

## **The Effect of Critical Viewing on the Critical Writing Skills of the Translation Studies Students**

**Dilara Demirbulak**

Educational Science Department, Medipol University  
Education Faculty, İstanbul, Turkey

**Kübra Bodur**

Translating and Interpretation Department  
AREL University, İstanbul, Turkey

### **ABSTRACT**

**Developing translation students' critical writing skills is an important issue in academia since they are expected to be critical thinkers and contribute to the field of study. The most important precursor of critical writing is critical reading which is an active, probing and recursive approach to interpret and use the information and ideas from the text. Meanwhile, keeping in mind the vast explosion of mass media products and technology, critical viewing is unavoidable serving the same purpose of hard-copy texts. Moreover, in recent years, the role of literature as the main component and material of its original texts has accelerated as a teaching of critical thinking and writing rather than a final goal. This paper aims to examine the effect of critical viewing and reading of literary texts on the critical writing skills of undergraduates of the Department of Translation and Interpreting. The "Ennis - Weir Critical Thinking Essay Test", designed by Ennis and Weir in 1985, was used to identify the impact of critical viewing and reading on critical writing skills. In this quasi-experimental study ANOVA, Kruskal- Wallis, and T-test were used to analyze the impact of critical viewing and reading on the critical writing skills of the 30 undergraduates.**

**Keywords:** critical viewing; writing; translation; literature.

### **INTRODUCTION**

Although translation and the training of translators date back as far as 3rd-century translation studies as an academic discipline were founded in the late 20th century stemming from differing sources in different countries. It was the outgrowth of creative writing workshops in the United States, linguistic and scientific ones in Germany and Turkey; Russian Formalism in Russia and Eastern Europe, comparative literary and historical studies in Belgium and Holland. Having become an academic discipline it then became an interdisciplinary followed by a post-disciplinary approach [37]. This meant assuring the quality of not only translation products by setting international standards but also the pedagogical aims. The curricula of translation studies, on the other hand, have always been questioned [10, 46, 47] especially in terms of enabling learners` to

enhance their ability to make use of their critical thinking skills to read and view critically [19,21, 26, 41, 50]. This is believed to be the result of learners not being fully furnished with critical thinking skills [7,8 36,51]. Critical thinking skill training is, therefore, proposed to prevent rote memorization and thus improve students' achievement [1,3, 22]. This issue requires the design of deliberated instruction that explicitly focuses on important ideas and appropriate evidence of learning, to improve the critical thinking skills of learners'.

Critical thinking and critical reading are inseparable so there cannot be one without the other. Texts for reading can be written, visual, or multimodal forms that include various means of communication such as visual images, soundtrack or spoken words, as in film or computer presentation media. Therefore, critical reading and viewing skill training need to be incorporated into the instructional approach. Critical viewing is especially important for the "Z" generation since they are "edutainment" centered learners. As formed by the combination of the words "education" and "entertainment", "edutainment" has lately been accepted as the newest educational trend of the 21st century. It is a teaching technique and a principle of a method that has been designed for having fun while teaching and learning. Apart from the traditional course books and texts, it offers a wide variety of modern course materials, such as movies, games, shows, adaptations, shows, TV productions, exhibitions, art galleries, computer applications and so and so forth. They are the materials that are used for having the attention of the learner during imposing educational sub- messages via their own experiences via dramatization, educational films, stories, songs, multimedia, etc. Furthermore, it is pointed out that the use of literary texts during the instructional process not only enables learners to be exposed to real-life language, be able to develop language, linguistic and socio-cultural competence [4, 23,15, 43] but also to comment, justify and mirror themselves. It is true that students' perceptions and performance in undergraduate courses might change depending on the language implementations of institutions [54]. Yet, writing becomes the most important way of helping students find their ways in such a case. Critical writing is especially very important in translation because it helps the translators to have a better choice of equivalences and hence produce a better translation. Problem-solving and decision- making are the most relevant elements in translation. To solve a problem, the translators have to make decisions that involve knowledge-based intelligent activities [51]. Therefore, this study aimed to identify the effect of critical viewing of the fantasy literature on the undergraduates' critical writing skills.

### **LITERATURE REVIEW**

Thinking can be described as a process employed by an individual making purely his or her own decisions. Critical thinking, on the other hand, is going one step further by an individual and "think about his or her thinking" to take charge of their thinking process. Therefore, it is also referred to as "reflective thinking or judgment" [9, 11,48], problem-solving and reasoning [38,48]. Critical thinking is analyzing and challenging information from differing sources to draw personal conclusions that could be explained and justified [30] rather than just accumulating information that influences one's view of world and approach to life and learning [44]. The literature suggests that critical thinking students have better performance in reading [12,21,26,31,39, 41, 50]

Modern or fictional literature [40] since fictional scenarios go beyond borders and require intense imagination [13, 45]. It involves analysis of literary works from a variety of critical perspectives [18] though readers must build their skills, moving from a literal understanding of a text to

counterfactual one [5]. It is pointed out that the brain not only looks at past experiences but also needs to be capable of imagining virtual and hypothetical scenarios and anticipate to stimulate critical thinking [16]. The traditional literature requires learner's elucidation of the details and the structure of the parts forming the whole of a story as well its interpretation via within the boundaries the text [6, 27]. Meanwhile, having students understand the importance of looking through a critical lens at all times and having the necessary skills to look for reasons and evidence rather than the content itself requires learners` to recognize the author`s beliefs, and it is also described as a guise for discussing things that one cannot generally discuss and provide an opportunity for the reader to stop looking inwards and explore other perspectives in the world (as cited in 35).

As with all the academic disciplines critical thinking skill is very important quality in translation and interpretation since it is a very challenging and complex processes that call for critical thinking ability. The main finding in the literature reviewed in this study was that there is a relationship between the translators' critical thinking ability and the quality of their translation [2, 19, 20, 25, 29, 32, 34, 42]. They have stated that the students' critical thinking skills could significantly predict their translation quality and governs the process from the moment the translator starts reading until the end, which is the production of the end-result. The mistranslation of the Japanese telegram sent to Washington just before the bomb dropped on Hiroshima [33] is a good example of the importance of translation. It is also pointed out that the main critical thinking skills need to be taught prior to expecting them to make use of these skills and thus become better thinkers" [14].

## METHOD

### Participants

This study was carried out with thirty (30) sophomore students taking the "Language, Literature and Culture for Translators" course offered at the Arts and Science Faculty, Department of English Interpreting and Translation. Experimental and control groups of the study were formed via randomly assigning the students to these groups. Non-equivalent pre-post-test groups were made use of in this quasi-experimental study to demonstrate the extent of changes in students' critical writing skills after the treatment. The non-equivalent pre-post-test group design is an effective means to overcome the worries about two convenience-sampling groups not being comparable [28].

### Measurement

The questionnaire and the Ennis-Weir Critical Thinking Essay Test were the two data collection instruments.

The questionnaire planned by the instructor of the course was utilized to recognize the understudy's inclinations of writing to frame the material of the course.

Ennis-Weir Critical Thinking Essay Test was used at pre – and post-study. It takes the form of a letter to the editor of a fictional newspaper about parking on the street. In the letter, the writer proposes and offers a variety of arguments in support of it. Each argument appears in a separate numbered paragraph. There are nine paragraphs in all; each paragraph exemplifies at least one of the errors or types of reasoning. Two of the paragraphs give probable support to the writer's

proposal. Examinees, read the letter and then write an essay evaluating the argument of each paragraph and the letter as a whole. It evaluates critical thinking capacity in the argumentation setting. The Ennis-Weir test has the advantage of material legitimacy since it proposes regular circumstances to look at the capacity to assess and figure contentions.

The criteria and scoring suggestions are left to the graders since adequate responses to paused problems at each paragraph could be expressed in different ways while making the same point and that critical thinking is an open-ended activity. The inter-rater unwavering quality on undergrads in a school level starting casual rationale course and 28 talented students' undergrads of Translation division was accounted for as .86 and .82, separately, which is a high connection for an exposition type test [11]. The inter-rater dependability in this study was .71 and .69 separately which is a considerable relationship for an exposition type test.

### **Procedures**

The procedures of the study could be described as consisting of four main stages as provided.

#### ***First Stage of the Study***

During the first stage the questionnaire designed by the researcher and the advisor was administered to both experimental and control groups prior to the course so that their preferences of content could be identified.

#### ***Second and Fourth Stage of the Study***

At the beginning and the end of the semester and the study The Ennis-Weir Critical Thinking Essay Test was administered to both groups (the experimental and control). They were asked to write a critical reflection paper to the editor of the Moorburg newspaper as required by the the Ennis-Weir Critical Thinking Essay in 45 minutes. to the Criteria and Scoring Sheet for the Ennis- Weir. Then, the essays of both groups were evaluated using the Critical Thinking Essay rubric.

**Table 1 Description of the Stages of the Study**

Stage of the Study	Activity
1	Identification of learners` preferences of content via questionnaire
2	Pre-Test - "The Ennis-Weir Critical Thinking Essay Test"
3	Critical Viewing and Reading with the Experimental Group/ Conventional Viewing and Reading with the Control Group
4	Post-Test - "The Ennis-Weir Critical Thinking Essay Test"

#### ***Third Stage of the Study***

The third stage was the implementation of the course curriculum for the Experimental and Control group. At this stage, critical viewing and reading activities were carried out only with the experimental group. The Control Group was asked to answer comprehension questions while and/or upon reading.

The semester began with "Harry Potter and the Cursed Child" and continued with "Alice in the Wonderland" as the reading text for both groups for 4 weeks. The Experimental Group was asked to adapt the text into a movie script in class as a group activity. The activity was held in the classroom for a 3-lesson-hour time. A sort of workshop was held for students writing their movie scripts. They were asked to take some points into consideration while adapting the play into an imaginative movie script. Those points were mainly:

- The world and setting of the story.
- The 5– 8 principle characters of the story including the hero and foe, what their particular backstories are and why/how they meet up.
- What 5 things about their principle hero/opponent are the most significant for a crowd of people to know.
- The real center clash of the story and why/how this happens.
- The most visual and key scenes in the book that interface with how that contention plays out.
- Their favourite 10 to 20 lines of exchange that drive the plot are indispensable to the story or character improvement and that true sparkle.
- The major overarching theme of the play.

The Control Group, on the other hand, was solely asked to read and answer the comprehension questions. They did their readings mainly after class and their answers were discussed in class.

The students were introduced to a new literary genre "science-fiction", commonly abbreviated as "sci-fi" the following weeks. As it had been done for the genre "fantasy fiction", students of both groups were lectured about the etymology, historical background, and literary origin of "science-fiction". They told their own opinions on the genre and named the most acclaimed works of the genre as "Frankenstein", "Time Machine", "1984" and etc. in English literature. Then, both groups read the novella "Frankenstein". However, having read the text, only the Experimental Group, was asked to put on a debate show arguing about "Creator vs Creation" controversy. Then, they watched the movies and discussions about the differences between the novella, and the movies were discussed. The Control Group, on the other hand, was solely asked to read and answer the comprehension questions. "Matrix" as the work of a science fiction genre was utilized the following week. Just like, it had been done with the first movie adaptation earlier, students watched the movie during the class and wrote a reflective essay about "There is a difference between knowing the path and walking the path" which is a quote given from the movie.

### **Data Analysis**

Before conducting the main analyses, normality of pre-test and post-test scores of experimental and control groups were assessed by skewness and kurtosis values. The values of skewness and kurtosis between -1 and +1 are considered acceptable in order to prove normal univariate distribution. Since the data of present study were not in acceptable range, non-parametric tests were used. Mann-Whitney U test was conducted to compare pre-test scores of experimental and control groups. Then two separate Wilcoxon Signed Rank Tests were carried out for both experimental and control group in order to evaluate whether these groups showed any difference in The Ennis-Weir Critical Thinking Essay Test scores from pre-test to post test.

## RESULTS AND DISCUSSION

The main hypothesis of this study was that critical viewing had a positive impact on the critical writing performance of Interpretation and Translation department students. The findings and discussions have been centered on this hypothesis. In order to test it the descriptive statistics of pre-test and post-test scores for experimental and control groups were looked into (Table 2). For pre-test scores of the experimental group, the total score was 217, the mean score was 14,46 and the standard deviation was 6,18. While the minimum score was 5, the maximum score was 27 for the same group. For pre-test scores of the control group, total score was 279, mean score was 18,60 and the standard deviation was 9. The minimum - maximum scores were 3 and 29 respectively.

When post-test scores of groups were considered, experimental group's total score was 331, mean score was 22,06 and standard deviation was 4,80. While minimum score was 15, maximum score was 29. For post-test scores of control group, total score was 289, mean score was 19,26 and standard deviation was 8,49. Minimum maximum scores were 3 and 29. As it is seen, for both groups mean scores of post-test results were higher than mean scores of pre-test results.

**Table 2 Descriptive Statistics of Pre- and Post-Test Scores for Experimental and Control Groups**

	Groups	N	Sum	Mean	SD	Min-Max
<b>Pre-test scores</b>	Experimental	15	217	14,46	6,18	5-27
	Control	15	279	18,60	9	3-29
<b>Post-test scores</b>	Experimental	15	331	22,06	4,80	15-29
	Control	15	289	19,26	8,49	3-29

In order to check whether there was a significant difference between pre-test scores of experimental and control groups, Mann-Whitney U test was conducted. The results of the analyses are presented in Table 3.

**Table 3 Mann-Whitney U test results of pre-test scores with regard to groups**

Groups	n	Mean Rank	Sum of Ranks	U	pRanks
Experimental	15	13,43	201,5	81,5	0,19
Control	15	17,57	263,5		

**Table 4 Wilcoxon Signed Rank test results of control group's pre-test and post-test scores**

Pre-test-Post-test	n	Mean Rank	Sum of Ranks	z	p
Negative Rank	7	7,64	53,5		
				-0,63	0,95
Positive Rank	7	7,36	51,5		
Ties	1				

As illustrated in Table 4, there was no significant difference among pre-test scores of experimental and control groups ( $U=81,50$ ,  $p>0,05$ ). In order to evaluate whether experimental and control group showed any difference in The Ennis-Weir Critical Thinking Essay Test scores from pre-test to post test, 2 separate Wilcoxon Signed Rank Tests were conducted. Control group's Wilcoxon Signed Rank test results are shown in Table 4. As the table 4 indicates, there was no significant difference among control group's Ennis-Weir Critical Thinking Essay Test scores from pre -test to post test ( $z=-0,63$ ,  $p>0,05$ ). In other words, control group's post-test scores didn't differ significantly from their pre-test scores. According to these results, it can be said that Conventional viewing and reading didn't have an effect on control group's Ennis-Weir Critical Thinking Essay Test scores, as expected. Experimental group's Wilcoxon Signed Rank test results are shown in Table 5.

**Table 5 Wilcoxon Signed Rank test results of experimental group's pre-test and post-test scores**

Pre-test-Post-test	n	Mean Rank	Sum of Ranks	z	p
Negative Rank	3	5,00	15,00		
				-2,55	0,01*
Positive Rank	12	8,75	105,00		
Ties	0				

As illustrated in Table 5, there was a significant difference among experimental group's Ennis-Weir Critical Thinking Essay Test scores from pre-test to post-test ( $z=-2,55$ ,  $p<0,05$ ). In other words, experimental group's post-test scores were higher than pre-test scores. Critical viewing and reading had an effect on students' Ennis-Weir Critical Thinking Essay Test scores. Based on these results, it can be said that the students of the experimental group achieved to develop their critical thinking and writing skills, in a satisfactory manner. All in all, it could be said that although development has been observed in both experimental and control groups' critical thinking capacity in the argumentation setting it was not significant for either group. Further statistical analysis has shown that contrary to the control group the experimental groups' critical thinking and writing skills has improved.

The Ennis-Weir Critical Thinking Essay test aims to help teachers, researchers and learners diagnose skills to evaluate an argument and make a proposal supported by a variety of arguments. Since each paragraph of the essay puts forward a different argument, the experimental and control groups results of the paragraphs were used to identify specific areas of argumentation or reasoning as follows:

The argument at the first paragraph of the Ennis-Weir Critical Thinking Essay test was an analogy between parking overnight on the streets and having a garage in the street. This argument was expected to be interpreted as a weak one and that the meaning of garage in it was incorrect or unconventional. Majority of the students in both groups failed to focus on the weakness of this analogy in depth at the pre-test. While the assessment of the Control Group members didn't change much in the pre and post-test, the experimental group members did as such. At the end of the study, in particular, the sentences they wrote in the Post- Test was much more specific and to the point.

For example, while there was a sentence like the following in the pre-test  
"Parking is the act of stopping and disengaging a vehicle and leaving it unoccupied,"  
the following was written in the post-test:

*"The metropolitan overnight parking ban is, a result, each year. It will be authorized just announced climate occasions and continuous clearing activities. Whenever implemented, the parking forbidden is basically from 2 a.m. until 6 a.m. detailed statements such as" all through the Regional Centre of the district"*

which was awarded the full score in the post-test.

One other argument put forward by an undergraduate at the experimental group was as follows:  
"Overnight parking on all streets in Moorburg should be eliminated. To achieve this goal, parking should be prohibited from 2 a.m. to 6 a.m. There are a number of reasons why any intelligent citizen should agree. First, if citizens have garages, they can park overnight. However, in the city streets, having a garage is an illegal condition for anyone. So, parking overnight in the streets is against the law".

The control group had also shown changes in their statements when the pre and post- test results were reviewed. Although not as much as the experimental group (since no study was applied to them), their answers are still more detailed because of the materials they read as could be seen in the following quotations:

*"this place, even in the night time traffic jam generally there, so if that is overnight parking prohibited, there would be more space for the drivers when you say" (pre-test).*

"lane on leaving the city during the night ought to be precluded because different vehicles, for example, that road vehicles cannot drive securely substantial front saying" (post-test).

The expectation at the second paragraph of the Ennis-Weir Critical Thinking Essay test was for the students to see the argument that prohibition of parking on the streets at night will not relieve traffic congestion in the afternoon and that such an argument was defective. Most undergraduates, both in the experimental and control group, received full credit for their responses to this section since the error was really undeniable. One of the arguments put forward by an undergraduate at the experimental group was as follows:

*“On the other hand, there are three streets that are very narrow and they are Lincoln Avenue, Marquand Avenue, and West Main Street. When cars parked on the streets, passing over them in the afternoon, rush hour is really difficult, so a heavy traffic can be happened. For example, driving home during the uncrowded time takes ten minutes, but in the afternoon after work, it takes thirty- five minutes. Being no cars parked on the side of these streets means that there is a more qualified life style”-*

The following is the quotation from the paper that scored full points in the experimental since it identified the situation and detailed it very explicitly

*“Especially, bustling roads should dependably be available to traffic if there are autos stopped on these lanes, there will be s tumult, particularly in working hours.” A phrase like” the absence of vehicles left in the city amid the bustling hours of the day gives lost time and more vehicles to pass”*

As it can be seen from the quotation from one of the response letters of the control group they were also able to further expand their perspective.

*“There are numerous tight streets in this city. This city is the best in your locale. In case we leave our cars everywhere, it would be a stuffed view. Specifically, around the night flood hour, people wouldn't walk successfully because of leaving vehicles. Many leaving vehicles suggestions various arrangements”*

There were strong and related arguments in both paragraphs of the Ennis-Weir Critical Thinking Essay test that basically proposed that if there are no cars parked on the streets the traffic flow would be at ease. The writings in paragraph three and paragraph eight were evaluated according to the same criteria so both arguments needed to be consistent. The students in both groups put forward strong arguments against these assumptions. As can be seen from the quotations extracted from the papers of both groups they were able to put forward strong argument against the assumption and were consistent with paragraph 3.

“Inhabitants are prompted not to depend entirely on these notices for stopping boycott data” (control group)

“In some streets of the city sound pollution caused by the construction work is concerned, but the addition of this traffic makes this situation unbearable. If there were no cars parked on these streets between 2 a.m. and 6 a.m., there would be both less sound pollution and space to handle this traffic” (experimental group)

Arguments such as the following received top score since they were more to the point and this seemed to be one of the noticeable difference between the two groups. The students in the control group tend to make use of a more descriptive language rather than dramatic as it was at experimental group.

“Eventually, the Director of the National Traffic Safety Council thought that on busy streets in cities, the size of Moorburg, overnight street parking be prevented. The National Association of

Police Chiefs made the same recommendation. The best way to prevent overnight parking is that prohibiting parking from 2 a.m. to 6 a.m.”

The fourth paragraph of the Ennis-Weir Critical Thinking Essay test is described as being defected since it does not offer any additional reason in support of the proposition being argued for at the Ennis-Weir Critical Thinking Test. This paragraph was the one that the experimental group students showed much more progress between their pre- and post-test papers. Their answers were much more detailed, explanatory and solution-oriented. The following is an example of this:

*“Furthermore, medium-term stopping on roads is total unwelcome as indicated by different ones”(pre-test).*

*“Notwithstanding, as indicated by the total profits of the ten different ways to stop the unwanted ones with the Motor Vehicle Act of Nova Scotia 139 learning activities. Every day of the year, in case they are involved until the end of the response” (post-test).*

Progress was also seen in the control group, however, their arguments were mainly supported with one example or none.

*“Further increasingly, over-night parking is truly diverting. It is strict should be limited” (pre-test)*

*“If leaving is restricted from 2 a.m. to 6 a.m., at the point, mishap among left and moving vehicles will be almost dispensed with amid this period. So an alcoholic driver medium- term in restricted avenues will hit your left vehicle for instance. Since the avenues are limited because of this parking” (post-test).*

The argument in the fifth paragraph is described as not being very strong in the Ennis-Weir Critical Thinking Essay test yet being the most complex one in the test. The test takers had several points of the arguments to criticize that they could easily not notice or give importance. As needs are, as the understudies of the Experimental Group generally referenced, the number of mishaps discarded, even of this remarkable and restricted sort, was not obligated to be astoundingly exceptional. An examination solidly related to this one was that no evidence was given in paragraph five (or wherever else in the letter) that mishaps of the minding that would be shed truly happened (or that they occurred in gigantic numbers).

*“The essential got from the truth the sort of mishaps that would have been discarded if the recommendation had been held onto as an extraordinary and bound sort accident between vehicles left in the city medium-term (or even more scarcely, between the extensive stretches of 2 am and 6 am) and moving vehicles”-*

wrote one of the students in the Experimental Group to define the problem profoundly by making a comparing solution as the criteria required.

The argument in the sixth paragraph of The Ennis-Weir Critical Thinking Essay test was that the sole reason for no accident during the four-hour surveillance of the street was due to the no-parking signs being all over the street and so no valid conclusions could be deduced from it.

Various explanations could be offered, yet they would not so much set up authentic responses of the test or the closures drawn from it. When one of the students of the Experimental Group wrote the following quotation in the pre-test:

*"As tried by specialists, cautioning not to stop amid midnight, cautioning individuals or notwithstanding restricting stopping demonstrates that mishaps that exploration as several mishaps occurred in the earlier year"*

An adequate response to the section would condemn the conflict to be weak and would appear to a great extent that the reason behind this is the delicacy of the construed causal cases as follows:

*"Last month, Burgess Jones who is the chief of police did an experiment about overnight parking. He supported to ban overnight parking, so he wanted to prove the other people, especially government. He had chosen Marquand Avenue, one of our busiest streets, and he did not allow parking from 2 am. to 6 am. According to his observation, there were no accidents during the four- hour period. Whereas, there have been many accidents on this street during the past year.*

Despite the metaphors used both groups seemed to progress in the arguments put forward in the pre- and post-tests.

The eight paragraph of the Ennis-Weir Critical Thinking Essay test aimed for the test-takers to realize that the definition provided is defected yet not base justify it as due to it not being clear or satisfactory. It was a difficult paragraph to write for students because it had involved a specific terminology and lexis to choose and use in their letters. Yet, many of the Experimental Group students achieved to do it, especially in their post- tests, as

*"On the other hand, the nonconformists of this issue have asserted that safeguards can be taken because of any mishap, yet the significance of "insurance" is now planning something for forestall any mishap before it occurred. There is no significance to avoid potential risk after mishaps experienced is futile for anybody".*

The control group also managed to put some remarkable words to be graded in their post-tests, even if they had not experienced the study, as the experimental group had. For instance, the answer below belongs to one of the students from the control group:

*"The adversaries state this parking system is safe. But it is not. They do not comprehend what sort of parking should be in our lives. On the off chance that there is a mishap how can it be a sheltered framework? So conditions are not sheltered how they are currently doing."*

In the post-test, although many of them skip writing this paragraph in their pre-test.

*"Downtown is characterized as the piece of the city limited on the upper east by the Saint John River, on the northwest by the northwesterly side of Smtythe Street, on the southwest by the southwesterly side of George Street, and on the southeast by the southeasterly side of Church Street"- (Control Group)*

*"You would then be able to choose another exclusion date utilizing the dropdown menu on this equivalent page" (Experimental Group)*

The ninth paragraph is the concluding one and test-takers are expected to make a judgment of the overall strength of the arguments put forward in the letter. Without vulnerability, responses in this passage were among the hardest to rate in the test. As different from the first eight paragraphs, this one was graded between -1 to 5. What was needed was a judgment of the general nature of the conflict that gave unequivocal reasons anyway didn't simply repeat the responses of the underlying eight sections. The scoring and grading criteria was "One point for just condemning the overall argument; another point for reviewing or summarizing the responses to the other paragraphs in some reasonable way; two points for recognizing (anywhere) the error of concluding about all streets based on reasons that relate only to busy streets, and one point for noting (anywhere) that it has been attempted to push people around with emotive language.", and it was very detailed as it can be guessed just by the criteria.

Many students skipped this paragraph since they thought it was a general concluding part and they were intimidated by it. The ones, especially the experimental group in the post- test, who wrote the ninth paragraph were like:

*"Conditions are not protected the way are present and every one of them makes me unpleasant and despondent. In the perspective on such data, you accomplish something since there is something incorrectly in the center and these are driving me. How about we get this issue out in the open?"-*

At the end of the study, students perfectly started to think critically and question the problems they are dealing with as it can be seen as one of the answers in the paragraph here.

Also, the Control Group students succeeded to put their critical views on the issue they had been imaginatively faced to.

*"All citizens are at this condition that there are many traffic jams and car accidents, therefore I believe that the article will help our difficult solution to be solved."*

It was short and slight but at least attempted to be answered, of course, it was not expected to be as good as the experimental group answers. Moreover, before using this test as an indicating instrument, it was major that the educators ventured through the test, graded themselves (in the wake of adhering to these principles), by then repeat the admonishment on assessing just before moving into a class exchange of the test. Something different, there was a not too bad shot that the teacher would be gotten unready for requests and issues that developed. This was not to expect that one should have revealed to one's students how to respond to the test. In any case, except on the off chance that one thought about the material and its possible results, one could have messed up the odds to present illuminating requests and most likely won't see a segment of the students' comments.

*“As a result, authorized institutions should begin working on correcting the city structure and infrastructure. Some way, authorized security units should initiate criminal practices” (Post- Test, Experimental Group)*

*“I hope these reasons are enough for my offer, as I come to the end of my letter. When the parking at the streets or avenues between 2 a.m. to 6 a.m. is necessary for citizen safety and welfare”- (Control Group)*

### **CONCLUSION**

As of late 20th century improvement of students` critical thinking has been highlighted as a tertiary education-wide focus profusion of studies. However, having been the academic focus would not mean that it is being translated into either pedagogical innovation or teaching success. Besides, since education is a living organism there is always need for improvement. To the best of the researchers` knowledge there is a need to carry out research about how critical thinking skill training could be better embedded to all courses offered along with offering it as a separate course. The discussion about whether this skill should be taught via a critical thinking course or should it be embedded within all the courses is outside the scope of this paper. It was embedded within the course in this study to identify whether critical thinking-reading-writing skills can be enhanced via fantasy literature.

The results of the study indicate improvement in the critical thinking levels of the undergraduates studying through fantasy literature. However, this study is limited to purposive population of selected translation and interpretation undergraduates at the arts and sciences faculty. Since the findings of the study cannot be generalized due to size of the participants further research is needed at not only the department where this study was conducted but also at others. There seems to be a need to carry out more research for the validation of the results obtained. Nevertheless, we believe that the findings of this study could serve as an inspirational tool for further research in translation and interpretation departments at national and international level.

Meanwhile, instilling critical thinking skills training in the curriculum is a prioritized goal of higher education but the length and depth of it also need to be looked into. Considering the current study, the mere intervention period of fourteen weeks has even proved to be not fully adequate enough to obtain maximum improvement in undergraduates` critical thinking levels. Having critical thinking skills or setting higher order thinking skills objectives at the very beginning of K12 education could enhance the efficiency and effectiveness of such training. It is pointed out that the K12 education in Turkey reinforces lower thinking skills more than higher-order thinking and that this brings about the need for tertiary education to infuse higher-order thinking skill training in the curricula. The translation and interpretation students were not fully equipped to make use of their higher- order thinking skills. As the study results indicated, there is need for constant practice and nurturing to help individuals to improve their capacity to use their reasoning skills.

Basically in this study the instructional strategies and thus educational technology used were more traditional in the control group where as more interactive and visual means and methods were employed in the experimental group yet the content was the same for both groups. Students in control and experimental group were also interactive and chatting about these issues. So, the

some of the students in the control group also made use of the educational technology used in the experimental group. The sharing of visuals and discussion among them was interpreted as that students prefer edutainment and that they can be self-motivated if and when the necessary learning environment can be created.

As academicians when we see undergraduates having difficulty in applying critical thinking skills to tasks and assignments we realize that academic success has not been reached. This also means for the instructors to do remedial work to nurture this skill since being a critical thinker means having the ability to be reasonable and logical. It would be very good if the undergraduates were fully equipped and able to make use of their critical thinking skills when they come to university.

Declaration of interest: No potential competing interest was reported by the authors.

Acknowledgments: none.

## References

1. Akbıyık, C., & Karadüz, A., (2014). Beşinci Sınıf Öğrencilerinin Televizyon Reklamlarına Yönelik Alımlamalarının Eleştirel Düşünme Düzeylerine Göre Karşılaştırılması, [Comparison of Fifth Grade Students' Perceptions on Television Commercials According to their Critical Thinking Levels] *Mustafa Kemal University Journal of Social Sciences* 11 (25), 1-18.
2. Azin, N. and Tabrizi, H. H. (2016). The relationship between critical thinking ability of Iranian English translation students and their translation ability. *Theory and Practice in Language Studies*, Vol. 6(3), 541-548,
3. Bayat, S., (2014). Primary Teachers' Opinions about the Difficulties Encountered in the application of the basic reading and writing Curriculum. *Elementary Education Online*, 13(3), 759- 775.
4. Belcher, D.D., & Hirvela, A., (2000). Literature and L2 composition: revisiting the debate article. *Journal of Second Language Writing*, 9(1):21-39
5. Booth, A., (2003). *Evidence-Based Practice for Information Professionals*. New York:Facet Publishing.
6. Cadiero-Kaplan, 2002. Literacy ideologies: critically engaging the language arts curriculum. *Language Arts* 79(5):372-81
7. Çınar, S., (2012). Akran desteği: Geçerlik güvenirlik çalışması. *Marmara Üniversitesi Sağlık Bilimleri Enstitüsü Dergisi*, 2(1), 1-7.
8. Demirbulak, D., (2013). Discovering Anatolian Teacher-High School Students' perceptions of EFL classroom teaching/ learning activities and becoming an EFL teacher and what the EFL teachers think about their perceptions and deliberate curriculum making. *Kastamonu Education Journal*, 21(4), 1641-1660.
9. Dewey, J. (1909). *Moral Principles in Education*. Cambridge:The Riverside Press.
10. Dunlonsky, J. (2013). *Improving students' learning with effective learning techniques: promising directions from cognitive and educational psychology*. London:SAGE Publications
11. Ennis, R., H., & Weir, E., (1985). *The Ennis- Weir Critical Thinking Essay Test*. USA:Midwest Publications
12. Fahim, M., Bagherkazemi, M., Alemi, M., Mino. (2010). Thinking ability and their performance on the reading section of TOEFL. *Journal of Language Teaching and Research*, 1(6), 830
13. Freire, P., (1978). *Alfabetização de Adultos: é Ela Um Quefazer Neutro?* *Educação & Sociedade*Campinas. 1(1), 64-70
14. Halpern, D.F. (1999). Teaching for critical thinking:helping college students develop the skills and dispositions of a critical thinker. *New Directions for Teaching and Learning* 80(19), 69-74.
15. Hanauer, D.I., (2001). Focus-on-cultural understanding: literary reading in the second language Classroom. *CAUCE* 24, 389-404.

16. Houde, P., (2004). Parallel radiations in the primary clades of birds. *Evolution* 58(11), 2558-73.
17. İskifoğlu, G., (2014). Cross-cultural equivalency of the California Critical Thinking Disposition Inventory. *Educational Sciences: Theory and Practice*, 14 (1), 159-178
18. Jacobus, L.A., (1998). *A world of ideas: essential readings for college writers*. USA: Bedford Inc.
19. Jahromi, P., & Suzani, S.M., (2016). A study of relationship between translation studies students Theory and Practice in Language Studies 6(9), 1855-1860.
20. Kamali, Z., & Fahim, M. (2011). The Relationship between critical thinking ability of Iranian EFL learners and their resilience level facing unfamiliar vocabulary items in reading. *Journal of Language Teaching and Research*, 2(1), 104-111.
21. Kavaliauskiene, G., & Kaminskiene, L., (2009). Competences in translation and interpreting. *Vertimo Studijos*, 2, 133-146.
22. Kazu, İ., & Şentürk, M., (2010). Teacher opinions concerning development of critical thinking skills by the primary curriculum. *International Online Journal of Educational Sciences*, 2(1), 244-266.
23. Kim, D. (2004). The implicit life satisfaction measure. *Asian Journal of Social Psychology*, 7, 232- 262.
24. Li, J., (2002). Learning models in different cultures. *New Directions for Child and Adolescent Development*, 96, 45-64.
25. Mango, C. (2010). The role of metacognitive skills in developing critical thinking skills. *Metacognition and Learning*, 2(2), 137-156.
26. Mashadi, M., Mohajeri, K. & Nayeri, D. (2008). A quality-oriented approach toward strategic positioning in higher education institutions. *International Journal of Social Sciences*, 2(4), 31-38.
27. McLaughin, M., & G., DeVoogd, (2004). *Critical Literacy as Comprehension: Expanding Reader Response*. International Reading Association, 48(1), 52-62
28. Mertens, D.M., (1998). *Research methods in education and psychology: integrating diversity with quantitative and qualitative approaches*. USA:SAGE Publications
29. Mohseni, A. & Satariyan, A. (2011). The relation between critical thinking and translation Quality. *Journal of Language and Translation*, 2(2), 23-32.
30. Moon, J., (2008). Implicit" and explicit CSR: a conceptual framework for a comparative understanding of corporate social responsibility. *The Academy of Management Review*, 33(2), 1-26.
31. Muhammedi, M.N., Heidari, F., & Nirya, N. D. (2012). The relationship between critical thinking ability and reading strategies used by Iranian EFL learners. *English Language Teaching*, 5(10), 192-198.
32. Myers, B. E., & Dyer, J. E. (2006). The consequences of student learning style on critical thinkingskill. *Journal of Agricultural Education*, 47(1), 43-52. Retrieved september, 2018 from <http://dx.doi.org/10.5032/jae.2006.01043>.
33. Newmark, P., (1988). *A Textbook of Translation*. London:Prentice Hall Inc.
34. Nikoopour, J., Amini Farsani, M., & Nasiri, M. (2011). On the relationship between critical thinking and language learning strategies among Iranian EFL learners. *Journal of Technology & Education*, 5, 195-200.
35. Oatley, K. (2016). Fiction simulation of social worlds. *Trends in Cognitive Sciences*, 20 (8), 618- 628.
36. Özgan, H., (2010). "Küreselleşmenin İlköğretim Kademesindeki Eğitim Sürecine Etkilerine İlişkin Öğretmen Görüşleri, Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, Issue: 19, pp: 1-22
37. Panou, D. (2013). "Equivalence in Translation Theories: A Critical Evaluation Theory and Practice in Language Studies 3(1):1-6. DOI: 10.4304/tpls.3.1.1-6
38. Paul, R., & Elder, L., (2006). Critical thinking: the nature of critical and creative thought. *Journal of Developmental Education*, 30(2), 34-35.

39. Pham, C. (2017). Reading comprehension and translation performance of English linguistics students of Hung Vuong University: a correlational study. *International journal of English language and translation studies*, 5(3), 79-85.
40. Perkins, D. N. And Salomon, G. (1989). Are cognitive skills context-bound? *Educational Researcher*, 18(1), 16-25.
41. Rahemi, E., & Jufri, J., (2013). A correlational between reading comprehension and translation ability: a correlation study on fourth year students at English department of UNP. *Journal of English Language Teaching*, 1(2), 1-9.
42. Rashid, R. A., & Hashim, R. A. (2008). The Relationship between critical thinking and language proficiency of Malaysian and undergraduates. *Proceeding of the EDU-COM 2008 International Conference, Symposia and Campus Events*, 19-21.
43. Sage, H., (1987). *Incorporating Literature in ESL Instruction*. New Jersey: Prentice Hall
44. Scriven, M., (1987). Critical Thinking and the Concept of Literacy. *Informal Logic*, 9(2), 93-110.
45. Sloman, F. & Fernbach, P. (2018). *The knowledge illusion: why we never think alone*. Penguin Random House.
46. Siregar, M., Pandiangan, S., & Anwar, D. (2018). Planning production capacity using time series forecasting method and linear programming. *Engineering Management Research*, 7(2), 20- 29.
47. Sriwantaneeyakul, S., (2018). Critical reading skills and translation ability of Thai EFL students: pragmatic, syntactic, and semantic aspects. *English Language Teaching*, 11(4), 1-14.
48. Starkey, K., (2004). Rethinking the business school. *Journal of Management Studies*, 41(8), 1521- 1531.
49. Ünal, & Ilgaz, (2005). Birinci kademe ilköğretim sosyal bilgiler ders kitaplarındaki coğrafya konularının öğrencilerin soru sorma ve eleştiri yapma becerilerine olan katkısı. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(2), 129-139.
50. Widiyari, R., Supraman, U., & Sudirman, S., (2015). The correlation between students' translation ability and reading comprehension. *E-JET*, 4(4), 1-10.
51. Wilss, W., (1996). *Knowledge and skills in translator behavior*. USA: John Benjamins Publishing
52. Yapıcı, Ş., (2006). Çocukta Dil Gelişimi. *Journal of Human Sciences*, 1(1), 1-17.
53. Yeşilpınar, M., (2011). Sınıf öğretmenlerinin ve öğretmen adaylarının eleştirel düşünmenin öğretimine yönelik yeterliklerine ilişkin görüşleri. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 43(2), 57-82.
54. Yılmaz Virvan, A , Demirbulak, D. (2020). EMI or TMI? A Study on the Effect of English Medium Instruction on Students' Success and Motivation . *International Journal of Academic Research in Education*, 6 (1) , 76-85 . DOI: 10.17985/ijare.836119