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The researcher should present three copies of his/her paper printed on A4 besides a floppy.

Tables, figures and charts should be typed separately and given separate numbers referred to clearly in the paper.

The paper presented should not exceed (25) pages.

An abstract written on separate sheets of paper should be submitted in English, Arabic and Kurdish not exceeding 100 words each. It includes the purpose of the paper, findings and recommendations.

An amount of 100000ID, which is not be returned under any condition, should be handed in together with the research paper submitted for publication.

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Assessing EFL Learners’ Critical Reading at Salahaddin University-Erbil

Prof. Fatimah R. Hasan Al Bajalani
Salahaddin University-Erbil
College of Languages

Asst. Instructor Asma Abas Brime
Salahaddin University-Erbil
College of Education

Abstract
The study aims at finding out the extent to which the EFL learners are competent in critical thinking, the skills of analysis, synthesis, and evaluation in reading comprehension. It also aims at comparing the performance of fourth year students in different departments of English at Salahaddin University-Erbil.

The study hypothesized that most of the EFL students are passive readers and are not able to use their higher levels of thinking appropriately in RC, and there is no significant difference among the EFL learners’ CT competence in RC.

The tool of the study is an RC test which aims at examining CT skills using multiple-choice items and short answer question. The sample is 100 students from 3 departments of English at SU.

The results revealed that the majority of the students are unskilled and that there is no significant statistical difference between students’ critical thinking skills in the three departments.

Introduction
Critical Thinking (CT) simply means higher-level thinking skills. It has a central role in language learning especially in reading because the reading process is a form of thinking; reading skills are thinking skills. Reading and thinking derive from common roots, and are in many ways indistinguishable (Karlin 215).

Bloom’s Taxonomy is a system that classifies cognitive behaviours into six levels, ranging from fairly simple to more complex (Orlich et al 69), and is considered by most educators and experts in critical thinking as probably the best known system for classifying educational objectives as well as classroom questions; it has been much used in curriculum and test construction (Pasch and Norsworthy 76; Xu 137; M.Sadker and D.Sadker 111).

There are six levels in Bloom’s Taxonomy, and answering questions at each level requires different kinds of thought processes, namely knowledge, comprehension, application, analysis, synthesis, and evaluation (Farrell 38). When engaging in critical thinking, the student must go beyond the given material, and elaborate on the idea (Orlich et al 291; Pasch and Norsworthy 17).

Traditionally, the basic thinking skills have been knowledge and understanding, but in college classes, students are expected to think at higher levels; they might be asked to analyze, synthesize, and/or evaluate (Jalongo et al. 28). Questions on analysis, synthesis and evaluation are considered to be higher order questions that require students to think critically.
and in depth (Orlich 291; Jalongo et al. 28,29; M.Sadker and D.Sadker 116). Analysis means examining the material by breaking it into its component parts. By seeing each part of the whole as a distinct unit, discovering how the parts interrelate, and considering the line of reasoning suggested by the evidences offered and logic used, it is possible to read “between the lines” to draw inferences and gain information that is implied but not stated (Carroll 37). Thus students can analyze the logic of what they read, its main idea and purpose, and the information it contains (Paul and Elder 5; Anker 38; Hind 239).

Key words frequently found in analysis questions are analyze, break down, compare, contrast, diagram, deconstruct, summarize, identify, illustrate, infer, outline, relate, select, and separate.

Synthesis means pulling together what has been analyzed and summarized by connecting it to students’ own experiences. In this way, students create a new whole that reflects their newly acquired knowledge and insights combined with their prior knowledge (Carroll 38). Synthesis questions are higher-order questions that ask students to perform original and creative thinking. They require students to produce original communication, make predictions, or solve problems. Such questions do not require a single correct answer, but instead, allow a variety of creative answers (Anker 38; Hind 239).

Words often found in synthesis questions are predict, produce, write, design, develop, synthesize, construct, how can you improve….combine, imagine, invent, etc. (M. Sadker and D. Sadker 119).

Evaluation means judging the quality of the material that has been formed through the activities of summary, analysis, and synthesis (Carroll 39). The outcomes of CT are judgments (Lipman 209). Its questions do not necessarily have a single correct answer; instead they require the students to judge the merit of an idea, or a solution to a problem. Students might be asked to judge, decide, assess, and give their opinions...etc (M.Sadker and D.Sadker 120). When students evaluate, they build on what they have discovered through analyzing, and synthesizing (Akner 40).

Myers names CT ‘smart thinking,’ or thinking which examines assumptions, discerns hidden values, evaluates evidences, and assesses conclusions (21). This is why evaluation is the highest level of CT.

When students evaluate a text, they determine adequacy, significance, and value. They answer questions such as whether a text moves them as it was intended to, or whether the author has proved a case, or whether the argument is even worthwhile (Kennedy, Kennedy and Aaron 20).

As evaluation is one of the key CT skills, assessing the logic of the reading text helps bringing reading and thinking ability to a higher level. Paul’s Intellectual Standards can be applied, along with Cortina and Elder’s questions. CT aids students in reading by providing methods for analyzing, synthesizing and evaluating a text. Inefficient readers are unable to use CT skills during reading.

CT ability is not prevalent. Students are not generally competent in using CT skills. They often fail to understand a passage appropriately and answer reading comprehension (RC) questions correctly during examination. Most of them do not score well on tests that measure ability to analyze and recognize arguments, appraise inferences, and evaluate the logic of the text (Bataineh and Zghoul 36).

Aims of the study

The current study aims at finding out the extent to which EFL learners are competent in CT, by testing their abilities in terms of analysis, synthesis, and evaluation skills in RC. It also
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aims at comparing the performance of fourth year students in the three departments of English at Salahaddin University-Erbil in using CT skills.

Hypotheses

The study hypothesizes that most EFL learners, at the departments of English at Salahaddin University-Erbil, are passive readers and are not able to use their higher levels of thinking appropriately in RC. It is also hypothesized that there is no significant difference among the EFL learners’ CT competence in RC.

Critical Thinking in the English Language Classroom

The ability to think critically constitutes a kind of intelligence which students do not necessarily or naturally possess, but it is a skill which can be taught in the classroom. It has been argued that CT skills are not likely to develop spontaneously. By contrast, teachers must take a directive role in initiating and guiding CT, since it is considered a “learnable skill” (Bean 4; Madson 3). A class with rich material and interactive approaches is appropriate for teaching CT (Iakovos 82).

It is important to mention that the English language classroom is not the only place where skills application can be activated. There are many other academic areas that can serve this purpose. Nonetheless, the English language classroom is an appropriate place to begin. Gomez highlights the role of literature in introducing CT at the higher education level. This is due to the number of cognitive processes linked to reading literature and the higher levels of understanding and analysis required for comprehension. The narrative and other types of short texts can be seen in the classrooms (34).

Furthermore, reading is a skill that teachers can use to expose learners to the CT progression in which the level of complexity of the tasks will increase the demand for analysis and synthesis of the information. Through reading exercises, teachers can involve students in finding analogies and discovering relationships, as well as in determining the relevance of two pieces of information to each other (Gomez 35).

It is important for English language instructors to bear in mind that a friendly, supportive and non-threatening classroom atmosphere have a positive impact on students’ motivation and language performance and that a positive climate for learning has been identified by many educationalists as a critical factor in fostering CT. Paul suggests that teachers should use cooperative learning as often as they can, speak less so that students have more time to think, think aloud in front of the students, use appropriate questions that search various dimensions of their thinking, use concrete examples to illustrate abstract concepts, and generally design all activities so that students must think their way through them (20).

To promote students’ CT skills, educators should be aware of the cognitive and mental processes that constitute CT. They should also be familiar with the tasks, skills, and situations to which these processes are applied, and use a range of classroom activities that promote these processes. CT can be divided into four components, each consisting of several specific skills, which can be taught to students. These are:

a) Defining and clarifying,

b) Asking appropriate questions to clarify or challenge,

c) Judging the credibility of a source, and

d) Solving problems and drawing conclusions (Iakovos 84).

Reading and Critical Thinking

Karlin explains the relation between reading and thinking and asserts that reading is a process in which ideas are both received and produced. Reading and thinking possess common roots, and to the extent that the reader possesses information and ideas, reading and
thinking are indistinguishable. To teach students how to read, then, is teach them how to think.

According to Karlin, reading–thinking models involve cognition, convergent and divergent thinking, and evaluation. Cognition, which refers to the recognition of ideas, is literal reading; convergent and divergent thinking, which produce ideas, is interpretive or inferential reading; evaluation, which involves the assessment of ideas, is critical reading. A programme to develop RC should consist of all three (246).

Moreover, Karlin defines critical reading as the process of evaluating ideas or information. The reader is reading critically when s/he questions the accuracy of information, distinguishes between fact and opinion, and recognises persuasive statements and then makes judgements as a result. Such a reader is thinking critically (247).

Taglieber points out that CT skills frequently listed in textbooks for teaching CT are similar to, or perhaps the same as those listed in reading texts described as critical reading skills. For example, CT skills such as withholding judgment until confirming or disconfirming evidence is gathered, questioning, being flexible, inferring, predicting outcomes, and recognizing bias are some of the skills that can also be found in critical reading textbooks (143). Commeyras also raises this issue. She states that “the claim that CT is closely related to RC is similar to the view that reasoning is an integral part of reading. CT, which involves reasoning, is the process the reader uses to determine which interpretations are consistent with textual evidence and background knowledge” (cited in Taglieber 201).

To sum up, to read critically is to think critically. CT is a manner of assimilating and processing information and evaluating ideas. The main concern of teachers of reading is to encourage CT with respect to the written words.

Data Collection and Analysis
To test the hypotheses posed, a test was conducted to examine students’ CT performance. The test was carefully designed and the data analyzed to draw the results and the conclusions. The test was piloted before the final administration. One hundred senior students served as the participants of the study, which represent the population of the departments of English of the College of Education, the College of Languages and the College of Basic Education in 2013. Students were selected through random sampling from among 230 EFL learners.

The heart of testing reading in language learning is comprehension (Madsen 79), with CT as a level of it (Richards and Schmidt 135). Accordingly, the test used in the present study was an RC test which aims at examining CT skills. The test consists of an adapted passage followed by three questions; each question tests a specific skill. Two techniques are used, namely multiple choice and short answer items.

Question (Q1) tests the students’ ability to analyze the passage for the main ideas and details, by requiring them to write a summary which includes the main important points of the text. Multiple choice questions (MCQs) are well-suited for testing the ability to distinguish between main ideas and supporting details. While short answer items encourage students to learn and know the answers rather than just recognize them. They are especially good for checking gist, intensive understanding of a text, the who, what, where, and when of the content, and most importantly “these question types can test higher-order thinking skills” (Coombe, Folse and Hubley 34,35,45).

Question (Q2) tests the students’ proficiency in synthesis where students have to connect their own knowledge with what they find in the printed passage, in order to infer, conclude, and imagine. It consists of 10 items.
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Question (Q3) tests students’ ability to evaluate. It was formulated to conform to the universal intellectual standards mentioned earlier.

The questions increased in difficulty as the skills being tested also increased in CT requirements; i.e. writing a summary requires only analysis skills, but evaluating the author’s purpose and success requires much more CT ability. Accordingly, Q1 is given 25 marks, Q2 is given 30 marks, and Q3 is given 45 marks.

The Passage and the Questions

On choosing a suitable text, three variables are taken into consideration: difficulty, topic, and length.

Text Difficulty

Text difficulty can be measured by some form of readability index; the term readability is often used to refer to the combination of structural difficulty as sentence length and complexity, and lexical difficulty (Nuttall 174, 175). The readability of the passage was seven, as it was suitable for students who have studied English for seven years or more (the students in the test sample have studied for 11 years).

The language of the passage was analysed with Microsoft Word. First the passage was highlighted, and then the steps below were followed:


Since Coombe, Folse and Hubley highlight that “90 percent of the vocabulary should already be known to the students for good comprehension” (51), a glossary of potentially unknown vocabulary was provided with the passage.

On designing the test questions, language difficulty was also taken into consideration. The language of the questions should be easier than text language (Ibid 53). The same steps mentioned above were followed to find out the readability statistics. Q1 = 4.2, Q2 = 5, and Q3 = 4.8. See appendix A.

Text Topic

Readers’ schemata or knowledge of the world is important in text understanding, and therefore topics that might cause difficulties should be avoided (Nuttal 221). For this reason, a topic with universal familiarity was chosen.

The passage chosen for the test in this study was concerned with fact and opinion about colours and their effects on human life in different ways and aspects; the effect of colours and their uses are a matter of fact, but how colours affect people depends on the people’s opinions, which are influenced by sex, age, health, and psychological, geographical, and cultural factors (Hijazi 17, 18).

Text Length

Students should be encouraged to read selectively: reading to satisfy a given purpose, making judgments about relevance and irrelevance, main points, subsidiary detail, and so on. This argues for choosing at least some texts that are a page or more in length to enable testing these skills (Coombe, Folse and Hubley 221). Accordingly, a passage of nearly a page and a half was chosen.

Pilot Administration of the Test

A pilot test is defined as “a smaller preliminary study that makes it possible to check out standardized procedures and general design before investing time and money in the major study” (Eysenek and Flanagan 309).

The pilot test was administered to some of the students. It took approximately one hour to answer the questions of the test. The findings and the observations from the pilot test were then utilized in final administration of the test.
Final Administration of the Test

Clear instructions were given to the test-takers to ensure full understanding of what was required from them. A simple introduction about the subject followed, including a definition of CT and the relationship between reading and the three skills of analysis, synthesis and evaluation. The topic of the passage was also elaborated and students were advised to read the passage carefully.

Scoring Scheme

A precise scoring scheme is used to interpret the results. The scoring of each student’s responses is done individually, item by item and question by question. The test is out of 100 marks, for ease of statistical analysis. The test measures the three skills of analysis, synthesis and evaluation with three questions; the questions are not given equal scores, as they increased in difficulty; i.e., Q1: 25 scores, Q2: 30 scores and Q3: 45 scores, as shown below:

1. Question 1 tests analysis skill. It consists of three parts:
   - Part A, which looks at the main ideas, was given 3 scores, and consisted of three items (1 score for each item).
   - Part B contains 6 short-answer questions for finding details. 3 scores were given for each item.
   - Part C, was out of 10, for summarizing the passage in two sentences.
2. Question 2, tested synthesis skill, was given 30 scores. It consisted of 10 question-answer items, 3 scores for each item.
3. Question 3 tested evaluation, it included two parts:
   - Part A consisted of 10 items, 4 scores for each item.
   - Part B, was allotted 5 scores, tested the ability to distinguish fact from opinion.

In this test, only CT skills are taken into consideration; spelling, punctuation, syntax and stylistic mistakes, and lack of vocabulary knowledge are overlooked. Unanswered items or parts are considered wrong.

To score and grade students’ papers, a rubric, which is defined as the most effective grading device (Stevens and Levi 3), has been adapted. There are two types of rubrics: holistic rubric and analytic rubric. The former has been followed in this study as it is probably more appropriate when performance tasks require students to create some sorts of responses and where there is no definitive correct answer. A holistic rubric allows the scorer to make judgments about the performance as a whole, independent of component parts. The latter requires the scorer to judge separated components or individual tasks associated with performance.

Results and Discussion

To achieve the first aim, students’ overall performance is dealt with first, and then the students’ performance in each skill is considered. To achieve the second aim, the students’ performance as whole and their performance in the three skills separately are compared between the three departments of English.

Depending on the rubric, a summary of the results of the test, which confirms the first hypothesis, is given in tables 1 and 2. To measure the students’ higher-level thinking skills (CT) ability in RC, the sum of the results of the three questions was computed (see table 3). Students’ results show that 32% of students are unskilled (having low level of CT), 29% are minimally skilled, 24% are beginning skilled, 11% of the students are very good, and finally, 4% are skilled.
**Table 1 The Overall Test’s Results**

<table>
<thead>
<tr>
<th></th>
<th>Descriptive</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Basic Education</td>
<td>Education</td>
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<td>3.9082</td>
<td>3.0</td>
<td>22.0</td>
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<td></td>
<td>Languages</td>
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<td>18.284</td>
<td>3.1130</td>
<td>10.5</td>
<td>25.0</td>
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<td></td>
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<td>3.4101</td>
<td>8.0</td>
<td>23.0</td>
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<td></td>
<td>Total</td>
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<td>17.230</td>
<td>3.5222</td>
<td>3.0</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Q2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Education</td>
<td>Education</td>
<td>26</td>
<td>14.154</td>
<td>4.1467</td>
<td>4.5</td>
<td>21.5</td>
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<tr>
<td></td>
<td>Languages</td>
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<td>19.159</td>
<td>5.2382</td>
<td>3.0</td>
<td>29.0</td>
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<td>18.733</td>
<td>5.6959</td>
<td>4.0</td>
<td>29.0</td>
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<td></td>
<td>Total</td>
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<td>17.730</td>
<td>5.5078</td>
<td>3.0</td>
<td>29.0</td>
</tr>
<tr>
<td><strong>Q3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>22.269</td>
<td>9.6397</td>
<td>18.5</td>
<td>78.0</td>
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<td>9.2933</td>
<td>0.0</td>
<td>37.5</td>
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<td>17.733</td>
<td>5.3735</td>
<td>7.5</td>
<td>30.5</td>
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<tr>
<td></td>
<td>Total</td>
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<td>20.730</td>
<td>8.5645</td>
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</tr>
<tr>
<td><strong>Total (CT)</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>88.5</td>
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<td>55.690</td>
<td>14.2742</td>
<td>17.0</td>
<td>88.5</td>
</tr>
</tbody>
</table>

**Table 2 Mean of Q1, Q2 and Q3 out of 100**

<table>
<thead>
<tr>
<th></th>
<th>Q1_100</th>
<th>Q2_100</th>
<th>Q3_100</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Minimum</td>
<td>12</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Maximum</td>
<td>100</td>
<td>97</td>
<td>87</td>
</tr>
<tr>
<td>Mean</td>
<td>68.92</td>
<td>59.05</td>
<td>46.05</td>
</tr>
</tbody>
</table>

**Table 3 Students’ Levels in the Whole Test**

<table>
<thead>
<tr>
<th>Levels – All</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;50 Failed (Unskilled)</td>
<td>32</td>
<td>32.0</td>
<td>32.0</td>
</tr>
<tr>
<td>50-59.5 Poor (Minimally Skilled)</td>
<td>29</td>
<td>29.0</td>
<td>61.0</td>
</tr>
<tr>
<td>60-69.5 Accepted Level (Beginning Skilled)</td>
<td>24</td>
<td>24.0</td>
<td>85.0</td>
</tr>
<tr>
<td>70-79.5 Good (Mixed Skilled)</td>
<td>11</td>
<td>11.0</td>
<td>96.0</td>
</tr>
<tr>
<td>80-89.5 Very Good (Skilled)</td>
<td>4</td>
<td>4.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In general, it is evident from the data that the majority of the students are unskilled in using their higher-level thinking, since the mean is 49.50. The students’ weaknesses might be due to the system of education. Fourth year students have not been taught CT directly or indirectly, and teachers might follow traditional ways in teaching RC. It is worth mentioning that the reform of curricula has begun in 2009-2010 when the concept of CT was integrated into higher education (Roadmap to Quality).

In making a comparison of the students’ performance in the whole test at the three colleges and finding ANOVA and the Post Hoc Test, no significant statistical difference was found between them. The P-Value is 0.078, which is considered as not significant, since it is > 0.05 (Bluman 418). The students in the three colleges are similar in their CT ability.
Conclusions
It is concluded that the majority of the students are unskilled in using their higher-level thinking and that there is no significant statistical difference between students’ critical thinking skills in the three departments of English at SU.

Recommendations
In the light of the results and conclusions above, the following recommendations are proposed:

1. CT teaching should start in secondary schools as a separate subject to make students know the meaning of CT, what it includes, and how practicing it can improve levels of higher thinking.
2. EFL learners at universities should be taught CT skills explicitly and/or implicitly, not only in RC (communication), but in all language classes so as to prepare them for the future. In recent years ‘academic debate’ course, which teaches CT directly, has been taught in the first year only. It is recommended to be taught during all studying years.
3. Training courses should be offered to all teaching staff at universities and schools to raise their awareness of the importance of CT skills and to give them instruction in teaching methods. Teacher training in CT enables teachers to prepare good lesson schemes, select appropriate content and methodology, organize the classes, respond to questions, and teach the actual CT skills, thus promoting teachers’ effectiveness and the efficacy of the educational system.
4. Programs should be developed to enhance students' CT skills through:
   1. CT assessments that:
      A. diagnose students' level of CT,
      B. provide students with feedback about their CT abilities,
      C. encourage students to become better critical thinkers.
   2. Informing teachers about extent of their success in teaching CT. Teachers’ works should be assessed by the Teaching Quality Assurance Committee.
5. Conducting research on CT instructional strategies.
6. Investigating whether the educational program provides students with appropriate CT skills.
6. Integrating CT in all lessons and arranging classroom teaching in three phases, as mentioned by Bajracharya in the following (phases are abbreviated as A, B and C):

   Anticipation
   Each lesson begins with a phase of anticipation, in which students are directed to think and ask questions about the topic they are about to read. The anticipation phase serves to call up the knowledge that students already have. It informally assesses what they already know including misconceptions sets purposes of learning, focuses attention on the topic, and provides a context for understanding new ideas (3).

   Building knowledge
   In this phase, teaching leads students to inquire, find out, make sense of the material, answer their prior questions, and find new questions and answers. This phase serves to compare expectations with what is being learned, revise expectations or raise new ones, identify the main points, monitor personal thinking, make inferences about the material, make personal connections to the lesson, and question the lesson (3).
Consolidation
Toward the end of the lesson, once students come to understand the ideas of the lesson, there is still more to be done. Teachers want students to reflect on what they learned and ask what it means to them, reflect on how it changes what they thought, and ponder how they can use it. This phase of the lesson is called the consolidation phase. The consolidation phase serves to summarize the main ideas (3).

Suggestions for Further Studies
For the purpose of following up this investigation, and in the light of the findings, the following topics are suggested for further studies:
1. A study using the same procedures can be conducted to investigate CT in RC among universities in the KRG.
2. A study using the same procedures can be conducted to investigate the students’ ability in evaluating assumptions in reading passages.
3. A study using CCTST to investigate undergraduate students’ CT.
4. A study investigating those students who have taken ‘academic debate’ course to assess how much CT they have learned.
5. A longitudinal study may be carried out to investigate the effect of both explicit and implicit teaching of CT skills. This study can be conducted by comparing two samples; one experimental group and the other control to explore the effect of teaching CT.

Works Cited


Appendix A: The Test

Read the following passage carefully then answer the questions that follow

Colour Me Pink

Red, white, pink, purple – what is your favourite colour? We are all sensitive to colour. There are some colours we like a lot and some we don’t like at all. Some colours soothe us, others excite us, some make us happy, and others make us sad. People are affected by colour more than they realize because colour is tied to all aspects of our lives.

Experts, who study the language of colour, believe that the colours we wear say a lot about us. Do you know why you select a shirt or dress of a certain colour when you look throughout your clothes in the morning? These experts say that we subconsciously choose to wear certain colours in order to show our desires, emotions, and needs.

Some experts claim that our clothes send messages to others about our mood, personality, and desires. For these experts, pink expresses peace and contentment of the wearer. People who often wear pink are supposed to be warm and understanding. The message is that you like to share your peace and happiness with others. Red clothes indicate a high level of physical energy. People who wear red like to take life at a fast pace. Brown is the colour of wealth and it shows a need for independence. Wearers of green have a love of nature and enjoy peaceful moments. They often like to be left alone with their thoughts.

Colour is used symbolically in all cultures and it plays an important role in ceremonies. Yellow is a symbol of luck in Peru and it can be seen just about everywhere during New Year celebrations – in flowers, clothing, and decorations.

Some Peruvians say, “The more yellow you have around you, the luckier you will be in the New Year”. Yellow is also an important colour to the Vietnamese, who used it at wedding and also on their flag, where it represents courage, victory, and sacrifice. In many cultures, white symbolizes purity, which is why brides often wear white wedding gowns. Black, on the other hand, symbolizes death, and it is often the colour people wear when somebody dies.

According to some experts, colours not only are a mirror of ourselves, but they have an effect on us as well. Blue is calming, while red is stimulating and exciting. It is no coincidence that racing cars are often painted red. Yellow is a happy colour that makes us feel good about life. Pink awakens love and kind attitudes. Colours have a strong effect on us and can be used to heal. Books are now available that teach people how to heal with colour. These books provide long lists of ailments and colours that can heal them.

Some psychologists and physicians also use colour to help them treat patients with emotional and psychological problems. By giving them what is called the Luscher colour test, in which people select the colours they like and dislike, doctors can learn many things about a patient’s personality.

In conclusion, the study of colours can help us understand ourselves and improve our lives. It offers an alternative way to heal the body and spirit, and it can help us to understand what others are trying to say. We can then respond to their needs and achieve a new level of understanding.

(Mirhassani and Rahmani. Reading Skillfully. 2002:40-45)

Glossary
Sensitive: responsive
Soothe: calm
Subconsciously: to act without actively knowing it
Contentment: happiness, satisfaction
Pace: speed
Stimulating: motivating
Coincidence: accident
Ailment: an illness
Heal: make well
Respond: answer

Answer the following questions:

Q1: 25 marks
A. Circle the letter of the correct answer (3 marks)
1. Learning about colours can help us
   a. express ourselves more correctly
   b. control our desires
   c. understand ourselves and others
2. Colours
   a. have similar meanings around the world
   b. are not often used in a symbolic way
   c. say something about our personality
3. Some experts believe that
   a. colours can be used to heal
   b. associating colours with emotions is something new
   c. most colours have a calming effect on us.

B. Read the passage quickly to find the answers to these questions. Write complete sentences. (12 marks)
1. What do some experts say about a person who likes to wear pink?
2. What does white symbolize in many cultures?
3. According to some experts, what does red mean?
4. What is yellow a symbol of in Peru?
5. According to other experts, how does blue make us feel?
6. What is the name of the test used by some psychologists to help them treat their patients?

C- Summarize the main idea or central points of the passage in two sentences. (10 marks)

Q2: The answers to these questions are not directly stated in the passage. Write complete answers. (30 marks)
1. Why might it be good for a doctor to study colours?
2. Why is colour an important part of ceremonies?
3. How might learning about colour be useful in our lives?
4. Look at the colours your classmates are wearing. Do you think the colours they are wearing match their personalities? How?
5. What colours are used a lot in your culture?
6. Are colours in your culture similar in symbolizing to other cultures or not? How?
7. What if life is without colours? Imagine your life with only white and black colour, HOW do you feel?
8. What do you learn from the passage?
10. Paraphrase the second paragraph, in the passage, in two sentences.

Q3: A- Answer the following questions, mentioning the reasons and giving examples from the text. (45 marks)
1. What is the author’s purpose? Is it for informing, instructing, entertaining or persuading the readers?
2. Who did the author intend to read this passage?
3. Does the author clearly state his purpose? How, or how not?
4. What is the author’s point of view? Do you agree with him/her?
5. Is the author accurate (right) in what he or she claims? How, or how not?
6. Is the author sufficiently precise (exact) in providing details? How do you know?
7. Does the author introduce irrelevant and unrelated material (ideas)? How do you know?
8. Does the author consider and mention other relevant points of view? How do you know?
9. Is the text important? Why, or why not?
10. Does the author take a one-sided and narrow approach? How do you know?

B-Is the passage concerned with fact or opinion? How? (5 marks)

Appendix B: The Rubric

The grading has been conducted as the following:

- For the summary writing (part C in Q1), the following grading has been undertaken:
  - 10-9 points: the answer shows complete understanding of the passage. All the main points are mentioned.
  - 8-7 points: the answer shows considerable understanding of the passage. Some of the main points are missing.
  - 6-5 points: answer shows partial understanding of the passage. Many of the main points are not mentioned.
  - 4-1 points: answer shows incomplete understanding of the passage. Only one point is mentioned with some supporting ones.
  - 0 point: no answer.

- For question-answer items, the following grading has been applied:
  - 3 points: the answer shows that the student understands what the question is asking for. The response is both accurate and complete. The student has supported the answer with information and/or examples from the passage.
  - 2.5 points: the answer shows considerable understanding. The student responds to some of the question requirements. The answer may be correct and based on the passage, but may not be exact enough. More supporting information and/or examples may be needed.
  - 2 points: the answer shows partial understanding of what the question is asking for. The information in the answer is not correct or needed. Examples are either not related to the question or not provided.
  - 1.5 points: the answer shows that the student understands the question partially. The response is not complete. Supporting information and/or examples are needed.
  - 1 point: the answer shows little understanding of the question that leads to inappropriate response. Many requirements are missing.

- In general, to demonstrate the students’ ability from their answers of the whole test the grading has been done in this way:
  - 0-49 (<50) points – failed (unskilled). The answers are inaccurate.
  - 50-59.5 points – poor (minimally skilled). The answers, though practically accurate and minimally clear, are significantly inaccurate or misleading.
  - 60-69.5 points – accepted level (beginning skills). The answers are clear but not perfectly accurate. It is partially correct and partially incorrect.
  - 70-79.5 points – good (mixed skilled). The answers are well expressed. They are basically correct and clear.
  - 80-89.5 points – very good (skilled).
  - 90-100 points – excellent (highly skilled). The answers are accurate, insightful, clearly and precisely stated, and well exemplified.
A Scientific Academic Journal for Humanities

16

Kurdistan Academics Journal

The abstract

Title

A Scientific Academic Journal for Humanities

How to Evaluate Critical Thinking in Reading among Students of English as a Foreign Language in Salah Jadid University

The objectives of the study are to determine the level of critical thinking in reading among students of English as a foreign language in Salah Jadid University and to determine whether there is a significant difference in the critical thinking level in reading amongst these students.

The research method is an analytical descriptive study in the form of a critical thinking reading test. The unlimited student group includes students of English as a foreign language in Salah Jadid University.

The results of the study showed that most students are negative readers and lack the skills necessary to determine the critical thinking level in reading amongst these students, especially at a high critical thinking level.
Anthropomorphism in O’Neill’s The Hairy Ape

Shokhan Rasool Ahmed
University of Sulaimani
School of Languages
English Department

Abstract
There are many ways of presenting racial prejudice to the reader using a variety of literary techniques: mockin
g language, stage directions, fable and anthropomorphism. Eugene O’Neill’s The Hairy Ape also shares numerous stage techniques and themes with contemporary absurdist drama. The play strives to depict the socio-cultural backgrounds and the contemporary issues of the age. O’Neill presents the inner chaos (isolated consciousness) of his main character, Yank, by using the expressionistic techniques of allegory and anthropomorphism.

The Hairy Ape was first published in (1922) and became one of the American’s most popular plays in modern age. It contains a message which embodies O’Neill’s moral perspective on, and alludes to the dilemma of racial prejudice in the early twentieth century. Yank’s black appearance throughout the play foregrounds prejudiced views of African Americans as vulnerable individuals who are prevented from adapting to North America. This paper will examine O’Neill’s use of the technique of anthropomorphistic language in The Hairy Ape. The writings of Darwin, alongside modern scholarly work by Daston and Gregg Mitman, John Nickel, D. G. Kehl, Eugene Kenneth Hanson, Connolly, Erika Rundle and others, will be considered to analyse the concept of “animality”, and how this concept intersects with the themes of race and ethnicity in the play.

Keywords: The Hairy Ape, “Filthy Beast”, anthropomorphism, “animality”, and racial prejudice.

Introduction
Eugene O’Neill’s The Hairy Ape unfolds in eight scenes and first opened in New York at the Playwrights Theatre in 1922. The play tells the story of the stoker Yank who seeks for a way to adapt to the economic and cultural realities of 1920s New York toward the African American. Yank, the protagonist, feels that he belongs nowhere as O’Neill says ‘he has lost his old harmony with nature, the harmony which he used to have as an animal and has not yet acquired in a spiritual way’ [O’Neill, 61]. Yank as a “universal” man seeks for a place in society where he belongs. The play also conveys a message of the dehumanizing treatment of the working class and how the modern society has been mechanized. However, my focus here will be on the racial assumptions that were challenged by the African American race at the time.

The Hairy Ape allows us the opportunity to view ourselves from a neutral third party point of view, so that we can recognize the flaws in ourselves as human beings, in our natural inclination to attain power and our use of violence in order to get what we want. Glad [9-16]
Shokhan Rasool Ahmed

has compared Stalin with other dictators and showed their similarities in terms of the cruelty and selfishness of humanity. She showed leaders who became corrupted by their abuse of absolute power, and who committed mass slaughter which turned their whole population against them. Stalin’s agricultural collectivization drive, begun in the late 1920s, led to the execution of millions of people, and the famine of 1932-1933. Hence, Stalin is similar to Mildred, the play’s upper-class girl, in that she misuses her power and abuses the other staff in the ship. It can be said that O’Neill’s original story has a different purpose, in which he meant to awaken his readers to the idea that, although the actions of Yank may seem stupid, humans have acted similarly in the past and they will continue to do so in the modern day whenever their race is degenerated.

**The Hairy Ape and Anthropomorphism**

Most of the human characteristics in *The Hairy Ape* that are emphasized through the use of anthropomorphism are working, fighting, appearance, and discrimination. In his appearance and the way he works, Yank has been compared to the ape in the play. Eventually, the characters effectively weld themselves together and become indistinguishable from one another: the human beings become animals and the animals become human beings, which is one of the aims of the use of anthropomorphism in literature. Here, human beings talk, sing and move like machines, and looks like animals, namely “monkeys”.

By using allegory, O’Neill draws a distinction between the personalities and behaviors of the monkeys and those of the human world. Here O’Neill is warning his audience about the subtlety of his allegory: apes and humans might be the same in the end, and they share nothing but a greed for equality. The dispute between apes and Yank completes the transformation of ape to man and of man to ape. In addition, *The Hairy Ape* hints to us that there is no real difference between the animal and its master, under both capitalism and communism. The only change noted is in the identity, not the qualities, of the leader.

**The Scientific background of Racial Degeneration**

Drawing on Darwin’s *On The Origin of Species* (1895) on the hierarchical nature of man’s thought, Beer states that man always places himself at the pinnacle or center, although in this work man is not named, and not distinguished from the other higher forms of life: ‘Thus, from the war of nature, from famine and death, the most exalted object which we are capable of conceiving, namely, the production of the higher animals, directly follows’ [Beer, 54]. Darwin’s theory does not represent the originality of man but deals with the behavior of man and he believes that man and animal are biologically inter-related; he restores man to equality with other forms of life. Here, O’Neill might have been inspired by the scientific theories that man is on equal footing to the other species of life. For example, the chimpanzee is sometimes considered as a true equal of the human and this is clear especially in Daston and Mitman’s *Thinking With Animals* (2006). Alternatively, he might have been inspired to employ the idea of anthropomorphism through traditional satire in which, through ridiculing both moral and manner, the writer sees the world censoriously and sharply. O’Neill’s techniques in *The Hairy Ape* are mostly in the areas of allegory and anthropomorphism. Through the use of allegory, O’Neill makes the audience draw a distinction between the ape of *The Hairy Ape* and the humans who have been personified in the proletariat. However, by the end of the play, O’Neill demonstrates that there is no distinction left between the “filthy beast” of *The Hairy Ape* and the human beings against whom they originally revolt. That is because both the monkeys and human beings are the same in terms of racial prejudice by the North Americans in the early twentieth century.
The most significant literary technique that O’Neill uses in *The Hairy Ape* is anthropomorphism. Daston and Mitman define anthropomorphism as being *necessary* or *unavoidable*, since there is no amorphism or neutral language with which to describe behavior. If we do not use the predicates that describe our own human behavior, such as “believing X, wanting Y, deceiving Z” for describing nonhuman animals, then we have to use language appropriate for machines, like “moving toward the object, picking up the banana, looking toward the gate” [Daston and Mitman, 103].

With such use of anthropomorphism in *The Hair Ape*, O’Neill attributes to Yank the qualities of an ape. Through the use of fable, O’Neill tries to protect himself and distance himself from a direct attack because the anthropomorphic language he uses is more ridiculous and defensible. Some of human qualities that O’Neill attributes to non-human objects in *The Hairy Ape* are their appearance and their tendency towards working hard. Furthermore, he wants to produce in our minds the similarities flowing in the other direction, how African Americans are described in terms analogues to apes.

In the early decades of the twentieth century, the idea of black racial degeneration was debated by the critics and theorists. Darwin was one of the most notable theorists who wrote about the origin of human beings and claimed that Africans resemble apes. According to some of the American scientists, it was due to racial prejudice that African Americans deteriorated physically, biologically and morally to apes. However, some other scientists disagreed with this thought. For example, Lothrop Stoddard claimed that ‘the negroes are inferior to all other elements’ [Stoddard, 63]. Moreover, Charles Carroll argues in *The Negro: A Beast* (1900) that ‘the length and narrowness of the Negro’s skull is a character of the ape’ [Carroll, 43].

**Racial Discrimination in the Play**

The play also shows the author’s interest in the idea of teleological progression from ape to Neanderthal to modern (white-male) human. In almost of every scene of the play, the lower-class actors, namely stokers, are described in terms analogous to apes. In the first scene, Paddy complains that the firemen, stokers, are working like “slaves” and ‘caged in by steel from a sight of the sky like bloody apes in the zoo!’ [O’Neill, 127]. Again in the third scene, the stokers are ‘outlined in silhouette in the crouching, inhuman attitudes of chained gorillas’ [O’Neill, 135]. Accordingly, it is clear that the themes of “slaving” and “racial prejudice” are fully elaborated through anthropomorphism and the concept of “animality”.

In the second scene on the deck where Mildred Douglas talks with her aunt, she remarks: ‘Purr, Leopard. Purr, scratch, tear, kill, and gorge yourself and be happy-only stay in jungle where your spots are camouflage. In a cage they make you conspicuous’ [O’Neill, 58]. This signifies Mildred’s view that the people of African origin cannot possibly adapt to their new location in the North America, since she remarks that African Americans came from the jungle and cannot camouflage themselves in America. In her view, African Americans will be happier to stay in their original environment rather than their new environment, North America.

Racial prejudice is evidenced several times in the play, such as in scene three, when stage directions call: ‘The coal dust’, and ‘sticks like black make up’ [O’Neill, 65]. These stage directions are read in the Stokehole when Yank encounters Mildred. Yank, with his fellow firemen, takes pride in their work. Mildred is shocked by the appearance of Yank; his black face makes Mildred call him a “filthy beast” before she faints. Mildred humiliates Yank, as he has not washed off the coal dust from his face and body. The stokers tell Yank to wash up his
face: ‘it makes spot on you–like a leopard,’ then they add, ‘like a piebald nigger’ [O’Neill, 65].

Yank’s black appearance is subsequently communicated to the reader through the elaborate stage directions provided by O’Neill. In scene four in Manhattan, the stage directions also read: ‘Yank has not shaved for days and around his eyes … the black smudge of coal dust still sticks like make-up’ [O’Neill, 72]. It seems that a white actor is intended to play Yank’s role since both his unshaved beard with black make up make Yank appear ‘like a piebald nigger’. Nickel correctly argues that ‘by having a white man “become” black and quickly regress, O’Neill seeks to convince his audience that degeneration is not biological-or racial but cultural’ [Nickel, 35]. This idea is borne out by the play, since Yank is treated civilly by the upper-class in the earlier scenes when his white American racial identity is clear. However, Yank is called a “filthy beast” when he has got coal dust on his face and looks like a black person. Therefore, Yank is racially charged in the Stokehole scene by Mildred. The costume of upper-class Mildred is white and bright when she appears on stage since Yank says: ‘She was all white’. ‘I thought she was a ghost’ [O’Neill, 68] Yank comments after Mildred exits the stage.

After Mildred faints and is being carried away, the stokers complain because they are treated like “slaves” [O’Neill, 67] and shown like “bleedin’ monkeys in menagerie” [O’Neill, 66]. Anthropomorphistic language is clear in this scene especially when Yank joins the other stokers in criticizing Mildred’s visit. The melancholy sailor Paddy rephrases Mildred’s insult in zoological terms to Yank when he sees Mildred’s reaction, commented that, she acted ‘as if she’d seen a great hairy ape escaped from the zoo!’ [68]. Yank agrees with Paddy and says: ‘Dat’s de way she looked at me, aw right. Hairy Ape! So dat’s me, huh?’ [O’Neill, 69]. Yank is here racially charged since Mildred has not herself used this term, “Hairy Ape” but is Paddy’s. Yank also refers to a racial expression when he calls Mildred a ‘white-faced bum’ [O’Neill, 69].

Scene six takes place in the prison on Blackwells Island in New York City, where Yank with his fellow prisoners produce a ‘a terrific chorus of barking and yapping’ [O’Neill, 153]. Again anthropomorphistic language is used to deliver the main theme of the play; actors are barking and yapping like animals. As Chaudhuri argues, O’Neill’s play uses ‘animality to configure human subjectivity in performance’ [Chaudhuri, 140]. Yank does not want to integrate into society but tries to leave it completely as indicated by his journey to the Monkey House in New York city where he dies at a gorilla’s hands. Yank says ‘Aint we both members of de same club-de Hairy Apes?’ [92-93]. Yank poses this question after he has been rejected by human society and he thinks he truly only belongs to the monkey house: ‘And, perhaps, the Hairy Ape at last belongs’ [95]. In the last scene when Yank releases the gorilla, calling him “brother”, the animal ‘scrambles gingerly out of his cage’ [O’Neill, 162-163]. The word “brother” here suggests a ‘relationship based on biological as well as racial, political, and spiritual kinship, gets lost in the mocking tones with which it is delivered’ [Rundle, 120-121].

Hanson argues that, in the 1993 revival of the play by Matthew Wilder in (La Jolla playhouse, CA), a striking change was made to the final scene, in the zoo’s monkey house. He claims that the performance in the last scene turned ‘O’Neill’s “Comedy of Ancient and Modern Life” into something approaching slapstick’ [Hanson, 170]. This is because the director has two options when casting the gorilla’s role: either a big man in the gorilla’s suit, or, as Wilder chose, instead, to cage a naked man.
The Hairy Ape was recently revived by Richard Jones in (OLD Vic, London) in 1st November of 2015. Susannah Clap argues that ‘Colour and rhythm, no words, express the feeling of the wounded, inarticulate Yank’. She adds ‘He shoulders his way through the action with a simian swing of the arms’ (Clapp, 1). It seems that the play has been revived with a blazing performance, and Richard Jones brought manufacturing industry into the theatre, “a world of coal at the National, and of steel at the Old Vic”, with glamorous effect.

**Conclusion**

This paper argues that The Hairy Ape deals with “anthropological” subject matter rather than focusing only on the main theme of psychological chaos of individuals in 1920s New York. By considering the concept of “animality” or “anthropomorphism”, one learns from The Hairy Ape that O’Neill limits the fact that the white men are staged by the “human” only. However, black people have to be performed by apes, or black actors looking like “filthy beasts”. Here, the audience and the reader understand the fact that theatres in the early decades of the twentieth century in New York were a place for the historically derogatory representation of race and ethnicity. In other words, the image of “animality” is used in the play against “humanity” to present the racial prejudice that existed in North America during this period.

Some of my arguments have also concentrated on the techniques such as allegory and anthropomorphism in The Hairy Ape by considering the ideas of some recent critics. The satirical mode O’Neill uses frequently succeeds in making reader enter a political world through the power of the satire which is extremely enlightening if unpleasant. He also uses anthropomorphism as a means of conveying the idea of the dictatorship of the proletariat as a sense of chaotic reality in the reader’s mind; he has shown Man and Ape to be alike in terms of racial discrimination in North America.

**Works Cited**


الملخص
التجسيم في مسرحية أوينيل: القرد المشعر

هناك العديد من وسائل تقديم التحيز المتطرف للقائمة، وذلك باستخدام عدد من التقنيات الأدبية: لغة السخريّة، الأوصاف المسرحية، القصص الزمانية، التحكم في تجسّم. أن مسرحية أوينيل القدر المشعر تشكّر أيضًا في استخدام تقنيات ومحاكاة المسرح مع الدرايا العبثية المعاصرة. تسعى المسرحية أن تصور الخلفيات الثقافية الاجتماعية وقضايا العصر المعاصرة. يقدم أوينيل فوضى داخلية (الوعي الممزوج) من خلال شخصيته الرئيسية: بانك وذلك باستخدام التقنيات الدرامية الزمانية والتجسيم.

نشرت مسرحية القدر المشعر لأول مرة في 1977 وأصبحت واحدة من المسرحيات الأمريكية الشعبية في العصر الحديث. تحتوي المسرحية على رسالة تتضمن منظور أوينيل الأخلاقي عن عالم الآخر، قد أنّ التحريات في بدايات القرن العشرين، أن الظروف الأسود لان تكز الأراء المتطرفة عن الامريكيّين-الأفارقة كأفاراد غير مصحونين من التأقلم في أمريكا الشمالية. يعالج البحث الحالي استخدام أوينيل لتقنيات لغة التجسيم. ستؤدي كتابات دارون جنب الجنب الأعمال العالمية الحديثة لأنثى وكرك متنام: جون نيكول، د. ناثان، يوجين كينس هانسن، كونولي؛ اريكا ناند،تاورز نظر المتعارف عند تحقيق مفاهيم الحيوانات وكيف أن هذا مفاهيم تnels من موضوع الملالا والعرق في المسرحية.

بوجستكاري له شانطوري مه يمومن توكنكاهي نونيل

چندین ریگا پیشاندی؛ رهبرک: بُرستی همی یو خونیتی به بَ کهَ رهشیتنا، چنده نه کتیکیکی نه دبی جیاراز
وود زمانی گالتهجاری: ریتمپی نوادن: یپفسانی و یپرهشتكاری (مورفیشیرگیری). شانطورییی مه مومن توکنکاهی
یوجین تونبلیق چندین تکنیک و باینی نواشنی هاویشی همی به هاگل درامی گالتهجاری هاوچیخ. شانتوریها که
رارس هول دادات پیشینتی، جیرشیری و کومه‌نیاپاتیکا و کیشک شرده‌مکانیکا نوکانهی بانکی بیاناد. توکنکاهی
شانتویگیریه که دناخی شیفوی خوئی (مؤشی پریمینیکری) دمخته لن رنگی که کسی‌فیتی سیره‌دک نار
شانتویگیریه که: ب رهشیرتی وکنگی شانتوریه کانی ود نیشتبیپی (ماجری) و یپرهشتكاری (سیفیاتی
مرؤفانداه پال). شانتوریگیری مه مومنش توکنکاهی یکم چارل هال 1922 یخچاگی گیشوندا وو بیور به یهکیک
لی شانتوریه
به تابانگی کانی سفر شاندی یو نیمکیی مئین. شاندوگیری یک دیبرداره تیروانینی نوئنی و شاندویکردنی
نارستانی خوئی تکنگ و چهلاچیه رهشکی پیروستی به یه سیره‌کتاکان سیده یبهستی می‌دا. دمکروتینی رخساری
رهشی که سایشاتی یانکه شانتوریه یا تیروانینی یو دمركرگیری یو نیرفیکیه یا یکشن یه هرش وک
خانکنامانی بی یوتان به رهشانکان دکتری به یکنکه ودراکان به نیک وریکا. یا. هم یپرههره دمکریتیوه
لی شکریتیشی کنی بزمنی یپرهشتوکاری یو مومن توکنکاه. شی یکتیوکنلیوه ویب نویسیکانی
دارود به برچاگ دمرگیت لگن نویسیی چندین لیتوگزی هاویچخ ود داسن و گردی میشان: جون نیکول. د. گ.
کیجول: یوجین کینس هانسن: کویلی: دیکسی راندل و هنید. یپ لیتوگزیه یو یپرهشتوکاری "یانثیش: بیون". هرِیها چهون
نام یپرهشتوکاری ویکدرکیوه یو گیلاه مهرینه یو باینگ کانی رگیته و نزادی یو شانتوریگیریه. یا.