



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA**  
**SCHOOL OF EDUCATION AND LANGUAGES**  
**PEDAGODY OF NATIONAL AND FOREIGN LANGUAGES**

**“THE EFFECT OF READING ACTIVITIES IN THE  
DEVELOPMENT OF CRITICAL THINKING IN 10<sup>TH</sup> GRADE  
STUDENTS FROM VIRGEN DEL CISNE SCHOOL.”**

**RESEARH PROJECT**

**As a prerequisite to obtaining a:**

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

**Author:**

**Velez Parrales Ambar Valeria**

**Advisor:**

**MSc. Cristhian Puya Quinto**

**La libertad-Ecuador**

**2023-1**

## **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title “THE EFFECT OF READING ACTIVITIES IN THE DEVELOPMENT OF CRITICAL THINKING IN 10<sup>TH</sup> STUDENTS FROM VIRGEN DEL CISNE SCHOOL” prepared by Ambar Valeria Velez Parrales, undergraduate student of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**

A handwritten signature in blue ink, appearing to be 'C. Puya Quinto', written over a horizontal dotted line. The signature is stylized and includes a large loop at the end.

**Lcdo. Christian Javier Puya Quinto. MSc.**

**Advisor**

### Statement of authorship

AMBAR VALERIA VELEZ PARRALES, with ID number 2450402033, undergraduate student from Universidad Estatal Peninsula de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research project "THE EFFECT OF READING ACTIVITIES IN THE DEVELOPMENT OF CRITICAL THINKING IN 10<sup>TH</sup> GRADE STUDENTS FROM VIRGEN DEL CISNE SCHOOL.", certify that this study work is of our authorship, except for the quotes, statements, and reflections used in this research paper.



---

AMBAR VALERIA VELEZ PARRALES

AUTHOR

## **Declaration**

The information and content in this degree and research work are my responsibility,  
the intellectual property to Universidad Estatal Peninsula de Santa Elena.



---

AMBAR VALERIA VELEZ PARRALES

AUTHOR

2450402033

**Board of Examiners**



---

Msc. Gonzalez Reyes Sara

**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**MAJOR'S DIRECTOR.**



---

Msc. Eliana Leon Abad.

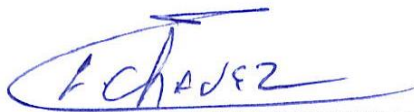
**UIC PROFESSOR**



---

Msc. Christian Puya Quinto.

**TUTOR**



---

Msc. Leonardo Chavez.

**SPECIALIST**

## **Acknowledgment**

Initially, I express gratitude to God for granting me the intellect, resilience, and determination needed to accomplish this research endeavor. I am immensely thankful for being steadfastly motivated to pursue my objective without succumbing to setbacks. I extend my heartfelt appreciation to my advisor Cristhian Javier Puya Quinto MSc., for his invaluable guidance and unwavering support throughout this entire journey. I would also like to express my gratitude to Leonardo Chavez MSc., my professor, as well as to every professor in the Pedagogy of National and Foreign Languages Major at Universidad Estatal Península de Santa Elena. Their contributions have greatly enriched my education and prepared me for my future career. Lastly, I am grateful to my fellow future colleagues, whose presence has gifted me with unforgettable experiences and motivations.

## **Dedication**

I would like to express my gratitude to everyone who has played a vital role in both my academic and personal journey:

First and foremost, I am deeply thankful to my parents Sabina Parrales and Jose Luis Velez, also my boyfriend Derek Pareja; for their unwavering love and belief in me right from the beginning. Their sacrifices and unwavering support have been the cornerstone of my achievements.

I am also indebted to my teachers and mentors, whose unwavering dedication, passion for teaching, and guidance have paved the way for my success.

To my fellow classmates, I extend my appreciation for the moments of laughter, shared study sessions, and thought-provoking conversations we have had together.

Lastly, I would like to express my heartfelt appreciation to my esteemed University and all the individuals who contribute to its essence. Without your support, I would not have reached this significant milestone.

Thank you all for being an integral part of my journey.

## Abstract

Various perspectives regarding the impact of reading activities on the enhancement of critical thinking skills are examined, emphasizing their significance in the realm of education. The initial section delves into philosophical and psychological viewpoints on critical thinking and their role in shaping educational practices. Hence, this research endeavor was undertaken to explore the impact of reading comprehension activities on the advancement of critical thinking. Additionally, it aimed to investigate teaching methods and strategies that could enhance the learning experience. The study also sought to gain insights through interviews with students from Virgen del Cisne.

This research undertaking utilized a qualitative methodology, focusing on a specific case study named "THE EFFECT OF READING ACTIVITIES IN THE DEVELOPMENT OF CRITICAL THINKING IN 10TH GRADE STUDENTS FROM VIRGEN DEL CISNE SCHOOL." The study involved gathering data from primary sources, including interviews with students, as well as secondary sources such as literature reviews of journals, books, and papers. Interviews were carried out with eight students from Virgen del Cisne School. The study sample revealed diverse viewpoints regarding the enhancement of critical thinking skills through these reading activities.

Based on the gathered information and the examination of previous studies, it can be inferred that placing greater emphasis on reading comprehension activities is essential for fostering the growth of critical thinking. Furthermore, these findings can serve as a foundation for future research to conduct more comprehensive analyses from different perspectives.

**Key words:** Reading Comprehension, developing, student's perspective.



## Resumen

Se examinan varias perspectivas con respecto al impacto de las actividades de lectura en el desarrollo de habilidades de pensamiento crítico, haciendo hincapié en su importancia en el ámbito de la educación. La sección inicial profundiza en los puntos de vista filosóficos y psicológicos sobre el pensamiento crítico y su papel en la formación de prácticas educativas. Además, tuvo como objetivo investigar métodos y estrategias de enseñanza que podrían mejorar la experiencia de aprendizaje. El estudio también buscó obtener información a través de entrevistas con estudiantes de Virgen del Cisne.

Esta investigación utilizó una metodología cualitativa, centrándose en un estudio de caso específico titulado "EL EFECTO DE LAS ACTIVIDADES DE LECTURA EN EL DESARROLLO DEL PENSAMIENTO CRÍTICO EN ESTUDIANTES DE DÉCIMO GRADO DE LA ESCUELA VIRGEN DEL CISNE". El estudio involucró la recopilación de datos de fuentes primarias, incluidas entrevistas con estudiantes, así como fuentes secundarias como revisiones de literatura en revistas, libros y documentos. Además, para garantizar una recopilación exhaustiva de datos, se llevaron a cabo entrevistas con ocho estudiantes de la Escuela Virgen del Cisne. La muestra del estudio reveló diversas opiniones con respecto al desarrollo de habilidades de pensamiento crítico a través de estas actividades de lectura. Basándose en la información recopilada y el examen de estudios previos, se puede inferir que enfatizar más las actividades de comprensión de lectura es esencial para fomentar el crecimiento del pensamiento crítico. Además, estos hallazgos pueden servir como base para futuras investigaciones que realicen análisis más completos desde diferentes perspectivas.

**Palabras clave:** Comprensión lectora, desarrollo, perspectiva del estudiante.

## Index

Acknowledgment.....	6
Abstract.....	7
Introduction.....	13
Chapter 1.....	14
The Problem.....	14
1.1    Research Topic.....	14
1.2    Title of project.....	14
1.3    Problem Statement.....	14
1.4    Problem Question.....	16
1.4.1  General question.....	16
1.4.2  Specific questions.....	16
1.5    Objectives.....	16
1.5.1  General Objective.....	16
1.5.2  Specific objectives.....	16
1.6    Justification.....	17
Chapter II.....	18
Theoretical Framework.....	18
2.1    Background.....	18
2.2    Pedagogical basis.....	19
2.3    Theoretical basis.....	20

2.3.1	Stages of metacognitive writing strategies. ....	21
2.3.2	Types of writing.....	21
2.4	Legal basis.....	22
2.5	Variables of the study.....	23
2.5.1	Writing Skills (Dependent) .....	24
2.5.2	Virtual classes (Independent).....	25
Chapter III.....		26
Methodological Framework.....		26
3.1	Methods.....	26
3.2	Type of research.....	27
3.3	Data Collection Techniques.....	29
3.4	Instruments.....	29
3.5	Processing and Resources for data collection.....	30
3.5.1	Population and Sample.....	30
Chapter IV.....		32
Analysis of Findings.....		32
4.1	Interpretation of data from the one-on- one interview.....	32
4.1.1	Question 1.....	35
4.1.2	Question 2.....	35
4.1.3	Question 3.....	36
4.1.4	Question 4.....	37

4.1.5 Question 5.....	37
4.1.6 Question 6.....	38
Chapter V.....	40
Reflexions of the Study.....	40
References.....	43
Annexes.....	48
Annex A: Certified Anti-plagiarism.....	48
Annex B: Interview Transcripts .....	50

## **Introduction**

Developing critical thinking is crucial for students to enhance their learning and comprehension abilities. It is commonly taught as a method to enhance thinking during reading activities. Critical thinking involves how students cultivate and apply their thinking to enhance this skill. Being considered a critical thinker is usually tied to the intentional effort a person puts into regularly improving their thinking. The fundamental concept behind studying critical thinking is straightforward: identify the strengths and weaknesses in one's thinking to reinforce the strengths and address the weaknesses.

Many critical thinking scholars believe that the ultimate goal of critical thinking is problem-solving. Students are now increasingly required to possess skills in problem-solving, issue analysis, and decision-making. There is a growing body of evidence supporting the notion that critical thinking is among the most crucial skills for humans to possess.

Critical thinking serves as the life force behind indispensable workplace competencies such as problem-solving, decision-making, exercising good judgment, and conducting sound analysis. Companies that can draw in, retain, and nurture the finest critical thinkers gain a substantial and quantifiable competitive edge in the corporate landscape.

Throughout this research, the term "critical" is not used to portray a negative approach to thinking. Instead, it signifies the conscious evaluation of thoughts, ideas, or judgments, incorporating awareness, creativity, and refinement of these cognitive processes as needed.

## Chapter I

### The problem

#### 1.1 Research topic:

Reading activities and critical thinking

#### 1.2 Title of project:

The effect of reading activities in the development of critical thinking in 10th grade students from Virgen del Cisne School.

#### 2.1 Problem Statement:

According to the pre-professional practice and the observations made during that class, it was able to evidence that the effects of reading activities unravel the cause of implementing such activities, the best strategies of reading scanning and skimming, two techniques that seek the acceleration of reading texts, mainly academic, to get straight to the point. We know that reading is an interactive process in which a series of mental processes go through, critical reading is related to knowing how to think, that is why within this project we are looking for students to develop the different skills of being able to recognize, evaluate and make decisions. The key to reading proficiency, comprehension, fluency, vocabulary, and approaches that aid readers in interpreting and deciphering texts are only a few of the components that contribute to the development of critical thinking. (Herrity, 2023)

Reading is a complex activity with societal, psychological, and linguistic components. It involves dialogue between the reader and the text. The writing system used to encode the reader's language and that of the text are both factors in the reading process. The writing system's units are transformed into mental images that also contain the language system's

units. The recognition of words, the use of language, and general cognitive processes that combine these words into messages are particularly significant. (CiteSeerX, s.f).

The process of reading requires creating connections between textual elements and between the text and the reader's own experiences. The meaning of the text is determined by the reader. Background information is used by both the reader and the writer to assemble a text. Reading is described as a dialogue between the reader and the text. The interaction between a reader's prior knowledge and the text itself creates meaning rather than existing just in the text. (Du Plessis, 2023)

The students presented a little difficulty at the moment of developing their reading skills, the reading strategies would help them to analyze the reading comprehension, improve their interpretation. In this case, students could improve their ability to comprehend a reading activity, to analyze, and above all to develop new strategies that would help them to increase their learning in every situation that arises. The process of critically evaluating another person's arguments is called critical thinking. Students have a fundamental requirement to develop attitudes and abilities that allow them to handle the inevitable disagreement that surrounds them in a society where arguments and counterarguments are abundant with regard to nearly all social concerns. (Browne K. , 2020)

Therefore, this research is aimed at analyzing the effects of reading activities and critical thinking in 10<sup>th</sup> grade students from virgen del cisne school. The importance of having the ability of reading comprehension and its development. According to research, teaching reading methods is a crucial part of helping students enhance their comprehension. Many educators, however, lack a strong foundation for introducing these reading comprehension techniques. Teachers must be prepared to create efficient comprehension strategies and instruct their pupils in these strategies. (Küçükoğlu, 2021). To be able to have a

good development in what refers to reading and the level of the students who will have to apply strategies to be able to understand each activity.

## **1.4 Problem question**

### **1.4.1 General question**

- What are the main effects of reading activities in the development of critical thinking in the students?

### **1.4.2 Specific questions**

- What are the strategies that can be used to better develop critical thinking in students?
- What are the differences that most affect student's ability to develop critical thinking?
- How can the practice of reading activities improve student's skills?

## **1.5 Objectives**

### **1.5.1 General objective:**

- Identify the main effects of reading activities in the development of critical thinking in 10<sup>th</sup> grade students from Virgen del Cisne School.

### **1.5.2 Specific objectives:**

- To relate creative reading methods to the development of critical thinking and student learning.
- To determine the performance of students' critical thinking in reading comprehension skills.
- To analyze the difficulties to develop the critical thinking of students in the realization of reading comprehension activities.

## **1.6 Delimitation of the study (population, sample)**

The target population of this research is a group of students from Virgen del Cisne School, the students have worked with reading comprehension activities which have



demonstrated their ability to develop critical thinking skills. The sample to be taken to apply the data collection tool is a number of 8 students selected from 10<sup>th</sup> grade of the school.

### 1.7 **Justification**

The importance of this study is that it will help us obtain information regarding the relationship between reading activities and critical think. It is absolutely necessary to be able to develop the skills and to be able to identify each part of the reading. Through reading strategies, it is possible to have a good learning and mastery in terms of activities.

Additionally, it is relevant to get to know the students with respect to their current knowledge related to reading. System dynamics, a branch of systems thinking, is crucial for creating successful plans to close this gap. System dynamics and systems thinkers have not been successful in efficiently imparting their paradigm, competencies and technology to others.

(Richmond, 2019)

According to previous studies conducted, some transitional features implemented that focus on critical thinking in reading activities are considered. Critical thinking comes in many forms, but all possess a single core feature. They presume that human arguments require evaluation if they are to be worthy of widespread respect. Hence, critical thinking focuses on a set of skills and attitudes that enable a listener or reader to apply rational criteria to the reasoning of speakers and writer. Those classrooms that encourage critical thinking possess distinguishing features that assist programs evaluators and teachers themselves to assess whether critical thinking is a regular occurrence in a particular classroom. According to this research, this contends that frequent questions, developmental tension, fascination with the possibility of conclusions, and active learning are characteristics of a critical thinking classroom. These qualities work in concert to stimulate the development of critical thinking.

(Browne, 2021)

## Chapter II

### Theoretical Framework

#### 2.1 Background

According to (Ville, 2019). Developing critical thinking abilities is one of the most basic aspects of making decisions and finding solutions to issues. You may keep enhancing them as you utilize them every day. We are able to assess the accuracy and veracity of claims, assertions, and information we read and hear thanks to our capacity for critical thought, which allows us to break down a question, circumstance, or problem into its component elements.

Honed sharpness is what distinguishes the truth from falsehoods, the accurate from the misleading, and fact from fiction. We all employ this talent to varying degrees on a daily basis. We utilize critical thinking every day, for instance, as we analyze the newest consumer goods and why one product stands out from its competitors.

In essence, critical thinking calls for the use of reasoning skills. Being an active learner as opposed to a passive taker of information is key. Instead of accepting ideas and presumptions at face value, critical thinkers vigorously challenge them. They are constantly willing to discover that the concepts, justifications, and conclusions do not fully capture the situation. Instead of relying on gut instinct or intuition, critical thinkers will discover, analyze, and solve problems in a methodical manner. (Sharma, 2023)

There are several essential components to critical thinking. It first demands the ability to recognize the problem and comprehend the situation accurately. Additionally, critical thinkers actively seek out and assess data from a variety of sources. They also evaluate its reliability, relevancy, and credibility. In essence, they seek to identify biases and logical flaws in arguments. (Indeed, 2023)

## 2.2 Pedagogical basis

Enhancing critical thinking involves consistently considering a multitude of viewpoints and angles. Frequently, our decision-making processes are influenced by our individual perceptions, which inherently vary among individuals, leading to differing interpretations of a given situation.

The practice of critical thinking serves as a safeguard against hasty conclusions derived solely from our personal perceptions. By engaging in critical thinking, one becomes adept at basing decisions on factual information, empirical evidence, logical reasoning, comprehensive comprehension of diverse perspectives, and thoughtful evaluation of various arguments put forth. Through this comprehensive approach, critical thinking expands the intellectual capacity required for effective decision-making. (Learning G. , 2022)

Conforming to (Enciso, 2017) “Critical thinking holds immense significance as it entails the meticulous scrutiny of every opinion put forth. This inherent quality of critical thinking makes it an invaluable asset. By thoroughly analyzing situations from diverse angles, one cultivates a profound comprehension of the complexities involved, facilitating the identification of comprehensive solutions substantiated by concrete evidence.”

(Singh, 2022) mention that “When students are actively encouraged to embrace critical thinking, they inevitably foster a natural inquisitiveness about the world around them. This genuine and robust sense of curiosity drives them to delve into the analysis and assimilation of information and events. Creativity becomes an inherent skill that critical thinkers consistently engage with, both in their professional and personal endeavors. By seeking answers through logical and rational means, they unlock the flow of their creative juices, propelling them to explore innovative solutions and approaches.”

## 2.2 Theoretical basis

When individuals engage in critical thinking, they do so in a self-directed manner, driven by an internalization of the subject matter and a profound objective understanding of it. This cognitive process holds a pivotal role in the realm of learning, as it empowers students to reflect upon and comprehend their own perspectives. By honing this skill, students acquire the ability to navigate and comprehend the intricacies of the world based on personal observations and comprehension.

Consequently, they become self-assured and self-confident, recognizing that the outcomes they achieve are the result of a deliberate thought process that yields valuable results. Moreover, students also develop a sense of resilience and adaptability, learning from their mistakes and using them as stepping stones towards personal and professional growth. These attributes become indispensable in their journey, equipping them with the confidence and competence required to thrive in various aspects of life.

According to the study by (Ferlazzo, 2021) “Critical thinking transcends superficial aspects of a given topic, delving deeper than mere surface-level considerations. By encouraging students to engage in critical thinking, they embark on a transformative educational voyage that leads them to a heightened level of comprehension. The cultivation of critical thinking skills empowers students to effectively convert information into knowledge and knowledge into wisdom.”

Analyzing the information and focusing in the specific data critical thinking serves as a guiding force, teaching students the art of posing pertinent questions and actively seeking answers that illuminate their understanding of the world around them.

Engaging in critical thinking not only enhances your research capabilities but also enables you to conduct accurate and thorough research. Through the lens of critical thinking,

you observe, analyze, synthesize, and meticulously explore every aspect of your subject matter, striving for a comprehensive understanding and ultimately yielding more refined outcomes. (Ghag, 2023)

### **2.3.1 Stages of metacognitive writing strategies**

Critical thinking skills cultivate a rigorous and meticulous approach that ensures accuracy, reliability, and depth in your findings. This thoughtful and systematic methodology empowers you to navigate complexities, evaluate information critically, and experiment with different perspectives, all in pursuit of achieving superior research outcomes.

The connection between comprehension and critical thinking is so intertwined that it can be argued that full comprehension is impossible without some form of critical thinking. As educators strive to meet curriculum goals, they place significant emphasis on enhancing their students' comprehension abilities. Recognizing the specific skills required for comprehension, teachers can incorporate exercises that promote critical thinking as a means of fostering the development of these skills. By intertwining critical thinking practices within their teaching strategies, educators aim to equip students with the necessary tools to fully comprehend complex concepts and ideas. (AlOqaili, 2018). When examining a reading passage, students are required to engage in critical thinking to discern the relationship between cause and effect. In order to comprehend that every action elicits a reaction or consequence, students must establish logical connections between various events. As students' progress in their learning journey, they encounter more complex tasks such as analyzing persuasive writing. (Hosseini, 2020)

### **2.3.2 Types of writing**

Critical thinking as a versatile cognitive skill that transcends specific domains or professions. This implies that regardless of the path or career one chooses to follow, these

skills remain consistently valuable and advantageous for achieving success. Unlike skills that are exclusive to certain fields, critical thinking holds universal applicability, allowing individuals to navigate diverse contexts and make informed decisions across various domains. Its broad and transferable nature ensures its enduring relevance, serving as a cornerstone for personal and professional growth in any pursuit. (Nair, 2023)

On the other hand, there was research by (Baukus, s.f) explaining that “critical thinking manifests through the act of questioning, the ability to define problems, the rigorous examination of evidence, the analysis of assumptions and biases, the avoidance of emotional reasoning, the avoidance of oversimplification, the willingness to explore alternative interpretations, and the capacity to embrace ambiguity.”

Critical thinking serves as the differentiating factor, enabling individuals to go beyond simply absorbing ideas or facts. When engaged in a learning process, every subject studied in school carries the potential for practical application in one's professional life. Developing critical thinking skills becomes imperative in order to navigate beyond the surface level of concepts and uncover their deeper meanings and interconnections. (Pearson, 2021)

## **2.4 Legal Basis**

Integrating critical thinking into the classroom can be approached in various ways, either through dedicated activities or seamlessly woven into lessons alongside other learning objectives. However, it is beneficial for students to be exposed to a range of strategies that aid them in thinking critically about the concepts they encounter, ultimately enabling them to develop their own informed opinions. An opinion derived from critical thinking goes beyond instinctive reactions and instead relies on rational reasoning, often necessitating preliminary research or investigation.

Individuals acquire the ability to construct relevant arguments, identify errors in reasoning, and synthesize effective solutions to problems. Cultivating this skill early in one's educational journey becomes particularly important, as life inevitably becomes more challenging with decisions such as choosing a major in education or embarking on an entrepreneurial venture in the future. Critical thinking skills serve as the bedrock of effective decision-making, empowering individuals to navigate complexities and make informed choices throughout their lives. (Cummins, 2020). Critical thinking serves as a post-reading process that transcends mere information absorption. It is an intricate technique employed to engage in reflective analysis of the text's content, thereby unraveling the intended meaning conveyed by the author. By employing critical thinking, individuals not only comprehend the information presented but also construct their own unique thoughts and perspectives in response to it. (West, 2023).

Through the lens of critical thinking, readers delve into a deeper level of comprehension beyond surface-level understanding. This cognitive process entails dissecting the author's arguments, evaluating the evidence and reasoning employed, and exploring underlying assumptions and biases. By engaging in critical thinking, readers actively question, challenge, and engage with the text, allowing them to form well-founded opinions and reactions. Engaging in the act of reading extends far beyond a passive absorption of knowledge; it is an immersive discovery process. Rather than being mere receptacles waiting to be filled, we actively participate in a symbiotic relationship with the author, co-creating meaning and generating new knowledge through our interaction with the text. (Hornbrook, 2022)

## **2.5 Variables of the study**

However, platforms can improve the knowledges about critical reading strategies. This process encourages us to challenge preconceived notions, question established norms,

and develop our unique viewpoints. By actively participating in this transformative reading experience, we actively contribute to the expansion of knowledge, forging new pathways of understanding, and paving the way for novel insights and discoveries.

Learning environments provide an optimal platform for implementing flipped classroom models, thereby facilitating the enhancement of critical thinking abilities. By embracing active learning strategies, offering immediate feedback, and fostering heightened student engagement, the flipped classroom approach holds the potential to cultivate a more comprehensive synthesis of information, consequently leading to a notable augmentation in critical thinking skills. Consequently, this combination of active learning, immediate feedback, and heightened engagement paves the way for a more profound synthesis of information, resulting in the cultivation and refinement of critical thinking skills. (Tomesko, 2022)

### **2.5.1 Writing Skills (Dependent)**

Within the realm learning, the flipped classroom model revolutionizes the traditional approach to education by restructuring the learning process. Students engage with instructional materials independently, typically in the form of pre-recorded lectures or multimedia resources, prior to the virtual class session. During the virtual class, valuable face-to-face time is dedicated to interactive activities, collaborative discussions, and problem-solving exercises facilitated by the instructor.

Consequently, this combination of active learning, immediate feedback, and heightened engagement paves the way for a more profound synthesis of information, resulting in the cultivation and refinement of critical thinking skills. By embracing the flipped classroom model within virtual learning environments, educators empower students to develop a robust set of cognitive tools, enabling them to analyze complex problems, think critically, and arrive at well-informed conclusions. (Lam, 2022)



(Galvis, 2020) mention that “To effectively instill critical thinking skills within the online classroom setting, educators must foster a collaborative environment that emphasizes both synchronous and asynchronous engagement, centering on elevated levels of questioning and thinking”

### **2.5.2 Virtual classes (Independent)**

In the virtual learning landscape, cultivating a culture of collaboration becomes paramount to nurturing critical thinking abilities. This entails creating opportunities for students to actively engage with one another, exchanging ideas, perspectives, and insights. By leveraging synchronous interactions, such as live video conferences or virtual discussions, educators can foster real-time dialogue that promotes the exploration of complex concepts and encourages students to articulate their thoughts openly. Additionally, asynchronous collaboration, facilitated through online platforms and discussion boards, provides students with the flexibility to contribute and reflect at their own pace, further enhancing their critical thinking capabilities.

To support the cultivation of critical thinking skills in the online classroom, educators can integrate a range of instructional strategies and technologies. These may include interactive simulations, case studies, collaborative projects, and multimedia resources that encourage students to apply critical thinking methodologies. Furthermore, incorporating formative assessments and timely feedback mechanisms allows students to reflect on their thought processes, refine their reasoning, and actively engage in metacognition. (Lestari, 2021)

Creating a collaborative online learning environment that prioritizes higher-order questioning and thinking, educators lay the foundation for nurturing students' critical thinking abilities. This approach empowers students to delve deeply into subject matter, challenge.

## Chapter III

### Methodological Framework

#### 3.1 Methods

This research project employs a qualitative methodology to study Virgen del Cisne students. The project's focus is on the teaching of student learning through reading comprehension activities, with an emphasis on fostering critical thinking skills. Furthermore, the project aims to identify the benefits of incorporating a variety of resources, technologies, activities, strategies, and approaches into the teaching process.

As (Bhat, 2023) mentions qualitative research is a type of market research that focuses on gathering information by engaging in open-ended and interactive communication. Its primary objective is to explore what individuals think and the underlying reasons behind their thoughts. To illustrate, imagine a convenience store that wishes to enhance its customer base. Through systematic observation, it is determined that more men frequent the store. To investigate why women are not visiting as frequently, a valuable approach would involve conducting in-depth interviews with potential customers.

Qualitative research methods are designed to uncover the behaviors and perceptions of a specific target audience regarding a particular subject. Various types of qualitative research methods commonly employed include in-depth interviews, focus groups, ethnographic research, content analysis, and case study research. In addition, (Busetto, 2020) mentions that due to its adaptable, open, and context-sensitive nature, qualitative research does not strictly follow separate and sequential steps for data collection and analysis as quantitative research does. The researcher has the freedom to make informed choices regarding the selection and implementation of methods, as well as determining the scope and number of units to be studied. In some cases, new insights may require a reevaluation of the research question and even the entire research design.

Qualitative research, delves into human experiences and aims to obtain a holistic understanding of individuals' thoughts, emotions, opinions, and the complex web of factors that shape them. It goes beyond surface-level observations and strives to capture the nuances and depth of human perspectives. Through open-ended interviews, focus groups, participant observation, and other qualitative techniques, researchers can explore the rich tapestry of human experiences and uncover the underlying motivations and meanings that drive individuals' behaviors and beliefs. (Cornell, 2023)

The primary objective of qualitative research is not just to scratch the surface but to dive deep into the layers of human understanding. By peering into the intricate fabric of thoughts, emotions, and opinions, researchers can gain profound insights into the subjective experiences and worldviews of individuals. These insights provide valuable context, shedding light on the diverse perspectives, social dynamics, and cultural nuances associated with a particular subject or phenomenon.

One of the strengths of qualitative research lies in its ability to uncover the "why" behind human experiences. By exploring the underlying reasons, motivations, and contextual factors, researchers can unravel the complexities and intricacies that quantitative data alone cannot capture.

Qualitative research is a powerful tool for gaining a comprehensive and nuanced understanding of individuals' thoughts, emotions, opinions, and the underlying reasons behind them. By embracing the complexity of human experiences and employing various qualitative methods, researchers can unearth valuable insights that contribute to our understanding of the social world and inform decision-making processes in a wide range of disciplines.

### **3.2 Type of Research**

#### Phenomenological Studies

Phenomenological research is a qualitative approach that aims to comprehend and depict the fundamental essence of a phenomenon. This approach delves into the ordinary encounters of individuals, setting aside any preconceived assumptions that researchers may have about the phenomenon. In essence, phenomenological research focuses on studying lived experiences to gain a profound understanding of how people perceive and interpret those experiences. (Dumlao, 2022)

Phenomenological researchers operate on the belief that individuals employ a shared structure or core essence to comprehend their experiences. They analyze participants' emotions, perspectives, and convictions to elucidate the fundamental nature of the phenomenon being studied.

In the context of phenomenological research design, researchers are required to set aside any preconceived assumptions they may have about the experience or phenomenon.

This method is widely employed to examine firsthand encounters, acquire a more profound comprehension of human thought processes, and enhance a researcher's understanding of a specific phenomenon. For instance, a researcher may choose to investigate a phenomenon such as workplace antisocial behavior or women's experiences with a specific illness, among many other potential topics.

This type of research is to capture and examine the process of reading comprehension and its impact on the development of critical thinking skills, as perceived from the standpoint of our investigation. The goal is to describe the experience of reading comprehension and shed light on its relationship to the enhancement of critical thinking abilities.

### **3.3 Data Collection Techniques**

Qualitative methodologies have been and will remain integral to organizational development. Yet, within the realm of qualitative research, a particular data source stands out above all others: the individual interview.

This method has become so widespread that it is now almost seen as commonplace and often overlooked.

### **3.4 Instruments:**

The following tool will be used to gather the information:

In-depth interviews with the students.

In-depth interviews, as opposed to a structured question-and-answer format, adopt a conversational style where participants engage as equals.

The researcher, rather than relying on a rigid protocol or interview template, becomes the instrument of investigation, emphasizing a more personalized and interactive approach rather than a mere data collection process.

Typically, these interviews involve a predetermined list of open-ended questions, along with additional follow-up inquiries that may arise during the face-to-face interaction between the interviewer and interviewee. It is important to note that these interviews are conducted on an individual basis.

This manual will serve as a resource for conducting in-person interviews with tenth grade students from Virgen Del Cisne School, aiming to gather firsthand information directly from the students themselves.

By analyzing the answers to the open-ended questions in the questionnaire, we aim to gain insights into students' perspectives on the role of reading activities in fostering critical

thinking skills and their alignment with learning objectives. This approach will enable us to conduct a comprehensive investigation in this area.

### **3.5 Processing and resources for data collection**

The students selected through the theoretical sampling method will be contacted and scheduled for interviews to be conducted at the premises of Virgen del Cisne school. When the interviews are completed, the data will be reviewed, analyzed, and summarized to gain insights into the students' understanding and development of critical thinking skills. This process will facilitate the formulation of conclusions based on the collected data.

#### **3.5.1 Population and sample**

This research is being carried out at Virgen del Cisne School. It is located in the province of Santa Elena, La Libertad, Ecuador. This school offers an excellent level of education from elementary to high school, including both in-person and virtual modalities that are conducted within the educational institution.

Although there are 15 students in the Virgen del Cisne school, only 8 students from the Virgen del Cisne school were considered for this study. It should be noted that the school demonstrates good learning and development at the time of carrying out the activities within the institution.

## CHAPTER IV

### Analysis of Finding

In the subsequent analysis of the data, encounter the viewpoints of the interviewed participants who provided their responses. This will provide us with insights into their understanding of the development of critical thinking. Furthermore, the interviewees had the freedom to respond in their own unique manner, as the questions were open-ended, enabling them to express themselves without constraints as long as their answers remained relevant to the questions asked.

#### 4.1 Interpretation of data from the one-on-one interview

	<b>Interview 1</b>	<b>Interview 2</b>	<b>Interview 3</b>	<b>Interview 4</b>	<b>Interview 5</b>	<b>Interview 6</b>	<b>Interview 7</b>	<b>Interview 8</b>
<b>Question 1</b>	The strategy that my teacher uses is to analyze a topic in detail part by part.	Engages us in academic discussions to learn more.	The teacher makes us perform role-playing games.	We exchange information among classmates about our thoughts.	Look up words in the dictionary and interpret them in our own words.	Encourage dialogue in the course with respect to a topic.	The realization of activities in small groups to share opinions.	Reading comprehension activities and their analysis.
<b>Question 2</b>	I would use academic	I would use a dictionary	I can watch videos on	A news report also	Debating a topic would be	For me a resource would be	My resource is to reflect	My resource is role-

	journals and understand the texts better.	to look up unknown words from the readings.	activities that help me improve my critical thinking.	helps, as it is a reading tool.	a good resource for me as I learn from it.	to practice a lot of reading by any device or magazine.	on a topic and write the ideas in my notebook.	playing among my peers.
<b>Question 3</b>	It is important because it helps us to organize our ideas.	It helps me to analyze things better, especially readings.	It is important because it helps me to order the information on a subject.	For me it is important because by thinking we can also express ourselves better.	Helps me to have a better analysis.	Critical thinking helps us to develop new ideas.	Helps us to increase mental creativity.	It helps me to be a person who thinks better about an answer.
<b>Question 4</b>	Yes, because it helps us to reason more.	Yes, because it guides us to draw out main ideas.	Yes, my teacher makes me highlight the text.	Yes, my teacher helps us to better understand	Yes, my teacher makes us work in groups to debate.	No, sometimes there is no good explanation.	Yes, because I can organize my thoughts.	Yes, because he gives us examples and



				d the activity.				explains well.
<b>Question 5</b>	It helps us to analyze better.	It is important to understand a text.	It helps us differentiate between main and secondary ideas.	Identify the advantages and disadvantages of a text.	It contributes by organizing my ideas and writing them down.	It helps us express a correct opinion.	It helps me become a more participative student.	It helps us better establish ideas in groups.
<b>Question 6</b>	Yes, because it is a way to organize thoughts.	Yes, because reading is necessary to analyze.	Yes, because it develops creativity in the mind.	Yes, because analyzing is an important skill.	Yes, because it helps us develop knowledge better.	Yes, in this way, we learn better.	Yes, reading brings us positive outcomes.	Yes, because I can share an appropriate opinion.

## **Interpretation of Bibliographic review**

### **4.1.1 What strategies do English teachers in the educational institution use to enhance critical thinking skills?**

English teachers in educational institutions utilize a range of strategies to improve critical thinking abilities in their students. These strategies involve employing probing questions that necessitate analysis, evaluation, and interpretation of information, surpassing mere recall and prompting students to think critically, establish connections, and construct well-reasoned arguments, this is mention by (Brandner, 2017). Therefore, based on the responses from the interviews, teachers design activities and assignments that prompt students to identify problems, analyze diverse perspectives, and propose solutions, fostering critical thinking, consideration of multiple viewpoints, and the development of creative problem-solving skills. Classroom discussions and debates on various topics are facilitated by teachers, encouraging students to express their opinions, provide evidence-supported arguments, listen to alternative viewpoints, and engage in critical analysis and evaluation of ideas. The participants consider teachers guide students in the analysis and interpretation of English texts such as literature, articles, and academic papers, aiding in the identification of main ideas, analysis of supporting evidence, and evaluation of the author's arguments, thereby nurturing critical reading and thinking skills.

### **4.1.2 What resource would you use to enhance the development of critical thinking?**

Drawing from the responses provided by the interviewees and making connections to the subsequent article, there are various resources available to enhance the development of critical thinking. One such resource is reading books and literature across different genres, which exposes individuals to diverse perspectives, complex ideas, and challenging concepts, thereby fostering critical thinking skills. (Wellington, 2020).

Concluding that various resources are engaging with academic journals and research papers, as they provide opportunities for in-depth analysis, evidence-based arguments, and the application of rigorous methodologies, promoting both critical thinking and research skills. Critical thinking exercises offer practical activities and prompts that individuals can use to apply critical thinking techniques. They also engaging in debates and participating in discussion groups, whether in-person or online, provides platforms for exchanging ideas, challenging assumptions, and refining critical thinking skills through the examination of various perspectives. Additionally, mobile applications and digital tools present interactive exercises, quizzes, and challenges in a gamified format to facilitate the development of critical thinking skills.

#### **4.1.3 Why do you think it is important to develop critical thinking in education?**

Analyzing all the responses of the participants, there is a reference mentioned by (Singh A. , 2022) developing critical thinking in education holds significant importance due to several reasons. It equips individuals with the capacity to analyze intricate problems, identify potential solutions, and assess their effectiveness. Students are encouraged to think independently, consider diverse viewpoints, and make informed decisions, surpassing the limitations of rote memorization. Critical thinking promotes a mindset of inquiry, investigation, and the pursuit of deeper understanding, transforming students into active learners who constantly seek knowledge and engage with novel ideas. This empowers individuals to make informed and logical decisions by taking into account multiple factors, evaluating evidence, and carefully weighing the advantages and disadvantages of various options. This approach aids in avoiding rash judgments and basing decisions on sound reasoning. Consequently, they become proficient in distinguishing between factual information and personal opinions, while also constructing well-supported arguments. Participants conclude that critical thinking

stimulates creativity by pushing individuals to generate original ideas, explore alternative perspectives, and venture beyond conventional boundaries. This mindset facilitates problem-solving with fresh insights and the development of innovative solutions.

#### **4.1.4 Do you think your teacher applies the proper procedure for reading activities?**

##### **Why?**

Teachers implement appropriate procedures for reading activities. They meticulously plan and carry out reading tasks that are aligned with the intended learning outcomes, according to (Marye, 2022). They initiate the process by incorporating pre-reading exercises that prime students, such as introducing the text and activating their prior knowledge. Interpreting the interviewees, students engage in the act of reading, teachers employ active strategies that enhance both comprehension and critical thinking abilities. They also assess students' understanding through techniques like questioning and seeking clarification. Subsequently, the teacher facilitates discussions and textual analyses, allowing students to contemplate the central ideas and actively engage in critical thinking. Based on the answers, teachers assign supplementary activities that prompt students to apply their acquired knowledge and deepen their comprehension. All in all, the approach adopted by teachers for reading activities effectively cultivates comprehension, critical thinking, and student engagement.

#### **4.1.5 How do reading activities contribute to the development of critical thinking skills?**

For some students engaging in reading activities plays a vital role in fostering the development of critical thinking skills. Through reading, individuals are exposed to a diverse array of perspectives, ideas, and arguments presented by authors, which prompts them to think critically by examining different viewpoints and assessing the strengths and weaknesses inherent in each perspective (Milyartini, 2017). Based on the

responses, participants consider reading necessitates active involvement and cognitive processing as readers analyze and assess the information presented in the text. This entails discerning key concepts, identifying corroborating evidence, and evaluating the credibility of sources, thereby cultivating critical thinking skills like logical reasoning, evidence assessment, and inference formation. Moreover, reading promotes the interpretation of information and the generation of inferences based on the text at hand. Readers are compelled to establish connections, bridge gaps, and derive meaning from the text, thereby stimulating critical thinking by fostering analytical skills and the capacity to draw logical conclusions.

#### **4.1.6 Can reading activities help individuals become more analytical in critical thinking? Why?**

Based in all the responses of the participants, engaging in reading activities can, indeed, foster individuals' analytical skills within their critical thinking. Through reading, individuals are exposed to a diverse array of perspectives, ideas, and arguments, as mentioned by (Bensla, 2023) . This exposure prompts participant to engage in analysis and evaluation of the presented information, facilitating the comparison of various viewpoints while critically assessing the evidence and reasoning behind each perspective. Reading necessitates analytical thinking as readers delve into different aspects of a text, such as the author's tone, language choices, structure, and supporting evidence.

By analyzing these elements, participants cultivate a discerning and analytical approach to comprehending the text. Through reading activities, individuals actively practice and refine analytical thinking skills, including the evaluation of information, recognition of patterns, formulation of reasoned interpretations, and critical reflection on texts. Over

time, consistent engagement in these activities contributes to the progressive development of individuals' analytical abilities in the realm of critical thinking.

## Chapter V

### Reflection of the Study

Through this study, we successfully determined the impact of reading activities on the cultivation of critical thinking skills among 10th-grade students from Virgen del Cisne School. This research will serve as valuable guidance for educators, assisting them in making informed choices regarding the most effective approaches to teach reading activities that foster critical thinking. Furthermore, this study has the potential to contribute to the advancement of knowledge in this domain, ultimately leading to enhanced academic performance. Overall, the significance of this research lies in its capacity to elevate the quality of education and facilitate the development of students' critical thinking abilities.

Critical thinking and reading comprehension are two essential skills that go hand in hand, allowing individuals to engage with information, analyze it critically, and derive meaning from it. These skills are crucial in both academic and real-world contexts, enabling individuals to make informed decisions, evaluate arguments, and form well-rounded perspectives.

Critical thinking encompasses several essential components. Firstly, it necessitates the ability to identify the issue at hand and gain a clear understanding of the surrounding context. Furthermore, critical thinkers actively engage in the process of seeking and evaluating information from diverse sources, meticulously assessing its credibility, relevance, and reliability. Their objective is to be astute in recognizing biases and identifying logical inconsistencies within arguments.

Moreover, critical thinking entails possessing the skills of logical reasoning, constructing well-founded arguments, and skillfully identifying flaws in the reasoning of others. It also involves the capacity to generate innovative and unconventional solutions to

problems by thinking outside conventional boundaries. Additionally, critical thinkers exhibit openness to new ideas while exercising caution and avoiding hasty judgments.

In the contemporary world, critical thinking empowers individuals to navigate the overwhelming amount of available information, adeptly distinguishing between fact and fiction, and enabling them to make informed decisions. This skill is not inherent but can be cultivated and refined through dedicated practice and thoughtful reflection, ultimately greatly benefiting one's professional endeavors.

Critical thinking fosters an analytical and logical thinking approach, enabling individuals to make thoughtful and well-considered life choices. It prompts students to carefully assess all relevant factors before arriving at decisions. Additionally, the utilization of critical thinking skills in education empowers students to improve their problem-solving abilities and make sound judgments.

Furthermore, within an educational context, critical thinking promotes the appreciation of diverse viewpoints among peers, enhances student interaction, and facilitates a systematic approach to addressing challenges.

Various methods exist for teaching, with several commonly employed approaches being productive interactions, open discussions, group work, and collaborative problem-solving. In the context of teaching critical thinking, educators can facilitate its development by encouraging students to express their own thoughts, explore alternative viewpoints, cultivate self-awareness, exhibit responsiveness, and actively listen to their peers. Teaching critical thinking entails motivating students to adopt a mindset focused on acquiring practical skills and strategies.

By teaching critical thinking, instructors empower students to grasp and assume control over their own learning experience. When students actively apply critical thinking skills, they



approach the course materials with heightened thoughtfulness and effectiveness, posing more demanding questions and engaging more deeply in the learning process.

As previously mentioned, critical thinking is commonly emphasized within the context of classrooms. Students are motivated to cultivate and apply these skills in relevant situations. Critical thinking entails examining the ideas that are generated, formulating a preliminary decision regarding the most effective problem-solving approach or the most reasonable belief about the issue, and subsequently evaluating and refining that solution or belief.

The acquisition of critical thinking skills often extends beyond the classroom, as students continue to employ and refine these skills throughout their lives. In fact, these skills have the potential to bring about profound and lasting transformations. Developing critical thinking abilities yields benefits in both academic and professional realms, as students enhance their capacity for success in these domains. Utilizing these skills, students tend to broaden their perspectives, enabling them to navigate crucial decisions in learning and in life with increased confidence and clarity.

Acquiring and applying critical thinking skills is crucial for achieving academic success. It enables students to comprehend and assess information, scrutinize arguments, and reach well-informed conclusions grounded in evidence and logical reasoning.

Critical thinking plays a vital role in fostering lifelong learning. It nurtures students' curiosity, prompting them to seek knowledge, inquire, and acquire the skill of locating and assessing information. Individuals who possess critical thinking abilities are more inclined to sustain their learning journeys and actively participate in the ever-evolving world.

## References

- AlOqaili, A. (2018). The relationship between reading comprehension and critical thinking: A theoretical study. *Journal of King Saud University - Languages and Translation*, 24(1), 35-41. <https://doi.org/10.1016/j.jksult.2011.01.001>
- Baukus, S. (s. f.). Characteristics of critical thinking. [https://www.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/teaching-resources/pedagogical-strategies-and-techniques/ctps#:~:text=Wade%20\(1995\)%20identifies%20eight%20characteristics,other%20interpretations%2C%20and%20tolerating%20ambiguity.](https://www.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/teaching-resources/pedagogical-strategies-and-techniques/ctps#:~:text=Wade%20(1995)%20identifies%20eight%20characteristics,other%20interpretations%2C%20and%20tolerating%20ambiguity.)
- Bensla, A. (2023). Critical thinking and analytical thinking development the activities. <https://www.risely.me/critical-thinking-vs-analytical-thinking/>
- Bhat, A. (2023). Qualitative Research Methods: Types & Examples. QuestionPro. <https://www.questionpro.com/blog/qualitative-research-methods/>
- Brandner, R. (2017). Encourage critical Thinking and analyzing the reading comprehension - focus. Focus. <https://www.mindmeister.com/blog/5-tech-tools-to-encourage-critical-thinking/>
- Browne, K. (2020). THE IMPORTANCE OF CRITICAL THINKING FOR STUDENT USE OF THE INTERNET. Document - Gale Academic OneFile. <https://go.gale.com/ps/i.do?id=GALE%7CA66760560&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=01463934&p=AONE&sw=w&userGroupName=anon%7Ef1f3aa2e>
- Browne, M. N., & Freeman, K. E. (2021). Distinguishing Features of Critical Thinking Classrooms. *Teaching in Higher Education*, 5(3), 301-309. <https://doi.org/10.1080/713699143>
- Busetto, L. (2020). How to use and assess qualitative research methods. *Neurological research and practice*, 2(1). <https://doi.org/10.1186/s42466-020-00059-z>

- CiteSeerX. (s. f.). Reading and Critical Skills. CiteSeerX. <https://citeseerx.ist.psu.edu/>
- Cornell, J. (2023). Qualitative Research Methods: Types, Examples and Analysis. ProProfs Survey Blog. <https://www.proprofssurvey.com/blog/qualitative-research/>
- Cummins, K. (2020). Critical Thinking strategies for students and teachers — Innovative Teaching Ideas. Innovative Teaching Ideas. <https://innovativeteachingideas.com/blog/critical-thinking-for-teachers-and-students>
- Du Plessis, S. (2023). What Are Reading Skills? Types, Stages, Improving - Edublox Online Tutor. Edublox Online Tutor | Development, Reading, Writing, and Math Solutions. <https://www.edubloxtutor.com/reading-skills/>
- Dumlao, L. (2022). What is Phenomenological Research Design? — Delve. Delve. <https://delvetool.com/blog/phenomenology#:~:text=Phenomenological%20research%20is%20a%20qualitative,preconceived%20assumptions%20about%20the%20phenomenon.>
- Enciso, O. (2017). Critical thinking and its importance in education: some reflections. Dialnet. <https://dialnet.unirioja.es/servlet/articulo?codigo=6975444>
- Ferlazzo, L. (2021). Integrating Critical Thinking into the Classroom (Opinion). Education Week. <https://www.edweek.org/teaching-learning/opinion-integrating-critical-thinking-into-the-classroom/2021/03>
- Galvis, N. (2020). How to Teach Critical Thinking Skills Online. <https://www.robotlab.com/blog/how-to-teach-critical-thinking-skills-online>
- Ghag, P. (2023). The Benefits of Critical Thinking & How to develop it. tscfm.org. <https://tscfm.org/blogs/the-benefits-of-critical-thinking-for-students/>
- Great Learning Team. (2022). How to improve Critical thinking? | Top Critical Thinking Skills. Great Learning Blog: Free Resources what Matters to shape your Career! <https://www.mygreatlearning.com/blog/how-to-improve-critical-thinking/>

Herrity, J. (2023). How to Improve Your Reading Skills. Indeed Career Guide. <https://www.indeed.com/career-advice/career-development/how-to-improve-reading-skills>

Hornbrook, L. (2022). How to Improve Critical Thinking by Using a Strategy | Better Humans. Medium. <https://betterhumans.pub/how-to-master-critical-thinking-by-using-a-strategy-for-critical-reading-85b0fefedea0>

Hosseini, E. (2020). Exploring the Relationship Between Critical Thinking, Reading Comprehension and Reading Strategies of English University Students. <https://www.semanticscholar.org/paper/Exploring-the-Relationship-Between-Critical-Reading-Hosseini-Khodaei/fb5fd2b32ac2d933505566227d72d5d22541bc1b>

Indeed Editorial Team. (2023). Critical Thinking: What It Is and Why It's Important. Indeed.com. <https://www.indeed.com/career-advice/career-development/importance-of-critical-thinking>

Küçükoğlu, H. (2021). Improving Reading Skills Through Effective Reading Strategies. *Procedia - Social and Behavioral Sciences*, 70, 709-714. <https://doi.org/10.1016/j.sbspro.2013.01.113>

Lam, K. Y. (2022). Using video conferencing tools to develop students' skills. *Thinking Skills and Creativity*, 46, 101102. <https://doi.org/10.1016/j.tsc.2022.101102>

Lestari, T. (2021). Virtual Classroom Critical Thinking as a Teaching Model to Improve Students' Critical Thinking Skills. <https://www.eu-jer.com/virtual-classroom-critical-thinking-as-an-alternative-teaching-model-to-improve-students-critical-thinking-skills-in-pandemic-coronavirus-disease-era>

Marye, S. (2022). Teaching comprehension using reading process. Stellar Teaching Co. <https://www.stellarteacher.com/blog/the-5-step-reading-process/>

Milyartini, R. (2017). Reading activities in the development of critical thinking skills. <https://doi.org/10.1201/9781315166575-3>

Nair, M. (2023). Why Is Critical Thinking Important? A Survival Guide. University of the People. <https://www.uopeople.edu/blog/why-is-critical-thinking-important/>

Pearson, S. (2021). Strategies to Increase Critical Thinking Skills in students. <https://in.pearson.com/blog/2021/11/strategies-to-increase-critical-thinking-skills-in-students.html>.

Richmond, B. J. (2019). Systems thinking: Critical thinking skills for the 1990s and beyond. *System Dynamics Review*, 9(2), 113-133. <https://doi.org/10.1002/sdr.4260090203>

Sharma, R. (2023). How Using Critical Thinking Can Lead to Professional Growth. Emeritus Online Courses. <https://emeritus.org/blog/career-what-is-critical-thinking/>

Singh, A. (2022). Develop critical thinking skills in students. | <https://www.theasianschool.net/blog/develop-critical-thinking-skills-in-students/>

Singh, M. (2022). The importance of critical thinking in education - Rahul Education. Rahul Education -. <https://rahuleducation.org/our-scribes/the-importance-of-critical-thinking-in-education/>

Tomesko, J. (2022). Using a virtual flipped classroom model to promote critical thinking. *Journal of Educational Evaluation for Health Professions*, 19, 5. <https://doi.org/10.3352/jeehp.2022.19.5>

Ville, L. (2019). Critical Thinking | Basic Reading and Writing. <https://courses.lumenlearning.com/suny-basicreadingwriting/chapter/outcome-critical-thinking/>

Wellington, V. (2020). Critical Thinking Resources | Learning and Teaching |. <https://www.wgtn.ac.nz/learning-teaching/support/course-design/objectives/critical-thinking>

West, S. (2023). Reading Activities. Critical Thinking Secrets learning new methods.

<https://criticalthinkingsecrets.com/critical-reading-vs-critical-thinking/>

**Annexes****Annex A: Certified Anti-plagiarism System****UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA****BIBLIOTECA****Formato No. BIB-009****CERTIFICADO ANTIPLAGIO**

La Libertad, 23 de Julio de 2023

En calidad de tutor del trabajo de titulación denominado "THE EFFECT OF READING ACTIVITIES IN THE DEVELOPMENT OF CRITICAL THINKING IN 10TH STUDENTS FROM VIRGEN DEL CISNE SCHOOL" elaborado por la estudiante Velez PARRALES Ambar Valeria egresada de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciados en Pedagogía del idioma inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto mi similitud.

Atentamente,

A handwritten signature in blue ink, written over a horizontal line. The signature is stylized and appears to be "Christian Puya Quinto".

MSc. Christian Javier Puya Quinto

CI: 0925759367

DOCENTE ASESOR

# Tesis Ambar

1% Similitudes

3% Texto entre comillas  
0% similitudes entre comillas

< 1% Idioma no reconocido

Nombre del documento: Tesis Ambar.docx

ID del

documento: e7809c6f34221e36677872456d7208d597a3ab4a

Tamaño del documento original: 133,93 kB

Depositante: CHRISTIAN JAMER PUJA QUINTO

Fecha de depósito: 21/7/2023

Tipo de carga: Interface

fecha de fin de análisis: 21/7/2023




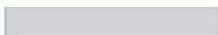


Número de palabras: 11.066

Número de caracteres: 79.522

Ubicación de las similitudes en el documento:



## Fuentes principales detectadas













Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 <a href="https://eric.ed.gov/?q=freeman&amp;pg=117&amp;id=EJ614974">eric.ed.gov   ERIC - EJ614974 - Distinguishing Features of Critical Thinking Classroom...</a> https://eric.ed.gov/?q=freeman&pg=117&id=EJ614974	< 1%		Palabras idénticas : < 1% (42 palabras)
2	 <a href="https://repositorio.upse.edu.ec/bitstream/46000/8910/1/JPSE-TPI-2022-0051.pdf">repositorio.upse.edu.ec</a> https://repositorio.upse.edu.ec/bitstream/46000/8910/1/JPSE-TPI-2022-0051.pdf	< 1%		Palabras idénticas : < 1% (31 palabras)
3	 <a href="https://doi.org/10.29333/iji.2020.1328a">doi.org   Reading and Critical Thinking Techniques on Understanding Reading Skills ...</a> https://doi.org/10.29333/iji.2020.1328a	< 1%		Palabras idénticas : < 1% (21 palabras)

## Fuentes con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 <a href="https://repositorio.upse.edu.ec/bitstream/46000/7936/1/JPSE-TPI-2022-0013.pdf">repositorio.upse.edu.ec   Folk stories to d3velop critical thinking for second baccal...</a> https://repositorio.upse.edu.ec/bitstream/46000/7936/1/JPSE-TPI-2022-0013.pdf	< 1%		Palabras idénticas : < 1% (38 palabras)
2	 <a href="https://journal.walisongo.ac.id/index.php/Phenomenon/article/download/4338/2644">journal.walisongo.ac.id   PROFIL KOMPETENSI 4CS SISWA DENGAN PEMBELAJARAN ...</a> https://journal.walisongo.ac.id/index.php/Phenomenon/article/download/4338/2644	< 1%		Palabras idénticas : < 1% (29 palabras)
3	 Documento de otro usuario #af365a El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (20 palabras)
4	 Documento de otro usuario #5fda6f El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (15 palabras)
5	 Documento de otro usuario #560eb4 El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (14 palabras)






## Fuentes ignoradas

Estas fuentes han sido retiradas del cálculo del porcentaje de similitud por el propietario del documento.

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Documento de otro usuario #278ef0 El documento proviene de otro grupo	33%		Palabras idénticas : 33% (3535 palabras)
2	 Documento de otro usuario #f1e296 El documento proviene de otro grupo	9%		Palabras idénticas : 9% (1081 palabras)
3	 <a href="https://emeritus.org/blog/career-what-is-critical-thinking/#:-:text=Critical%20thinking%20fosters%20adaptability...">emeritus.org   What is Critical Thinking and How Can It Boost Your Career?</a> https://emeritus.org/blog/career-what-is-critical-thinking/#:-:text=Critical thinking fosters adaptability ...	< 1%		Palabras idénticas : < 1% (33 palabras)
4	 <a href="https://emeritus.org/blog/career-what-is-critical-thinking/">emeritus.org   What is Critical Thinking and How Can It Boost Your Career?</a> https://emeritus.org/blog/career-what-is-critical-thinking/	< 1%		Palabras idénticas : < 1% (33 palabras)
5	 Documento de otro usuario #4fbd1d El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (30 palabras)
6	 <a href="https://dmer.penpublishing.net/files/31/manuscript/manuscript_2843/dmer-2843-manuscript-151818...">dmer.penpublishing.net   Eleştirel Düşünme Eğilimlerinin Okuduğunu Anlama, Öğre...</a> https://dmer.penpublishing.net/files/31/manuscript/manuscript_2843/dmer-2843-manuscript-151818...	< 1%		Palabras idénticas : < 1% (22 palabras)

## Fuentes mencionadas (sin similitudes detectadas)

Estas fuentes han sido citadas en el documento sin encontrar similitudes.

-  <https://doi.org/10.1016/j.jksult.2011.01.001>
-  <https://www.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/teaching-resources/pedagogical-strategies-and-techniques/ct>
-  <https://www.risely.me/critical-thinking-vs-analytical-thinking/>
-  <https://www.questionpro.com/blog/qualitative-research-methods/>
-  <https://www.mindmeister.com/blog/5-tech-tools-to-encourage-critical-thinking/>



## Annex B: Interview Transcripts

**Table 1**

*Interview Transcription Student 1*

**SPEAKER LIST**

**S1:** Ambar Velez Parrales

**S2:** Maite Antón

Person Speaking	Language (Source Audio)
S1	<p>Buenos dias Maite. Buenos dias Miss Ambar. El dia de hoy le voy a realizar una pequeña entrevista de breves preguntas, le agradezco por su tiempo.</p> <p>La entrevista trata acerca del efecto que causan las actividades de lectura en el desarrollo del pensamiento critico, listo?</p> <p>La primera pregunta es. ¿Que estrategias utilizan los profesores de Ingles del centro educativo para potenciar las habilidades del pensamiento critico?</p>
S2	<p>Bueno, eh, pienso que la estrategia que mas utiliza mi profesor es cuando estamos leyendo un texto, y este...hacemos el analisis, parte por parte.</p>
S1	<p>Claro, concuerdo con esa estrategia es efectiva a la hora de desarrollar el pensamiento critico. La siguiente pregunta es. ¿Que recurso utilizaria usted para mejorar el desarrollo del pensamiento critico?</p>
S2	<p>Yo para mejorar esa parte, mmm...utilizo revistas, o leo cosas en internet para entender mejor un texto.</p>

<b>S1</b>	Oh, que bueno la verdad es importante leer especialmente revistas academicas. Bien, como tercera pregunta tengo: ¿Por que cree que es importante desarrollar el pensamiento critic en la educacion?
<b>S2</b>	Emmm bueno, este...a mi parecer es importante porque nos ayuda a tener mejores ideas.
<b>S1</b>	Claro que si, salen nuevas ideas y mejores. Mmm ok, cuarta pregunta: ¿Crees que tu profesor aplica el procedimiento adecuado en las actividades de lectura? ¿Por que?
<b>S2</b>	Bueno emm si porque el profe nos ayuda a razonar mas y a pensar.
<b>S1</b>	Que bueno, es importante el saber razonar. Ok, ¿Como contribuyen las actividades de lectura al desarrollo de la capacidad del pensamiento critico?
<b>S2</b>	Pues para mi me ayuda a analizar mejor lo que es la lectura.
<b>S1</b>	Bien, que interesante, bueno como ultima pregunta: ¿Pueden las actividades de lectura ayudar a las personas a ser mas analiticas en su pensamiento critico? ¿Por que?
<b>S2</b>	Si pueden porque es como mmm... una forma de poder tener un mejor pensamiento.
<b>S1</b>	Claro un mejor pensamiento y con buenas ideas, bien. Esto ha sido la entrevista, gracias por su tiempo y sus respuestas, que tenga un buen dia.
<b>S2</b>	Gracias a usted miss.

*Note:* This table shows the transcription of the interview, student 10<sup>th</sup> from Virgen del Cisne.

**Table 2***Interview Transcription Student 2***SPEAKERS LIST****S1:** Ambar Velez Parrales**S2:** Julio Pozo

<b>Person Speaking</b>	<b><i>Language (Source Audio)</i></b>
<b>S1</b>	<p>Buenos dias Julio. Buenos dias Miss Ambar. El dia de hoy le voy a realizar una entrevista de breves preguntas. La entrevista trata acerca del efecto que causan las actividades de lectura en el desarrollo del pensamiento critico, ok</p> <p>La primera pregunta es. ¿Que estrategias utilizan los profesores de Ingles del centro educativo para potenciar las habilidades del pensamiento critico?</p>
<b>S2</b>	Yo pienso que, este... nos hace hacer debates asi, eh... entre compañeros de algun tema.
<b>S1</b>	Que bueno, compartir ideas o debatir es interesante y sobretodo de gran importancia. Como segunda pregunta tengo: ¿Que recurso utilizarias para mejorar el Desarrollo del pensamiento critico?
<b>S2</b>	Mmm, recurso, mmm bueno a veces en mi diccionario busco las palabras que no se de alguna lectura.

<b>S1</b>	Wow, la verdad me parece interesante su respuesta, puesto a que el conocer el significado de nuevas palabras nos ayuda a ampliar el conocimiento. Tercero, ¿Por que cree que es importante desarrollar el pensamiento critico en la educacion?
<b>S2</b>	Es importante porque pues...me ayuda eh a analizar mejor las lecturas.
<b>S1</b>	Por supuesto que si, una lectura desarrolla el analisis tambien, bien, en cuarto punto, ¿Crees que tu profesor aplica el procedimiento adecuado en las actividades de lectura? ¿Por que?
<b>S2</b>	Pienso que si porque mmm mi profesor me ayuda a sacar las ideas principales de la actividad
<b>S1</b>	Es necesario las ideas principales para entender mejor el texto. ¿Como contribuyen las actividades de lectura al Desarrollo del pensamiento critico?
<b>S2</b>	Las actividades de lectura eh.. de tal manera nos ayuda a entenderlo mejor y al pensamiento.
<b>S1</b>	Si, en eso tiene mucha razon, pues las actividades de lectura son de gran ayuda. Por ultimo ¿Pueden las actividades de lectura ayudar a las personas a ser mas analiticas en el pensamiento critico? ¿Por que?
<b>S2</b>	Si porque, este...ah el leer es necesario para analizar y hacer actividades
<b>S1</b>	Listo, eso es todo, muchas gracias por esta entrevista, pase bien.
<b>S2</b>	Gracias a usted Miss, cuidese.

*Note:* This table shows the transcription of the interview, 10<sup>th</sup> student from Virgen del Cisne.

Table 3

*Interview Transcription Student 3*

**SPEAKERS LIST**

**S1:** Ambar Velez Parrales

**S2:** David Fernandez

<b>Person Speaking</b>	<b>Language (Source Audio)</b>
<b>S1</b>	Buenos dias David. Buenos dias Miss Ambar. El dia de hoy le voy a realizar una entrevista, ciertas preguntas. La entrevista trata acerca del efecto que causan las actividades de lectura en el desarrollo del pensamiento critico.  La primera pregunta es. ¿Que estrategias utilizan los profesores de Ingles del centro educativo para potenciar las habilidades del pensamiento critico?
<b>S2</b>	Como estrategia, pues mmm, bueno el profe nos hace realizar juegos asi de rol y es divertido.
<b>S1</b>	Los juegos de roles es una Buena estrategia para desarrollar el pensamiento critico. Segundo, ¿Que recurso utilizarias para mejorar el desarrollo del pensamiento critico?
<b>S2</b>	Yo utilize youtube, a veces veo videos de...de actividades de lectura, me ayuda bastante.
<b>S1</b>	Los videos tienden a ser muy necesarios, pues nos explican las cosas mas a fondo, bueno tercera pregunta, ¿Por que cree que es importante desarrollar el pensamiento critico en la educacion?

<b>S2</b>	Eh, porque nos ayuda a ordenar la informacion.
<b>S1</b>	Claro, nos ayuda a ser mas ordenados en cuanto a informacin e ideas. Siguiete pregunta, ¿Crees que tu profesor aplica el procedimiento adecuado en las actividades de lectura? ¿Por que?
<b>S2</b>	Mmm si, porque mi profe nos hace asi con marcador subrayar el texto.
<b>S1</b>	Esa es una buena estrategia, pues el subrayar el texto nos ayuda a su comprension. ¿Como contribuyen las actividades de lectura al desarrollo del pensamiento critico?
<b>S2</b>	Para mi mmm pues... actividades, claro...nos ayuda a sacar ideas principales.
<b>S1</b>	Correcto, las ideas principales y secundarias son de vital importancia en un texto. Por ultimo ¿Pueden las actividades de lectura ayudar a las personas a ser mas analiticas en el pensamiento critico? ¿Por que?
<b>S2</b>	Si porque eh... nos ayuda a ser mas creativos.
<b>S1</b>	Listo, eso es todo, muchas gracias por esta entrevista, que tenga buen dia.
<b>S2</b>	Gracias Miss.

*Note:* This table shows the transcription of the interview, 10th student from Virgen del Cisne.

Table 4

*Interview transcription student 4*

**SPEAKERS LIST****S1:** Ambar Velez Parrales**S2:** Maria Castro

<b>Person Speaking</b>	<b><i>Language (Source Audio)</i></b>
<b>S1</b>	<p>Buenos días Maria. Buenos días Miss Ambar. El día de hoy le voy a realizar una entrevista. La entrevista trata acerca del efecto que causan las actividades de lectura en el desarrollo del pensamiento crítico.</p> <p>La primera pregunta es. ¿Que estrategias utilizan los profesores de Ingles del centro educativo para potenciar las habilidades del pensamiento crítico?</p>
<b>S2</b>	<p>Como estrategia el profesor nos hace compartir informacion, asi entre los del curso, aja.</p>
<b>S1</b>	<p>Compartir ideas es bueno, asi mismo intercambiarlas, es una forma de desarrollar el pensamiento crítico. Segunda pregunta, ¿Que recurso utilizarias para mejorar el desarrollo del pensamiento crítico?</p>
<b>S2</b>	<p>Para mi...mmm las noticias de internet me ayudan a mejorar, utilizo eso.</p>

<b>S1</b>	Claro, las noticias nos brindan una buena informacion, bien como tercera pregunta, ¿Por que cree que es importante desarrollar el pensamiento critico en la educacion?
<b>S2</b>	Mmm, creo que es importante porque cuando pensamos podemos dar una mejor idea.
<b>S1</b>	Muy cierto, nos ayuda a expresarnos de mejor manera. Siguiente pregunta, ¿Crees que tu profesor aplica el procedimiento adecuado en las actividades de lectura? ¿Por que?
<b>S2</b>	Si, ya que mi profesor nos ayuda para poder entender las actividades.
<b>S1</b>	Es importante siempre analizar una actividad y entenderla, bien, ahora ¿Como contribuyen las actividades de lectura al desarrollo del pensamiento critico?
<b>S2</b>	Mmm, pienso que, mmm... con eso podemos sacar las ventajas y desventajas de una lectura.
<b>S1</b>	Siempre es bueno establecer ventajas y desventajas para un mejor analisis. Por ultimo ¿Pueden las actividades de lectura ayudar a las personas a ser mas analiticas en el pensamiento critico? ¿Por que?
<b>S2</b>	Si porque analizar es importante y la lectura ayuda mucho.
<b>S1</b>	Ok muy bien, eso es todo, muchas gracias por esta entrevista.
<b>S2</b>	Listo Miss, hasta luego.

*Note:* This table shows the transcription of the interview, 10th student from Virgen del Cisne.



Table 5

*Interview Transcription Student 5***SPEAKERS LIST****S1:** Ambar Velez Parrales**S2:** Luis Mendez

<b>Person Speaking</b>	<b><i>Language (Source Audio)</i></b>
<b>S1</b>	<p>Buenos dias Luis. Buenos dias Miss Ambar. El dia de hoy le voy a realizar una breve entrevista. La entrevista trata acerca del efecto que causan las actividades de lectura en el desarrollo del pensamiento critico.</p> <p>La primera pregunta es. ¿Que estrategias utilizan los profesores de Ingles del centro educativo para potenciar las habilidades del pensamiento critico?</p>
<b>S2</b>	Los profesores, mmm si, nos hace buscar las palabras que no conocemos y que digamos el significado con nuestras palabras.
<b>S1</b>	Bien, eso es una Buena forma de aprendizaje. Segunda pregunta, ¿Que recurso utilizarias para mejorar el desarrollo del pensamiento critico?
<b>S2</b>	Como recurso mmm el debatir sobre algun tema para poder aprender mas.

<b>S1</b>	Los debates fomentan ideas y nuevos pensamientos ¿Por que cree que es importante desarrollar el pensamiento critico en la educacion?
<b>S2</b>	Eh, porque ayuda a nosotros los estudiantes a tener un mejor analisis.
<b>S1</b>	Correcto, un buen analisis y comprensin. Siguiete pregunta, ¿Crees que tu profesor aplica el procedimiento adecuado en las actividades de lectura? ¿Por que?
<b>S2</b>	Si, porque mi profesor nos hace trabajar a todos asi en grupos.
<b>S1</b>	El trabajo en grupo ayuda a fomentar una Buena comunicacion y el pensamiento critico. ¿Como contribuyen las actividades de lectura al desarrollo del pensamiento critico?
<b>S2</b>	Eh pues nos ayuda organizando las ideas y poder escribirlas.
<b>S1</b>	Que Buena respuesta, bien. Por ultimo ¿Pueden las actividades de lectura ayudar a las personas a ser mas analiticas en el pensamiento critico? ¿Por que?
<b>S2</b>	Si porque ayuda a tener mejores, este...si, conocimientos.
<b>S1</b>	Perfecto muy bien, eso es todo, muchas gracias por esta entrevista.
<b>S2</b>	De nada Miss.

*Note:* This table shows the transcription of the interview, 10<sup>th</sup> students from Virgen del Cisne.

Table 6

*Interview Transcription Student 6***SPEAKERS LIST****S1:** Ambar Velez Parrales**S2:** Ariel Ortiz

<b>Person Speaking</b>	<b><i>Language (Source Audio)</i></b>
<b>S1</b>	<p>Buenos dias Ariel. Buenos dias Miss Ambar. El dia de hoy le voy a realizar una breve entrevista. La entrevista trata acerca del efecto que causan las actividades de lectura en el desarrollo del pensamiento critico.</p> <p>La primera pregunta es. ¿Que estrategias utilizan los profesores de Ingles del centro educativo para potenciar las habilidades del pensamiento critico?</p>
<b>S2</b>	Los profesores de ingles emm...nos ayudan a dialogar sobre algun tema.
<b>S1</b>	El dialogo es un buen metodo de aprendizaje. Siguiete pregunta, ¿Que recurso utilizarias para mejorar el desarrollo del pensamiento critico?
<b>S2</b>	Mmm, el practicar mucho la lectura, a mi me ayuda practicando en mi celular.

<b>S1</b>	Claro, la lectura es de mucha practica. Bien ¿Por que cree que es importante desarrollar el pensamiento critico en la educacion?
<b>S2</b>	Pues nos ayuda para tener y expresar nuevas ideas.
<b>S1</b>	Claro, para tener una mejor lluvia de ideas. Siguiete pregunta, ¿Crees que tu profesor aplica el procedimiento adecuado en las actividades de lectura? ¿Por que?
<b>S2</b>	Para mi no porque a veces no le entiendo bien lo que dice.
<b>S1</b>	¿Como contribuyen las actividades de lectura al desarrollo del pensamiento critico?
<b>S2</b>	Las actividades de lectura eh...ayuda a dar una opinion correcta.
<b>S1</b>	Asi es, una opinion correcta para poder expresarla. Por ultimo ¿Pueden las actividades de lectura ayudar a las personas a ser mas analiticas en el pensamiento critico? ¿Por que?
<b>S2</b>	Si ya que por estas actividades Podemos aprender mejor.
<b>S1</b>	Perfecto muy bien, eso es todo, muchas gracias por esta entrevista.
<b>S2</b>	Ya Miss, de nada, gracias.

*Note:* This table shows the transcription of the interview, 10th students from Virgen del Cisne

Table 7

*Interview Transcription Student 7*

**SPEAKERS LIST****S1:** Ambar Velez Parrales**S2:** Jorge Reyes

<b>Person Speaking</b>	<b><i>Language (Source Audio)</i></b>
<b>S1</b>	<p>Buenos dias Jorge. Buenos dias Miss Ambar. El dia de hoy le voy a realizar una entrevista. La entrevista trata acerca del efecto que causan las actividades de lectura en el desarrollo del pensamiento critico.</p> <p>La primera pregunta es. ¿Que estrategias utilizan los profesores de Ingles del centro educativo para potenciar las habilidades del pensamiento critico?</p>
<b>S2</b>	Mmm yo creo que la estrategia que usa el profe es cuando hace actividades en grupos para dar opinions.
<b>S1</b>	Perfecto, como siguiente pregunta ¿Que recurso utilizarias para mejorar el desarrollo del pensamiento critico?
<b>S2</b>	Eh...pues, mi recurso es reflexionar y luego escribir las ideas en mi cuaderno

<b>S1</b>	Eso es estrategico y acertado. Bien ¿Por que cree que es importante desarrollar el pensamiento critico en la educacion?
<b>S2</b>	Pienso que es importante porque ayuda a ser alguien, mmm asi como creativo.
<b>S1</b>	Por supuesto la creatividad es Buena en la mente. ¿Crees que tu profesor aplica el procedimiento adecuado en las actividades de lectura? ¿Por que?
<b>S2</b>	Si, porque con su ayuda puedo organizar mis ideas
<b>S1</b>	Claro que si, interesante, bien. ¿Como contribuyen las actividades de lectura al desarrollo del pensamiento critico?
<b>S2</b>	Las actividades de lectura, pues a mi parecer me ayuda a ser alguien mas participativo.
<b>S1</b>	Por ultimo ¿Pueden las actividades de lectura ayudar a las personas a ser mas analiticas en el pensamiento critico? ¿Por que?
<b>S2</b>	Si porque...este, la lectura nos ayuda a ser mas positivos.
<b>S1</b>	Ok listo muy bien, eso es todo, muchas gracias por esta entrevista, pase bien.
<b>S2</b>	Ok Miss, gracias.

*Note:* This table shows the transcription of the interview, 10th students from Virgen del Cisne

Table 8

Interview Transcription Student 8

**SPEAKERS LIST****S1:** Ambar Velez Parrales**S2:** Andres Gutierrez

<b>Person Speaking</b>	<i>Language (Source Audio)</i>
<b>S1</b>	<p>Buenos dia Andres. Buenos dias Miss Ambar. El dia de hoy le voy a realizar una entrevista. La entrevista trata acerca del efecto que causan las actividades de lectura en el desarrollo del pensamiento critico.</p> <p>La primera pregunta es. ¿Que estrategias utilizan los profesores de Ingles del centro educativo para potenciar las habilidades del pensamiento critico?</p>
<b>S2</b>	Bueno pienso que la estrategia que usa mi profesor es la actividad de lectura.
<b>S1</b>	Claro la lectura desempeña un buen aprendizaje, como siguiente pregunta ¿Que recurso utilizarias para mejorar el desarrollo del pensamiento critico?

<b>S2</b>	Para mi, el recurso son los juegos de rol que solemos hacer con compañeros.
<b>S1</b>	Los juegos de rol ayudan a desarrollar mas ideas nuevas, siguiente punto ¿Por que cree que es importante desarrollar el pensamiento critico en la educacion?
<b>S2</b>	Opino que es importante porque me ayuda a ser una persona que piensa mejor cuando contesta.
<b>S1</b>	Perfecto, ok la siguiente pregunta es ¿Crees que tu profesor aplica el procedimiento adecuado en las actividades de lectura? ¿Por que?
<b>S2</b>	Si, porque casi siempre, eh nos da asi ejemplos, aja y explica bien.
<b>S1</b>	Que bueno, ahora, eh ¿Como contribuyen las actividades de lectura al desarrollo del pensamiento critico?
<b>S2</b>	Las actividades de lectura ayuda a dar mejores ideas en grupo.
<b>S1</b>	Claro que si y bien por ultimo ¿Pueden las actividades de lectura ayudar a las personas a ser mas analiticas en el pensamiento critico? ¿Por que?
<b>S2</b>	Si porque mmm yo puedo compartir una opinion bien.
<b>S1</b>	Muy bien, muchas gracias por esta entrevista, que tenga buen dia.
<b>S2</b>	Gracias Miss.

*Note:* This table shows the transcription of the interview, 10th students from Virgen del Cisne