

A Comparative Study on Critical Thinking in Education: From Critical Reading Attainments to Critical Listening Attainments

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ABSTRACT

The importance of this study is to contribute to the development of curriculums and materials to be prepared for Turkish course in order to serve the needs of the era by creating a critical listening attainment list from the philosophy of the national curriculum and from the education programs of countries which are considered successful internationally. In the literature, there have been very few studies on critical listening skills. In addition, in the educational programs of the countries, there is a lack of achievements in listening skills, especially in critical listening skills. Besides, there is no mention of exams that measure critical listening skills. It is stated in the literature that reading and listening skills are understanding-based skills that serve the same purpose. Therefore, in this study, the attainments of the countries towards reading skills were examined and adapted to listening skills. A draft form was created on the basis of opinions of the experts in the field and a critical listening attainment list was created. It is believed that the "Critical Listening Attainment Framework", which was created with the aim of improving students' critical listening skills, will contribute to the field of education.

Key words: Turkish, Critical Listening, Curriculum, Attainment

INTRODUCTION

Today, individuals face hundreds of propaganda, persuasive speeches or visual presentations every day. In particular, the increasing prevalence of audiovisual instruments in all areas of life and the use of these instruments in education necessitate an effective listening/watching training. By improving listening skills, students are expected to perform high-level skills such as sorting, classifying, questioning, associating, criticizing and making conclusions about what they are listening to (MNE, 2006).

Criticism is a concept that is derived from the Greek words "critic" or "critice", transferred to Latin as "criticus" (Şenşekerçi and Bilgin, 2008). Critical thinking is defined as evaluative and solution oriented thinking (Walters, 1984), questioning thinking (Mckee, 1988), thinking in a competent and safe manner (Lipman, 1988), argumentative and confirmative thinking (Mayer and Goodchild, 1990; cited in Şahin, 2002). Ennis (1987) states that critical thinking is a reasonable and reflective thinking focused on deciding what to believe or do. This definition is one of the most frequently approved and used definitions in the literature (Şahinel, 2002; Nosich, 2018; Zhou, Huang & Tian, 2013). Where there is criticism, there is the power of thought and the effort to reach the truth. In the history of education; it is stated that the ability is not sufficient for critical thinking and that suggestions for critical thinking are needed in

the development of this ability (Dewey, 1930; Facione & Facione, 1992; McPeck, 1991; Norris, 1992; Norris & Ennis, 1989; Paul, 1990; Perkins, Jay, & Tishman, 1993; Resnick, 1987; Taube, 1995)

Critical listening is to determine whether what is heard is true (Melanlioğlu, 2011; Özbay, 2005; Yalçın, 2012). However, critical listening does not take an important place in the Turkish course curriculum and therefore in the Turkish textbooks. In order to provide students with critical thinking skills as well as basic language skills, the attainments in the curriculums must be accurate (Karadağ, 2012). While the aim of developing critical thinking skills in Turkey is included in many curriculums, it is observed that this aim cannot be transferred to the attainments. Students can not be expected to be good listeners without giving enough place to the listening skills in the curriculums (Ediger, 2002). Hiner (2016) lists the characteristics of critical listeners as follows:

1. They think systematically, analytically: They resort to knowledge, claims, and reasoning.
2. They can empathize: They try to understand the needs, assumptions, values, and ideas of the speaker.
3. They are completely meticulous: They do not form an answer until the speaker finishes his / her speech.
4. They are active: They seek intentional understanding and messages when they listen.

5. They collaborate: they seek a common path in the combination of ideas and inputs.
6. They seek clarity: they ask follow-up questions until they reach the conclusion.
7. They are sensitive: They interpret the speaker's explanations to show that they understand.

Comparative education is needed to increase critical listening attainments in the Turkish curriculum. In many countries, attainments developing high-level thinking skills are transferred into curriculums with a contemporary work discipline (Özbay, 2003). Comparative education is based on the analysis of educational systems in different countries in order to solve educational problems (Cramer & Browne, 1965, as cited in Erdoğan, 2003). Today, many countries are trying to coordinate by comparing educational systems to produce common solutions to similar problems (Deniz & Yılmaz, 2018).

Listening is a skill that enables learning, just like reading (Özbay, 2011). The linguistic signs are the same in listening and reading, the processes of reading and listening are similar (Arıcı, 2012). We do not perceive sounds one by one as we listen, just as we do not perceive words by letter while reading (Doğan, 2016). The relationship between reading and listening is weak at primary level, slightly stronger at secondary level, and strongest among adults (Harris & Sipay, 1971). As age gets older, people become so skillful in listening that there is no difference between understanding what they are reading and listening (Yangin, 1999).

There is no test in the international area that measures students' critical listening skills. Based on the studies indicating that reading and listening serve the same purpose, the education programs of the countries that are considered successful in the field of reading skills of PISA exam are examined and adapted to Turkish education program by adapting to listening skills.

International Student Assessment Program (PISA) and Critical Thinking

The International Student Assessment Program (PISA) is one of the most comprehensive educational research conducted at the international level (MNE, 2015). PISA is accepted as a decisive indicator in the testing of countries' education systems (Ballı and İnke, 2017). The results of the PISA test make it possible to evaluate the performance of the education system in recent years and to compare it with other countries (Özenç & Arslanhan, 2010).

There are 6 proficiency levels of PISA in the field of reading skills. It is thought that students who have fifth and sixth proficiency levels in PISA have high level thinking skills (Arıcı & Altıntaş, 2014; Batur & Alevli, 2014). Countries considered successful in PISA highlighted the development of critical thinking and creativity in the development of generations that will compete with the world (Aytekin & Tertemiz, 2018).

Education Systems of the Countries with the Highest Achievement in Reading Skills (PISA)

Singapore education system

Singapore, which has achieved the highest success as a result of the PISA 2015 application, is a country with educational

goals such as revealing, developing and helping students to become aware of their potential and providing a sense of lifelong learning (Kaytan, 2007). It is aimed for students to develop them holistically through eight basic skills and values for the multi-faceted development (Birbiri & Ayer, 2013; Özkan, 2006). In this education system, it is emphasized that in order to help the students to speak fluently in self-confidence, it is necessary to provide the most effective listening and speaking skills to the students in primary school age. Furthermore, training programs include flexibility and diversity, thus improving the quality of education (Apaydın, 2011).

Finland education system

Key words in Finnish education policy are: quality, efficiency, equality and globalization (Demirtaş, 2013). In Finland, the mother tongue curriculum is organized as a whole, gradual from first grade to ninth grade. The program includes objectives in accordance with each grade level, achievements for them, content and the definition of performance targeted to be achieved at the end of the process. In the general structure of the program, it is seen that the objectives and the gains towards them are arranged in a way that will contribute to the cognitive, affective and dynamic development of the students (Demirtaş, 2013).

Canadian education system

The authorities and responsibilities in the Canadian education system are on local governments (Taşdan, 2011). In Canada, the program includes new approaches such as problem solving, critical and creative thinking, and multiple intelligence. The Canadian education system, with its outstanding performance in the PISA exam, is recognized as one of the best education systems in the world, and the understanding that language is the key to teaching is the basic logic on which the curriculum is based (Süğümlü, 2013).

Objective and research questions

The main purpose of this study is to contribute to the development of curriculums and materials to be prepared for Turkish course in order to serve the needs of the era by creating a critical listening attainment list. For this purpose, the following questions will be answered:

1. Are there any attainments of critical thinking in Turkish course curriculum?
2. What are the the critical reading attainments adapted to critical listening attainments in the curriculums of countries which are very successful in the field of reading skills in Programme For International Students Assessment (PISA)
3. What are fifth and sixth level of reading competences in PISA?
4. What are the critical reading skill attainments of "Reading Skills", an elective course in the secondary school in Turkey?
5. What are the critical reading attainments prepared as a draft?

6. What are the opinions of experts about critical reading attainments in draft form?
7. Which attainments are there in the Critical Listening Attainment Framework created in our study?

METHODS

In the study, one of the qualitative research methods, document analysis is used. Document analysis is a data collection tool that is used to collect, systematically examine and evaluate official or private records (Ekiz, 2015). It makes it possible to analyze a wide range of documents related to a research problem (Yıldırım & Şimşek, 2008).

Data Collection

In our study, a draft form was created by first doing literature review. For this draft form, 2018 Turkish Course Curriculum, the attainments of “Reading Skills”- an elective course in the secondary schools in Turkey, the fifth and sixth level competences of the PISA exam, educational objectives and attainments of the first three countries in reading skills in the PISA exam were examined.

There is no test in the international area that measures students’ critical listening skills. Based on the studies indicating that reading and listening serve the same purpose, the education programs of the countries that are considered successful in the field of reading skills of PISA exam are examined and adapted to Turkish education program by adapting to listening skills. The PISA exam was examined because it is accepted as a test measuring critical thinking skills of students on the international platform. The fifth and sixth level competences of this exam are accepted as critical thinking dimensions in the literature (Arıcı & Altıntaş, 2014; Batur & Alevli, 2014).

Singapore, Finland and Canada were chosen as they are the first three countries to have the highest level of reading skills in the PISA exam (2015) and their curriculums were examined. Considering that reading and listening are comprehension skills and serve the same purpose, critical reading attainments are adapted to critical listening attainments. Similarly, critical listening attainments were deemed insufficient in the Turkish curriculum and reading skills were adapted to listening.

When the children in the formal operational stage encounter a problem, they can create hypotheses including real or possible situations about the problems, question and evaluate the knowledge and produce new solutions to the problem (Ahioğlu-Lindberg, 2011). Therefore, critical listening attainments were prepared in accordance with the seventh and eighth grade students’ level who are in the formal operational stage.

Data Analysis and Interpretation

Descriptive analysis was used for the data of this research. All the listening skill attainments in the Turkish Course Curriculum were examined and critical listening attainments were determined by taking opinions of three experts

(Table 1). Critical reading objectives and attainments in the curriculums of countries with the highest success in the field of PISA reading skills were adapted to listening skill based on the opinions of field experts (Table 2). The levels of reading skill competences in PISA and the attainments of “Reading Skills”, an elective course in the secondary schools in Turkey, were examined (Tables 3 and 4). While there are “reading skills” courses in the secondary schools in Turkey, there is no “listening skills” course in the secondary schools. Therefore, the critical reading attainments of reading skills course were adapted to listening skill by taking the opinions of field experts based upon that reading and listening skills require understanding and they have the same purposes.

The attainments in the draft form were viewed by 9 field experts. Three of the experts are fifteen-year experienced teachers in the Ministry of National Education, three of them work in an educational institution with doctoral degrees and they have critical thinking education, three of them are academicians and experts in the field of Turkish education. The study was carried out taking into consideration the “Characteristics of Critical Listeners” in the literature. Field experts are shown as “FE1, FE2, FE3...” in Table 6. The obtained findings were interpreted by comparing findings in the other tables.

FINDINGS

The findings obtained from the study data were interpreted by taking the sub-problem sequence into consideration.

Attainments of Critical Thinking in Turkish Course Curriculum

Educational objectives are included in the Turkish Course Curriculum by the name of “attainments”. When 2018 Turkish Curriculum was viewed, it was observed that there are 12 listening/watching skill attainments in 5th and 6th grades and 14 listening/watching skill attainments in 7th and 8th grades. The

Table 1. Critical listening skill attainments in the Turkish course curriculum

No.	Critical listening skill attainments
1	The students make predictions about the development and the result of the events in what they listen/watch.
2	The students guess the meaning of the words which they don’t know in what they listen/watch.
3	The students find the main idea of what they listen/watch.
4	The students question consistency of what they listen/watch.
5	The students determine the ways of improving thinking process used in what they listen/watch.
6	The students express their opinions about what they listen/watch.
7	The students evaluate the context of what they listen/watch.
8	The students understand non-verbal messages of the speaker.

number and the context of the listening skill attainments are the same in 5th and 6th grades. The listening skill attainments of 7th and 8th grades are repetition of the 5th and 6th grades attainments but two different attainments are added to attainment list. Total 14 listening skill attainments in the Turkish Course Curriculum were examined by three field experts and the attainments of critical listening skills were determined and shown in Table 1.

There are eight attainments in Table 1. These attainments include critical thinking skills such as questioning the consistency, expressing an opinion, guessing accurately, understanding the main idea of what is listened, determining the implicit meaning, interpretation and evaluating.

The Critical Reading Attainments Adapted to Critical Listening Attainments in the Curriculums of Countries which are Very Successful in the Field of Reading Skills in Programme for International Students Assessment (PISA)

There are 21 critical listening attainments in Table 2. In order to create this table, the critical thinking objectives and attainments in the curriculums of countries which get the

highest points in the field of reading skills in Programme For International Students Assessment (PISA) were examined and these objectives and attainments were adapted to listening skills by taking the opinions of field experts. These attainments enable students to have critical thinking skills such as using different resources to get the knowledge, gathering information about the topic and the speaker, problem solving, establishing meaningful connections and associating these connections with his environment and himself, evaluating different points of view.

The Fifth and Sixth Level of Reading Competences in PISA

The fifth and sixth level of reading competences in PISA are shown in Table 3.

When Table 3 is examined, it is seen that there are eight competences at the fifth and sixth level of reading competences in PISA. 4 of them are at the fifth level and 4 of them are in the sixth level. These attainments enable students to have critical thinking skills such as creating hypotheses, establishing inter-text connections, evaluating different points of view, interpreting abstract concepts.

Table 2. The critical reading attainments adapted to critical listening attainments in the curriculums of countries which are very successful in the field of reading skills in Programme for International Students Assessment (PISA)

No.	Objectives and Attainments
1	The students use different sources to obtain and use information based on what they listen/watch.
2	The students get knowledge about the power of media and texts on shaping people’s world perspectives and directing people based on what they listen/watch.
3	The students are tolerant of people who speak different languages.
4	The students analyze and evaluate the aim and speech techniques of the speaker.
5	The students know taking notes about what they listen and giving reference basically.
6	The students select and group the information based on what they listen.
7	The students find solutions for the problems mentioned in what they listen/watch.
8	The students know how to offer a suggestion, how to stand, how to ask questions and how to defend their opinions in the discussions of problem solving and idea sharing about what they listen/watch and in communication with other group.
9	If the members of the group formed for what they listen disagree on a topic, they know how to come to agreement and how to be constructive.
10	The students know the main differences between written and verbal forms. While evaluating the topic they listen to, they take into consideration the society, the receiver and communication tools.
11	The students know the writer, objective, genre and manner affecting the content of the text which they listen to.
12	The students make observations about language techniques. They understand the relationship between objective and manner of the text they listen to, selection of the words, figurative meaning, sentence types and accent differences.
13	The students establish meaningful connections between what they listen/watch, their environment and themselves.
14	The students recognize the aesthetic power and cultural effects of what they listen/watch.
15	The students listen to and understand short texts, stories and tongue twisters.
16	The students listen to and understand children’s stories, advertisements, dialogue and poetry texts.
17	The students listen to and understand the texts of news, stories, novels and poems.
18	As a listener, the students recognize their strengths and weaknesses that need to be improved.
19	The students show that they acquire appropriate listening behaviors.
20	The students understand the different points of view, ask questions to find out whether these points of view have deficiencies and define the points of view in verbal texts.
21	The students define sound effects such as tone, pitch and tempo and use them appropriately.

Table 3. The fifth and sixth level of reading competences in PISA

Level	No.	Competences
5 th Level of competences	1	Students at this level can determine the information inserted in the texts and edit the text by deciding on needed knowledge.
	2	They can make a critical assessment by drawing attention to specific information and create a hypothesis.
	3	They can understand the contexts that they are unfamiliar with in detail.
	4	They can deal with the concepts that contradict the expectations.
6 th Level of competences	5	Students at this level can find similarities and differences in detail and make inferences.
	6	They can show that they fully understand the text or the texts in detail and combine the information obtained from multiple texts.
	7	They can deal with concepts that are not clearly expressed in the text with important information and interpret abstract concepts.
	8	They can make a critical assessment on texts with unusual topics by taking into consideration many criteria and views and displaying an understanding beyond the text or reach the hypotheses.

The Critical Reading Skill Attainments of “Reading Skills”, an Elective Course in the Secondary Schools in Turkey

In Table 4 there are the critical reading skill attainments of “Reading Skills”, an elective course in the secondary school in Turkey. These attainments were adapted to listening skill based upon that reading and listening skills require understanding and they have the same purposes.

Seven of the attainments of “Reading Skills”, an elective course in the secondary school in Turkey, were determined as “critical thinking attainment” in the literature. These attainments enable students to have critical thinking skills such as determining contradictions and prejudices, checking the accuracy of the information and the appropriateness of the evidences, questioning the purpose of the text and evaluating the text.

Draft Form Of Critical Listening Attainments

The draft form created for critical listening attainments is shown in Table 5.

There are 39 attainments in the form. These attainments were broached to field experts by being simplified in accordance with the content of Turkish Course Curriculum and listening skill attainments of 7th and 8th grades.

The Opinions of Field Experts About Draft Form of Critical Listening Attainments

The opinions of field experts about draft form of critical listening attainments are shown in Table 6.

When this table is examined, it can be seen that 3 attainments got approval of 2 experts, 1 attainment got approval of 3 experts, 4 attainments got approval of 4 experts, 4 attainments got approval of 5 experts, 3 attainments got approval of 7 experts, 7 attainments got approval of 8 experts. 17 attainments were approved by all experts. These attainments are 1, 4, 6, 7, 8, 12, 14, 15, 16, 17, 18, 20, 21, 26, 29, 32, 33. attainments. Attainments in the draft form were examined and Critical Listening Attainment Framework was created by using the attainments approved by all experts.

Table 4. The critical reading skill attainments of “reading skills”, an elective course in the secondary schools in turkey

No.	Attainments
1	The students compare and interpret different texts on the same subject.
2	The students determine the expressions that have contradictions or prejudices in the text.
3	The students check the accuracy of the information in the text from different sources.
4	The students evaluate the appropriateness of the examples and evidences to the topic in the text.
5	The students question the purpose of the text.
6	The students determine the expressions that can offend other people in the text.
7	The students determine the parts of the text which he likes or dislikes with reasons.

Critical Listening Attainments

Critical Listening Attainment Framework created based on the opinions of experts is shown in Table 7.

When Table 7 is examined, it can be seen that 17 attainments from the draft form of critical listening attainments were approved by all field experts and they are available in this table. These attainments enable students to have critical thinking skills such as questioning the consistency, guessing accurately, interpreting, evaluating, determining the implicit meaning, comparing, making use of different points of view, determining contradictions and prejudices, searching for information, evaluating the evidences, deciding accurately, associating and solving problems.

DISCUSSION

In the globalizing world, education policies that are harmonized with the exchange of views with other countries and which are shaped by the national characteristics of countries are needed instead of the understanding of uniform education (Sezgin & Çalık, 2005).

Table 5. Draft form of critical listening attainments

No.	Attainments
1	The students make predictions about the development and results of the events in what they listen/watch.
2	The students guess the meaning of the words which they don't know in what they listen/watch.
3	The students find the main idea of what they listen/watch.
4	The students question consistency of what they listen/watch.
5	The students determine the ways of improving thinking process used in what they listen/watch.
6	The students express their opinions about what they listen/watch.
7	The students evaluate the context of what they listen/watch.
8	The students understand non-verbal messages of the speaker.
9	The students determine the information inserted in the texts that they listen/watch.
10	The students deal with the concepts that contradict the expectations in what they listen/watch.
11	The students understand the contexts that they are unfamiliar with in detail in what they listen/watch.
12	The students find similarities and differences in what they listen/watch and make inferences.
13	The students combine the information obtained from what they listen/watch.
14	The students make assessments about what they listen/watch by taking into consideration many different criteria and views.
15	The students evaluate the appropriateness of the information, examples and evidences to the topic in what they listen/watch.
16	The students determine the expressions that have contradictions or prejudices in what they listen/watch.
17	The students check the accuracy of the information obtained from what they listen/watch. from different sources.
18	The students question the purpose of what they listen/watch.
19	The students determine the expressions that can offend other people in what they listen/watch.
20	The students use different sources to obtain and use information based on what they listen/watch.
21	The students get knowledge about the power of media and texts on shaping people's world perspectives and directing people based on what they listen/watch.
22	The students are tolerant of people who speak different languages.
23	The students analyze and evaluate the aim and speech techniques of the speaker.
24	The students know taking notes about what they listen and giving reference basically.
25	The students select and group the information based on what they listen.
26	The students find solutions for the problems mentioned in what they listen/watch.
27	The students know how to offer a suggestion, how to stand, how to ask questions and how to defend their opinions in the discussions of problem solving and idea sharing about what they listen/watch and in communication with other group.
28	If the members of the group formed for what they listen disagree on a topic, they know how to come to agreement and how to be constructive.
29	The students know the main differences between written and verbal forms. While evaluating the topic they listen to, they take into consideration the society, the receiver and communication tools.
30	The students know the writer, objective, genre and manner affecting the content of the text which they listen to.
31	The students make observations about language techniques. They understand the relationship between objective and manner of the text they listen to, selection of the words, figurative meaning, sentence types and accent differences.
32	The students establish meaningful connections between what they listen/watch, their environment and themselves.
33	The students recognize the aesthetic power and cultural effects of what they listen/watch.
34	The students listen to and understand short texts, stories and tongue twisters.
35	The students listen to and understand children's stories, advertisements, dialogue and poetry texts.
36	The students listen to and understand the texts of news, stories, novels and poems.
37	As a listener, they recognize their strengths and weaknesses that need to be improved.
38	The students show that they acquire appropriate listening behaviors.
39	The students define sound effects such as tone, pitch and tempo and use them appropriately.

Çifci, Erkek, and Ellialtı (2018), in their study about the major attainments of English and Turkish textbooks concluded that Turkish textbooks concentrated more on cognitive skills in accordance with the attainments determined by

the Ministry of National Education and English textbooks were prepared to improve students' critical skills through the attainments of high-level thinking skills. At the end of this study Çifci et al. (2018) suggested that "In Turkish Course

Table 6. The opinions of field experts about draft form of critical listening attainments

Attainments	Field experts									Total
	FE1	FE2	FE3	FE4	AU5	FE6	FE7	FE8	FE9	
A1	X	X	X	X	X	X	X	X	X	9
A2	X	X	X		X	X	X		X	7
A3	X		X		X			X		4
A4	X	X	X	X	X	X	X	X	X	9
A5	X		X		X			X		4
A6	X	X	X	X	X	X	X	X	X	9
A7	X	X	X	X	X	X	X	X	X	9
A8	X	X	X	X	X	X	X	X	X	9
A9	X		X		X			X		4
A10	X	X	X	X	X	X	X		X	8
A11	X		X	X	X	X	X		X	7
A12	X	X	X	X	X	X	X	X	X	9
A13	X		X		X	X	X	X	X	7
A14	X	X	X	X	X	X	X	X	X	9
A15	X	X	X	X	X	X	X	X	X	9
A16	X	X	X	X	X	X	X	X	X	9
A17	X	X	X	X	X	X	X	X	X	9
A18	X	X	X	X	X	X	X	X	X	9
A19	X	X	X		X			X		5
A20	X	X	X	X	X	X	X	X	X	9
A21	X	X	X	X	X	X	X		X	9
A22	X	X	X	X				X		5
A23	X	X	X	X	X	X	X	X		8
A24	X		X		X					3
A25	X		X	X	X			X		5
A26	X	X	X	X	X	X	X	X	X	9
A27	X	X	X	X		X	X	X	X	8
A28	X	X	X	X		X	X	X	X	8
A29	X	X	X	X	X	X	X	X	X	9
A30	X	X	X	X		X	X	X	X	8
A31	X	X	X	X	X	X	X		X	8
A32	X	X	X	X	X	X	X	X	X	9
A33	X	X	X	X	X	X	X	X	X	9
A34	X				X					2
A35	X				X					2
A36	X				X					2
A37	X	X	X	X	X	X	X	X		8
A38	X		X	X				X		4
A39	X	X	X	X				X		5

Curriculum, the number of the attainments to improve critical thinking skills of the students should be increased. The activities in Turkish textbooks should be capable of developing students' critical thinking skills and creativity in connection with the attainments". Moreover, Çifçi (2001) emphasizes that if listening education, neglected in spite of its importance, is protected by the Ministry of National Education and studied in faculties of education as an academic problem,

mother tongue education will be enriched qualitatively. He suggests that listening education should gain meaning by the help of more detailed researches and any education material should be developed. This study coincides with the suggestions expressed.

Batur (2014), in his study about comparison of Turkish and German textbooks, emphasizes that there are examples improving children's skills of being an individual, expressing ideas and

Table 7. Critical listening attainments

No	Attainments
1	The students make predictions about the development and results of the events in what they listen/watch.
2	The students question consistency of what they listen/watch.
3	The students express their opinions about what they listen/watch.
4	The students evaluate the context of what they listen/watch.
5	The students understand non-verbal messages of the speaker.
6	The students find similarities and differences in what they listen/watch and make inferences.
7	The students make assessments about what they listen/watch by taking into consideration many different criteria and views.
8	The students evaluate the appropriateness of the information, examples and evidences to the topic in what he they listen/watch.
9	The students determine the expressions that have contradictions or prejudices in what they listen/watch.
10	The students check the accuracy of the information obtained from what they listen/watch from different sources.
11	The students question the purpose of what they listen/watch.
12	The students use different sources to obtain and use information based on what they listen/watch.
13	The students get knowledge about the power of media and texts on shaping people's world perspectives and directing people based on what they listen/watch.
14	The students find solutions for the problems mentioned in what they listen/watch.
15	The students know the main differences between written and verbal forms. While evaluating the topic they listen to, they take into consideration the society, the receiver and communication tools.
16	The students establish meaningful connections between what they listen/watch, their environment and themselves.
17	The students recognize the aesthetic power and cultural effects of what they listen/watch.

criticizing in German textbooks. This study puts emphasis on the necessity of preparing the attainments in the textbooks, the most common education materials in Turkey, in accordance with requirements of the era and by following the developments in the world. These results coincide with the starting point of our study.

In their study about internationalisation of teaching, Altbach and Knight (2007) emphasize that the efforts to follow international initiatives and ensure quality are an inseparable part of teaching. Yaman and Göçen (2014) compared the curriculum of Singapore which proved success of its education system in PISA exam and Turkish course curriculum. They determined that the Singapore Curriculum has contemporary teaching methods and techniques that may be an example to the Turkish curriculum preparers and practitioners. Similarly, Bal and Başar (2014), in their study about comparison of education systems of Finland, Germany, Singapore and Turkey, found that education systems of these countries were similar in general but there were key differences in terms of attainments aimed to have. Birbiri and Ayer (2013), in their study comparing the philosophy of Turkey and Singapore education systems, emphasized that the examination of the Singapore education system will be beneficial in terms of eliminating deficiencies in Turkey education system due to the similarity of the Singapore education philosophy with the Turkish education philosophy. For this reason, comparative examination of the two countries was deemed necessary. Similarly, Levent and Yazıcı (2014), in their study examining the factors affecting the success of the Singapore education system, concluded that the success achieved by Singapore in education could be an example of countries that want to attain quality in education on an international platform such as Turkey. Crossley and Watson (2003), in their

study "Comparative and International Research in Education: Globalization, Context and Difference", stated that comparative and international education has an increasing importance globally for the appropriateness and quality of educational researches in the future and educational development. These studies coincide with the philosophy of our study.

CONCLUSION

A draft form of critical listening attainments was created in this study. The opinions of experts were taken about critical listening attainments. Critical listening attainment chart was created with the attainments which were approved by all experts. It was observed that studies on attainments were limited in the literature and that existing studies cannot go beyond detecting cases to a large extent.

Therefore, it is thought that the "Critical Listening Attainment Chart" which was created in order to increase the number of attainments in the Turkish Course Curriculum to develop the critical listening skills will contribute to the field of Turkish education.

Based on these results, it is thought that the following suggestions will contribute to the field of education and shed light on new researches:

1. Critical listening gains should be given more attention in the curricula that guide the education of countries.
2. The textbooks should be prepared in accordance with the acquisitions of the curricula and in a way that will improve the students' critical listening skills.
3. Textbooks should be prepared in accordance with the requirements of the age and following the developments in the external world.

4. In order to develop students' critical listening skills, researchers should make suggestions for activities and the effects of these activities on the students.

ENDNOTE

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