

T. C.
BALIKESİR ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

THE EFFECTS OF CRITICAL THINKING INSTRUCTION
THROUGH ASYNCHRONOUS LEARNING TOOLS ON
WRITING PERFORMANCE

YÜKSEK LİSANS TEZİ

Sibel AYGÜN

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Tez Danışmanı

Dr. Öğr. Üyesi Fatih YAVUZ

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SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ ONAYI

Enstitümüzün İngiliz Dili Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda 201312553004 numaralı Sibel AYGÜN'ün hazırladığı "The Effects of Critical Thinking Instruction Through Asynchronous Learning Tools on Writing Performance" konulu YÜKSEK LİSANS tezi ile ilgili TEZ SAVUNMA SINAVI, Lisansüstü Eğitim Öğretim ve Sınav Yönetmeliği uyarınca 02.07.2018 tarihinde yapılmış, sorulara alınan cevaplar sonunda tezin onayına OY BİRLİĞİ ile karar verilmiştir.

Üye (Danışman)

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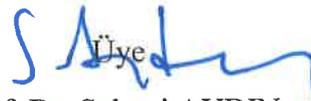
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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduklarını onaylım.

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Combination of language learning process with technology use is an inevitable outcome of this era. Both teachers and students feel the need to use technology for their teaching-learning activities in and out of the school. Online learning management systems are among the tools that are mostly preferred by many language teachers so that they can keep closer to the learners anywhere, anytime since language learning should be a never-ending and always demanding process. Thanks to those learning management systems, teachers easily get the opportunity to do much more than what they can do in the classroom in a limited time. Especially for writing instruction, which is a multifaceted process, taking the advantage of synchronous or asynchronous learning tools helps both learners and teachers. Since writing requires more than sole language knowledge, with the help of those tools, it has become possible for students and teachers to go far beyond what they are assigned to do on the syllabi for writing instruction. Therefore, critical thinking skill, which is something many students already lack, can be instructed via asynchronous learning tools to support students' writing performances. Thus, not only writing skill but also critical thinking skill of the students is possible to improve thanks to developed technology. Taking this into consideration, in this study the ways to use asynchronous learning tools for critical thinking instruction and its possible effects on the development of students' writing and critical thinking skills are discussed and evaluated with an experimental study.

First of all, I would like to thank my advisor, Asst. Prof. Dr. Fatih YAVUZ for placing his trust and confidence in my abilities to handle this demanding process. I wouldn't have managed to accomplish it without his guidance and endless support.

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Finally, I would like to give my special thanks to my husband for his priceless encouragement, to my son for his great patience and, last but not least, to my mum for her never-ending help and support.

Sibel AYGÜN

ÖZET
EŞ ZAMANLI OLMAYAN ÖĞRENME ARAÇLARININ
KULLANILMASIYLA ÖĞRETİLEN ELEŞTİREL DÜŞÜNME
BECERİLERİNİN ÖĞRENCİLERİN YAZMA PERFORMANSINA ETKİSİ

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Dil öğrenme, bir dilin sadece kelime varlığını ve kurallarını öğrenmek değil aynı zamanda hedef dilde sözlü ya da yazılı biçimde ifadelerde de bulunabilmek demektir. Ancak öğrencilerin çoğunun bu üretken beceriler noktasında zorluklar yaşadığı bilinmektedir. Hedef dilde üretim emek isteyen, zorlu bir süreç olduğundan, öğrencilerin çoğu yazma dersinde bir takım problemlerle karşı karşıya kalmaktadır. Akademik bir biçimde yazabilmek için, öğrenciler dilin kullanımında ve retorikinde yetkinlik kazanmanın yanı sıra, yüksek düzeyde düşünme becerilerini de kullanmaya ihtiyaç duymaktadırlar. Eleştirel düşünme, İngilizce'yi yabancı dil olarak öğrenen Türk üniversite öğrencilerinin özellikle yazma derslerinde ihtiyaç duyduğu şeydir. Bu nedenle eleştirel düşünme becerilerini, yazma becerileriyle birleştirme dil öğretiminde önem kazanmıştır. Artık öğrencilerin çoğu dijital çağa doğmuş bireyler olduğundan, bu çalışma, teknolojiden yararlanılarak geliştirilen eleştirel düşünme becerilerinin Türk öğrencilerin İngilizce yazma performansları üzerine etkisini görmeyi amaçlamaktadır. Bu çalışma, aynı zamanda, internet üzerinde yapılan eleştirel düşünme uygulamalarının öğrencilerin yazma performanslarındaki eleştirel düşünme becerisi kullanımlarını etkileyip etkilemediğini görmeyi amaçlamaktadır. Buna ek olarak, çalışma süresince öğrencilerin asenkron öğrenme araçlarına karşı tutumu gözlenmiştir. Çalışmanın başında ve sonunda deney ve kontrol gruplarındaki

ve yazma performansları Yazılı İletişim Deęer Ölçeęi (Rhodes, 2009) ve Eleştirel Düşünme Deęer Ölçeęi (Rhodes, 2009) ile deęerlendirilmiştir. Çalışma boyunca, deney grubu öğrencileri 8 haftalık eleştirel düşünme uygulamasına tabi tutulmuştur. Toplanan veriler, istatistiksel olarak deęerlendirilmiş ve çıkan sonuçlar öğrencilerin yazma becerilerinin internet ortamında yapılan eleştirel düşünme uygulaması öncesi ve sonrasında önemli oranda deęişmediğini; ancak öğrencilerin eleştirel düşünme becerilerini yazma esnasında kullanmalarını belirgin biçimde artırdığını göstermiştir.

Anahtar Kelimeler: Yabancı dil olarak İngilizce; Yazma becerisi, Eleştirel düşünme; Asenkron öğrenme araçları.

ABSTRACT
THE EFFECTS OF CRITICAL THINKING INSTRUCTION
THROUGH ASYNCHRONOUS LEARNING TOOLS
ON WRITING PERFORMANCE

AYGÜN, Sibel

**Master's Thesis, Department of Foreign Language Teaching,
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Learning a language means not only knowing the words and rules of that language but also producing an oral or written piece, and it is evident that most students have difficulties in that producing step. Because producing is much demanding, most students face some difficulties in writing classes. Besides mastering the language items and writing rhetoric, they need to use some high order thinking skills to be able to write academically. Critical thinking is what most Turkish EFL students at universities feel the need of especially for writing classes. Hence, the effect of combining critical thinking skill with writing skill has gained importance in language teaching. Since most of the students today were born to a digital age, by making use of technology, this study aims to see the efficiency of critical thinking skills on writing performances of the Turkish EFL students. The purpose of the study is also to see if online critical thinking treatment affects students' use of critical thinking skills in their writings. In addition, students' attitudes towards asynchronous learning tools during the study were observed. The Critical Thinking Dispositions Scale (Akbiyık, 2002) at the beginning and end of the study were administered to 32 students in control and experimental groups, and their

writing performances were evaluated based on Written Communication Value Rubric (Rhodes, 2009) and Critical Thinking Value Rubric (Rhodes, 2009). Meanwhile, the students in the experimental group were exposed to 8-week online critical thinking treatment. The data gathered were statistically analyzed and the results indicate that while the students' writing performances do not differ significantly before and after the online critical thinking treatment, it has significantly contributed to the student use of critical thinking skills while writing.

Keywords: English as a foreign language; Writing skill; Critical thinking; Asynchronous learning tools.

Dedicated to my Granny, Asiye ELIBOL

TABLE OF CONTENTS

ACKNOWLEDGMENTS	iii
ÖZET.....	iv
ABSTRACT.....	vi
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS.....	xiii
1. INTRODUCTION	14
1.2. Statement of the Problem	16
1.2.1. Problems in Teaching and Learning EFL	17
1.2.2. Problems Related to Writing Skill	19
1.2.3. Problems in Relation to Critical Thinking	21
1.3. Aims of the Study.....	22
1.4. Significance of the Study	22
1.5. Research Questions	23
1.6. Limitations of the Study	23
2. RELATED LITERATURE.....	25
2.1. Theoretical Framework	25
2.1.1. Introduction.....	25
2.1.2. Second Language Acquisition and Foreign Language Learning	26
2.1.3. Defining the Scope of Critical Thinking.....	29
2.1.4. Writing Skill.....	39
2.1.5. Computer Assisted Language Learning	48
2.2. LITERATURE REVIEW	59
2.2.1. Introduction.....	59
2.2.2. Research on Critical Thinking	60
2.2.3. Research on Writing Approaches.....	65
2.2.4. Research on Technology Use in ELT	70
2.2.5. Research on Blended Learning and ELT	74
3. METHOD.....	76

3.1. Research Design	76
3.2. Participants	77
3.3. Tools	78
3.3.1. Critical Thinking Disposition Scale	79
3.3.2. Writing Achievement Tests and Written Communication VALUE Rubric	79
3.3.2. Students' Opinion and Argumentative Essays and Critical Thinking VALUE Rubric	80
3.3.3. Edmodo	81
3.4. Procedure	82
3.4.1. Pre-test Administration	82
3.4.2. Instruction Process	83
3.4.3. Post-test Administration	85
3.5. Statistical Procedure	85
4. RESULTS	87
4.1. Introduction	87
4.2. Research Question 1: What Are B2 Level Turkish EFL Learners' Critical Thinking Attitudes?	87
4.3. Research Question 2: What are the attitudes of B2 level Turkish EFL students towards asynchronous learning tools?	90
4.4. Research Question 3: Are there any effects of engaging in critical thinking activities via asynchronous learning tools on the use of students' critical thinking skills in the writing tasks? If yes, how does it affect?	91
4.5. How does engaging in critical thinking activities via asynchronous learning tools affect students' writing performance?	98
5. CONCLUSIONS and DISCUSSION	102
5.1. Introduction	102
5.2. Conclusions	102
5.3. Implications	105
5.4. Practical Recommendations	106
5.5. Recommendations for Further Research	107
REFERENCES	109
APPENDICES	122

LIST OF TABLES

Table 1. The Common Cognitive Skills and Sub-skills.....	31
Table 2. Numrich's Critical Thinking Tasks	35
Table 3. Warschauer's Three Stages of CALL.....	49
Table 4. Restricted, Open and Integrated CALL: an outline	50
Table 5. A Comparison between Traditional Classroom and Flipped Classroom	58
Table 6. Inter-rater Reliability.....	86
Table 7. Descriptive Statistics of Groups in terms of Critical Thinking Dispositions	88
Table 8. Independent Samples Test for Opinion Essays of Control and Experimental Groups	93
Table 9. Independent Samples Test for Argumentative Essays of Control and Experimental Groups	94
Table 10. Control Group Paired Samples Test for Critical Thinking Achievement ..	96
Table 11. Experimental Group Paired Samples Test for Critical Thinking Achievement	97
Table 12. Independent Samples Test for Cause/Effect Writing Achievement	98
Table 13. Independent Samples Test for Compare/Contrast Writing Achievement..	99
Table 14. Independent Samples Test for Argumentative Writing Achievement	100

LIST OF FIGURES

Figure 1. Bloom's Taxonomy of Cognitive Processes	32
Figure 2. The Change in Bloom's Taxonomy	33
Figure 3. Producing a Piece of Writing.....	41
Figure 4. Graphical Representation of Pre-test Score Averages of Experimental and Control Group	89
Figure 5. Control Group Box Plot.....	89
Figure 6. Percentages of Students and Completed Tasks in the Experimental Group	90
Figure 7. Task Completions of Control Group Students	91
Figure 8. Graphical Representation of Mean Scores and Standard Deviation for Control and Experimental Groups in terms of CT	98
Figure 9. Graphical Representations of Mean Scores and Standard Deviation for Control and Experimental Groups on Cause/Effect Writing Achievement	99
Figure 10. Graphical Representations of Mean Scores and Standard Deviation for Control and Experimental Groups on Compare/Contrast Writing Achievement	100
Figure 11. Graphical Representations of Mean Scores and Standard Deviation for Control and Experimental Groups on Argumentative Writing Achievement.....	101

LIST OF ABBREVIATIONS

- AACU: Association of American Colleges and Universities
CALL: Computer Assisted Language Learning
CEFR: Common European Framework
CT: Critical Thinking
CTT: Critical Thinking Tasks
CTDI: Critical Thinking Dispositions Inventory
CTDS: Critical Thinking Dispositions Scale
CTVR: Critical Thinking Value Rubric
EAP: English for Academic Purposes
EFL: English as a Foreign Language
ELT: English Language Teaching
ESP: English for Specific Purposes
FLL: Foreign Language Learning
FLN: Flipped Learning Network
FonF: Focus on Form
ICT: Information and Communication Technologies
LLS: Language Learning Strategies
LMS: Language Management System
Q&A: Question and Answer
SLA: Second Language Acquisition
SPSS: Statistical Package for Social Sciences
TPACK: Technological Pedagogical Content Knowledge
WCVR: Written Communication Value Rubric

1. INTRODUCTION

In this section, background of the study, statement of the problems, aims and significance of the study, research questions and limitations of the research are presented. First, the importance of writing in language learning is introduced and the relation between writing skill and thinking skills, considering critical thinking and the importance of technology in language teaching is briefly explained in the background of the study. Then problems related to EFL learning and teaching, writing acquisition and critical thinking are summarized. Next, research questions are introduced. Finally, limitations of the study are given.

1.1. Background of the Study

The main purpose of learning a language is to communicate and for communication in that language, learners need to master all four skills, which are listening, reading, writing and speaking. Language learning, no matter it is a second or foreign for the learner, is a long and challenging path requiring the learners to progress consistently by adding new experiences in each skill to the old ones so that they can associate and internalize what they have acquired in the target language. In this demanding pathway, learners do not have the priority of preferring just one or two skills to master leaving the others aside. In order to be able to comprehend the message, they primarily need listening and reading skills, which are named as receptive skills. For responding and self-expression, they are to develop speaking and writing skills, called as productive skills. Namely, they build the language on those receptive and productive skills. Moreover, it is clear that each of these skills is equally important being a prerequisite of one another and developing interrelatedly.

However, many language learners find productive skills overwhelming since they push students to do something more than keeping quiet and taking in what they are exposed to in the target language. They do not struggle enough for these two skills, which are speaking and writing since they need to produce for the development of them; and producing, or creating, is another skill which needs constant and special training and practice as well.

In order to learn how to produce in another language, developing thinking skills is a must. According to Bloom's taxonomy, creating is the last level of high-order thinking skills and it is dependent on the other steps of thinking. Thus, developing critical thinking alongside the target language is what learners need the most to be able to manage the challenge of mastering productive skills. Consequently, it can be said that there must be a close relationship between writing instruction, of which Weigle (2002) considers teaching and measuring as a specific component of English Language Teaching and critical thinking development. That critical thinking skill, which may also be one of the most essential skills of 21st-century people even in their daily life, has the power to promote writing in the target language is an undeniable fact. Not just for the sake of writing ability, but for the whole language instruction, critical thinking plays a crucial role since many students claim that writing is the tool for them to understand and apply the ideas of a course (Hashemnezhad, 2012). Hence, how to develop critical thinking skill and how to integrate critical thinking instruction into ELT have become increasingly important for education authorities and curriculum designers.

Developing technology has always created alternatives and found solutions for such questions in teaching area so in language teaching, too. When language teaching was combined with technology, a new era started both for the learners and teachers. Apparently, the introduction of Computer Assisted Language Learning (CALL) and the Internet boom in the last century have varied teaching methods and made all the difference in ELT. The students of today, who are digital natives, do not apply technology to their lives; they adjust their lives to technology. Therefore, keeping technology out of the classroom is not plausible for such technology-oriented lives. Moreover, from the integration of videotapes, overhead projectors, smart boards or computers to the classroom, teaching-learning activities have moved to online asynchronous learning at anywhere and anytime thanks to the Internet.

Combining traditional face to face education with synchronous or asynchronous online education gave a start to blended learning by providing students with the chance of keeping learning outside the classroom, independently and at their own pace. In addition, the emergence of learning management systems such as Moodle, Edmodo, Schoology, Skillsoft etc. has taken it one step further by allowing students to engage in learning activities in a similar way that they engage in social media, which is they are all much familiar with and interested in.

By utilizing this technology, the implementation of critical thinking instruction in writing courses is likely to contribute to the development of writing skill since students will be engaging not only in technology but also in thinking activities outside the classroom at times that they feel ready to participate. With the help of learning management systems, educators can focus on developing students' critical thinking abilities, which will possibly reflect to their writing abilities in turn when the relation between critical thinking and writing is taken into consideration. Although many researchers have been interested in this relation between two skills and studied on it, integrating critical thinking into writing instruction asynchronously thanks to LMSs and its effects on the development of both skills haven't been observed or analyzed much yet.

1.2. Statement of the Problem

On the way to the language learning, there are many thorns that discourage learners and slow the learning process down and sometimes cut it off forever. Students, who are already unwilling to struggle and to keep on learning most of the times, prefer to ignore the challenges that they face in learning process instead of looking for alternatives to overcome them. However, sometimes the solution is closer than anticipated.

Acquiring productive skills are thought to be harder due to the need of producing something peculiar to every single learner, so they are much avoided. Students keep quiet even in speaking classes and they do not want to practice orally unless they are required to. However, it is not the case for writing. Students have to take exams to show their level and progress, or they have to write to practice other

skills to get feedback on their development. Consequently, they feel the need of struggling hard to beat the challenges of writing. They do their best mostly, yet the thorn on the writing path still hurts. They face the difficulty of coming up with ideas for academic writing and it impedes the language learning process eventually. The thing that may prune that thorn is developing thinking skills of students along with writing skill. Hence, moving from low order thinking skills to the higher ones and thinking critically is what they need in particular and if they are equipped with such skills, generating ideas may not be a handicap for them anymore, which means more success in writing and better language learning outcomes in return. Thus, considering the importance of critical thinking skills in language learning, the question how to integrate it into language learning effectively, especially for the development of writing skill, becomes a matter of interest, and the answer lies behind technology and the Internet. Since the learners of today are digital natives, people that grow up in the digital age, utilizing what they are already much fond of for teaching purposes seems practical as well as plausible. As a highly beneficial outcome of the recent developments in technology and the Internet, learning management systems can be a good media to combine critical thinking skills with writing skills. Therefore, it is worth-concerning that supporting the learners of English with critical thinking skills via learning management systems smoothes out the writing path for them.

1.2.1. Problems in Teaching and Learning EFL

The need to learn English as a second or foreign language is apparent in this era, and the challenges on the way are more or less similar for all the teachers and learners of it. Especially developing countries face some common difficulties in language teaching process. (Akbari, 2015). Some of the problems are claimed to be arising from the learners, and some others from the teachers or curricula (Khajloo, 2013 Khan, 2011, Akbari, 2015). Some cognitive, meta-cognitive, affective, socio-economic problems are among the student based problems (Alghamdi, 2016). Lack of interest, motivation and concentration in the class hinder the learning process to a large extent. Most of the students are not interested in learning the language

primarily but passing the course (Khajloo, 2013). Therefore, their desire to learn is not intrinsic. Besides, students in language classes have different background knowledge and accordingly, different levels, which creates another obstacle for the learners from all levels. While the lower students feel shy and reluctant to try because of the higher level students, the high-level students feel bored and demotivated because of the repetitive low-level content for them. Another challenge is the students' beliefs about the nature of learning English. Most students think the language learning process consists of memorizing a set of rules and lists of words, and of acquiring each skill separately instead of progressing in all the skills together (Oxford, 2001). Lack of social context for practicing English is also stated as a problem on the part of the student. Akbari (2015) asserts that since students have no environment to get familiar with the original language and practice it outside the classroom, they do not feel the immediate need to learn English.

Teacher and curriculum-based problems depend mainly on teaching methodologies and experience, professional development, characteristic features, expectations from the teachers and feasibility of teaching-learning environment. Most of the teachers still follow the principles of Grammar Translation Method in their classes and resist applying new methodologies, techniques or materials (Akbari, 2015). Furthermore, while training and professional development is a must in that fast-changing innovations and societies, teachers neglect it, or if not, they do not have enough opportunities (Khan, 2011). Finally, exam-oriented syllabi, crowded classrooms and low hours of English language classes are among the problems which do not arise from the learners but other components of language education.

Like in many countries around the world, in Turkey, English is treated as the lingua franca though it is neither a national nor an official language. Since it is considered to be the language of the world to communicate in international platforms and for international purposes, the issue of teaching English to the students of the country has always been a crucial matter of education system in Turkey. Over the years, how to teach it, when to start teaching it or how to assess it has been much discussed and often changed based on the research findings and related policies. However, though it has always occupied the center of discussions about the education system in Turkey, the adjustments or rearrangements on the teaching of it at schools in Turkey have never resulted in desirable level English proficiency of the

students (Karahan, 2007). The reasons behind these failing attempts arise from different foci. Reasons related to cognitive, affective or social factors that block the way to the desired level of English proficiency have long been studied by many researchers around the world. Yet, apart from those, some specific factors have been found out affecting the teaching of English in Turkey. In their book *Research Perspectives on Teaching and Learning English in Turkey: Policies and Practices*, Bayyurt and Çatinkaya (2012) mention these factors and it is stated in the book that the gap between the theory and practice in terms of the teacher, insufficient planning and faltering implementations of reform movements in the education system, problems encountered at education faculties and lack of professional development of language teachers are among the factors (cited in Beceren, 2015). In addition, the fact that novel approaches to language teaching, no matter how useful or practical they are, remain suspect in the eyes of many (Alptekin & Tatar, 2011); and owing to the teacher-centered and rote-memorization based instruction students lack learner autonomy, which is much needed in language learning constitute some other barriers to effective language learning (Özkan & Kesen, 2008). Moreover, high level of learning anxiety, lack of self-confidence and negative attitudes towards English are among the learner based problems of the issue (Öztürk & Çeçen, 2008). In brief, the challenges of learning or teaching English cannot be narrowed down to one or two aspects; rather it has various bases and factors to be handled.

1.2.2. Problems Related to Writing Skill

Among the language skills, the acquisition of writing challenges learners the most. It is considered to be the hardest skill, no matter in the first, second or in a foreign language, to acquire (Nunan, 2000). The reasons for that are various. First of all, a written piece of product by a learner presents the extent to which that learner has acquired the language. Thus, learners feel the pressure to put everything right on the paper. They push themselves to find the correct structures and words all the time with correct spelling and punctuation while writing, which irritates and demotivates them in return. Second, writing requires not only lower-level thinking skills like

spelling, punctuation but also higher level thinking skills such as generating and organizing ideas, and planning (Richards & Renandya, 2002). Therefore, even if a learner has a good control of the language, he/she may still have difficulty in producing. For example, in their study, Kılıç & Genç & Badac (2016) revealed that Turkish EFL learners could not write coherent argumentative essays because of the inadequacy of coherence training in EFL classes and interference of other major and minor cognitive processes in the formation process of the essays. Lack of motivation and writing anxiety are also the barriers to writing. They are psychological filters blocking writing progress. (Mohamed & Zouaoui, 2014). As an example, in her research, Ürkel (2008) focused on the relation between writing ability and learner anxiety and learners' self-perception of their writing skill. The findings showed that more anxious writers perceive their own writing skills lower. Finally, most learners are overwhelmed by mother tongue interference (Ahmet & Ahasan, 2015). It is especially what most Turkish learners of English suffer much. Since Turkish and English belong to different language families, mother tongue interference creates backwash effect for Turkish EFL learners while writing.

Some other problems stem from the teachers sometimes. Writing as a separate discipline itself needs particular training and adequate preparation for effective teaching (Lee, 2013). Therefore, unprepared teachers hinder the student progress rather than promote it. Teacher's feedback on the student's writing performance is another problematic component of writing. Although detailed and immediate feedback is what is desired by most students and writing instructors, some teachers give inappropriate feedback and even are unaware of the long-term effects of it (Alptekin & Tatar, 2011 cited in Kaçar, 2008). Besides problems about providing feedback on student products, examination and evaluation of those products are a challenge both for teachers and students. On one hand, according to Yule (2006), teachers need to check the integrity of discourse in terms of cohesion and coherence when analyzing a written discourse; on the other hand, the use of a traditional summative assessment or formative evaluation focusing on the performance and writing process still remains a puzzling issue in assessment.(Çelik, 2016 cited in Xiaoxiao & Yan, 2010). All in all, due to all those dilemmas and challenges, learners find writing unachievable and keep away from even attempting to write most of the times.

1.2.3. Problems in Relation to Critical Thinking

One of the key concepts of the 21st century, critical thinking is required in every aspect of life; thereby, being the buzzword of education. Many education authorities, publishers, educators, even students and families, are aware of the term but how much they are engaged in its real meaning and function is vague. According to the researchers of the American Foundation for Critical Thinking, critical thinking skills is not something that is naturally brought into life like speaking or running, yet it is a skill consisting of a complex set of skills and features that can be developed on purpose in years. It is similar to language acquisition in that aspect but is it a prerequisite of language acquisition? Hughes (2014) states that it is possible to teach a language without giving any place to including elements of critical thinking. For instance, listen-repeat patterns of rote learning require no critical thinking. However, for the tasks that demand personalization, investigation and problem solving to allow students to use the target language, thinking critically is a must (Hughes, 2014). This type of thinking skill calls for active and interactive learning and never tolerates passive learning (Vdovina & Gaibisso, 2013). There some problems start for language teachers. It is not always easy to create areas for active and interactive learning to take place. Language teachers are to develop and apply lesson plans with some specific critical thinking components so that they can address to critical thinking skills of students (Vdovina & Gaibisso, 2013). On the other hand, teachers lack the knowledge about critical thinking concepts and skills, which hinders them from integrating critical thinking into their classes. They may not be specifically trained in critical thinking skill and the ways to develop it (Al-Kindhi & Al-Mekhlafi, 2017). Even if they are knowledgeable enough to implement it, it is still a challenge for many since they have to follow the books and weekly plans that are assigned or do many extracurricular activities not allowing them enough time and energy (Alnofaie, 2013, Al-Kindhi & Al-Mekhlafi, 2017). Therefore, they might see critical thinking approaches as a burden (Dillon, 1988 cited in Alnofaie 2013). Moreover, since many English teachers have little tendencies to teach critical thinking in their classes, students do not know how to process information and are away from being higher order thinkers in language classes (Mirioğlu, 2005 cited in Demir, 2008). Although authorities are pushing teachers to integrate critical thinking

into their language classes, most of the state school English teachers in Turkey complain about the course books that are chosen by Ministry of Education since the objectives related to thinking skills seem unattainable by using the provided course book (Demir, 2008). Finally, class size is another factor in critical thinking instruction (Al-Kindhi & Al-Mekhlafi, 2017).

1.3. Aims of the Study

Taking all the issues discussed above into consideration, this study has four aims. The first purpose of the study is to look over B2 level Turkish EFL students' current use of critical thinking skills in writing courses and the second purpose is to study B2 level Turkish EFL students' critical thinking progress in writing performance through asynchronous learning tools. In addition, it aims at studying B2 level Turkish EFL students' asynchronous learning habits in writing courses. Finally, the study intends to compare B2 level Turkish EFL students' progress in traditional writing courses supported by asynchronous learning tools to the student progress under the treatment of critical thinking through asynchronous learning tools.

1.4. Significance of the Study

Aiming at combining technology with writing courses for the sake of critical thinking and writing performance improvement, this study seems important in many aspects. To begin with, it contributes to the literature by focusing on critical thinking instruction outside the school environment. Second, it provides data on the critical thinking levels of B2 level Turkish EFL learners at a state university in Turkey. Furthermore, in a global context, it highlights the importance of utilized technology in critical thinking instruction. Additionally, it makes a major contribution to the literature by putting emphasis on the use of learning management systems for writing courses and their importance to assist writing instruction. To sum up, this study will

serve to provide related literature on the student progress in writing performance with the help of critical thinking instruction outside the school environment.

1.5. Research Questions

Considering the major problems in the areas of EFL learning, writing instruction and critical thinking development, this study intends to reveal some data on how effective critical thinking instruction through asynchronous learning tools is on students' writing performance. Given that the importance of asynchronous learning and its influence on student progress with regard to writing achievement and critical thinking development is not revealed, this study aims to answer the following research questions:

- 1) What are B2 level Turkish EFL students' critical thinking attitudes?
- 2) What are the attitudes of B2 level Turkish EFL students towards asynchronous learning tools?
- 3) Are there any effects of engaging in critical thinking activities via asynchronous learning tools on the use of students' critical thinking skills in their writing tasks? If yes, how does it affect?
- 4) How does engaging in critical thinking activities via asynchronous learning tools affect students' writing performance?

1.6. Limitations of the Study

Several limitations of the study are notable. First of all, since there were 32 students in B2 level classes in Yalova University Prep School when the study was carried out, this study is limited to those students whose levels of English are thought to be more or less the same. Second, all the students who took part in the study are considered to be capable of using LMSs and have internet access all the time. Moreover, students' writing performances are based on their writings for the pop-up quizzes of the module ignoring their test anxiety levels or other personal problems on

the quiz days. Finally, the rubrics to assess students' writing performances and critical thinking skills are limited to the rubrics that were developed by the Association of American Colleges and Universities (2009), and the rubric to assess students' critical thinking dispositions is limited to Critical Thinking Dispositions Inventory, which was developed by Akbıyık (2002).

2. RELATED LITERATURE

There are two sections in this chapter. The first section explains extensively the theoretical background of the study comprising of detailed information on language acquisition, writing approaches, critical thinking skills and technology use in ELT. The second part gives the summary of the related literature on writing, critical thinking and technology in ELT.

2.1. Theoretical Framework

2.1.1. Introduction

In this section, some theoretical background information is introduced. First, the difference between language second language acquisition and foreign language learning is briefly explained along with language learning strategies. Second, concise information on critical thinking and its role in language learning are given. Third, some critical thinking tasks in language teaching are described briefly. Fourth, the relation between critical thinking and writing mentioned concisely. Fifth, writing approaches are categorized and historical framework for them is provided shortly. Furthermore, how technology has been combined with language teaching throughout the time is introduced and emergence of online learning is explained. Finally, this section ends with brief descriptions of blended learning and the flipped classroom technique.

2.1.2. Second Language Acquisition and Foreign Language Learning

Two issues in language learning, the difference between acquisition and learning; and the difference between second and foreign language, date back to a long time ago. According to Stern (1983), the reason for the former one was that some theorists viewed language acquisition as a biological process of growth and maturation rather than as one of deliberate teaching. In the 1970s, Krashen (1981) differentiated language acquisition from language learning and stated that acquisition is the product of a subconscious process requiring meaningful interaction in the target language while learning is the product of formal instruction comprising a conscious process which results in conscious knowledge about the language (1981). As to the distinction between second and foreign language, a second language usually has official status within a country while a foreign language doesn't (Stern, 1983). That's to say, a second language is studied in a setting where the target language is the main medium of everyday communication, which makes it possible to find plenty of input in that language; and a foreign language is studied in an area where it is not the primary vehicle for daily interaction, which means restricted input in that language (Oxford, 2003). In other words, a second language is a language that is learned to get by in the society while a foreign language is a language that is learned for any other reason that the learner has.

The distinctions between these terms lead us to the distinction between second language acquisition (SLA) and foreign language learning (FLL). Ringbom (1980) differentiates second language acquisition and foreign language learning based on the individual's internal process of learning and the degree of consciousness brought to the learning task. In a second-language acquisition situation, learners have opportunities to participate in natural communication situations because the target language is spoken in the immediate environment of them. However, in a foreign-language learning situation, learners have little or no such opportunities since the language is not spoken in their immediate environment. They may practice only receptive skills thanks to mass media. Ringbom also defines other more specific situational distinctions based on the time spent on language learning, the quality and structure of the input, the teacher's role, lack of teacher, and the kind of skills developed. Besides, motivation, activity/passivity, the experience of

"language shock," social and affective factors, age, native language background, the learning processes used, monitoring, the linguistic results, learning ability, and communicative strategies are considered to be among the individual learner differences which contribute to the distinction (Ringbom, 1980).

No matter the target language is a second or foreign language; learners need to go through some learning processes which are dependent on their learning styles and strategies. In other words, language learning styles and strategies are among the main factors that determine the way and the quality of the learning of a second or foreign language.

2.1.2.1. Language Learning Strategies

There are many factors that affect language learning process. Ellis (1985) categorized them into two groups which are personal and general factors. He states that personal factors are difficult to observe, but age, aptitude, cognitive style, motivation and personality constitute the general factors. While Ellis (1985) discussed each factor individually, Oxford (1990) and Rubin (1987) specifically dealt with the learning strategies as effective factors on language learning. For example, Rubin (1987) explained that language learning strategies (LLS) contribute to the development of the learner's language system and affect learning process directly (cited in Bagheri, 2015). Oxford (1990) defined language learning strategies as steps that learners take to facilitate the acquisition, storage, retrieval and use of information, and categorized them into two, direct and indirect strategies (cited in Nikoopour et al., 2011). Moreover, According to O'Malley and Chamot (1990), learners use language learning strategies, which are special thoughts and behaviors, to comprehend, learn or retain new information. Naiman et al. (1978) defined the good language learner as the learner who feels the need of those language learning strategies.

2.1.2.2. Direct Learning Strategies

Oxford (2001) categorizes learning strategies into two main types and states that one type of strategies is direct strategies which require learners to involve directly in the target language by mentally processing and using it. According to Oxford (2001), direct learning strategies are also categorized into three:

Memory Strategies: They are techniques like grouping, using imagery or representing sounds and used for the storage of the new information into memory and for the retrieval of it at needed times.

Compensation Strategies: Strategies, like using gestures or synonyms, guessing or switching to the mother tongue, are to fill the gaps in the target language knowledge in order to facilitate communication.

Cognitive Strategies: They are for the analysis and classification of the new information within the existing schemata. Deep processing, forming internal mental models, receiving and producing messages in the target language are among these strategies.

2.1.2.3. Indirect Learning Strategies

They are the strategies that help learners indirectly and support learning without direct involvement in the target language. Indirect learning strategies are classified into three groups (Oxford, 2001):

Affective Strategies: Learners need them to control their feelings, attitudes and motivation during the learning process.

Meta-cognitive Strategies: They are techniques like self-monitoring and linking between inputs that are used for organizing, planning, focusing and reflecting on one's own learning.

Social Strategies: They are for interaction with others. Learners need them to ask for clarification or develop cultural understanding.

During language learning process, all learners feel the need of those learning strategies and use them consciously or unconsciously. However, which strategy to

choose depends on the learner's level of motivation, gender, career, age, learning style and critical thinking (Bagheri, 2015). In the light of this information, it can be said that each of these aspects has the power to affect language learning process since they are determiners of the strategy use. For example, it is possible to define critical thinking as the application of cognitive strategies to facilitate learning, so some research shows that the more critical people are, the better language learners they become (Bagheri, 2015). Hence, the relation between language learning and critical thinking is crucial.

2.1.3. Critical Thinking

Dating back to the times of Socrates, critical thinking is not a new concept in science and research areas. Almost 2500 years ago, the importance of seeking evidence, closely examining reasoning and assumptions, and analyzing basic concepts was introduced by Socrates with a method now known as Socratic Questioning (Paul, Elder, Bartell, 1997). Having its roots in those days, critical thinking has embodied many different definitions and explanations throughout the years. However, with the simplest words to explain it, it can be stated that critical thinking is a questioning approach to knowledge and perceived wisdom (Judge, Jones, McCreery, 2010, p.1). It is examining the ideas and information from an objective perspective before judging or accepting them. When you think critically, you evaluate an idea against what you already know objectively and examine all the strong and weak points of it.

Defining critical thinking covering its all meanings and functions is hard, yet there are some concrete definitions of it by different researchers: According to Cottrell, in order to analyze what you see and experience, and make informed decisions on reality, efficacy, or productivity of something, critical thinking provides you with the tools for skepticism (2005, p.2). According to Elder reasoning in a fair-minded way through self-guided, self-disciplined way is critical thinking and critical thinkers try to live rationally, reasonably, empathically (2007). Singhafersman (1991) defines it as the way of correct thinking to reach the reliable knowledge of the world. It is thinking reasonably, reflectively, and skillfully before deciding on the

true information. According to him, a critical thinker can ask appropriate questions, gather relevant information and process this information efficiently and creatively to make trustworthy conclusions. Judge, Jones and McCreery (2010) delineate critical thinking and say that thinking about your own thinking to find the strengths and weaknesses of it is critical thinking pushing you to reconsider and reconstruct your viewpoint. To be able to do it, critical thinkers need open-mindedness and confidence to question their minds and the ideas of others (Judge, Jones, McCreery, 2010, p.4). Finally, Hughes spells out that critical thinking is studying on whether something is true, partly true or not true at all and states that it is not an easy process as it is thought to be (Hughes, 2014).

Hughes (2014) also mentions some suggestions for critical thinking by teachers from various backgrounds so as to mirror the concept of critical thinking from the perspective of educators. According to them, critical thinking is:

- asking questions and avoiding making assumption,
- being able to evaluate information and choose relevant bits and pieces,
- being able to question opinions, research, arguments and ideas,
- reflective reasoning,
- asking the right question and weighing up different points of view.

Besides those definitions, Nickerson (1987) delineates some characteristic features of a critically thinking person. He states that someone who thinks critically organizes thoughts and articulates them coherently, suspends judgments in the absence of sufficient evidence, attempts to predict the probable consequences of alternatives, can learn independently, applies problem-solving techniques when needed.

2.1.3.1. Critical Thinking in Language Learning

It is now widely accepted that critical thinking skills are required in every area of life to be able to manage life more easily and successfully. However, applying critical thinking skills to teaching and learning environment has long been a controversial issue since it is difficult to define it with exact terms, skills, sub-skills and objectives. Therefore, a report called Delphi Report was published to identify

and clarify the elements of critical thinking in teaching-learning environments in 1990 (Facione, 1990). It was initiated by Peter Facione and 46 critical thinking experts discussed critical thinking for a long time in order to agree on some specific definitions, skills, objectives and assessment methods of it for higher education. In this report, critical thinking is defined as the ability to take part in an activity, process or procedure. It requires learners to do the right thing at the right time. Being skilled at critically thinking means not only knowing a set of procedures but also applying those procedures at the right times (Facione, 1990, p.31). The experts who prepared the Delphi Report also identified some cognitive skills and sub-skills which are integrated and work dynamically to be engaged in critically thinking. The common cognitive skills and the sub-skills are shown in the table below:

Table 1. The Common Cognitive Skills and Sub-skills

SKILLS	SUB-SKILLS
Interpretation	Categorization Decoding significance Clarifying meaning
Analysis	Examining ideas Identifying arguments Analyzing arguments
Evaluation	Assessing claims Assessing arguments
Inference	Querying evidence Conjecturing alternatives Drawing conclusions
Explanation	Stating results Justifying procedures Presenting arguments
Self-regulations	Self-examination Self-correction

(Facione, 1990)

Long before the Delphi Report, in 1956, Bloom and a team of educators devoted themselves to find some methodologies to take traditional education beyond rote learning and promote high-order thinking skills so that students could learn more effectively and realistically. And in time, there appeared taxonomy of thinking skills with some sub-skills, similar with the ones in The Delphi Report, which help

students develop some high-order thinking skills based on low-order thinking skills. According to Renner (1996), higher order thinking skills have a significant role in language learning since they promote higher order learning skills so that students can reach higher levels of language proficiency. Bloom's taxonomy of cognitive processes is shown in the table below.

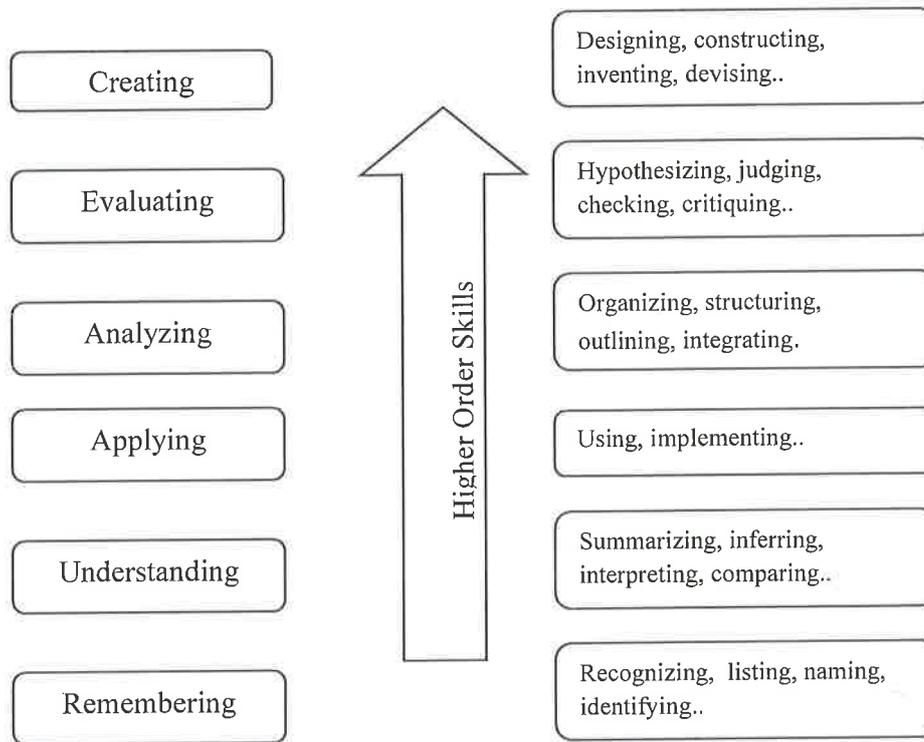


Figure 1. Bloom's Taxonomy of Cognitive Processes

A classification of Cognitive Processes, <http://ezsnips.squarespace.com/blooms-taxonomy/> (January, 2018)

However, Anderson and Krathwohl felt the need to revise Bloom's taxonomy and rearranged it with some changes after 45 years (Conklin, 2005). The change is shown below the table:

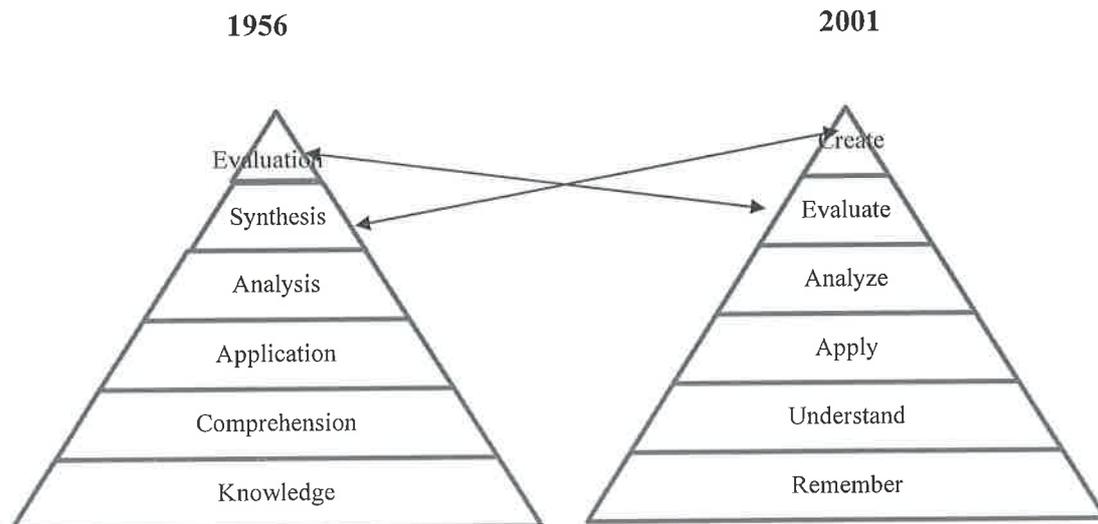


Figure 2. The Change in Bloom's Taxonomy

Revised Bloom Taxonomy, <https://elearningbunch.wordpress.com/2013/02/20/revised-bloom-taxonomy/> (January,2018)

Hughes (2014) states that in the design of language courses, such a model is required to develop critical thinking skills of language learners since critical thinking helps students learn a foreign language better. He favors critical thinking in language teaching claiming that communicative language tasks require critical thinking.

Shirkhani and Fahim (2011) suggest some reasons to apply critical thinking to foreign language teaching. Students who feel responsible for their own thinking processes can check and evaluate their learning methods successfully. In addition, expanded learning experiences due to the application of critical thinking skills for teaching and learning activities can make learning more meaningful for the learners. They also claim that critical thinking can promote language proficiency, so keeping language development and thinking are closely related in mind, it can be seen that teaching of high order thinking skills has a significant role in foreign language teaching. In Europe, the role of critical thinking in language learning has been an important issue for some time. Researchers and educators there have been trying to integrate critical thinking skills into language teaching activities. For instance, Alnofaie (2013) introduces a study conducted in Europe to incorporate critical thinking skills in some foreign language schools in Europe and the results show that student in those schools can communicate in the new language more easily, produce various types of spoken and written language and demonstrate creativity in using the

foreign language. The study has also found out that creative thinking skills have facilitative effects on language learning.

The problem is now how to integrate critical thinking into language teaching. Should it be taught separately or together with the language? And which skills should be considered as critical thinking in language learning? Unfortunately there aren't enough research-based studies on what to teach or how to teach critical thinking skills; however, Marin and Pava have recently studied the perceptions of university EFL teachers of critical thinking skills and stated that teachers' conceptions of critical thinking in EFL are generally related to the definition suggested by the panel of experts in the Delphi Report in terms of involving core thinking skills such as interpretation, analysis, inference and self-regulation for the purpose of solving problems (2017, p.83). Thus, it can be concluded that it is the responsibility of language teachers to create some areas for language learners to explain, interpret, analyze, and evaluate what they have been introduced in a foreign language in order to become more skillful and successful language learners. Furthermore, it is clearly seen that finding the pedagogical technologies to transfer language teaching from simple acquisition of the language to its critical understanding is crucial in ELT. Therefore, with the help of some communicative tasks that have real-life purposes such as problem-solving or decision making, it is possible to promote both thinking skills and language learning since they put a priority on meaning rather than structures (Puchta, 2012).

2.1.3.2. Critical Thinking Tasks in ELT

Teachers are all aware of the importance of critical thinking; students are always told of its importance, and school systems want it to be incorporated into curricula. However, it is not so easy to integrate it into the teaching of any subject. For the teachers of English language as well, presenting the language skills embedded in critical thinking is relatively new and there is not much research and guidance on it. On the other hand, in his article, Beamont suggests some critical thinking tasks for ELT (2010). He presents Numrich's sequence of critical thinking

tasks applying them on a text so that teachers who are in need of a framework for critical thinking tasks can refer to adapt their materials and teaching styles.

2.1.3.3. Numrich's Sequence of Critical Thinking Tasks

Being an umbrella term for some subskills, critical thinking is defined as the ability to conceptualize, apply, analyze, synthesize and evaluate information acquired by observation, experience, reflection, reasoning or communication (Foundation for critical thinking, 2009). Since many teachers find it hard to transform these skills into classroom activities, Numrich offers a framework of tasks for each subskill. It is not the only way existing but just a suggestion, so the tasks may be adjusted or eliminated and rearranged based on the skills again. The table below shows the tasks:

Table 2. Numrich's Critical Thinking Tasks

Perspective	Critical Thinking Tasks	Skills Practiced
Focus on the students' world	1. Observing 2. Identifying assumptions	Looking Listening Sharing background Expressing opinions Clarifying values
Focus on the text	3. Understanding and organizing 4. Interpreting	Summarizing Distinguishing relevant details Ordering Classifying Comparing and contrasting Explaining cause and effect Making inferences Interpreting meaning Hypothesizing Theorizing

Focus beyond the text	5. Inquiring further 6. Analyzing and evaluating 7. Making decisions	Surveying the public Interviewing a specialist Researching Synthesizing information Critiquing Reflecting on related ideas Making logical conclusions Reevaluating assumptions Proposing solutions Problem-solving Taking action Participating
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(Beaumont, 2010)

Beaumont (2010) explains the tasks as follow:

Observing: It is the pre-text stage. This task type just asks students to look at or listen to a kind of data, and identify and name what they are exposed to.

Identifying Assumptions: Like the observing stage, it happens before students are provided with the main text. The text is the main source and can be a reading passage, listening track, video or another multimedia item. The focus is on the student's own experience and reaction to what they see or hear. Observing and identifying assumptions tasks help students to gain or activate necessary linguistic and conceptual tasks.

Understanding and Organizing: The focus shifts to the text and students are asked to identify the details in the text. It is important that students can find the needed information directly in the text, and there is no room for speculation at this stage.

Interpreting: By staying focused on the text, students are expected to look below the literal surface of the text and get underlying messages. To be able to do it, they use the skills and knowledge that they have acquired in the previous stages.

Inquiring Further: Students need to explore different understandings of the topic and go deeper by collecting more information from different sources.

Analyzing and Evaluating: It can be said to be the production stage because students are to process all the data that they have collected and pulled it together to

arrive at a point. This task can be the last stage or providing students with an additional text at this stage, students can be expected to proceed and produce in the next stage.

Making Decisions: In this stage, students use their acquired skills in a non-classroom setting to identify and solve a problem.

2.1.3.4. Critical Thinking and Writing Skill in ELT

Critical thinking has a significant role in the teaching the writing skill, for writing process itself requires students to engage themselves in cognitive processes so that they can form something in their minds to put on paper. Arju (2010) states that to be able to produce a well-organized piece of writing, students need to do planning or prewriting which naturally requires critical thinking. She further puts that academic writing and critical thinking is collaborative processes as academic writing insists on the learners thinking critically. Fang also emphasizes the need for critical thinking skills during the writing process and articulates that demanding students to think of a title, to work out the framework, to write accordingly and to revise where necessary, writing is an intensive process which requires high-level of thinking, that is, critical thinking skills. (Fang, 2013, cited in Dong&Yue, 2015) Thus, it is clear that critical thinking is a prerequisite for academic writing since written products need insightful thinking, and writing and revising procedures require specialized skills, skills that not every person earns naturally (Brown, 2001, cited in Golpour, 2014, p.104). Although the fact that writing competence is highly influenced by critical thinking skills is obvious, in writing courses teachers mostly follow the traditional teaching theories and provide students with some ready-made writing patterns. The thing students are expected to do in such writing courses is to decorate the provided pattern with correct word choice and grammatical structures, which in turn ignores their abilities to think, discover and organize their own ways of writing. Consequently, it becomes almost impossible for students to write high-qualified compositions and be creative (Dong&Yue, 2015, p.176). It can be concluded that problems that students face within writing courses may be resulting from their low

level of critical thinking, not just from lack of knowledge or motivation. Hence, teachers need to be aware of students' cognitive processes and search for some ways to measure their levels of thinking and to improve them for the sake of high-quality writing production. According to Arju (2010, p.107), a writing instructor needs to do the followings in order to help learners handle a writing assignment successfully and to have a motivated class:

- Design critical thinking tasks,
- Treat writing as a process,
- Provide a supportive, open classroom,
- Follow the Expert Academic Model (i.e. understanding the problems, expressing the problem and finding suitable solutions to the problem),
- Choose writing material from the text of academic and non-academic issues.

Because high-quality writing comes from the application of critical thinking skills to the writing process, it is expected to reflect the aspects of critical thinking. However, what these aspects are and how they are identified in a piece of writing is a controversial issue. Stapleton (2001) proposes some elements to be looked for in a piece of writing in terms of critical thinking.

1. **Arguments:** Arguments are claims accompanied by a reason. A claim includes a statement whose truth is challenging, and is often advanced in the answer to the controversial issue.
2. **Reasons:** Reasons are sentences used to support what we say and generally answer why we should be believed it. Reasons must show a direct logical link to the claim in order to be bound into a single proposition called an argument.
3. **Evidence:** It involves statements serving to strengthen the argument.
4. **Recognition of opposition:** Opposing viewpoints makes statements that contradict interpretations to those expressed in the claim.
5. **Conclusion:** A conclusion is a statement in which a writer sets out what she wants the reader to believe. This belief is conveyed via an argument, evidence and other statements that the author uses to express his belief.

6. **Fallacies:** They are errors in reasoning. (Stapleton, 2001, cited in Golpour, 2014, p.105-106).

On the other hand, while critical thinking helps students develop their writing skills, Kurfiss (1988) suggests that writing contributes to the development of critical thinking, too. Students reveal their ideas, evaluate them, and find appropriate tools for effective discourse while writing and by doing so, they go through a process which improves their thinking (Applebee, 1984). Resnick also calls writing as a cultivator and an enabler of higher order thinking since students are forced to think with arguments to be able to write (1987). Therefore, writing can be considered as a way to trigger critical thinking. Hence, integrating teaching critical thinking in writing syllabi and improving both students' critical thinking and writing skills has been a matter of great concern to researchers and educators for many years.

2.1.4. Writing Skill

Foreign language learning requires mastering four main skills which are reading, writing, listening and speaking. Listening and reading constitute receptive skills while reading and writing are productive skills of a language (Harmer, 1983). Among these skills, receptive ones, reading and listening, are considered to be relatively easy to acquire by most language learners since they don't feel the necessity of being active all the time during the acquisition of these skills. Active mental engagement is, most of the times, the only crucial thing that students need while mastering listening and reading skills in a foreign language. However, productive skills, writing and speaking, are believed to be more challenging for students as they are expected to show their competence by performing the language orally or in a written way. During this production of oral and spoken language, students progress through different stages. To illustrate, as Haiyan and Rilong (2016) states, writers work alone and get the feedback later, yet spoken discourse means immediate interaction and feedback. In addition, while formulating the written discourse, writers need to be careful and organized with the language and also slower compared to speaking performance. Thus, while gaining the writing skill students get

a chance to overview their language competence and face with their incapacibilities. According to Korsvold (p.49, 1997) “because writing is permanent, and can be kept and studied, changed, and restructured, writing is ultimately perhaps the most important medium for processing linguistic input.” Writing helps students notice the language itself since they need to know the appropriate language forms and vocabulary items in order to construct a text. Because students have to think, revise and decide on the language items by being forced to notice the appropriate language structures, writing becomes a good way of practicing the new language. Raimes (p.3, 1983) claims that writers struggling to find the right structure or word to put down on a paper successively often come up with new ways to express themselves in the target language, and this connection between writing and thinking causes writing to be an essential part of language learning. Furthermore, developing writing skills is significant for language learners in terms of school life and success since it is a necessity for them to pass exams.

2.1.4.1. Approaches to Teaching Writing

Writing, as a productive skill, demands not only a good command of the target language but also some sub-skills such as previewing, organizing, editing etc. It is crucial to know how L2 discourse is as well as how to put grammatically correct sentences on a paper (Trabelsi, 2014). Hence, it is considered to be a challenging task for students to express their ideas appropriately in a written form. However, as Langan claims writing is not a “natural gift”, on the contrary, it is a skill which can be mastered through a “process of discovery” (p.14, 2013). During this process, writers are to engage in many different aspects which are summarized by Raimes (1983, p.6) with the diagram below:

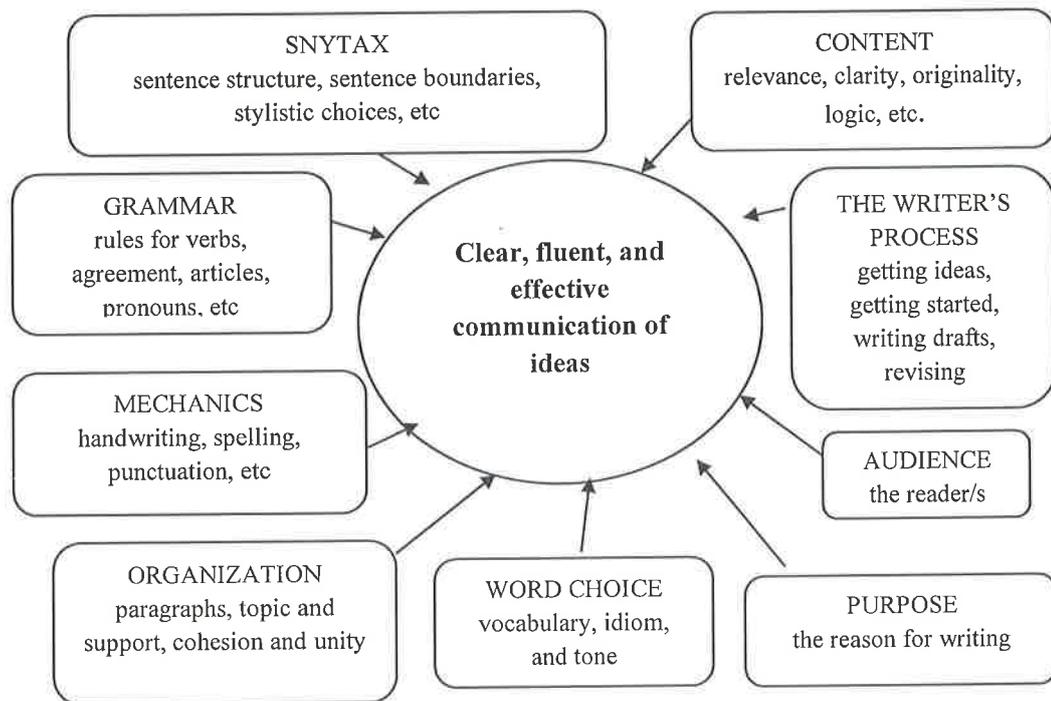


Figure 3. Producing a Piece of Writing

(Raimes, 1983)

All the features in the diagram are significant to acquire the writing skill properly, so it causes 'how to teach' question arises. According to Raimes, the number of the approaches and methods on how to teach writing depends on the number of the teachers. Since teachers have focused on the different aspects in the diagram, they have created different approaches to the teaching of writing (p.6, 1983). Therefore, it can be stated that as the focus of the writing process decides the writing approach, there is no one ideal approach to the teaching of this complex skill. Research on EFL/ESL has delineated a variety of approaches since the early eighties and it has shown the shift in the focus of writing by defining some certain approaches.

2.1.4.2. Form-focused Writing

Form-focused instruction is an approach in language teaching emphasizing acquisition of the grammatical and syntactical structures of a language. 'Form' doesn't refer only to the grammatical forms, it can refer to lexical, grammatical and

pragmalinguistic features (Ellis, 2016). Michael Long first introduced the term Focus on Form (FonF) to define an approach where learners' attention is drawn to linguistic elements as they arise while the learners engage with meaning oriented tasks (1988). In his article, Ellis summarizes Long's FonF approach and states that FonF approach uses a task-based syllabus deriving from a needs analysis of the target tasks to attract attention to forms that otherwise learners might be unaware of and it promotes both fluency and accuracy occurring in response to the learners' communication problems (2016). However, Long's definition of FonF has been borrowed and changed in time by many researchers. The new form is called Focus on Forms (FonFs) and considered to be a structure-based approach. According to Long, it is an approach where learners' attention is explicitly drawn to linguistic forms based on a structural syllabus (1991). Ellis differentiates it from FonF by saying 'Focus on form entails various techniques designed to attract learners' attention to form while they are using the L2 as a tool for communicating. In contrast, focus on forms entails various devices such as exercises designed to direct learners' attention to specific forms that are to be studied and learned as objects' (p.409, 2016).

According to Raimes, form-focused writing has its roots in the late 1960s and early 70s when, the audio-lingual method dominated the language instruction. Writing was considered as a means of reinforcement and testing of the correct application of grammar rules via sentence drills, substitution, transformation, completion and fill-in activities with a supplied content (1991). Still used today, some other classroom activities such as controlled writing tasks, paragraph imitation, paragraph completion, paragraph order, topic and detail identification and writing with a given outline have been added as form-focused writing activities in time.

2.1.4.3. Product-based Approach

Becoming popular in 1950s-1960s, product-based approach is a form focused writing approach and considered to be a traditional one still applied in many writing classes. Product based writing also known as controlled writing, guided writing or accuracy centered writing gives priority to the final product of the learner. The quality of the final product depends on the correctness of the grammar, syntax,

spelling and punctuation. Writing is the construction of a text similar to a supplied model in this approach. Gabrielatos defined product approach as ‘a traditional approach in which students are encouraged to mimic a model text which is usually presented and analyzed at an early stage’ (p.5, 2000). Agustiana also stated that focusing on grammatical and syntactical structures of a language, product-based approach deals with the mechanical aspects of writing via imitation (2016).

Supplied with a model text to imitate, students are not free to write during product based writing activities. Since writing is a tool for the reinforcement of an introduced grammatical concept, errors are avoided and students are expected to follow a standard to construct an error-free piece of writing. Badger and White (p.153, 2000) categorize the activities in product writing into four steps which are:

Familiarization: Students are supplied with a model text to study the genre and the language specific to that genre. The texts might be stories, letters or essays with a focus on some aimed grammar and lexical points.

Controlled writing: Students are required to practice the model language items in isolation at this stage. It is the controlled practice stage to reinforce the presented grammar and vocabulary via different types of substitution drills.

Guided writing: It is the organization stage since students organize their ideas to form their own writing through the language use is still under control. They are expected to use the language items that are presented and practiced during the previous stages.

Free writing: Students are to write on their own by using the studied items. Since the form and usage are expected to be similar with the ones dealt with in previous stages, students are not totally free to compose in this stage.

2.1.4.4. Writer-focused Writing

In the mids of 1970s, the focus of writing shifted from the grammatical and rhetorical forms of the language to the writer and the writer’s mental and cognitive processes while composing a piece of written material. The main reason for this

change was the belief that each piece of writing had a unique process of development. Canagarajah states that this writer oriented approach has its roots in cognitive process theory in first language (1999). Therefore, the attention moved on the applied cognitive strategies of the writer rather than the written product. Since it emphasizes the mental skills that are used to generate a text, exercises for creating and organizing ideas gain importance to develop the required cognitive skills. According to Raimes, in writer-focused writing, which requires students to negotiate the knowledge through the language, teachers need to allow their students some time and opportunity to generate ideas, organize them, write drafts and revise what they have produced besides providing feedback (1991). This new range of classroom tasks resulted in a process approach putting the writer and the writer's mental processes in the center of the writing activity.

2.1.4.5. Process Approach

Appeared in the mid-1970s, process approach gives priority to the writer and the stages through which a writer goes to create a piece of writing. Harmer defines process approach and states 'the process based approach emphasizes how the writing emerges as the result of a distinct process which advances through several stages until the writing is complete' (p.326, 2007). In process-based writing, the teacher as a guide in the classroom does not focus on the correctness or the final product, but the main concern of the teacher is the process of how ideas are organized and formulated in writing. Students are expected to learn how to write about their thoughts instead of what to write on paper or the language itself. Therefore, the language is improved through the stages that students are involved in to be able to produce a piece of writing. Badger and White see writing development as an unconscious process occurring with the help of writing exercises facilitated by the teacher in process approach (2000). Similarly, Lika delineates the main goals of process approach 'to teach students to generate, plan ideas, take into consideration the audience they are writing for, draft and redraft in order to produce a final written paper that expresses ideas in a meaningful and clear way' (p.153, 2017).

Putting the writer into the center of learning, process approach emphasizes the cognitive activities of the learners to develop their own writings, so the process of

the writing comprises of some cognitive classroom activities which promote the language use. These activities have been categorized into some stages by some researchers and the number of these stages is varying though the types of activities involved all have the same objectives and are claimed to be recursive. Graves (1983) suggests 5 stages, which are prewriting, drafting, revising, editing and publishing (Laksmi, 2006, pp. 145-146) while Murray (1972) defines just 3, pre-writing, writing, and post-writing. According to Steele (2004), such an approach can consist of any number of stages but eight typical stages in a writing process are:

Brainstorming: Students generate ideas becoming as creative as possible without the teacher's intervention.

Planning: They make notes of their ideas after judging their usefulness.

Mind-mapping: They organize their ideas in an appropriate form.

Writing the first draft: They write their first drafts with a partner or partners in the classroom.

Peer feedback: They exchange their first drafts and check them.

Editing: They improve their first drafts based on the peer review.

Final draft: They compose their final drafts to be evaluated by the teacher.

Teacher's feedback: The teacher gives feedback on the final drafts of the students.

2.1.4.6. Content -focused and Reader-focused Writing

Writer-focused writing was regarded as inappropriate for academic needs since it was thought to ignore the expectations of academic readers. Therefore, the focus in writing classes needed changing. Instead of dealing with the writer's cognitive processes and stages while creating a piece of writing, the main concern of writing shifted to the academy. In the mids of 1980s, two academically oriented approaches to the teaching of writing, content-based approach and reader-based approach, appeared to meet the demands of the academy (Raimes, 1991).

In 1986, Shih defined content-based writing instruction as an approach in which writing must be connected to a specific academic content and considered to be a tool to promote the understanding of this academically oriented content. In this

approach, according to Shih, an academic content becomes the core material of writing classes and students are required to read, research, think and speak about that academic content before they write about it. Hence, writing is integrated with other skills and can take place in different forms such as research reports, summaries, essays or tests. Language is developed through these activities on the subject matter of other courses that students may be taking.

Reader-focused writing approach took the stage in writing instruction almost simultaneously with the content-based approach in the mids of 1980s and like the content-based approach, reader-based writing instruction put emphasis on academic communities and their needs in the teaching of writing. Although Zamel (1982) took the audience into the consideration as a part of the process approach for the first time, the audience outside the classroom, not the teachers or the peers, became the focus of writing in reader-based approach. In this approach, students are required to write by keeping the audience of a specific discipline or academia in general in mind rather than focusing on the academic content that they are dealing with. Therefore, this approach is considered to be suitable for the teaching of English for academic purposes since, according to Horowitz, writing is a way of ‘socialization into the academic community (p.789, 1986). It is teaching some prescriptive patterns formed in accordance with the demands of a specific academic community.

2.1.4.7. Genre-based Approach

Developed by Australian theorist Halliday in the 1980s, Genre Approach is a relatively new approach to the teaching of writing focusing mainly on the purpose and the reader of the writing activity. Hyland defines the term ‘genre’ for grouping texts together, representing how writers typically use language to respond to recurring situations (p.4, 2004). In Genre Approach, texts have social functions and students need to know how to fulfill these social functions and meet the needs of a social community. Since the social function of the text implies to a certain social environment, language forms used to compose the texts vary depending on different contexts and situations where the texts are used. According to Martin, Genre Writing

is a staged goal-oriented social process (2009). Therefore, to be able to communicate in a specific English language discourse community via writing, students are to focus on the expectations of their readers in terms of the needed grammar, content and organization. Tuan (2011) states that in Genre-based Writing Approach, students are required to specify intended readers to be able to prefer the appropriate content, language and level of formality. Hyland considers genre writing as a way of getting things done since, according to him, people don't just write, they write to pursue a goal, and that goal is decided by their potential reader (2004).

Though Genre Approach emphasizes the purpose and reader in the writing process, Product Approach and Genre Approach are thought to be similar in a way. Both of them give priority to the linguistic knowledge during the writing process, however, in Genre Approach, writing is dependent on the type of social context that it is produced for. Students need to take the reader into consideration to decide on the linguistic forms to be applied to the text.

Hyland finds Genre Approach advantageous in some ways since, he claims, genre teaching is explicit, systematic, needs-based, supportive, empowering, critical and consciousness-raising (p.11, 2004). He defines five stages of Genre teaching:

- 1. Setting the context:** Students find out the genre purposes and the relevant settings for those purposes,
- 2. Modeling:** Students analyze model genres to identify the stages, key points and variations,
- 3. Joint construction:** Students are provided some tasks for practice through which they focus on some specific stages and functions of the texts,
- 4. Independent construction:** Students feel independent to write but the teacher monitors,
- 5. Comparing:** Students try to understand how genres are designed for some social purposes by comparing what they have studied to other genres.

2.1.5. Computer Assisted Language Learning

In the second half of the 20th century, the use of the computer in the teaching-learning environment got started and has shown much progress until today thanks to the technological developments. Computers have always had a significant role in language classes since then, but with the introduction of multimedia and internet, they have become a great concern of language learners and teachers. Since computers are available almost everywhere and any time for most learners and teachers, following the methods and strategies based on computer use in language classes is inevitable now. But how it got started and has changed throughout the time? With an overview of history and development of CALL, which stands for computer-assisted language learning, the answer appears.

CALL is defined as ‘the search for and study of applications of the computer in language teaching and learning’ (Levy, 1997, p.1). Thus, it is not the sole integration of computers into the language classes, rather it is considered to be a teaching aid for the use of both teachers and learners in and outside of the classroom.

2.1.5.1. Two Perspectives on the Development of Call

Though there have been many discussions, explanations and analyses on CALL, Warschauer and Bax approached the issue of CALL and analyzed it from a pedagogical perspective. While Warschauer categorized the development of CALL into three phases, finding that categorization confusing and somewhat incomplete, Bax analyzed the stages that CALL had passed through again to a state where CALL stands now and where it can usefully go in the future (Bax, 2003). The tables below summarize their analyses of CALL.

Table 3. Warschauer's Three Stages of CALL

	1970s-1980s:	1980s-1990s:	21st Century:
Stage	Structural CALL	Communicative CALL	Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English-teaching Paradigm	Grammar- translation and audio-lingual	Communicative language teaching	Content-based, ESP/EAP
View of language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
The principal use of computers	Drill and practice	Communicative exercises	Authentic discourse
Principal objective	Accuracy	And fluency	And agency

(Warschauer,2000)

Table 4. Restricted, Open and Integrated CALL: an outline

Content	Type of task	Type of student activity	Type of feedback	Teacher roles	Teacher attitudes	Position in curriculum	Position in lesson	The physical position of computer
Restricted CALL	Closed drills Quizzes	Text reconstruction Answering closed questions	Correct/incorrect	Monitor	Exaggerated fear and/or awe	Position in curriculum	Whole CALL lesson	Separate computer lab
Language system		Minimal interaction Interacting with the computer				Not integrated into syllabus-optional extra Technology precedes		
Open CALL	Simulations	Interacting with the computer	Focus of linguistic skills development	Monitor/facilitator	Exaggerated fear and/or awe	Toy not integrated into syllabus-optional extra	Whole CALL lesson	Separate lab- perhaps devoted to languages
System and skills	Games CMC	Occasional interaction with other students	Open, flexible			Technology precedes syllabus and		
Integrated CALL	CMC WP e-mail	Frequent interaction with other students	Interpreting, Evaluating, Commenting,	Facilitator/manager	Normal part of teaching-normalized	Tool for learning	Smaller part of every lesson	In every classroom, On every desk,
Integrated language skills work		Some interaction with computers through the lesson	Stimulating thought			Normalized Integrated into syllabus, adapted to learners' needs		In every bag
Mixed skills and system	Any, as appropriate to the immediate needs					Analysis of needs and		

Referring to any process in which a learner uses a computer and improves his or her language as a result (Beatty, 2003, p.7), CALL, according to Warschauer, has developed in three phases since the 1960s. The first stage called *behavioristic CALL* dates back to 1960s and 70s. Based on the behaviorist learning theories, this first stage was constructed on drill and practice activities and the computer served as a vehicle for delivering instructional materials to the students. With the change in language teaching approach and the introduction of the communicative approach, the second phase of CALL called *communicative CALL* appeared in the late 1970s. Since it was stressed that drill and practice programs didn't promote authentic communication in language classes, this phase of CALL emphasized skill practice by empowering learners to use or understand the language. Two important technological developments, multimedia computer and the Internet, were the reasons for the third phase which is called *Integrative CALL*. The focus in this phase shifted to the approaches which require the integration of various skills and technology more fully into the teaching-learning environment. It is clear that each stage is based on a certain level of technology and pedagogical approach (Warschauer, 1996).

However, Bax took into consideration not only the historical progression of CALL but also approaches and practices within each period of CALL naming them based mainly on the approaches. For the period that corresponds to the behaviorist CALL phase from Warschauer's perspective, Bax used the term *Restricted CALL* emphasizing the actual software and activity types in use, the teachers' role and the feedback besides the theory of learning at the time. He found all of them relatively restricted rather than behaviorist. The second approach, he considered, was named *Open CALL* since he stated that all the above-mentioned dimensions were relatively open. According to Bax, with some Restricted CALL manifestations, Open CALL has lasted until today and it even holds some representations from the next period which he called *Integrated CALL*. This Integrated CALL approach is the future of CALL as it is the period in which technology must be invisible in the classroom and used every day as an integral part of every lesson like pens or books (Bax, 2003).

2.1.5.2. Online Learning

The boom of the Internet in the 21st century carried CALL to online platforms in terms of teaching-learning activities. Being a very popular form of CALL now, online learning, also known as e-learning, internet learning, network learning, Web-based learning, telelearning, virtual learning or distance learning refers to the educational activities in which learners are at a distance from the instructor and use technology to get the learning materials and access to the instructor for interaction (Anderson, 2008). Online learning is advantageous both for the learner and the instructor; time, location or distance is not an issue for them and, it is possible for the instructor to provide, adjust and improve the material relevant to the needs of the learners while learners can complete online courses in their own space by contextualizing the learning. By means of online learning, learners get the chance to interact not only with the instructor and the content but also with the other learners. Hence, most of the educational institutions move towards online learning activities on or off campus.

As technology has evolved, the ways to present online learning materials and interact with learners online have increased to meet the demands of those educational institutions. Basically, two modes of online learning instruction appeared in time, which are synchronous and asynchronous (Pilotti et. al, 2017).

2.1.5.3. Synchronous Learning & Asynchronous Learning

Synchronous learning is an online learning category which requires students to be online for learning activities at any place to their convenience but at a specifically scheduled time. To be able to integrate with the instructor and the other learners, all the participants must be online at the same time. In the synchronous mode, learning is based on immediate reactions of the learners to the presented material and ongoing discussions (Pilotti, 2017). In this aspect, synchronous learning is similar to traditional learning activities. Teachers and students can interact, share and collaborate in real-time via synchronous learning technologies such as video conferencing, webcasts, chat rooms, telephone conferences. Feedback and

collaboration are the crucial components of synchronous learning where teachers act mainly as facilitators, motivators and guides (Diaz & Entonado, 2009).

On the other hand, asynchronous online learning allows students to complete and submit the work presented at any time before the due date, which means delayed social exchanges of the participants (Pilotti, 2017). Asynchronous learning occurs when coursework is delivered via the web, e-mails, message boards, blogs, and forums and participants access it at any time they want. Since they learn at their own pace, they have the time to synthesize and reflect on their own learning. In such online learning, instructors and learners can also make use of virtual libraries, social networking sites or course management systems such as Moodle, Edmodo, LearningStone, Canvas etc.

Both modalities of online learning, synchronous and asynchronous, are inevitable outcomes of this technology and internet era, so they are widely used to support teaching -learning activities especially in higher education all around the world. Both are also used for blended learning activities known as a technology-oriented and relatively new approach to teaching.

2.1.5.4. Blended Learning

As an outcome of the extensive use of technology and the internet in teaching environments, blended learning, known also as hybrid learning, inevitably emerged; and has had growing effects and made significant changes in teaching methodologies in time. The concept of blended learning can be defined as the composition of traditional face to face teaching methodologies with the ICT supported learning strategies. At its simplest, blended learning courses are those in which significant amount of seat time, that is, time spent in the classroom, is replaced with online activities that involve students in meeting course objectives (Glazer, 2012, p. 1). According to Dziuban, Hartman and Moskal, blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities (p.3, 2004). They

state that in blended learning approach there is a shift from lecture to student-centered instruction in which students become active and interactive learners; increased interaction between student-instructor, student-student, student-content and student-outside resources; and integrated formative and summative assessment mechanism for students and instructor.

2.1.5.5. Characteristics of Successful Blended Courses

Combining the best elements of online and face to face learning, blended learning is the buzzword of today's teaching methods. Since learners of all ages lead blended lives now, it is their right to demand a blended way of learning. Immersed in technology in and outside of the classes, most educators today are also aware of why blended learning is necessary and how it can promote teaching-learning activities. The characteristics of a successful blended course can be summarized as follow (Glazer, 2012):

- **Active learning:** Because effective blended learning courses require students to interact with each other, the content and their own thoughts, it demands active learning.
- **Various pedagogical approaches:** Many pedagogical approaches such as collaborative learning, cooperative learning, team-based learning, problem-based learning etc. can be employed in blended courses so that it can maximize the outputs and benefits.
- **Time effective:** While students are already online with something, learning objects that feel like games push students to learn by making it enjoyable and saving time.
- **Layered courses:** The two layers, online and face to face learning areas, are interdependent. Chatfield (2010) mentions two different methods to present the content in these two layers. In a front-loaded method, the content is fully or partly presented to the learners online before the face to face session so that they can analyze and take it to a new level in the traditional learning environment. And the back-loaded method is the other way around. Face to

face session provides students with the content and afterward, technology is involved for the elaboration of the topic with discussions, assignments or assessments. The thing is that each layer requires students to attend the other layer for a full and meaningful understanding of the content.

- **Easy participation:** Online discussions give every student a voice. Even the shiest ones can express their ideas easily when they feel ready and aren't dominated by the extroverts.
- **More valuable face to face learning time:** Blended learning combines the best attributes of face to face and online learning, so helps students make use of face to face learning to its best by allowing them time for asking questions on difficult topics, identifying their misconceptions about a topic, doing hands-on activities and so on.
- **More organized knowledge:** How to organize knowledge becomes explicit through blended learning. Students generate some products such as written assignments online and required to use them later in the face to face learning area by organizing it with new knowledge.
- **Self-directed learning:** Enabling students to acquire, organize and integrate new knowledge, blended learning shows students the way to continue learning throughout their lives.

2.1.5.6. Blended Learning Models

When blended learning started exactly is unknown, yet it is certain that it has been applied in many schools around the world since the early 2000s (Graham, 2012) and researchers have long been studying on it. As a result of a study carried by Christensen on blended learning schools and programs, four models of blended learning appeared (Christensen, cited in Watson et. al, 2015):

- 1) **Rotation Model:** Rotating among different learning modalities is essential. At least one modality must be online learning environment and students are required to rotate among online learning environment, pencil-paper assignments at their desks, small group instruction or whole group class

projects. Rotation model includes four sub-models, which are station rotation, lab rotation, flipped classroom and individual rotation.

- 2) **Flex Model:** This model gives students a high degree of control over their own learning. Students move through a flex course depending on their needs. Face to face teachers offer help, initiate projects and discussions and students are to involve in all those using online learning as the backbone of their own learning.
- 3) **A La Carte Model:** Along with some face to face courses, students have the opportunity to take online courses with an online teacher.
- 4) **Enriched Virtual:** There is mandatory face to face learning sessions for students but they are free to complete the majority of their studies online.

2.1.5.7. Flipped Classroom

Recognized as a model of Blended Learning, Flipped Classroom is the rotation of school studies around technology and classroom. Though, it didn't appear as a branch of blended learning on purpose. It arose merely from two chemistry teachers' need to reach each of their students individually. In Woodland Park High School in Colorado, Jonathan Bergmann and Aaron Sams, who were both chemistry teachers of the school in 2006, claimed that they had been having some difficulties in reaching their objectives in chemistry teaching when students missed some of their lessons because of the sports and activities in the nearby schools. The problem was those students couldn't compensate the classes that they had missed by themselves. They insistently demanded help causing their teacher to spend much time and effort. Therefore, Bergmann and Sams came up with the idea of recording their classes so that the students could get the opportunity to follow the instructions at any place without attending the classes scheduled at a specific time and place. Although the recorded lectures were posted online for the absent students mainly, the ones who had attended the classes also watched them to review for the exams or to clarify the things that they couldn't catch during the class hour. It is how flipped classroom method got started (Bergman & Sams, 2012).

After getting useful and valuable feedback from the implementation of recorded lectures, Bergmann and Sams constructed the new method then, Flipped Classroom, gradually. However, they neither defined what they had formed as the flipped classroom nor prescribed a checklist to be followed for such a method. They state:

“Basically, the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class. ... There is no single way to flip your classroom. There is no such thing as the flipped classroom. There is no specific methodology to be replicated; no checklist to follow that leads to guaranteed results. Flipping the classroom is more about a mindset: redirecting attention from the teacher and putting attention on the learner and the learning. Every teacher who has chosen to flip does so differently.”(Bergman & Sams, 2012).

The flipped classroom has got attention from teachers all around the world since it supports personalization and mastery learning which is much needed for many students. According to Bloom (1971), if given enough time and support, almost any student can master any content and flipped classroom is a good way to promote it. When compared to traditional classroom teaching, flipped classroom has many advantages both for students and teachers. Bergmann and Sams (2012) shows the contents of both teaching types and identifies the advantages of flipped classroom as follow. Flipped classroom:

- ✓ speaks the language of today’s students,
- ✓ helps busy students,
- ✓ helps struggling students,
- ✓ helps students of all abilities to excel,
- ✓ allows students to pause and rewind the teacher,
- ✓ increases student-teacher interaction,
- ✓ allows teachers to know their students better,
- ✓ increases student-student interaction,
- ✓ allows for real differentiation,
- ✓ changes classroom management,
- ✓ changes the way teachers talk to parents,
- ✓ educates parents,

- ✓ makes the class transparent,
- ✓ is a great technique for absent teachers,
- ✓ leads to mastery learning.

Table 5. A Comparison between Traditional Classroom and Flipped Classroom

Traditional Classroom		Flipped Classroom	
<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30-45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20-35 min.		

Bergmann and Sams (2012)

2.1.5.8. Flipped Learning

Developing their ideas on the flipped classroom in time, Bergmann and Sams founded an online community (Flipped Learning Network) with some other educators who have been studying on flipping to help educators all across the world who are interested in utilizing flipped classroom. Thanks to all their studies and experiences on flipping, they have differentiated Flipped Learning from Flipped Classroom and identified four pillars of 'flip'. They state that "flipped learning is an approach that allows teachers to implement a methodology, or various methodologies, in their classroom, and flipping a class can, but doesn't necessarily, lead to Flipped Learning."(FLN, 2014).

2.1.5.9. The Four Pillars of F-L-I-P

Flexible Environment: Teachers need to provide flexible spaces for learning so that students can choose when and where to learn, and teachers' expectations of student timelines for learning and assessment criteria should be flexible as well.

Learning Culture: Students find rich learning opportunities in-class time so that they can explore topics in detailed and construct and evaluate their own learning, which shifts the instruction to a student-centered approach.

Intentional Content: In order for students to adopt active learning strategies during class time, teachers continually need to decide on what to teach and what materials will be helpful for students to explore on their own.

Professional Educator: The role of a professional educator in a flipped classroom is much demanding, for they need to observe all the students continually, give them instant feedback, detect the problematic learnings or misunderstandings, and assess the students' work. Meanwhile, they are to allow controlled chaos in the classroom and accept constructive criticism.

2.2. LITERATURE REVIEW

2.2.1. Introduction

In this section, a brief review of literature is presented. First, studies on critical thinking and language teaching are reviewed. Second, studies on writing approaches are introduced. Next, it focuses on research on technology use in ELT. Finally, research on blended learning and language teaching is reviewed.

2.2.2. Research on Critical Thinking

Critical thinking is a concept that is highly difficult to identify and agree on since it is applicable to every aspect of life and is one of the significant requirements of this information age. Thus, in some studies, researchers tried to find a common definition and generalized explanation for it and conducted their studies on people with different backgrounds and perspectives. For example, Moore (2011) investigated ideas of academics from history, philosophy and cultural studies to see how they define critical thinking; and found out that critical thinking is identified as judgment, as skepticism, as a simple originality, as sensitive readings, as rationality, as an activist engagement with knowledge and as a self-reflexivity. Another study to define what critical thinking is; what comprises it, and how it is assessed was conducted on a larger scale on the demand of American Philosophical Association between 1988 and 1989. For that study, a qualitative research methodology known as Delphi Method was employed and 46 experts from different study areas, all of whom have special experience and expertise in critical thinking instruction, were chosen to take part in it by sharing their reasoned opinions on critical thinking and reconsidering them in the light of comments and arguments by one another. At the end of long discussions and studies, the experts announced that 'they understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference as well as explanation of the evidential conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based.' in the Delphi Report.

Defining critical thinking as the set of skills and dispositions which enable one to solve problems logically and to attempt to reflect autonomously by means of meta-cognitive regulation on one's own problem-solving processes, Gotoh focused on providing meta-cognitive regulation to help with self-assessment. He believed that to improve their critical thinking skills, students need to be able to assess themselves and for that, he aimed to identify the effectiveness of meta-cognitive regulation in his study. He revealed that meta-cognitive regulation with a critical thinking criterion could enhance students' critical thinking ability (2016). Another study was conducted on mentally gifted students to investigate the relationship between critical thinking skills and learning styles. Dilekli used the Kolb Learning Style Inventory

and the Critical Thinking Scale for his study and analyzed the data by using Chi-Square, t-test, ANOVA and regression analyses. The findings revealed that gender was not a significant variable for learning styles while it was a significant variable for critical thinking skills.

Some other researchers are interested in the matter of teaching critical thinking and have searched to find if schools teach critical thinking and improve students' critical thinking skill; and if so, how? With a meta-analysis to synthesize research on gains in critical thinking skills and attitudinal dispositions over various time frames in college, Huber and Kuncel resulted in that both critical thinking skills and dispositions show progress substantially over a standard college experience (2016). Another researcher Ken conducted a project study in 2012 to determine to what extent critical thinking was taught and to what extent critical thinking activities were used in high school classrooms. With the help of classroom observations and interviews with the participating teachers, he concluded that teaching critical thinking was best possible when students were provided with challenging assignments where they worked together to solve problems, and with teachers who followed teaching strategies in which they primarily functioned as coaches.

2.2.2.1. Research on Critical Thinking in ELT

The issue of critical thinking in English Language Teaching has attracted many educators and researchers since it is considered to be an indispensable part of learning activity in the information age. How to define critical thinking and the skills that are related to critical thinking in ELT concept has become one of the main research questions. For example, Marin and Pava aimed to understand the conceptions university English teachers had about critical thinking to get wider comprehension on the way it had been conceived in EFL in relation to its concept, traits, promotion and assessment. They conducted their study on ten English teachers from five universities in Colombia to conclude that critical thinking in EFL is compound of communicative competence, creativity, argumentation, problem-solving, decision making, autonomous learning, meta-cognition and emotions.

In some other research, the effects of critical thinking on language learning have been studied. Being interested in the change of thinking processes of a group of learners who studied Business Correspondence, Djiwandono (2013) conducted his study by using questionnaires to see the effects of a brief training on critical thinking and critical attitude on those learners. The data showed that after the training, there was a tendency to ask more critical questions with slightly higher frequencies. On a larger scale, in their article, Shaila and Trudell described how a group of teachers turned a traditional curriculum into one that would equip students with critical thinking abilities, and what the new curriculum brought about from the teachers' and students' perspectives. They reported that the students in that pre-university program with the new curriculum stated they readily adapted to the critical thinking, enhancement and writing classes; and the teachers were amazed at the progress even the shiest student showed after the curricular change (2010). In addition, in Iran, Afshar and Movassagh investigated the relationship among critical thinking, language learning strategy use and university achievement lately. 76 English major students were chosen as participants for the study and they were given the California Critical Thinking Skills Test and also asked to fill out Oxford's Strategy Inventory for Language Learning. The results indicated that both critical thinking and strategy use had significant positive correlations with university achievement; however, the use of critical thinking was better at foreseeing the university achievement than language learning strategy use.

Now that the effects of critical thinking on language learning are obvious, whether the teachers of English are aware of the importance of it and the ways to apply and develop it in language classes has become another important topic to study on. Among the related studies, one was in Palestine. Ahmad Faheem aimed to examine teachers' perception about teaching critical thinking skills in Palestinian schools. Employing different data collection tools such as a questionnaire, interviews, classroom observations; he found that Palestinian schools do not teach critical thinking skills effectively and consistently. The study also revealed that English language teachers believed that they set the environment for teaching thinking skills more than they actually teach critical thinking skills. Faheem commented on this result and stated that the teachers' being unfamiliar with the notion of critical thinking was the reason for these results of his study (2003). As to

how to integrate critical thinking into language classes, there are various methods studied and one of them was by Jensen in 2015. Jensen focused on Socratic Method in critical thinking and designed his study accordingly. He explored the teaching and learning of critical thinking skills of seventh-grade students at a middle school in Nebraska. Two language arts teachers, trained in recognizing critical thinking skills, the Socratic Method, Socratic Questioning, Socratic Seminars and the Holistic Rubric, participated in the study. They integrated Socratic Questioning in their classes for five weeks and concluded that Socratic Method was an effective way for developing of critical thinking skills.

The relation between critical thinking skills and each language skill separately has been a focus of research for some and they have carried out their studies accordingly. For instance, Ordem's aim was to examine aspects of critical thinking dispositions of Turkish adult learners of English in a listening/speaking class. He used The California Critical Thinking Dispositions Inventory to collect data and the findings revealed that the participants were better in developing the aspects of being inquisitive, truth-seeking, open-minded and confident, and while the aspects of systematicity, analyticity and cognitive maturity were less developed by the participants (2017). In another study, Ramezani, Larsari, and Kiasi focused on the relationship between critical thinking and speaking ability among EFL students. Administering Lauren Starkey Critical Thinking Test to 100 students, they concluded that those English learners who were recognized as critical thinkers performed better in their speaking (2016). Fahim, Barjesteh and Vaseghi were interested in the relation between critical thinking and reading skill in language learning. They conducted their study to determine whether or not critical thinking strategy had any impact on reading comprehension of male and female Iranian students. They constructed two sets of reading comprehension tests and a TOEFL reading proficiency test as the instrument of the study and the findings provided empirical support for the facilitative effect of critical thinking strategy training on reading comprehension performance of EFL learners. They also found that the effect of critical thinking strategy training didn't vary across different language proficiency levels (2012). One more study on reading skill was conducted by Bedir in Turkey in 2013. He aimed to investigate whether or not ELT students could benefit from critical reading course lasting one semester and improve some critical thinking skills.

Data was collected through the implementation of various critical reading lesson plans via rubrics, interviews and minute papers. The results indicated that at the end of the courses aiming to improve critical thinking skills of learners, learners were observed to be showing critical thinking dispositions such as truth-seeking, open-mindedness, systematicity, inquisitiveness, self-confidence and maturity.

2.2.2.2. Research on Critical Thinking and Writing Skill

Many studies have focused on the relationship between critical thinking and writing skills in language learning; however, some of them specifically emphasized the effects of critical thinking on the development of writing skill whereas some others concentrated on the effects of writing skill on the development of critical thinking skill. One example for the former ones is Golpour's study in 2014. Studying the relationship between critical thinking levels of Iranian EFL students and their performance on different modes of writing, Golpour found that high critical thinkers' writing was better in both descriptive and argumentative modes of writing compared to the low critical thinkers. In order to see the results of his study on 64 advanced level EFL learners, he used the Longman paper and pencil test, a critical thinking questionnaire, an analytic scale of Weir. Another example is the study carried by Dong and Yue in 2015. Their purpose was to explore the correlation of college English writing proficiency and students' critical thinking skills; and to introduce the evaluation of critical thinking skill into the assessment system of college English writing. In the study, 30 writing samples from students on 15 different topics were analyzed according to the critical thinking hierarchy theory model proposed by Wen Qiufang and the findings revealed that the two variables were significantly and positively correlated with each other, that is, students' critical thinking skill greatly influenced their English writing proficiency, suggesting that cultivating students' critical thinking skill to improve English writing competence is quite necessary.

As to the effects of writing skill on the development of critical thinking, Al-Mahrooqi and Mehta (2014) investigated the extent to which critical thinking could be enhanced through in-class social practices such as discussion and subsequent

writing. To this end, with the help of open question format of Norris and Ennis and subsequent evaluation using the rubrics of McLaughlin and Moore, they concluded that continuous oral and written practice provided opportunities for students to develop their critical thinking abilities since they became more successful in applying critical ideas into their academic writings. Likewise, Rafi (2011) aimed to investigate the effects of critical pedagogy on the development critical thinking through teaching English essay writing. He collected quantitative and qualitative data from 53 English language teachers and 34 civil superior services students and used descriptive statistics, paired sample t-test and graphic representation for the analysis of the data. The results of the study showed that incorporating critical thinking in teaching English essay writing promoted reasoning skill among the subjects. Finally, Heffernan (2014) carried out his study to see the effects of a specifically designed critical thinking skills and academic writing course on both the writing and critical thinking skills of the students and on their own assessment of what they had learned. Two sets of data were collected from 87 participants and analyzed and a satisfaction survey was given to them at the end of the study. The analyses proved that the EFL learners involved in the course developed the ability to write a coherent and organized research paper and had a positive overall impression of their own abilities to do so.

2.2.3. Research on Writing Approaches

Writing is a challenging skill to gain and to be instructed and has always been a matter of interest for ELT researchers. Being one of the two productive skills of a language, it is relatively easy to get a feedback on what has been studied directly from students. Since it demands reading, thinking, organizing, and spelling, knowledge of vocabulary, syntax and punctuation as well, it is considered to be highly reflective about the outcomes of the methodology that has been used. Thus, different approaches based on different methodologies have been proposed for writing instruction to be able to get better results.

Product approach is one that is famous for focusing on the structure and mechanics of writing rather than the processes students go through. Since it is considered to be a highly structured methodology, it is also known as structured writing and recommended for low-literacy and beginning language students and emergent writers. Taking it into consideration, Gardner (2017) conducted her study with the adult learners in Maryland Correctional Institution, which is a men's state-local prison in Baltimore. She applied product approach to teaching the learners there how to produce a fluent and accurate piece of writing. After 8 months, she concluded that for beginning students, product approach had been an effective way to learn. Similarly, Gomez et al. (1996) examined the effectiveness of structured writing instruction with 48 low-achieving limited English proficient students. They wanted to see how writing proficiency of students exposed to free writing would differ from of the ones exposed to structured writing after an intensive 6-week summer program. They compared the two groups in terms of four types of scores, which were Micro-indicators, Analytic ratings, Holistic ratings, Productivity scores and the results revealed significant differences on just analytic scores whose indicators were topic development, an organization of thoughts, conveying meaning, sentence constructions and mechanics in favor of structured writing.

The comparison of product-based approach to process approach is another way that researchers have tried to see the efficacy of each. For instance, product-based and process approaches to teaching writing were compared in Keen's article (2017). He analyzed the examples of writing that resulted from the two different approaches and stated that teaching approaches that focus on immediate outcomes rather than longer-term learning are less likely to improve students' writing capabilities, and for the mastery of the writing process, students need to engage with compositional challenges. Another study to compare both approaches was from Hashemnezhad in 2012. To find the possible differences among Iranian EFL learners' writing ability in terms of three writing approaches – product, process and post-process, he did his study on 60 EFL students by dividing them into three groups for the three different approaches. His findings showed that while process and post-process approaches showed significant priority over product approach, they didn't show any significant priorities over each other.

Different from product approach, process writing approach is a relatively new approach which focuses on pre-writing activities that students go through in order to produce a piece of writing. The evaluation of this process provides the needed feedback about the development of writing skill while students gradually learn how to write effectively throughout the steps. Many researchers who have studied the effects of process writing on the improvement of writing skill have found similar results in terms of student motivation and writing ability. Özenç (2016) researched whether or not process writing activities had any effects on the achievement and attitude of pre-service primary school teachers in Niğde University. On completing an 11-week study on 70 pre-service teachers, she found that process-oriented writing activities were highly influential in terms of improving writing achievement and attitude towards it. Likewise, Bayat (2014) conducted his study on 74 students in Akdeniz University to see the process writing approach impact on writing success and writing anxiety of the students. The results revealed that process writing approach affected writing success in a positive way and the likelihood of producing unsuccessful text production decreased considerably. It also decreased the writing anxiety to a significant extent. The effect of process writing approach to the development of writing skill was studied on non-English major students as well. For example, Zhou (2015) did an experiment to explore the influence of process approach on the writing ability of 213 non-English major students and he concluded that non-English majors had tendencies to apply product –based approach; however, process approach was effective in improving their writing ability. Moreover, Dilidüzgün (2013) carried out her study with prospective Turkish teachers to find out similar results to Zhou's. The findings of her study also supported the idea that process writing improves thinking.

Growing from an educational experience in Sydney in the early 1980s, genre-based writing has become popular especially in the area of teaching English for academic purposes. In genre writing, the typical style of each genre, possible target reader and the specific purpose are the main considerations (Thoreau, 2006). Students are expected to follow the certain social convention for organizing messages in accordance with their purpose for writing, and they need to be aware of linguistic feature and rhetoric structure of the text that they aim at (Hyland, 2003). This new perspective to writing instruction has aroused curiosity among researchers

about students' perceptions and attitudes towards it and writing achievements accordingly. For example, Yasuda (2011) explored how 70 undergraduate Japanese foreign language learners of English developed their genre awareness, linguistic knowledge and writing competence after being exposed to a 15-week genre-based writing course. The results showed that as the students continually dealt with different kinds of genre-oriented tasks; they became more aware of the external context like the audience of the texts and understood better how language is used accordingly. Similarly, in Iran, Kalali and Pishkar (2015) wanted to see if genre-based instruction would improve the writing proficiency of Iranian EFL learners and carried out their study with 30 BA learners, half of whom went under a 16-hour genre-based writing instruction. The findings showed that the learners in the experimental group outperformed comparing their counterparts due to consideration of the discourse community, topic, setting, and function of the texts they were asked to write. A similar study had been conducted in Iran by Elashri and Ibrahim in 2013 but with secondary school learners. Like Kalali & Pishkar, they concluded that using a genre-based approach developed students' writing skills and attitudes towards writing. In addition, in a small scale project in a university in Chile, Gomez Burgos (2017) studied on ten undergraduate students for the teaching of expository essay writing and found that genre-based writing approach to the teaching of expository essay is effective since the students' compositions improved after they were exposed to an eight-week instruction.

Apart from these approaches, some other new trials have been applied in time. Claiming that these three approaches, product, process and genre, are complementary, Badger and White, for example, proposed a new approach which was informed by each of them. They stated that since writing involves knowledge about language, knowledge of the context and of the purpose for the writing, and skills in using language; writing development happens by drawing out the learners' potential and by providing input to which the learners respond (2000, p. 157). Hence, for all these requirements to be met, their proposal of a new approach called process-genre approach which is a mixture of all the three instead of a single approach has come to gain acceptance. Consequently, some researchers implemented it in their studies to see the results. For instance, Chow (2007) investigated the effects of training Malaysian ESL students to apply process-genre writing knowledge and

strategies in writing expository essays. He conducted his study on 60 students and resulted in that process-genre writing instruction helped students to communicate their ideas in writing more effectively and developed more relevant ideas to support the purpose of their writing task. His study also showed that although process-genre writing instruction did not promote the organization skills and use of the language of the students, it enhanced their overall writing proficiency. In a similar study in Nigeria, Babalola (2012) aimed at investigating the effect of the process-genre approach on the written English performance of computer science students, and he found that learners' overall writing performances improved significantly along with the four attributes of writing, which are organization, content, expression and linguistic accuracy.

Process-product approach is another type of mixture of the previous approaches. Pasand and Haghi (2013) applied this approach in their study and wanted to see whether the use of an incomplete model text to be completed by the learners who went under process-product writing instruction would affect EFL learners' writing accuracy. The results revealed that such an implementation had a positive influence in some aspects of students' writing accuracy such as punctuation, capitalization, spelling, subject-verb agreement, and tense, the use of connectors, pronouns and possessives. In another research, Angel and Garcia (2017) tried a multi-strategy approach which consists of the development of several genre-based tasks using the process approach, systematized feedback provided by the professor and peers, on-going tutoring to students in a writing lab, and repeated test-taking practice on TOEFL writing tasks. On the analysis of four written samples from sixteen pre-service teachers, they found that the multifaceted academic writing module improved pre-service teachers' competencies such as discourse, syntax, vocabulary, mechanics and language conventions. Lastly, in China, Haiyan and Rilong (2016) carried out an empirical study to illustrate the alignment-oriented approach in which they combined the product and process approaches to the teaching of writing. Believing that if the learner aligns with a text then the text can prime what the learner cannot use or do not know how to use previously, they tried that new approach by integrating writing classes into the reading hours. The results of their study revealed that alignment-oriented approach could be applied in EFL classrooms by closely integrating reading and writing and thanks to this approach, learners

showed great interest in their reading materials and were positively influenced by this reading experience during their writing process in terms of their lexical choices, writing coherence and tense usage.

2.2.4. Research on Technology Use in ELT

Technology evolves and the ways educators and researchers find to integrate technology into teaching vary. Not a single day has gone by without a new idea on how to combine technology with language teaching since the CALL appeared. Especially, easy and cheap access to the Internet from anywhere started a new era in language teaching. Thus, in this technology and innovation era, many researchers have been interested in the application of technological tools and the internet into teaching-learning environments and carried out many studies accordingly.

A group of researchers specifically put emphasis on ELT teachers' perceptions and frequency of technology use in language classes and have investigated it. To begin with, Kazemi and Narafshan (2014) conducted their study to find the attitudes of 30 English language university teachers in Kerman towards computer technology and the factors that make them avoid technology use in the classroom. The results showed that majority of the professors had positive attitudes and interests in technology use in language classes, yet they had difficulties in integrating technology effectively. They stated two main reasons for this ineffective use of technology. First, the lack of technological tools at the university caused the limited use and second, the teachers could use computers at low-levels which didn't enhance interactive student participation in language learning and teaching process. Similarly, Boersma and Getu (2016) aimed to explore EFL teachers' perceptions and utilization of the Internet in ELT at a university in Ethiopia and the barriers to the effective use of it. They studied with 21 teachers and found that although they had favorable perceptions of the mediational role of the Internet, they made use of it at a fairly limited level for their teaching purposes. The reasons behind it were identified as the inadequacy of Internet access, students' lack of Internet skills, and lack of skills of using the Internet for ELT purpose, extra work-load and time constraints.

Besides, Rosa (2016) compared experiences, perceptions and attitudes of novice teachers to the ones of the experienced teachers on information and communication technology. It was a case study in the Philippines, and the findings showed that although both teachers had positive attitudes towards ICT integration in ELT classes, the novice teacher utilized more ICT-related materials and activities in the classroom. However, it was found that she viewed ICT use as time-consuming and demanded a more knowledgeable manipulation of technological devices; and the experienced teacher, with more favor to the advantages of ICT use in language teaching, mentioned the insufficiency of resources and services like limited Internet access as the reasons for ineffective ICT integration.

Some other researchers took technological pedagogical content knowledge (TPACK) as the basis for their studies in the area of technology use and ELT. TPACK was proposed by Mishra and Koehler (2006) to explain the intersections of technological knowledge, pedagogical knowledge and content knowledge of ELT teachers. For example, Ziad (2016) investigated the extent to which the teachers employ technology to reach their pedagogical goals and the instructional methodology they adopt when they use ICT in the classroom. The motive behind his study, in fact, was to show the inadequacy of the pre-service training programs that disentangle ICT from pedagogy and content. Throughout the study, he found that the integration of technology, pedagogy and content was left to the discretion of the teacher and he concluded that although the teachers had reported they adopted a student-centered methodology for ICT use in their language classes, they also fell back on teacher-centered instructional principles. Moreover, the study resulted in limited ICT implementation for instructional purposes and varying methodologies on how to adopt ICT in the classroom. In another study, Turgut (2017) compared TPACK among teacher candidates, pre-service and in-service English as foreign language teachers in Turkey. The study was carried out with 165 subjects in total and one of the significant results was that in technological knowledge, technological pedagogical knowledge, pedagogical knowledge and content knowledge, teacher candidates and pre-service teachers had higher self-efficacy than in-service teachers suggesting that in-service teachers need to develop their TPACK.

Finally, how teachers perceive their self-efficacy levels of technology use in language classes and the factors that contribute to it have attracted some other

researchers. To give an example, Bozdoğan and Özen (2014) aimed to identify the level and frequency of technology use and factors affecting perceived self-efficacy levels of pre-service English language teachers' ICT self-efficacy. The results from 241 pre-service teachers demonstrated that majority of the pre-service teachers found themselves self-efficacious in the use of ICT and suggested that the perceived use of computers, experience and confidence had a significant role while lack of knowledge and skills, technical problems and lack of confidence negatively affected ICT self-efficacy. Another example study examined teaching beliefs of English-language professors in Japan, how they make sense of their beliefs and how the beliefs affect their pedagogical strategies related to using technology and teaching with technology. Hasan (2017) conducted this study on 6 English-language professors and he revealed that the instructors' beliefs about teaching and their use of technology and its frequency had an intrinsic relation. It was found that there was a complicated relationship between how teachers think and what they do in class in terms of technology-mediated tasks.

2.2.4.1. Research on the Use of Technology in ELT Writing

Writing is the skill that challenges students from all levels the most and technology is the notion that attracts the students, who are digital natives, the most. Thus, utilizing technology in writing classes is inevitable. The literature is full of studies that have tried to combine these two for the sake of a better and more fruitful writing instruction. For example, Shafiee et al. (2015) aimed at exploring the effect of teaching pre-writing strategies through different methods of input delivery on EFL learners' writing quantity. They applied a conventional, web-based and hybrid methods to deliver the necessary input to students. They studied with 98 students to conclude that the learners in the hybrid group outperformed their counterparts in all the other groups in terms of writing quantity. Another example focused on the use of social networking sites, especially Facebook, for writing instruction. Tananuraksakul (2014) wanted to see how undergraduate students in Thailand perceive Facebook group usage in a writing class and carried out his study on 53 students. The findings

demonstrated that although the students found Facebook a practical, trendy, motivating and beneficial teaching tool, Facebook group could be used as blended learning and learning management system for the students to learn with, not to learn from. Likewise, Vikneswaran and Krish (2016) emphasized online writing habits of students to enhance their writing skills. They took Facebook as a basis for their study, too. In the study, they investigated to identify what motivates ESL students to write in English on Facebook. The data obtained from students who were required to participate in ongoing discussion on their Facebook class page to complete a writing task showed that integrating technology into writing tasks helped students write better thanks to the exchanges of feedback and ideas that were shared via social networking and peer influence and school surroundings motivated students to write better in English on Facebook.

Some other researchers have been attracted by the use of blogs to utilize technology in writing classes. For instance, Qi-yuan (2013) aimed to find out the potential of blog use to improve English writing abilities of Chinese students and concluded that blog integration in writing instruction enhanced students' writing performance. A similar study was conducted by Namouz, Misher-tal and Sela (2017) to investigate the effect of integrating blogging into the EFL curriculum on students' performance in expressive writing. A significant improvement in writing quality and a decrease in the number of student errors was revealed at the end of the study. Moreover, in Turkey, Akdağ and Özkan (2017) carried out a case study to see whether writing blogs had an effect on high school students' writing skills. According to their results, writing blogs not only improved their writing skills but also enhanced students' eagerness to write and promoted autonomous writing. And the last, to see the contribution of blogging to writing performance, Huang (2016) studied with 57 sophomores in Taiwan and the study resulted in positive attitudes of both the students and teachers towards blog tasks in writing instruction and suggested that blogs could be integrated writing instruction regularly to enhance writing motivation.

2.2.5. Research on Blended Learning and ELT

Online learning emerged as a natural outcome of the CALL based on the Internet boom in the 21st century. Synchronous and asynchronous online learning have appealed to many of the digital natives for learning a new language and consequently, blended learning activities combining synchronous and asynchronous online learning have gained popularity in language teaching. Many researchers attracted by that popularity focused on the teachers' and learners' perceptions and attitudes towards blended learning to reveal details. To begin with, Istifçi (2017) investigated the perceptions of 167 EFL students studying at Anadolu University in Turkey on blended language learning and concluded that although students were fond of blended learning in terms of course format, attendance and flexibility, they preferred face to face communication with the teacher and classmates more. In addition, Sahin-Kızıl (2014) examined 68 EFL students' experiences with blended language learning to find that blended learning environment could create efficient learning according to the students. Similarly, in Saudi Arabia, Ja'ashan (2015) conducted a case study to see the perceptions and attitudes of 130 university students towards blended learning. The findings demonstrated that students had positive attitudes towards blended learning and found it as effective as face to face learning to improve language knowledge and skills. However, it was also concluded that students had some negative impressions of it in some aspects such as waste of time, easy chatting and social isolation. Another study focusing on the perceptions and attitudes took teachers who utilized blended learning in their classes as a basis. Alfahadi, Alsalhi, Alshammari (2015) were interested in the attitudes of EFL secondary school teachers towards blended learning and if it was effective in developing their performances. They studied with 35 Saudi teachers and the results revealed that the teachers were not only positive and promising about blended learning but also highly optimistic about how it would develop their performance and motivate students to learn.

Some other researchers analyzed the process of blended learning and its influence on teaching-learning environment. For example, Shahrokni and Talaeizadeh (2013) aimed to investigate the learning process in blended learning analyzing the blogs, forum scripts and interviews after students' online experiences.

They concluded that forum, messages and chat were among the most favorite online tasks of the students since they let the students share ideas synchronously and asynchronously. The results also suggested that students' navigation through social-constructivist courseware was communication oriented providing the students with the opportunity to compensate for their face to face limitations. In addition, Banditvilai (2016) carried out a case study to improve students' language skills and learner autonomy through blended learning. The study resulted in higher motivation for learning and improvement students' four language skills and autonomous learning skill. In another study by Huang (2016) 296 university students were questioned about their ideas about a blended English course learned at their university. Students agreed on that online learning was more advantageous to listening and face to face learning promoted the learning of world knowledge by improving their interests in learning English. Finally, Iln (2013) studied with students at ELT department at Cukurova University and explored the probable outcomes of a blended Teaching English to Young Learners course. The study was primarily conducted for the sake of time management for the instructor. However, the results showed that besides time management, such a blended course had various positive contributions both to the instructor and the attendants.

3. METHOD

In this section methods and procedure of the study were introduced. First, the research design, participants of the study and the tools to collect the data is explained. Then, the research procedure is described. Finally, data collection and the statistical procedure is briefly introduced.

3.1. Research Design

This experimental study consists of a three-phase procedure. First, during the first week of B2 module, Critical Thinking Disposition Scale (Akbiyik, 2002) was given to all the participants (32) to get information about their existing critical thinking attitudes. In addition to this, all the participants were asked to write opinion essays for the portfolio evaluation at the end of the previous module (B1) and these essays were assessed based on Critical Thinking VALUE Rubric (Rhodes, 2009). Next, one of the groups (16) was randomly assigned to an experimental group and the other (16) to control group, and the practice phase got started. Each one of the participants opened a learner account on EDMODO, which is an online learning management system, and two different classes were created for them to register by the researcher. Both groups were exposed to the same writing syllabus with the same book, materials and examples. The researcher was the instructor of the control group and another experienced colleague taught the experimental group during the eight weeks of B2 module. Both instructors taught simultaneously 8 hours of writing each week. However, whereas each of the participants in the experimental group was assigned critical thinking tasks successively on EDMODO, the participants in the control group were provided with the same materials on EDMODO without the tasks

that were given to the experiment group. After two weeks of asynchronous critical thinking instruction, all the participants wrote in-class essays on the same topics for their portfolio evaluation in the module assessment. This process was repeated three times for each one of which the experimental group was assigned different critical thinking tasks based on Numrich's sequence of critical thinking tasks. Finally, writing achievements in three different types of essays written by experimental group and control group were assessed by two-raters, the instructors of each class, for reliability based on Written Communication VALUE Rubric (Rhodes, 2009) and compared. Besides, the third essays, which were argumentative essays, were assessed one more time but based on Critical Thinking VALUE Rubric so that the results could be compared to the results of the learners' opinion essays in terms of critical thinking. During the last week of the module, all the participants were given Critical Thinking Disposition Scale (Akbiyik, 2002) as the post-test.

3.2. Participants

The population of the study included 32 B2 level Turkish learners of English at Yalova University School of Foreign Languages. The native languages of all the participants are Turkish and they were all placed in A2 level (Common European Framework of Reference) classes after they took the placement test which was administered by School of Foreign Languages at the beginning of 2017-2018 academic year fall term. The students who were successful enough to meet the requirements of A2 and B1 levels of English according to the CEFR started B2 module at the beginning of the spring term, so they were considered to have more or less the same level of English proficiency. During the previous modules, they all had the same courses, which were Academic Reading, Listening, Writing and Grammar, and took the same exams to be able to pass a module. They were also required to write 4 pieces of writing on the given topics in limited time for their portfolio assessments in each module as a part of the module evaluation criterion.

The participants were randomly placed into two B2 level classes at the beginning of the spring term by the administration. There were 16 students in each

class and they had 8 hours of Reading, 8 hours of Grammar, 8 hours of Writing and 8 hours of Listening & Speaking instruction each week. All the students used the same materials and took the same exams throughout their 256 hours of education in the module.

3.3. Tools

Only quantitative data were collected for the current study. Critical Thinking Disposition Scale by Akbıyık (2002) was administered as pre-test and post-test to find out the participants' current critical thinking attitudes and if a difference appeared in the critical thinking attitudes of the experimental group after the critical thinking treatment. All the participants' writing achievements were assessed based on the Written Communication VALUE Rubric developed by Association of American Colleges and Universities (2009). The three different types of essays, which were Cause / Effect Essay, Compare / Contrast Essay and Argumentative Essay, were evaluated by the two raters after the students wrote on the given topics in one hour without being informed about the time of the writing hour. The students were required to write each essay after they had been instructed about the genre, organization and related vocabulary on the essay type and had done some classroom practice meanwhile. Finally, the students' argumentative essays and opinion essays, which they had written at the end of B1 module, were assessed based on Critical Thinking VALUE Rubric to be compared.

To observe the students' attitudes towards asynchronous learning tools, all the participants were introduced to Edmodo, an online learning management system, and asked to open an account on it and register to the classes that had been created by the instructors. All the related data for the writing tasks were provided to both groups via Edmodo. While the experimental group students' answers to the tasks were evaluated, control group students were just asked to read and 'like' the provided material so that their participation could be observed and analyzed.

3.3.1. Critical Thinking Disposition Scale

With the aim of measuring the learners' current critical thinking dispositions at the beginning of the study, all the participants were given the Critical Thinking Disposition Scale developed by Akbıyık (2002) at the very beginning of the B2 module. The scale ($\alpha=.87$) is in Turkish and consists of 30 items. It is a 5-point Likert scale with response choices totally agree, agree, neutral, disagree and totally disagree. For items numbered 4,11,13,14,17,19,24,26,27,30, the scores are 1 for totally agree, 2 for agree, 3 for neutral, 4 for disagree and 5 for totally disagree; the scores are 5 for totally agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for totally disagree for the rest of the items (Akbıyık, 2002). Based on the descriptive statistics for the results of this study, the scores between 0-105 mean the learners with very low level of critical thinking disposition, the scores between 105-111 mean learners with low level of critical disposition, the scores between 111-117 mean learners with moderate level of critical thinking disposition, and the scores between 117-150 mean learners with high level of critical thinking disposition. After the intervention, post-test was administered to see how critical thinking dispositions of the participants in the experimental group changed.

3.3.2. Writing Achievement Tests and Written Communication VALUE Rubric

The students in the control group and experimental group were required to write Cause/ Effect, Compare/ Contrast and Argumentative essays in the classroom after they did the studies in their writing classes in accordance with the weekly syllabus. While all the students did the same type of practices on the related essay type in the class hour, only the students in the experimental group were assigned critical thinking tasks on Edmodo. The students in the control group also got the same materials as the experimental group students on Edmodo, and all the students took writing achievement tests on the same topics after the related in-class studies. The topics in the tests were decided by the researcher and they were related to the materials that all the students were provided on Edmodo.

Students' essays were assessed both by the researcher as the instructor of the control group and by the writing instructor of the experimental group. Both instructors used Written Communication VALUE Rubric (WCVR) for evaluation. WCVR is a rubric which was developed by teams of faculty experts who represent colleges and universities across the United States. It is announced that after examining many existing campus rubrics and related documents, the teams decided on the fundamental criteria for the rubric (Association of American Colleges and Universities). The rubric defines written communication as the development and expression of ideas in writing and involves learning to work in many genres and styles. The rubric consists of five dimensions which are the context of and purpose for writing, content development, genre and disciplinary conventions, sources and evidence, control of syntax and mechanics. The highest grade for each criterion is 4, which represents the Capstone level and the lowest is 1, which is called as Benchmark level. Evaluators are also free to assign a zero to any work sample or collection of work that does not meet benchmark level performance.

3.3.2. Students' Opinion and Argumentative Essays and Critical Thinking VALUE Rubric

One of the aims of this study is to see how critical thinking instruction through asynchronous learning tools will affect student writing performance in terms of critical thinking skill. Hence, opinion essays, which were written by the students in the last week of the previous module (B1) and argumentative essays, which were written in the last week of the B2 module after 6-week of online critical thinking instruction were assessed and compared on the basis of critical thinking skill. Argumentative essay is the last essay type that the students study in B2 module and argumentative essay writing has a significant role in developing English as a foreign language learners' critical thinking since it improves students' mental abilities and enriches students' mental growth (p.124, Ibrahim, 2015). Besides, a close relationship between critical thinking and argumentative writing was revealed in the study of Soodmand Afshar et al (2017). They stated that the higher critical thinking skills the students had, the better they were at argumentative essay writing. In the

light of this information, the two raters evaluated the opinion and argumentative essays of the students as pre-tests and post-tests using Critical Thinking VALUE Rubric (CTVR).

CTVR is another rubric which was developed by teams of faculty experts who represent colleges and universities across the United States. The rubric defines critical thinking as a 'habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion' (Association of American Colleges and Universities). It has 5 criteria to be assessed on which are an explanation of issues, evidence, the influence of context and assumptions, position, conclusions and related outcomes. The total score is 20 and each criterion is graded out of 4. Grade 4 represents the level capstone and grades 3 and 2 represent the level milestones. The lowest grade 1 means benchmark and the evaluators can assign a zero to any work that doesn't meet the benchmark level.

3.3.3. Edmodo

Edmodo, founded in 2008, is one of online course management systems. It is an online platform for K-12 schools and teachers to communicate and collaborate. Teachers, students and families can join it, yet participation of students and parents are only possible when they are invited by a teacher. Teachers can share content, distribute quizzes, assign homework, give feedback, make comments and send messages to students to communicate on that platform. Students can also share comments, 'like' the provided content, take quizzes, do homework and communicate with their teachers and friends on it. Many teachers and students have been using that platform in and out of the classroom around the world.

3.4. Procedure

All the preparatory school students at Yalova University undergo the same language teaching procedure and assessments during an education year, so to be able to apply the procedure of this study, taking the necessary permissions from the school administration was the first step of the study. Then the participants in the experimental and control group were briefly informed about the study and assured about the confidentiality of their personal and academic data. Most of the students were familiar with Edmodo and already had accounts on the system; yet, the process how to open an account and use Edmodo effectively was explained at the very beginning of the first week. The researcher created two different classes on Edmodo and students registered to the class that had been created for them. Almost all of the students also downloaded Edmodo App on their phones so that they could use it more practically.

3.4.1. Pre-test Administration

The students in Yalova University School of Foreign Languages have to finish four modules (A1, A2, B1, B2) in order to be able to graduate. In each module, they take one quiz and one final to be evaluated. Besides, they have portfolio evaluation grades which compose of their writing quizzes and skill- test results. They take a skill-test on their listening and reading skills in the 7th week of each module and they take four writing pop-quizzes during each module. After they study the unit about one type of paragraph or essay organization depending on the module, they write a paragraph or essay on a topic given by the testing office. Accordingly, as a part of portfolio evaluation process, all the B1 module students were required to write opinion essays in the last week of the 3rd module. It was a pop-quiz assignment and they were given 60 minutes to write an opinion essay on the topic ‘if technology is a necessity in the classroom’ after they were instructed on the essentials of opinion essays by their writing instructors and practiced how to write opinion essays for two weeks in the classroom. They were required to support their opinions with relevant

details, reasons and explanations. The essays of the participants of this study were scored by the two raters to see their current use of critical thinking skills in the writing process and have an idea of how critical they were while they were forming opinions and backing them up. The raters assessed the essays based on Critical Thinking VALUE Rubric and the students were never informed about these results.

During the first week of the B2 module, all the participants were asked to complete the Critical Thinking Disposition Scale by Akbıyık (2002) after they were briefly told about the purpose and process of the study. They were asked to mark the most appropriate choice for them and not to leave any item unanswered.

3.4.2. Instruction Process

Instruction process of the study started the second week of the module since in the first-week students were informed about the study and administered the critical thinking disposition scale as a pre-test. According to the syllabus that is followed in B2 writing courses, the first two weeks of the module were for the instruction of process essay writing, whose results were not included in the study. Since it took almost two weeks to implement critical thinking tasks one after another until the last task of producing, namely writing an essay, asynchronous critical thinking instruction started at the beginning of the second week. After each two-week asynchronous critical thinking instruction on Edmodo and in-class studies of assigned essay type in the syllabus, students took writing pop quizzes at the beginning of the 4th, 6th and 8th weeks of the module.

Week 1 & 2:

The students in the experimental group and in the control group were taught the essentials of Cause/Effect essay type and did the same class studies for two weeks. They were presented related vocabulary items and essay examples in the classroom. However, the students in the experimental group were assigned the tasks below on Edmodo successively while the students in the control group got the same

materials on their Edmodo accounts without the critical thinking task assignments. The students in the experimental group were given feedback on their Edmodo assignments in time by their writing instructor. At the end of the two-week instruction, all the students were required to write one Cause/Effect essay on one of the topics that were 'effects of immigration on an immigrant life', and 'causes of immigration around the world'. They were given 60 minutes to finish their essays.

Week 3&4:

After Cause / Effect essay writing, all the participants were taught how to write Compare/Contrast essays. The students in both groups were exposed to the same exercises, vocabulary studies and example essays during two weeks of in-class writing instruction. Only experimental group students were provided with related critical thinking tasks on Edmodo again, and the students in the control group just received the same materials as the experimental group students on their Edmodo accounts. After 2 weeks of instruction, all the students were required to write a Compare/Contrast essay on 'the daily lives of teenagers today and a century ago.' They were given 60 minutes to finish their essays.

Week 5&6:

The instruction on Argumentative essay type was given to the students in both experimental and control groups after they took the pop quiz on Compare/Contrast essay writing. All the students did the same class work on this particular essay type with the same materials during two weeks. Meanwhile, experimental group students were assigned critical thinking tasks on Edmodo whereas the control group students took just the materials. At the end of the second week, when the class work and online work were completed, all the students took the last pop writing quiz on the topic 'Should children be allowed to own their own smartphones until they start high school?' This time, the duration of the writing assignment was 75 minutes for all the students since argumentative writing requires more time for brainstorming and pre-writing.

3.4.3. Post-test Administration

After six-week asynchronous critical thinking instructions on Edmodo, students in the experimental group were administered Critical Thinking Disposition Scale by Akbıyık (2002) for the second time as the post-test in the last week of B2 module. Their pre-test and post-test results were analyzed to be compared and to see if a difference on students' critical thinking dispositions appeared after the treatment. Moreover, all the students' argumentative essays were evaluated for the second time but based on Critical Thinking VALUE Rubric by the two raters. The results were compared with the results of the students' opinion essay evaluation based on the same rubric. The data were analyzed using SPSS software.

3.5. Statistical Procedure

The data gathered were analyzed by using IBM SPSS V23 and the normality of the dataset was checked through Shapiro-Wilk test. Since the results revealed that the dataset was normally distributed, parametric tests were used to analyze the data. First, to distinguish the critical thinking attitudes of all the participants, descriptive statistics were calculated on the pre-test of CTDS ($\alpha=.87$). Next, two experienced EFL teachers graded the writing performances of all the students for 3 different essay types (cause/effect, compare/contrast, argumentative) in accordance with WCVR. For inter-rater reliability, correlation coefficients for all the scores of the raters were calculated and the data showed that inter-rater reliability was obtained, as seen in Table 1. Then, the average scores of both raters for each writing performance test were calculated and mean scores, standard deviation, minimum and maximum values of them found. Additionally, the opinion essays (pre-test) and argumentative essays (post-test) of all the participants were scored by the two raters based on CTVR and the average scores for all the subcategories and overall were calculated. After that, in terms of pre- and post-tests, mean scores, standard deviations, minimum and maximum scores, standard error of means in terms of explanation of issues, evidence, the influence of assumptions, students position, conclusions and total score

were calculated. Finally, pre- and post-test results of CTDS for the experimental group were compared.

Table 6. Inter-rater Reliability

	Cause / Effect		Compare /Contrast		Argumentative	
	control	experimental	control	experimental	control	experimental
Correlation coefficient	0.867	0.940	0.971	0.979	0.986	0.975
p	0.264	0.261	0.138	0.161	0.333	0.580

4. RESULTS

4.1. Introduction

The findings of the study are presented in this section. For this purpose, first, the results of CTDS (Akbiyık, 2002) are explained. Then, the students' writing scores in terms of critical thinking are given and the students' writing achievements for each essay type are shown.

4.2. Research Question 1: What Are B2 Level Turkish EFL Learners' Critical Thinking Attitudes?

The results regarding the critical thinking attitudes of the students are based on the CTDS (Akbiyık, 2002) and the descriptive statistics on the students' answers at the beginning of the study showed that the students in both groups have a moderate level of critical thinking dispositions, as shown in Table 7.

Table 7. Descriptive Statistics of Groups in terms of Critical Thinking Dispositions

Descriptive Statistics	Groups		Test statistics	P
	Experimental	Control		
Mean	111.25	111.50		
Standard Deviation	7.72	6.26	t=0.101	0.921
Minimum	100	100		
Maximum	125	125		
%95 Confidence Interval of the Difference			-4.823: 5.323	

In addition, the difference between the two groups' critical thinking disposition levels was not found to be significant ($p=0.921$). The mean score for the control group was 111,5 and the mean score for the experimental group was 111,25 showing their relatively low level of critical thinking dispositions since the scores between 105,05-111 mean students with low level of critical thinking dispositions according to CTDS.

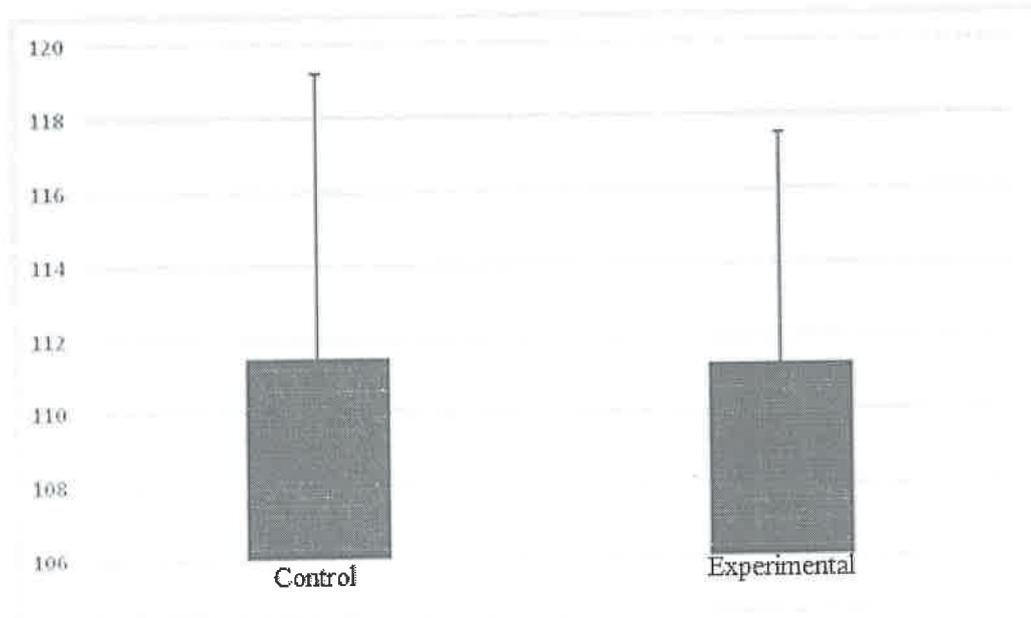


Figure 4. Graphical Representation of Pre-test Score Averages of Experimental and Control Group

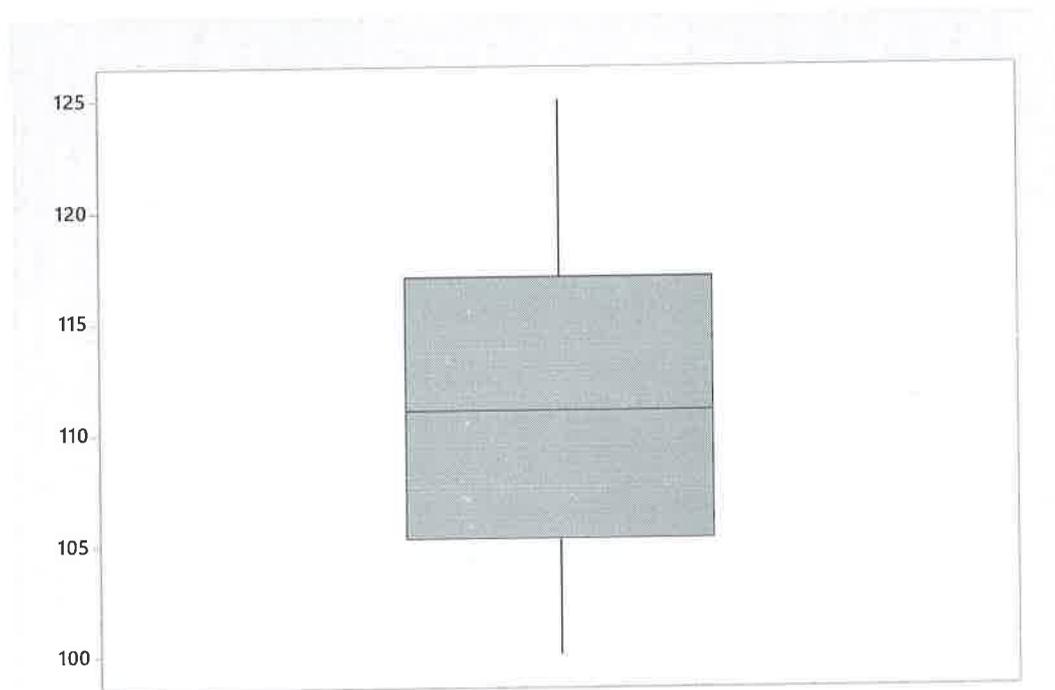


Figure 5. Control Group Box Plot

4.3. Research Question 2: What are the attitudes of B2 level Turkish EFL students towards asynchronous learning tools?

The students in both groups opened accounts on Edmodo and registered the class that had been created for them so that they could follow the materials or tasks provided by the researcher on that platform. By asynchronous learning tool, Edmodo online platform was taken into consideration and students' visits on Edmodo were observed to see their attitudes towards using asynchronous learning tools for writing classes. For this purpose, the number of the tasks that had been completed by the students in the experimental group was counted. The results show that 5 students (%31,25) out of 16 in the experimental group completed %100 of all the tasks (18) on Edmodo. 2 students (%12,5) completed 17 tasks in total (%94) and 2 students (%12,5) did 16 tasks (%88). 4 students (%25) did 14 tasks (%77). Finally, 1 student completed 13 tasks (%72), and 1 student completed 11 tasks (%61). While most of the tasks were completed on Edmodo by most of the students in total (% 81 of the students did more than %75 of the tasks at least), just 1 student was unwilling to use Edmodo and do the tasks. That student completed only 2 tasks out of 18 (%22).

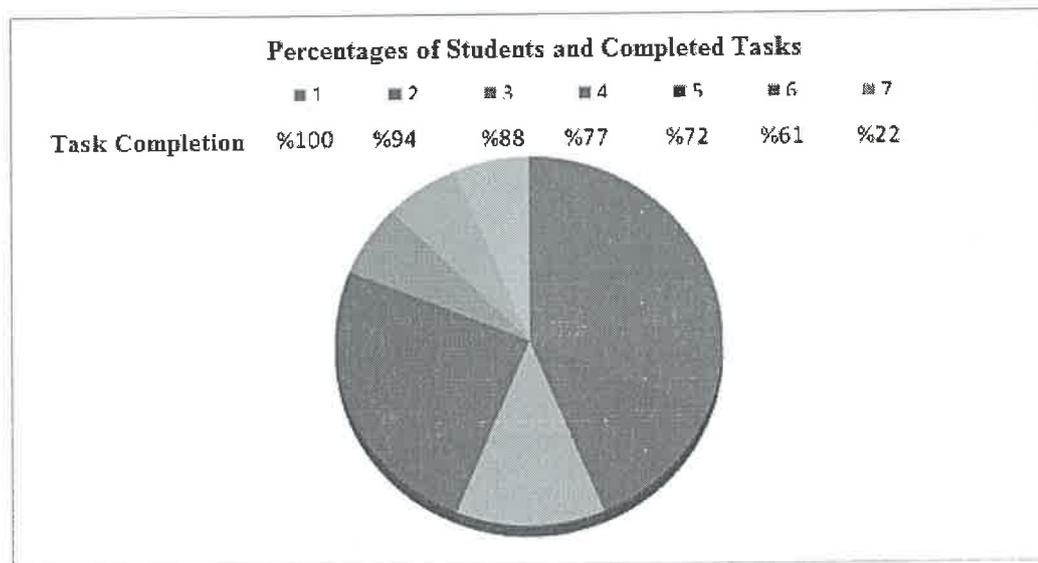


Figure 6. Percentages of Students and Completed Tasks in the Experimental Group

The students in the control group weren't assigned anything specific on Edmodo, yet they got some materials to read or watch for their writing classes;

therefore, they were asked to check their accounts regularly and follow the provided materials by clicking on the 'like' button after they study the material. To see the student participation, student visits on Edmodo and 'likes' were considered. All the students in the control group were provided with 9 different materials in total during the study. The results show that 1st material was studied by 11 students, 2nd by 10, 3rd by 13, 4th by 10, 5th by 9, 6th by 11, 7th by 6, 8th by 10 and 9th by 5. 1 student did not participate at all. If all the students had responded to all the materials, the total number of times that were studied on Edmodo would be 144. However, when student participation was considered in total, it was calculated that all the materials were studied 59 times by the students in the control group.

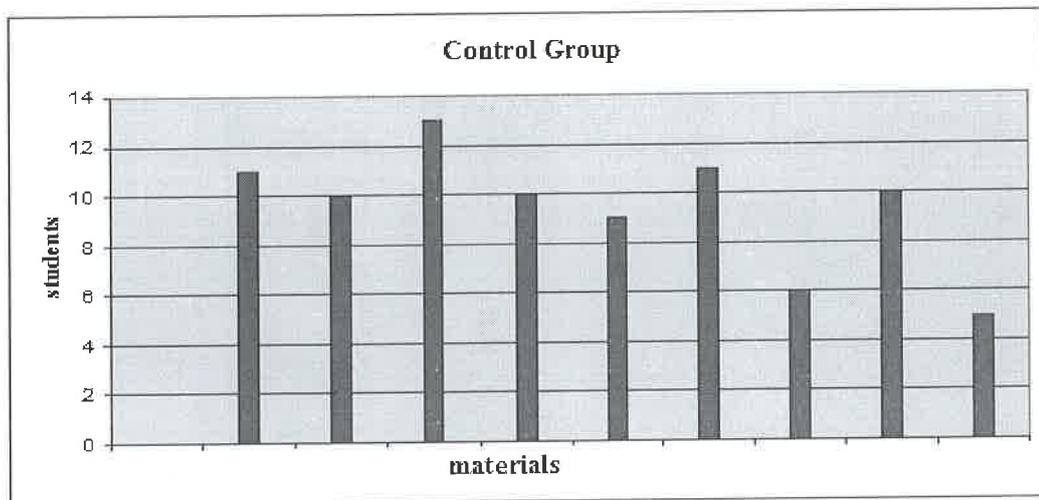


Figure 7. Task Completions of Control Group Students

4.4. Research Question 3: Are there any effects of engaging in critical thinking activities via asynchronous learning tools on the use of students' critical thinking skills in the writing tasks? If yes, how does it affect?

Students' opinion essays were evaluated as the pre-test of critical thinking assessment and they were graded in terms of explanation of issues, evidence, the influence of assumptions, student position and conclusion by the two EFL teachers, each of whom was the writing instructor of each group. The results of both groups were analyzed and they show that there are no significant differences between the pre-test scores for the control and experimental group in terms of critical thinking.

To begin with, the mean scores for an explanation of issues between two groups are statistically not different. For the experimental group, the mean score for the explanation of issues is 2.28 and for the control group, it is 2.19 ($p=0.737$). The mean scores for evidence also do not differ between the two groups. It is 1.44 for the experimental group and 1.38 for the control group ($p= 0.844$). For the next category, which is the influence of assumptions, the mean scores of both groups are not statistically different as well. It is 1.56 for the experimental group and 1.19 for the control group ($p= 0.054$). Similarly, the mean scores for student position show no significant difference between the two groups. The mean score for the experimental group in terms of student position is 2.44 and for the control group, 2.47 ($p=0.104$). Finally, the mean scores of both groups for conclusion category do not differ. It is 2.16 for the experimental group and 1.81 for the control group ($p=0.147$). When the total scores of both groups' opinion essays in terms of critical thinking are considered, it is found that student levels weren't statistically different at the beginning of the study. The mean score for the experimental group is 9.88 and the mean score for the control group is 9.03 in total ($p=0.405$), shown in Table 8.

Table 8. Independent Samples Test for Opinion Essays of Control and Experimental Groups

Items	Group	Mean	Std. Deviation	Std. Error Mean	%95 Confidence Interval of the Difference		Test statistics	P
					lower	upper		
Explanation of issues	Control	2.19	.85	.213				
	Experimental	2.28	.71	.177	-.66	.472	-.338	.737
Evidence	Control	1.38	.89	.221	-			
	Experimental	1.44	.89	.223	.704	.579	.199	.844
Influence of assumptions	Control	1.19	.54	.136	-			
	Experimental	1.56	.51	.128	.757	.007	-2.007	.054
Student position	Control	2.47	.83	.207	-			
	Experimental	2.44	.87	.218	.582	.645	.104	.918
Conclusion/ consequences	Control	1.81	.66	.164	-			
	Experimental	2.16	.65	.163	.815	.128	-1.489	.147
Total	Control	9.03	3.16	.791	-			
	Experimental	9.88	2.58	.645	2.928	1.241	-.827	.415

Students' argumentative essays were the post-tests for critical thinking assessment and they were evaluated on the same criteria. The analyses of the results show that there is a significant difference between the post-test scores for the control and experimental group. First of all, the mean scores for the explanation of the issues between two groups do not show a significant difference. It is 1.94 for the control group and 2.56 for the experimental group ($p=0.097$). Regarding the evidence, the mean scores of both groups are not statistically different, which is 1.5 for the control group and 2.13 for the experimental group ($p=0.066$). However, in terms of mean scores for the influence of assumptions, there is a significant difference between the groups. It is 1.81 for the control group whereas it is higher, 2.81, for the experimental

group ($p=0.002$). The mean scores for student position for both groups do not differ, 2.03 for the control group and 2.63 for the experimental group ($p=0.070$). For the last item, which is conclusion/consequences, the results significantly differ from each other. While the mean score for the control group is 1.88, the mean score for the experimental group is 2.75 ($p= 0.001$). Last, overall mean score for the experimental group (12.84) is higher than the overall mean score for the control group (9.16), representing a difference between the groups ($p=0.010$). The post-test results of both groups are shown in Table 9.

Table 9. Independent Samples Test for Argumentative Essays of Control and Experimental Groups

Items	Group	Mean	Std. Deviation	Std. Error Mean	%95 Confidence Interval of the Difference		Test statistics	p
					lower	upper		
Explanation of issues	Control	1.94	1.06	.266	-1		-1.715	.097
	Experimental	2.56	1	.249	.369	.119		
Evidence	Control	1.5	.73	.183	-		-1.908	.066
	Experimental	2.13	1.09	.272	1.294	.044		
Influence of assumptions	Control	1.81	.98	.245	-		-3.432	.002
	Experimental	2.81	.63	.157	1.595	.405		
Student position	Control	2.03	.92	.230	-		-1.878	.070
	Experimental	2.63	.87	.217	1.239	.052		
Conclusion/consequences	Control	1.88	.74	.185	-		-3.530	.001
	Experimental	2.75	.66	.165	1.381	-.369		
Total	Control	9.16	3.93	.982	-		-2.730	.010
	Experimental	12.84	3.71	.927	6.446	-.929		

When the results of each group before and after the intervention are compared, it is clearly seen that the results of the experimental group students'

argumentative essays are much higher than their opinion essay results in terms of critical thinking. On the other hand, no statistical difference can be observed between pre- and post-test scores of the control group. The detailed data show that in terms of explanation of issues and evidence criteria, there is no difference between pre- and post- mean scores of both groups ($p= 0.191$ for the control group and 0.198 for the experimental group for explanation of issues; $p= 0.497$ for the control group and 0.060 for the experimental group for evidence). However, regarding the influence of assumptions, there is a difference between the pre- and post-mean scores of both experimental and control group. The mean score for the control group changes from 1.19 to 1.81 ($p=0.013$), and the mean score for the experimental group increases from 1.56 to 2.81 ($p <0.001$). While the mean scores for student position do not show a difference for the experimental group pre- and post-tests ($p=0.471$), the mean scores for the control group are lower for the pre-test than the post-test, representing a difference ($p=0.029$). It changes from 2.47 to 2.03 . For the last item, which is conclusion/consequences, the mean score for the experimental group pre-test improves from 2.16 to 2.75 ($p= 0.005$) while it does not change for the control group ($p= 0.669$). In total, the mean scores do not change for the control group ($p=0.813$), yet they differ for the experimental group. Whereas it is 9.88 for the pre-test, it goes up to 12.84 for the post-test ($p=0.002$), showing the effect of critical thinking treatment on the experimental group students.

Table 10. Control Group Paired Samples Test for Critical Thinking Achievement

Items	Test	Mean	%95 Confidence Interval of the Difference		Test statistics	p
			lower	upper		
Explanation of issues	Post-test	1.94	-		1.369	.191
	Pre-test	2.19	.139	.639		
Evidence	Post-test	1.5	-		- .696	.497
	Pre-test	1.38	.508	.258		
Influence of assumptions	Post-test	1.81	-	-	-2.825	.013
	Pre-test	1.19	1.097	.153		
Student position	Post-test	2.03			2.406	.029
	Pre-test	2.47	.050	.825		
Conclusion/ consequences	Post-test	1.88	-		- .436	.669
	Pre-test	1.81	.368	.243		
Total	Post-test	9.16	-		- .241	.813
	Pre-test	9.03	1.232	0.982		

Table 11. Experimental Group Paired Samples Test for Critical Thinking Achievement

Items	Test	Mean	%95 Confidence Interval of the Difference		Test statistics	p
			lower	upper		
Explanation of issues	Post-test	2.56	-.727	.164	-1.346	.198
	Pre-test	2.28				
Evidence	Post-test	2.13	-1.408	.033	-2.033	.060
	Pre-test	1.44				
Influence of assumptions	Post-test	2.81	-	-	-8.257	.001
	Pre-test	1.56	1.573	.927		
Student position	Post-test	2.63	-	.353	-.739	.471
	Pre-test	2.44	.728			
Conclusion/ consequences	Post-test	2.75	-	-	-3.335	.005
	Pre-test	2.16	.973	.214		
Total	Post-test	12.84	-	-	-3.830	.002
	Pre-test	9.88	4.621	1.316		

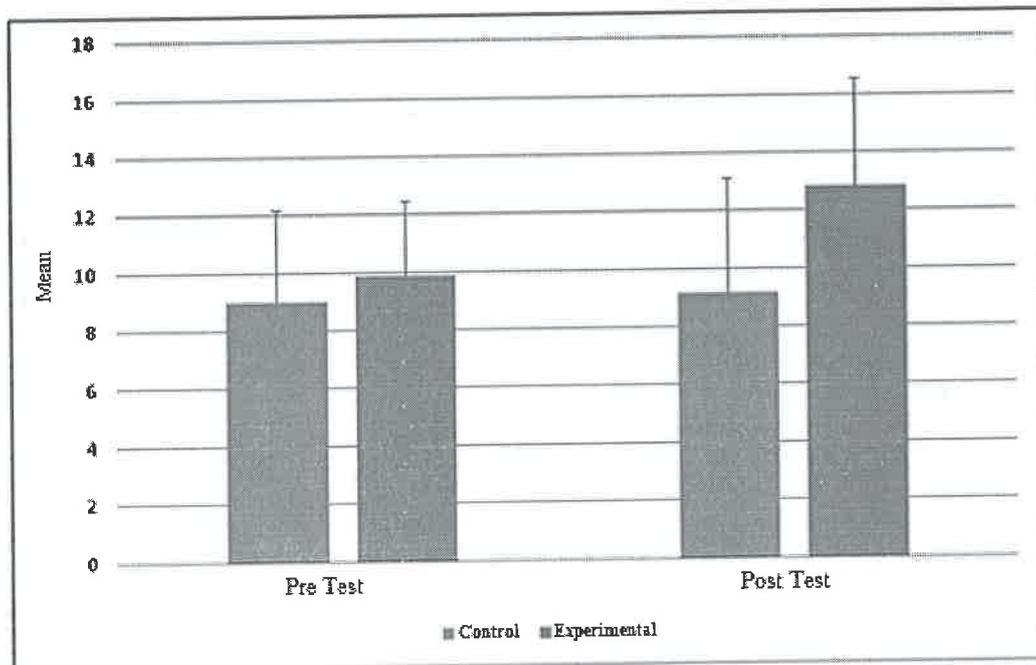


Figure 8. Graphical Representation of Mean Scores and Standard Deviation for Control and Experimental Groups in terms of CT

4.5. Research Question 4: How does engaging in critical thinking activities via asynchronous learning tools affect students' writing performance?

The students in both groups wrote cause/effect essays for their portfolio evaluation and their results were assessed based on WCVR. The results show that experimental group students' writing performances for cause/effect essay are higher than the control group students'; the difference between the scores is significant ($p=0.001$). The mean score for the control group is 11.66 and the mean score for the experimental group is 14.38.

Table 12. Independent Samples Test for Cause/Effect Writing Achievement

Group	Mean	Std. Deviation	Std. Error Mean	%95 Confidence Interval of the Difference		Test statistics	p
				lower	upper		
Control	11.66	1.96	.491	-	-	-3.515	.001
Experimental	14.38	2.39	.598	4.299	1.139		

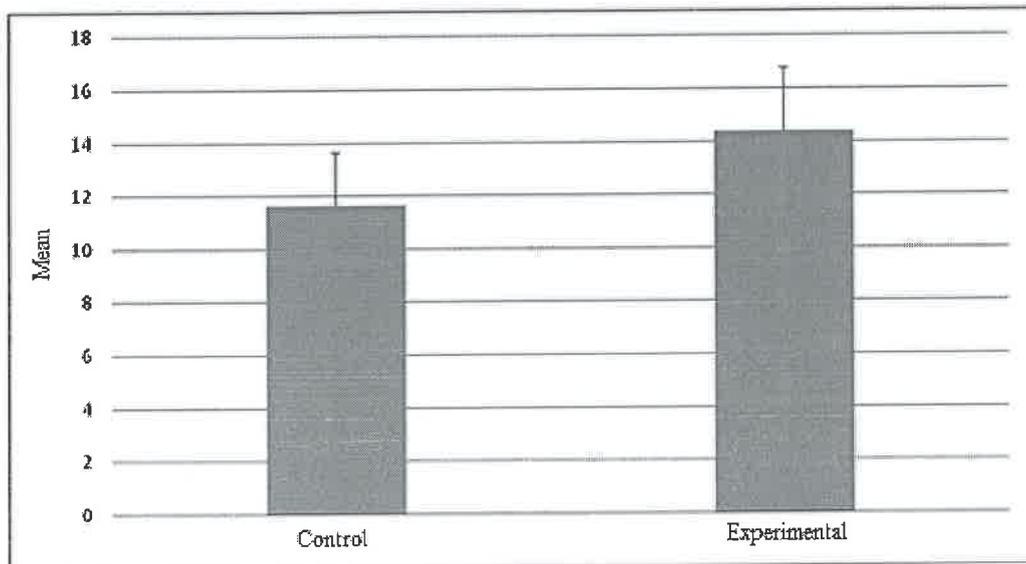


Figure 9. Graphical Representations of Mean Scores and Standard Deviation for Control and Experimental Groups on Cause/Effect Writing Achievement

When the students' writing performances on Compare/Contrast essays were analyzed in accordance with WCVR, the results showed that there is not a significant difference between the control group and experimental group scores ($p=0.102$). The mean score for the control group is 11.80 and the mean score for the experimental group is 13.38.

Table 13. Independent Samples Test for Compare/Contrast Writing Achievement

Group	Mean	Std. Deviation	Std. Error Mean	%95 Confidence Interval of the Difference		Test statistics	p
				lower	upper		
Control	11.80	2.62	.678	-			
Experimental	13.38	2.25	.563	3.273	0.311	-1.690	.102

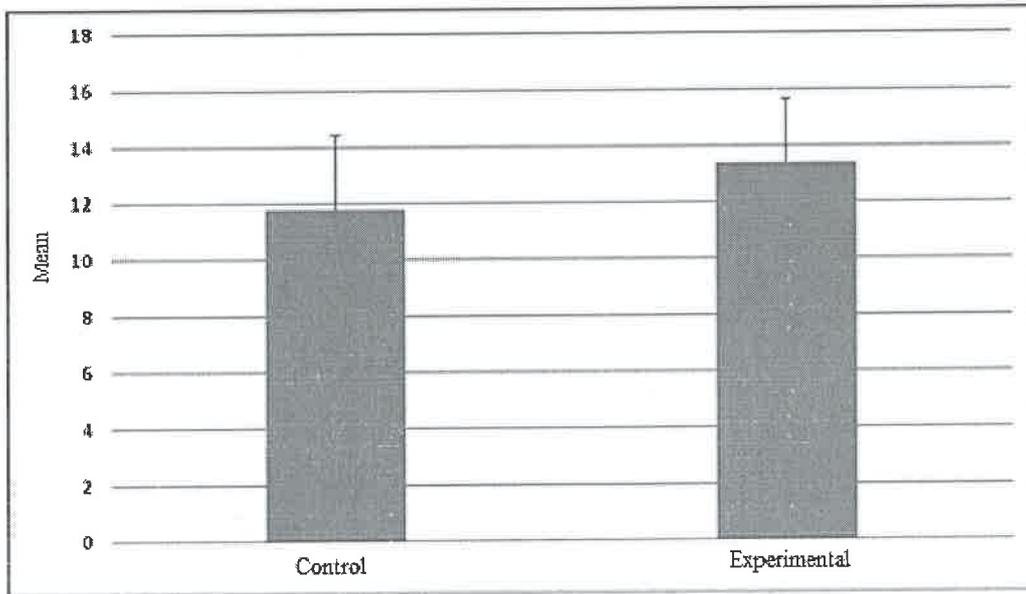


Figure 10. Graphical Representations of Mean Scores and Standard Deviation for Control and Experimental Groups on Compare/Contrast Writing Achievement

Students' last performances were evaluated on their argumentative essays and the results were similar with the results of Compare/Contrast writing performance. There are no significant differences between the writing performances of the control group students and experimental group students ($p=0.085$). The mean score for the control group is 11.41 and the mean score for the experimental group is 13.88.

Table 14. Independent Samples Test for Argumentative Writing Achievement

Group	Mean	Std. Deviation	Std. Error Mean	%95 Confidence Interval of the Difference		Test statistics	p
				lower	upper		
Control	11.41	4.33	1.083	-			
Experimental	13.88	3.46	.865	5.300	0.363	-1.781	.085

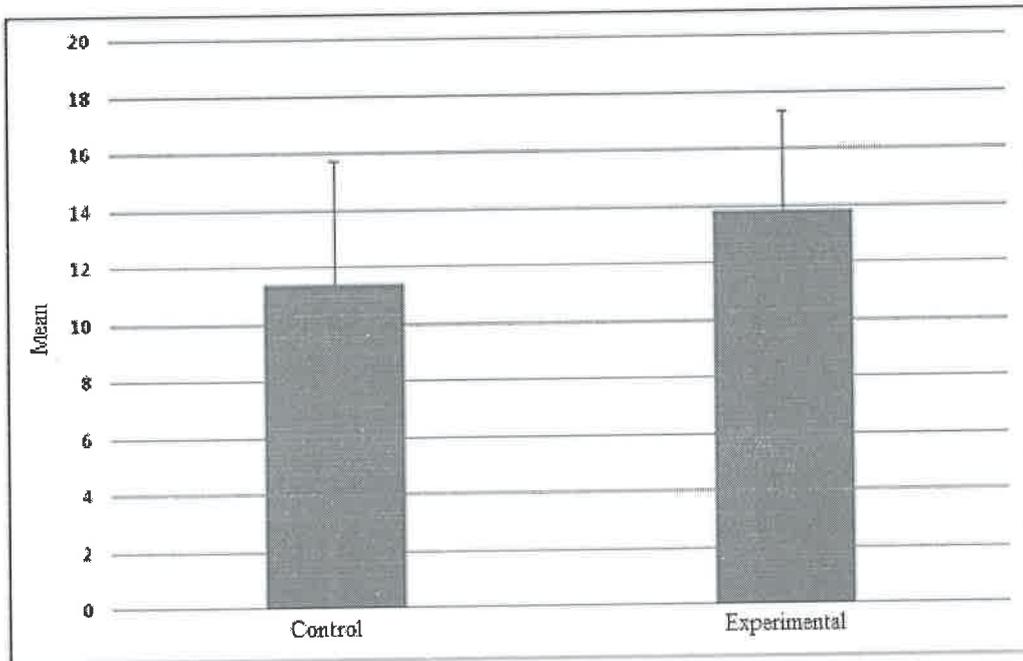


Figure 11. Graphical Representations of Mean Scores and Standard Deviation for Control and Experimental Groups on Argumentative Writing Achievement

5. CONCLUSIONS and DISCUSSION

5.1. Introduction

This section includes detailed information about the conclusion of the study and some pedagogical implications based on the conclusion. First, discussions and conclusions that were drawn in the study are explained. In addition, practical recommendations drawn from the findings are offered. Finally, this section finishes with some recommendations for further research.

5.2. Conclusions

This study investigated the effect of online asynchronous critical thinking instruction on students' writing performances and critical thinking levels. With this purpose, 32 students were categorized into control and experimental groups and asked to open Edmodo accounts for their writing courses. At the beginning of the study, all of the students took CTDS to be assessed on their current attitudes towards critical thinking. During the study, the students in both groups did the same studies in their writing classes in terms of writing achievement. Though they had different instructors, their materials, in-class studies and assignments were the same for 8 weeks. However, the students in the experimental group were provided with some critical thinking activities on Edmodo platform while the control group students got only the provided material without the activities. At the end of the study, the students' writings were assessed on WCVR and CTVR and compared. The data were evaluated by means of SPSS program.

Based on the findings of students' use of Edmodo for their writing classes, it is concluded that students do not feel motivated enough to use asynchronous learning tools unless they are specifically assigned to do something on them. The students in the control group were unwilling to check their Edmodo accounts and follow the provided materials during the study. Although almost all of them downloaded the Edmodo App on their smartphones and were frequently urged to check their accounts by the teacher, nearly half of the materials were only studied on. It shows that though students spend much time online and like to do so, they avoid spending time on asynchronous learning tools and making use of them by themselves when they are not asked to engage in some activities for the provided materials. On the other hand, the students in the control group, who were assigned some tasks on the provided materials, used Edmodo much more frequently and willingly. It was observed that they insistently asked for feedback on their assignments on Edmodo and sent messages to the teacher about the tasks sometimes. Consequently, it can be stated that integrating asynchronous online tools into the classes attract students and motivate them to study only if they are presented with some activities or related tasks; otherwise, students do not have tendencies to use asynchronous learning tools for their classes.

The second conclusion is that, to the contrary what was expected, engaging in online critical thinking activities does not contribute to the writing performances of the students. The writing performances of the students in experimental and control group did not differ significantly in compare/contrast and argumentative essay writing. However, the results of experimental group cause/effect essays are higher than of control group essays. In other words, for that first writing assignment, which was to write the causes of immigration around the world or effects of it on an immigrant life, experimental group students performed much better than the control group. One possible reason for that is the choice of topic. Since 'immigration' is not something students know and think a lot about, making them think about it deeply and critically helped them write better on that topic. Consequently, it can be stated that combining writing classes with critical thinking activities affects students' writing performance on academic topics.

When deeply analyzed, the effect of critical thinking skills on writing performance can be observed on the word choice and example variety of the students

for the topic 'immigration'. The details given by the control group students to explain the causes of immigration are not various. They mainly focus on similar reasons such as 'war, poverty, natural disasters, education and job opportunities.' On the other hand, the supporting details and examples given by the experimental group students as the reasons for immigration outnumber the control group students' and are varied. Students mention 'deportation, exile, freedom limitation, economic crisis, lack of good living standards, cultural problems, regime, and famine' besides the ones that are presented by the control group students. Some students in the experimental group also write about brain migration and most of them give many different examples for their sub-topics. As a consequence, it can be argued that engaging in critical thinking tasks on academic topics brings about some academic vocabulary and helps students gain new perspectives.

Though students' writing performances did not improve notably after the critical thinking treatment, it was found that experimental group students' use of critical thinking skills in their writings was positively affected. It can be concluded that critical thinking activities alongside writing studies develop students' critical thinking ability in some ways; accordingly, students can implement those skills while writing and present their ideas more critically. Regarding the findings, it is clear that students who participate in critical thinking activities are a lot better, specifically, in terms of evaluating assumptions on a topic and making conclusions. Thanks to some critical thinking tasks, they can think more critically and express and support their ideas in a better way while writing. As a result, supporting writing classes with critical thinking studies contributes to the students' abilities to use high order thinking skills and implementation of them in their writings.

The results also indicate that both groups were equally unsuccessful at critical thinking while writing at the beginning of the study as their total critical thinking scores for the opinion essays were more or less the same and respectively low. However, when the groups' pre and post writings are compared in terms of critical thinking, it is apparently seen that critical thinking instruction when integrated into writing instruction has an impact on the development of students' use of critical thinking skills while writing. The post writing results of experimental group students are higher than both the post writing results of control group students and their own pre-test results, which shows the positive effect of the critical thinking treatment on

students. It can also be concluded that, thanks to asynchronous instruction, teachers still have enough time to practice writing in the classroom while reaching the students on a different platform at different times for a different skill practice. Thus, students do much practice for writing in the classroom and much practice for critical thinking outside it.

Finally, as regards to the findings of the descriptive statistics of students' critical thinking attitudes, students in both groups are not inclined to think critically. To know how to think critically is what is expected from university students in this era, but when the students' attitudes towards critical thinking are assessed, it appears that students do not have tendencies to do so; accordingly, they cannot apply critical thinking skills which they are mostly unaware of in their writing courses. What's more, it can be argued that exposing students to critical thinking activities for some time even repeatedly is not the solution. Even if critical thinking implementation in writing gets better after some critical thinking instruction, students' attitudes, in general, remain the same. Though their abilities to evaluate assumptions and make conclusions are enhanced while writing on a topic, they are still not good critical thinkers and need much more practice to reach the level of 'capstone'.

5.3. Implications

Several pedagogical implications can be drawn from the findings of this study. First of all, this study provides evidence for the need of high order thinking skills for more critical essay writing. Similar results are found in other studies to show the interrelation between CT and essay writing (Arju, 2010; Dong&Yue, 2015; Golpur, 2014). It also reveals that utilizing writing to promote critical thinking is an effective way as discussed by Rafi (2011). Additionally, this study draws the conclusion that if students are exposed to online asynchronous learning tools with purposeful activities, they feel more motivated to make use of those tools for their self-development and writing improvement. Similarly, Freiermuth & Huang (2012) conclude in their study that for even online chatting for language education, well-designed chatting tasks motivate students to participate. Additionally, as suggested

by Nair, Tay & Koh (2013) in their study, most students and teachers see online work as burdens even though they have been exposed to communication technology for so long and are much familiar with it, which emphasizes the significance of assignment designs on online tools. Furthermore, this study highlights the importance of feedback in assignments. Students' demand for instant feedback for their assignments reminds the role of feedback in language learning, which was also shown in the studies of Alharbi (2017), Aliakbari & Mohammadi (2016), Conrad (2016), and Li & Zhu & Ellis (2016). Finally, as found by Mehta & Mahrooqi (2015), it can be inferred that for high quality and critical writing, students need more skills and strategies other than mastering the language and thinking critically while writing.

5.4. Practical Recommendations

With regard to the conclusions, some practical recommendations can be offered. To begin with, both students and teachers should be informed about critical thinking and its role in and outside the school life. The relation between critical thinking skills and success should be emphasized for a better academic life and future. Accordingly, what critical thinking is, who are critical thinkers and how to think critically should be defined for both students and teachers. Next, since the need for high order thinking skills, especially in academic life is apparent, teachers ought not to ignore integrating critical thinking tasks and activities into their classes and if they are not competent enough to implement it, they should be provided with some training on it. Moreover, by integrating critical thinking in language learning process, teachers can enhance not only language skills of students but also their abilities to think more critically. Thus, language teaching can be considered a good way of critical thinking implementation providing mutual impact.

When the relation between critical thinking and writing is considered, the traditional writing instruction consisting of basic rhetoric and writing strategies should be reviewed. It is clear that when students can make use of high order thinking skills, they can produce qualified texts with more academic content.

Consequently, students will benefit more from critical thinking tasks embedded writing instruction. Another thing to support writing instruction is the use of online tools, especially outside the class hours. Language teachers need to be qualified for better technology use and they should be utilizing them in order to engage students more in the target language. However, being aware of what to use and how to integrate it should be one of the considerations while deciding on the tools since depending merely on an online tool for better teaching is not enough to attract and motivate the students to participate. Therefore, teachers ought to equip themselves with many technological ideas and motivating tasks by also keeping the role of feedback in mind.

As to curriculum designers and material developers, writing materials with a special focus on critical thinking tasks are to be considered. The steps in critical thinking and related tasks demand time, so curriculum designers should not overlook it and spare enough time for each step. Furthermore, integration of critical thinking into all skills development and their reflecting effect on the development of critical thinking should not be ignored. Thus, apart from the language objectives, some critical thinking objectives ought to be defined for each level of language learning. Finally, traditional pen and paper writing materials are for traditional classes. Taking this into account, online materials and their contribution to the language development and student motivation should have high importance for material developers and the current online materials should be revised in terms of critical thinking instruction and skill development.

5.5. Recommendations for Further Research

Some recommendations for further research can be put forward. First of all, effects of critical thinking instruction on writing performance can be investigated based on different writing approaches such as process-based or content-based approach. Next, some other online tools like wikis, blogs, and social networking sites should be considered for critical thinking instruction for further research. Researchers also should focus on the relationship between critical thinking skills and

other types of essay writing performance such as persuasive essays. In addition, further research should investigate the motivational aspects of the study. Namely, student motivation for critical thinking improvement and use for writing classes and teacher motivation to implement asynchronous learning tools in writing classes can be focused on. Furthermore, a similar study can be conducted to see the effects on the development of reading skill. Finally, flipped classroom method should be studied in terms of critical thinking or writing instruction.

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APPENDICES

Appendix 1 Critical Thinking Dispositions Scale

		Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
1	Düşüncelerimi güvenilir kaynaklardan edindiğim bilgilerle desteklerim.					
2	Diğer insanların olaylara bakış açılarını anlamaya çalışırım.					
3	Bir karara varmadan önce dayanak noktalarımı konunun izin verdiği ölçüde kesinleştiririm.					
4	Bilgi edindiğim kaynağın güvenilirliğini sorgulamam.					
5	Bana yöneltilen bir soruyu yanıtlamadan önce soruyu tam olarak anlamaya çalışırım.					
6	Doğru olan bakış açısının kendi bakış açım olduğunu düşünürüm.					
7	Kesin dayanak noktaları yerine belirsiz dayanak noktalarından yola çıkarak karara varırım.					
8	Bir soruyu ilk duyduğum anda anladıklarım ile yanıtlarım.					
9	Bir olayla ilgili doğru karar verebilmek için olayı tüm boyutlarıyla bilmeye çalışırım.					
10	Karmaşık bir problemi çözerken problemin parçalarını belirli ilkelere uyararak incelerim.					
11	Bazı boyutlarını anladığım düşüncelerin tüm boyutlarını anlamak için çabalamam.					

		Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
12	Onaylamadığım görüşleri bile tarafsızlıkla anlamaya çalışırım.					
13	Karmaşık bir durumla ilgili karar vermem gerektiğinde durumun parçalarını belirli kurallar çerçevesinde ele almam.					
14	Reddedtiğim düşünceleri destekleyen bilgileri dikkate almam.					
15	Konuyla ilgili yeterince bilgim yoksa karar vermeyi ertelerim.					
16	Savunduğum düşüncenin dayanak noktalarını belirlerim.					
17	Bir problemin çözümü sırasında asıl problemin ne olduğunu aklımdan çıkarmam.					
18	Karşılaştığım bir durumla ilgili kararımı yetersiz bilgiye sahip olsam da hemen veririm.					
19	Karşılaştığım sorunların nedenlerini sorgulamam.					
20	Bir konu üzerinde yoğunlaşmakta zorlanırım.					
21	Karşılaştığım durumlarla ilgili problemleri çözerken, problemleri çözme nedenlerimi aklımda tutarım.					
22	Hatalı olduğu açık bir şekilde belliyse kendi düşüncemden vazgeçerim.					
23	Bir durumla ilgili doğru karar verebilmek için durumla ilgili insanların duygularını, bilgi ve kültür düzeylerini öğrenmeye çalışırım.					

24	Fikir tartışmaları sırasında tartışmanın neden yapıldığını aklıma getirmem.					
25	Karar vermem gerektiğinde konuyla ilgili toplayabildiğim kadar bilgi toplarım.					
26	Bir düşünceyle ilgili karar vermem gerektiğinde düşünce sahibinin duygularını, bilgi ve kültür düzeyini dikkate almam.					
27	Yanlış olsalar da tartışma sırasında kendi düşüncelerimden vazgeçmem.					
28	Karşılaştığım bir durumu iyi anlayabilmek için durumla ilgili tüm seçenekleri dikkate alırım.					
29	Bir durumla ilgili aklıma gelen ilk kararı uygulardım.					
30	Bir düşünceyi hakkında yeterince bilgi toplamadan kabul ederim ya da reddederim.					

Appendix 2 Consent Form



T.C.
YALOVA ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : 47657700-044-67
Konu: Anket Çalışması hk.

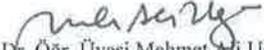
16 Nisan 2018

REKTÖRLÜK MAKAMINA

İlgi: Balıkesir Üniversitesi Rektörlüğü'nün 21.03.2018 tarih ve 27183868-044-E.3740 sayılı yazısı,

İlgi yazıya istinaden Yüksek Lisans Programı öğrencisi Sibel AYGÜN'ün tez çalışmasını Yüksekokulumuzda yapması uygun bulunmuştur.

Gereğini bilgilerinize arz ederim.


Dr. Öğr. Üyesi Mehmet Ali Uğur
Yüksekokul Müdürü

Adres : Yalova Üniversitesi Yabancı Diller Yüksekokulu,
Çınarcık Yolu 3, Km Merkez Yerleşke 77100 - Yalova
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Appendix 3 Critical Thinking Tasks

Critical Thinking Tasks for Cause / Effect Essay Writing

1. Observing & Identifying assumptions:

a) Watch the video and write some words related to it.

<https://www.youtube.com/watch?v=8EFF1HCiC2w>

b) Describe what you see in the video with two, three or more sentences.

c) What do you know about immigration?

d) Do you know an immigrant around yourself or in your family? If yes, write something about his/her immigration story? (Where? When? Why? How?)

e) What do you think makes immigration difficult?

2. Understanding & Organizing :

Read the text below and answer the following questions.

IMMIGRATION

Immigration means people moving into a country to live. People who immigrate are called immigrants. Some are illegal immigrants. Some immigrants are refugees and some ask for political asylum. *Immigrant* and *emigrant* both describe human migration. The same people are *emigrants* when they leave their own country or region, and *immigrants* when they arrive somewhere else. The phrases "many people emigrated from Europe in the 19th century AD to America" and "many people immigrated to America from Europe in the 19th century" have the same meaning. On the other hand, a refugee is a person who has to leave his or her country. This can be because of different reasons. For example, it may be no longer safe to stay in their own countries; there might be a natural disaster such as flood or famine, war, or civil unrest. Another point is that there might be persecutions going on or the person is unable to sustain himself or herself economically. Also, the person might have to leave for religious reasons or he/she might have been expelled. In 1951, the United Nations (UN) law called Convention Relating to the Status of Refugees, said a refugee was a person who is forced to leave their country due to natural disasters or war and conflict.

IMMIGRATION AROUND THE WORLD



Countries in blue have more immigrants than emigrants; countries in green have about the same, and countries in orange have more emigrants than immigrants.

As with other changes, people go to another place for several reasons. Firstly, people immigrate seeking a better life. For example, in the new country, work is easier to find, quality of life is better, etc. On the other hand, people leave a place where life has become bad. For example, there may be no work, a war, or other problems. Lastly, people go to join their family.

Immigration has always been difficult. When people immigrate, they leave behind their friends, families, and culture. They also have to sell what they have, like a house, farm, or anything else too big to bring. Traveling can also be very expensive. Many immigrants have to use all their money to pay fees or plane tickets. Once immigrants arrive in the new countries, they can face many difficulties. They may have to get a job, find a house, and learn a new language. Immigrants can also be victims of racism.

As of 2015, the number of international migrants has reached 244 million worldwide, which reflects a 41% increase since 2000. One third of the world's international migrants are living in just 20 countries. The largest number of international migrants lives in the United States, with 19% of the world's total. Germany and Russia host 12 million migrants each, taking the second and third place in countries with the most migrants worldwide. Saudi Arabia hosts 10 million migrants, followed by the United Kingdom (9 million) and the United Arab Emirates (8 million).

Exile

Exile means being sent away from the country or area where you live. People are usually exiled for political reasons or sometimes because they have committed a crime. They may have said bad things about the rulers in that country or tried to get into power themselves. People are not exiled in democratic countries, but many famous people in history have been sent into exile.

Deportation

Deportation means the removal of someone from a country. People may be deported from a country for many reasons. For example, one may be deported from a country if he has got into the country illegally, or without a visa (permission).

- a) Who is a refugee?
- b) What is the difference between immigrant and emigrant?
- c) Which term has negative connotation refugee or immigrant? Why?
- d) Why do people become refugees?
- e) What are the difficulties of migration?
- f) What is the difference between exile and deportation?
- g) Write what you remember about the text you read. (Without the text.)

2.1. Understanding & Organizing:

Read the real stories below and answer the questions.

- a) Classify the experiences of Peter and Aziz under the headings 'rewarding' and 'traumatic'. Which experiences were traumatic? Which experiences were rewarding?

1) Peter's Story

In 1965 we came to the U.S. not by plane, but by freighter ship, crossing the Pacific Ocean and Panama Canal. I was four years old then. We came because my parents sought a better life for my brother and me, so they gave up the comfortable one they had. My parents always said it was because of President Johnson. Growing up, I was fortunate to make many wonderful friends of diverse ethnicities, religions, and backgrounds. I was fortunate to have received an education that opened many doors for me. After graduation from college and medical school, I was privileged to take care of cancer patients. I was privileged to work alongside many dedicated colleagues at the FDA and National Cancer Institute as a commissioned officer in the US Public Health Service. I was privileged and fortunate to contribute to the discovery and development of several new cancer drugs that are available for patients today. As a parent, I am blessed to have one son serving our country as an officer in the 82nd Airborne Division and another son pushing the boundaries of medicine and science beyond that taught to me a generation ago. I am an immigrant and like many immigrants, I am grateful for what America has to offer and strive to make America a better country. I was fortunate not to be a refugee. But given today's circumstances, if I were a refugee, would you see me differently?

Peter
Boston

2) Aziz's Story, Greece

Aziz was 10 when he witnessed his father getting killed in Afghanistan. Together with his older brother, sister and mother, they had to run for their lives. Aziz and his brother went to Iran.

“The day we left, we cried and cried but we couldn't stay in Afghanistan anymore. At the time, I thought we would return back one day. I didn't expect my life would take that turn. We lived in Iran for three years, paperless, penniless and experiencing intense racism. My brother then decided to send me to a European country, where things would be 'better'. I crossed the sea to Lesbos Island, Greece and then reached Athens. During that journey, I lost my most valuable possession: my father's ring which was the only thing I had to remind me of him.

I am now 23 and have been living in Greece for seven years already. I see my life getting worse day by day. How many years can a person live without a future? I applied for asylum in 2008 and never received any notification. I have no papers, no home, no job. I have tried to leave but without success. I don't expect anything anymore. The problems have made me lose my mind.

As if all these weren't enough, in late May this year, I got beaten at the street. I had just arrived in Athens from Igoumenitsa port after another failed attempt to reach Italy. It was 3.30 a.m. and was heading to a friend's house. Five men suddenly surrounded me and started hitting me on the face. I got dizzy and fell down but they kept kicking me. Then they saw I was not moving and took off. My nose was broken and my eye got all swollen up. At the hospital, they said I was lucky they didn't draw a knife. I can't stay here anymore. I want to go somewhere where there are laws. If they killed me that night, nobody would do a thing.

What despairs me the most is that I cannot help my mother. I hear she is sick and very worried for me while my brother is still in Iran unable to help. If my life weren't in danger in Afghanistan, I would go back in a minute.”

b) Compare and contrast the stories of Mahmoud and Bahareh

3) Bahareh's Story

I was born in Iran, and at the age of 10, my family and I absconded from the multi-systemic injustices and immigrated to the US in hopes of extended opportunities and freedom. I was about 3-years-old when the Iran-Iraq war started. My experiences as an immigrant child growing up in the US helped me gain an appreciation for the gift of life. This is because my immigrant story is tied to so much loss and despair...pain and anguish that has yet to heal 30 years later. Through the years so many of my family members passed away (grandmothers, uncles, aunts, cousins), and I never got to see them again. I grew up here wishing that just for one holiday in my life I could have family around and feel the love that everyone else seemingly felt. Turning our backs on immigrant and refugee populations would mean we are no longer willing to nurture others like myself who have a chance to grow.

*Bahareh
Chicago IL*

4) Watch the Video of Mahmoud's story about his migration.
<http://www.unhcr.org/news/videos/2014/4/534fd54f6/sweden-mahmouds-escape.html?query=mahmoud>

3. Interpreting:

a) What did Bahareh mean when he said:

"My experiences as an immigrant child growing up in the US helped me gain an appreciation for the gift of life." **And:**

"I grew up here wishing that just for one holiday in my life I could have family around and feel the love that everyone else seemingly felt."

How do you understand it?

b) Read Marisela's story below and answer the questions.

My mother, father, siblings, and I had been living in a poor part of town in Guadalajara, Mexico. My father worked as a ranchero and my mother used to waitress at a local pub and restaurant. I was the oldest of all my siblings and therefore, the leader. I had to set an example for the younger ones and had to take care of them from the dangers of the world. One day, I was at home when I found out my father had been killed. It was a tragic day and my mother, devastated by the loss, wanted to move to America, speaking of being safer there and how America could help us all. We moved the following week, wanting to leave Guadalajara and the crime of the small town. We were missed and there was no one else to care after the

ranch since my father died, so they closed it down, but it was necessary. We no longer wanted to live in such a dangerous place, so when we moved to America, we found out we had taken up the entire small apartment complex. After we moved in, there was no more room, so I guess we were lucky. My siblings and I went to school and had good grades, my mother working as a waitress, yet again. I grew up to be a police officer.

Marisela
New York City

- 1) Why do you think she wanted to be a police officer?
- 2) Do you think life for Marisela's family in the US wasn't so hard? How do you understand it?

c) Read Alberto's story and answer the following question.

My brother was born in Peru. He came to the country when he was 10. We had a hard life and he tried to make end meet for us. He got incarcerated when he was 18. He is now 24 and about to get out and is facing deportation. He has a green card and me and my mom are citizens. I want him to stay in the country. Came from Peru as a child and his whole life is here. It was a dumb mistake what he did. But he learned. He has been convicted of 3 felonies and he has served 6 years in total. What should he do? Should he fight to stay or should he give up and just leave?

Alberto
Tampa, Florida

- 1) What was he thinking when he wrote: "But he learned."? How do you understand it?

4. Inquiring Further:

- a) Find another real story that you think interesting and share it with your own words.
- b) Survey 3 people around you and ask them if the immigrants in Turkey should be accepted or deported. Share your findings.

c) Interview an immigrant and share his/her story briefly.

5. Analyzing & Evaluating:

a) Read Alberto's story again. What do you think he should do? Give your reasons.

b) **Writing Topic: Write a cause /effect essay about one of the topics below:**

Effects of immigration on an immigrant life.

Causes of immigration around the world.

Critical Thinking Tasks for Compare/Contrast Essay Writing

1) Observing & Identifying Assumptions

Watch the video and answer the following questions.

a) What do you see in the video?

<https://www.youtube.com/watch?v=-uh1%E2%80%A6>

b) What is interesting in the video for you?

c) Do you like films/series / books about past? Name one.

d) Would you like to travel to past or future? Why?

e) Which one is better to live: past, present or future? Why?

2) Understanding & Organizing (part 1)

Read the blog page below and answer the questions that follow.

Life in the last century

1870-1910

Food: All food, including vegetables, fruit and meat, was grown by the family. Slaughtering was a fun time. The men butchered, and the women cooked in primitive fireplaces.

Clothing: Some families could weave their own fabric on looms. Others used flour sacks dyed to their preference - beets for red, onions for yellow, green vegetables for green and others were a mixture of color.

Recreation: Life with radios or TVs? People visited friends, took long walks, promoted dances in home and played cards.

Home: Every family had a plot of land on which a home was built.

Transportation: They walked or used horses or a horse and buggy.

Education: One-room schoolhouses were in the picture or home training.

1911-1930

Food: Stores began to appear.

Clothing: Fabrics were available in stores but the finished products - shirts, dresses, etc. - were completed at home.

Recreation: Radios appeared. Movies were 5 cents per person. Dances were held in halls. Boys played marbles, kitten ball and jacks. Girls learned to sew. Jump rope was a favorite pastime. Card playing and gambling became the adult diversions.

Health: Doctors made house calls.

Transportation: Street cars, railroads and automobiles appeared.

Education: Public and parochial schools came into the picture.

Was life simple?

Here are a few points of interest which we cannot attribute to a certain period except to tell you they were part of the last 100 years.

Life expectancy: 47 years old.

Homes: 14 percent had bathtubs, 8 percent had telephones. A call from Chicago to New York was 15 cents.

Cars: Maximum speed was 15 miles per hour.

Buildings: Tallest building in the world was the Eiffel Tower in Paris.

Health: Leading causes of death in the United States were pneumonia and influenza.

Incidentals: Oh yeah, drive-by shootings were prevalent. Teenage boys on horseback thought nothing of shooting into houses, buggies or whatever captured their fancy. Insulin and antibiotics were unknown. Most women washed their hair once a month with Borax or egg yolks for shampoo. Ninety percent of all doctors did not have a formal college education. They attended medical schools, many of which were condemned as substandard.

- a) Which means of transportation did people use in 1800s?
- b) How were children educated in 1800s?
- c) How were people treated when they were ill in 1900s?
- d) Compare the food in 1800s to the food in 1900s.
- e) How did free time activities change throughout the time chronologically?
- f) Why was Eiffel Tower famous in the past?
- g) Summarize the change in transportation in time. (Without the text)

3) Interpreting

- a) Why do you think life expectancy was so low in the last century? Give reasons based on the text.
- b) Do you think homelessness was a problem in 1800s? Why?
- c) Who do you think has the privilege of having a telephone at home in the past?
- d) Why do you think girls learned to sew in 1900s?

4) Inquiring further

- a) Interview a person who was born in 1940s or 1950s about his/her childhood. Share your findings.
- b) Ask 3 people if they had the chance in which years they would prefer to be a child and why. Share your findings.
- c) Research and find something that has changed since the last century. Write about it.

2-3) Understanding & Organizing & Interpreting (part 2)

Read the information above and answer the questions.

- a) Which communication tool is still used in maritime? What for?
- b) Which communication company paid Marty Cooper?
- c) Why did Scott Fahlmann use the first emoticon?
- d) Compare and contrast telegrams and text messages.
- e) What led music piracy?
- f) Why do you think the writer says, *finding love in modern society is still as tricky as it was 50 years ago.*?
- g) Which invention or inventions do you think had the revolutionary effect on people's life? Why?

COMMUNICATION:

1900s: Letters

Letters were the most popular way to communicate over long distances in the early 1900s. A first class stamp costs a halfpenny, approximately 43p in today's money. It usually took a day to send and receive a letter, depending on the time you managed to post it, but could take up to 10 weeks to send a letter to Sydney. (Now, the same trip takes approximately 5 days.)

1920s: Telegrams

By 1910, 73 million telegrams were being sent yearly. Messages were received within 4 minutes and it became one of the first methods of communication to connect the world. It would cost a sixpence for every nine words (roughly £2.00 today) and for every additional word it would be another penny (45p). As a result, people shortened their words to what could arguably be the first text talk; "73" meant cheers and "ii:" stood for 'OK' or 'will do.

1930s: Telephone

In 1915 Alexander Graham Bell, inventor of the telephone, made the first transcontinental phone call, taking an excruciating 23 minutes for the lines to connect. But it was during the 1930s that the telephone became the common method for communicating across large distances. Phone calls worked via a system of telephone operators, who connected the two lines manually.

1940s: Mobile / Radio Phone

Sending and receiving important messages quickly was vital during the war, making these radio phones essential in the efforts to win. Communicating via a radio signal, they were used in war propaganda too, with Roosevelt's famous fireside chats sent straight to the living rooms of the Allied countries.

1950s: Fax

Initially used to share weather reports across the world, the Radiofax was created by Richard Ranger and Arthur Korn in the 1950s. The fax then became widely used across offices and later in homes during the 1960s and 1970s. Being able to send images over radio signal was a game changer for many people. The same Radiofax is still used to transmit maritime weather maps today

1960s: Email

Although Email first appeared in the 1960s, it wasn't widely used until the 1970s. The ability to send messages between two computers was revolutionary and is now a core part of everyday life for people and businesses all over the world. Ray Tomlinson created the email address, consisting of 'name of the person you wanted to send the email to @ the name of the computer'. This then became the most common method of sending and receiving text based messages across long distances.

1970s: Handheld Mobile Phone

Marty Cooper invented the first handheld mobile phone for Motorola. The phone did not go on sale until 1980, but this historic invention marked the beginning of one of the biggest changes in the history of communication.

1980s: The First Emoji

Scott Fahlman is believed to have kick started the world of emoticons and emojis in 1982, by sending an email including the :-) emoticon. He posted it to a university message board as a suggestion for how to tell the difference between a serious post and a funny post.

1990s: SMS Text Messages

In the 1990s, Tegic co-founder Cliff Kushler invented T9 texting, where the texting system would try to learn the words and phrases inputted into it, then making an educated guess about the word you were trying to type. Later on, Nokia introduced full QWERTY keyboards on phones to make texting even easier. Phones usually had a 160 character limit, so modern day "text language" to help us fit all we wanted to say into a relatively short space.

2000s&2010s: WhatsApp & Instant Messaging

The birth of instant messaging changed the world. Now, we're able to talk to anyone, anywhere in the world (with signal) in real time. Whatsapp was invented in 2009 and by 2016, it had over a billion users. No more making phone calls at certain times from public telephone boxes, no waiting for letters for weeks and weeks. These instant messaging systems have revolutionised the way we communicate with each other and who knows where they'll take us next.

DATING

1900s - 1950s: Family Influence

Between the 1900s and 1950s, fathers of the couples were decision makers of the marriages. Couples would never have the opportunity to chat before the marriage and they would never oppose the decision of their families about their potential partners. If they were lucky enough, they could see their prospective wives or husbands from a distance before they got married. Even if the marriage didn't work, it was almost impossible to get divorced.

1960s: Hanging Out

Couples ventured further afield than they had ever done before. Modern dating saw couples going to places far away or for long drives, "hanging out" in public and spending much longer together alone. Dating became more intimate, with public displays of affection becoming much more accepted and encouraged by couples.

1980s: Modern Dating

Women and men had much more freedom to make their own decisions on partners, going where they wanted, when they wanted with whoever they wanted. Couples would commonly meet at bars, concerts, parks, and other public areas, as people would date multiple partners before one was "chosen". Men began to use classic pick-up lines with a surprisingly good success rate!

1990s: Online Dating

Match.com launched in 1995. Whilst this wasn't the first ever dating site, it was by far the most comprehensive online matchmaking service. People would create their online profiles and find their perfect partner by viewing and assessing the interests of others profiles. By 2015, Match.com stated they had over 59 million users looking for love on their website.

2000s: Online Relationships

While online dating may have started online in the nineties, the introduction of instant messaging, more comprehensive email and social media platforms allowed

for long-distance relationships to prosper during the noughties. While the internet facilitated the ability to create and build relationships, it also hindered them; hiding behind a computer allowed partners to be more carefree and conduct multiple relationships, but it was much easier to get caught out.

2010s: Dating Apps

The “hot or not?” model of rating your peers was born in the early 2000s, evolving into Dating Apps a few years later. Based on this quick-decision formula, “matching” with someone on these apps through mutual approval of one another would lead to dates and/or hook ups. Tinder, Happ’n, Bumble and more provide a platform to connect the time poor youth of today. Although these free apps are convenient and accessible to all, finding love in modern society is still as tricky as it was 50 years ago.

ENTERTAINMENT:

1920s-1930s: Cinemas

Watching a film in a cinema was possible only in Istanbul. Later on, people in other big cities had that rare chance.

1940s: Radios

Radios were in almost all the houses. People would get news by means of radios and relax by listening to music on radios.

1960s- 1970s: The Television Era Begins

People could watch TV but not colored one. They had to wait for a specific time to be able to watch it on the only channel every day.

1970s: Walkman and Cassette Tapes

The Walkman and Cassette tapes brought portable music playing devices to the masses. While people began to listen to music on the go, watching movies home with you also became an option, with the VHS player being introduced in the 1970s.

1980s: Compact Disc (CD)

In 1982 the compact disc was invented, shrinking the size of the vinyl and simplifying the complex mechanics of the tape. The CD player was released by Sony in October, two months after the CD. This gave the ability to travel even lighter while listening to music, all 74 minutes of it.

1990s: MP3 file extension

The early 1990s saw the largest shift the industry had experienced - the ability to download music files from the comfort of your own home, limited only by the capacity of your computer. However, this also opened up the ability for music to be transferred easily over the internet, which led to a large increase in music piracy.

2000s: On-Demand Entertainment

In 2003, Apple envisioned a platform for paid music downloads to be available on a device that you could fit into your pocket. The first stage of this was iTunes and the iPod; a platform where high quality music could be downloaded instantly and stored as an MP3 file to your computer for 99 cents a song. But it wasn't just music that became 'on-demand'; channels like the BBC offered online services where users could catch up on any telly they'd missed.

2010s: The Birth of Streaming

In 2010, what began as a small start-up exploded when Spotify gave users the ability to stream music for free. Netflix's online rental service became the largest television and film streaming service in all of North America. In 2016, Netflix reportedly has 74.8million subscribers, and other similar platforms have emerged, like Amazon Instant Video. These services, including BBC iPlayer, now offer the option to download, so we can keep consuming entertainment, no matter where we are.

4) Inquiring further (part 2):

- a) Learn about your parents and grandparents dating and wedding process. Share it.
- b) Learn how your grandparents used to entertain when they were young. Share it.

5) Analyzing & Evaluating

- a) Write a compare/contrast essay about the daily lives of teenagers today and a century ago.

Critical Thinking Tasks for Argumentative Essay Writing

1) Observing & Identifying Assumptions

- a) Watch the video. What do you see?

<https://www.youtube.com/watch?v=hQUt8C4iVKc>

- b) Which 5 words can you write to describe what you have seen in the video?

- c) Do you remember your first mobile phone? What was it?
- d) How old were you when you got your first mobile phone?
- e) Do you think that your first mobile was useful? Why or Why not?
- f) What is the biggest advantage of having a mobile phone?

2) Understanding & Organizing

Read the text and answer the following questions.

What is a Mobile Phone? A mobile phone is a portable telephone that has access to a cellular radio system. This enables the phone to take calls, send texts, and access the internet (and more!) without it being physically attached to a network using cables. In this way, a mobile phone is significantly different from traditional land line phones. Ever since they were first introduced in 1973 by Motorola, mobile phones have occasioned a significant amount of debate.

Mobile phones have many contributions to people's life quality. Firstly they are convenient. It's great being able to call a friend when you are out and about – without being tied to a land line. What's more, they can be life savers. Taking a mobile phone with you when you go hiking is a basic safety precaution. If you lose your way or get stuck in bad weather, your mobile phone could just save your life. Furthermore, you can stay connected all the time. There is no need to feel lonely when you have a mobile phone in your pocket: just connect with friends via text, FaceTime, voice calls or social media. You can have fun and play games on your mobile. These days, mobile phones are loaded with all kinds of fun games. We all remember Nokia Snake, but more recently people have got way more into challenging their brains with Sudoku or whiling away the time during a long commute with a game of Candy Crush Saga. Besides, your mobile keeps you informed. Whether you are searching for that Spanish word you read in the newspaper or reading some articles on a topic close to your heart, mobiles that are connected to the internet are a treasure trove of information. Another point with mobile phones is that you can take photos. Sophisticated cameras mean that you can take professional quality photos on your humble cell phone.

However mobile phones have some drawbacks. The first problem encountered because of mobile phone usage is a distraction. It's so hard to work when your phone is tempting you to pick it up. When you have your mobile with you all the time you are generally interrupted. You're trying to have a romantic date and yet are plagued

by incessant calls and texts. Also having a mobile is costly. You may pay thousands of liras for the machine and hundreds of liras for the phone bills.

Some researchers suggest that it is easier than you might think to become addicted to your mobile phone, and so dependent on it that you forget to communicate in real life. This may cause isolation. It's ironic, but some people feel that the cell phone (which is designed to keep people connected) can actually drive us further apart. Have you ever seen a group of friends at a restaurant, looking down at their phones instead of each other? I'm sure you have.

Security is another point to consider when you use a mobile. If someone taps in to your data they could steal your identity, pilfer your photos, and erase your contacts list.

Lastly, having and using a mobile have some effects on human health. Hunching over your phone screen for hours in the dark can strain your eyes and tapping constantly at your phone can lead to repetitive strain injury (RSI) in your fingers.

- a) What is the difference between a mobile phone and a landline phone?
- b) How long have people had mobile phones in their lives?
- c) What are the ways to connect with your friends on a mobile phone?
- d) Categorize the possible harms of mobile phones. Mobile phones are harmful in terms of:
- e) Why do mobile phones cause isolation?
- f) Summarize the benefits of mobile phones. (without the text)

3) Interpreting

- a) "This enables the phone to take calls, send texts, and access the internet (and more!)" What do you think 'more' means here?
- b) Why do you think mobile phones have occasioned a significant amount of debate?
- c) What kind of contributions do mobile phones have to people's life quality?
- d) Which one is the oldest game on a mobile phone, Snake, Sudoku, Candy Crash Saga? How can you understand it?

e) What is 'ironic' about mobile phones? Why?

4) Inquiring Further

a) Research about the mobile phones. Share the one which you find the most interesting/ useful/ harmful/etc. and the reason behind it.

b) Interview a teacher or a family member who is much older than you and find out about his/her first and the last mobile phone. When? What kind of? Good or bad? Share your findings.

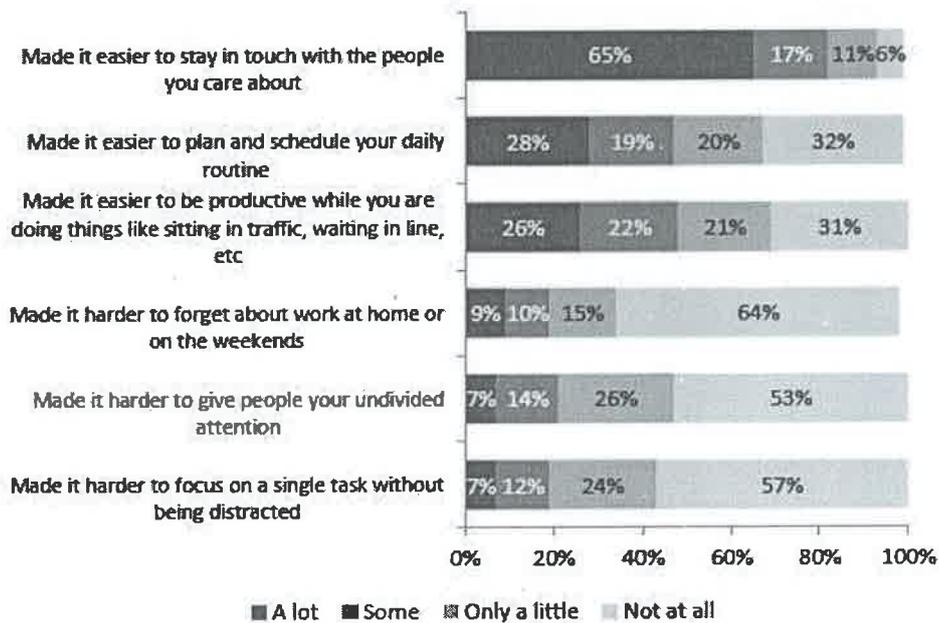
5) Analyzing and evaluating

a) Check the table about the impact of mobile phones on people's lives and write a paragraph explaining it.

The Impact of Mobile Phones on People's Lives

Positive and negative impacts of cell phones

% of adult cell owners who say that their mobile phone has...



Source: Pew Research Center's Internet & American Life Project, March 15-April 3, 2012 Tracking survey. N=2,254 adults ages 18 and older, including 903 interviews conducted on respondent's cell phone. Margin of error is +/-2.6 percentage points based on cell phone owners (n=1954).

b) Write an argumentative essay on the topic below:

Children shouldn't be allowed to own mobile/smart phones until they start high school.

Appendix 4 Critical Thinking VALUE Rubric

CRITICAL THINKING VALUE RUBRIC

for more information, please contact valuel@cam.ac.uk



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Explanation of issues	Issue, problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue, problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue, problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue, problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretative/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretative/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretative/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretative/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Appendix 5 Written Communication VALUE Rubric

WRITTEN COMMUNICATION VALUE RUBRIC

For more information, please contact salin@caa.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity; although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Appendix 6 Edmodo Page Samples

Hi Dear Friends! Watch the video and share your answers for the questions as comments.

<https://www.youtube.com/watch?v=-uh1ZiZzqUQ>

a) What do you see in the video?
b) What is interesting in the video for you?
c) Do you like films / series / books about past? Name one.
d) Would you like to travel to past or future? Why?
e) Which one is better to live: past, present or future? Why? Az

14 Incredible Photos Showing How Much ...

Bathing once a week with boric acid instead of shampoo.

Beğen • 15 Cevaplar • Paylaş • Araştır 10 Mar 2018, 10:07

Daha fazla cevap...

Arasayfa Nesir Tanir Celal? Kulluphanesi Mesajlar Davatlar

30

Beğen • 15 Cevaplar • Paylaş • Araştır 10 Mar 2018, 10:07

Daha fazla cevap...

!

- a) I see change something that in 100 years.
- b) I am interesting 3d print of organs in the genetic engineering.
- c) I like serie about past its name dirilis:ertugrul ;)
- d) I would like to travel to future , because I wonder what change.
- e) I think to live is better in the future ,because life conditions will be more relax because of innovations AZ

Beğen • Cevap (0) • 14 Mar 2018, 18:40

! kut O.

- a-)I see a few photos which are about daily life from past to our day.
- b-)I am interested in past's clothes and transportation ways.They are more different than I thought.
- c-)yes.I like a film whose name is "Saving Private Ryan" which is about World War 2
- d-)I would like to go to past because I am interesting in World War 2 and other wars.So,I want to see all of them.
- e-)I guess.Past is most important for me because I am bored from our day.I want to learn past better.There were good friendships in the past. AZ

Beğen • Cevap (0) • 14 Mar 2018, 19:08

!

- a) Over the years, I see how much technology has improved and how much





Hi, Dear Friends, Please share your answers as comments. Deadline is : 31.03.2018 14:00

Research about the mobile phones. Share the one which you find the most interesting/ useful/ harmful/etc. and the reason behind it

Interview a teacher or a family member who is much older than you and find out about his/her first and the last mobile phone. When? What kind of? Good or bad? Share your findings. Az

Beğen • 12 Cevaplar • Paylaş • Takip edenler 25 Mar 2018, 08:12

Daha fazla cevap...



1- I think apps are most important about mobile phones. Lots of apps are benefit For example if you want to play games, whatever want to you can do it Some apps which about banking or trade that you can do eft or something. 2-My mother's first mobile phone is Nokia 3310. She bought it in 2006. It is useful and it provides calling and texting. When she bought it, she was excited. Az

Beğenmekten vazgeç (1) • Cevap (0) • 31 Mar 2018, 16:28



1)We can call their whenever and wherever want. Also,if we stay in bad conditions or situations, mobile phones help us and rescue from bad situations. This examples is useful effects of phones. Mobile Çok

Beğenmekten vazgeç (1) • Cevap (0) • 31 Mar 2018, 17:46

Arasayda Neýin Talmi Geldi? Mesajlar Kitaphane Ilenisim Davetlet

Mesajlar E jlu

4/2/18 According to Pew Research Center's L...

4/2/18 POSITIVE AND NEGATIVE EFFECT...

4/2/18 According to Pew Research Center's L...

4/2/18 According to Pew Researcher Center'...

4/2/18 According to Pew Researcher Center'...

4/2/18 Depending on a six-year-old survey w...

4/2/18 23:44

According to Pew Research Center's Internet and American Life Project, this graphic mentions of the positive and negative impacts of telephones. %65 of adults cell owners who say that their mobile phones has made it easier to stay in touch with the people you care about. Those who say that it is easier to plan and plan your daily routine; moreover, it is almost the same percentage that it is said to be easier to be productive while doing things such as sitting in the traffic or even waiting. %9 of adults cell owners who say that their mobile phones has made it harder to forget about work at home or on the weekends. %7 of the

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Press enter to send