a moment** of a child in a class who is refugee and has difficulty in his lesson. In my opinion, he **wants to take attention** to his article by **making curiosity about the child** and **why he is not able to write correctly**. If I read it without stopped a second, he **managed to take attention.**” (G. B. N.)

In the second assignment, all questions were replied by the participant students. It is apparent that both in the first assignment and the second assignment similar questions are answered mostly. It can be inferred that students notice parts of speech in the text. They mainly make comments about subjects, verbs, adjectives, pronouns and words used in the text.

5.2.2 Achieving Conceptual/Critical Aim

The students are supposed to discuss about not only the texts but the effects of these texts to have conceptual/critical abilities. They should make personal connection with the text and make links to their own lives. The following table shows achieving conceptual/critical aim of students for the first assignment.

Question	Number of students answering the question
<i>Q6</i>	12
<i>Q10</i>	
<i>Q7</i>	9
<i>Q9</i>	
<i>Q11</i>	
<i>Q1</i>	8
<i>Q3</i>	
<i>Q4</i>	
<i>Q8</i>	7
<i>Q2</i>	5
<i>Q13</i>	
<i>Q16</i>	4
<i>Q5</i>	3
<i>Q12</i>	
<i>Q15</i>	
<i>Q14</i>	1

Table 17. Achieving Conceptual/Critical Aim for the First Assignment

As it is seen in Table 17, 12 out of 14 students answered Q6 and Q10. Other questions answered mostly are Q7, Q9, Q11, Q1, Q3 and Q4 (see Appendix 15).

The questions about background knowledge and the topic were most answered ones among participants.

Students who answer the 6th question, “What background knowledge do you need to understand this text?”, state that background knowledge is necessary to comprehend the text better. They not only give answer to the question, but also explain the importance of background knowledge.

“You need to know about the Vietnam Conflict and its consequences. You should have **background knowledge about this war** and the life style in these years. Also, you should know this information to compare this world and the world in history.” (Y. M.)

“We need **background knowledge about old expressions** and obsolete words in the text.” (A. K.)

“First of all, we need to know about the cultural norms in Burma and what colonialism is, its effects, the pressure on people. Of course we cannot evaluate those things apart from history so **we need historical background knowledge.**” (Ö. O.)

“Before reading these lyrics, **we have to know the fact that Africa suffered from hunger** in 1985 and lots of people starved.” (K. G.)

“Without any background knowledge everyone who listens to this song would think that it is a love song but it is not a love song **it is more about death.** For this fact, **I need background knowledge.**” (T. M.)

“I needed to learn about people he mentioned in that song Roosevelt and Martin Luther **to understand the song.**” (D. U.)

In question 7, students are expected to give answer to “Will you think differently or do something different after having read this text?” 9 students answer the question and the extracts below present comments of some students.

“After reading this, **I feel differently.** I think that people, especially the innocent people, suffered because of the war. Governments don’t think their citizens and their lives. As a result of this, there is no peace in nowadays.” (Y. M.)

“**I changed my mind** after having read this text. Chocolate is quite good for us unlike other opposite view.” (Ö. Ş.)

“Of course, **I think differently** and try to do something for equality, justice, a better world for all humanity and no discrimination all over the world. After reading these lyrics, if someone has a susceptible heart, immediately he/she does something for her or himself, the world, children, and other generations. This kind of songs makes people’s heart activate and provide to make sense.” (A. B.)

In Q11, students explain the answer of question “Why has this topic has been written about?” 9 students give answer this question. Following student extracts show students’ inferences for the reason of text’s topic. Sharing experiences, feelings, ideas and criticising are among the main reasons of written texts according to some students.

“Discrimination against black people is a problem that has been around since when white people went to Africa and slaved them. They still find it problematic to accept them as a free man or equal to themselves. Some people still can’t accept them in society and that is a huge problem. Michael Jackson as originally a black wanted to **express how his society felt** and has been feeling.” (D. U.)

“In a society if there is a wrong, some people may criticize it or may reveal it to know everyone. Hence; the wrong is fixed. I think this song was **written to criticize and to draw attention** for the lack of justice.” (G. B. T.)

“The reason for why this topic has been written is probably its effect on the writer. The writer was **affected by the Holocaust** so he chose this topic.” (T. M.)

“The writer wrote about this topic **to reflect his opinion** and **to make people think** about the problems he mentioned in the lyrics.” (M. Ş. B.)

“After a couple of years George Orwell wanted **to share his experiences** in Burma and wrote three pieces of literature including Shooting an Elephant.” (Ö. O.)

“Lennon wrote this **to persuade people to imagine a life which is peaceful**. In Vietnam War, he realized that innocent people died and the country didn’t have anything to do. He makes people think a good way to live better and we understand this from the repetition of the word “imagine”. So, the topic has been written according to Lennon’s experiences and he wrote it because of **expressing his hope**.” (Y. M.)

The table below demonstrates achieving conceptual/critical aim of students for the second assignment.

Question	Number of students answering the question
<i>Q10</i>	15
<i>Q1</i>	14
<i>Q3</i>	
<i>Q4</i>	
<i>Q6</i>	13
<i>Q9</i>	11
<i>Q7</i>	9
<i>Q11</i>	8
<i>Q2</i>	7
<i>Q8</i>	
<i>Q16</i>	6
<i>Q15</i>	5
<i>Q13</i>	2
<i>Q14</i>	1
<i>Q5</i>	0
<i>Q12</i>	

Table 18. Achieving Conceptual/Critical Aim for the Second Assignment

As it is seen in Table 18, 15 out of 19 students answered Q10. In addition, most of the students prefer to answer Q1, Q3, Q4, Q6 and Q9 (see Appendix 16).

Both in the first assignment and in the second assignment students mostly choose same questions to answer. Most of the students give information about the topic of the text (Q15) and they explain the reason of reading (Q1). Also, students express whether this type of text of interest to them (Q3) and whether they are the type of person the text addresses (Q4). With the help of these questions, the majority of students clearly make connection between the text and their own experiences. It is through this connection that they become aware of the relationship between text

producers, text receivers and the text itself (Wallace, 2003). As Student Ö. Ş. states, this relation helps her to have another aspect:

“When I first came across this news in BBC, I **was shocked because it was incredible** news for me. The idea was amazing. So it drew my attention. In this stage, as I follow BBC, I am both follower and reader.”

“After having read this news, I **thought how many books I read** from other countries. It was ridiculous. Although I like to learn interesting things from other culture or region, the maximum number is 5. This news **helped me to have another aspect** of my mind.” (Ö. Ş.)

Most of the students clearly define why this type of text arouses their interest. They state personal reasons like their belief, profession or status. As Wallace (2003) notes, students “make cognitive and critical links to their own lives.”

“This text addresses me **since I am a Muslim reader** of ‘The Independent’ and the text is about Islamophobic crimes.” (M. Ş. B.)

“This type of text is relevance to me. **I’m a prospective teacher**, so any kind of texts which include teachers, schools or students is within my curiosity. When I saw the topic about district schools, I decided that I am interested in this article.” (Y. M.)

“I think that I am the type of person this text addresses because **it gives some ideas about writing which can be useful for me as I am a student**. Writing is what I do.” (T. M.)

As in the first assignment, question 6 (*What background knowledge do you need to understand this text?*) which asks background information is one of the most answered questions. 13 out of 19 students make comment about this question. To illustrate, Student A. K. focuses on the importance of background knowledge to understand the text thoroughly in her assignment. She emphasizes in her comment that the reader should have information about some specific words, historical characters and events in the past in order to understand the text.

“To understand the passage thoroughly; we **need background knowledge** about some issues in the text. We also need to have background information **about vocabulary**. The writer of the text mentions about **some objects, foods, historical events, places and issues**. For example we **should know what “macaroon” is** and, Marie Antoinette’s ball gowns are look like and royal carriages’ figures and shapes in Antoinette’s era to understand the image of Ladurée’s showcase. We should know **what a “guillotine” is** and what it is used for. There is also a historical quotation which is claimed as one of the Antoinette’s quotes. It’s “If they don’t have bread, let them eat brioche.” It’s mentioned quite often in the text. We **should know that quote’s story and what “brioche” is**. In the text, there is a connection between Lady Di and Marie Antoinette. To understand it; we **should know about Lady Diana’s personality and what she means for people**. It’s also said “... put Lady Di

in place of Margaret Thatcher.” To understand the implied message, we **should know Lady Di’s political qualifications, who Margaret Thatcher is and her political position.** It’s also mentioned about French political figures like Sarkozy couple, Ségolène Royal and François Hollande. We **should know about their relationships** to understand the term of ‘the real-life soap opera.’” (A. K.)

It is observed that the thoughts of one of the participants related to necessity of background information change through critical reading course. To illustrate, Student T. A. considers background information unnecessary in the assignment of first week of the course.

“I **do not need any background knowledge** because this text already informs us.” (T. A.)

In her individual assignment work for the last week, it is seen that the importance of background knowledge has been understood.

“The one who reads this text **has to know what migraine is otherwise she/he cannot understand** anything from this text. Moreover how migraine creates an **insufferable headache has to be known.**” (T. A.)

Another question which is answered mostly is Q9. It asks “Who has written this text? To whom and why?” 11 students give answer that question. 3 of them explain the purpose of the writer as informing the target reader. Creating awareness and showing the related connections to the reader in text are among other explanations of students.

“A journalist of Daily Mail has written this text to people who suffer from migraine in order **to inform** them about their disease and reduce the effects of this illness.” (T. A.)

“This text was written by J.D. Heyes as a news article to news’ readers in order **to inform people** and to provide that people explore new things.” (G. B. T.)

“Ben Quinn wrote this text **to inform** pregnant women.” (K. G.)

“She might write it for teachers or students. Also, I think she refers to investigators **to create awareness** about helping schools.” (Y. M.)

“Joanne Lipman wrote this article. In order **to prove reader the connections** between music and academic achievement by giving examples.” (E. M.)

9 students answer question 7 which asks “Will you think differently or do something different after having read this text?” Moreover, some students explain what they will do after their opinions have changed. For example, Student A. B. talks about the

change of her thinking way after reading the text without explaining what kind of change it is in the comments of the first week.

“Of course yes, I consider in different way. **It changes my thoughts** towards the this phone brand thanks to ad.” (A. B.)

In the analysis of the second assignment, she gives detailed information about the change she feels after reading the texts and mentions about how she will act after this feeling of change.

“Exactly, I will think differently and **try to do something for our world, environment** to become better after reading this text. As a candidate teacher, I also **want to create awareness about this issue** which the text mentions.” (A. B.)

6 students answer the 16th question which asks “Why has it been written this way and not in another way?” Students claim that desire for reaching more people and writer’s attitude are the possible reasons.

“The text was written as an article on a newspaper. It may be written in another way but to write in **this way will reach to much more people** because most people read newspaper and articles in it.” (G. B. T.)

“The writer prefers to show us this text as news in BBC. Maybe, the writer is able to think that the **news via this channel reaches lots of people** unlike other ways like advertisement or radio.” (Ö. Ş.)

“They want to inform people. They **don’t want to give their opinion directly** and they just want the readers raise their awareness and knowledge about CBT.” (K. A.)

“The text is written in this way **since the writer is a researcher** so she always mentions researches in the text. It may be said that these statistics reinforce the topic in a positive way. I think it is the best way in terms of persuading readers. On the contrary if the text had not contained research’s statistics, so it is likely to say it would not have been convincing for readers and everything would remain abstract.” (D. A.)

For the same question, Student A. H., presents her opinion without showing evidences from the text for the assignment of first week during the course process. She makes comment on a fact but does not provide enough indications.

“In my opinion, LG company or advertisement company think that comparing LG's products advantages with other companies products disadvantages and also doing this with using visual materials is **the best way to draw their customers attention.**” (A. H.)

However, she uses some extracts from the text to provide evidences for her ideas in the assignment at the end of the process. She emphasizes that the sentences taken from the text “are raising the demonstrativeness of the text.” She expresses the reason of this by saying “they are researches that made by conversant people and they provide us to think about the text more deeply.” She shows the clues leading for deep thinking.

“It has been written the most effective way. If you asked that what makes me think like that, I would answer like that: the **author gives some examples** about his\her own life and the author writes this text as if he\she is talking to us so, we can enjoy with the text more easily, also it makes the text more believable and the **author present some certain sources** such as;

‘Sociologist Lisa Wade has written about her research for Salon, which shows that in the US, heterosexual men tend to have very few friends, and the relationships they have with other men provide less emotional support than their wives or girlfriends. ‘

‘The Pink Stinks campaign is addressing the problems that arise when girls are pressured to play with overtly feminine toys.’

‘According to research from the charity Calm, suicide is now the biggest killer among young men in Britain, with a spokesperson for the charity citing "social isolation" as a major factor.’

These sentences **are raising the demonstrativeness of the text**, because they are researches that made by conversant people and they **provide us to think about the text more deeply.**” (A. H.)

It is revealed that similar questions are answered mostly both in the first assignment and in the second assignment. However, while all questions were replied by the participant students in the first assignments, students did not give any answers for Q5 (*Why do you make sense of the reading in the way that you do?*) and Q12 (*How has this topic been written about?*) in the second assignment. It is seen that most of the students clarify the topic of the text they choose. Then, they think about background information and give information about it. Most of students emphasize that background knowledge is needed to understand the text. Furthermore, questions asking reason of reading (Q1), reader’s interest for the text (Q3) and text’s addressee (Q4) are answered by a good number of students. It shows that students analyse the relation between the text and them.

In addition to the answering the questions, students show their achievement in critical aim by reading and making comment on the assignments of each other. These

students make comments on their assignments and maintain discussion and opinion-sharing environment in the blog as well. Student Y. M. states her opinion about the text chosen by her friends.

“I think Pink has self-confidence. She tries to create awareness for people and she wrote this song even if it points the president as a target. For example, she says "What do you feel when you look in the mirror? Are you proud?" **I think a person, who has courage to ask this to a president**, is not nervous. She has big self-confidence and she can be angry because of being sensitive about her country's citizens.” (Y. M.)

Following this comment, Student T. A. gives answer stating that she is of same opinion.

“Yes, I agree with you, Pink is sensitive about her country and her country was not good condition when Bush's regime so she is a little bit nervous because of that reason. If someone complains about something or someone, he/she will get nervous inevitably.” (T. A.)

Student T. M. uploads a comment for a different text and underlines that it is a social problem although it seems as issue of African people.

“Firstly I like the song you chose :) I want to say that this song, as you have mentioned, is an effective way to make the people move. I also **want to add that** I do not think that this song really "needs" background knowledge. I think it handles with a social problem which is still going on and I think that everyone is more or less aware of that. It might have **a specific topic like African people but this also a social problem which is known by everyone.**” (T. M.)

Student B. A. shares her criticism through the text which is the song of “Another Brick in the Wall”, uploaded by her friend. Student B. A. states that she is a teacher candidate so she really cares about the education system. She believes that the text can be effective since it makes people think about this matter.

“I have liked the text you choose. Actually, I think that the text will be a beneficial and effective one over the others' education system which they have. You have touched on the most important issue, I think. **I congratulate you** because **I am also so upset and angry with the education system of us and the other countries as a candidate teacher.** So the teachers should change this because of the fact that they were a student firstly and had experiences about this issue. They detect and understand, then should do something for changing this statement. But it is parable that grapes blacken vis-a-vis other grapes, they behave like the person who inspire. Shortly, the education system is persistent because of these reasons, and also I am sad about future generation. Therefore as a teacher I will try to do something in order to make education system better for my students but I am not hopeful that the

government will notice and change it in the best way. Because they are making it worse, I think. So as teacher candidates, we can do it better. **This song really makes people think about this issue. :) (A. B.)**”

5.2.3 Achieving Cultural Aim

When students read critically, they become more sensitive for cultural details. They start to find similarities and differences between their culture and the culture they learn through the text they face. This situation enhances their cultural awareness. Therefore, characters and relations, presented ideas in the text and text's function can be seen as steps helping to gain this awareness.

Question	Number of students answering the question
<i>Q47</i>	13
<i>Q44</i>	11
<i>Q48</i>	
<i>Q49</i>	
<i>Q34</i>	10
<i>Q35</i>	9
<i>Q39</i>	
<i>Q36</i>	8
<i>Q46</i>	6
<i>Q42</i>	5
<i>Q40</i>	4
<i>Q37</i>	3
<i>Q41</i>	
<i>Q43</i>	
<i>Q38</i>	2
<i>Q45</i>	

Table 19. Achieving Cultural Aim for the First Assignment

As it is seen in Table 19, 13 out of 14 students answered Q47. 11 students make comments about Q44, Q48 and Q49 (see Appendix 17).

Question 47 which is “What is the function of this text in the society at large?” was replied by almost all students. According to the extracts below, some students think that creating awareness is the function of the text they read. Students’ answers show that text’s function is related to the message aimed to be given by the text.

“The text **creates awareness** about the life and it says that it needs a responsibility to live this life because it is a gift for us from the people who suffered in war. In present time, we don’t have peace and Lennon shows his great expectations for this by saying ‘imagine all the people living for today’ or ‘nothing to kill or die for.’” (Y. M.)

“The function of these lyrics in the society is to **make people aware** and become sensitive. Because it is a topic that interests everyone in the society. After the readers read the lyrics, they will realize the situation and try to do something for them.” (K. G.)

“I think Walter wrote this text in order to **make people aware.**” (E. M.)

“...after having listened to his song, my **awareness** has emerged and my **attitudes has changed** and I am trying to do something by talking to my family, friends about this issue by attending some social groups, helpful charities, environmental processes also some crucial groups for humanitarian.” (A. B.)

“The function of this text in the society is **to illuminate people** around the world and **make them feel responsible** for what is going on.” (M. Ş. B.)

“She sang this song in her concert and society applauded her because public was agree with her and singing a song about president **encourages public.**” (T. A.)

“Function of this text or its lyrics are could be highly thought as announcement and **declaration of black people’s anger, hurt and pessimism.** Michael Jackson wanted to say it out loud or perhaps even cry how black people have been feeling.” (D. U.)

“First of all, the function of this text is to show **how someone is controlled** while he is trying to prove his control over the others. In the story Orwell is trying to show his superiority but actually he is the one who is controlled by Burman’s and in the end he is the one who is regretful.” (Ö. O.)

“What will the effect of this text be on other readers? Why?” (Q48) and “What will other people understand and do as a result of having read this text?” (Q49) were answered by 11 students. In the extracts below, students state that people will understand the message of the writer and start to behave considering this message.

Q48: I think, the effect of this song will be great on the other readers. As thinking myself, the readers will contrast their lives and the others who suffer from. Then they will go through the right way.

Q49: They will **understand that the life is not only around them** and there is something which go the worst. As a result, they will **notice the facts** and try to

manage for their world and the utility of humanitarian. The **writer gives so many messages**, suggestions for people with this song and **he is waiting for activation** of them in order to make a better world. (A. B.)

Q48: They can cry or call their ex-boyfriends for coming together again. Because the song shows us even if u were right when the subject is death, there is nothing else u can do. And if u love somebody express your feelings before the death does.

Q49: In my opinion **it can change person to person**. For the one who hadn't experience love before may think that is rubbish waiting for somebody who left me and she can't understand it. (G. B. N.)

Q48/9: White people will know and **try to understand how black people have been feeling**, what they have been experiencing and for as long as they are not in KKK people will search history related black people's discrimination. (D. U.)

Q49-After this song, **people could criticize the government** easily because Pink took the first step, on the other hand people who approve Bush's behaviour may boycott Pink due to her song. (T. A.)

Q49: People will **understand that there are some ways to reach a peaceful life** and they see the expectations of Lennon. They will be aware of the situation and perhaps they think and talk against the war and **want to do some activities** for that like 'anti-war demonstration'. (Y. M.)

It is observed that there is a progress in elaboration of thoughts in answering questions concerning function of the text. For example, Student Ö. O. gives a general answer related to the readers' reaction to the text in the course process.

"They may **approve or disapprove the ideas** in the text according to their own logic and experiences." (Ö. O.)

Later on, the same student specifically focuses on the possible attitudes of the readers. He emphasizes different cultural perspectives through "colonialism" and suggests readers to look from the "writer's position" in order to "understand the story better."

"They will **understand the colonialism's effects** on a country and if they **put themselves in the writer's position** I think they will understand the story better." (Ö. O.)

11 out of 14 students replied question 44, “What emotions are reflected? Why?” Students express emotions like love, hope, hopelessness, happiness, enthusiasm, sorrow, sadness, pain, hate, anger, insensibility and regret.

“The strongest emotion is **hope**. He claims that there is a hope for living in a better world. There are two points of view about hope. First, he feels hopeful because there is a chance to have a better life with solutions like “imagine there is no country” or “nothing to kill or die for”. Secondly, he believes that people will come together around these ideas and the number of supporters will increase. We understand this idea in this sentences; “I hope someday you’ll join us and the world will live as one”.” (Y. M.)

“The story is written in a very **depressive** way. Before lover’s death; **happiness, enthusiasm** are reflected but after her death, the environment has a very gloomy atmosphere and a **deep sorrow** is reflected.” (A. K.)

“**Hopelessness, pain, hate, anger** and **insensibility** are reflected as emotions.” (G. B. T.)

“**Love, regret, hope, sadness** are reflected in the story very frequently and deeply. Because it is a love story in which the lover couldn’t gain each other what emotions else can be presented here?” (G. B. N)

“Mostly the **anger** is reflected. Because the writer is so furious with the people who connive at all things which happens in the earth. Yet, I think he is optimist about the future as he thinks that he can reach all people around the world with this song and people could aware, try to do something. Also he is absolutely upset about the bad condition of the world and tries to correct something in the best way.” (A. B.)

It is observed that Student Ö. O. just states the feelings reflected in the text during the course process. He shows no evidence or reason for this opinion of him.

“Pessimism is reflected with some anger and sadness.” (Ö. O.)

At the end of the course, he explains why these feelings are presented in the text. He expresses the reason of hate that Burman people “think he represents British imperialism.”

“**Anger, regret and hate** are presented in the story. Burman people hate Orwell because they think **he represents British imperialism** and they make his job much more difficult than it is. Of course their attitude makes Orwell hate them. Orwell **feels regretful after killing the elephant** but it is too late and it is a must for him to shoot the animal.” (Ö. O.)

8 students give answer the question 36, “Is the writer or reader similar to the characters? What does this mean?” The extracts below present 2 students’ answers. They infer that the writer and the characters involved in the text are similar.

“The writer of the text **had similarities** with the oppressed people. He was an afro - American person that means he was a black person and he experienced very bad things in his live because of his identity.” (M. Ş. B.)

“We **need background knowledge** to understand it. If we have background knowledge about Poe; thanks to that we can easily say that **there are many similarities between character’s story and Poe**. The story is like an autobiography.” (A. K.)

The table below demonstrates achieving cultural aim of students for the second assignment.

Question	Number of students answering the question
<i>Q47</i>	15
<i>Q48</i> <i>Q49</i>	12
<i>Q35</i>	11
<i>Q39</i> <i>Q46</i>	10
<i>Q44</i>	8
<i>Q37</i> <i>Q42</i>	7
<i>Q34</i> <i>Q45</i>	6
<i>Q36</i> <i>Q40</i>	4
<i>Q41</i>	3
<i>Q38</i> <i>Q43</i>	2

Table 20. Achieving Cultural Aim for the Second Assignment

As it is seen in Table 20, 15 out of 19 students answered Q47. Other questions that students prefer to answer mostly are Q48, Q49, Q35, Q39 and Q46 (see Appendix 18).

As it is in the first assignment, most of the student makes comment about the function of the text answering Q47 (*What is the function of this text in the society at large?*). Following extracts show students' opinions for the function of the text they analysed.

“In order to mention about the text's function in the society, it is possible to say that these ideas would **influence the writer's style**. Me for example, I will know focus on the verbs I use in my essays to be more effective.” (T. M.)

“The text is about a global problem. **No one can say that it is not my business**. When the subject is innocent people especially children every person **should help** them via their countries and social organizations.” (G. B. N.)

“In the society, the text makes a difference about educational problems. People might think that “We have children and the school, which has financial problems, could be our children's school.” This thought can help to **develop the emotion of empathy and sensibility**.” (Y. M.)

“The function of this text is **to explain people** why internet and social networks are so popular among teenagers and why they prefer using them while there are other ways to communicate. The writer emphasizes that the teenagers have always needed to express themselves but in different ways and using social networks are just a modern way of doing it.” (Ö. O.)

“This news **assists people to have awareness** of reading in a funny kind of way. This is anomalous event. You can read something from other countries also learn about their culture, background, and interesting tradition. So people can feel different emotion.” (Ö. Ş.)

12 out of 19 students answer the 49th question which is about the reader's reaction after reading the text (*What will other people understand and do as a result of having read this text?*). According to the extracts below, students believe that after reading the text readers become conscious about the writer's message and behave in that way.

“After reading this text people may **become more conscious** and they may **realize** the luck that they have.” (G. B.)

“This text might increase the amount of donations, so we can say that is can affect contributors. It makes a **responsibility for all people** to take care of district schools. Also, readers can make a move such as donating their materials, books or money

after reading this article. People **understand that a small help will extend a big thing** and they want to share something for schools.” (Y. M.)

“Mostly, the text clarifies the reality and its function is to draw attention. I think it will affect people in the best way. After reading this text, people will try to **do something for the world to make it better** and maybe they change their life styles by behaving correctly, using useful things in everywhere and situation to protect the environment, other people, animals and so on.” (A. B.)

In addition to these questions which ask the impact of the text on people, students share their ideas related to their cultural awareness by making some comparisons. For example, Student E. M. makes a short comment on the function of the text during the course process as it is seen below.

“The function of this song is to show people current situation and make them aware. **They may think about this song. Maybe they think same thing too, maybe they experienced.** Maybe it's time to think!” (E. M.)

However, in her last assignment, the same student mentions about cultural facts. She presents example from her own country and emphasize cultural differences between countries. She believes that the text can affect families in Turkey who do not care about the music life of their children.

“As I mentioned before this article can be effect people in various ways. If there is someone like me who want to back on playing piano or who want their children to play an instrument will be affected from this article. I think this article can change their mind. **Especially in Turkey. Because in our country the families don't care about the music and their children as well.** If you don't try to cover your talent you'd never know what you're good at. I think **families should encourage their children about music.** By doing this they are also help their children in academic way.” (E. M.)

Following extract illustrates how Student G. B. N. discovers a hidden motto in the text “go and help them!” Although the writer does not say it directly, the impact of his writing inspires that message:

“It can affect them. The text is written for American readers. But I reached this article and read it. At the first time I read it, saw its pictures, it affected me very deeply. And thanks to its writer, I want to do something for the children refugees. May be the other people have the same idea with me, **even the writer doesn't say “go and help them!”**, he is writing **quite effectively to make the people do something** while he **shows everyone** many windows of the dark and distant terrain called war.” (G. B. N.)

Question 46 which asks “How certain is the writer about the validity of these ideas and rules?” was answered by 10 students. Some students state that the numeric data provided in the text makes writer’s ideas more valid. Besides, a student with different view for this question says that she cannot know the validity of ideas since these are personal opinions.

“The writer is so sure of himself thanks to **research** that gives him every reason to be sure.” (D. U.)

“The writer provides **numbers and statistics** for the each information he gives which shows that he is certain about the validity of his ideas.” (Ö. O.)

“I think that the author is sure enough about the validity of these ideas. She talks with the librarian, student, parent and also teacher. In consideration of school issue, these **characters are a proof of validity**. Also, she gives information according to the **numbers**. For example, it is written ‘The new materials cost about \$10 million,...’” (Y. M.)

“It is **not possible to say how certain the writer** is because it is just an idea which she shared.” (T. M.)

8 out of 19 students replied Q44 which is about reflected emotions in the text (*What emotions are reflected, why?*). In the analyses of the second assignments, some emotions expressed by students can be listed as hope, hopefulness, satisfaction, adoration, sadness, disappointment, anger, pain, obsession and hatred.

“**Hope, sadness, disappointment, anger, pain** and so on. Because the text is about war and its effects on children. In war environment, people experience very different feelings at the same time.” (G. B. N.)

“In my opinion, **anger** is reflected in this text. We can see this by looking at the text’s title (why women are still held back) since it is like a questioning. Writer is so angry about inequality between genders that she prefers using interrogation method.” (D. A.)

“The first important emotion is **satisfaction**. Both the teacher, Nicole Anderson, and student, Paris Mercer are happy about having the musical instruments. The teacher thinks that she has a wild dream as she said in third paragraph. Also, Paris says that “You just hear a beat and you go with it.” She is happy and excited about the new stuff. Other emotion is **hopefulness**. To illustrate, Peter Macpherson says “The work is not done, but it’s a great, great first step.” He knows that there is not a full-success but he has a hope because there is a big step for it.” (Y. M.)

“We can see people’s **adoration, obsession** or **hatred** towards Marie Antoinette in the text.” (A. K.)

There is also a different view about same question's answer. One of the students thinks that there is not reflected emotion in the text because of the text's type.

“Actually, **no emotions** are reflected. As the news, ideas, researches, studies are made by objective minds. Because of the purpose to address the target audience, it should be used objective and **should be written by an objective perspective.**” (A. B.)

Looking at the students' analyses, it can be said that most of the students make comment about the function of the text (Q47), effect of the text (Q48) and reaction of people after reading the text (Q49). Through answering these questions, students think about the culture and interpret the writer's message in cultural context. Additionally, students discover the emotions reflected in the text (Q44). This step helps them to make inferences from the text. They try to reveal what is not told but felt. Most of the students answer the questions related to the characters in the text; they try to explain their roles and approach of the writer towards them. Thus, participant students realize the people and relations mentioned in the text. Furthermore, analyses of students indicate that half of the students examine the validity of the ideas in the text (Q46). In this way, students focus on the meaning of the text.

5.3 RESULTS OF PRE-STUDY AND POST-STUDY QUESTIONNAIRE

Opinions of students with regard to the critical reading course process were analysed through questionnaires in order to provide insight into the students' perceptions. Student' views about the critical reading course practice are presented in four subtitles:

- The Definition of Critical Reading
- The Value of the Course Conducted
- The Practice of Reading Critically
- The Required Steps for Critical Reading

Table 21 below presents the key points related to the current subtitles.

Categories for Students' Opinions	Pre-Study	Post-Study
The Definition of Critical Reading	Analysing the text from different perspectives	Reading the text deeply Making inferences Understanding the hidden messages Focusing on the details Reading between the lines
The Value of the Course Conducted	Majority of students have not taken the course before	All students agree that the course has made a significant contribution Developing reading strategies
The Practice of Reading Critically	Students do not have enough practice of critical reading	Students believe they can read critically Focusing on the text's message Need for more practice and time Self-evaluation

The Required Steps for Critical Reading	They predict some steps of critical reading	<p>Awareness of basic steps and different aspects of critical reading</p> <p>Awareness of the requirements of critical reading</p> <p>Awareness of the importance of discussion</p> <p>Implementation of what is learnt into daily life</p> <p>Questioning not only the text but life.</p>
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Table 21. Opinions of Students in Pre-study and Post-study Questionnaires

Following section presents detailed information for each category of students' opinions.

5.3.1 The Definition of Critical Reading

The major finding from analysis of questionnaires is that after the critical reading course process, the majority of students understand what they aim through critical reading. It is clear that most students emphasize certain characteristics to define critical reading.

The following answers by students illustrate how their definitions have changed after the course:

Pre-study Questionnaire	Post-study Questionnaire
Critical reading is to interpret what the reader wants to tell us from our own perspective , not from his perspective. (Student Ö. O.)	Critical reading, I think, is not to go through the text directly. It is reading the text deeply by finding examples from the text. (Student Ö. O.)
It is reading the text analysing it from different perspectives and examining the way it is written, its language and its type. (Student G. B. T.)	It is reading the text and so you can see the details in it. It is making inferences from these details. (Student G. B. T.)

<p>Critical reading is to have positive and negative ideas while reading a text and accordingly to provide different perspectives for the text. It is evaluating the text with its pros and cons. (Student A. B.)</p>	<p>I think it is to learn criteria which the text carries and to make comment about these criteria. It is to put forth the similarities and contradictions and think about them. It is to make a deduction from the text through these criteria. (Student A. B.)</p>
<p>It is analysing the text from all aspects; grammar, context, structure, vocabulary, era and etc. (Student Ö. Ş.)</p>	<p>It is a method which enables me to understand the hidden message or the message supposed to be conveyed in a text I read or anything I see -can be an advertisement, a picture. (Student Ö. Ş.)</p>
<p>It is an ability to look at the text from all perspectives and evaluate it. It can be evaluated by perceiving it as a whole or separating into the pieces. (Student A. H.)</p>	<p>It is reading a text by focusing on the details more and trying to make inferences from it. (Student A. H.)</p>
<p>It is reading a text by analysing it with all contents. It is evaluating its topic, sentence structure, word choice and making comments on it. (Student Y. M.)</p>	<p>Critical reading is to analyse a text by asking the basic questions such as “who, why, how” in a detailed way. It means reading between the lines and searching for meaning which is more than it is seen. (Student Y. M.)</p>

Table 22. Critical Reading Definitions of Students

As Table 11 indicates, students generally define the term of critical reading as “looking at the text from different perspectives” in pre-study questionnaire. Their explanation cannot be accepted as wrong since it is a required attitude in critical reading process. However, it is an open-ended reply. These perspectives are not explained in detail. They know that they should have this attitude but they do not clearly reflect it. On the other hand, some students talk about their deep interaction with the texts in post-study questionnaire. They state that they read what is not written but implied. They show their awareness about focusing on the details and discovering hidden messages in the text.

Students’ comments show that what critical reading means is understood by students. During the course process exact definition was not provided, instead activities are performed in the class through critical reading questions. That is, they constitute their own definitions based on in-class activities. Although they do not memorize any definitions, they describe the term expressing what they actually did on the process.

5.3.2 The Value of the Course Conducted

Students are asked about their previous experience for the course and their thoughts about whether critical reading is important in pre-study questionnaire.

A majority (11 of 19) of students state that they did not take critical reading course. 5 students state that they did not take the course but in reading course they are dealing with this subject. 3 students state that yes they are taking it in their reading course.

There is no consensus among students that they take a critical reading course. In their reading course, they probably talk about similar issues since their reading book has some units related to critical reading. However, most of them are not sure so they prefer to say “No, we did not take the course”. On the other hand, it is a stubborn fact that these young teacher candidates have not been in a course which tends to read critically even if in their mother tongue.

About importance of critical reading, 18 students say “Yes, it is important”. Only one student does not agree with the others. The following comment by Student T. M. shows the reason why critical reading is not so important:

“It is partially important, but not important for our department. Since our department is teacher education not literature, it is enough to know basic information. There is no need for more detailed information”

From the number of student replies presented above, it can be said that they are aware of the necessity to learn how to read the text critically.

At the end of the course process, they are asked about the contribution of the course through post-study questionnaire.

All students agree that the course makes contribution on their critical reading skills. 5 students put emphasis on the fact and begin their sentences as “exactly it has made contribution”. The following quotes illustrate the students’ awareness on the benefits of the course:

“Exactly **it has made contribution**. We read something but we were not aware of based on which criteria we were reading. I think the course has created awareness in this sense.” (G. B.)

“Yes. We have **learnt to concentrate on the texts in a better way** and to see the underlying points through the discussions and brainstorming in class environment.” (A. K.)

In their comments, students state that they internalize the process and in their real life they practice the way of thinking they have learnt in class:

“Exactly it has **made contribution**. When I face with a text or an event, immediately questions come into my mind. And then I find myself trying to answer these questions.” (D. A.)

“Of course it has **contributed** because while I am studying on my assignment or reading something it helps me to evaluate these texts by asking questions.” (K. G.)

As the following comments demonstrate, students develop their own reading strategies based on the questions they went through in the course:

“Yes, I think so. While I am reading a text, the questions we studied in the course come into my mind and I **try to read and criticize the text** based on these questions.” (A. H.)

“Yes, I think it has **contributed**. Although I cannot entirely interpret the things I faced –that can be an article, a story, a movie- I am able to make some inferences about that subject through the questions, which are about the text, author and content, I learnt in the course.” (Ö. Ş.)

Student Y. M. explains that the course helps her to develop her writing skills since she knows what kind of information a reader search in the text. It builds a self-reflection for the learner:

“I think it has **made contribution**. In its easiest form, I believe that while I am evaluating a written source I will learn more things through critical reading knowledge I have gained. At the same time, when I want to write a text or when I am supposed to write a text, I can answer almost all questions of the reader.”

Student T. A. gives information about her discovery to the text and underlines the importance of background information:

“Exactly it has **made contribution**. I have started to think about more deeply on a text and ask myself what message is given in the text. A text can be analysed from various perspectives through ‘background information.’”

Some students address to their creativity improved by the course:

“Yes, exactly it has **made contribution** a lot. After taking the course, I go through the texts –an article, a lyrics, a literal work- in accordance with some specific criteria. This enables me to think better and be more creative.” (A. B.)

“Of course, it has **contributed**. Now, I can notice small details while reading a text or listening a song and I can make inferences from them.” (G. B. T.)

5.3.3 The Practice of Reading Critically

Students are asked in pre-study and post-study questionnaires about their use of critical reading when reading a text written in their first language and foreign language. Their responses indicate that at the end of the course most of students are sure that they can read critically the texts written in both types. Following quotes demonstrate their answers before and after the course:

Pre-study Questionnaire	Post-study Questionnaire
While I am reading a text, I imagine it in my mind, as I go on reading I have an idea which is different from writer's idea or same with it. I notice grammar and content but I cannot say that I read critically . (Student Y. M.)	I can read the text from a critical point of view . I understand that critical reading necessitates asking questions insistently and I am sure I will have lots of questions to ask every text I read. (Student Y. M.)
I do not think that I analyse a text critically enough. (Student D. A.)	Absolutely I think I can. Beforehand I was reading a text superficially to get a general meaning. However, now I am interested in details. I am focusing on the messages the text provides . (Student D. A.)
I cannot criticize the texts in foreign language since I try to understand its meaning firstly. (Student G. B.)	Absolutely, I do not remember that I have analysed an advertisement in such a detailed way before. I made inferences from each object and each situation. For this reason, I can say that I become more critical for the texts after the course. (Student G. B.)
Maybe critical reading is possible for Turkish texts but I cannot read critically in English texts. I do not see myself as capable of doing this. It is one of the things that I really want to do. (Student A. H.)	Yes, I certainly think that I can read critically . (Student A. H.)
I do not read critically because in my opinion it is a method requiring patience, time and cultural background (Student Ş. İ. C.)	Yes, I think I can read critically . (Student Ş. İ. C.)

Table 23. Students Answers for Reading a Text Critically

Even though they complete the course, some students think that they need more time and more practice to become better critical readers:

“Now, I know what is needed for critical reading practice. I can read a text following this way. However, **I am at the beginning of this process.**” (E. M.)

“I think this is a concept which will be internalized in time and slowly. For this reason, **I do not think that I can read completely critically.**” (D. A.)

“We read the text in a critical way in class but **I have not read a text critically out of class.**” (G. B. T.)

5.3.4 The Required Steps for Critical Reading

Students were asked about what is needed for critical reading before the course. Their responses indicate that although they do not have a comprehensive knowledge, they predict some steps are required:

“We need to have background information about the text and we need to know criteria for critical reading.” (T. A.)

“It is enough to know critical reading elements and deal with the text based on them. It is also useful to have different viewpoints.” (T. M.)

“Firstly, it needs to be known which points we focus on critically.” (Ö. O.)

Other responses show that some students prefer to answer that question in general terms:

“I think a broad thinking ability and certain extend of background information is needed.” (G. B.)

“It is required to know the author’s life and the time in which the text is written.” (G. B. T.)

After the course, students were asked which aspects are needed for critical reading. It was a similar question which was asked in the beginning. Responses suggest that they know well how to read critically.

The following extracts demonstrate students’ awareness for the requirements of critical reading:

“I do not know how to describe it but while I was reading critically, I feel that I open my mind for the text **without any bias** and thought. Since there can be a special meaning in an ordinary word in the text, each word and each sentence should be read carefully.” (A. K.)

“I analyse a text asking myself ‘**If I was the author**, how would I write this?’ or ‘What can I add more to this text? What can I omit from this text?’” (K. G.)

“There are some basic criteria for critical reading. These include **background of the text, structure of it, the time it is written, the writer of the text and its topic.**”

Thus, we infer if it is parallel to our thoughts or if we agree with the text. This process encourages us to read critically.” (A. B.)

“**The attitude of the writer, content, grammar, preferred words, used materials.**” (Ö. Ş.)

“It is needed to **analyse the structure of the text, make a connection among author, text and the reader and understand the effect of the text to the reader.**” (G. B. N.)

In post-study questionnaire, the last question asked their opinions about how critical reading can be developed. Many students mention that the skill of critical reading can be developed through more reading. Examples of these views are presented in the following comments:

“I think that **as we read more texts**, it will develop more. Each text provides clear answers in different points for basic questions of critical reading. The more we read different texts, the more critical reading develops.” (Y. M.)

“We develop it **reading more texts**, being more critical and thinking about why and when it is written.” (A. H.)

“Of course, **reading lots of articles, books, newspapers** and etc. I think the first step for critical reading is to read a text from different perspectives because we can easily see that different people infer different meanings from the text.” (T. A.)

“Through **reading more books, news and written sources.**” (Ş. İ. C.)

“We should **read more**. We should try to read critically each text as far as possible rather than perceiving it as another type of reading.” (Ö. O.)

“Through **reading more and more** and making an observation. We can develop it through thinking deeply, not in a superficial way.” (Ö. Ş.)

Student G. B. T. focuses on creating a discussion atmosphere to promote critical reading:

“Through **reading critically again and again**. Different types of texts should be read also. Moreover, we can develop it by taking a critical reading course and creating a discussion atmosphere based on a text with our friends.”

Student T. M., as a teacher candidate, puts emphasis on making connection between the outcomes of the course and applying it to the real life:

“It can be developed through **using this skill in our daily life** frequently.”

Student A. K. summarizes whole process and the further just with a few but key words:

“Through **questioning** the text we read.”

CHAPTER VI

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the present study and gives information about general interpretations of the results related to the research. Then, some recommendations for practice are discussed. The chapter ends with recommendations for further research.

6.1 DISCUSSION

	Text Type	Topic and Reason
Uploaded Texts Chosen by Students	First Assignment <i>(Song is preferred in general)</i>	<ul style="list-style-type: none"> - social issues such as communism, peace, governors of the countries, holocaust, justice, education, love, hunger, environment, discrimination, colonialism, personal products and food <p style="margin-left: 20px;">students' closeness, interest or curiosity for the topic</p>
	Second Assignment <i>(Newspaper article is preferred in general)</i>	<ul style="list-style-type: none"> - recent social issues such as gender inequality, war, district schools, religion (Islamophobia), diseases, social networks, environmental

		<p>problems, music, words, history, books, food and relationships</p> <p>students' closeness, interest or curiosity for the topic</p> <p>supporting his/her idea by giving references</p>
Assignments in the Blog		
Aims	Question Number	Results
<p>Linguistic Aim</p> <p><i>About the text itself</i> (Q17-Q33)</p>	<p>Q17 topic as subject position</p> <p>Q18 what/who is subject position</p> <p>Q19 verb types</p> <p>Q20 adjectives or nouns</p> <p>Q21 genre</p> <p>Q22 mood</p> <p>Q23 personal pronouns</p> <p>Q24 how writer refers to characters</p> <p>Q25 word types</p> <p>Q26 words' meaning</p> <p>Q27 sentence types</p> <p>Q28 information for first position</p> <p>Q29 information in clauses</p> <p>Q30 connector types</p> <p>Q31 order of information</p> <p>Q32 other information like setting, time etc.</p> <p>Q33 language use</p>	<p>Analysing parts of speech: subject, verb, adjectives, pronouns, modals, frequency adverbs</p> <p>Comprehending style</p> <p>Making reference for pronouns</p> <p>Focusing on some specific words and key terms</p> <p>Noticing word selection</p> <p>Differentiating short, simple and complex sentences</p> <p>Using clues and visuals accompanied by the text</p>

<p>Conceptual/Critical Aim</p> <p><i>About the reader</i> (Q1-Q7)</p> <p><i>About the creation of the text</i> (Q8-Q16)</p>	<p>Q1-Q16</p> <p>Q1 reason of reading</p> <p>Q2 role as a reader</p> <p>Q3 interest for the text</p> <p>Q4 addressee of the text</p> <p>Q5 reading in that way</p> <p>Q6 background knowledge</p> <p>Q7 change of thoughts after reading</p> <p>Q8 producer of the text</p> <p>Q9 writer of the text</p> <p>Q10 topic</p> <p>Q11 why this topic is written</p> <p>Q12 how this topic is written</p> <p>Q13 other ways of writing</p> <p>Q14 combined different ways of writing</p> <p>Q15 writer's position</p> <p>Q16 why this topic is written this way</p>	<p>Stating reasons</p> <p>Identifying target readers</p> <p>Need for background knowledge</p> <p>Expressing change in their feelings</p> <p>Defining topic</p> <p>Expressing why the text was written</p> <p>Making comments on each other's ideas</p> <p>Criticizing their peer's comments</p> <p>Maintaining discussion and transferring it into other social domains</p>
<p>Cultural Aim</p> <p><i>About the people and relations involved</i> (Q34-Q38)</p>	<p>Q34 implied relationships</p> <p>Q35 characters</p> <p>Q36 similarity with characters</p> <p>Q37 writer's approval for characters</p> <p>Q38 writer's approval for relations</p> <p>Q39 presented ideas</p>	<p>Comparing and contrasting the characters and their relations</p> <p>Establishing the link between the writer and the characters in the text</p> <p>Putting themselves in the writer's shoes</p> <p>Guessing and reasoning the reader's attitude</p>

<p><i>About the meaning</i> (Q39-Q46)</p> <p><i>About the function of the text</i> (Q47-Q49)</p>	<p>Q40 why ideas are presented</p> <p>Q41 presented rules</p> <p>Q42 where ideas come from</p> <p>Q43 formed logical relationships between ideas</p> <p>Q44 reflected emotions</p> <p>Q45 writer's responsibility</p> <p>Q46 validity of ideas</p> <p>Q47 function of the text</p> <p>Q48 effect of the text</p> <p>Q49 what people understand and do after reading the text</p>	<p>Elaborating their own thoughts</p> <p>Understanding the feelings and behaviours of people from other culture</p> <p>Raising consciousness in understanding the writer's message</p> <p>Cultural awareness by comparing and contrasting different cultures</p> <p>Expressing their emotions in detail</p> <p>Validating the ideas</p> <p>Discovering the hidden message of the text</p> <p>Clarifying text's function</p> <p>Realizing the effect of the text</p> <p>Criticizing the writer's voice and opinion</p> <p>Evaluating the objectivity of the text</p>
<p>Results of Pre-Study and Post-Study Questionnaire</p>		
<p>Categories for Students' Opinions</p>	<p>Pre-Study</p>	<p>Post-Study</p>
<p>The Definition of Critical Reading</p>	<p>Analysing the text from different perspectives</p>	<p>Reading the text deeply</p> <p>Making inferences</p> <p>Understanding the hidden messages</p> <p>Focusing on the details</p> <p>Reading between the lines</p>
<p>The Value of the Course Conducted</p>	<p>Majority of students have not taken the course before</p>	<p>All students agree that the course make a significant contribution</p> <p>Developing reading strategies</p>

The Practice of Reading Critically	Students do not have enough practice of critical reading	Students believe they can read critically Focusing on the text's message Need for more practice and time Self-evaluation
The Required Steps for Critical Reading	They predict some steps of critical reading	Awareness of basic steps and different aspects of critical reading Awareness of the requirements of critical reading Awareness of the importance of discussion Implementation of what is learnt into daily life Questioning not only the text but life.

Table 24. Summary of the Results

The results of the current study reveal the effect of critical reading course on English language teacher candidates. At first, findings are presented in the form of table including key points to highlight. Then, the results are discussed in detail in the following part. As it is seen in Table 24, the results are organized in three steps as text choice of students, achieving the aims and students' opinions related to the process.

Uploaded texts chosen by students are examined in two categories including students' first assignments and second assignments. Most of the students prefer song as text type to analyse for the first assignment. The topics of the texts can be listed as communism, peace, governors of the countries, holocaust, justice, education, love, hunger, environment, discrimination, colonialism, personal products and food. In order to analyse for the second assignment, most of the students choose a newspaper article. The topics of chosen texts can be shown as gender inequality, war, district

schools, religion (Islamophobia), diseases, social networks, environmental problems, music, words, history, books, food and relationships.

It is seen that students choose texts with social and political context. They prefer texts including current affairs. It can be said that students have intertextual knowledge as Wallace (2003) states “without an interest in news and contemporary social life, intertextual knowledge was simply not available for learners.” Student comments show that students choose the texts based on their personal interest and closeness to the topic. It seems that students actively take part in assignment studies since they have chance to choose the texts related to their interests. As the previous studies (e.g. Zhang, 2009) pointed, critical reading atmosphere promote the dynamics of the learning environment through students’ keen participation in the reading process. Besides, text choices and analyses of students show the awareness for discriminatory language as Heberle (2000) indicated in her study.

It is observed that students present the references related to the text. They indicate the web address from which they took the text. In addition, some students show the references through which they read extra materials to understand the text better. It can be concluded that students develop their own critical reading strategies by searching different sources and forming background knowledge in order to build a schema for the text.

As the second step, students’ analyses for the assignments were examined based on the previous studies of Bartu (2002) and Wallace (2003). The critical reading questions (Q1-Q49) prepared by Bartu (2002) were connected with the critical reading aims (linguistic aim, conceptual/critical aim, cultural aim) determined by Wallace (2003). In this way, two significant studies in the field become interrelated.

Firstly, students’ comments were analysed in terms of linguistic aim and critical reading behaviours of students were identified. Students answered the questions (Q17-Q33) about the text and study on some linguistic features such as parts of speech, text type, sentences, word and language use. These analyses show that students are able to analyse parts of speech in the text. They can make inferences for use of subjects, verbs, adjectives, frequency adverbs, pronouns and modals. It is seen that students are able to make references for pronouns. They can focus on some

specific words and key terms of the text. In this way, they can discover the meanings of the words in the context.

It is observed that they notice word selection in the text. Noticing the word selection gives them an idea about the writer's purpose. Besides, students are able to differentiate short, simple and complex sentences. They can identify the genre and give information about the style of the text. On the other hand, students are able to use other information connected to the text. They evaluate the text as a whole by using the features like time of writing, setting and pictures. Thus, they can use visuals and presented information accompanied by the text as clues. The results demonstrate that students are able to examine lexicogrammatical features of the text including transitivity, mood and modality. It can be said that the aim of promoting "a richer awareness of the uses of English" (Wallace, 2003) is achieved by the students.

For the next step, students' answers about the reader (Q1-Q7) and about the creation of the text (Q8-Q16) were analysed in terms of conceptual/critical aim. Students' comments on the texts reflect their competence of "being able to move beyond the text to develop a cogent argument around it" (Wallace, 2003). It is observed that students can define the topic of the text and state the reason of reading the text. In a similar vein, they can express why the text was written. They are able to identify target readers and specify the reader's role.

It is clear that students are aware of necessity of background knowledge. Additionally, they are able to express change in their feelings after reading the text. It is a remarkable fact that students can make comments on each other's ideas and they can criticize their peer's comments. In the blog page, students continue to discuss the text as they are in class. Therefore, it can be concluded that they are able to maintain discussion and transfer it into other social domains. In this way, "discussion extends beyond the classroom" (Wallace, 2003). Student works show that they establish a relation between their lives and the text. In other words, they, as readers, interact with the text. In this interaction, text's message is reshaped by their perspective. By means of this, students build a deeper understanding for the language.

As the third step, students' comments about the people and relations involved in the text, about the meaning and about the function of the text (Q34-Q49) were analysed in terms of cultural aim. The results show that students are able to compare and

contrast the characters and their relations. They can establish the link between the writer and the characters in the text as well. At this point, students can not only put themselves in the writer's shoes but also guess the reader's attitude and reason it. They are able to raise consciousness in understanding the writer's message and discover the hidden message of the text.

It is observed that students can elaborate their own thoughts and express their emotions in detail. It is also apparent that students analyse validity of the ideas presented by the writer. Moreover, students can criticize the writer's voice and opinion and they evaluate the objectivity of the text. As sign of cultural competence, students can understand the feelings and behaviours of people from other cultures. It can be concluded that student works comparing and contrasting different cultures are indicators of enhanced cultural awareness. In addition to all these, it is seen that students are able to clarify the text's function and realize the effect of the text.

While analysing these aims, students' former and latter comments during the critical reading process were compared. The results supported the literature revealing that students made progress in critical reading studies throughout the course (İçmez, 2005 and Macknish, 2009). Moreover, as İçmez (2009) stated, critical reading studies promoted student control and so students can easily made connection between the text and real life experiences.

Lastly, students' opinions were examined in order to see their personal views about the critical reading course. Through pre-study and post-study questionnaires, students share their perceptions related to critical reading process. It is revealed that although the definition of critical reading was not provided during the course, students can define it at the end of the process. They make definition of critical reading as reading the text deeply, making inferences, understanding the hidden messages, focusing on the details and reading between the lines. Despite the fact that majority of students have not taken the course before, at the end of the course they all agreed that the course made a significant contribution. In addition, students state that they can develop their own reading strategies based on critical reading questions.

In her study, Küçükoğlu (2008) concluded that approach of teacher candidates towards critical reading was positive and they believed that they were sufficient. Similarly, most of the students state on their post-study questionnaires that they can

read critically at the end of the course. However, there are some students who think that they cannot read critically since critical reading skill can be internalized in time. Therefore, they believe that they need more time and more practice to become better critical readers. On a similar basis, the study of Correia (2006) reveals that students need help of the teacher to read EFL texts critically. For this reason, teacher or instructor is expected to guide students in critical reading process.

In the final part of post-study questionnaire, students were asked about the required steps for critical reading. Results indicate that they are aware of basic steps and different aspects of critical reading. They know the requirements of critical reading. Besides, students are aware of importance of discussion. It is a significant fact that critical reading has direct impact on speaking skill. Requiring production, speaking is mostly perceived as a difficult skill to develop. However, critical reading which is a receptive skill as part of reading promotes speaking which is a productive skill by offering discussion atmosphere.

Also, students state that they can implement the learnt knowledge into daily life. Using the learnt knowledge in real life, students find opportunity to internalize conceptualizations of language, power and text. On the other hand, the results suggest that reading more texts is seen the way of developing critical reading by most of the students. However, as the study carried out by Işık (2010) revealed that there is no relationship between students' critical reading levels and reading frequency. Nevertheless, further studies in different research contexts may provide various findings for the literature. Last but not least, students' works reveal that they are aware of questioning not only the text but also life.

In her study, Balıkçı (2012) concluded that although the instructor tried to encourage students to have a more critical stance, students were able to attain it to an extent. Researcher stresses that critical reading is a broad concept so it cannot be compacted into reading and writing courses. Instead, there should be "Critical Reading Course" in the curriculum of ELT departments. As the current study was carried out as a part of "Reading and Writing Skills" course, same opinion is shared with the researcher. Other possible suggestions will also be presented in Section 6.3.

6.2 CONCLUSION

The current qualitative study aimed to find out the effect of critical reading course on English language teacher candidates. To this end, a critical reading course was designed for exploring students' critical reading abilities and the learning outcomes were analysed. In addition, student views related to effectiveness of the course were evaluated. In the study, an action research methodology was employed and data sources included pre-study questionnaire, blog and post-study questionnaire.

The critical reading course was planned for four-week period. Each week, students were presented authentic materials in different genres. The type of materials included advertisements, newspaper articles, song lyrics and an extract from a literature work. In classroom environment, students were encouraged for pair-work, group-work and discussion. All types of opinions and interpretations by the students were welcomed. After each course, an assignment text of the week was uploaded to the class blog. Students analysed the texts based on the critical reading questions. It was a preparation stage to learn the steps of being a critical reader. Student comments on the blog show that they actively engaged in critical reading practice during the course process. Their inferences reflected an increasing awareness about language use, textual features, social context, ideology and power relations in the text. They expressed their thoughts to reveal hidden messages of the texts.

At the end of the course, students were asked to choose authentic materials to analyse in a critical way. Material choice of students shows that most of them preferred song lyrics and newspaper articles. Especially, newspaper articles were in a wide range of subjects. This practice provided student-centred environment and an opportunity for learner autonomy. It is apparent that they choose the texts based on their interests and so they become more willing to integrate into the reading. Also, students have chance to strengthen their knowledge through the blog assignments which lead to read critically out of classroom with authentic materials. This notion is well expressed by McShane (2005) who points out "adults must be able to transfer their reading skills to out-of-class contexts and tasks." The out-of-class assignments help them to "encourage independence of thought" (Wallace, 2003).

After focusing on material choice, students' text analyses on the blog were evaluated according to linguistic, conceptual/critical and cultural aims defined by Wallace (2003). In addition, critical reading questions (Bartu, 2002) answered by the students were categorized based on the aims. After analyses of students' comments in terms of linguistic aim, it is revealed that students show some critical reading behaviour. To illustrate, they are able to analyse parts of speech, focus on words and word selection, and examine text's style, sentences and other lexicogrammatical features of the text. In addition, it is seen that students make connection with the text and they use their personal experiences to interpret the text. As indicator of achieving conceptual/critical aim, the students are able to define topic and state reason of the text, identify target readers, express change in their feelings and notice background knowledge. Furthermore, students can maintain discussion and transferring it into other social domains. To achieve cultural aim, students are able to focus on the characters and their relations by comparing and contrasting, make connection between the writer and the characters in the text, look from the aspect of writer and reader, elaborate the thoughts, understanding the feelings and behaviours of people from other culture, cultural awareness by comparing and contrasting different cultures and express their emotions in detail. In addition, students are able to discover the hidden message of the text, clarify text's function and realize the effect of the text. In evaluation of analyses based on the aims, students' previous comments were compared with their latter comments. In this way, the progress in their critical reading ability is observed clearly. Through these findings, the answer of the first sub-question of the research has been found out. As seen from the learning outcomes on the blog, students reflected their critical reading abilities on their assignments.

Text analyses which focus on language use, word choice and grammatical knowledge reveal that students achieve linguistic aim. In addition, it is seen that students make connection with the text and they use their personal experiences to interpret the text. Thus, they achieve conceptual/critical aim. Their comments about cultural details show that the cultural aim is achieved as well. In evaluation of analyses based on the aims, students' previous comments were compared with their latter comments. In this way, an actual development in their critical reading ability is observed clearly. Through these findings, the answer of the first sub-question of the

research has been found out. As seen from the learning outcomes on the blog, students reflected their critical reading abilities on their assignments.

Additionally, the students' views about the course and critical reading skill investigated in the present study have provided an insight for research process. In order to see if there is a change in student opinions, pre-study and post-study questionnaires were compared and their answers were examined. The results show that students had a clear idea about the concept of critical reading at the end of the process. From their comments, it is clear that the course made several contributions to their development. Determining personal reading strategies, building a self-reflection and improvement in creativity are among the contributions expressed by participants. Comments such as "When I face with a text or an event, immediately questions come into my mind" or "I have started to think about more deeply on a text and ask myself what message is given in the text" prove that the critical reading course has had an influential impact on students. Moreover, student responses indicate their willingness to read critically the texts. Most of students are sure that they can read critically the texts written in their native language and foreign language. All in all, the result of students' opinions is the answer to the second sub-question of this research. It is concluded that participants of the study read critically and express their critical awareness.

In general, this study depicted the effect of critical reading course on English language teacher candidates. The findings of the study show that teacher candidates engaged in the course, they became an active participant of the process preparing the assignments, and they become autonomous learners studying through a blog. They had a deeper understanding of sociocultural, political and ideological themes in language use and achieved the basic aims of critical reading. They noticed self-development and gained awareness for critical reading. Most significantly, they enjoyed the process and felt motivated for being a critical reader. These findings are significant and guiding in order to implement a critical reading course which raises critical consciousness in ELT environment.

As seen from the findings, critical reading practice has enabled prospective teachers to gain hands-on experience. Thus, they have internalized critical point of view and learnt the teaching strategies of applying the critical reading practice. As Ko (2013) stated "Only when the teacher is critically aware will teaching students to read from

a critical stance be a natural process.” For this reason, the results of the study can be illuminating for language teacher education programs and related curricula.

Based on the findings and the experiences gained during the study, some pedagogical recommendations are presented in the next section for the educators and researchers to apply critical reading practice in EFL classes.

6.3 RECOMMENDATIONS

6.3.1 Recommendations for Practice

Some recommendations can be provided for practice in light of the findings and limitations of the study.

First of all, educational programs and the reading courses including critical reading skills in the curriculum of these programs should be revised. The study reveals that students have not taken a critical reading course during their education. In order to overcome this problem, a well-designed critical reading course should be prepared for all level of students including teacher candidates in ELT programs.

This well-designed course should be composed of themes which provide different discourses ranging from media publishing, newspaper and magazine articles, government reports, political discussions to social conversations. Also, the course should be supported by authentic reading materials, classroom discussions and out-of-class tasks. A supportive guidance should be offered to create atmosphere fostering critical awareness. Encouraging students for reading between the lines will broaden their horizons and perspectives toward the world they live in.

In addition, the trainings should be provided both for language teachers in schools and instructors in higher education institutions. Both theoretical knowledge and practical information about critical reading should be provided to these educators. In-service trainings and presentations might be useful to inform educators about the importance of critical perspective. Most teachers prefer traditional way in reading classes instead of challenging students for thinking since they need to follow schedules determined by curriculum. In this respect, coordinators of language

departments at all levels should play a leading role and place more emphasis on developing ways of critical stance.

6.3.2 Recommendations for Further Research

Taking into consideration the research process and findings of the study, some recommendations can be provided for further research.

A limited number of researches carried out about critical reading in ELT environment in Turkey causes to limited knowledge about the current situation in the country. Therefore, more studies should be conducted to enhance critical reading practice in classes. For this purpose, the question of “How critical reading should be taught in EFL context?”; “What changes are required to be made in the curriculum to develop critical reading skills of pre-service English teachers?” should be investigated as research questions in further studies.

The present study is carried out with 1st year pre-service English language teachers at state university. Further studies should be conducted with the participation of students at different levels. Moreover, longitudinal studies are recommended to analyse the critical reading development of students throughout their undergraduate education.

This study is carried out in Faculty of Education at Sakarya University. Further studies should be conducted at other universities in Turkey in order to obtain broader data and more general results. Additionally, critical reading courses or students’ perceptions related to critical reading in state universities and private universities might be compared.

In this study, three data collection instruments including pre-study questionnaire, a class blog and post-study questionnaire were used. Further studies can be carried out by adding different data collection instruments. For example, video recordings can be used in the process of teaching critical reading. The transcription of the classroom discourse can be prepared and demonstrated to strengthen the objectivity of the results.

Materials for critical reading in EFL context should be designed for further studies. The designed critical reading course and prepared materials for the current study

might be model for the studies in the future. Different materials may lead to different results in students' comments. Furthermore, a specific area such as gender, power relations or ideology may be chosen for material development and students' critical reading behaviours may be analysed.

In this research, actual student reflections have an important place since they provide first hand data for the process of developing critical reading. As a technological tool, a class blog helped collecting these reflections. In the information and technology era we live in, different technological applications should be used to obtain student reflections on the same issue in further research.

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APPENDICES

APPENDIX-1. ADVERTISEMENT OF A CAR



To drive the new Peugeot 405 M16 is to control a true superpower.

At your whim, 155 brake horsepower.

The means of production? A 16 valve 2 litre power plant with variable



PEUGEOT 405 M16.

inlet manifold fuel-injection.

Of course with great power comes enormous responsibility. How does the driver ensure instant response to his commands?

A revolutionary answer is required.

Thus the ICD roadhandling system. A unique configuration of weight distribution, suspension design and bodysell rigidity that conquers tarmac.

For more information call 0800 800 405 or visit your nearest Peugeot dealer.

As Lenin wrote, the trick is 'not merely a struggle for power but a struggle against power.'

A principle that didn't make for a very pleasant political system. But does keep you in control of your car.



PEUGEOT

APPENDIX-2. PRE-STUDY QUESTIONNAIRE

PRE-STUDY QUESTIONNAIRE

1. What is “critical reading” in your opinion?
Name:
Surname:
19.11.13
2. Have you taken a “critical reading” course before?
3. Do you think that “critical reading” is important? Why? or Why not?
4. Do you think that you read a text critically?
5. Do you think that you read a text written in foreign language critically?
6. What are the things needed for reading a text critically?

THANKS ☺

APPENDIX-3. POST-STUDY QUESTIONNAIRE

POST-STUDY QUESTIONNAIRE

Name:

Surname:

24.12.13

1. What is “critical reading” based on your experiences in this course?
2. Do you think that “critical reading” course has contribution on you? Why? or Why not?
3. Do you think that you can read a Turkish or English text critically?
4. Which aspects should be taken into consideration to read a text critically?
5. How can we develop “critical reading”?

THANKS ☺

APPENDIX-4. USEFUL QUESTIONS FOR CRITICALLY READING A TEXT

1. About yourself (i.e. the reader):

- Q1 Why are you reading this text?
- Q2 What is your role as a reader of this text?
- Q3 Is this type of text of interest or relevance to you? Why / Why not?
- Q4 Are you the type of person this text addresses?
- Q5 Why do you make sense of the reading in the way that you do?
- Q6 What background knowledge do you need to understand this text?
- Q7 Will you think differently or do something different after having read this text?

2. About the creation of the text:

- Q8 Who has produced this text? For whom and why?
- Q9 Who has written this text? To whom and why?
- Q10 What is the topic (i.e. what is it about)?
- Q11 Why has this topic been written about?
- Q12 How has this topic been written about?
- Q13 What other ways of writing about the topic could there be?
- Q14 Which different ways of writing about the topic have been combined?
- Q15 What is the writer's position with respect to the topic?
- Q16 Why has it been written this way and not in another way?

3. About the text itself:

- Q17 How often is the topic in the subject position in sentences? Why?
- Q18 What / Who is in the subject position mostly?
- Q19 What kind of verbs are used (active, passive, dynamic, state, modals)? Why?
- Q20 What adjectives or nouns collocate with the topic? What does this mean?
- Q21 What is the genre (style, formality, discourse type)? What does this mean?
- Q22 What mood is selected (statement, order, question)? Why?
- Q23 What personal pronouns are used? Why?
- Q24 How does the writer refer to self, characters and the reader? Why?
- Q25 What kind of words are used (formal or slang, process or nominal etc.)?
- Q26 What do the words mean in isolation and in this context?
- Q27 What kind of sentences are used (simple, short, complex, compound, long)?
- Q28 What information is selected for first position? Why?
- Q29 What information is put in main clauses and helping clauses? Why?
- Q30 What kinds of connectors are used (linking words / phrases, references, ellipsis etc.)?
- Q31 How is the information ordered and joined (at sentence, paragraph levels)? Why?
- Q32 What other information is revealed (e.g. time of writing, setting, pictures etc.)?
- Q33 Is language used in the 'normal' way or differently (e.g. definitions)? Why?

4. About the people and relations involved:

- Q34 What identities / relationships are implied (between writer-characters-reader)?

- Q35 What characters are in the text and what are their roles?
- Q36 Is the writer or reader similar to the characters? What does this mean?
- Q37 Does the writer approve / disapprove of self, reader and the characters? Why?
- Q38 Does the writer approve / disapprove of the relationships between the people involved?

5. About the meaning:

- Q39 What ideas and beliefs are approved / disapproved of or merely presented?
- Q40 Why were they presented, approved or disapproved of?
- Q41 What rules are presented /approved / disapproved of? Why?
- Q42 Where do these ideas and rules come from?
- Q43 What logical relationships are formed between ideas / rules (casual, conditional etc.)?
- Q44 What emotions are reflected (i.e. happiness, pessimism, anger etc.)? Why?
- Q45 How much responsibility is the writer assuming when presenting ideas / rules?
- Q46 How certain is the writer about the validity of these ideas and rules?

6. About the function of the text:

- Q47 What is the function of this text in the society at large?
- Q48 What will the effect of this text be on other readers? Why?
- Q49 What will other people understand and do as a result of having read this text?

APPENDIX-5. STUDENT RESPONSES OF WEEK ONE

Student A. K.

Q3-4: I'm the type of person this text addresses because i'm a HTC smartphone user and my phone has the same problems with the phone in the ad. So this advertisement interested me.

Q6: We need background knowledge to understand the advertisement. We need to know what kind of common problems may occur about smartphones.

Q7: After i saw this add, my thoughts changed. There is such an impressive way to convey the consumer to buy their product that if i bought a new phone, i would prefer LG brand.

Q8-9: Probably, this text was produces and written by an advertisement company that works for LG brand. The target audience are the consumers who use "other brand" smartphones and have got the same problems about their phones.

Q10: It's about general smartphone problems and why LG's phones are better; and superior to others.

Q15: I appreciate the way that writer of this text used to convince the consumers. It's very impressive ad that;when a person who uses one of these phones sees this add;he/she immediately thinks as "Wow my phone has the same problem. "As a consumer, i used Samsung's product and yes,it's processor is too slow. Now;i'm using HTC and it has a problem about battery. So the add gives this message: "We know what the problem is about your "other brand" phones and our products are developed without that kind of problems."

Student Ö. O.

Q1: I'm reading this text because i am interested in technnology and smart phones.

Q4: Yes, because of my interests this text addresses to me.

Q6: I need to have a background knowledge about technology to be able to understand this text.

Q7: Probably i will not think different after i read the text because i have used some different phones and i have already known enough about the companies.

Q8: Probably an advertisement company produced the text for LG.

Q10: The topic is showing the consumers that LG is the best.

Q13: They could write about the same topic without underestimating the other companies.

Q16: It is written in this way because LG wants to show that they are better than any other companies when their smart phones are compared to the others.

Student A. B.

Q1:I'm reading this text,because I want to buy a new best phone.

Q2:Of course,I'm a consumer of a mobile phone.

Q3:Yes,the text attracts to me on account of the fact that I have decided to change my old mobile phone.

Q4:Certainly,it addresses me since I am searching the usable and the lastest technological mobile phone.

Q6:While reading this text,I need to have a background knowledge that is related to the mobile phones' qualities.

Q7:Of course yes, I consider in different way.It changes my thoughts towards the this phone brand thanks to ad.

Q8:LG Company may produce this text for the consumers to draw attention and try to sell their products.

Q10:The text is about an ad for a known phone company and the topic is about a promotion for its new product.

Student K. G.

Q1: I am reading this text, because of the fact that I want to be informed about the mobile phones and these days, I'm planning to purchase a new mobile phone.

Q2: I am a consumer to choose the best one among the brands of mobile phones.

Q3: Yes, it appeals to me because the technology especially the mobile phones are essential in our lives and everyone wants a mobile phone having a good quality.

Q4: Certainly, since I am thinking to buy a new mobile phone, so it addresses to me because of that reason.

Q6: I need to have a background knowledge about the features of the mobile phones because it helps me to select the best one.

Q7: Yes, I am thinking in a different way after having read this text, as the ad shows me the best one among the other phones in terms of the quality and different characteristics.

Q8: This text was produced by LG company for the consumers to appeal them and sell their products.

Q10: The text touches on the ad about LG brand by contrasting the other brands of mobile phones.

Student Y. M.

Q1: I am reading this text because I want to change my cell phone and when I saw the pictures of this, I decide to look at it.

Q2: I am consumer who want to buy a useful phone.

Q6: I need a background knowledge about hardware and features of smartphones.

Q7: Before I see this ad, I just want to buy a cell phone. After reading it, I start to search for all new smartphones in order to learn their features and compare them.

Q8-Q9: The text is produced by the LG Company and probably it is written by the LG advertising department.

Q10: The topic is about problems of smart phones and they offer a better product for using.

Q16: It is written in this way because it is easy to see the pros and cons about the smart phones by comparing them with their brand and others.

Student M. Ş. B.

Q1 : I read the text because I wanted to be informed about the product.

Q2: My role as a reader is consumer.

Q3: Yes, I could compare and contrast my mobile phone with the phone from the add.

Q4: I am a intrested mobile phone consumer so the advertisement adresses me.

Q6: We have to know the common problems of mobile phones.

Q8: The LG company has produce this text to advertise its product.

Q10: The topic is about the problems of smartphones and that LG is better

Student G. N.

Q1: Because i need a new phone.

Q2: I am the consumer of the product.

Q3: Yes, it interests me, before i read it i don't know there are too many qualities of a smart phone.

Q4: Of course it addresses me, 'cause i am looking for a new cell-phone.

Q6: If i had the knowledge of new teqnology, i could understand what does the "FHD mean. But i think it sth good.

Q8: Produced by an advertisement company in order to attract the costumers for LG.

Q10: The topic is about newer and better product of LG and its introduction by comparing it with products which has problems.

Student Ö. Ş.

Q1: I'm reading this text because I should have a well-equipped smartphone. whenever I see an advertisement about phones, I check on it.

Q2: My role is consumer as a reader of this text.

Q6: I need to have some background knowledge as it is shaped my mind about whether this phone is enough quality for my necessity or not.

Q7: Of course, I changed my mind about smartphones after reading this text. I should be more careful when buying new product because they have different problems.

Q10: The topic is about smartphones but they are compared to LG brand. LG is everywhere.

Q15: It is possibly written by an advertisement company. It is unnecessary what the writer's position is. The important thing is how the advertisement is shown.

Q16: It has been written this way in order to drawing consumer's attention. if you say somebody, this is better than other, s/he starts to interest in it.

Student G. B.

Q1 : I am reading this text because I am interested tehcnological devices, espically smart phones.

Q3 : I can say that it interests me a lot since I am a user of smart phone.

Q6 : It need to have a background knowledge about smart phones' properties such as battery life, pixel.

Q7 : Actually, before this advertisement I wouldn't think to buy Lg brand however, now I have an information about it. That is why it attracts to me much more than before.

Q8 : It can be easily said that this text is produced by the Lg company in order to draw attention of the customers.

Q10 : Generally, the text is about Lg products' features.

Q11 : The text is written for drawing attention of customers who want to buy smart phone.

Q12 : Because, this way is more attractive rather than written text.

Student D. A.

Q1:I am reading this text since I use smart phone so I am curious about which one is more useful for me.

Q3:I am the type of person this text addresses because I am samsung smart phone user.

Q6:we need to have background to comprehend this advertisement.Moreover only smart phone users can understand this ad.

Q7:Actually my thoughts did not change since I know some people who use Lg phones and these people are not satisfied with their Lg products.

Q8/9:Of course this text is produced and written by the Lg company for clients who are interested with smart phones.

Q10:Although the topic is genarally about smart phones,this ad just focuses on Lg brands rather than others.

Q13:Instead of comparing with other companies'products,this ad should focus on Lg brands.

Student T. M.

Q1 – I read this text because it is our homework and also it draws my attention since I am looking for a new phone these days.

Q2 – As a reader my role is to get some information about the phones produced in the text.

Q3 – This type of text is currently interesting to me, as I mentioned that I look for a new smart phone. But in other conditions it would not draw my attention.

Q4 – This text addresses to all of the customers in an indirect way, especially for ones who are looking for a new phone like me.

Q6 – Background knowledge is always an advantage of course but sometimes it is also necessary. For this text I need background knowledge; for instance these smart phones haven't got any keyboard, they have a touch screen thus I should know how to use this kind of smart phones.

Q8 – This text is produced by a company of course to sell the phones to their customers.

Q9 – This text is probably written by personnel of the company to do his job of course and also to impress the consumers.

Q16 – It is written in a different way, the customers have the chance to compare and contrast the phones and the message is not given directly in this advertisement. They have used other phones to highlight LG. I think this is an effective way to impress the customers.

Student T. A.

- Q1 - Because I am interested in technological developments
- Q2 - Customer
- Q3 - I am potential buyer so it interests me
- Q4 - Yes, because i think changing my phone and wonder the features of other brand of telephone
- Q6 - I do not need any background knowledge because this text already informs us
- Q7 - I had more information about other telephones
- Q10 - Qualifications of phones and comparison of phones
- Q16 - That text has been written this way to attract people

Student A. H.

- Q1-Because of the reason that I have been willing to buy a smartphone nowadays and owing to my friends criticisms about its battery problem I want to dig more information about its advantages and disadvantages.
- Q2-My role as a reader is a customer who wants to get more information about smartphones.
- Q3-Since I want to buy a new phone,this type of text is relevance to me. When I encountered with this advertisement,I found an answer to one of my questions about smartphones disadvantages in my mind.
- Q4-I am the type of person this text addresses because of my curiosity about smartphones problems.
- Q6-In order to gasp the correct message of this text,we should have background knowledge about technological news,especially about smartphones.If we do not have an idea about their battery problems,most probably we will not get the message the text gives correctly.
- Q7-I think differently now.When I compare Lg's products to other products,Lg's smartphones is closer one step to me and I will take into account its advantage of longer battery life.
- Q8-Most probably,this text was written by Lg company or an advertisement company to attract customers and inform them about their products advantages compared with other products.
- Q16-In my opininon,Lg company or advertisement company think that comparing Lg's products advantages with other companys products disadvantages and also doing this with using visual materials is the best way to draw their customers attention.

Student G. B. T.

- Q1_I am reading this text because recently I am thinking to buy a smart phone and I want to get information about brands.
- Q2_As a reader of this text,my role is a client.
- Q4_Actually I am not the type of person this text addresses.Since I have not had any smart phone yet.
- Q6_To understand this text ,we need background knowledge such as what battery,processor and core are,how they work.Thanks to background knowledge we can comprehend better what the text means.
- Q8_This text must have produced by phone's company for customers to ensure buying the product and,to attract consumer.Therefore they can earn money.
- Q9_Most probably,an advertisement company has written this text.Hence,they will draw customers attention and lead customers to buy the product.
- Q10_The topic is about which smart phone is better than others.
- Q16_The text was written on a phone.Thanks to this way,when we see the ad,we can directly understand what the ad mention.In addition,this way ensures to be more attractice.

Student D. U.

Q2: My role as a reader of this text is a customer as my friends above mentioned.

Q3: So that I've been interested in technology and I own a smartphone, it's quite alluring.

Q4: As in my previous answer I said I'm highly interested in technology I find myself the person the text addresses.

Q5: I do make sense of the reading this text in the way I do thanks to background information I have about smartphones with that I can make comparison between smartphones.

Q6: I needed to use battery consumption details of smartphones and also processing capabilities of processors along with touchscreen qualities of each company to understand well this text.

Q8: I highly doubt that LG has produced this advertisement, most probably it's been developed by an advertisement producer company.

Q10: It's about comparison between smartphones of different companies.

Yanıtla

▼ Yanıtlar



Anonymous 9 Aralık 2013 20:59

Q16: I think it's been produced this way because it's easier to keep this advertisement in mind this way rather than of a classic article.

Student E. M.

Q2_ As my friend mentioned before my role as a reader of this text is a customer.

Q3_ This text appeals to me since I own Iphone. So that I can compare my phone with others.

Q4_ As a human being this text addresses me. Even if we have the best one we seek better of best.

Q5_ As my friend Uğur mentioned before thanks to our background information about smartphones.

Q6_ We needed to be informed common problems of smartphones and their qualities.

Q7_ I did not change my mind about other phones since I have already known enough about them.

Q8_ The advertisement company produced this text in order to impress customers.

Q10_ It's about smartphones and comparison between them.

Student K. A.

Q1_ I'm reading this ad. because I like to learn new things/new products and as a cell phone user I consider myself among the target of this ad.

Q2_ I'm a customer.

Q3_ This ad. interested me because I have a phone and I may think to change it and this may give me a perspective about it.

Q4_ I'm the type of person this ad. addresses.

Q6_ This text gives some information about the topic but to compare the items and understand the message, I need background information.

Q7_ I learn a bit more about Lg's smartphones but this did not change my thoughts about other phones.

Q8_ The firm published such an ad. because they may need to show their difference from others or the better side of their product.

Q10_ This is about the Lg smartphones and their better sides.

Q12_ This way is better than a written text because people want to hear the gist of the idea so this text gives them that. If they are interested in then they can read more about it however if this ad. formed as a written text the firm can't attract people who has short time and not have an urgent need of smartphone.

Q16_ This text written in that way because this is one of the best ways of taking attention and have a place on mind.

Student G. BE.

Q2: My role as a reader is consumer.

Q3-4: I am not interested in this type of text because I am not curious about technological devices. In other words, they don't attract me. So this text doesn't address me.

Q6: Honestly, I need background knowledge in order to understand this text because I have no enough informations about smart phone. For example, I need to know that what are the advantages of using these smart phones and so on

Q8-9: Most probably, this text is produced and written by advertisement company so as to attract consumers.

Q12-13: This topic is written by using visual materials. The text includes four pictures. Other way of writing about the topic might be a video, the video could use for each phone.

Student Ş. İ. C.

Q1: I'm reading this text because I'm interested in both smartphones and creative advertisements.

Q2: Being a consumer is my role as a reader.

Q3: This text is interesting to me because this kind of criticizing ads aren't shown in my country. Therefore it's both interesting and enlightening for consumers. And I like technology.

Q4: Surely it addresses to me because I'm interested in smartphones.

Q6: I need background knowledge in order to understand this text. If I hadn't use these smartphones, LG's ad would have been uninteresting to me.

Q7: I will think positive about LG smartphones after this ad.

Q8: This text is produced and written by LG and advertisement company in order to draw customers attraction.

Q10: The rivalry of smartphone companies and comparisons of smartphones.

Q12: This way is better because a smartphone ad stating other smartphone's disadvantages could be more interesting by showing them on phones.

APPENDIX-6. STUDENT RESPONSES OF WEEK TWO

Student D. A.

Q17/Q18: Subject position is Florina milos and it is mentioned quite often
Q19: Generally, in the text active sentences are used and we can see modal structures.
Q20: There are some words that they collocate the topic. These words are illiterate and unskilled
Q22: Statement mood is selected because of emphasizing the topic
Q23: She and her pronouns are used. These pronouns refer to Filorino Miros
Q26: The text contains a sentence that "There's a feeling that if you are a girl, you will end up getting married anyway". Normally marriage is one of the most crucial moments in our life and each girl has a dream about marriage. However, by looking at this sentence marriage is represented like a bad thing. In this way marriage has a different meaning in the context.
Q25: The language of the the text is formal but not too much.
Q30: Some kind of connectors are used in the text. These are when, and, but such as
Q31: Information is ordered as paragraph level in order to comprehend readily by reader.
Q33: Language is used normal way because it is published in a newspaper.

Student G. B.

Q17 : Subject position (Filorina Milos) is replaced quite often in the text.
Q18 : Florina Milas is the subject position mostly. For instance, "Florina lives in a two-room house with no running water" , "Florina dropped out of education when she was 10", "Florina insists that despite financial pressures, she won't let her children drop out of their school." etc.
Q19 : Generally active forms are used in text, there are a few passive forms.
Q22 : Her and she are the pronouns that used in the text but while Floriba talks about herself "I" also is used in the tet.

Q25 : Generally, the text is formal but not so much.
Q26 : Marriage and domestic can be an example of words which have a different meaning in the context.
Q27 : The sentences are short and simple. Because this is a news and it should be understood by everyone who reads the text.
Q30 : There are so many linking words such as; but, despite, and, while etc.
Q31 : The text goes from specific to he general one.
Q32: The time (Monday 12 November 2012) and setting (Romania) are obvious and also there is a picture of the main character (Filorina Milos).
Q33: Normal way is used since it is seen in the newspaper.

Student A. K.

Q17/18: The text's topic : Uneducated Roma women. They're in the subject position in the text. They're mentioned in the text so often.
Q19: The text is written in the active structure but we can see a few passive forms. There are also modal structures.
Q20: "illiterate", "unskilled" etc. The text is about uneducated women and because of that, we can see that kind of adj. quite often.
Q21: It's an article from "The Guardian" newspaper's official website.
Q23: We can see "she" and "her" pronoun so often because of the text's topic. But in quotations we can also see "I" pronoun.
Q25: It's an article so it's written in formal form. But it's not too formal, it's also sincere.
Q26: "marriage" term is used like an awful thing. It's because is they live in a country which has different culture than developed countries. They're getting married when they're child and they can't educated because of that. But in developed countries, almost every girl dreams about a "fairy tale" wedding ceremony and their "prince charming" future husband.
Q27: Because of the text's genre, sentences are written in a short and simple form.
Q34: The author of the article is a woman. It effects the text and context.
Q30: There are linking words in the text such as and, but, despite, when etc.

Student T. M. and A. K.

In Q26, you have mentioned that the term "marriage" is used like an awful thing. I wonder how you get this point?

They can't be educated because of being educated, isn't it enough? Just think about that.

Student Y. M.

Q20: The topic is about Roma women and their lack of education which is resulted by the traditions. The word 'unskilled' shows the uneducated women. 'Poverty' is a consequence of uneducated women's lives. 'Domestic violence' is a problem and 'prostitution' is a way for earning money for illiterate women.

Q21: This is an independent article. It is seen in a journal on the web.

Q22: Statement and references are mostly used in the article. And there are informations and definitions in order to explain terms. For example, Save the Children is a project which is established to help Roma children. We can see this information in paragraph eight.

Q27: The author used daily language. The sentences are short and simple.

Q28/29: Uneducated women in Roma and their problem about education is selected for the first position. The idea is supported with researches. Some examples of uneducated women's lives are put for supporting the main issue.

Q31: In the article, firstly, a woman, Fiona, is given as an example for the problem. And then, the author told about the general issue about Roma women. So, information is ordered from specific one to general. The author used references and researches in paragraph levels.

Q32: There is a picture about the information. We know the women's age and their difficulties. And also there are some projects such as 'save the children'.

Q33: The language is used in normal way. The author used basic rules of language, she gives some statements about the topic and she uses references.

Q34/35: There are characters which include Florina and Elena. They are both Roma women who dropped out of education and are desperate. The women and their lives are examples and references for topic. There are also other identities like Sorina Fekette, social worker, and Danela Katlan, head teacher. They have researches and ideas about the poverty and educational problems about Roma women.

Student K. A.

Q17 In this text the topic is the woman who live in Romania and their lack of education.

Q18 Text positions Florina as subject.

Q19 Many people can understand text because it has mainly active structures and modal verbs.

Q21 It is a text from a newspaper.

Q23 As personal pronouns, the writer used she, I, they.

Q24 I can't see any connection between the writer and the text. The writer refers to Florina who is a real character.

Q25 This is a text from a newspaper that's why mainly formal words are used.

Q27 The writer prefers to use short sentence with simple structures.

Q30 But, despite, when are some examples of linking words which used in the text.

Q32 We can find these informations in the text: the time of writing, setting of the story and a photo which is most probably the photo of the girl who has mentioned in the text.

Q33 I think the language used in a "normal" way.

Student T. M.

Q17 – The topic is about Roma women and Florina Rimos is one of those women who are mentioned pretty often because she is a model of the women who are lack of education because of the tradition in their country.

Q18 – Florina Rimos is here the subject position because she is just one of those women who have the same living conditions.

Q19 – The text includes mostly simple verbs, active sentences and also model structures.

Q22 – The chosen mood is more like statements because the writer gives information, it is like a report about the women in Roma.

Q23 – As it is about Florina Rimos, mostly used pronouns are "she", "her" etc. By adding quotations the pronoun "I" is also used.

Q27 – The sentences are simple and quite short in the text because it is a report which informs the readers so there shouldn't be any complex sentences in order to be understandable.

Q28 – Brief information is selected for the first position about Florina Rimos. Also the picture is used to be more effective.

Q32 – The report includes also a picture on the top of the text. This is an effective way to support the given information. In the first paragraph the house in which Florina Rimos lives is shortly described; this is information for readers to visualize the living condition of Florina Rimos.

Q33 – The language is mostly normal but there are also explanations in some parts like: "- means many do not complete the school..." Some searches are also added to support the subject.

Q36 – It is not possible for us reader to know if the writer is similar to this situation or not. I, as reader, can also not say that I am similar either to the characters and the situation which means that I cannot completely understand those women in such conditions.

Student T. A.

Q17 - The topic is often in the subject position, it is mentioned almost every line.

Q18 - non educated women in Roma

Q19 - Active verbs are used to describe the situation.

Q20 - this text mentions noneducated women and uses adjectives which resembles with noneducated like "powerless"

Q22 - Statement mood is selected because it informs us about women who live in Roma

Q23 - "they" and "she" are used to refer women who are illiterate

Q25 - Formal style is used to inform society

Q27 - Short and simple sentences are used to make the meaning much clearer.

Q32 - Setting is given in that text.(Romania,Bucharest).Moreover there is a picture which demonstrates a woman with her child.

Q35 - Characters are non educated women who live in Roma and they represent the ignorance in Roma

Q36 - The writer is not similar with the characters in that text

Student Ö. Ş.

Q17-18: The topic is Roma Woman that is sometimes referred as a subject position in the sentences. As it is mentioned their life especially their marriage.

Florina Milos is mostly subject position. It is giving details about her life as a role model for Roma woman but not in a good way.

Q19-25: It is generally used active sentences, nevertheless, we can see modal structure in the text like should. they are used because it is not formal text like scientific article. this text can be straightforward to reach every person.

Q21: It is a column from newspaper.

Q23: Personal pronoun 'I' is used for quotation from Florina, Elena.

'she' is generally referred Florina to give example from real life.

'we' is stated a group of people to encourage desperate female.

Q24: I did not realize any clue about writer's life in the text. Florina as a main character is an example from real life. this makes the reader more careful and interesting.

Q27: It is used short and simple sentences. Thus, the text is more explicit and it is read smoothly by everybody.

Q30: Despite since, but, when, while, anyway, so far like that. There are so many connectors. According to sentence semantics, they show that they are used negative or positive sentences, contrary meaning or connectors.

Q33: Language is used in the normal way just because it is an article which is asked for understandable by anybody.

Q36: I do not think the writer is similar to the characters but reader - living Targoviste, Romania - can be close to characters or another people who share same trouble are from another country. So they share their problems with each other and they know that they are not alone in this world.

Student A. H.

Q18-The subject position is Filorina Milos and at the beginning of this text,the author mentions her and her difficult life conditions to exemplify a woman who is not allowed to be educated and is the slave of ignorant society.

Q19-Verbs used by the author are mostly active verbs and also some modals and state verbs are used.

Q20- The words used by author to clarify Filorina's position are 'illustrate' and 'unskilled'. Yet,they are not used for just describing Filorina,it also gives information about women who have to live the same evil fate.

Q22-Statement mood is selected since the author gives information about a real event without questioning or ordering.

Q23- 'She' and 'her' are used to refer to Filorina. When she talks about yourself (in the quotations), she uses 'I'.

Q25- Words used in the text are formal because of the fact that this text is informative and it was written to inform people. Formal words are the common words and can be understood easily by most of the people,so the author chooses them.

Q27- Short and simple sentences are used,because it is the best and the easiest way to give pure information about something.

Q30-There are so many linking words in this text to link similar and opposite things or situations each other.For example,despite,but,and,while,when...

Q31-The information is ordered from the specific one to general.At the beginning of this text,the author explains Filorina's pathetic situation and we get more information about women who live in this society and their common problem when we get closer to the end of text.

Q32-Time of writing,setting,pictures are revealed in this text. Time of writing is Monday 12 November 2012.and it is indicated at the beginning of text. The setting (Targoviste,a city north-west of the Romanian capital Bucharest) also is indicated in the text. Also,there is a picture of the main character. All of them make the text more convincing.

Q33-The language is colloquial and is used in normal way.There is no defining or slang words.

Q34-The text is all about misprized women.As a woman,the author wants to emphasize this subject,so there is a positive relationship between the author and the subject.

Student A. B.

Q17-18: The subject position is Florina Milos and is mentioned quite often in the text. Since the author wants readers to draw attention to Florina's difficult life.

Q19: Active verbs is generally used in the text. Also we can see modals like "should".

Q20: The text is about the uneducated and unskilled women in Roma. So the author gives some related adjectives and nouns like "illiterate", "powerless", "desperate poverty".

Q22: Statement mood is used. Because the author gives us information about non-educated women and Florina Milos' difficult life in Roma.

Q23: Generally "They" and "She" are used as personal pronouns. On account of the fact that the text is written for informing people about Florina Milos and uneducated women in Roma.

Q24: There is no relation between the author and characters. Since it is a informative article and real situations are mentioned.

Q27: Actually, simple and short sentences are used, not long and complex. Because it is an article from a newspaper so the sentences, words are so clear.

Q33: Language is used in normal way to inform people in public.

Q35: The characters are Florina Milos and illiterate women in Roma. They indicate that the country is undevelopment and the the ignorance is common there. The women are under difficult circumstances and don't see any valueness from their family, husbands or country, they are humiliated.

Q36: The writer is not similar to the characters. However, as a woman the writer wants to draw attention to this bad issue with uneducated and unskilled women in Roma. And, I think the reader can be similar to the characters in the text. Because they can be in the similar position like Florina Milos and the other unlucky women.

Student G. BE.

Q19: Mostly, active sentences are used in the text. Passive and modals are used in a few sentemces.

Q20: In general, negative adjectives and nouns are used such as illiterate, powerless, financial pressure, desperate and so on, some words which have negative meaning are used because the text is about hardships of women in Roma.

Q21: It is an article and it means it is written in order to give information.

Q23: Generally, " she " is used because the topic is related to a woman who lives in Roma.

Q24: The writer refers to a real character. She is Florina and she isn't a fictional character.

Q25: Formal words are used in the text at most, slangs aren't used because it is an article and it should be formal and informative.

Q27: Simple and short sentences are used in the text and they aren't complex.

Q29: The writer gives informations about hardships of Roma women in main clause and in the helping clauses she tries to prove the informations by telling about researches.

Q33: The language is used in normal way. Because it is an ordinary article. In other words, it has not a specific target audience.

Q35: The main character is Florina Milos. She is an illiterate and poor woman who sembolises many women in Roma.

Q36: I think, we cannot know that the reader or writer similar to characters or not. Because we can't know who the reader or the writer has same bad experiences or not.

Student K. G.

Q17/18: Florina Milos is in the subject position mostly Because the main topic in the text is about a part of her life.

Q19: Active sentences are generally used , besides it includes modals and passive sentences.

Q21: It is a formal writing from a newspaper.

Q23: "they, she" are used as personal pronouns. As they refer to the people that are mentioned in the text.

Q25: It is formal because of its writing style and genre.

Q27: Short sentences are available as well as simple ones.

Q28: The first information provides us with the short beginning of the life about Florina Milos. Because it helps the text to make a later topic and widen the topic.

Q30: Some linking words are available in the text such as but, so, and, desperate.

Q31: Different informations are joined with paragraph levels in the text. It helps the reader to read easily and focus on the text. On the other hand, it is possible to see the different viewpoints to the subjects.

Q34: In this writing, there are some comparisons between Florina and Roma girls, Roma and non-Roma populations, Roma women and man. They make up of the text in terms of comparison and relationships. That's why all of them have a role in the text.

Student D. U.

Q17: The topic is how poverty can affect education, so the life itself in Romania which is the center of interest in text.

Q18:Florina Rimos is positioned as subject that is how it is told results of poverty in education and what precautions have been made to prevent it.

Q19:Daily verbs are used in text to make it simple so that everyone can be informed about the situation in Romania.

Q20:Poverty,domestic violence,financial pressure,these words are used to let people clearly know why girls in Romania drop out of education and prostitution word is used to show how girls in Romania that drop out of education can end up.

Q21:As we can see it's an article in a newspaper it's written as a journelese style which means it's informative along with informal style and clichès.

Q22: It's written in statement mood to underline and state the situation among poor people in Romania.

Q24: There's no reference between the writer and people mentioned in the text,the writer is a journalist and she does her job.

Q25:Nominal words are used to state the situation in Romania,not a formal structure used in the text but no slang used either.

Q27:Mostly simple words and sentences used in text not to bore people and to quickly inform people.

Q28:Finance and education is put in the first place to let readers know what comes next throughout the text.

Q29:How finance may affect education and a girl's future and what has been done so far.

Student E. M.

Q17/18_The topic is uneducated woman.They are subject position in this text and mentioned so often.

Q19_Active sentences are used in the text,and also model structures.

Q20_As the topic is uneducated woman,author prefer to use "illiterate","powerless","desperate" to emphasise the condition.

Q21_It's a colum from "The Guaridan"

Q22_Author prefer to use statements moods in order to show reader how uneducated women feels.

Q23_Generally "she" and "they" used in this text.Because "she" and "they" stand for uneducated Roma woman.

Q24_I think there is no connection between writer and the character.

Q25_Generally formal words are used in the text since it's an article

Q27_Short and simple sentenced used in this text because of it's genre.

Q28_Pure informations is selected for first position.These informations are base for the rest.

Student Ö. O.

Q18: Filorina is in the subject position mostly.
Q19: Active verbs and modal structures are used.
Q21: It is an article from a newspaper.
Q23: She, they and I are used as personal pronouns in order to avoid making the text repetitive.
Q24: The writer does not refer to herself.
Q25: Formal words are used.
Q27: Simple, long and short sentences are used.
Q30: While, when, but are used as linking words.
Q32: A picture is given with the text.
Q33: Language is used in a normal and understandable way.
Q36: I do not think that the writer is similar to the characters.

Student G. B. T.

Q17_In the subject position in sentences,the topic is frequently repeated because it is the text's main issue.
Q18_Roma women who have to be dropped out of education when they were at 10 in the subject position mostly.
Q19_Generally,active verbs were used in the text and rarely,modals and passive verbs were used.
Q21_It is a extract from a journal -The Guardian- in order to show a problem it was published.
Q22_Since the text is an artical about uneducated women who live in Roma, it informs us and also explains the issue.Therefore, statement mood is selected.
Q23_In the text, some personal pronouns are used such as 'I,they,you,she,we...' in order not to repeat nouns again and again.
Q25_The words are formal in the text because it must be reachable and comprehensible.
Q27_In the text,simple,short,compound and long sentences are used.
Q30_Linking words and phrases like "despite,when,but,if,such as" are used in the text.
Q31_The information is ordered from specific one to general one.Firstly,the journalist exemplified the situation with Florina's situation then,he or she generalized for other Roma women.
Q35_Florina and Danela are specific characters and Roma women are general characters.In the text their roles are to be cited for other women.So they have a social role.
Q36_We don't know the writer is similar to the characters but the reader ,especially Roma women who dropped out of education, may share the same situation and the same thoughts.Hence; reader can be similar to the characters.

Student Ş. İ. C.

Q17: The topic of this text is uneducated, poor roman women living a hard life.
Q18: A Roman woman named Filorina Milas is the subject position. She is an example of uneducated, poor women.
Q19: Mostly active forms are used.
Q20: Poverty, unskilled, and prostitution words are used to collaborate with the topic.
Q21: An independent article.
Q22: Statements and references heavily.
Q23: She and her pronouns which referring to Filorina Milos are used.
Q24: This is an article so the writer can't refer to himself/herself in another way.
Q25: Formal words are used.
Q33: Language is used in a normal way.

Student G. B. N.

Q18: the women who dropped the school in Romania.

Q19: active. because she gives information and tries to impress the reader.

Q20: domestic, poverty, lack, powerless. because in Romania women can not complete the school because of the reasons.

Q22: statement mood is selected. because it is an informative text.

Q23: they, she, it.

Q25: because of being an article for the Guardian, it is formal.

Q24: the writer does not refer self and the reader. She is just referring to the women who dropped the school for the reason of poverty.

Q27: It has complex and compound sentences.

Q30: but, so, despite, while, the studies for the problem and names of the women who dropped the school.

Q32: there is a picture of a poor woman and her child who are not happy. And the text was written about Romania in 2012.

Q33: the language is used in normal way because there is no definition.

Student M. Ş. B.

Q17) the topic is very often used as the subject of a sentence. It is used to emphasize the topic.

Q18) the topic is about the education lack of women in Romania.

Q19) active language is used.

Q20) lack of education, desperate poverty, powerless are used to enrich the content

Q22) the style is statement

Q23) they, she, it are used.

Q25) formal words are used in the text.

Q27) the sentences are simple and short to make the text easy to understand.

Q32) the setting is in Romania/ Bucharest and there is a picture of a woman who had experienced some problems.

Q35) the characters in the text are women with no education.

Q36) neither the writer nor the reader is similar to the characters.

APPENDIX-7. STUDENT RESPONSES OF WEEK THREE

Student Y. M.

Q39: There are many ideas in the text. First, the text refers that governments don't work enough to solve the problems of their countries. They spend lost of money for war. As a citizen, the writer put himself in the position of president. Also, as a black man, he has a belief that there is racism in his country and it's impossible to be selected for president. There is another idea about the soldiers who suffer in war. They don't have peace and happiness, also governments forget them. Another thing, governments have a power which they use is to stamp out the people who against the country. He would make a difference in life, management of country or the war in world if he was a president. Also he says that nobody tells truth the children. According to these ideas, he believes that everyone continues their lives like everthing is normal and this doesn't change anything.

Q40: The writer of song presented these ideas because he lives in a country which he doesn't agree with the idea of management of the country and he feels uncomfortable.

Q41: There is an obvious rule that black people don't have rights on administration and they face with segregation. Also, he thinks that there are general problems like poverty or not telling the children the truth. He says that there is a rule which states that governments have rights to obstruct people who are against the country.

Q42: Rules and ideas in the text are about the country and people. The writer thinks all about the administration, education, poverty, life standards and other problems while he creates this text. Also, as a black person, he faces with some problems and obstacles in his life such as election. He has some ideas to make things beter, so these ideas come from his life experiences and his observations.

Q43: There is a relationships between ideas. For example, he first mentions election and then he assumes that he is a president. Then he talks about what he would change in the world. Relatedly, he mentions the problems of soldiers in war, children who don't know truth and people who suffer because of the consequences of administration. After telling the general issues, he gives specific events. For instance, opposing views are forbidden and the government doesn't allow this word in radio because it is seen as rebellion.

Q44: The writer has a pessimistic view. He talks about problems and he doesn't see any solution. So he feels sadness. Also he feels anger and misery. For example, he is angry that he doesn't have any right to speak some issues like election and he feels bad because it is about just his color. The most important emotion is suffering. It can be seen that he feels mercy for children who are not told the truth. Besides this, there is one sentence which shows all misery, anger, inequity or other emotions of the text: "Cause I know some so poor, when it rains thats when they shower."

Q45: The writer presents the ideas and he is partly responsible of them. The focus is on his ideas because he assumes that he is a president. Another thing, he also talks about the issues such as election, spending of government money and war. Whether he is right or wrong, it can't be said that he is responsible for them. For example, money is spent for war but the government use it for poverty or education or other problems. Maybe the strategies are done in wrong way but it doesn't mean that they are not interested in any part of problems of the country.

Q46: There are some parts which the writer can't be certain. For example, he says that "tell the children the truth". Some families are afraid of raising their children against the country but others may tell their children the truth about the history. So, there can be informed and conscious generations. So, this part of the text is not valid for everyone.

Q47: On the one hand, this text opens people's eyes. It gives ideas about government issues, civil rights and problems in life or country. The text creates an awareness for all people who don't do anything to change something.

Q48: It may effect the human rights activists if we consider the racism. They can agree with the writer and they find something that is the same of their point of view. Also it can effect the parents. They can be more responsible to tell their children the true history. And, it can effect people who is anti-government. They can agree about spending billions or assassinations in country. They can think that writer has bad experiences in his life and the ideas reflect these things.

Q49: As a general idea, people understand that in all countries, they have problems and governments don't do their best. They choose wrong ways to manage a country and people suffer. As examples of this, soldiers suffer in war, people face with discrimination and there are children who have dishonest parents. Moreover, people understand that doing nothing is not a solution. Even if the ideas are against the general beliefs and there are problems which cause pain in society, people should be in a war not with guns but with their ideas.

Student G. B.

Q39 : Actually, there are some social messages that presented in the text. For example, the author complains about the management of government. He thinks that government should help poor people in the country rather than spending lots of money on the war. Also, according to the author, there is no one who tells the children the truth. So, it may be true to say that this is important in terms of raising awareness even among the children. Furthermore, the author emphasises the discrimination in the society. He thinks that it does not matter whether they are Muslims, Jews, Christians or black man, white man. People should be together regardless of their differences. Except for these ideas, I think that the author tries to emphasis something historical. "If I was president I'd get elected on monday, assassinated on saturday....". From my perspective, the author touches on assassination of presidents in history. Because there so many presidents who assassinated in history such as Abraham Lincoln, Jonh Kennedy, James Garfield.

Q40 : Because, the author wants to express his own thoughts. Maybe he believes that he can fix something in this way.

Q42 : The author talks about some problems in his country such as discrimination, As it is known he is a black man so it is not too difficult to guess that he faced some difficulties because of this reason. Also he talks about poverty and illness. Even he did not face these difficulties, he witnessed them. Therefore I believe that these ideas comes from his own life and his society.

Q44 : Actually, the author seems pessimistic. Because he always mentions bad things and he mentions as if nothing would change. Also it can be said that he is anger since he is not satisfied with the management of government.

Q45 : It can be said that the author feels responsible for the events that he experienced or witnessed in his country. If he had not felt responsible, he would not have written this lyrics or he would not want to become a president. In addition, the author was a candidate for the 2010 Haitian presidential election. In the light of this information, it can be easily noticed that the author feels some responsibilities towards his country and he wants to make real his wishes.

Q46 : The author lives in that society. Which means he knows every difficulty, every problem in his country. That is to say, he is certain the validity of ideas.

Q47, Q48 : The text reflects the problems of that country and people who live there. In this way, people get some knowledge and they become aware of problems of the world. Maybe, they start to help poor people or they initiate an action against the discrimination among people.

Q49 : Other readers will understand what many people suffer. As a result of this, maybe they find common problems in their life.

Student G. BE.

Q39: There is a criticism against the existing system in the song. The singer imagines himself as a president and he tells what he will want for humanity such as feeding the poor, breaking segregation among people and so on.

Q40: The singer needs to tell about some negative situations that lived in the World. For example, some people incur assassination or many governments spend much more money for the war instead of poor people, etc.

Q42: The ideas or utterances which the singer expresses come from actualities of the society. For example, there is no doubt that all blacks were condescended in the past.

Q44: Pessimism is reflected in the song because the negative events are told in the whole song such as homeless people, assassination, famine, segregation, etc.

Q45: As the singer is sensitive about social problems, most probably, he feels himself much responsible when presenting his ideas.

Q47: The text is written in order to criticize the system. So its function is to show some truth to people.

Q48: The effect of this text changes according to ideas of readers.

Q49: I think, all people will understand the same thing because the message of text is totally clear.

Student K. G.

Q39/40: The idea which is embedded into the text is that the writer gives his ideas about what he would do if he was a president and actually his sayings show us how a president should be and what the people should do for their country. The writer of the song also touches on the problems and issues of the country such as the soldiers, wars and poor people. Also the writer wants the adults to inform the children about the truth of their country.

Q41/42: The writer presents the poverty, money issues, racial segregation as well as religion. Because he wants to show the problems of the country. The writer sees them as the social problems that the country especially black people suffer from.

Q43: There are good relationships between the ideas. The writer presents the idea in an arranged way. First he talks about money that is spent for wars and then he associates it with the poverty. In addition to war and money, he touches on the soldiers and so on.

Q44: The writer has different feelings through the lyrics. For example, most of the lines show the sadness and a little anger about money, soldiers, the poor and black people. Looking the rest, we can also see a pessimistic viewpoint.

Q45: The writer takes a little bit responsibility since he explains his ideas about his country and this is his viewpoint to the events. Actually, he feels that he must say these things because they bother him.

Q47: The song shows the country's issues that are inappropriate for the writer. In short way, it is a warning for the country and making it better.

Q48: The song arouses the feeling of being sensitive to the country and people. In addition, it makes the people realize the events around.

Student A. K.

Q39/40: The song is written to criticize the US government. The writer of the song puts herself in the position of president. To understand the song, we need a background knowledge because the author criticizes not the government of Obama but the government of Bush. And she gives her ideas to solve those problems.

Q41/42: The writer complains about war, poverty, discrimination and racism. It's mentioned in the song because that kind of problems are the common problems of USA citizens.

43: It's a well-organized song and there is a relation between lines. Each problem is the cause of above-mentioned ones.

44: The author has no hope unless a new president takes over the government. There's a pessimistic view.

45: She's disturbed about her country's situation and in her song, she puts it into words. As a citizen, she pulls her weight by saying her concerns about her country.

46: She's a citizen of USA, so she knows; she observes the problems in her country. She's certain the validity of ideas.

47: The song is an open letter to the president of USA.

48: The song urges people to think about their country, problems of that country and the government.

Student D. A.

Q: This lyrics is not ordinary one because of holding inside a certain social meaning. utterances which are used by the writer are almost a mirror of problems in society. the writer puts himself in the position of president. at the same time this lyrics contains lots of idea which are segregation, spending lots of money on the war and so on. furthermore when he says "they'd go back to work on monday" he pretty much is saying that everyone would continue on with their lives like nothing happened. it would not change anything or any problems in the world.

Q40: From my perspective, he couldn't remain indifferent to negative situations that lived in the world and he wants to put an end to these events. because of this reasons he wrote this lyrics.

Q41: While looking at this sentence "the radio won't play this, they call it rebel music" we can readily comprehend that social media reflects the things which are approved by government.

Q42: These ideas come from his experiences, observations. also his being black is one of the most crucial effects. since if he wasn't black, he would not write this lyrics and never complains about discrimination.

Q43: it is possible to say there is a relationship between utterances because the writer begins with "election coming" and later he talks about problems in society. in our life, like lyrics, we have same relationship. Generally people talk about negative or positive sides of government just before election. if he had not mentioned "election time", just mention problems in society, it would have been weird.

Q44: Everybody can see that pessimism is reflected in this lyrics. However, the lyrics has deep meaning while he mentions problems at the same time he gives advice. as to give an example "instead of spending billions on the war, I can use that money so I could feed the poor"

Q46: it is possible to mention a validity of these ideas. as to give example, it was this song that was inspired by a conspiracy theory, you know, sitting back, looking at what's going on in war. And wyclef said that "the fact of whenever someone is coming into actually present truth, they shoot them down, so then I put myself in the position of, you know, if I was president they probably take me out the way they took Martin Luther out or the way they took Kennedy out. but at the same time, we should strive to be the president, meaning that the best that we can be. tell the children the truth" so it is possible to say that utterances which are used by wyclef refer to past. additionally, looking at the last sentence of wyclef, he wants us to tell the children the truth about history even if it is contrary to popular belief.

Q47: Taking into consideration of lyrics function, wyclef paints a picture of his nations and it's needs.

Q48: Although this lyrics is written for america, it may has an effect on people who live in different countries. that's why it touches upon global issues. for instance race discrimination is a problem not only for america but also other countries.

Student A. B.

Q39: There are lots of ideas and beliefs in the text. First of all, the author complains about the statements of government. Actually, he thinks that the government can't accomplish its tasks and responsibilities. He says that the president of government don't carry out useful things for the community. So he imagines that he would fulfil everything about the country if he was a president. Another belief according to the author is that there is racism between people and also government over the black people and he thinks that it shouldn't be. Everyone should be equal in every situation. The other idea of the author is that the government should help the poor and increase the prosperity of country instead of spending lots of money in the war. Furthermore, the author complains about telling lies to children about the country's situations and he considers that everyone should tell them the truth. According to my opinion, the author says in the text that if he was a president, he would never give up even everyone is against him and he would be on his work in spite of all the conditions. It can be understood from these lines "I'd get elected on friday, assassinated on saturday, buried on sunday, then go back to work on monday."

Q40: The author presents some ideas, feelings in the text. Since he has experiences in that country, lives under the some circumstances and thinks about changing the country's statements in the best way for all people without discriminating the other people.

Q41: The author presents some social problems such as poverty, racism, the indifference of government about the public and problems. He wants to create serenity for all of the people around the country correct also improve the government's mistakes. He wants to the president to be forward-looking and bring good solutions to the country for embellishing it and peace. So he presents some rules such as helping poor people rather than spending money for war and making peace for people around the country against the racism.

Q44: The author has feelings towards the government and also president such as anger, pessimism. Since he judges the government and bring some useful ideas according to him. He is pessimistic for president because of bad conditions the people live. He tries to correct the mistakes and make sense over the authorities and public.

Q45: Actually, the author feel responsibility while writing these lyrics. He wants to be president to regulate the country in a good way and he finds solutions by explaining his ideas, beliefs via the lyrics. Hee tries to deliver his messages to change people's opinions for the government's attitudes.

Q46: The writer has self-confidence about his thoughts and beliefs and also is certain about the validity of these ideas. Because he has experiences, he lives under those circumstances and sees the negative conditions. So he tries to bring out the reality via the messages in the lyrics.

Q47: The function of this text is to give messages to the public, make senses about the bad conditions. In that perspective, the author tries to awake people by explaining ideas and telling the truth in the society according to him.

Q48: If the readers are people who live in that country they will be informed about the country and their behaviours changes towards the government and president because they are people who have these experiences. On the other hand, the reader can be a person who live in the other countries and his/her thoughts become clear and he/she contrasts the governments between countries. So the effect of this text depends on the person and changes from person to person.

Q49: They change their thoughts and behaviours if they agree with the author and try to do something for their countries. Also people in the other countries support the ideas of the author and make sense to help them. People realize the real events in their country. The author writes these lyrics to criticize the government and tries to do what he wants.

Student Ö. Ş.

Q39-40 : In this piece, it is criticized government. Well, how? Writer makes comparison - if I was president, I would make this or that- because writer wants to pay attention the importance of situation. especially it is put emphasis on racism, poor people, carelessness. they are disapproved.

Q41 : When I read these lines , Muslims, Jews and Christians would all hold every week on the beach party by the sand word up, take trips on Air Force One only to bring homeless with no sneaks on Air Force One Better schools in the hood, better teachers for the classes makin' money, payin' no taxes find the best scientists tell them "come up with an answer" I can see a discrimination between people and notion. the reason that is caused is regime. So writer shows us to mistakes made by government.

Q42 : Writer mentions social problems. In this case, we can understand writer has experiences about such kind of situations in the country.

Q44 : Generally, it can be felt pessimism or unhappiness, but there is an intent. So maybe people can take notice faults.

Q45 : Writer is aware of situation but if s/he is alone, s/he will not be successful to fix these mistakes. As this is related to everyone who lives that country.

Q46 : These ideas from writer are certain. It is referred social problems and also writer gives us clue to understand it. e.g. instead of spending billions on the war, I can use that money so I could feed the poor. Another example is that everyone knows soldier specially after wars, they have some psychological problems. they are stated in lyrics.

Q48-49 : While reading the lyrics, readers realize that there are lots of problems here and then they think what these problems are. Slowly they reach the end. Maybe, they can feel bad, but it is consisted of social awareness and this needs to be fixed.

Student Ö. O.

Q39: The writer argues that world would be a better place if the money spent on weapons were spent for the poor all around the world.

Q40: Because the writer wants to share his opinions with the world via this song. And in my opinion it is a good way of presenting your ideas.

Q42: Those ideas probably occur as a result of a long observing process.

Q44: Pessimism is reflected with some anger and sadness.

Q45: The writer feels himself responsible for telling the truth about the current situation in the country.

Q46: He seems to be certain about the validity of the these ideas because he implies some incidents in the history in order to make his arguements concrete.

Q47: The function of this text is to make people aware of the situation in the country.

Q49: They may approve or disapprove the ideas in the text according to their own logic and experiences.

Student G. B. T.

Q39_The song includes a lot of ideas about country,war,society,government etc.For instance,the writer firstly mention what a president can do but in the country these things can not be done.Secondly,for the war a lot of money was spent but the writer thinks that the money must be spent to feed the poor.Thirdly,in society there is a segregation,a famine and poorness.Lastly,the writer thinks that government and president don't care their people.As a result,the ideas of the writer are presented in this song.

Q40_The writer presented these ideas in this song because I think he or she wants to change something in society in addition he or she want to make something better.And also he or she wants to show that a successful president must be like the person who is in the song.

Q41_Rules are presented in the text such as segregation,racism,famine.The writer shows that there are some problems in the society.For example black people have no rights.But the goverment can obscure the problems.Therefore they behave as if there is no problem.

Q42_ These ideas and rules come from society because society select the president,responsibilities of the problems belong to them.

Q44_In this text,as pessimism,anger,determination,sadness emotions are reflected because there are bad situations but the situation can change if he or she a president.

Q45_The writer thinks that if he was a president he could change every bad thing and everthing would be good.Therefore he is assuming all responsibility

Student G. B. N.

Q39: the narrator has different beliefs that our governments may be disagree. He says that feeding poor is much more important than wars. And he also say something that never being said before. He mention about the soldiers who can't dream. He mostlys mention about the characteristics of the ideal president who doesn't hinder his people from their works even if he dies.

Q40: he defends this poor-oriented opinion because he saw the poor people, he is in the public and familiar with them. And he believes that the truth is hidden and not being showed the people by telecommunication devices such as radios. For him, showing the truth makes the man much more valuable.

Q42: The problem and the solution-ideas of the narrator- comes from public and its needs.

Q44: I am disagree with most of my friend who say the narrator is pessimist. Indeed he is hopeful and believes that a president can change thr situation for better country. Anyone who has dreams can not be pessimist.

Q45: he find himself being part of the public who suferred from many things for years and he wants to do something and ta da! For his opinion it is the best way of making change is being president.

Q46: he saw, lived the opposite side of his believes and he naturally believes that not repeating the fallacy of the previous presidents leads to the happiness, solution.

Q47: As I infer from listening him, he is a black person whose nation is suffered from the discrimination for years. And now the black people who listen him can understand the point. And most of the people he reaches are black and poor people. The wealthy ones who think that rain is romantic can not understand how is taking shower in rain.

Q47: the other readers can be discomfortable about the words because even the war can be a source for the making their selves much more wealtier. If the truth is spreaded among the people their money source can be harmed.

Q48: let us examine this in another view of point; I mean positively. I f the other readers read the text they may say that they haven't think about the poor before. Even if he is not able to be president, he can give the inspiration.

Student T. M.

Q39 - It is mentioned that the world would be a better place if the money could be spent for people who need it. This is an example for what is argued.

Q40 – It is mentioned because the writer wants to give a message I think and also share his opinion in an effective way. To write a song about an event or a problem is the most effective way I think.

Q41 – The writer presents some social problems including some solutions.

Q42 – There are various of reasons from where this ideas come from. For instance, the writer himself could have some experiences or it could be that he just wanted to put his views into words. Also there are some common things such as "poverty" which is also mentioned in the song.

Q43 – It is possible to say that there is a relationship between the ideas and rules. To give an example I want to select these lines:

"If I was president, instead of spending billions on the war, I can use that money so I could feed the poor"

Q44 – I think that the writer has pessimistic emotions in the song because he knows that he can not change the world all alone.

Q45 – The writer presents his ideas in the song, he wants people to tell the truth for example, so he assumes responsibility for this situation.

Q46 – The writer should be quite certain because some given ideas are common things and I also believe that he has some experiences.

Q47 – The funtion of this text is to give messages to the target audience, like the public, the social groupe, the government, the whole country and world.

Q48/49 – The text would make the people to think about the mentioned situations.

Student A. H.

Q39-There are many ideas that reflect deep and intensive emotions in the text. In order to guess these emotions, again we remember the importance of background knowledge and the ability of comprehending the text's message correctly. At the beginning of the text, we may understand that election time is coming day by day, yet the author is not sanguine about people's choice. In his opinion, all bad events that he mentions in the text are the results of people's wrong election, since they choose wrong person as president and they do nothing to stop these horrible events such as malnutrition of poor people, unpromising life conditions for children, unexceptable and unhealthy conditions for soldiers.

Q40-The author's aim to write these lyrics is raising awareness of people all around the world. When I listen the rap part of this song (the last part of the song on Youtube), it says 'There is no famine Muslims, Jews and Christians would all hold hands every week...' So, it can be understood that the author gives an international message to people for being awareness of disharmony situation of world.

Q42-These ideas come from the experience of the author both as a black person and a person who does not his eyes peeled. The author knows about hardship of being black and he wants reparations for black people not segregation. And as a person who aware of everything, he wants to homes for poor people, better school conditions and better teachers for children, not paying taxes.

Q43-There is a relationship between ideas. The author put the ideas in order and they support one another.

Q44-The emotions that we feel depend on our point of view against situations. While a person has feelings such as pessimism, desperate, ire towards these events, another person may consider the text promising for the future and not lose their hope.

Q45-The author feels like that he has to explain these bad events to people. Because he wants to be president and his dreams about the world are very different from the ordinary ones. He feels himself responsible for these issues and does not want to keep his thoughts to yourself.

Q46-The validity of these ideas is so certain, because of the fact that the author is one of the people who have experienced these things. As a consequence he is not oblivious to effects of these events.

Q47-Q48-The function of this text in the society shows the reality of election and its effects. It also remind us people who needs help, soldiers who does not feel sanguirely about their future and lives with scary voices of weapons (M16). Most probably, the reader of this text will find a whisper of his own thoughts about hopeless future of the world. In spite of everything there will always be a hope for tomorrow. We must keep our dreams in our mind, because the future belongs to those who believe in the beauty of their dreams.

Student E. M.

Q39-When you engaged in this song,you immediately cover that this song is not an ordinary one.This song includes a lot of social messages.He mentioned about soldiers,poor people,children.He also mentioned about what would happened if a black man is elected President of United States.As we can see in this lyrics

If I was president

I'd get elected on Friday, assassinated on Saturday

He imagines getting assassinated shortly after elected.

Q40-I think this band wanted to show the other side of the medallion.Because

Q41-I think Wyclef Jean wanted to emphasis on the social problems.We can also think that the studio album called If I was president:My Haitian Experience.To my research Wyclef Jean wanted to president of Haiti.But his candidacy was rejected.For me he wrote this song in order to inspire the generation.

Q42-I think this ideas come from his experiences.

Q44-I don't think that he is pessimist.He is also hopeful about future.Because he want them to be aware of current situation.So that they may chance the future.

Q45-To my opinion he feels responsible about this situation.That's why he wrote this song to expand their opinion.

Q46-I think the writer quite sure about the ideas the he defend.Because I know what he going through

Q47-The function of this song is to show people current situation and make them aware.

Q48/49-They may think about this song.Maybe they think same thing too,maybe they experienced.Maybe it's time to think !

Student D. U.

Q39:The lyrics are about how elections are held suspiciously,famine,poverity and wars that happen all around the world that the author loathe and disapprove.

Q40: It is to make people aware of what goes around the world not just only in USA, to make safe and peaceful people realize others situation even for a second.

Q41:There's a so called rule or a belief in lyrics which I find quitely unrealistic that if we poured all money on famine or science or on world peace everything would work out just fine,I don't think that would happen.

Q42: These are the ideas of someone who has experienced hard times

Q43: In lyrics,it is thought that if humanity did contrary to what has been done so far,problems would be solved and that is how the lyrics are formed by means of structure as first shown what has been done,then what should have been done.

Q44:Mostly pessimism is made to be felt in lyrics as things are not to be felt optimistic in our century.

Q45:The writer has almost taken all responsilibity on himself as we all should do.

Q46:The writer is almost hundred percent sure that the situation mentioned in lyrics are valid globally.

Q47:The more people listen to that song the more people will think about the lyrics hence what happens in world.

Q48-9:Having listened to the song people will stop for a second to lift their blankets covered their brain and think,realize what they see on tv/s or read in newspapers perhaps hold grief for a minute.

Student Ş. İ. C.

Q39: The critization of the government, war and poverty are approved

Q40: Because the author wants a world without poverty, wars and discrimination.

Q41: Discrimination, famine, poverty are the rules presented.

Q42: From the author's life experiences. He could be a veteran, or a hippie.

Q44: Anger, sadness, and hope can be felt in the lyrics.

Q45: Everyone is responsible for these bad situations and they must do what they have to do.

Q46: His own experiences based on life could be assure the validity of the text.

Student T. A.

Q39- In my opinion the poet approves the Jewishness because he/she says: 'How can you refuse it, children of Moses?'. The poet addresses to the children of Moses so he/she may believe in Jewishness. Moreover, the war is disapproved by the poet because of disasters, evils and bullshits. Since the poet says we could feed the poor with money which is used in war. If there is not war, there won't be starvation.

Q40- The poet wants a peaceful world and he/she tells there is no need to fight so the poet tries to prove the idea which refers tolerance and clemency will change the world.

Q41- The poet put emphasis on the discrimination. For example; he/she mention black people to refer racial segregation and mention Muslims, Jews and Christians to refer religious discrimination. These rules are disapproved by the poet in order to make people more permissive.

Q42- The society makes up numerous ideas, some of them are temporary while some ideas are espoused by the majority of society. So discrimination is one of the permanent idea because of extorter people who always want to press the and week.

Q44- The poet mentions evils of war so he/she will be nervous inevitably because he/she complains about several things such as intolerance and austreness. Furthermore the poet says : 'I get elected on Friday, assassinated on Saturday, buried on Sunday, then go back to work on Monday. That sentence makes the poet pessimist.

Q45- The poet feels quite responsible enough to write a poem.

Q46- The writer is not certain but hopeful about the validity of these ideas and rules because he/she has some suggestions but he/she is not sure whether these suggestions come true.

Q47- This text tells the people themselves and informs them. People may not be conscious of what they do or whether their actions are wrong or right so this text reminds social rules.

Q48- People will agree with the poet and may change themselves and the world.

Q49- People who read this text will be effected and will want to change something because the routine way is not going well and alteration is essential.

Student M. Ş. B.

Q39) The author believes that the superior powers do not care about people who vote them and he wants to illuminate the community and make them think about the right decision by voting. He shows to the reader the backgrounds of wars by mentioning the psychology of soldiers and the big amount of money which governments spend to war could be used to help poor people.

40) The author wants to share his opinion to make the world more liveable place for black and white people together without any war and suffering people.

41) The poet presents social problems such as discrimination of black people and the ignorance of poor people.

42) Every society has own rules. The poet is a person who lived in america and has own experiences so he reflects his experiences.

44) In the lyric we can feel the anger, sadness and the little bit hope for a peacefull world.

45) The writer thinks that everyone is responsible for these situations on the world and he pu in force his responsibility.

46) Because of his own experiences he is sure about the validity of his product.

47/48) The role of this text in the society is big, because he gives information and wants to make people much more sensitive .The text can effect people and they can may be be more careful by voting and by other problems on the world. Maybe the poet can inspirate a scientist to work more for finding solutions for illnesses like aids

Student K. A.

Q39: This song is not approved war,the ignorence of being a human being and an individual,current

government or the things they make.Song is approved to be a whole,not divided with the skin of colour or with the beliefs or etc.

Q40: The writer of this song has some ideas to make the current situation better and some critics about the issues ,that's why this song is presented.

Q41: Discrimination,racism,ignorence of poverty are presented rules and not approved.

Q42: Every auther reflects the rules of their society,what they learnt,what they read,what they told to do or not to do due to their social rules,so these are the roots of the writers ideas.

Q44: Pessimism,sadness of the truth (I mean the situation is obvious and we can just talk about it with "if I were you" pattern).

Q45: The autor thinks president or the government is responsible for the bad situation that's why he explains what would he done if he has the power.

Q46: He can't be 100% certain about them.Because most of the things he talked about are possibilities not facts.

Q47: Although they are minority who thinks in that way,they probably feel happy to hear their opinion out loud.(I said minority becaus if they are majority then there is no need to ban this song from radios.)

Q48: Text make the reader think about those problems or situations and question themselves if their satisfied or not with the current situation.

Q49: As a result of reading this text,other people question themselves and the situation they are in too.Because the lyrics of this song has that kind of power on people.

APPENDIX-8. STUDENT EXTRACTS FOR TABLE 9

Student Y. M.

Q3: Actually, it is not interested in me at first, because basically it is a song about communism. And I have no interest in politics. But I understand that it has some solutions about peace and it is the only thing we need now. So, I feel like it is relevant what I want -peace and hope- and I think all people can find something which is close to their point of views.

Student T. A.

Q1-THE TITLE OF SONG ATTRACTS ME SO I WANT TO READ THIS TEXT. MOREOVER I LIKE PINK'S SONGS AND I WONDER WHAT SHE SAYS IN HER NEW SONG.

Q9- PINK HAS WROTE THAT SONG TO GEORGE W. BUSH WHO WAS THE FOURTYTHIRD PRESIDENT OF USA BETWEEN 2001-2009 IN ORDER TO GIVE VOICE WHAT THE SOCIETY SAYS ABOUT HIM.

Student T. M.

Q3 – This text is honestly in some circumstances interesting to me. Firstly, if this text were not the lyrics of one of my favorite songs, it wouldn't interest me so much. Another reason is that I feel this song is really touching and so meaningful. The story of this song is also very effective.

Q8/Q9 – This text was produced by Leonard Cohen. It is about the string quartet that was forced to play beside the crematoriums in the death camp. So, the writer was inspired by the Holocaust.

Q10 – The topic is about the members of the string quartet. They were going to be killed as the prisoners who were burnt while they were playing their last classical music.

Q11 – The reason for why this topic has been written is probably its effect on the writer. The writer was affected by the Holocaust so he chose this topic.

Student G. B. T.

Q1_Q3_I read this text for my homework but this text is very attractive for me because I like metallica's song and I think it is interesting because Metallica is a rock group but they wrote the little bit political song such that.I didn't know that they are interested in politica or social events I just think taht they are interested in funny,love,rebellion topic.

Q10_The topic is false justice.Something,actually a lot of things, is wrong in the system of the judgement.And also ones can be sacrifice of the system.

Q11_In a society if there is a wrong,some people may criticize it or may reveal it to know everyone.Hence; the wrong is fixed.I think this song was written to criticize and to draw attention for the lack of justice.

Student E. M.

Q4-This type of songs addresses me Because I love Pink Floyd and this song is special one for me. Because it's about wrong education system and its effects on children. I think we have the same problem especially in primary education because of this reason I love this song. Cause this song show us what is wrong.

Q10/11-The topic is about wrong education system and rebellion against errant government. Against people who are wrong.

Student G. B.

Q1: When the first time I heard this song, I loved it. Its video, story, the girl and the boy affected me so much that I was almost about to cry. Actually I raise a laugh even when I watch hopelessly romantic movie. This means the song impress me.

Q10: this song is about a lost and sad love. Katy Perry is refers to the rock band Radioheah and also mention about Johnny Cash and Jane Carter Cash to express the strong feeling of the young couple.

Student K. G.

Q4: I am the type of person that the lyrics addresses. Actually it addresses everyone who cares the world and people in it. Since a universal issue is included in it. At that time, Africa had a problem about hunger and poorness. It is not certain other countries will have this problem in the future. The text says " We are all a part of God's great big family." The world must come together as one." These also show us the adresse.

Q9-10: This song was written by Michael Jackson and Lionel Richie for the people that were dying from hunger and that's why it is written to help the dying people in Africa.

Student A. B.

Q1: I'm reading this song's lyrics and of course listening to it. Since I was curious about what the song mentions and talks about when I firstly listened to it. Then, I have realized that it mentions about common social problems and people's insensitivity around the world and I have liked it so much. Therefore I'm listening to it several times and trying to do make people listen in order to notice the reality of world.

Q8: The song "Earth Song" was written and produced by Michael Jackson. He wrote this kind of song for people around the world to draw public attention about environment and animal welfare.

Q10: The topic of this song is firstly environment and animal felicity. As well, it mentions about people's mistakes for the world, social indifference, unconscious minds and unequal system of the world.

Student M. Ş. B

- 1) I read this text , because I like this sound. (Q1)
- 2) My role as reader is just listener.(Q2)
- 3) I am that type of person this text addresses since I am listener that kind of music.(Q4)

- 5) Micheal Jackson has produced this song to show his feeling about the discrimination of black people to the outer world. On the other hand he had very bad experiences with the media so we can say that he could have wrote the song to rebel against the press.(Q9)
- 6) The topic is about that the people and superior powers and care about black people on the world.(Q10)

Student D. U.

Q1:If not at the top of my list,Michael Jackson is one of my favorite singer of all time so that is why I read that text and listen to the song.

Q8/9:Michael Jackon himself wrote and produced that song for black people and discrimination against them also denounce anti-black people and their organization KKK(Klu Klux Klan)

Q10:The song is about discrimination,police violation against and black people and how neo-nazi`s(skin head) see black people and also how other people turn a blind eye about all this.

Student A. K.

Q3/4: I'm the type of person this text addresses and it interested me because I like that kind of melancholic stories and Poe is one of my favourite writers.

Q10: The genre of the text is story and it is a kind of dramatic "love story". Its type is gothic fiction.

Student Ö. O.

Q4: I am definitely the type of the person this text addresses because I like stories, especially short stories, based on real life experiences. In addition, Orwell's simple and understandable language makes the story more realistic.

Q10: The story is about the general situation in Burma under the British control and a particular incident that happened to George Orwell.

Q6: First of all, we need to know about the cultural norms in Burma and what colonialism is, its effects, the pressure on people.

Student D. A.

I am watching "old spice" advertisements because of wondering about their products. Also their advertisements are so weird and funny. So it attracts me.

Topic is to introduce hygiene products with different way. In this advertisement lots of visual imagery is used. While the speaker is talking about a certain product, imagery continues to change. I think this property of ad makes the ad more attractive because while watching ad, sometimes I could not predict the man what is going to do. I am sure that most of people, like me, are shocked. Furthermore, location always changes. As to give an example advertisement begins with in a bathroom but ends with in an ocean or tropical places. That is why there is a message that old spice products can be used at any location or at any time. Additionally, the speaker makes eye contact with camera during advertisement. It is possible to say that this contact has an impact on costumers.

Student Ö. Ş.

Q1_ I am reading this text because I am a chocoholic. Everyone says chocolate is bad addiction for our health.

Q8, Q14, Q16

It seems this text is produced for woman. In the picture, there is a woman who is smiling and also frame is pink, the topic is 'Health Benefits of Chocolate'. These are combined in a harmony. It is shown the benefits of chocolate on body. Visual acuity is foreground. Thus woman can understand easily what the text means.

APPENDIX-9. TEXT ANALYSIS OF STUDENT E. M.

DEC
25

#Week 4

Analysis from Melike Elbay

Another Brick in the Wall Lyrics -Part 2

We don't need no education
We dont need no thought control
No dark sarcasm in the classroom
Teachers leave them kids alone
Hey! Teachers! Leave them kids alone!
All in all it's just another brick in the wall.
All in all you're just another brick in the wall.

We don't need no education
We dont need no thought control
No dark sarcasm in the classroom
Teachers leave them kids alone
Hey! Teachers! Leave them kids alone!
All in all it's just another brick in the wall.
All in all you're just another brick in the wall.

"Wrong, Do it again!"

"If you don't eat yer meat, you can't have any pudding. How can you
have any pudding if you don't eat yer meat?"

"You! Yes, you behind the bikesheds, stand still laddy!"

Q4-This type of songs addresses me Because I love Pink Floyd and this song is special one for me. Because it's about wrong education system and its effects on children. I think we have the same problem especially in primary education because of this reason I love this song. Cause this song show us what is wrong.

Q6-First of all we need to know our education system. But I think almost everybody went through this type of education system in our country, I suppose we can understand this song easily.

Q7-I listened this song like hundred times still I just think differently.

Q9-Roger Walter wrote this song about his views about education.

Q10/11-The topic is about wrong education system and rebellion against errant government. Against people who are wrong.

Q20-There are many noun that show us the hidden meaning of this song. But especially "brick" and "wall" .To my opinion "wall" symbolizes emotional troubles of Roger Walter. Walter begins to build a mental wall between himself and the rest of the world. Everything that causes Walter pain represent as brick. Another brick in the wall.

Q23-Roger Walter always use "we". As I mentioned before he sees himself together with the people who went through the same thing.

Q27-When you engaged in this song you immediately see that he uses short and understandable sentences.

Q34/35-The character is people who suffered from wrong education system. As Roger Walter one of them he uses the pronoun "we".

Q37-I think Roger Walter disapprove the wrong education system .Not himself or the other people.

Q42 / Q43-This ideas probably comes from his experiences that he went through. There is logical relationship between this ideas. Walter wanted to chance errant education system. In this lyrics he emphasize that the kids needs more proper education.

Q44-I think the strongest emotion is sadness. He is sad because he thinks that the future generation is also went through the same thing with him. He is also sad since the education system is wrong and effect children in a bad way.

Q47-I think Walter wrote this text in order to make people aware.

Q48/49-people will criticize their education system and education personal will compare their system to the system mentioned in the song and hopefully look for a change

APPENDIX-10. STUDENTS' ANALYSES FOR 'THEY DON'T CARE ABOUT
US'

"They Don't Care About Us" by Michael Jackson

Skin head, dead head
Everybody gone bad
Situation, aggravation
Everybody allegation
In the suite, on the news
Everybody dog food
Bang bang, shot dead
Everybody's gone mad

All I wanna say is that
They don't really care about us
All I wanna say is that
They don't really care about us

Beat me, hate me
You can never break me
Will me, thrill me
You can never kill me
Jew me, sue me
Everybody do me
Kick me, kike me
Don't you black or white me

All I wanna say is that
They don't really care about us
All I wanna say is that
They don't really care about us

Tell me what has become of my life
I have a wife and two children who love me
I am the victim of police brutality, now
I'm tired of bein' the victim of hate
You're rapin' me off my pride
Oh, for God's sake
I look to heaven to fulfill its prophecy...
Set me free

Skin head, dead head
Everybody gone bad
Trepidation, speculation
Everybody allegation
In the suite, on the news
Everybody dog food
Black male, black mail

Throw your brother in jail

All I wanna say is that
They don't really care about us
All I wanna say is that
They don't really care about us

Tell me what has become of my rights
Am I invisible because you ignore me?
Your proclamation promised me free liberty, now
I'm tired of bein' the victim of shame
They're throwing me in a class with a bad name
I can't believe this is the land from which I came
You know I really do hate to say it
The government don't wanna see
But if Roosevelt was livin'
He wouldn't let this be, no, no

Skin head, dead head
Everybody gone bad
Situation, speculation
Everybody litigation
Beat me, bash me
You can never trash me
Hit me, kick me
You can never get me

All I wanna say is that
They don't really care about us
All I wanna say is that
They don't really care about us

Some things in life they just don't wanna see
But if Martin Luther was livin'
He wouldn't let this be, no, no

Skin head, dead head
Everybody gone bad
Situation, segregation
Everybody allegation
In the suite, on the news
Everybody dog food
Kick me, kike me
Don't you wrong or right me

All I wanna say is that
They don't really care about us
All I wanna say is that
They don't really care about us

All I wanna say is that
They don't really care about us
All I wanna say is that
They don't really care about
All I wanna say is that
they don't really care about
All I wanna say is that
They don't really care about us

Student D. U.

Q1: If not at the top of my list, Michael Jackson is one of my favorite singer of all time so that is why I read that text and listen to the song.

Q2/3/4: I'm basically a listener and a fan of Michael Jackson that is why I listen the song, and it just addresses me.

Q5: To make sense of that text, I also need to listen to the song in order to understand the true feeling it contains in itself, and I also understand try to understand what Michael Jackson truly intended to tell to people of this planet that is how I make sense.

Q6: I needed to learn about people he mentioned in that song Roosevelt and Martin Luther to understand the song.

Q7: I always try to think differently than I normally do after listening to that song but unfortunately there is not much to do about things he mentioned.

Q8/9: Michael Jackson himself wrote and produced that song for black people and discrimination against them also denounce anti-black people and their organization KKK (Klu Klux Klan)

Q10: The song is about discrimination, police violation against and black people and how neo-nazi's (skin head) see black people and also how other people turn a blind eye about all this.

Q11: Discrimination against black people is a problem that has been around since when white people went to Africa and slaved them. They still find it problematic to accept them as a free man or equal to themselves. Some people still can't accept them in society and that is a huge problem. Michael Jackson as originally a black wanted to express how his society felt and has been feeling.

Q12:Text is written in a tragic way to show how black people has been treated and contains many examples of it
'I'm tired of bein' the victim of shame, They're throwing me in a class with a bad name, I can't believe this is the land
from which I came' or 'Am I invisible because you ignore me?' 'Tell me what has become of my rights'

Q13:It could have been written as a novel or an article with more concrete examples and proves of discrimination
against black people.

Q34:Inequality between white and black people, and comparison between Roosevelt and other president of USA
these are the connections in the song.

Q36:Michael Jackson is indeed similar to the characters since he was once a black person later became white which
is a devastating or terrific situation relatively to each person caused by an illness,so he was able to
understand,comprehend and compare discrimination better than any other person.

Q37:Michael Jackson tries to justify,express and surely approves himself in that song via telling what he had been
through till his death; 'Your proclamation promised me free liberty, now, I'm tired of bein' the victim of shame,
They're throwing me in a class with a bad name.' or as we can see;

*Tell me what has become of my life
I have a wife and two children who love me
I am the victim of police brutality, now
I'm tired of bein' the victim of hate
You're rapin' me off my pride*

Q35:Black people are the victim and some white people are the responsible for that,Roosevelt and Martin Luther are
likely to be seen as saviors in the song.

Q39:Discrimination and breaching of black people's right are presented in the song which white people could not
care any less as Michael Jackson said in his song many times 'All I wanna say is that,They don't really care about
us'.

Q40:They are presented because it is a shame for people to value a person judging by their skin color as an artist's
concern is to solve or announce a society's problems and also being a black himself Michael Jackson wanted to write
these lyrics and made a song about it.

Q44:Pessimism and anger along with sickness are reflected in this song because these are how black people have
been feeling and experiencing,they are pessimist because in the past nd now changes were made temporarily and
discrimination is still something that exists.

Q47:Function of this text or it's lyrics is could be highly thought as announcement and declaration of black people's
anger,hurt and pessimism.Michael Jackson wanted to say it out loud or perhaps even cry how black people have
been feeling.

Q48/9:White people will know and try to understand how black people have been feeling,what they have been
experiencing and for as long as they are not in KKK people will search history related black people's discrimination

Student M. Ş. B.

- 1) I read this text , because I like this sound. (Q1)
- 2) My role as reader is just listener.(Q2)
- 3) I am that type of person this text addresses since I am listener that kind of music.(Q4)
- 4) We need to know Micheal Jacksons live and his ideology to understand the texts meaning.(Q6)
- 5) Micheal Jackson has produced this song to show his feeling about the discrimination of black people to the outer world. On the other hand he had very bad experiences with the media so we can say that he could have wrote the song to rebel against the press.(Q9)
- 6) The topic is about that the people and superior powers and care about black people on the world.(Q10)
- 7) The writer wrote about this topic to reflect his opinion and to make people think about the problems he mentioned in the lyrics.(Q11)
- 8) The topic is very often repeated in the text to emphasise the main idea. (Q17)
- 9) In the text are words and phrases like victim of shame, dog food, allegation and trepidation to underline the problems. (Q20)
- 10) Skin head and dead head are very often used in the text and they show the discrimination of people.(Q23)
- 11) The characters in the text are divided in three groups. One group is under pressure and are alone with their problems and the second group is the ones who discriminate the black people and the last group of people are the ones like Roosevelt and Martin Luther that the writer belives they could help the people in debt if they were alive. (Q35)
- 12) The writer of the text had similarities with the oppressed people . He was a afro - american person that means he was a black person and he experienced very bad things in his live because of his identity.(Q34-36)

- 13) Micheal Jackson has believed that black people have no rights and are always in the second position and we can see that in his lyrics below. He wrote them to make the topic clear and easy to understand.(Q39-40-41)
Tell me what has become of my rights
Am I invisible because you ignore me?
Your proclamation promised me free liberty, now
I'm tired of bein' the victim of shame
They're throwing me in a class with a bad name
I can't believe this is the land from which I came
You know I do really hate to say it
The government don't wanna see
- 14) In the text are emotions like anger , hopelessness, pessimism reflected.(Q44)
- 15) The writer is very certain about the validity of these ideas since he experienced them by himself.(Q46)
- 16) The function of this text in the society is to illuminate the people around the world and make them feel responsible for what is going on . Other readers can feel themselves addressed and maybe they can begin to think in a better way. (Q47-48-49)

APPENDIX-11. STUDENT EXTRACTS FOR TABLE 13

Student T. M.

Q4 – I think that I am the type of person this text addresses because it gives some ideas about writing which can be useful for me as I am a student. Writing is what I do.

Q10 – The topic is about affects of verbs in paragraphs and how verbs can be used in an effective way.

Student K. G.

Q1: I am reading this text. Because I want to be informed with this issue that is important for women. Also, I am a woman and in the future, if I am pregnant, I will know or remember this fact and I will be carefull about it.

Q3/4: This text appeals to me. Since it is a feminine issue and I can need that information later on and I will inform a woman, especially a pregnant woman about this topic.

Q10: The topic is about the nourishment for the pregnant women. Actually, it mentions whether it is possible to eat nuts during pregnancy or not.

Student G. B.

✓ I am the type of person this text addresses since I am curious about the current events and I like learning new things about the world.
✓ The text interests me and every person because; it is a reality of the world that we live. And as a part of this life we need to know and we need to understand those people.

✓ The text is basically about people's problems in Kashmir and its effects on people -especially children-. Also the text tells us the fear of death that people faced.

Student G. B. T.

Q2_ As a reader of this text, I am informed and then I can ensure to inform for other people.

Q3_ The text is highly relevant to me and other people because Acai berry keeps us looking younger and who wouldn't want to. Actually the women want this generally especially when they are old. Because of that I am not interested in now.

Q10_ The topic is about Acai berry. Moreover elements which it has are highly beneficial for human's body. In addition Acai berry is touted as a so-called superfood.

Student G. B. N.

Q1: There are two reasons for reading this article. First one is my lecturer gave me an assignment to find an article. In addition, the other reason is my interest in education in my country and in the world. When I was searching on the pages of nytimes, I found it and its photograph really affected me and it made me read and work on it.

Q10: The topic is about the war and its effects on children who had to leave their country. Many are not enrolled in school. The others have inadequate education even they have teachers.

Student D. A.

- I am reading this text because I am a woman and this text is talking about that women are still held back. Of course, I am aware of inequality between men and women in society. However, this text holds inside lots of researches so I desire to know further and detail information about inequality in society.
- Certainly this text interests to me because I am saying again that I am a woman at the same time, next years I am going to begin work so it is possible to say that I will come across some problems which are said in text like most women. Especially in the text there is a sentence that "If you are a mother, your chances of getting the job are reduced by 70%." I completely agree with this idea because in my daily life I witnessed such a thing.

Writer wrote this text because she wants to draw attention about gender inequality. And this text is published in The Guardian newspaper.

Student Y. M.

Q3: This type of text is relevance to me. I'm a prospective teacher, so any kind of texts which include teachers, schools or students is within my curiosity. When I saw the topic about district schools, I decided that I am interested in this article.

Q10: The topic is about district schools. In these schools, they don't have enough money to provide some needs like computers, books or other materials. The author says that there are some sources which help the schools by giving or donating them materials. Moreover, people try to maintain these helps and try to organize a budget to update their needs.

Student A. K.

Q3/4: I'm the type of person this text addresses because history, especially British and French history, is one of my favorite domain and I'm also a Marie Antoinette fan too.

Q10: The topic is Marie Antoinette's changing reputation, how popular she is these days and how it effects on popular culture and media. Thanks to her popularity, there is a huge profit in many areas of popular culture.

Student Ö. O.

Q4: Since I like articles about internet and technology I am one of the people that the text addresses.

Q9: The writer is Jon Henley. The aim of the article is to raise awareness about using internet and social networks.
Q10: The topic is social networks and the article is like a kind of interview with a dedicated user of facebook.

Student A. B.

Q1: I'm always curious about the news. While I am looking at recent news, I've noticed this text and thought that this is a crucial and critical issue for our world also lifes. Therefore, I am reading this text and getting new knowledges.

Q10: The topic is the effects of global warming on the earth, especially for drought. And in the text, it is argued that the place where is wet will be wetter, the place where is dry will be drier because of the climate changes in the world.

Student M. Ş. B.

- 1) I come across to the text, while reading 'The Independent' and the topic interested me. (Q1)
- 2) My role as a reader is to get information about a foreign country. (Q2)
- 3) This kind of texts interests me because I am Muslim and I want to know about the problems Muslim people suffer around the world. (Q3)

7) The topic of the news is the extreme rise of hate against Muslim people across Britain in 2013. This year alone Metropolitan police recorded 500 Islamophobic crimes, compared with 336 incidents in 2012 and 318 in 2011.

Student E. M.

Q3/4 -First of all I admire this article. Because I always think that there might be some connections between music and academic achievement. When I was young I play piano. But because of my illness I had to quit. This could be another reason why I love this article since I quit playing piano I always admire the one who plays.

Q10-The topic is about music and its effects on academic achievement. The author also emphasizes on the strong bond between them.

Student D. U.

Q1/2/3/4: I'm basically a reader who has a retired but still working father. I hopefully will retire one day too that is why it seems related to my life and I would like to learn about retirement psychology. So to speak why I read is for good of myself and my father.

Q10: Topic is about how people feel and how their health status declines in time after retirement with illness' like hypertension, heart diseases or depression caused by loneliness because of lack of social interaction and what should a person do to avoid these situations.

Student Ö. Ş.

When I first came across this news in BBC, I was shocked because it was incredible news for me. The idea was amazing. So it drew my attention. In this stage, as I follow BBC, I am both follower and reader.

The topic is about books from other countries. The writer prefers to show us this text as news in BBC. Maybe, the writer is able to think that the news via this channel reaches lots of people unlike other ways like advertisement or radio. Another way, we understand easily the writer enjoys reading. How? And it is also easy. Topic and context are all in relation to book. Moreover, it is not only one language but also other whole languages to read.

Student A. H.

>Q1) I'm reading this text because of my curiosity about relationship between two genders, and its effects.
>Q3) Yes, it interests me. As I explained, I care about relationships of people, how it affects our life. So, when I see this text, I want to be informed about this subject.
>Q4) Yes, I am the type of person this text addresses. Also, anyone who reads this text for the purpose of having some knowledge about relationship between two genders from the birth to majority is addressed by this text. The text does not have specific addressees.

Student T. A.

Q1- My mother has migraine so I'm reading this text in order to have more knowledge about her disease and inform her to prevent her routine headache.

Q9- A journalist of Daily Mail has written this text to people who suffer from migraine in order to inform them about their disease and reduce the effects of this illness.

Student K. A.

I like to read articles about psychology and psychological developments.

Q2: My role as a reader is taking information from the text because this article is giving information with scientific facts more than giving opinion of the author.

Q10: The topic is CBT and where-how-why this technique is used.

Student G. BE.

Q1: I am reading this type of text because I am interested in the environment problems. Frankly, I am worried about the future. I think that we will encounter many environment problems that it is not easy to solve in the future.

Q10: The topic about global warming, resulting of global warming and problems which are encountered on account of it.

Student Ş. İ. C.

Q1: I'm reading this text because im interested in environment and the pollution in the world.

Q3: Yes it addresses to me because i think a polluted environment is very important for everyone.

Q4: This text doesnt make a certain address so i cant tell if its me or not.

Q6: Knowledge about environment and pollution is important in order to understand this text.

APPENDIX-12. TEXT ANALYSIS OF STUDENT M. Ş. B.

Islamophobia: Surge revealed in anti-Muslim hate crimes



Islamophobic hate crimes across Britain have risen dramatically this year, new figures have revealed. Hundreds of offences were perpetrated against the country's Muslim population in 2013, with the Metropolitan police alone - Britain's largest force - recording 500 Islamophobic crimes, compared with 336 incidents in 2012 and 318 in 2011. A large number of forces across the country reported a particular surge in the number of anti-Muslim hate crimes following the murder of soldier Lee Rigby by two Islamic extremists in Woolwich, south-east London. In May, the month in which Fusilier Rigby was killed, Scotland Yard recorded 104 anti-Muslim hate crimes, followed by a further 108 in June. The figures were obtained by the Press Association which sent Freedom of Information requests to every police force in England and Wales. However of the 43 forces, just 24 provided figures on the number of anti-Muslim crimes and incidents recorded - with some forces admitting they do not always record the faith of a religious hate crime victim. It is therefore likely that the actual numbers of incidents of hate crimes against Muslims perpetrated in 2013 was much higher.

Tell Mama, a group which monitors anti-Muslim incidents, said it has dealt with some 840 cases since just April - with the number expected to rise to more than 1,000 by the end of March. This compared with 582 anti-Islam cases it dealt with from March 2012 to March 2013. Fiyaz Mujhal, director of Faith Matters, which runs the Tell Mama project, said reaction to the murder of Fusilier Rigby had caused the number of Islamophobic crimes to "significantly jump". "The far right groups, particularly the EDL (English Defence League) perniciously use the Internet and social media to promote vast amounts of online hate," he added. Branding guidelines by the Crown Prosecution Service to monitor social media as "not fit for purpose", Mr Mujhal said tougher sentencing was needed to tackle Islamophobic crime. "They raised the bar of prosecution significantly," he said. "Now unless there is a direct threat to somebody on Twitter or Facebook, the CPS will not prosecute. The CPS is just plainly out of sync with reality. "We also need more robust sentencing. In one case, a pig's head was left outside a mosque and the perpetrator came away with a community sentence. When you target a mosque, you are targeting the whole community." Tell Mama also called for police forces to introduce a system which improves monitoring and recording of Islamophobic crimes, ensuring the faith of a religious hate crime victim is recorded. "There are three problems we come across," Mr Mujhal said. "Firstly, there is a lack of understanding of the language of Islamophobia thrown at victims in any incidents. "Secondly, there is very little training on how to ask relevant questions to pull out anti-Muslim cases. "Thirdly, recording processes are not in line with each other. One force will allow an officer to flag an incident as anti-Muslim, another force will flag it as religious hate crime. There is no uniformity. "There must be guidelines for all forces so we can know the level of the problem." A CPS spokeswoman said that for online communications, only those that are "grossly offensive, indecent, obscene or false" are prohibited in order to "preserve the right to free speech". "Online communication can be offensive, shocking or in bad taste. However, as set out in CPS guidelines on prosecuting cases involving communications sent via social media, content has to be more than simply offensive to be contrary to the criminal law," she said. The Association of Chief Police Officers (Acpo) has previously said over five days after Fusilier Rigby was murdered 71 anti-Muslim incidents were reported to its national community tension team.

Superintendent Paul Giannasi, Acpo's spokesman on hate crime, said: "The police service is committed to reducing the harm caused by hate crime and it is vital that we encourage more victims who suffer crimes to report them to the police or through third party reporting facilities such as Tell Mama.

"We would obviously want overall crime levels to reduce and to see fewer victims, but we welcome increases in reported hate crime, as long as they are a sign of increased confidence of victims to report.

"We are working with local police forces, to help improve the way we respond to hate crime and to provide robust and transparent hate crime data."

A Ministry of Justice spokesman said: "These are despicable crimes that devastate lives and communities. The courts already hand out tougher punishments where race or religion are found to be aggravating factors."

"The number of people receiving a custodial sentence for these appalling crimes is higher than ever before."

<http://www.independent.co.uk/news/uk/crime/islamophobia-surge-revealed-in-antimuslim-hate-crimes-9026873.html>

- 1) I come across to the text, while reading 'The Independent' and the topic interested me.(Q1)
- 2) My role as a reader is to get information about a foreign country.(Q2)
- 3) This kind of texts interests me because I am Muslim and I want to know about the problems Muslim people suffer around the world. (Q3)
- 4) This text addresses me since I am a Muslim reader of 'The Independent' and the text is about Islamophobic crimes. (Q4)
- 5) First of all we need to know about the murder of Lee Rigby to understand the most important reason for the increase of crimes against Muslims in 2013 in United Kingdom. Lee Rigby was a British Army soldier who was attacked and killed by two muslim Nigerians on 22 may 2013. Shortly after he was killed 112 anti – Muslim hate crimes had been recorded.(Q6)
- 6) The text has been written by Tomas Jvanda for the online newspaper 'The Independent' to show the world the current Islamophobia problem in UK.(Q8/9/11)
- 7) The topic of the news is the extreme rise of hate against Muslim people across Britain in 2013. This year alone Metropolitan police recorded 500 Islamophobic crimes, compared with 336 incidents in 2012 and 318 in 2011.(Q10)
- 8) The author add a picture to the text in which the reader can see placards against the discrimination of the country's Muslim population. We can understand there is a problem without to read the product. (Q14)
- 9) The subject is very often mentioned in the article to lay emphasise on the topic.(Q17)
- 10) In the text are words like victim, punishment, hate and anti- Muslim used. And this kind of words gives much more detailed information about the topics background.(Q20)
- 11) The writer made the text more realistic by giving a picture, the setting and the time. The reader ,especially native reader, can easily imagine the places mentioned in the text. (Q32)
- 12) The author used statistical information from 'Tell Mama', 'Press Association' and ' Metropolitan Police', so he proved the numbers of crimes that happened in the last year and he used references to show the reasons and solutions for the Islamophobia crimes.(Q37)
- 13) Fiyaz Mujhal is one of the most important characters in the text, since he is the director of Faith Matters, which runs the Tell Mama. He gives information about why the crimes raise and why the forces cannot hinder these problems. Afterwards Mujhal mentions the ways to reduce these kind of problems. (Q35)
- 14) After Lee Rigby's death the idea of anti-Muslim movement gained strength in people in UK. The widespread prejudice against Muslim got worse after the attack and the numbers of incidents prove that the situation gets worse every passing day. The author wrote this text to inform people around the world about the state in Britain.(Q39/40)
- 15) Tomas Jvanda lives in London, so he can observe the situation and he owns the opportunity to speak with the local citizen and to get the true emotions, beliefs and ideas of them. And Institutions like Acpo (The Association of Chief Police Officers) share data of the happening crimes . The reader can understand that the writer is certain about the validity of the ideas in his text by reading this information. (Q45/46)
- 16) The function of this text in the society is to raise awareness against the discrimination and hate to any person of any religion and any identity. Readers can be effected by this text in one way. They can change their behaviour or at least their thoughts and that can help to reduce the crimes against public morality.(Q47/48/49)

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<http://tellmamauk.org/>

APPENDIX-13. LINGUISTIC AIM – FIRST ASSIGNMENT

	T.M.	D.U.	G.BE	Ö.Ş.	G.B.T	Ö.O.	T.A.	G.B.N	M.Ş.B	A.H	A.K	A.B	Y.M	D.A	K.G	G.B	E.M	K.A	Ş.İ.C
Q17							✓		✓										
Q18					✓	✓	✓				✓			✓					
Q19	✓				✓	✓		✓				✓		✓	✓				
Q20	✓			✓			✓		✓		✓							✓	
Q21						✓		✓											
Q22	✓			✓				✓				✓							
Q23					✓				✓					✓	✓			✓	
Q24																			
Q25					✓	✓					✓	✓	✓						

Q26												✓		✓					
Q27	✓				✓								✓	✓	✓		✓		
Q28																			
Q29																			
Q30						✓													
Q31																			
Q32						✓							✓						
Q33				✓		✓													

APPENDIX-14. LINGUISTIC AIM – SECOND ASSIGNMENT

	T.M.	D.U.	G.BE	Ö.Ş.	G.B.T	Ö.O.	T.A.	G.B.N	M.Ş.B	A.H	A.K	A.B	Y.M	D.A	K.G	G.B	E.M	K.A	Ş.İ.C
Q17					✓				✓						✓				
Q18							✓				✓			✓	✓	✓			
Q19			✓		✓	✓		✓		✓		✓			✓	✓		✓	✓
Q20			✓				✓		✓				✓	✓		✓			
Q21			✓			✓					✓				✓				
Q22				✓				✓		✓			✓					✓	✓
Q23	✓		✓		✓			✓		✓					✓	✓			✓
Q24	✓																		
Q25	✓		✓		✓	✓				✓	✓	✓	✓				✓		✓

Q26								✓							✓				
Q27	✓		✓					✓		✓					✓	✓	✓		✓
Q28								✓							✓				
Q29		✓															✓		
Q30				✓		✓				✓				✓		✓		✓	✓
Q31		✓			✓										✓				
Q32						✓	✓		✓	✓	✓							✓	✓
Q33				✓		✓				✓						✓		✓	✓

APPENDIX-15. CONCEPTUAL/CRITICAL AIM – FIRST ASSIGNMENT

	T.M.	D.U.	G.BE	Ö.Ş.	G.B.T	Ö.O.	T.A.	G.B.N	M.Ş.B	A.H	A.K	A.B	Y.M	D.A	K.G	G.B	E.M	K.A	Ş.İ.C
Q1		✓		✓	✓		✓	✓	✓			✓		✓					
Q2		✓					✓	✓	✓					✓					
Q3	✓	✓			✓		✓				✓	✓	✓	✓					
Q4		✓				✓	✓	✓	✓		✓				✓		✓		
Q5	✓	✓					✓												
Q6	✓	✓		✓	✓	✓	✓		✓		✓		✓	✓	✓		✓		
Q7	✓	✓		✓		✓	✓				✓	✓	✓				✓		
Q8	✓	✓		✓				✓			✓	✓	✓						
Q9	✓	✓				✓	✓	✓	✓				✓		✓		✓		

Q10	✓	✓			✓	✓	✓	✓	✓		✓	✓		✓	✓		✓		
Q11	✓	✓			✓	✓	✓		✓				✓	✓			✓		
Q12		✓					✓								✓				
Q13		✓			✓		✓				✓	✓							
Q14				✓															
Q15						✓	✓								✓				
Q16	✓			✓	✓		✓												

APPENDIX-16. CONCEPTUAL/CRITICAL AIM – SECOND ASSIGNMENT

	T.M.	D.U.	G.BE	Ö.Ş.	G.B.T	Ö.O.	T.A.	G.B.N	M.Ş.B	A.H	A.K	A.B	Y.M	D.A	K.G	G.B	E.M	K.A	Ş.İ.C
Q1	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓			✓	✓
Q2		✓		✓	✓			✓	✓			✓						✓	
Q3	✓	✓			✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Q4	✓	✓	✓			✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓
Q5																			
Q6		✓				✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Q7		✓		✓	✓	✓	✓			✓		✓	✓			✓			
Q8		✓						✓	✓			✓	✓			✓		✓	
Q9	✓	✓			✓	✓	✓		✓				✓	✓	✓		✓	✓	

Q10	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	
Q11		✓		✓				✓	✓		✓			✓			✓		
Q12																			
Q13															✓			✓	
Q14									✓										
Q15				✓		✓	✓				✓				✓				
Q16	✓			✓	✓					✓				✓				✓	

APPENDIX-17. CULTURAL AIM – FIRST ASSIGNMENT

	T.M.	D.U.	G.BE	Ö.Ş.	G.B.T	Ö.O.	T.A.	G.B.N	M.Ş.B	A.H	A.K	A.B	Y.M	D.A	K.G	G.B	E.M	K.A	Ş.İ.C
Q34	✓	✓		✓	✓		✓	✓	✓				✓		✓		✓		
Q35		✓		✓	✓			✓	✓		✓		✓		✓		✓		
Q36	✓	✓		✓		✓		✓	✓		✓				✓				
Q37		✓				✓											✓		
Q38	✓										✓								
Q39	✓	✓		✓			✓		✓			✓	✓	✓	✓				
Q40		✓					✓		✓						✓				
Q41					✓				✓						✓				
Q42	✓										✓	✓			✓		✓		

Q43					✓								✓				✓		
Q44		✓			✓	✓	✓	✓	✓		✓	✓	✓		✓		✓		
Q45						✓	✓												
Q46	✓					✓		✓	✓		✓	✓							
Q47	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		
Q48	✓	✓				✓	✓	✓	✓		✓	✓	✓		✓		✓		
Q49	✓	✓				✓	✓	✓	✓		✓	✓	✓	✓			✓		

APPENDIX-18. CULTURAL AIM – SECOND ASSIGNMENT

	T.M.	D.U.	G.BE	Ö.Ş.	G.B.T	Ö.O.	T.A.	G.B.N	M.Ş.B	A.H	A.K	A.B	Y.M	D.A	K.G	G.B	E.M	K.A	Ş.İ.C
Q34	✓			✓	✓			✓			✓		✓						
Q35	✓	✓		✓			✓	✓	✓		✓		✓		✓	✓	✓		
Q36	✓					✓		✓										✓	
Q37		✓		✓		✓			✓		✓						✓	✓	
Q38																	✓	✓	
Q39	✓	✓		✓			✓		✓		✓	✓		✓	✓	✓			
Q40					✓	✓	✓		✓										
Q41							✓								✓		✓		
Q42	✓	✓										✓			✓	✓	✓	✓	

Q43													✓				✓		
Q44			✓					✓			✓	✓	✓	✓		✓		✓	
Q45					✓	✓		✓	✓						✓			✓	
Q46	✓	✓			✓	✓		✓	✓			✓	✓	✓				✓	
Q47	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓		✓	
Q48	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓		✓			✓	
Q49	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓			✓		✓	

BACKGROUND AND CONTACT INFORMATION

Yeliz Ünal was born in Bartın in 1986. She completed her primary, secondary and high school education in Bursa. She studied at Department of English Language Teaching at Yıldız Technical University and graduated with BA Degree in 2008. She gained several certificates including Certificate in Teaching English to Speakers of Other Languages (CELTA) in 2010. She worked as an instructor at Preparatory Program of Beykoz Vocational School of Logistics for 3 years. She has been working as specialist at Sakarya University since 2011.

Email: ykizilay@sakarya.edu.tr