THE CONTENT ANALYSIS OF CRITICAL READING COMPREHENSION QUESTIONS IN ELT COURSEBOOKS

Hatice Gizem Aydın
171113105

MASTER'S THESIS

Department of Foreign Languages Education
English Language Teaching Programme
Advisor: Assoc. Prof. Dr. A. Nejat Töngür

İstanbul
T.C. Maltepe University
Graduate School
September, 2021

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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*" ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ETİK İLKE VE KURALLARA UYUM BEYANI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*" ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

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Hatice Gizem Aydın

Eylül, 2021

ÖZ

İNGİLİZCE DERS KİTAPLARINDA ELEŞTİREL OKUDUĞUNU ANLAMA SORULARININ İÇERİK ANALİZİ

Hatice Gizem Aydın
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Danışman: Dr. Öğr. Üyesi A. Nejat Töngür
Maltepe Üniversitesi Lisansüstü Eğitim Enstitüsü, 2021

Bu tezin amacı, çalışmada yer alan İngiliz Dili Eğitimi ders kitaplarının, eleştirel okuduğunu anlama soruları içerip içermediğini, bu kitapların ne tür eleştirel okuduğunu anlama soruları olduğu ve çalışmada yer alan İngiliz Dili Eğitimi ders kitaplarının seviyeleri ile kitapların eleştirel okuduğunu anlama sorularını içermeleri bakımından bir ilişki olup olmadığını incelemektir. Çalışmayı yürütmek için, literatürden edinilen 'okuduğunu anlama sorularının geliştirilmesi ve değerlendirilmesi tablosu' eleştirel okuma becerilerine paralel olarak revize edilmiş ve "Eleştirel okuduğunu anlama sorularının geliştirilmesi ve değerlendirilmesi tablosu" olarak adlandırılmıştır. Akabinde, İngiliz Dili Eğitimi ders kitaplarındaki soruların sıklık ve dağılım yüzdeleri tablo vasıtasıyla belirlenmiştir.

Çalışma örneklemi, 2015 ve sonrası basılan 10 İngiliz Dili Eğitimi ders kitabından oluşmaktadır. Örneklem rastgele örnekleme tekniği ile bir araya getirilmiştir. Bilgi doküman analizi yoluyla toplanmış ve nitel içerik analizi yöntemiyle incelenmiştir.

Bu çalışmada, literatür taramasında bahsedilen, çeşitli eleştirel okuma modelleri incelenmiştir. Bu modellerde, öğrencilerin eleştirel okuma becerilerini geliştirmeye yönelik sorular yer almaktadır. Bu çalışmada, eleştirel okuma modellerinde sunulan bu sorular, eleştirel okuma modeli sorular olarak isimlendirilmiştir.

10 İngiliz Dili Eğitimi ders kitabının analizi, bu kitaplarda eleştirel okuma modeli sorularının yer almadığını göstermiştir. Wh soru kalıpları (What, Why, When, Who, Whose, Which, Where, How soru kalıpları), öznel cevap türü sorularında en sık rastlanan, tahmin(etme) ve doğru-yanlış soruları ise en nadir rastlanan sorulardır. Bu çalışma, ayrıca yabancı dil öğrencilerinin eleştirel okuma becerilerini geliştirmek adına, İngiliz Dili Eğitiminde, İngilizce öğretmenlerinin uygulayabilmesi için, Fairclough'ın (1995) eleştirel söylem kuramı temelli eleştirel okuma modellerini önerir. Bununla beraber, bu çalışma, eğitim meselelerinde, eleştirel okuma modeli sorularının uygulanması üzerine öneriler ile son bulur. Ayrıca, İngilizce öğretmenlerine, materyal geliştiricilere ve öğretim analistlerine, eleştirel okumanın İngiliz Dili Eğitimine entegre edilmesi adına yön verme amacını taşır.

Anahtar Sözcükler: Okuduğunu anlama, Eleştirel okuma, İçerik analizi.

ABSTRACT

THE CONTENT ANALYSIS OF CRITICAL READING COMPREHENSION QUESTIONS IN ELT COURSEBOOKS

Hatice Gizem Aydın
Master's Thesis
Department of Foreign Languages Education
English Language Teaching Programme
Advisor: Asst. Prof. A. Nejat Töngür
Maltepe University Graduate School, 2021

The aim of the thesis is to find out whether English Language Teaching (ELT) coursebooks in this study include Critical Reading (CR) comprehension questions, what type of CR comprehension questions they include and whether there is a link between the levels of ELT coursebooks in this study and the number of CR comprehension questions they have. In order to conduct the research, 'GRID for Developing and Evaluating Reading Comprehension Questions' obtained from the literature was revised in line with CR skills and named as 'GRID for Developing and Evaluating Critical Reading Comprehension Questions'. Subsequently, the frequency and distribution percentages of the questions in ELT coursebooks were determined through the revised GRID.

The study sample consisted of 10 ELT coursebooks published in and after 2015. Samples were gathered together by using a random sampling technique. Data were collected using document review and analyzed using qualitative content analysis.

In this study, various critical reading models which are mentioned in the literature review were examined. These models include questions to develop students' critical reading skills. The questions proposed in the critical reading models are called as CR model questions in the study.

Analyses of 10 different ELT coursebooks showed that CR model questions are not included in ELT coursebooks. Personal Response type with Wh questions (What, Why, When, Who, Whose, Which, Where, How question phrases) is mostly addressed, and the least addressed question type is Prediction and True-False questions. The study

proposes CR models based on Fairclough's theory of CDA (1995) to apply in ELT for the sake of developing CR skills of L2 learners. Besides, this study ends with a discussion of the application of CR model questions in educational issues. It also aims to the teachers of English, material developers and instructional analysts to integrate CR into ELT.

Keywords: Reading Comprehension, Critical Reading, Content Analysis.

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LIST OF ABBREVIATIONS

CT	**:** Critical Thinking
CDA	**:** Critical Discourse Analysis
CR	**:** Critical Reading
CLA	**:** Critical Language Awareness
CLS	**:** Critical Language Study
ELT	**:** English Language Teaching
SFG	**:** Systemic Functional Grammar

CURRICULUM VITAE

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CHAPTER 1. INTRODUCTION

1.1 Statement of the Problem

The importance of teaching English as a foreign language is evident in today's world, which is being called a global village. English Language Teaching (ELT) coursebooks, which are critical components of foreign language teaching, are also at the center of foreign language teaching. Sheldon (1988) for example, has pointed out that coursebooks "... represent the visible heart of any ELT program" (p. 237).

ELT coursebooks play a very important role in language classrooms. Although many other components take place in English Foreign Language (EFL) classrooms, ELT coursebooks are considered as the essential components of instruction. Hutchinson and Torres suggest ELT coursebooks, of which millions of copies are sold all over the world are universal components of ELT teaching and claim that "…No teaching-learning situation, it seems, is complete until it has its relevant coursebook" (as cited in Litz, 2015, p.3).

As it is mentioned above, ELT coursebooks are indispensable teaching materials in foreign language learning and teaching. The fact remains that Critical Thinking (CT) is one of the 21st Century skills so many countries have included it in their education curricula and coursebooks. Recently, CT has become one of the acquisitions that is intended to be taught in ELT coursebooks as well.

CT is considered to be one of the new basics of 21st century learning as to unlock a lifetime of learning and creative work (Trilling & Fadel, 2009). At the same time, CT has been indicated with 25 sub-standards within the framework of the Partnership for 21st Century Learning Project (P21), which is a widespread and comprehensive program aiming at developing students' necessary skills for the future (Gelen, 2017, pp.15-29).

Depending on the requirements of the 21st Century skills, education needs to make an instructional shift revising the curriculum in schools. Curriculum developers of P21 also emphasize the necessity of redesigning curriculum regarding the needs of the 21st Century (Alismail & McGuire, 2015, pp.150-154).

Since CT is regarded to be one of the most fundamental 21st century skills, it is essential to examine the definitions of CT as well. As posited by Ennis (1985), "CT is reflective and reasonable thinking that is focused on deciding what to believe or do" (p.45). Besides, he notes that as what to believe or do is a practical activity including formulating hypotheses, questions, alternatives, and plans for experiments, so is CT, too (Ennis, 1985, pp.44-48). Paul and Elder (2019) suggest that "CT is the art of analyzing and evaluating thinking to improve it" (p.9). As the second definition of CT, they propose that;

> CT is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It requires rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities and a commitment to overcoming our native egocentrism and sociocentrism. (Paul and Elder, 2019, p.9)

Halpern (2013) states that:

> CT uses those cognitive skills or strategies that increase the probability of the desired outcome. It is used to describe thinking that's purposeful, reasoned, and goal-directed- the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the thinker uses skills that are thoughtful and effective for the particular context and thinking task. (p.8)

Facione et al. (1990) propose that CT is to be purposeful, a self-regulatory, judgement which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which judgement is based (1990).

In contrast to all these advantages of CT, Fox (1994) mentions that CT has strong cultural components as being an opponent of teaching CT (as cited in Atkinson, 1997, p.71). As a proponent of this idea, Atkinson (1997) claims that TESOL educators should

be cautious about adopting CT pedagogies in their classrooms by proposing four reasons. Firstly, CT should be considered as a nature of social practice rather than a concept which is well defined and educational. Secondly, CT, depending on its exclusive and reductive nature, may prevent more socially desirable consequences in the long run. Thirdly, modes of thought and education are confirmed to be diametrically opposite by many culture and as a result of it, teaching CT is a notional issue. Lastly, different from these points, what instruction can be presented in classrooms, if CT is likely to be thought explicitly is another to be dealt in this context (Atkinson, 1997, p.72). Also, Atkinson (1997) believes that "CT is cultural thinking" (p.89). In case CT is not clearly self- evident, it still can be discoverable only for individuals who brought up in a cultural social circle in which it operates. Besides, CT practices can marginalize subcultural groups as well. That is to say, taking the relationship between CT and culture into consideration, Atkinson (1997) asserts that individualism, self-expression and using language as a tool for learning are three notions included in critical thought. These three notions are very different understandings across cultures which can block CT from being a tool for teaching (p.89).

Tufan (2008) notes that "CT should not be perceived as a skill that is gained or improved during higher education. It should be taught and developed from primary level to university level" (p.101). All in all, CT has an important place in foreign language teaching and learning, as in all branches of education. Fairclough's (1995) critical approach to language teaching is such as to assist the necessity of CT and he claims that any language teaching education without critical approach lacks its responsibility for students. Nonetheless, education can carry out its mission by raising students' awareness about their physical and social environment so that students can transform into democratic citizens (Fairclough, as cited in Özüdoğru, 2016, p.8).

In particular, there are many published articles on the importance and teaching of CT. Critical Reading (CR) is regarded as a prerequisite for CT as well. Özdemir (2013) claims that CR nourishes CT and is a source cultivating CT, too (Özdemir, 2013). In the same vein, Sever (2003) states that CR and CT are in an interactive relation and necessary for each other and in addition to that the ability to read critically also improves CT (as cited in Aydın, 2020, p.77). With this in mind, it is vital to note that CR is the equivalent of CT in language learning and teaching and "Critical Reading skill can be evaluated as

the reflection of critical thinking skill in (foreign) language learning and teaching" (Özüdoğru, 2016, p. 109).

To shed light on CR, it is better to mention the relationship between CT and CR. Reading involves an interactive process in which the reader actively produces meaning through a series of mental processes. In other words, there is clearly continuing interaction between the reader and the text. Also, Shihab (2011) points out that CR is related to thinking and that is why people cannot read without thinking and that CR involves the following skills: predicting, acknowledging, comparing, evaluating and decision making (p.212). Similarly, Kurland (2000) takes the advantage of using the definition of CT to match CR. Even so CT and CR have in common on making decision but still there are differences between these two terms. CR is a technique to uncover information and ideas in a text, however, CT is an evaluation technique to decide what to believe and accept by using the information and ideas in a text (Kurland, 2000, as cited in Karadeniz, 2014, p.115). In addition to that, Karadeniz (2014) considers CT is an extended concept including CR, critical writing and listening as well. At this point, CR is regarded to be the first and the most significant step. Individuals acquire most of the information in their lives by reading so that they should gain the ability to read critically. To acquire the ability to read critically improves and shapes the way individuals think and behave. Moreover, individuals should evaluate, question and interpret texts by using their prior knowledge to draw a conclusion. Within this respect, it can be said that to think critically, one should read critically at first (Karadeniz, 2014, p.115).

According to Wallace and Wray (2016), CR is considered to be a very active process as a part of an academic study in which readers are under the effect of their previous knowledge, prejudice, and expectations. On the other side, the author has their prejudices, assumptions, and beliefs as well. These two affect the way the reader deciphers the meaning of the text. In this process, the key action is regarded as "reading between the lines" (Wallace and Wray, 2016, p.29). To think deliberately and purposefully, the aim of the author should be scrutinized by the reader of the text (Wallace & Wray, 2016). In the same vein, Paul and Elder (2008) define that CR as "the art and science of analyzing and evaluating text while maintaining a view towards improving the nature of thought and one's subsequent actions" (as cited in Tomasek, 2009, p.127).

According to Tomasek (2009), this active process is sequenced by six categories: identification of problem or issue, making connections, interpretation of evidence, challenging assumptions, making applications, and taking a different point-of-view are accepted (p.127).

According to Wallace (2003), there are three purposes of CR as an educational project: As one of the purposes of CR, linguistic ability is proposed. All texts are ideological, and no text is ideology-free. Students need to figure out meanings in these ideology laden texts with the help of language use. That is to say, grammatical structures in texts are not merely individual preferences, but also, they are language choices made intentionally, purposefully not randomly. Secondly, CR aims at developing the conceptual, critical ability to promote students' epistemic literacy, preventing them from being victims of cogent arguments around the texts. Thirdly, the cultural ability does not only mean teaching about any culture rather than it is enhancing students' understanding of cultural similarities, differences, assumptions, and practices. Thus, students gain cultural awareness and reflect on their perspectives about different cultures (Wallace, 2003, p.42).

All in all, Wallace (2003) proposes a CR model, and this model is based on Fairclough's Critical Discourse Analysis (CDA henceforth). In Fairclough (1995), CDA is also based on Halliday's Systemic Functional Grammar. Besides, there are a number of CDA based CR models outlined in this study. In addition to this, steps to be followed for each model, and questions that can be used in foreign language classrooms in teaching CR are presented in CR models. The questions presented in the models aim at developing CR skills of readers. Therefore, it is a requisite to design ELT coursebooks with CR comprehension questions. However, there is no study to integrate these CR questions into ELT coursebooks.

1.2 The Aim of the Study

CR should be considered as a reflection of critical thinking skills in (foreign) language learning and teaching so teaching CR skills is vital. In this sense, ELT coursebooks as a necessary component in ELT can be an effective medium to transfer these skills, including linguistic, conceptual, critical, and cultural abilities. Taking the

necessity of these skills in language teaching and learning into consideration, it is possible to say that questions in ELT coursebooks are valuable constituents to transfer CR skills. Day and Park (2005) support that well-developed comprehension questions allow students to think critically and smartly. Therefore, it is beneficial to examine and evaluate ELT coursebooks in terms of including CR comprehension questions.

In this thesis study, since ELT coursebooks are seen as one of the fundamental components in teaching and learning a foreign language, CR comprehension questions within ELT coursebooks are analyzed. That's to say, there should be CR comprehension questions in ELT coursebooks, which would evidently promote readers' CR skills. Keeping in mind that CR involves some skills such as predicting, acknowledging, comparing, evaluating and decision making. As long as ELT coursebooks include CR comprehension questions, readers can acquire these skills. In other words, they become critical readers looking for epistemic knowledge rather than absolute receivers whatever they are exposed to without questioning and establish a link between critical reading and language skills. For this purpose, ten ELT coursebooks;

Compact (1), *Impact* (2), *JetStream* (3), *Pathways* (4), *SpeakNow* (5), *Headway* (6), *Keynote* (7), *PrimeTime* (8), *Aim High* (9), *Network* (10), are analyzed in terms of including critical reading comprehension questions which are believed to develop readers' CR skills with regard language learning.

To address an analysis of CR comprehension questions in ELT coursebooks, this study shows the significance of teaching CR in language teaching. Because this study sees teaching CR as a supplementary skill in addition to four basic skills in teaching EFL. It is considered that ELT coursebooks can provide CR comprehension questions aiming at developing CR skills within texts.

The main goals of this study are to investigate whether ELT coursebooks in this study include CR comprehension questions, what type of CR comprehension questions they have and whether there is a link between the levels of ELT coursebooks in this study and the number of CR comprehension questions they have.

After investigating whether ELT coursebooks in this study include CR comprehension questions, next step of the study is to find the frequency and percentage if they contain CR comprehension questions. Subsequently, it is to figure out what type of CR comprehension questions they include, based on the revised version of reading comprehension grid taken from the literature to conduct the analysis. Considering the findings obtained, the ultimate goal is to provide explanatory comments on what is meant by CR teaching in ELT coursebooks.

1.3 Limitations of the Study

Finally, a number of important limitations need to be considered. First ELT coursebooks within the series can be examined whether there is a difference in terms of encountering CR questions as the level increases. In this study, ELT coursebooks have not been examined on a level basis within their own series. Ten different ELT coursebooks at various levels have been evaluated using the random selection method. This may be a limitation of the study.

These results are subject to certain limitations. For instance, during the selection of ELT coursebooks as a sample, merely ELT coursebooks with the CT title could have been selected, and ELT coursebooks could have been examined in this context. This study includes the evaluation of books with and without a CT title. This may be a second limitation of this study.

Finally, the sample representing the universe consists of 10 ELT coursebooks. However, with a small sample size, caution must be applied, as the findings might not be transferable to all ELT coursebooks. Considering that the millions of ELT coursebooks are being printed and sold every year, the studied ELT coursebooks fall short on the basis of representing the universe. For this reason, one of the CDA based CR models can be selected, and a framework can be determined with the CR model questions presented in these models, and more ELT coursebooks can be examined. It can be considered as another limitation.

1.4 Operational Definitions

Critical reading: Paul and Elder (2008) define that critical reading as "The art and science of analyzing and evaluating text while maintaining a view towards improving the nature of thought and one's subsequent actions" (as cited in Tomasek, 2009, p.127).

Reading comprehension: "Reading comprehension refers to the ability of the students to comprehend or to understand printed text in order to get some information by connecting students' background knowledge to the printed text" (Armada, 2019, p.2).

Content analysis: As Krippendorff suggests, "Content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action" (as cited in Elo & Kyngäs, 2008, p.108).

1.5 Review of the Literature

1.5.1. Critical Thinking and ELT

ELT coursebooks play a significant role in language classrooms. Even though many other components take place in teaching and learning English situations, ELT coursebooks are considered to be the essential components of all. Coursebooks are universal constituents of ELT. A high number of ELT coursebooks are sold yearly, and even a considerable number of aid projects are organized to produce these ELT coursebooks. Moreover, it is thought that teaching and learning situations are completed with their relevant books (as cited in Litz, 2015). In addition to this, ELT coursebooks are seen as the center of any ELT program. (Sheldon, 1988).

Nowadays, CT is one of the skills that is emphasized among the 21st Century skills, included in the learning plans and syllabuses of the countries and is expected to be one of the skills that every individual has to have. CT is considered to be one of the new basics of the 21st Century Learning as to unlocking a lifetime of learning and creative work (Trilling & Fadel, 2009). At the same time, CT has been indicated with 25 sub-standards within the framework of the Partnership for the 21st Century skills Learning Project (P21), which is a widespread and comprehensive program aiming at developing students' necessary skills for the future (as cited in Gelen, 2017). Depending on the

requirements of the 21st Century skills, education needs to make an instructional shift revising the curriculum in schools. Curriculum developers of P21 also emphasize the necessity of redesigning curriculum regarding the needs of the 21st century (as cited in Ali & McGuire, 2015). The redesign of the curriculum led to the need to renew coursebooks as an indispensable element of the teaching and learning process.

Fisher and Scriven (1997) suggest that "CT is a skilled and active interpretation and evaluation of observations and communications, information and argumentation" (as cited in Fisher, 2011, p.21). Scriven (1997) also claims that CT is an academic competency having a close link with reading and writing (as cited in Fisher, 2011). This idea is where critical reading comes in. Özüdoğru (2016) suggests that "CR skill can be evaluated as the reflection of critical thinking skill in (foreign) language learning and teaching" (p.109).

ELT coursebooks are indispensable components of language learning and teaching as they both provide for teachers ready-made content and for students a road map in their learning process. On the other hand, due to the demands of today's world and the abundance of information, CT, as one of the 21st Century skills, has been gaining importance. Moreover, teaching CT has been adapted into the curriculums of many countries as well. In particular, as it is pertinent for all branches in education, teaching CT has a distinct place in foreign language learning and teaching too. Since CR is regarded as the reflection of CT in language learning and teaching, the relationship between CT and CR should be clarified.

After exploring these concepts, especially CR based on Critical Discourse Analysis (CDA) is emphasized in detail. The more individuals gain the ability to read critically, the more democratic citizens can they be. To accomplish the aim of the study, first, CR comprehension questions in ten ELT coursebooks are scrutinized elaboratively since ELT coursebooks are considered to be the fundamental items for learning and teaching a foreign language in terms integrating CR comprehension questions. After that, a variety of CR models are presented from the literature to propose to be included in ELT coursebooks.

Within this scope, it is vital to clarify the theoretical foundation of CR based on Critical Discourse Analysis (CDA) which predicates Hallidayan Systemic Functional Grammar (SFG) to analyze a text. So Hallidayan SFG, the relationship between SFG and CDA, Fairclough's CDA, and the relationship between CDA and CR should be elaborated in detail respectively.

1.5.2. Hallidayan Systemic Functional Grammar

The theoretical foundation of Critical Reading (CR) based on Critical Discourse Analysis (CDA) is based on the ground of Halliday's Systemic Functional Grammar (SFG). For this reason, it is necessary to scrutinize Hallidayan SFG as the theoretical grounds of CR. Halliday's SFG theory proposes that language functions determine language forms and the grammatical structures of language are determined by the configuration of the language functions (as cited in Ozudogru, 2016, p.99). In this respect, it is beneficial to unpack the Hallidayan view.

Matthiessen and Halliday (2009) suggest, that SFG is a particular theory of grammar, in which grammar is considered to be a subsystem of a language and the systems of wordings of a language. Grammatics is the name of the theories about grammar. That is to say, grammar is a phenomenon, and its study is Grammatics. The relationship between the two of them is dependent on how grammar is conceptualized. One of the views, the rule type of theory suggests that language consists of a range of rules. Therefore, grammar is considered to be a range of rules to identify language structures, and the sentence is seen as a discrete unit which is examined separately. On the other hand, the other perspective argues that language is a resource for making meaning and depending on this, grammar is a resource for making meaning by expressions. As this perspective is that of rhetoric and ethnography, it discusses that discourse is the fundamental unit of language. Since the text is considered to be the central unit of language, the sentence is examined in the discourse environment (Matthiessen & Halliday, 2009, p.2).

Halliday and Matthiessen (2013) are the proponents of the theory that language is a resource providing with choices among alternatives for making meaning; thus, the text

is a process of making meaning in context. In other words, language provides people with making meaning of experiences and acting out social relationships. Language helps people to construe experiences by giving names to things, then they are divided into categories, and it helps to make of these categories into taxonomies by using more names. Briefly, in Halliday and Matthiessen's (2013) understanding, the relationship between grammar as a resource for making meaning and ELT are linked through analyzing and interpreting texts (Halliday & Matthiessen, 2013).

As one of the views suggesting that the language consists of a range of rules, the rule type of theory is the one taught at schools. However, it does not provide for interpreting the general organization of grammar. In contrast, a broader theory is necessary to meet the demands of the information age. The comprehensive theory should deal with on how to integrate grammar into education and how to achieve the automatic processing of texts. Hence, SFG serves on the purpose of these demands leading towards the grammar theory of a resource for making meaning (Matthiessen & Halliday, 2009, p.2).

Halliday approaches language in the context of the situation (as cited in Wallace, 2003, p.12). Similar to that, Malinowski claims that language is evolved in need of the society in which it is used and depends on the context (as cited in Ozudogru, 2016, p.104). Halliday proposes the general categories of context under the headings of field, tenor, and mode (as cited in Wallace, 2003, p.12) Any situation type is characterized in terms of field, tenor, and mode: As Halliday and Hasan report:

The field of discourse refers to what is happening, the nature of the social action that is taking place; the tenor refers to the participants in the action and the nature of their relationship, and the mode of discourse to the part played by language, how stretches of language have cohesion as socially recognizable texts, such as a lecture or lesson. (as cited in Wallace, 2003, p.12)

There occurs a correspondence between the contextual values and meanings. The contextual values; field, tenor and mode correspond with ideational, interpersonal and textual meanings respectively. This relationship reveals transitivity, mood, modality, and cohesion of the text. Thus, the reader comprehends the context of the situation of a text

and its social context in the advanced level (as cited in Ozudogru, 2016, p.105). These "features of grammar' are linked to social situations in which the text arises, namely its content, the relationship between the producer and receiver and the overall function or rhetorical mode of the text, whether descriptive, narrative or expository" (Wallace, 2003, p.32).

Thus, this view defining language as a tool of culture, deals with how language users draw upon language to express the meaning. Halliday's model focuses on the functions of the sentences. That is to say, the analysis of the sentence comes off through process, subject, complement and annexes. Thus, the understanding of Grammatics of the model provides a basis for CDA (as cited in Ozudogru, 2016, pp.100-101).

1.5.3. The Relationship between SFG and CDA

Thompson (1996) suggests that functional grammar provides knowledge with the theoretical foundation about how language is structured and for which purposes people use language. Functional grammar bears a resemblance to discourse analysis. Besides, he proposes that functional grammar can be a resource for teaching English as a foreign language (Thompson, as cited in Ozudogru, 2016, p.106). In accordance, Wallace (2003) notes that CDA analysts and CR practitioners tend to make use of Hallidayan SFG as well. One of the reasons leading them to draw upon Hallidayan grammar is that it provides with a broader perspective by going beyond the textual environment. Thus, it helps to gain a view about the cultural effects of text. Because the model regards the languages as shaped by the social functions that they serve (Wallace, 2003, p.30).

Furthermore, SFG has certain advantages to be used as a tool in the analysis of texts in the classroom. It leads and motivates learners to suspect on the linguistic selections in texts. Besides, Halliday proposes the term "hidden grammar" as referring to the concealed features of the grammar (as cited in Wallace, 2003, p.32). At this point, there is a similarity between SFG and CR. It is to provide students with the enlightenment of these hidden elements. Wallace (2003) proposes that to bring out the hidden grammar is the ultimate goal of CR pedagogy, too. (Wallace, 2003, pp.32-33). Similarly, Thompson (1996) also claims that SFG is essential to uncover hidden messages,

ideologies permeated texts and especially in media, medicine, politics, law and many different institutional procedures. SFG helps to explain socio cultural and ideological factors based upon the existence of language selections and conventions in texts. All these provide an explanatory correspondence of why SFG is benefited in CDA as well (Thompson, as cited in Özüdoğru, 2016, p.106).

In this regard, both Hallidayan SFG and CDA conclude the idea that "... formal linguistic selections are not merely random, innocent matters of personal preferences but are fundamentally shaped by social custom, deeply engrained and ideologically motivated" (as cited in Wallace, 2003, p.31). What is more, Halliday (1990) suggests that grammar creates a potential in which people interact and experience their social existences (as cited in Wallace, 2003, p.31).

Halliday claims that "Every language is constantly renewing itself, changing in resonance with changes in its environment" (as cited in Wallace, 2003, p.26). So people as language users reshape the language for the better. Thus, CDA provides people with an emancipatory aspiration by scrutinizing language structures to uncover the ideological leanings of text. As a result, CDA also reveals how these structures discriminate the favor of certain social groups or institutions (Wallace, 2003).

As particularly expressed by Thompson (1996), functional grammar can be utilized in teaching EFL in terms of analyzing text within the framework of SFG (as cited in Ozudogru, 2016, p.106). Also, Hallidayan grammar provides readers with a broader perspective by leading them beyond the textual environment. Thus, readers gain a view about the cultural effects of a text which has a great importance in a foreign language learning and teaching process. As stated before, the common point both Hallidayan SFG and CDA have in common is that they both advocate the idea that linguistic selections aren't merely random on the contrary these personal preferences are shaped deliberately and purposefully and full of ideologies as well. When readers approach texts suspiciously with this in mind, then they can figure out concealed features in texts of which is called "hidden grammar" (as cited in Wallace, 2003, p.32). So readers can recognize that to be aware of language selections and conventions in ideology laden texts help them reveal hidden messages particularly in media, medicine, politics, law and many different institutional procedures which individuals can encounter frequently in daily life. Besides,

it is quite important to know that these hidden messages may serve on the purpose of certain social groups and institutions as well.

1.5.4. Fairclough's Critical Discourse Analysis

Fairclough (2014) proposes a framework for CDA underlying the importance of CR. The first proposition of this framework is 'Language use- 'discourse'- shapes and is shaped by society' (p.8). In this respect, language is considered to be determined by the society and related to this, the social situation causes language to vary. As they are in a dialectical relationship, language use affects society as well. The second proposition of this framework is "Discourse helps to constitute (change) knowledge and its objects, social relations, and social identity" (Fairclough, 2014, p.8). That is to say, discourse has three dimensions on society as well; knowledge, social relationship and social identities. These functions correspond with Halliday's ideational, relational, and identical functions respectively. Ideational function serves on the purpose of representing and signifying the world and our experiences. Relational function constitutes and changes social relations. Identical function constitutes and changes social identities. In every discourse event, these three functions are constructed and reconstructed simultaneously.

The third proposition of CDA framework is that "Discourse is shaped by relations of power, and invested with ideologies" (Fairclough, 2014, pp.8-9). Society has effects on language use and one effect of society is to consider a language variety as standard in order to legitimize and naturalize particular valuations. In doing so, particular language and language varieties are valued or devalued. Language conventions for particular discourse type such as medical interview genre are the effects of society in which social stability is achieved. Moreover, language use conventions are invested ideologically by power as well. As mentioned previously, the ideational, relational, and identical meanings are embedded in genres. To illustrate, medical interviews are organized in terms of their topics and embodies particular, ideological assumptions about medical knowledge relations between doctors and patients, the social identities of doctors and patients.

The fourth proposition of CDA framework is "The shaping of discourse is a stake in power struggles" (Fairclough, 2014, p.9). This view suggests that a high degree of

‘naturalization’ may be achieved by a particular set of discourse practices and conventions. Three discourse practices, and conventions are considered to be common sense. It shows that the extent to which powerful social forces or grasps dominate a society or a particular institution.

The last proposition of the CDA framework is “Critical Language Study (discourse) set out to show how society and discourse shape each other” is the fifth view of CDA framework (Fairclough, 2014, pp.9-10). Social sciences take place in particular relationships. These particular relationships refer to dominant or dominated groups and forces. Thus, social sciences contribute to social struggles. For this purpose, Critical Language Study (CLS) is a resource for raising awareness of the dominated group linguistically. Linguistic domination stands with other forms of domination. Consciousness is seen as a precondition to contribute to social emancipation (Fairclough, 2014, pp.7-10).

Fairclough (1995) concludes these five theoretical propositions with a brief outline of a framework for doing CDA. In addition to this, Fairclough (1995) describes CDA as a three-dimensional framework in which analysis of language texts, analysis of discourse practice and analysis of discursive events as instances of sociocultural practice are consolidated. In his theory, the Bakhtinian theory of genre and Gramscian theory of hegemony are put together as features of this framework. The former theory claims that all texts are constituted from other already produced texts and various text types. The latter theory proposes that how productivity and creativity in discourse practices are constrained and controlled by power relations, and one domain of hegemony is constituted by a particular relatively stabilized configuration of discourse practices (Fairclough, 1995, p.2).

As Halliday’s SFG comprises a basis for Fairclough’s CDA, it can be supplementary to comprehend Halliday’s point of view toward text. Halliday pays attention to the text and advocates the idea of that text should be considered as a process and product as well (as cited in Ozudogru, 2016, p.103). He takes the text as the starting point of his model. Text is considered to be a product as an output which can be recorded and studied. On the other side, the text is a process providing people with the social exchange of meaning from the social semiotic perspective. Halliday (1990) considers that

texts are socially and culturally mediated and ideologically permeated by power relations underpinning the whole social structure. Furthermore, Kress shares the same point of view by considering texts as saturated with ideology (as cited in Wallace, 2003, p.31).

Fairclough (1995) explains CDA by comparing his view to other linguists' who define discourse analysis as the analysis of text structure above the sentence. However, Fairclough (1995) advocates the idea that discourse, as language use, should be considered as a form of social practice. Discourse analysis deals with how texts work within the sociocultural practice. In doing so, textual form, structure and organization at all levels; phonological, grammatical, lexical and higher levels of textual organization in terms of exchange systems, structures of argumentation, and generic structures should be taken into consideration regarding the critical and ideological analysis (Fairclough, 1995, p.7).

To shed light on CDA, the comparison between textual analysis and CDA can be interpreted. CDA, distinct from textual analysis, deals with what is absent in a text from the sociocultural analysis. However, the textual analysis provides what is in a text. In particular, the phase of sociocultural analysis in CDA underpins the distinction between what is implicit and what is explicit in a text. In parallel with this, common sense which can be related to hidden presuppositions in the text, can be revealed in an analysis of implicit content. Ultimately, it provides a way into the ideological analysis of texts, as ideologies are mostly implicit assumptions as a target of critical approaches.

To make it clear, Fairclough (1995) states that two essential social processes are occurring at the same time in texts. One of them is cognition and representation of the world, and the other is social interaction. In need of a multifunctional view of texts, as it is mentioned above, Fairclough (1995) follows Halliday's systemic linguistics. Within this respect, the ideational function of language in texts refers to the representation of experience and the world. The interpersonal function of language in texts refers to constituting social interaction between participants in discourse, and textually putting parts of a text together into a coherent whole, and placing texts to situational contexts (Fairclough, 1995, p.6). The systemic linguistics, as a functional theory of language, has several strengths from the perspective of CDA. It questions how language is structured to tackle its primary social functions. That is why, ideational, interpersonal and textual

functions construct grammar. The systemic linguistics, as a textually oriented theory as well, concerns with producing grammatical descriptions which are usable in textual analysis.

As a general overview regarding the significance of the text in terms of CDA, the relevance of the text and CR should especially be examined. Since the text in context is seen to be fundamental for CR, it is necessary to note Wallace's approach to the understanding of the text (Wallace, 2003, p.12). Wallace (2003) states, that her view of the text is closer to Eco's. Eco supports the idea of text as a product by drawing an analogy on the text by exemplifying that as a text in a bottle found at sea. Namely, one can make sense of any text without knowing where it came from, who sent it and why (as cited in Wallace, 2003, p.13).

The five theoretical propositions of the framework of CDA underlying the importance of CR stress the mutual relationship between discourse and society, social relations, social identity, power relations and power struggles. In addition to these theoretical propositions, Fairclough (2014) describes three-dimensional framework in which analysis of texts, of discourse practices and of discursive events to do CDA as well. In this regard, Fairclough (2014) also makes use of two theories; theory of genre and theory of hegemony to examine texts as the main sources of CDA in accordance with Hallidayan's SFG. So, these theories suggest that all texts are already produced various text types and power relations restrict and control productivity and creativity in language use. Regarding these two theories, to highlight the difference between text from the viewpoint of CDA and textual analysis should be clarified. CDA especially deals with what is absent in a text as a sociocultural issue. Thus, what is explicit and implicit in a text gain importance in this context too. Furthermore, by uncovering implicit content, common sense can be revealed as a hidden presupposition embedded in a text. In support of CDA, the ideological analysis of texts can be unpacked. Keeping in mind that language use, discourse is regarded as a social practice, it is beneficial to point out that it deals how text works in sociocultural practice. Taking the perspective of text in CDA into consideration, it can be said that critical and ideological approaches are obviously supplementary for reading critically.

1.5.5. The Relationship between CDA and CR

Fairclough (2014) holds the view that social emancipation can be ensured by consciousness which is "a precondition for the development of new practices and conventions" (Fairclough, 2014, p.10). CDA supports this through the pedagogical offspring as CLA and CR. Özüdoğru (2016) agrees upon with this idea as he supports it. Fairclough (2014) suggests that it is necessary to transform students into democratic citizens by utilizing written texts in daily life at society and have them ask why questions by raising their awareness through education. Aşılıoğlu (2008) claims that the most fundamental shortcoming related to educational applications in Turkey is dependent on the lack of reading education (Aşılıoğlu, 2008, p.3).

Özüdoğru (2016) also considers CR as the academic field of occupation of sciences dealing with language and a method of aiming at developing CT skills in pedagogy (p.115). According to Macknish (2011):

> CR discourse is a recognizable way of interacting with people and texts that reveals engagement with various CR processes. It can involve problematizing the construction of texts through questioning; offering interpretations, evaluations, opinions, challenges, and claims; and justifying and rationalizing them and suggesting action for change. (p.446)

Macknish (2011) marks that CR involves a range of processes depending on the context. These range of processes are not linear or sequential stages which may overlap or already necessary for building others (Macknish, 2011, p.446). Macknish (2011) proposes a table with the title "Range of CR processes" in which reading is classified under certain processes (p.447). Reading is considered to begin with evaluating texts analytically and ending with considering texts from a power of perspective. In this vein, Özdemir (2018) regards the activity of reading consisting of three aspects. The first aspect of reading is to make sense of word sequence. The second aspect is to gain the habit of reading and as the third aspect, it is to get a critical viewpoint promoting the idea and sensitivity (Özdemir, 2018, pp.16-17).

Karadeniz (2014) states that the purpose of reading is to educate individuals who can make sense of and evaluate texts. As the information spreads quite fast and rapidly, individuals should be selective to distinguish the credible information. That is to say,

individuals should comprehend, interpret and evaluate as critical readers. This necessitates to gain the ability to read critically (Karadeniz, 2014, p.132). Similarly, Sever (2003) and Ünalan (2006) describe a critical reader as the one who can be careful about the reality, the logic, the credibility of what is read and the dilemmas in the text as well (as cited in Aşılıoğlu, 2008, p.6). Also, Adalı (2010) suggests that readers should follow a certain order in reading literary texts so that it can be possible for them to determine the purpose of reading the text and as a result of it readers may direct their attention to their intention (as cited in Karadeniz, 2014). To determine the purpose of reading is a similar act to the question "Why are you reading this text?" taking place in CR model of Bartu (Bartu, 2002, p.66). Asking questions and digging readers' intention on their reading may support their reading the text sceptically at the same time. Karadeniz (2014) remarks that a critical reader should read the text sceptically to get rid of their prejudices in evaluating text (p.119). In addition to that, Çiftçi (2006) shares a term as 'informatic ignorance' which means reading unconsciously and excessively (as cited in Aydın, 2020, p.78). This type of ignorance is described as a type of illiteracy and unmannerliness. Çiftçi (2006) adds that every reader without CR skill may deal with informatic ignorance (as cited in Aydın, 2020). In accordance with Çiftçi (2006), Kiili et al. (2008) define as uncritical readers depending on their having inattentive attitude toward sources and reading less reliable texts (as cited in Braten & Braasch, 2017, pp.81-82). In other words, being a reader require to pick out appropriate source with a high consciousness. Another important point of view to take into account is that, reading skill that is not acquired at primary school may prevent being a critical reader in the future (as cited in Aşılıoğlu, 2008). After some definitions and criticisms about critical readers, it is necessary to establish a link with the viewpoints on the differences between CR teaching and traditional reading.

In this context, it is obviously beneficial to make a comparison between traditional reading and CR. As a result of the study, İçmez (2005) finds out that adapting three features of CR; increasing motivation, decreasing external control and giving room for students' own realities in classroom procedures, in EFL reading lessons enhance students' motivation. Even if students themselves have high motivation to study the language, they lose their motivation in the classroom practices in time due to the discrepancy between language learning practices inside the EFL classroom and the real language use outside

the classroom. Another important point noted by İçmez (2005) is that students demonstrate "… lack of motivation for the reading course with high alienation from high school reading practices, which entailed intensive practice for the university exam" (İçmez, 2005, p.129). In other words, students show unwillingness for reading course because of the high alienation from high school reading practices requiring intensive practice for the university exam. Based on this point, it can be said that even foreign language learners attending traditional reading courses may have lack of motivation because of the way traditional reading courses follow. So, it is vital to build meaningful links with school practices and students' lives (İçmez, 2005). Apart from traditional reading courses, CR problematizes authentic texts by building links with students' own realities. Depending on this, to gain more control in classroom practices provides students with contributing their own experiences, opinions, criticism while student contribution is restricted in traditional reading classes (İçmez, 2005, p.128). Furthermore, Wallace (2003) states that CR poses a more radical distinction by claiming that CR is not reading as it is known conventionally rather is an unnatural act. Wallace (2003) illustrates CR, through exemplifying it with Grice's co-operative principle in which interlocutors cooperate to reach an understanding. On the contrary, CR challenges the idea that all things are equal, including readers and writers with or without a good reason. To explain it with Eco's term, CR is "Talk of using a text rather than reading it" (as cited in Wallace, 2003, p.44). One of the crucial goals of CR is to move readers "from being a reader of a text to using a text for critique" (Wallace, 2003, p. 45).

To shed light on what the text is in terms of CR can be illuminating here. As Britt, Rouet and Braasch (2013) mentions "texts are socially constructed artifacts, written by particular author, for a particular publication venue, at a particular point in time and so forth" (as cited in Braten & Braasch, 2013, p.79). These features are necessary in order to check trustworthiness in reading multiple texts to learn about controversial issues (as cited in Braten & Braasch, 2017, p.81). An important point that teachers should take into account in teaching CR skill is to include different genres of text (Karasakaloğlu & Bulut, 2012, p.105). Wallace (2003) emphasizes the significance of examining different text genres as well. The reader recognizing the genre of text can easily become aware of the type of information to be presented and what text is written for. In this way, the reader knows what text holds for them (Wallace, 2003). In the same way, İçmez (2005) examines

whether reading different texts from a variety of genres is beneficial. As a result of the study, students' remarks show that in terms of being able to read different types of text motivates them as well as having different type of text as course materials make them feel interested and joyful. Moreover, to choose texts to be read in the classroom encourages students to be more responsible by increasing their control on their reading process (İçmez, 2005, p.137).

Not only responding to texts critically but also developing a critical awareness of literacy is also a matter in Wallace's CR (Wallace, 2003). Wallace's theory raises three issues: "how social groups differ in their reading practices, how particular sorts of texts involve particular processes of production and are designed for particularly expected learners, and how contextual factors influence the interpretation of texts" (Wallace, as cited in Fairclough, 2014, p.18). With this aspect, the intertextuality of texts is stressed in terms of how texts affect the other texts, the way different genres are used, and the idea of reconstruction and deconstruction of texts (Fairclough, 2014). In other words, Fairclough (2014) highlights that these steps should be followed in analyzing texts in foreign language learning and teaching as well. In this context, it is an important issue for readers to have a grasp of text genres in order to develop CR skills. In the same context, Wallace (2003) puts forth certain principles, purposes and practices to be followed in the foreign language classroom as to show the way CR model differs from the conventional comprehension model of reading. Wallace (2003) approaches CR as a strand of Critical Language Awareness (CLA) and claims that there is little attention on CR both in the second and foreign language classrooms. However, promoting the idea of understanding a text conceptually and linguistically should take place at the beginning for all texts, Wallace (2003) claims that readers may need to respond to texts in more diverse and complex ways.

On the other hand, as a matter not to be taken for granted is that decoding texts, pronouncing the words correctly and practicing language structures are considered to be necessary for early learners. However, there also has been a shift from a comprehension view to a model of reading as interpretation. Nevertheless, young or adult language learners, including first, second or foreign language, still try to make meaning of the text by critique. In practice, she also notes that there may be differences depending on the

levels and circumstances of the learners involved; however, it is still possible to apply CR in a classroom setting even for primary aged children (Wallace, 2003). Besides, in foreign language classrooms, especially the view of teaching four skills; speaking, listening, reading and writing, is still the dominant view (Wallace, 2003).

Wallace (2003) stands up to teaching only these four skills as a discrete set of abilities and suggests a holistic approach in terms of teaching readers. As it is mentioned previously, Wallace's CR model presents a view of reading as a social, critical and interpretative process to support learners to become more critical and powerful language users (Wallace, 2003, pp.3-4). Moreover, Wallace (2003) states that CR represents a challenge to the skill-based orientation of discrete abilities. Rather than individual responses to the texts, communally negotiated ones in the classroom environment are emphasized in CR. Similarly, Cots (2006) touches on the relationship between CDA and ELT by complaining the lack of critical approaches in foreign language teaching and general education systems (as cited in Özüdoğru, 2016, p.114). Besides, Cots (2006) notes that this deficiency as a constituent inhibiting students' world knowledge and decision-making abilities (as cited in Özüdoğru, 2016, p.114). By the help of CR definition, Cots establishes a link between CDA and foreign language teaching (as cited in Özüdoğru, 2016, p.114). Cots (2006) claims that a foreign language learner should be able to interpret texts in communicative, social and ideological context. In addition to that, they should be able to integrate their values and experiences to react (Cots, as cited in Özüdoğru, 2016, p.114).

As regarding the importance of the soul of the community, it is beneficial to mention the understanding of classroom from various perspectives in terms of CR. Many studies show that classroom has a specific place in CR. Firstly, Carter and Walker (1989) delineate classroom community as the community in which readers are educated and develop themselves by trying to make sense of texts and interpreting the texts (as cited in Wallace, 2003, p.5). Secondly, Stevens and Bean (2007) depict the necessity of such a classroom environment. Critical literacy should be a way of having students engaged in texts to become competent readers so that the perspective and tone of the classroom should be critical all the time. Thirdly, similarly Collins highlights that teacher should create democratic classroom environment supporting inquiry to develop CR skills (as

cited in Aktaş, 2015, p.220). In addition to that, Collins (1993) emphasizes the necessity of providing the appropriate classroom environment for students in which they can regulate their ideas to question, guess and promote new ideas (as cited in Karadeniz, 2014, p.116). Fourthly, Wallace (2003) supports the idea by noting that this development process of readers begins with sharing and exchanging interpretative resources (p.5). Besides, Wallace (2003), as influenced by Fish (1980), describes readers as members of 'interpretative community' (as cited in Wallace, 2003, p.93). In this view, reading is considered to be a social practice in which individuals read and interpret as a member of a social group. Wallace (2003) proposes 'classroom community' term as the reflection of 'interpretative community' in the classroom environment (p.93). In addition to that, Wallace (2003) puts forward that the classroom community validates and promotes solidarity and mutual support in classrooms (Wallace, 2003, p.93). In this community, teachers and students take place simultaneously. They both should be alert on "how power relations are embedded not just within the texts" they critique in class but are continually reproduced in and through classroom interaction (Wallace, 2003, p.93). That is to say, power is exercised collaboratively and purposefully. Hence, transforming classrooms into classroom communities by the help of teaching CR may raise learners' awareness on social justice in the contemporary world. Additionally, Mc Kinney (2002) claims that learners, the ones moving beyond textual critique, begin to deal with social justice issues deeply as well (as cited in Wallace, 2003, p.97). So, classroom is an environment too good to miss for teaching CR.

Buche and Glover claim that CR skills can easily be taught to students (as cited in Chamberlain &Burrough, 2016, p.214). Moreover, students having CR skills tend to have higher academic success (as cited in Aktaş, 2015, p.220). Macknish (2011) also, puts forth that the scaffolding and opportunities to practice CR increase students' engagement in the classroom (Macknish, 2011, p.444). On the contrary, there are controversial viewpoints on CR's being teachable. For instance, proficient readers are regarded to be already critical readers as they improve CR skills by reading permanently by themselves. Besides, teaching CR is a controversial act for its nature as well (as cited in Wallace, 2003). Furthermore, teachers may encounter certain constraints in teaching CR in the classroom, too. To illustrate, defining CR in practice, finding time and sources for CR guidance and practice, aligning CR with the existing curriculum requirements,

overcoming a lack of experience, perceptions of language proficiency, possible expectations of teacher centered, and exam-based education are the constraints in teaching CR (Macknish, 2011, p.459). Nevertheless, in today's world, individuals are exposed to masses of information increasing rapidly and exponentially. At this point, individuals are expected to pick up the information standing them in good stead and to make use of it functionally (Karasakaloğlu & Bulut, 2012, p.96). Similarly, Karadeniz (2014) suggests that communication opportunities and information resources have increased due to these reasons to figure out which information is necessary, to evaluate and interpret it have become essential, too. Furthermore, these skills belong to CR skills (Karadeniz, 2014, p.114).

Karasakaloğlu and Bulut (2012) regard parents and teachers as primarily responsible for teaching CR skills (Karasakaloğlu & Bulut, 2012, p.105). In the same vein, Macknish (2011) highlights the importance of teachers in teaching CR as well. Macknish (2011) assigns responsibilities to teachers such as, being open to different interpretations of CR and showing support for CR firstly. Secondly, not prejudging students' capacity for CR, to make expectations clear, to overcome contextual constraints such as time limits, examinations, and another course requirement are seen crucial too. Moreover, Macknish (2011) adds that "maintaining a space for reflection and discussing issues related to CR is important, as is providing scaffolding and opportunities for CR practice and modelling CR discourse" (Macknish, 2011, p.460). Yalçın (2002) claims that teaching reading is not only dependent on teacher's effort but also coursebooks and educational materials should be well prepared as well (as cited in Karadeniz, 2014, p.114).

According to this, well prepared coursebooks may refer to coursebooks including questions taking place in CR models. As Karasakaloğlu and Bulut (2012) claim to provide readers with sets of questions promoting their thinking processes and expressing ideas on the stories read can be beneficial (p.105). Also, Aşılıoğlu (2008), marks that those students have difficulty in answering questions assessing their higher levels of cognitive learning and notes the reason for this is students' being exposed to inappropriate assessment tools from early ages. Another reason is that students are prone to memorize rather than understanding or interpreting. It is thought to be related to students' not having the ability to read critically as they cannot acquire higher level of cognitive domain

(Aşılıoğlu, 2008, pp.4-5). So, it can be said that higher level questions can promote readers' thinking process.

In broad strokes, questions have been vital in educational settings as they are indispensable components of measurement and assessment processes. They are considered to be means of assessment, which is a tool to examine the extent to which certain objectives are accomplished and to decipher which objectives have not been adequately accomplished (Yılmaz, 2002 as cited in Göçer, 2014, p.2). Sarar Kuzu (2013) marks that those questions have a special importance in educational settings, allow thinkers to reach the truth and have a key role in accessing the meaning of texts (as cited in Göçer, 2014, p.2). Göçer (2014) highlights the relationship between questioning and reading comprehension. Questions, as the initiators of cognitive processes, may contribute to reading comprehension mostly (Taboada & Guthrie, 2006, as cited in Göçer, 2014, p.3). As Ülper and Yalçınkaya (2010) states:

Attributes of the questions are extremely important in responding to questions about the text. If questions are prepared in accordance with the scientific principles, they contribute to deep understanding of the text and students' well-rounded view at the text. In this respect, the necessity and the importance of research related to investigating questions on the text is more clearly understood. (as cited in Gocer, 2014, p5)

Within this respect, questions related to text can be considered to have an important place in teaching CR skills as being related to higher level of cognitive domain. Besides, Akyol and others (2013) claim that "Teachers' questions, which were prepared in accordance with the texts chosen, were classified as literal comprehension questions which require lower order thinking and comprehension skills (as cited in Göçer, 2014, p11). Even if when the questions asked by teachers are literal comprehension questions, it is obviously necessary to integrate questions supporting CR skills into coursebooks. Last but not least, Macknish (2011) claims that teaching text analysis tools, providing opportunities for CR practices and discussing multiple interpretations of texts require time. That's why many ESL teachers don't support their students to develop CR skill. However, teachers should not refrain from providing opportunities for English language learners to read and discuss critically because of lack of time and confidence (Macknish, 2011, p.449). At this point, it is necessary to include CR comprehension questions aiming

at developing CR skills into ELT coursebooks in order to support novice and unexperienced teachers, to provide ready-made materials including CR comprehension question, and to lead readers to be critical as well.

Another important point to take into consideration in foreign language classrooms is the diversity of learners. However, the competence of the non-native learners is a controversial matter, Wallace (2003) finds non-native speakers more advantageous as they are not the primary target of the texts because L2 learners are seen to be in a stronger position to realize where the writer positions them. Moreover, the author is not taken for granted as the arbitrator of the text. As a result of it, any interpretation can be possible in the pursuit of the truth. Ideological assumptions underpinning logic, argument and sentiments stated in the texts are criticized as well. Lastly, as the most crucial one, readers should step back to their own stance of the text in CR. So that CR readers can raise awareness of their identities and ideological leanings while reading texts in a certain way (Wallace, 2003, p.42).

Regarding the pros of teaching CR based on CDA in foreign language classrooms, to comprehend Wallace CR model in detail can be helpful. To sum up, Wallace (2003) proposes a CR model in which Halliday's Systemic Functional Grammar (SFG henceforth) is used as a tool and CR model is supported to be linked to the broader goals of critical pedagogy as "the desire for social change and commitment to social justice" (p.93). Wallace (2003) suggests a framework for a critical analysis of texts as follows:

Field of Discourse

Ideational Meanings: (How the writer describes what is going on in the text, what the text is about)

Participants: What / Who is talked about? / What or who are the major participants?

What or who are the invisible participants? / How are the participants talked about, what adjectives or nouns collocate with them?

Processes: What verbs (collocating with the major participants) describe what kind of processes, material, mental and relational processes?

Circumstances: How specifically are circumstances indicated by adverbs or prepositional phrases?

Causation: How is causation is attributed? Is agency always made clear, who did what to whom? Are the actors in subject position?

Effect of the Writer's Choices?

Tenor of Discourse

Interpersonal Meanings: (How the writer indicates his or her relationship with the reader and what his/her attitude to the subject matter of the text is)

Person: What personal pronouns are selected? How does the writer refer to self, subjects and reader?

Mood: What mood is most frequently selected-declarative, imperative or interrogative?

Modality: What role does modality play in, for example, expressing a degree of certainty or authority?

Adverbs, Adjectives, Nouns indicating writer attitude: Are there adjectives, nouns or adverbs which indicate writer attitude to his/her subject matter?

Effect of the Writer's Choices?

Mode of Discourse

Textual Meanings: (How the content of the text is organized)

Semantic Structure: Is the text narrative, expository, or descriptive as indicated, for example, by the use of past or present tense?

Overall Organization: What larger structure does the text have, in terms of beginnings and endings? In what form is information represented?

Theme: What information is selected for the first position, at clause level and at the level of the whole text?

Cohesion: How does the text hang together as a text, for example what kinds of connectors are used (related to the semantic structure of the text)?

Effect of the Writer's Choices? (Figure 2.1 The Hallidayan framework, as cited in Wallace, 2003, p.39)

Briefly, in Wallace's CR model, there are three purposes of CR as an educational project. As one of the purposes of CR, the linguistic ability is proposed. All texts are ideological, and no text is ideology-free. Students need to figure out meanings in these ideology laden texts with the help of language use. That is to say, grammatical structures in texts are not merely individual preferences but also, they are language choices made intentionally, purposefully not randomly. Secondly, CR aims at developing the conceptual critical ability to promote students' epistemic literacy, preventing them from being victims of cogent arguments around the texts. Thirdly, the cultural ability does not only mean teaching about any culture but it enhances students' understanding of cultural similarities, differences, assumptions, and practices. Thus, students gain cultural awareness and reflect on their perspectives about diverse cultures (Wallace, 2003, p.42).

In this regard, teaching CR is seen as a necessity in a foreign language learning and teaching. To provide a broader picture of developing CR skills in a foreign language classroom, it is clear that CR models proposed by scholars can be useful. Özüdoğru (2016) describes a procedure for CR based on Halliday's functional grammar, inspired by Fairclough and Fowler's CDA models. His model consists of three phases: Description of Text, Interpretation of Text and Clarification of Text (Özüdoğru, 2016). As the first phase of this model, description of text involves three subheadings in itself: words, grammar and semantics-pragmatics. Words include analysis of disaccorded words and concepts, euphemistic expressions, metaphors, irony, collocation and verbs and nominalization processes. Disaccorded words refer to those that people cannot come to an agreement. The worldview of people is permeated into these words. Euphemistic expressions are the ones helping to prevent adverse reactions by picking and using the words intentionally. Metaphors transform abstract concepts into concrete ones. Besides, metaphors are considered to be language components uncovering power relationships among people.

Irony is that what is meant differs from what is said. Connotation is the order of the words to be used together purposefully and has a vital role in CDA. 'The order of discourse' is a term proposed by Fairclough and involves all the language practices in a particular institution and the language selections of the institutions are made purposefully by combining different genres to create ‘hybridization of discourse’ (Fairclough, as cited in Özüdoğru, 2016, p.149).

Grammar includes the analysis of verbs and nominalization processes, active and passive sentences, affirmative and negative sentences, intimation, interrogative and imperative mood and modality, pronouns, and hedging. The analysis of verbs in the text mainly provides ideological aspects of texts. The use of state verbs plays a significant role to construct the truth. On the other hand, the use of action verbs through transforming into names provides with serving on the purpose of the text producers. Besides, nominalization conceals the doer or the victims as well. Affirmative and negative sentences assist in marginalizing the other and create ambiguity in the understanding of the text. Intimation sentences seem as if they contain merely objective statements; however, in fact, they can be quite deceptive. It is because these sentences are seen to be sure and constant. Interrogative sentences lead readers to think and to arouse their interest even they are not constructed to be answered. The imperative form is a rigorous expression type and shows authority and power relationships. Pronouns have a special place in CR. The use of ‘we’ and ‘they’ contain marginalization, which causes a toxic mentality. Hedging can be used to get rid of or avoid or decrease the responsibility of discourse.

As the third subheading given under the description of text, semantics and pragmatics incorporate the analysis of speech acts and implicatures. Speech acts are attributed to the action aspect of language rather than form and meaning aspects of it. Austin (1962) focuses on how meaning is constructed in his theory and claims that utterances carry out an action. That is to say, these utterances have the potential to change the world depending on their context. Besides, they can have an impact on people and create a change depending on this effect. Implicatures enable readers to transmit or implicate information more effectively in communication. Grice proposes that implicature is the meaning posed by the listener through ‘co-operative principle’ (as cited

in Özüdoğru, 2016, p.163). Both the reader and the listener support to deduce meaning with a mutual effort.

Interpretation of the text is the second phase of the text analysis. In doing so, the reader is expected to interpret the text in the light of intertextuality feature and the schemas they already have. This process occurs on itself during reading. Following this phase, the next step is the clarification of the text. It is to deal with social problems such as the purposefully done language selections, the relationship between ideologies and power, gender discrimination, social injustice and inequality, the perception of common sense.

In order to point out a shortcoming of classroom practice of CR, Özüdoğru (2016) states that CR model questions refer to the high level of thinking so that they can take place after comprehension questions of the text. As they come at the end of comprehension questions or units, mostly they are disregarded. However, CR questions should be included in education in the classroom environment.

As a general overview regarding the explanation of CR based on CDA, Ozudogru offers a various number of CR models in his book. Ozudogru (2016) proposes Stevens and Bean's model as the underlying CR model among the suggested ones in his book. This model aims at revealing point of views in the text and how the writer manipulates the readers through language selections (Stevens &Bean, as cited in Ozudogru, 2016, p.125). Regarding the necessity of figuring out the hidden point of views in the texts and the manipulation of the writers through purposeful language selection, here it is beneficial to cite CR model proposed by Stevens and Beans. Stevens and Bean (2007) argue that the social justice basis of critical theory can only be achieved through practice. To achieve the social justice basis of critical theory, critical literacy (CL) should be at the center in practice. CL is considered to be an orientation toward texts as a range of questions. Therefore, Stevens and Bean provide detailed examples of critical literacy in practice and offer practical strategies that can be applied in the classroom. Within this respect, Stevens and Bean (2007) delineate the classroom environment under the heading of four key features of critical literacy. According to Stevens and Bean (2007), the classroom is regarded as a democratic environment in which learners engage in deep discussions about difficult questions relating to power, agency, rights, and harm. Stevens and Bean (2007)

outline four key features of critical literacy: "(1) stance: texts as representations, (2) contexts: the classroom as a democratic environment, (3) tools: metalanguage, and (4) process: cycles of deconstruction and reconstruction" (p.67). Learners engage with specific questions of representation, power, and ideas. Thus, the intended effects on readers can be uncovered in addition to the purpose of the author. In this respect, linguistic tools are necessary to discuss the text. Teachers scaffold learners with leading questions to help them progress. Then, learners deconstruct the texts by asking particular questions and reconstructing them by using metalanguage to uncover power, representations, and purposes of the texts. Reconstruction of the texts is the distinctive feature of critical theory. Deconstruction and reconstruction of texts help learners engage in critical literacy; besides, learners gain an understanding about which texts may support their worldviews and ideologies.

By this way, the continuity of applying these four key features of critical literacy into classroom environment is particularly urged upon in this model. Stevens and Bean (2007) underpin the fact that critical literacy is not a set of activities that can be used in the classroom at certain times. On the contrary, competent readers should actively use critical literacy to interact with texts continuously. Related to these criteria, Stevens and Bean (2007) offer a series of steps for teachers to follow in the classroom. The suggestions begin with raising teachers' awareness of their understanding of theory and practice. They then recommend that teachers be role models for learners and overcome any restrictions that can be encountered, such as time and curriculum.

In this model, instances of the practice of critical literacy based on the classroom are provided. A range of questions providing critical literacy in the classroom is proposed to be answered with the use of a history coursebook depicting the popular culture of the 1960s.Thus learners are expected to deconstruct and reconstruct the text in political, cultural, and economic aspects. With the help of this method, learners have the chance to gain a perspective of critical literacy. A range of questions are presented as follows:

1. Who / What is represented in this text?
2. Who/ What is absent or not represented?
3. What is the author trying to accomplish with this text? For whom was this text written?

4. Who stands to benefit / be hurt from this text?
5. How is language used in specific ways to convey ideas in this text?
6. How do other texts/authors represent this idea?
7. How could this text be rewritten to convey a different idea / representation? (Stevens & Bean, 2007, p.11)

Stevens and Bean (2007) underline the necessity of being model for learners in interpreting texts by using metalanguage. To get the right answer quickly was not their purpose; on the contrary, they show a conscious attempt to bring learners' attention to a different point of view. Then it was the learners' turn to actualize what they already learned in the classroom regarding some restrictions about the kind of the text. As a result of deconstructions of texts, learners may figure out the purpose, agenda, and certain beliefs of the text. Nevertheless, it is not enough to say that they reconstruct the text by action. Modeling helps learners find out biases, and ideologies behind the text, but it does not help them to take action. However, it is believed that the idea of the mere process of raising consciousness is an act of agency itself. The re-creation of texts, the location of alternative texts, or the juxtaposition of existing texts can be alternative ways of deconstructing texts, a process that is essential to critical literacy (Freire, as cited in Stevens and Bean, 2017).

Another example of promoting critical literacy in the classroom is the suggestion of deconstructing and reconstructing materials such as ads, and advice articles about popular culture. The critical literacy questions considered to be the most crucial ones are as follows:

1. What popular culture is represented in this text?
2. Who is the intended audience?
3. Who stands to benefit from the use of this text?
4. Who is left out, marginalized, or silenced through this popular culture text?
5. What is the text trying to do to its readers? (Stevens & Bean, 2007, p.70)

Another CR model which is supposed to have similarities with that of Stevens and Bean (2007) should be clarified in this sense. Özüdoğru (2016) mentions that Bartu's CR model bears a resembles to Stevens and Bean's CR model (p.130). Bartu (2002) proposes a CR model based on Fairclough's CDA as well. The necessity of CR is grounded on the

changes of the western world underlying forms of power, language practices, and language as a target for change. After compiling three major changes in the western world, Bartu (2002) concludes the relationship between language and power. She emphasizes the necessity of CR as "Democracy depends on all citizens' -and not just linguists'- capabilities of critical reading through careful analysis of discourse, or language use" (p.5). Then she mentions propositions underlying CR as Fairclough proposes five theoretical propositions for CDA and his framework (as cited in Bartu, 2002, pp.6-7). The practical application of critical reading is suggested in light of these concepts. To this end, three tasks are determined; to have readers examine a list of possible questions, secondly and thirdly have them engage in critical reading. In doing so, it is vital to know that the CR process is not completed by answering the list of CR questions. The aim is to lead readers to think more deeply and thoroughly about the text. Within in this respect, Bartu (2002) puts forth useful questions for critically reading a text as they are classified into six topics as follows:

About yourself:
Why are you reading this text?
What is your role as a reader of this text?
Is this type of text of interest or relevance to you? Why/Why not?
Are you the type of person(s) this text addresses?
Why do you make sense of the reading in the way that you do?
What background knowledge do you need to understand this text?
Will you think differently or do something different after having read this text?
About the creation of the text:
Who has produced this text? For whom and why?
Who has written this text? To whom and why?
What is the topic? (What is it about)?
Why has this topic been written about?
How has this topic been written about?
What other ways of writing about the topic could there be?
Which different ways of writing about the topic have been combined?
What's the writer's position with respect to the topic?
Why has it been written in this way and not in another way?
About the text itself:
How often is this topic in the subject position in sentences? Why?
What/Who is in the subject position mostly?
What kinds of verbs are used? (Active, passive, dynamic, state, modals)? Why?
What adjectives or nouns collocate with the topic? What does this mean?
What is the genre (style, formality, discourse type)?
What mood is selected? (Statement, order, question)? Why?
How does the writer refer to self, characters and the reader? Why?

What kind of words are used? (Formal or slang, process or nominal etc.)?
What do the words mean in isolation and in this context?
What kind of sentences are used (simple, short, complex, compound, long)?
What information is selected for first position? Why?
What information is put in main clauses and helping clauses? Why?
What kinds of connectors are used (linking words/phrases, references, ellipsis, etc.)?
How is the information ordered and joined (at sentence, paragraph levels)? Why?
What other information is revealed (time of writing, setting, pictures, etc.)?
Is language used in the 'normal' way or differently (definitions)? Why?
About the people and relations involved:
What identities and relationships are implied (between writer-character-reader)?
What characters are in the text and what are their roles?
Is the writer or the reader similar to the characters? What does this mean?
Does the writer approve/disapprove of self, reader, and the characters? Why?
Does the writer approve/disapprove of the relationships between the people involved?
About the meaning:
What ideas and beliefs are approved/disapproved of or merely presented?
Why were they presented, approved or disapproved of?
What rules are presented/ approved/ disapproved of? Why?
Where do these ideas and rules come from?
What logical relationships are formed between ideas/rules (casual, conditional, etc.)?
What emotions reflected (happiness, pessimism, anger, etc.)? Why?
How much responsibility is the writer assuming when presenting ideas/rules?
How certain is the writer about the validity of these ideas and rules?
About the function of the text:
What is the function of this text in the society at large?
What will the effect of this text be on other readers? Why?
What will other people understand and do as a result of having read this text? (Bartu, 2002, pp.66-69).

Here, Bartu (2002) suggests a project work based on the theory and concept as a supplementary study in teaching CR in the classroom. With careful consideration of and drawing conclusion from the answers to the questions given above are emphasized. Besides, an organized presentation of this project to the others in written or oral form is considered to be vital (Bartu, 2002, p.77).

As another example, Huckin (1997) proposes a CR model in which discourse analysis is classified into two phases. Readers are expected to figure out the text as a typical reader does. Then the readers approach critically to the text and consider the language selection in the text by comparing it with other texts in the second phase. Huckin (1997) dwells upon the type of genre and framing. As the first, the genre includes a series of communicative purposes. The expert members determine the purposes of these genres. As the readers consider on which purpose the genre type serves, they can figure out what

has been imposed on them implicitly in the text. Hence, to know the genre type avoids readers to be manipulated by the producers of the text. Secondly, framing refers to limiting the content of the text. The text is comprised of conscious language selections and has consistency in itself. The writer's choices adjust the content of the text. Some information can be seen as unnecessary and so backgrounded or never mentioned. So not to mention about an issue is mostly a product of purposeful act. Presuppositions in framing are used to be a technique of indoctrination by language use in the text. As a matter of presuppositions, they are taken for granted by the readers. Thus, readers may not be able to see other alternatives.

Another dimension requires to be noted is that Huckin (1997) suggests analyzing sentences in detail in terms of the subject position, the sentence topic as well. Readers are expected to emphasize the relationship between the subject and verb in the sentence. Within this respect, nominalization helps readers to understand whether the doers of the actions are mentioned or not in the text consciously. The insinuation is another way of expression requiring attention; however, they can easily be denied by the text producers. Briefly, Huckin concludes that interpreting these analyzed sentences in the context as the surround of the socio-cultural life should be taken into consideration in the last phase of the analysis (as cited in Özüdoğru, 2016, pp.126-130).

By the same token, Cots (2006) establishes a connection with interpretation and the context in his CR model. Cots (2006) believes that CR is the skill of L2 learners in the interpretation of and reaction to the text by integrating their experiences and values regarding communicative, social, and ideological contexts (as cited in Özüdoğru, 2016, p.114). There are three dimensions in Cots' CR model; social, discourse, and textual practice, including CR questions to be answered in themselves:

Social Practice:

Which social identities are being described by the writer or the writers?
What are the relationships on social identities described by the writer or the writers?
What are the social purposes of the writer or the writers through the text?
To what extent is the text required to actualize these purposes?
In what kind of social situation is the text produced? Within this respect, to what extent is the text conventional and ordinary?
What are or might be the social consequences of the text?

Discourse Practice:
To what extent is it a conventional, ordinary text regarding the situation it is used?
Is there resembles other text in terms of form and content?
Can the text be classified to a particular genre?
Can some readers reach the text more quickly than others?
Does the text require to read between the lines?
Are there any presuppositions in the text?
Who are the produced and addressed consumers of the text?
Textual Discourse:
If the text is structured in a mutual dialogue, such as a conversation, does one of the conversation participants control the structuring of the text more than the other?
How are the ideas described with utterances, sentences and paragraphs in the text?
Do the authors follow the rules of politeness?
Are there any features in the text supporting that the writer reflects a certain point of view?
Is the writer's attitude about the topic of the text stated in the text?
How do the words and sentences affect the meaning in the text? Can other choice be made instead of these choices?
Are there any terms, expressions, and metaphors typical to the text? (as cited in Özüdoğru, 2016, pp.133-135)

As the last CR model proposed in this study is Çakır's CR model. Çakır (2020) develops a CR model based on CDA, too. He mentions that CDA is considered to be a socio-politic power source serving on the purpose of dominant power and status quo. It approaches the text as a tool for objection for injustice, inequalities, and exclusion. Reality is constructed employing texts and texts, especially including journals, newspapers, radio, and television, function as the announcers of the dominant power, universities, businesspeople, companies, trusts. These institutions use language for their interest. Thus, their ideologies and point of views are imposed as the reality to the public (Çakır, 2020, pp.83-84).

In the analysis of this model, firstly the whole text, secondly sentences and then words, and word groups are offered to be examined. Therefore, the analysis begins with considering the genre. Foregrounding, backgrounding, and omission are the other techniques to reveal the aim of the writer in the text. The presupposition is mentioned to have readers believe as if there were no other options about the idea which is proposed by the reader. Presuppositions are seen as a way of persuasion, and another alternative is using discursive differences to have readers believe in the given information as well. To identify agent based on sentences is important to uncover which important is

foregrounded, backgrounded, or omitted. Insinuations are the expressions which cannot be rejected quickly by the reader as those kinds of statements can easily be called well-intended but excessive by the writers. Hence, readers should be aware of insinuations, too. The connotation is meant to be the meaning that a word gains through being used in time. Thus, connotations may attribute neutral, positive, or negative implications to the words. Labels are sorted as they give clues about the writer's side inevitably. Metaphors provide for writers with transferring a meaning on a semantic area to another. That is why metaphors assist and reinforce connotations. The writers can make use of registers consistent with their purposes so that they can utilize from registers by convincing the readers. Lastly, Çakır suggests examining the use of mood, particularly indicative mood, subjunctive mood, and imperative mood (Çakır, 2020, pp.84-90). He concludes by proposing procedures on how to read critically utilizing a variety of texts.

In general, the given descriptions of CR models obviously remark that, making use of this method and questions that of CR models can be quite promising in developing CR skills in a foreign language classroom. Particularly, reading comprehension questions within ELT coursebooks should be based on developing CR skills. For this reason, ELT coursebooks which are supported as "visible heart of any ELT program" should include CR comprehension questions aiming at developing CR skills (Sheldon, 1988, p.237). All these CR models mentioned above can provide an advantage to integrate CR comprehension questions following texts into ELT coursebooks. As long as the readers are exposed to CR comprehension questions after reading texts, they can become competent "… for demystification readings of ideology-laden texts" (as cited in Wallace, 2003, p.26). In a broader perspective, to engage in a meticulous study of language and how it is used in daily lives can ensure citizens to figure out, evaluate and uncover intricate uses of language (Bartu, 2002, p.13).

Briefly, the theoretical foundation of CR based on CDA is based on the ground of Halliday's SFG. The reason for this is Halliday's SFG and CDA meet on common ground. In accordance, SFG serves on the purposes of CDA in terms of the understanding of language. In addition to that, the consideration of grammar as a source for making meaning by expressions, text as the central unit of language and examining sentence in the discourse environment are the point of views overlapping with that of CDA's.

Moreover, Hallidayan grammar provides with a broader perspective by going beyond the textual environment so that learners can be motivated to suspect on the linguistic selections in texts as to bring out the hidden grammar is the ultimate goal of CR as well. Since it is necessary to transform readers into democratic citizens by utilizing written texts in daily life at society, teaching CR including foreign language classrooms, should be an indivisible part of education.

As universal constituents in teaching and learning English situations, ELT coursebooks are regarded to be the fundamental components of all others. For this reason, it is crucial to redesign ELT coursebooks taking the requirements of the 21st Century skills into consideration. Within this respect, due to the demands of today's world and the abundance of information, CT has been gaining importance and adapted into the curriculums of education not only for ELT but also for all branches in education. However, CT, one of the most essential 21st Century skill, has especially a distinct place in foreign language teaching and learning. CT is regarded to be an academic competency which is in a close relationship with reading as it has an interactive relation with CR. To read critically is not only a prerequisite but also a nourishing and cultivating source for CT. To think critically, one should read critically at first. Namely, CR can be seen the equivalent of CT in a foreign language learning and teaching. In this process, CR teaching does not only attribute the action of reading to purposes such as making meaning and communicating but also it aims to recognize hidden ideologies permeated into texts and to recognize language conventions and language uses that serve to construct and maintain power through CR questions. All in all, CR models presented in the review of the literature provide readers with a variety of questions to make use of in reading critically. As long as readers are exposed to questions in CR models, they can become competent to read critically. As in all areas of education, gaining CR skills is essential in foreign language education in order to prevent readers from being the victims of ideological propogandas as well.

CHAPTER 2. METHODOLOGY

2.1. Research Questions

ELT coursebooks play a very important role in language classrooms. Although many other components occur in EFL classrooms, ELT coursebooks are considered to be as the essential and inseparable components of instruction. As Hutchinson and Torres (1994) suggest coursebooks are universal components of teaching English. Teaching and learning situations are considered to be completed with coursebooks (as cited in Litz, 2005). For this reason, it was deemed appropriate to study ELT coursebooks published in and after 2015 within the scope of this study.

As CT gains importance in education, the field of teaching English as a foreign language has also started to adopt it into curriculums depending on these ELT coursebooks, too. Regarding CR as a reflection of critical thinking skills in (foreign) language learning and teaching (Özüdoğru, 2016), it is seen that teaching CR skills are vital. In this sense, ELT coursebooks as a necessary component in ELT can be an effective medium to transfer these skills, including linguistic, conceptual critical, and cultural abilities. Taking the necessity of these skills in language teaching and learning into consideration, it is possible to say that questions in ELT coursebooks are valuable constituents to transfer CR skills. Day and Park (2005) support that well-developed comprehension questions allow students to think critically and smartly. Therefore, it is beneficial to examine and evaluate ELT coursebooks in terms of including CR comprehension questions. This study addresses the following research questions:

-Do ELT coursebooks in this study include CR comprehension questions?

-What type of CR comprehension questions do they include?

-Is there a link between the levels of ELT coursebooks in this study and the number of CR comprehension questions they have?

2.2. Data Collection Instruments

The researcher has used ELT coursebooks to conduct this study. While doing this, a random sampling method has been used. The titles of ELT coursebooks which have been scrutinized in this study are as follows; *Compact* (1), *Impact* (2), *Jet Stream* (3), *Pathways* (4), *Speak Now* (5), *Headway* (6), *Keynote* (7), *Prime Time* (8), *Aim High* (9), *Network* (10). The levels of selected ELT coursebooks are *Headway & Prime Time* are A1 level, *Keynote* is A1-A2 level, *Impact & Jet Stream & Pathways* are A2-B1 level, *Compact & Aim High* are B1 level, *Speak Now* is B1-B2 level, *Network* is B2 level.

ELT coursebooks, which constitute the universe of this study, have been selected from a limited number of ELT coursebooks as representing all ELT coursebooks. Thus, each ELT coursebook could be represented according to its ratio in the universe based on probabilistic sampling. According to Yıldırım and Şimşek (2003), as it is impossible to examine all ELT coursebooks in the universe, one can choose a sample from the universe representing the whole universe by using a random method (p.65). This study's sample has been opted from a set of ELT coursebooks dating from 2015 to 2019.

At the same time, it has been ensured that the sampling ELT coursebooks are not at the same level; thus, this has enabled us to examine and compare ELT coursebooks on the basis of their levels.

At the very beginning of the study, each ELT coursebook has been reviewed and taken note in terms of the relevance of review of the literature. The similarities and differences between CR comprehension questions proposed in ELT coursebooks and CR comprehension questions proposed in CR models. As a result of it, the evaluation of ELT coursebooks has been gained as follows:

Compact

Compact is also used as a preparation book for Cambridge ESOL exams, there are boxes titled Exam tip in it. In this section, students are informed about what they can do during the preparation process for the exam.

In the Reading section, there are questions such as Personal Response question under the topic of discussion these questions. However, since these questions are not text-dependent, they are not within the scope of being a comprehension question. Therefore, they have not been evaluated as a pre-reading activity, and they have not been coded in the CR comprehension GRID.

Under any skill section, if the picture is the first element given and has the feature of pre-reading activity, it is not included in the CR comprehension question GRID because pre-reading questions are not considered to be reading comprehension questions.

There are questions that can be considered as Evaluation type questions in the reading section. However, these questions are not included in the CR comprehension GRID since they are not dependent on the text and are pre-activity questions.

In this book, CR comprehension questions are asked from each section in a mixed way. In the book, questions about the pictures have been shared in the speaking section, and large versions of these pictures have been shared again at the back of the book.

In the Speaking section of the book, students are asked to talk about the relevant pictures. The pictures are not pre-reading activity since they are related to the topics covered in the previous pages, so they have been coded on CR comprehension questions GRID.

Impact

The different point of this book from other books has touched on the issue of establishing relationships between units. At the end of each unit, questions such as the relationship between the previous unit and the newly studied unit and how they affect each other have been observed.

The questions in the pre-reading and while reading activities have been presented in accordance with each other. Learners are supposed to check the questions that they have already guessed in pre-reading, in while reading section.

The questions those are given under the heading “After you read” consist of literal understanding and reorganization type questions. Evaluation and Personal Response type questions have been observed under the heading 'Discuss in groups'.

The common point of *Impact* with other books is directing learners to the online platforms. Also, the coursebook contains questions that require research outside the classroom. Just like the activity section at the end of each unit in *Network*, *Impact* includes a section at the end of each unit where learners can develop a project, including alternatives. Project activities provide for learners with choosing among alternatives, and the opportunity to do it individually, with a partner or as a group.

Jet Stream

The instructions under the heading “Explore” direct students to online research. It aims to extend the learned subject and carry learning outside the classroom. For this reason, it resembles the sections given at the end of the unit in *Network.*

After putting the events in order as a part of the listening activity, learners are expected to answer the question “What do you think happened next? Write an ending to the story” (p.25). This question is given under the heading "GUESS". It is a certain example of a Prediction type question. Furthermore, Personal Response type questions have been given under the same heading.

There are some activities unique to this coursebook. Under the heading *“*Art & Music”, painting or song is shared, and in this section, learners are expected to do online research. Under the heading “De-stress”, there is an area-specific to this book, which gives clues about stress management, which is not included in any other reviewed coursebooks.

Another difference specific to this coursebook is that an interesting information is being shared in each unit under the heading "Did you know?". Mostly, the questions given after the text over the pictures have been given as inference questions.

It is necessary to explain it with Wallace's analogy; Authorship is a social activity. Everyone is a member of a community, whether religious, academic, or professional.

However, these texts, presented in coursebooks without a writer, cover up the fact that the information and opinion presented belongs to a person (as cited in Wallace, 2003). Consequently, compared to other ELT coursebooks analyzed, Jetstream is superior to the others in terms of including CR model questions.

Pathways

Unlike other ELT coursebooks, the questions given under the heading of predicting in Pathways have been coded on the CR comprehension GRID because they require to be answered after having read the first paragraph of the text.

As it is valid for other ELT coursebooks, Prediction questions given before watching activity have not been coded on CR comprehension GRID since they are not reading comprehension questions. The questions at the end of each unit under the heading 'Exit ticket' are Personal Response questions.

In this book, there is a section under the heading of "Critical Thinking", which is different from other ELT coursebooks, and the questions in this section are classified as subheadings according to CT skills. The questions given under the subheading of 'CT Applying' are mostly Evaluation type questions. The questions presented with the 'CT Justifying your opinion' subheading refers to the Personal Response question from the CR comprehension table.

The question given under the subheading "CT Synthesizing" in after viewing part (p.70) requires learners to make the connection between the video and the text. On the other hand, even the question is given under the subheading "CT Inferring meaning", the question has not been coded on CR comprehension GRID since the answers are already given in the text (p.147).

The question given with the "CT Inferring opinion" subheading has not been included in the CR comprehension GRID since it is a paraphrase question (p.167). This information shows that each question given under the "CT" subheading may not be included in the GRID regarding the features of CR comprehension questions.

The question given under the subheading 'CT Inferring attitude' refers to the Inference type of question in the CR comprehension GRID. Besides, it is a CR model question for the author's attitude review. “Is the author generally positive or negative? What clues indicate the author’s attitude?” (p.107).

Speak Now

‘Speak with Confidence’ includes suggestions of classroom activities promoting communication skills of learners as a common point with *Network*. Another issue about Prediction type questions in this book has been mostly given as pre-reading activity so that they have not been included in the CR comprehension GRID. As in *Impact, Jet Stream, Pathways* ELT coursebooks, it is combined with a Prediction question before watching the video and a checking their guesses question after watching the video. Personal Response type questions have been mostly given under the subheading ‘Discuss’ in ‘English in Action’ part.

Headway

Headway contains more literal understanding and reorganization type questions compared to other books. Questions that comply with the CR comprehension questions GRID rarely appear before half of the book, not from the first units. Except for *Headways*, ‘Why' "has been frequently asked Wh question in all ELT coursebooks.

Keynote

The questions given before reading text in vocabulary part have not been considered as CR comprehension questions. That is why they have not been coded on the CR Comprehension Questions GRID. The common point of the *Network* and *Keynote* is that question types are containing more than one question within one item. Speaking questions given under the heading of ‘Language Focus’ have been associated with the infographic on the previous page. Intertextuality has been observed; therefore, they have been evaluated as CR comprehension questions and included in the CR comprehension questions GRID. The common point between *Keynote* and *Pathways* is that they both contain ‘Critical Thinking’ headings as distinct from other ELT coursebooks. Most of the questions under the heading of ‘Critical Thinking’ have been examples of Personal

Response type questions. However, these questions may consist of Evaluation and Inference type questions too.

Prime Time

This ELT coursebook starts with entirely mechanical exercises in the first four units but then presents a CR model question. The Evaluation and Personal Response questions in the book are mostly presented under the heading of 'Think'. Writing activities are provided with the 'think' directive, and these questions are mostly CR comprehension questions. The question "What is the author's purpose?" given under the heading "Identifying the author's purpose" is an example of CR model questions (p.29).

However, another issue encountered in all the other books examined has also been observed in *Prime Time*. When examined independently, there are non-text-dependent questions that appear to be included in the CR comprehension questions GRID, but that has a warm-up character.

Aim High

Unlike other ELT coursebooks, a literature corner section has been given at the end of two units. The questions in this literature section figure of speech such as simile, metaphor have been asked: "Buchan uses the simile like a knife through butter a mean very easily. We use similes to compare things, using the words like or as. Match (1-4) with (a-d) to make similes" (p.74). Stevens and Bean (2007) suggest such kind of questions as CR model questions in their CR model. "How is language used to express thoughts in a text?" (as cited in Özüdoğru, 2016, p.126). Özüdoğru (2016) also mentioned this kind of questions in the word analysis section of CR model (p.142).

All of the questions given after reading the text, under the heading 'Understanding ideas' are CR comprehension questions. In this context, what Aim High means by the heading of 'Understanding ideas' is the CR comprehension questions.

Network

As mentioned previously, there are multiple questions in this book, and these questions consist of questions that focus on one topic. 'Your Network' section at the end

of each unit in this book leads to online and in-class activities, and they have not been coded on CR Comprehension Questions GRID. This section consists of unit closure activities that are specially designed to improve students' speaking skills. 'Your Network' section consists of two sub-headings, in-class and online. The instructions given under the online heading direct the target age group to use the digital platform familiar to them. Intertextuality has also been observed in this book. Infographics given on page 56, and questions have been asked to establish a relationship with the text on 57.

2.3. Data Collection Procedure

In this study, document analysis has been used as a data collection tool. According to research problems, ELT coursebooks have been identified in detail, whether they include CR comprehension questions.

With the help of document analysis, time and money have been saved. ELT coursebooks published between 2015 and 2019 have been analyzed. Through this analysis, the generalization problem resulting from the sample size has also decreased relatively. Coursebooks are advantageous documents compared to any other documents, such as interviews and observation. Because coursebooks contain organized and revised texts, and they increase the validity and reliability of the research. Besides, the analysis of coursebooks does not cause participants' reactivity as it is valid for observation and interview (Yıldırım & Şimşek, 2003, p.143). So coursebooks are appropriate materials for document analysis. In the same vein, "Document analysis is a systematic procedure for reviewing or evaluating documents- both printed and electronic (computer-based and Internet-transmitted) material" (Bowen, 2009). As a research method, it is an analytical method in qualitative research requiring that data to be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; Rapley, 2007 as cited in Bowen, 2009). Documents can be advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers (clippings/articles); press releases; program proposals, application forms, and summaries; radio and television program scripts; organisational or institutional reports; survey data; and various public records (Bowen, 2009). The advantages of document analysis are that it provides efficient method,

availability, cost- effectiveness, lack of obtrusiveness and reactivity, stability, exactness, coverage although document analysis can cause to gain insufficient detail, low-retrievability, and biased selectivity (Bowen, 2009). Regarding all these advantages, document analysis method has been used in this theses study.

Firstly, what kind of documents are needed and how to obtain them are taken into consideration in the light of the questions that are expected to be answered. As it is mentioned above, related to revising and redesigning curriculum in education, ELT coursebooks published in and after 2015 have been selected in this study. In addition to this, the inclusion of ELT coursebooks containing the CT title has been seen as essential for comparison. The researcher has benefited from ELT coursebooks of various publishing houses, ranging from A1 to B2 levels. As stated under the sampling head, ELT coursebooks have been provided by a random sampling method.

In this study, 'Grid for Developing and Evaluating Reading Comprehension Questions' has been used (Day & Park, 2005, p.62). Day and Park (2005) propose that this Grid has been developed to help students become interactive readers. Teachers and material developers can utilize it. Besides, it can be used as a medium to analyze instructional materials. The taxonomies of the types of comprehension and the forms of questions take place in the Grid. It consists of six types of comprehension; Literal Understanding, Reorganization, Inference, Prediction, Evaluation, Personal Response, and five forms of questions; Yes-No, Alternative, True-False, Wh, Multiple Choice (p.62). As it is indicated, this taxonomy of the types of comprehension and the forms of questions have also been designed to be used as a checklist for language teachers and materials developers as well as to analyze instructional materials. Based on this Grid, the researcher has used the taxonomy to design her 'CR Comprehension Questions Grid' and analyze ELT coursebooks.

2.4. Data Analysis Procedure

The content analysis method has been used for data analysis in this study. As Patton suggests (2002), "any qualitative data reduction and sense-making effort are the purposes of content analysis aiming at defining core consistencies and meanings" (p.453). Weber (1990) states that qualitative content analysis not only counts words to examining

language to a high degree but also assigns a huge number of texts to categories presenting similar meanings (as cited in Hsieh & Shannon, 2005). As it is qualitative research, it is aimed to obtain a holistic picture. It aims to deal with all the documents subject to the research in detail and with all aspects.

In this study, 10 English Language Teaching (ELT) coursebooks have been constituted the whole data set. The questions in the data set have been coded under the relevant themes by classification. This study aims to determine whether ELT coursebooks in this study include Critical Reading (CR) comprehension questions and determine the frequency and rates if they contain CR questions. Subsequently, it is to determine what type of CR comprehension questions they have, based on the table from the literature, to conduct the analysis. In light of the findings obtained, the ultimate goal is to provide explanatory comments on what is meant by CR teaching in ELT coursebooks.

Since the study area is CR comprehension questions, the questions and instructions presented in ELT coursebooks, following the written and verbal texts and figures (including listening parts and videos) or following certain parts, are also evaluated within the context of the principle of intertextuality. The questions presented before reading and listening texts were classified as pre-reading questions and not coded into the theme grid.

Because pre-reading questions are not considered as reading comprehension questions, these types of questions are considered warm-up questions about following texts, helping readers visualize what they know about the relevant topic, and activating their background knowledge about the relevant topic.10 ELT coursebooks were examined as to whether they contain CR comprehension questions. All documents have been read thoroughly.

The researcher analyzed the questions followed by a text including written or spoken language in ELT coursebooks as the unit for the analysis. Within the framework of the research purposes, the questions regarded as critical reading comprehension questions were separated from ELT coursebooks in a meaningful way. After data reduction, the questions have been coded on the theme grid under the appropriate theme

on the critical reading comprehension grid. Then the frequency of CR comprehension questions on the thematic Grid is calculated based on their percentage.

On the other hand, the theme grid has also been evaluated according to the forms of the questions, so the relationship between the question type and form, the question forms that have been frequently encountered, not encountered, or rarely encountered have also been determined.

In the analysis period of the data obtained in the next stage, the frequency of the questions has been determined numerically, and the help of the percentage distribution method evaluates percentages of the types of comprehension and the forms of the questions. Subsequently, ELT coursebooks have been analyzed in detail and comparatively in a particular system within the CR comprehension grid framework.

In this study, CR comprehension questions in ELT coursebooks have been analyzed. To conduct this study 'GRID for Developing and Evaluating Reading Comprehension Questions' has been taken as the reference. As distinct from 'GRID for Developing and Evaluating Reading Comprehension Questions', it is aimed at examining CR comprehension questions in ELT coursebooks. Hence the reference GRID has been revised and redesigned. The requirements of CR have been taken into consideration and utilized from Bloom's Taxonomy to identify CR type of comprehension questions reflecting higher-order skills. Bloom's Taxonomy is a tool to measure thinking. It is one of the well-known, broadly applied systematic classifications of the processes of thinking and learning. Paul (1985) states that taxonomy can be used to classify educational goals, educational experiences, learning processes, and evaluation questions and problems in addition to providing an organized framework for categorizing questions as well (as cited in Forehand, 2005).

In addition to knowledge-based goals, there are two more domains: psychomotor or skill-based and value or affective-based goals in Bloom's Taxonomy. The knowledge-based domain consists of six major levels of thinking. These levels take place on a continuum lying from simple to complex, remembering, understanding, applying, analyzing, evaluating, creating, respectively. The last three are considered to be referring a higher level of thinking (Krathwohl, as cited in Tabrizi & Rideout, 2017). Noble (2004)

mentions, on the other hand, taxonomy has brought about the high and low level of thinking terms related to educational concepts. It has been closely linked with various skills, including Critical Thinking (CT) skills, too (as cited in Forehand, 2005).

Another concern in the selection of Grid is CT is a skill referring to being able to use high thinking skills mentioned in Bloom Taxonomy. Due to CR is the reflection of teaching CT skills in language teaching, 'Grid for Developing Reading Comprehension Questions' (Day & Park, 2005, p.62) is opted to evaluate CR reading comprehension questions in ELT coursebooks. Grid for developing reading comprehension questions and the explanation of the themes is presented below:

Table 1. Grid for developing and evaluating reading comprehension questions.

	Types of Comprehension					
Forms of Questions	Literal Understanding	Reorganization	Inference	Prediction	Evaluation	Personal Response
Yes/No Alternative True/false						
Who/What/When/ Where/How/Why						
Multiple Choice						

Resource: Day & Park, 2005, p.62

As noted above, 'Grid for Developing and Evaluating Reading Comprehension Questions' is designed to examine and develop the six types of comprehension and five forms of questions. The definitions of the six types of comprehension questions have been proposed in the Grid are as follows:

1.Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text. An example of a literal comprehension question about this article is: How many types of comprehension do the authors discuss?

2.The reorganization is based on a literal understanding of the text; students must use various parts of the text and combine them for further understanding. For example, we might read at the beginning of a text that a woman named Maria Kim was born in

1945 and then later at the end of the text that she died in 1990. To answer this question, How old was Maria Kim when she died? The student has to put together two pieces of information from different parts of the text.

3.Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their knowledge and intuitions. An example of a question that requires the reader to make an inference is: Are the authors of this article experienced, language teachers?

4.Prediction involves students using their understanding of the passage and their knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story end. Having students make predictions before they read the text is a pre-reading activity. We do not see this type of prediction as a type of comprehension. Instead, it is an activity that allows students to realize how much they know about the topic of the text. A post-reading prediction question might be: Do you think they will stay married? Why or why not?

5.Evaluation requires the learner to give a global or comprehensive judgment about some aspect of the text. To answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues. For example, a comprehension question that requires the reader to evaluate this article is: How will the information in this article be useful to you?

6.The personal response requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the text's content and reflect a literal understanding of the material. An example of a comprehension question that requires a personal response is: What do you like or dislike about this article? (Day & Park, 2005, pp.62-64).

This theme grid supplies a ready structure for data analysis. Besides, Grid for Developing and Evaluating the Reading Comprehension Questions has not been used

numerically. In line with the Critical Reading comprehension skills, the Grid's first two themes, literal understanding, and reorganization, have removed from the Grid because they could not create a response to the critical reading comprehension question type. Secondly, a new form of question has been added as an alternative form of the question, and multiple-choice form of question has been embedded in this form of questions. At this point, the Grid has been revised. The adapted Grid has been called the 'Critical Reading Comprehension Questions Grid'. The revised version of the Grid for developing and evaluating reading comprehension questions used in the research is as follows:

Table 2. Critical reading comprehension question grid.

	Types of Comprehension			
Forms of Questions	Inference	Prediction	Evaluation	Personal Response
Yes-No				
Open-Ended				
True-False				
Wh				
Alternative				

In this regard, the themes of Inference, Prediction, Evaluation, and Personal Response for CR comprehension questions classification have been appropriate because they refer to higher-order thinking skills. Owing to the clearly identified themes, the complexity has been prevented from being written under two separate themes and the reliability of the research has been increased.

The Grid for Developing and Evaluating Reading Comprehension Questions has been designed to allow the researcher and a second analyst to calculate the frequencies of each level of the critical reading comprehension questions in ELT coursebooks. For the study's reliability, the themes and coding in the theme grid related to CR comprehension questions have been confirmed by the expert. The theme grid has been tested on an ELT coursebook randomly selected from the dataset, and its functionality has been examined, whether the questions fit the themes.

In addition to that, the relationship between the levels of ELT coursebooks examined and the CR comprehension questions grid can be evaluated. Regarding this matter, it is beneficial to share the levels of each ELT coursebook;

Table 3. The levels of ELT coursebooks.

The levels of ELT coursebooks				
The titles of ELT coursebooks	A1	A2	B1	B2
Headway & Prime Time	**X**			
Keynote	**X**	**X**		
Impact &Jet Stream & Pathways		**X**	**X**	
Compact & Aim High			**X**	
Speak Now			**X**	**X**
Network				**X**

Headway and *Prime Time* are A1 levels; *Keynote* is A1-A2 level, *Impact, Jet Stream* and *Pathways* are A2-B1 levels, *Compact* and Aim *High* are B1 level, *Speak Now* is B1-B2 level, *Network* is B2 level.

In this way, 10 ELT coursebooks that have been scrutinized and compared with each other. The frequency of CR questions in these documents has been identified. The data have first been presented with a descriptive approach. Subsequently, themes and inter-theme relationships have been determined through systematic analysis based on the forms of the questions. Additional analyses have been done. In the final stage, the researcher has included her evaluations.

CHAPTER 3. RESULTS

In order to find out to whether ELT coursebooks in this study include CR comprehension questions and what type of CR comprehension questions they have,theme frequency, and distribution percentages of each ELT coursebook and all ELT coursebooks have been calculated. Then, the CR comprehension question grid's findings have been explained based on the frequency and percentage distribution. The relationship between forms of questions and types of questions have been viewed and interpreted. The cause and effect relationship between the findings have been tried to be accounted for and compared with each other relying on CR (Yıldırım & Şimşek, 2003, p.159).

3.1. The Frequency and Percentage Distribution of all ELT Coursebooks one by one

The frequency and percentage distribution grids of each ELT coursebooks examined are as follows on an individual basis:

Table 4. Grid for the frequency and percentage distribution of the questions in Compact B1.

COMPACT					
Forms of Questions	Types of Comprehension				
	Inference	Prediction	Evaluation	Personal Response	Total
Yes-No Questions	0	0	5	13	18
Open-Ended Questions	0	1	5	13	19
Wh Questions	4	1	21	34	60
True-False Questions	0	0	0	0	0
Alternative Questions	0	0	0	0	0
Total	4	2	31	60	97

Table 5. The distribution of question forms for the type of comprehension questions in Compact.

	Forms of Questions									
	Yes-No		Open-Ended		Wh		True-False		Alternative	
Types of Comprehension	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Inference	0	0,00%	0	0,00%	4	6,67%	0	0,00%	0	0,00%
Prediction	0	0,00%	1	5,26%	1	1,67%	0	0,00%	0	0,00%
Evaluation	5	27,78%	5	26,32%	21	35,00%	0	0,00%	0	0,00%
Personal Response	13	72,22%	13	68,42%	34	56,67%	0	0,00%	0	0,00%
Total	18	100%	19	100%	60	100%	0	0,00%	0	0,00%

In this ELT coursebook, 97 CR comprehension questions have been coded on the Grid. 60 of 97 questions are Personal Response questions. Personal Response questions have been most frequently found in Wh questions (f=34) and equally in the Open-Ended and Yes-No question form (f =13). No Personal Response type has been found in alternative and True-False question types.

Table 6. Grid for the frequency and percentage distribution of the questions in Impact A2-B1**.**

IMPACT					
Forms of Questions	Types of Comprehension				
	Inference	Prediction	Evaluation	Personal Response	Total
Yes-No Questions	0	1	10	29	40
Open-Ended Questions	3	0	47	49	99
Wh Questions	6	0	46	100	152
True-False Questions	0	0	0	0	0
Alternative Questions	0	0	0	0	0
Total	9	1	103	178	291

Table 7. The distribution of question forms for the type of comprehension questions in Impact.

	Forms of Questions									
	Yes-No		Open-Ended		Wh		True-False		Alternative	
Types of Comprehension	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Inference	0	0,00%	3	3,03%	6	3,95%	0	0,00%	0	0,00%
Prediction	1	2,50%	0	0,00%	0	0,00%	0	0,00%	0	0,00%
Evaluation	10	25,00%	47	47,47%	46	30,26%	0	0,00%	0	0,00%
Personal Response	29	72,50%	49	49,49%	100	65,79%	0	0,00%	0	0,00%
Total	40	100%	99	100%	152	100%	0	0,00%	0	0,00%

In the second ELT coursebook, 291 CR comprehension questions have been coded on the Grid. 178 of 291 questions are Personal Response questions. Personal Response questions have been most frequently found in Wh questions(f=152). No Personal Response type was found in Alternative and True-False question types.

Table 8. Grid for the frequency and percentage distribution of the questions in Jet Stream

JET STREAM					
Forms of Questions	Types of Comprehension				
	Inference	Prediction	Evaluation	Personal Response	Total
Yes-No Questions	3	1	12	41	57
Open-Ended Questions	2	7	24	31	64
Wh Questions	22	9	36	58	125
True-False Questions	0	0	0	1	1
Alternative Questions	0	1	1	3	5
Total	27	18	73	134	252

Table 9. The distribution of question forms for the type of comprehension questions in Jet Stream.

	Forms of Questions									
	Yes-No		Open-Ended		Wh		True-False		Alternative	
Types of Comprehension	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Inference	3	5,26%	2	3,13%	22	17,60%	0	0,00%	0	0,00%
Prediction	1	1,75%	7	10,94%	9	7,20%	0	0,00%	1	20,00%
Evaluation	12	21,05%	24	37,50%	36	28,80%	0	0,00%	1	0,00%
Personal Response	41	71,93%	31	48,44%	58	46,40%	1	100%	3	60,00%
Total	57	100%	64	100%	125	100%	1	100%	5	100%

The third ELT coursebook includes 252 CR comprehension questions on the Grid. 134 of 252 questions are Personal Response questions. Personal Response questions have been most frequently found in Wh questions (f=125). Personal Response type of questions has been found in all types. The least addressed form of questions is 'True-False' form of questions(f=1).

Table 10. Grid for the frequency and percentage distribution of the questions in Pathways A2-B1.

PATHWAYS					
Forms of Questions	Types of Comprehension				
	Inference	Prediction	Evaluation	Personal Response	Total
Yes-No Questions	0	0	8	12	20
Open-Ended Questions	0	1	3	8	12
Wh Questions	5	7	31	48	91
True-False Questions	0	0	0	0	0
Alternative Questions	2	1	2	0	5
Total	7	9	44	68	128

Table 11. The distribution of question forms for the type of comprehension questions in Pathways.

Types of Comprehension	Forms of Questions									
	Yes-No		Open-Ended		Wh		True-False		Alternative	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Inference	0	0,00%	0	0,00%	5	5,49%	0	0,00%	2	40,00%
Prediction	0	0,00%	1	8,33%	7	7,69%	0	0,00%	1	20,00%
Evaluation	8	40,00%	3	25,00%	31	34,07%	0	0,00%	2	40,00%
Personal Response	12	60,00%	8	66,67%	48	52,75%	0	0,00%	0	0,00%
Total	20	100%	12	100%	91	100%	0	0,00%	5	100%

Fourthly, *Pathways* includes 128 CR comprehension questions on the Grid. 68 of 128 questions are personal response questions. Personal response questions have been most frequently found in Wh questions (f=91). Except for True false form question, personal response type of questions has been found in all types.

Table 12. Grid for the frequency and percentage distribution of the questions in Speak Now B1-B2.

SPEAK NOW					
Forms of Questions	Types of Comprehension				
	Inference	Prediction	Evaluation	Personal Response	Total
Yes-No Questions	0	0	0	20	20
Open-Ended Questions	0	0	3	36	39
Wh Questions	1	0	0	37	38
True-False Questions	0	0	0	0	0
Alternative Questions	0	0	0	0	0
Total	1	0	3	93	97

Table 13. The distribution of question forms for the type of comprehension questions in

Speak Now.

Types of Comprehension	Forms of Questions									
	Yes-No		Open-Ended		Wh		True-False		Alternative	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Inference	0	0,00%	0	0,00%	1	2,63%	0	0,00%	0	0,00%
Prediction	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%
Evaluation	0	0,00%	3	7,69%	0	0,00%	0	0,00%	0	0,00%
Personal Response	20	100,00%	36	92,31%	37	97,37%	0	0,00%	0	0,00%
Total	20	100%	39	100%	38	100%	0	0,00%	0	0,00%

In the fifth ELT coursebook *Speak Now*, there are 97 CR comprehension questions. 60 of 97 questions are Personal Response questions. The least addressed type was the Prediction type (f=2). Personal Response questions have been most frequently found in Wh question form (f=37). Furthermore, the frequency of the Open-Ended question form is almost the same (f=36). No Personal Response type has been found in alternative and True-False question forms.

Table 14. Grid for the frequency and percentage distribution of the questions in Headway A1.

Forms of Questions	HEADWAY				
	Types of Comprehension				
	Inference	Prediction	Evaluation	Personal Response	Total
Yes-No Questions	1	0	0	4	5
Open-Ended Questions	0	0	0	0	0
Wh Questions	1	0	5	3	9
True-False Questions	0	0	0	0	0
Alternative Questions	0	0	0	2	2
Total	2	0	5	9	16

Table 15. The distribution of question forms for the type of comprehension questions in

Headway

	Forms of Questions									
	Yes-No		Open-Ended		Wh		True-False		Alternative	
Types of Comprehension	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Inference	1	20,00%	0	0,00%	1	11,11%	0	0,00%	0	0,00%
Prediction	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%
Evaluation	0	0,00%	0	0,00%	5	55,56%	0	0,00%	0	0,00%
Personal Response	4	80,00%	0	0,00%	3	33,33%	0	0,00%	2	100,00%
Total	5	100%	0	0,00%	9	100%	0	0,00%	0	100%

In the sixth ELT coursebook *Headway*, 16 CR comprehension questions have been coded. 9 of 16 questions are personal response questions. No Prediction type was coded (f=0). Personal Response questions have been most frequently found in Yes-No question (f=4), and the frequency of Wh question form is almost the same (f=3). No Personal Response type has been found in the Open-Ended and True-False question types (f=0).

Table 16. Grid for the frequency and percentage distribution of the questions in Keynote A1-A2.

KEYNOTE					
Forms of Questions	Types of Comprehension				
	Inference	Prediction	Evaluation	Personal Response	Total
Yes-No Questions	0	0	19	24	43
Open-Ended Questions	1	2	42	55	100
Wh Questions	3	3	28	29	63
True-False Questions	0	1	7	0	8
Alternative Questions	4	0	4	10	18
Total	8	6	100	118	232

Table 17. The distribution of question forms for the type of comprehension questions in

Keynote

	Forms of Questions									
	Yes-No		Open-Ended		Wh		True-False		Alternative	
Types of Comprehension	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Inference	0	0,00%	1	1,00%	3	4,76%	0	0,00%	4	22,22%
Prediction	0	0,00%	2	2,00%	3	4,76%	1	12,50%	0	0,00%
Evaluation	19	44,19%	42	42,00%	28	44,44%	7	87,50%	4	22,22%
Personal Response	24	55,81%	55	55,00%	29	46,03%	0	0,00%	10	55,56%
Total	43	100%	100	100%	63	100%	8	100%	18	100%

Keynote includes 232 CR comprehension questions. 118 of 232 questions are Personal Response questions. The least addressed type of questions is the 'Prediction' type (f=6). Personal Response questions have been most frequently found in Open-Ended questions (f=55). No Personal Response type has been found in True-False question form (f=0).

Table 18. Grid for the frequency and percentage distribution of the questions in Prime Time A1.

	PRIME TIME				
Forms of Questions	Types of Comprehension				
	Inference	Prediction	Evaluation	Personal Response	Total
Yes-No Questions	0	0	0	4	4
Open-Ended Questions	0	1	20	6	27
Wh Questions	1	1	5	7	14
True-False Questions	0	0	0	0	0
Alternative Questions	0	0	0	1	1
Total	1	2	25	18	46

Table 19. The distribution of question forms for the type of comprehension questions in

Prime Time.

Types of Comprehension	Forms of Questions									
	Yes-No		Open-Ended		Wh		True-False		Alternative	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Inference	0	0%	0	0%	1	7,14%	0	0%	0	0%
Prediction	0	0%	1	3,70%	1	7,14%	0	0%	0	0%
Evaluation	0	0%	20	74,07%	5	35,71%	0	0%	0	0%
Personal Response	4	100%	6	22,22%	7	50,00%	0	0%	1	100%
Total	4	100%	27	100%	14	100%	0	0%	1	100%

Prime Time includes 46 CR comprehension questions. 25 of 46 questions are Evaluation questions. The least addressed type of questions is the 'Inference' type (f=1). Evaluation type questions have been most frequently found in Open-Ended questions (f=20). No Evaluation type has been found in Yes-No, True-False and Alternative question forms (f=0).

Table 20. Grid for the frequency and percentage distribution of the questions in Aim High B1.

Forms of Questions	AIM HIGH				
	Types of Comprehension				
	Inference	Prediction	Evaluation	Personal Response	Total
Yes-No Questions	0	1	7	11	19
Open-Ended Questions	0	3	12	17	32
Wh Questions	10	1	25	40	76
True-False Questions	0	0	0	0	0
Alternative Questions	0	1	0	2	3
Total	10	6	44	70	130

Table 21. The distribution of question forms for the type of comprehension questions in

Aim High

Types of Comprehension	Forms of Questions									
	Yes-No		Open-Ended		Wh		True-False		Alternative	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Inference	0	0%	0	0%	10	13,16%	0	0%	0	0%
Prediction	1	5,26%	3	9,38%	1	1,32%	0	0%	1	33,33%
Evaluation	7	36,84%	12	37,50%	25	32,89%	0	0%	0	0%
Personal Response	11	57,89%	17	53,13%	40	52,63%	0	0%	2	66,67%
Total	19	100%	32	100%	76	100%	0	0%	3	100%

Aim High includes 130 CR comprehension questions .70 of 130 questions are Personal Response questions. The least addressed type of questions is the 'Prediction' type (f=6). Personal Response type questions have been most frequently found in Wh questions (f=40). No Personal Response type has been found in the True-False question form (f=0).

Table 22. Grid for the frequency and percentage distribution of the questions in Network B2.

Forms of Questions	NETWORK				
	Types of Comprehension				
	Inference	Prediction	Evaluation	Personal Response	Total
Yes-No Questions	1	0	3	41	45
Open-Ended Questions	0	9	16	33	58
Wh Questions	12	8	26	105	151
True-False Questions	0	0	0	0	0
Alternative Questions	1	0	0	0	1
Total	14	17	45	179	255

Table 23. The distribution of question forms for the type of comprehension questions in

Network

Types of Comprehension	Forms of Questions									
	Yes-No		Open-Ended		Wh		True-False		Alternative	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Inference	1	2,22%	0	0%	12	7,95%	0	0%	1	100%
Prediction	0	0%	9	15,52%	8	5,30%	0	0%	0	0%
Evaluation	3	6,67%	16	27,59%	26	17,22%	0	0%	0	0%
Personal Response	41	91,11%	33	56,90%	105	69,54%	0	0%	0	0%
Total	45	100%	58	100%	151	100%	0	0%	1	100%

Network includes 255 CR comprehension questions. 179 of 255 questions are Personal Response questions. The least addressed type of questions is the 'Inference' type (f=14). Personal Response type questions have been most frequently found in Wh questions form (f=105). No Personal Response type has been found in True-False and Alternative question forms (f=0).

Considering the evaluation of all ELT coursebooks, 1549 CR comprehension questions have been found. In this context, Personal Response type of questions (f=927), Wh question forms (f=779) have been found to transcend the other types and forms depending on the frequency of the CR comprehension questions grid. The least addressed type of questions is the Prediction (f=65); the form of the question is True-False form questions (f=9).

No Prediction type has been found in *Speak Now*, and *Headway*. No True-False question form has been found in *Compact, Impact, Pathways, Speak Now, Headway, Prime Time, Aim High* and *Network*. No Alternative question form has been found in *Compact, Impact, Speak Now* and *Network*. No Open-Ended question form has been found in *Headway*.

The least addressed question form, True-False questions, were found in literal understanding and reorganization. It is why they have not been coded on the CR comprehension questions grid.

The most addressed Wh question form in ELT coursebooks has also been seen in other question types, including both literal understanding and reorganization types. In particular, 'Why' question examined within the scope of Wh form questions, has been complementary to Open-Ended and Yes-No questions.

Personal Response (f=947) has consisted of 60 % of all 1549 CR comprehension questions in all ELT coursebooks examined. Besides, 461 of 947 Personal Response questions have been made by Wh question form.

3.2. The Frequency and Percentage Distribution of all ELT Coursebooks

The Grid of frequency and percentage distribution of ELT coursebooks are as follows all in one:

Table 24. All ELT coursebooks.

Forms of Questions	Types of Comprehension				
	Inference	Prediction	Evaluation	Personal Response	Total
Yes-No Questions	6	3	64	199	272
Open-Ended Questions	6	24	172	248	450
Wh Questions	65	30	223	461	779
True-False Questions	0	1	7	1	9
Alternative Questions	7	7	7	18	39
Total	84	65	473	927	1549

Table 25. All ELT coursebooks average.

	Types of Comprehension				
Forms of Questions	Inference	Prediction	Evaluation	Personal Response	Total
Percentage	5,42%	4,20%	30,54%	59,85%	100,00%
Total	84	65	473	927	1549

Depending on the first research question, it is possible to say that there are critical reading comprehension questions related to all question types and forms in the examined ELT coursebooks. 927 of 1549 are Personal Response type questions. Personal Response type questions have been seen prominently in the Grid, and the least addressed type is the Prediction(f=65). The frequency and percentage distribution grids of all question types are as follows:

Table 26. All ELT coursebooks average in terms of Yes-No questions.

	Yes-No Questions	
Type of Questions	*f*	*%*
Inference	6	2,21%
Prediction	3	1,10%
Evaluation	64	23,53%
Personal Response	199	73,16%
Total	*272*	100%

Accordingly, 73% of Yes-No questions(f=199) are in the ‘Personal Response’ dimension. The least addressed yes-no questions are ‘Prediction’ type of questions(f=3).

Table 27. All ELT coursebooks average in terms of Open-Ended questions.

Type of Questions	Open-Ended Questions	
	f	*%*
Inference	6	1,33%
Prediction	24	5,33%
Evaluation	172	38,22%
Personal Response	248	55,11%
Total	*450*	100%

Accordingly, 55% of Open-Ended questions (f=248) are in the 'Personal Response' dimension. The least addressed Open-Ended questions are the 'Inference' type of questions (f=6).

Table 28. All ELT coursebooks average in terms of Wh questions.

Type of Questions	Wh Questions	
	f	*%*
Inference	65	8,34%
Prediction	30	3,85%
Evaluation	223	28,63%
Personal Response	461	59,18%
Total	*779*	100%

Accordingly, 59% of Wh questions, (f=461) are in the 'Personal Response' dimension. The least addressed Wh questions are 'Prediction' type of questions(f=30).

Table 29. All ELT coursebooks average in terms of True-False questions.

Type of Questions	True-False Questions	
	f	*%*
Inference	0	0,00%
Prediction	1	11,11%
Evaluation	7	77,78%
Personal Response	1	11,11%
Total	*9*	100%

Accordingly, 78% of True-False questions, (f=7) are in the 'Evaluation' dimension. No 'Inference' type of question has been found in True-False questions (f=0).

Table 30. All ELT coursebooks average in terms of Alternative questions.

Type of Questions	Alternative Questions	
	f	*%*
Inference	7	17,95%
Prediction	7	17,95%
Evaluation	7	17,95%
Personal Response	18	46,15%
Total	*39*	100%

Accordingly, 46% of alternative questions, (f=18) are in the 'Personal Response' dimension. The remaining percentage is equally distributed among the other three types (f=7).

3.3. The Distribution of Question Forms for the Type of Comprehension Questions

Here, the frequency and percentage of the type of comprehension questions for each question form in all ELT coursebooks have been examined in order to find out which form of question is most and least addressed. The distribution of five question forms (Yes-No, Open–Ended, Wh, True-False, Alternative) for the Personal Response type of comprehension questions is as follows:

Table 31. The distribution of question forms for the Personal Response type of comprehension questions.

Personal Response		
Forms of questions	Distribution Frequency in All ELT Coursebooks	Percentage
Yes-No	199/272	73,16%
Open-Ended	248/450	55,11%
Wh	461/779	59,18%
True-False	1/9	11,11%
Alternative	18/39	46,15%

Yes-No form of question

Yes-No question form (f=199) is seen in the Grid thirdly. 199 of all 927 Personal Response type questions have been presented in the Yes-No question form. This rate constitutes 73,16 per cent of all Yes-No questions in ELT coursebooks (f=272).

Open-Ended form of question

Secondly, Open-Ended forms of questions (f=248) in Personal Response type questions have been seen in the Grid. 248 of 927 all Personal Response type questions have been presented in the Open-Ended question form. This rate constitutes 55,11 per cent of all Open-Ended questions in ELT coursebooks (f=450).

Wh form of question

Personal Response type questions have been mostly observed in Wh question forms (f=461). It is almost half of the total number of Personal Response questions in ELT coursebooks (f=927). This rate constitutes 59,18 per cent of all Wh questions in ELT coursebooks (f=779).

True-False form of question

The least addressed form of the question in Personal type is True-False questions (f=1). 1 of 927 Personal Response type questions has been given in the True-False form. This rate constitutes 11,11 per cent of all True-False questions in ELT coursebooks (f=9).

Alternative form of question

18 of all 927 Personal Response type questions have been given in Alternative question form. This rate constitutes 46,15 per cent of all Alternative questions in ELT coursebooks (f=39).

The distribution of five question forms (Yes-No, Open–Ended, Wh, True-False, Alternative) for the Evaluation type of comprehension questions is as follows:

Table 32. The distribution of question forms for the Evaluation type of comprehension questions.

	Evaluation	
Forms of questions	Distribution Frequency in All ELT Coursebooks	Percentage
Yes-No	64/272	23,53%
Open-Ended	172/450	38,22%
Wh	223/779	28,63%
True-False	7/9	77,78%
Alternative	7/39	17,95%

Yes-No form of question

Yes-No question form (f=64) is seen in the Grid thirdly. 64 of all 473 Evaluation type questions have been presented in the Yes-No question form. This rate constitutes 25,53 per cent of all Yes-No questions in ELT coursebooks (f=272).

Open-Ended form of question

Secondly, Open-Ended forms of questions (f=172) in Evaluation type questions have been seen in the Grid. 172 of all 473 Evaluation type questions have been presented in the Open-Ended question form. This rate constitutes 38,22 per cent of all Open-Ended questions in ELT coursebooks(f=450).

Wh form of question

Evaluation type questions have been observed in all forms of questions in ELT coursebooks. Evaluation type questions have mostly been observed in Wh question forms (f=223). It is almost half of the total number of Evaluation questions observed in ELT coursebooks (t=473). This rate constitutes 28,63 percent of all Wh questions (f=779) in ELT coursebooks.

True-False form of question

True-False (f=7) and Alternative (f=7) question forms have been seen equally in the Grid. 7 of all 473 Evaluation type questions have been presented in the True-False question form. This rate constitutes 77,78 per cent of all True-False questions in ELT coursebooks (f=9).

Alternative form of question

7 of all 473 Evaluation type questions have been given in Alternative question form. This rate constitutes 17,95 per cent of all Alternative questions in ELT coursebooks (f=39).

The distribution of five question forms (Yes-No, Open–Ended, Wh, True-False, Alternative) for the Inference type of comprehension questions is as follows:

Table 33. The distribution of question forms for the Inference type of comprehension questions.

Inference		
Forms of questions	Distribution Frequency in All ELT Coursebooks	Percentage
Yes-No	6/272	2,21%
Open-Ended	6/450	1,33%
Wh	65/779	8,34%
True-False	0/9	0%
Alternative	7/39	17,95%

Yes-No form of question

6 of all 84 Inference type questions have been given in Yes-No question form. This rate constitutes 2,21 per cent of all Yes-No questions in ELT coursebooks (f=272).

Open-Ended form of question

Open-Ended (f=6) and Yes-No (f=6) question forms have been seen equally in the Grid. 6 of all 84 Inference type questions have been presented in the Open-Ended question form. This rate constitutes 1,33 per cent of all Open-Ended questions in ELT coursebooks (f=450).

Wh form of question

Inference type questions have mostly been observed in Wh question forms (f=65).65 of all 84 Inference type questions have been observed in Wh question form. It is more than half of the total number of Inference questions observed in ELT coursebooks. This rate constitutes 8,34 per cent of all Wh questions (f=779) in ELT coursebooks.

True-false form of question

No True-False form of the question (f=0) has been observed in all Inference type questions.

Alternative form of question

In the second-order, Alternative forms of questions come in Inference type of questions in ELT coursebooks. 7 of all 84 Inference type questions have been given in Alternative question form. This rate constitutes 17,95 per cent of all Alternative questions in ELT coursebooks (f=39).

The distribution of five question forms (Yes-No, Open–Ended, Wh, True-False, Alternative) for the Prediction type of comprehension questions is as follows:

Table 34. The distribution of question forms for the Prediction type of comprehension questions.

Prediction		
Forms of questions	Distribution Frequency in All ELT Coursebooks	Percentage
Yes-No	3/272	1,10%
Open-Ended	24/450	5,33%
Wh	30/779	3,85%
True-False	1/9	11%
Alternative	7/39	17,95%

Yes-No form of question

Yes-No question form (f=3) is seen in the Grid. 3 of all 65 Prediction type questions have been presented in the Yes-No question form. This rate constitutes 1,10 per cent of all Yes-No questions in ELT coursebooks (f=272).

Open-Ended form of question

Secondly, Open-Ended forms of questions (f=24) in Prediction type questions have been seen in the Grid. 24 of all 65 Prediction type questions have been presented in the Open-Ended question form. This rate constitutes 5,33 per cent of all Open-Ended questions in ELT coursebooks (f=450).

Wh form of question

Prediction type questions have mostly been observed in Wh question forms (f=30). 30 of all 65 Prediction type questions have been observed in Wh question form. It is almost half of the total number of Prediction questions observed in ELT coursebooks. This rate constitutes 3,85 per cent of all Wh questions (f=779) in ELT coursebooks.

True-False form of question

True-False (f=1) question forms have been seen as the least addressed form in the Grid. Only 1 of all 65 Prediction type questions has been presented in the True-False question form. This rate constitutes 11,11 per cent of all True-False questions in ELT coursebooks (f=9).

Alternative form of question

In the third order, Alternative forms of questions come in Prediction type of questions in ELT coursebooks. 7 of all 65 Prediction type questions have been given in Alternative question form. This rate constitutes 17,95 per cent of all Alternative questions in ELT coursebooks (f=39).

3.4. The Evaluation of CR Comprehension Questions

In the light of the first research question as whether ELT coursebooks in this study include CR comprehension questions, it is observed that ELT coursebooks include CR comprehension questions based on the Grid taken as the reference.

As can be seen in the Grid, 927 of 1549 are Personal Response type questions. This rate constitutes 59,85 per cent of all CR questions in ELT coursebooks. Personal Response questions (f=927) have been observed dominantly among all in ELT coursebooks. Personal Response questions (f=927) have been observed dominantly among all in ELT coursebooks. It is almost sure that Personal Response questions are considered to be in great demand of all types.

Secondly, as summarized in the Grid, 473 of 1549 are Evaluation type questions. This rate constitutes 30,54 per cent of all CR questions in ELT coursebooks. Evaluation questions (f=473) have been observed secondly dominant among all in ELT coursebooks.

Inference question type comes in third place with 84 questions of 1549 CR questions. This rate constitutes 5,42 per cent of all CR questions in ELT coursebooks. As it is valid for previously mentioned two question types, inference type questions require literal understanding first too.

As shown in the Grid, Prediction type questions are 65 of 1549. This rate constitutes 4,20 per cent of all CR questions in ELT coursebooks. Prediction type of questions is the least addressed type in ELT coursebooks.

3.4.1. The Sequencing of ELT Coursebooks in terms of including CR Comprehension Questions

ELT coursebooks analyzed in this study have a different number of CR comprehension questions. The arrangement of ELT coursebooks depending on their intensity of CR comprehension questions from the most to the least is as follows:

Impact(f=291), *Network*(f=255), *Jet Stream*(f=252), *Keynote*(f=232), *Aim High*(f=130), *Pathways*(f=128), *Speak Now* and *Compact*(f=97), *Prime Time*(f=46) and *Headway*(f=16).

Correspondingly, the ELT coursebook with the most CR comprehension questions is Impact and the ELT coursebook with the least CR comprehension questions is *Headway*.

Table 35. The sequencing of ELT coursebooks in terms of their levels.

Titles of ELT coursebooks	Levels of coursebooks	Frequency in coursebooks
Prime Time	A1	46
Headway	A1	16
Keynote	A1-A2	232
Impact	A2-B1	291
Jet Stream	A2-B1	252
Pathways	A2-B1	128
Compact	B1	97
Aim High	B1	130
Speak Now	B1-B2	97
Network	B2	255

The examined ELT coursebooks contain different numbers of CR comprehension questions. Within this respect, the question whether this result has a correlation with the levels of ELT coursebooks arises. Considering the levels of ELT coursebooks in terms of containing CR comprehension questions, *Impact*, with the level A2-B1, includes 291 CR comprehension questions and *Headway*, with the level A1, includes 16 CR comprehension questions. The number of CR comprehension questions related to ELT coursebooks' level randomly differ from each other. No increase has been observed depending on the levels of ELT coursebooks. There has not been found a link between the levels of ELT coursebooks in this study and the number of CR comprehension questions they have. However, *Prime Time* and *Headway*, with the level A1, have a quite considerable difference in the number of CR comprehension questions compared to other ELT coursebooks examined.

Headway and *Prime Time* as two A1 level ELT coursebooks in this study, they include considerably a smaller number of CR comprehension questions compared to other ELT coursebooks, especially *Headway*(f=16).

It is almost certain that the distinctive number of frequencies of *Headway* and *Prime Time* among all ELT coursebooks has a close link with the level of them. It is

because the approach to reading for early learners requires this. Wallace (2003) notes that the understanding of reading consists of decoding texts, pronouncing the words correctly, or practicing the structure for early learners (Wallace, 2003).

3.4.2. The Evaluation of Question Forms for the Type of CR Comprehension Questions.

The distribution of question forms for the Personal Response type of comprehension questions is presented from the most to the least addressed: Wh questions (f=461), Open-Ended questions (f=248), Yes-No questions (f=199), Alternative questions (f=18) and True-False questions (f=1).

The distribution of question forms for the Evaluation type of comprehension questions is presented from the most to the least addressed: Wh questions (f=223), Open-Ended questions (f=172), Yes-No questions (f=64), Alternative questions and True-False questions (f=7).

The distribution of question forms for the Inference type of comprehension questions is presented from the most to the least addressed: Wh questions (f=65), Alternative questions (f=7), Open-Ended questions and Yes-No questions (f=6), and True-False questions (f=0).

The distribution of question forms for the Prediction type of comprehension questions is presented from the most to the least addressed: Wh questions (f=30), Open-Ended questions (f=24), Alternative questions (f=7), Yes-No questions (f=3) and True-False questions (f=1).

Regarded as a general grid of all ELT coursebooks, Wh question form is at the top for all type of comprehension questions.

To examine question forms one by one related to question types: Open-Ended question form has the second mostly been observed for evaluation, Prediction and Personal Response type of questions. However, the Alternative question form is number two for the Inference type of questions.

Yes-No question form has the third mostly been observed for Evaluation and Personal Response type of questions. Yes-No and Open-Ended question form have been observed in the third order for Inference types of questions while Alternative question form has been in the third order for Prediction type of questions.

The fourth mostly observed question form for Personal Response type questions has been the Alternative form. Alternative and True-False question forms have been equally observed in Evaluation type of questions. Yes-No form has been the fourth mostly observed form of questions in Prediction type of questions. The fourth mostly observed form for Inference type of questions has been True-False form of questions.

True-False form has been the least observed form of questions in Personal Response and Prediction type of questions as the fifth one. There has no been the fifth form for Evaluation and Inference questions.

3.5. The Evaluation of CR Model Questions in ELT Coursebooks

Ten ELT coursebooks have been analyzed in terms of including CR comprehension questions. In doing so, the 'Grid for Developing and Evaluating Reading Comprehension Questions' which is developed by Day and Park (2005) has been taken as the reference (p.62). After revising and reorganizing this GRID consistent with the requirements of CT, the new version of GRID has been named as 'CR Comprehension Questions GRID'. The questions in ELT coursebooks have been classified and coded on this GRID.

While checking ELT coursebooks, another important issue has been taken into consideration. In addition to the questions evaluated as CR comprehension questions, the ones submitted in CR models have been noted separately. Four of ELT coursebooks; *Impact*, *Jet Stream*, *Pathways* and *Prime Time* include 2, 4, 2, 1 CR model questions respectively. Also, there is another common point of these questions. These CR questions are designed to reveal author's purpose. In CR, the author's purpose in writing the text is an important issue.

Consequently, it is possible to say that integrating CR comprehension questions to ELT coursebooks is useful to promote learners' CR skills. ELT coursebooks *Impact*,

Jet Stream, *Pathways*, *Keynote* and *Network*, are superior to other ELT coursebooks in terms of enhancing learners' awareness on intertextuality.

CHAPTER 4. CONCLUSION

4.1 Conclusion

The first aim of this study is to examine whether ELT coursebooks in this study include critical reading comprehension questions. Depending on the research questions, what type of CR comprehension questions ELT coursebooks in this study include and whether there is a link between the levels of ELT coursebooks in this study and the number of CR comprehension questions they have. To conduct this study, 'GRID for Developing and Evaluating Reading Comprehension Questions' has been opted (Day & Park, 2005, p.62). Based on the 'GRID for Developing and Evaluating Reading Comprehension Questions', a new 'CR Comprehension Questions Grid' was redesigned. The revised GRID was used to find out the answers to research questions. ELT coursebooks were analyzed in detail and comparatively in a particular system within the GRID for CR comprehension questions.

In the light of the first research question, it can be said that ELT coursebooks include CR comprehension questions. The CR comprehension questions in ELT coursebooks are mainly the Personal Response type of comprehension questions in Wh form. Additionally, such questions are supported by why and how questions. This type of questions aim to enable students to fulfill purposes such as expressing ideas, communicating, explaining causality by using the target language. Besides, the fact that such type of questions supported by why and how questions indicate that there are issues learners are expected to figure out.

Prediction type of questions is the least addressed type in ELT coursebooks. This type of questions can be asked while reading a text or after reading a text. However, in ELT coursebooks, Prediction questions have always been asked as post-reading questions. Learners' predictions should be consistent with the information given in the text. This type of questions are followed by 'Why or Why not?' questions so as to reveal

learners' personal experiences and to justify shreds of evidence to the topic. Furthermore, 'Why or why not?' are the questions considered to be promoting CT skills of learners.

This study shows that ELT coursebooks include CR comprehension questions based on the revised form of GRID. Nevertheless, these CR comprehension questions are not exactly similar with those of proposed in CR models.CR models refer to a series of questions aiming at developing learners' CR skills. It is seen that the questions in the CR models differ from the CR comprehension questions in ELT coursebooks. Furthermore, the number of CR comprehension questions similar to those in CR models are quite a few. CR comprehension questions, the ones encountered in ELT coursebooks as similar to CR model questions, only reflect to find out the purpose of the author in the texts rather than including other dimensions of CR aimed to developing CT skills of learners. The questions scrutinizing the purpose of the author overlap with the question "Who has written this text? To whom and Why?" (Bartu, 2002, p.67). The author has his prejudices, assumptions, and beliefs as well. It also affects the way the reader deciphers the meaning of the text. In this process, the key action is regarded as reading between the lines. In other words, it is to think deliberately and purposefully. The reader of the text should scrutinize the aim of the author. Taking the purpose of the author into consideration, it is crucial to find out hidden meanings in the texts. Moreover, to ask particular questions about texts on power and ideas can promote critical literacy. A key question, for this reason, is 'What is this text trying to do to me?' in addition to figuring out the purpose of the author.

Therefore, even these questions have been encountered totally six times in all ELT coursebooks, they are still quite a few. The minority of CR model questions indicates the concerns about ELT coursebooks. The writers of ELT coursebooks may have different concerns while writing questions to texts. One of these concerns may be whether anybody will be able to access what their fundamental point is regardless of experience. It is highly possible to say that one of the reasons for not integrating CR model questions into ELT coursebooks can be related to this concern as every teacher is not experienced. But still it is possible for novice teachers to make use of CR model questions in ELT coursebooks as presenting ready-made content. So novice teachers can be supported in terms of teaching CR in ELT classrooms. Furthermore, the lack of CR model questions in ELT

coursebooks can be related to directing too much attention to teaching four skills in ELT classrooms. Since CR refers to the highest level of developing skills in foreign language learning, the order of teaching CR skills come lastly. Besides, teachers' being reluctant to use CR model questions as follow up activities in reading lessons may be another reason not integrating CR model questions into ELT coursebooks. Teachers have the responsibility to conclude the requirements identified in the curriculums and it can be difficult for them to manage the time efficiently as CR requires to allocate readers time to ponder on the topics to be discussed.

To understand what type of CR comprehension questions ELT coursebooks in this study include, it is beneficial to compare these questions with that of CR models'. Even it is encountered rarely in ELT coursebooks, the questions asking the purpose of the author can be regarded as a CR model question. However, the other dimensions of CR are not included. Consequently, the CR model questions differ from CR comprehension questions in ELT coursebooks. A range of questions suggested in CR models confirm this.

Another point that should be underlined here is that one of ELT coursebooks touches on the issue of establishing relationship between units. The questions emphasizing the way the units affect each other can be an example of how intertextuality occurs in ELT coursebooks even it is encountered in only one coursebook.

The frequency of CR comprehension questions in ELT coursebooks does not have a correlation with the levels of ELT coursebooks. Differing from A1 – B2 levels, ELT coursebooks do not show a significant increase in terms of including CR questions. So it can be said that even early learners of foreign language learners should be exposed to CR comprehension questions. In addition to that, teaching CT has been integrated into the curriculum of primary schools. On the other hand, not gaining CT skills in early ages may prevent readers to read critically at further ages should be taken into consideration within this perspective. Although ELT coursebooks do not have a correlation among each other, two A 1 level ELT coursebooks have the least frequency of CR comprehension questions. This may show that still little attention is paid to teaching CR skills for early learners in order to improve their basic skills in English at first. However, this sequencing may prevent readers not to be able to read critically at further ages. Consequently, without

regarding the concerns about teaching how to decode texts, pronounce the words correctly and practicing the structure of English, teaching CR by the help of CR questions in models should be included into ELT coursebooks.

4.2 Implications for ELT

The analysis of ELT coursebooks, which are an integral part of foreign language teaching and learning, on the basis of the CR comprehension questions is important in terms of providing answers to the questions of what this skill is, how it can be developed and what ways should be followed. This study allows to evaluate ELT coursebooks in terms of teaching CR by examining whether CR comprehension questions are included in ELT coursebooks. The purpose of the research is to determine whether ELT coursebooks, which are seen as an indispensable element in the field of ELT, contain CDA based CR comprehension questions. Subsequently, it is aimed to make explanatory comments by comparing the frequency and percentage of these questions both within themselves and in a collective manner. In this context, it is aimed to determine whether there is a relationship between type of comprehension and form of question by evaluating the frequency rates on the basis of questions. However, it is to decide whether ELT coursebooks at different levels obtained by the random method technique show similarity in terms of containing CR comprehension questions.

CR is the process of uncovering the issues which are encountered in all areas in daily life, which are consciously hidden under the guise of common sense, that are sources of social problems and play a role in their continuation, that incorporate the ideology of the author and that readers are often accustomed to. With this respect, teaching CR is vital through education.

The writers of coursebooks develop questions about texts. Depending on the interviews with writers and editors of the coursebooks, it can be understood that the writers guide questions relying on their experiences that is to say it is an unscientific process and the writers do not benefit from a tick box approach, it is rather finding out the appropriate questions for the text type.

ELT coursebooks include a significant number of texts to be read and these texts are authorless. There are important effects of reading authorless texts. A reader may be exposed to unwarranted power rather than a legitimate authority by means of the autonomy of texts.. Readers can be led astray by those type of formal written texts such as coursebooks because of the deletion of the author. The deletion of the author causes readers to overlook that statements are ultimately someone else's beliefs. This view consolidates the necessity of examining ELT coursebooks in terms of including CR comprehension questions once again.

It is also possible for a reader to be exposed to discriminatory language both in educational and popular texts. Those type of texts provides for dominant members of societies with privilege. Therefore, the importance of drawing readers' attention to texts should be taken into account by educators. Besides, as another crucial concern which should be underpinned is that the undeniable effect of school coursebooks in terms of imposing ideology by omission, imbalance and distortion as seemingly serving on the purpose of educational goals. To unpack this point of view,it can be said that school coursebooks assist in promoting intolerance of other nations, ways of life and beliefs.

4.3 Recommendation for further research

Considering the significant role of CR in teaching and learning a foreign language, it is therefore very crucial to integrate CR comprehension questions in ELT coursebooks. A framework, including CR model questions based on CDA, can be determined by choosing one of the models presented in the literature review. Thanks to this, a large number of ELT coursebooks can be analyzed. After selecting one of the CR models presented in the literature review, the CR model questions in it can be used to create a framework. Taking the questions of the CR model into consideration, a more significant number of ELT coursebooks can be examined. To select ELT coursebooks published in and after 2019 can reinforce the up to datedness of the study. However, due to alternatives of CR models, it is necessary to select one that is easily feasible into ELT coursebooks. Within this respect, CR model proposed by Stevens and Bean can be a fruitful and helpful model to be applied in foreign language teaching and learning (Stevens & Bean, 2007).

The CR model developed by Stevens and Bean (2007) may be utilized in ELT courses. Teachers keen on teaching CR may take benefit of this offered CR model by infusing CR model questions into their courses. So teachers may provide an additional approach for teaching how texts should be read in English language classrooms through exploiting the CR model questions.

Teachers of English working in the field can take benefit of CR models put forward in the literature review. They may utilize CR models questions by opting among them or following an eclectic method serving on the purpose of the texts to be read in the classroom or assigned as the study of intensive reading. By this way, they may develop their specific way of teaching CR skills in foreign language classrooms.

This study may be helpful to promote readers' CR skills via ELT coursebooks in various ways. A new analytical tool to measure CR comprehension questions in ELT coursebooks may be developed serving on the purpose of teachers, materials developers, and instructional analysts. An analytical tool particularly designed for ELT coursebooks can be developed to show how CR skills can be developed and what needs to be done strategically during or immediately after the reading of the text.

Material developers may redesign ELT coursebooks exploiting CR model questions. Instructional analysts may promote coursebook evaluation checklists by expanding them with CR model questions. It may help to develop a framework for ELT coursebooks about the questions that can promote CR skills of learners.

Another study can be conducted by only examining ELT coursebooks containing the CT heading. By this way, to what extent these ELT coursebooks carry out the mission of teaching CR skills can be evaluated.

To conduct this study, ELT coursebooks of various publishing at different levels have been analyzed. For a further study, a single series of ELT coursebooks of a certain publishing can be analyzed in terms of their levels. By means of that, it can be figured out whether there is a correlation between ELT coursebooks with the same title and various levels. That is to say; when examining in series, it can be determined whether

there is a difference in the context of encountering CR questions as the level increases within itself.

Particularly, three reasons should be taken into consideration about why to read critically. Power, as one of the key concepts of CDA, has evolved to being exercised implicitly rather than explicitly. It is exercised and maintained by language practices considered as common sense. With the changes the way power is exercised, language practices change as well. Thus, language transforms into being the target of change to gain the desired effects. Depending on these changes, language practices cause the need of critical approaches to critical language awareness in language education. CLA should be regarded as a requirement to become effective citizens and, also CLA should be the fundamental of all education, including language education. Moreover, it is obvious that the language education, without critical approach, solely focusing on teaching language skills does not carry out its task.

That is to say, education should assist the critical consciousness of individuals in order to enable individuals to be effective citizens in a democratic society. Critical consciousness is a must for every individual on language practices, and conventions in the society that they live in, as the ultimate purpose of education is to transform individuals into efficient citizens.

CDA based CR teaching does not only attribute the action of reading to purposes such as making meaning and communicating. In addition to this, it aims to recognize hidden ideologies permeated into texts and to recognize language conventions and language uses that serve to construct and maintain power through CR questions. As in all areas of education, teaching CR is essential in foreign language education to prevent students from being the victims of ideological propagandas as well.

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