**In Service Training: 'Critical Reading'**

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| Date : | 28.11.2014 |
| Time : | 10:00 - 12:00 |
| Speaker : | Dr. Simon Phipps |
| Organized by : | Department of Foreign Langıages |
| Venue : | Faculty of Engineering, A2, 1st Floor, Seminar Room (1020) |

**Abstract:**

The first part of the session will focus on critical reading: in particular what it means, how it relates to critical thinking, and why it is challenging for many EFL learners. Then it will look at question types which promote critical reading and how to exploit reading texts to encourage learners to read more critically. Lastly, it will address the question of how to evaluate critical reading.

The second part of the session will be an interactive workshop in which participants will be invited to work in groups to create critical reading questions for the texts in *Q-Skills for Success 3*. Group discussion and feedback on each group's work will then be conducted, leading to a summary of the main points to consider when using critical reading in our classes.

**Dr. Simon Phipps BioData**:

Dr. Simon Phipps is Director of ATI (Anatolia Training Institute) in Ankara, and also a freelance teacher training and educational consultant. He worked as Deputy Director of Bilkent University School of English Language in Ankara for 20 years, where he was responsible for in-service teacher training and development. He designed and directed an in-house MA programme (Management in Education in ELT), and taught MA courses on linguistics, lexis and educational management. He set up and ran the Centre for Instructor Development, Education and Research (CIDER), and also helped establish a group of ‘English Language Teacher Education Researchers’ (ELTER) in Turkey. He has worked in ELT in the UK, Germany and Turkey since 1985, and has been involved in teacher education since 1989. He has worked on Cambridge ESOL courses (such as CELTA and DELTA) since 1993, and has been an External Assessor for the DELTA course since 1997 as well as Principal Examiner for Module 3 since 2008. He has a PhD in Education, from the University of Leeds, UK, with a focus on teacher beliefs. His current professional interests include teacher cognition, teacher learning, teacher education research, and educational management.