



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

**“FOLK STORIES TO DEVELOP CRITICAL THINKING FOR
SECOND BACCALAUREATE STUDENTS AT HIGH SCHOOL
“COLEGIO TÉCNICO ANCÓN.”**

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RESEARCH PROJECT

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Author:

Segundo Stephan Jara Palma

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STATEMENT OF AUTHORSHIP

I, Jara Palma Segundo Stephan with ID number # 0923050496, undergraduate student from Universidad Estatal Peninsula de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research paper "Folk Stories to Develop Critical Thinking for Second Baccalaureate Students at High School Colegio Técnico Ancón." certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



Jara Palma Segundo Stephan

ID: 0923050496

La Libertad, February 2nd, 2022

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "FOLK STORIES TO DEVELOP CRITICAL THINKING FOR SECOND BACCALAUREATE STUDENTS AT HIGH SCHOOL "COLEGIO TÉCNICO ANCÓN" prepared by Segundo Stephan Jara Palma, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it 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 read "Elena Niola S.", is written over a horizontal line.

Lcda. Elena Niola S.

ADVISOR

CERTIFICADO SISTEMA ANTI-PLAGIO

En calidad de tutora del Trabajo de Integración Curricular denominado "FOLK STORIES TO DEVELOP CRITICAL THINKING FOR SECOND BACCALAUREATE STUDENTS AT HIGH SCHOOL "COLEGIO TÉCNICO ANCÓN " elaborado por la estudiante Segundo Stephan Jara Palma, 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, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Lda. Elena Niola S., MSc.

ADVISOR

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I would like to dedicate this research to my lord God first, who has been the source of inspiration and strength that has allowed us to continue this process of obtaining a major throughout these years of study, but also to express my gratitude to two educators who made a significant impact on my university studies, for their advice and guide along the professional path, giving me a different point of view with their words of encouragement.

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DEDICATION

I want to dedicate this research to my father, mother, sister and pets who has supported me in during my university studies and all my flaws as a student, always showing me love and support even in my darkest times; this triumph is for me but is all for you, thanks for your patience.

With Love and gratitude to all

Segundo

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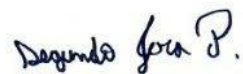
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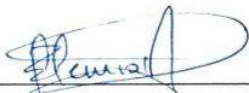
MSc. García Villao Rosa Tatiana.

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES CARRER DIRECTOR**



MSc. Almeida Briones Xavier.

SPECIALIST PROFESSOR



MSc. Niola Sanmartín Elena.

TUTOR



MSc. Carabajo Romero Ítalo.

UIC PROFESSOR

ABSTRACT

Critical thinking has become a new skill for the 21st century learners, for this reason, this project focuses on the use of folk tales to contribute to the development of critical thinking skills to second baccalaureate students at high school “Colegio Técnico Ancón”. It was settled as result of this research a creation of a guidebook based in folk stories with a focus in the reinforcement of the reading comprehension and critical thinking skills. This research was carried out with a quantitative method and a descriptive design, creating an opportunity to analyze the limited exposure of student to activities related with the development of critical thinking.

The data for this research was obtained through two surveys, consisting of two structures questionnaires, which were applied to 26 students and 7 EFL educators in order to gather authentic information from the participants. The data was analyzed through statistical charts and tables. It was possible to find out about the limited opportunities to develop critical thinking in the reading practice, and the lack of material related to local culture to be used in an English classroom. For this reason, as part of this project, a guidebook is proposed adapting short folk stories from the local community of Ancon and integrating activities that contribute to the development of critical thinking skills.

KEY WORDS: Critical thinking, Folk stories, reading practice, reading comprehension, Guidebook.

RESUMEN

El pensamiento crítico se ha convertido en una nueva habilidad para los estudiantes del siglo XXI, por esta razón, este proyecto se centra en el uso de cuentos populares para contribuir al desarrollo de habilidades de pensamiento crítico a los estudiantes de segundo bachillerato del Colegio Técnico Ancón. Se estableció como resultado de esta investigación la creación de una guía basada en cuentos populares con un enfoque en el refuerzo de las habilidades de comprensión lectora y pensamiento crítico. Esta investigación se llevó a cabo con un método cuantitativo y un diseño descriptivo, creando una oportunidad para analizar la limitada exposición de los estudiantes a actividades relacionadas con el desarrollo del pensamiento crítico.

Los datos para esta investigación se obtuvieron a través de dos encuestas, consistentes en dos cuestionarios de estructura; que se aplicaron a 26 estudiantes y 7 educadores de EFL con el fin de recoger información auténtica de los participantes. Los datos se analizaron mediante gráficos y tablas estadísticas. Se pudo conocer las escasas oportunidades para desarrollar el pensamiento crítico en la práctica de la lectura, y la falta de material relacionado con la cultura local para ser utilizado en un aula de inglés. Por esta razón, como parte de este proyecto, se propone la elaboración de un libro guía adaptando cuentos populares cortos de la comunidad local de Ancón e integrando actividades que contribuyan al desarrollo de habilidades de pensamiento crítico.

PALABRAS CLAVES: Pensamiento crítico, cuentos populares, practica de lectura, entendimiento, libro de guía.

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This project was developed in an exploratory level, recollecting data information and understanding particular topic of academic interest through exploration and examination of the different problems of the analysis presented in the investigation field.....40

Based by George (2021) statement the wide level exploration that the exploratory research allows was related the development of studies and presentation of data and have not been studied in a research background. The design for this study was characterized by gather data from the participants using collecting data techniques, the researcher will have a source of information to analyze after the data collecting process40

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INTRODUCTION

The EFL education presents a set of skills which are required to identify the proficiency level that requires to find a certain level of proficiency of a language; part of those are the 4 skills such as: Listening, speaking, reading and writing. Nevertheless, there are other skills like critical thinking that intervene in the communicative and reasoning process of an individual in the objective of domain a foreign language.

The importance of the critical thinking skill has become in one of the most important elements implemented to the education in the 21st century. It allows that every individual has the capacity to always choose the best alternative, depending on the context or requirements of a task. In a competitive world like the one we live in it is presented as a requirement in Education to focus on topics according to the reality and events that occurs in our planet, that is the reason why EFL process needs to present wider catalog of skills that will help students to understand and give precise argumentation and opinion about one of those is in the development of the critical thinking as part of the English as foreign language learning process,

in a way that the student could assimilate different points of view that then could be put in development of their communities.

Ideologies such as “Think globally, act locally” were used in the past for purposes related with the protection of the environment, but the range of the phrase make it able to adapt what it said to another contexts. for this opportunity it can be represented taking as references process that has produced proficient outcomes and advances to the learning in other regions. One of them is the usage of folk tales in English native speaking countries, these are stories that are related with the culture and essence of a place and are narrated in 3-4 paragraph short stories that are narrated with mysticism aura. This kind of reading material can work alongside the implementation of reading strategies offering students learning scenarios in which they can express opinions and feel more interest in a reading topic.

The Ecuadorian territory offer a diversity of cultures and enrichment in history that allows the development of short stories. In the province of Santa Elena, the community of “San Jose de Ancon” is highlighted for its characteristics, Famous characters, history and culture. For this reason, the research was applied in “Colegio Técnico Ancón” taking support in the history of this community.

There are four chapters developed in this project:

Chapter I - The Problem: This chapter describes the issue presented with the limited exposure of critical thinking scenarios as a complication inside the EFL learning, especially in the application of reading and comprehension materials of the second baccalaureate students at the high school educational establishment of the community

Chapter II - Theoretical Framework: Conformed by the core information and theory that support the objectives settled for this project, explain in a subsequently form with fundamentals the theoretical basis related with the lack of importance of the critical thinking skill inside the learning of a foreign language due outdated techniques still used in Education; and how techniques such as folk stories can improve the current situation with the reading material.

Chapter III - Methodological Framework: In this section, the data will be collected and analyzed in order to find the difficulties of the students and educators present with the reading material and practice of critical thinking skills, using as resources of recollection and analysis of data elements such as survey and statistical graphics.

Chapter IV – Proposal: This section present a possible solution to the problem identified and explained in the last 3 chapters, the proposal will be in charge to show a product that allow student to practice the reading skills and analyze the content through critical thinking strategies settled in the form of a guidebook.

CHAPTER I

THE PROBLEM

Research Topic

Folk Stories to Develop Critical Thinking for Second Baccalaureate Students at High School “Colegio Técnico Ancón.”

1.1 Problem Statement

English is the most spoken language around the world, more than 1.35 billion of the worldwide population speaks English, and about 360 million people are native speakers. The knowledge of this particular language has received the value of essential due to be considered as “lingua franca”, implying that the knowledge of it worth in order to have a wider range of communication or for the personal or collaborative development in the growth process of a person, product, or community.

Ortega et al. (2017) explained that the English education in Ecuadorian territory has changed in a several way with the past of the years, proficiency exams are now a common requisite for teachers and learners that study the language for different motivations (p. 52). That is the reason why the lack of professionals with proficiency in the English language demands solutions that allow individuals to express in a foreign language before finished their academical careers.

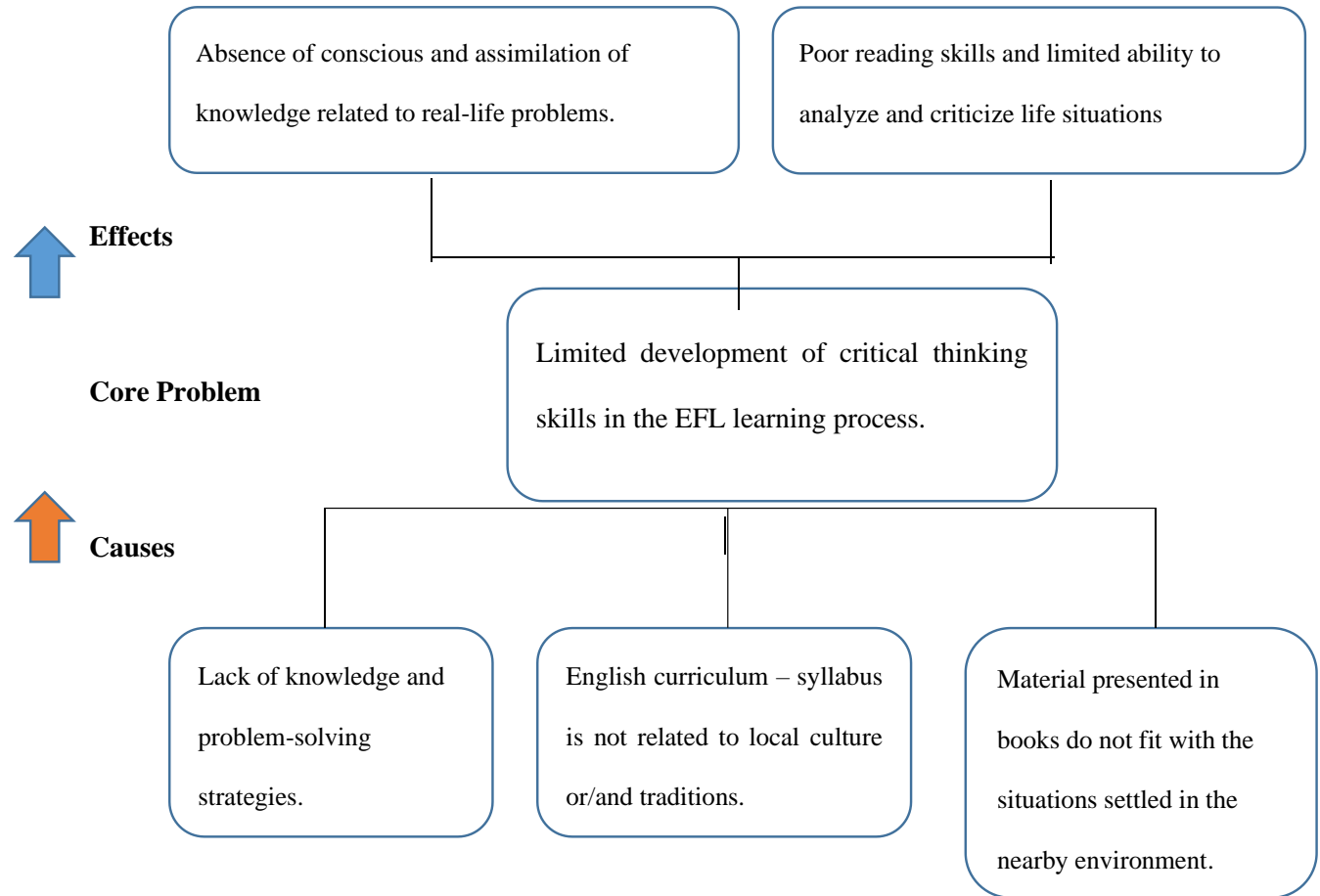
Reading is considered as one of the first skills used to decode meaning from a text analyzing elements such as phonics, word recognition, vocabulary, decoding and fluency. Through this ability students give their first contact with symbology in a foreign language, allowing them to have the curiosity for practice and understand the context of the material. Even though the practice of reading can present issues that disallow a good execution of the students, one of them goes related to the outdated tasks and material that are far to represent our reality,

The lack of focus in our territory for the creation of content dedicated to the English as foreign language can be considered as the problem that can cause in student a less degree of usage of their critical thinking skills. The curriculum program and material used for the learning of a new language are based in books and reality that are not similar to the environment that represent us, so it might be difficult to the student to relate the reading content with elements of the nearby surroundings.

Locations in the Santa Elena province such as the community of San Jose de Ancon, in which part of their history, culture and events started from the arriving of the British vessels of

at the beginnings of the 20th century until 1976 when the national government took in charge their oilfields administration, presents the potential value in historical appeal to create content that might be adapted into folk story to form tale with focus on the use of the critical thinking and comprehension of the reading.

Figure 1
Problem Tree



Author: Segundo Jara

1.2 Problem Formulation

To what extent does the adaptation of folk stories improve the development of critical thinking of the second baccalaureate students at high school “Colegio Técnico Ancón”?

1.3 Research Questions

To what extent can the development of the critical thinking skill improve through folk stories?

Which activities are more suitable to contribute with critical thinking skills development of the students?

Which methodology can be adapted alongside critical thinking to modify the student of learning?

To what extent can language and critical thinking can be combined for efficient learning?

1.4 OBJECTIVES

General objective

Enhance critical thinking skill in English learning process by using local folk stories for second baccalaureate students at high school “Colegio Técnico Ancón”.

Specific objectives

Describe the importance critical thinking skill for the learning and awareness during English as foreign language teaching process.

Describe the context of the student of second baccalaureate students in relation to local folk stories as a strategy to learn English as a foreign language.

Design a guidebook with local folk stories adapting activities to enhance critical thinking.

1.5 Justification

An aspect to recognize is that the individual involved in the learning process need to start developing a certain level of development of their critical thinking, that will help them to avoid the common mistake of think in their native tongue but express in the foreign language.

By reading a wide variety of authors and various types of writing materials you can build up your vocabulary and acquire the necessary skill in the proper use of words, phrases, and idioms. Many times, one of the issues with the materials used for the learning of a foreign language is their lack of approach with the reality of other countries, especially when it is recognized that the biggest editorials and creator of educational content are from countries that present a different environment such as Australia, The United States and the United Kingdom. This disadvantage does not allow to find a closure point in a which students can relate the difference of realities with the topicality of our country.

That is the reason why the objectives of the project are:

Develop critical thinking through reasoning activities.

Help the student to have a better level of understanding after a reading process.

Acknowledge the reality and current situation of their environment.

Ideologies like “Think globally, act locally” represent the main objective of this job; trying to find positive parameters from foreign nations that can be taken as example and be adapted according to the necessities or context that require it, based on that idea in the pedagogical context can take the development of folk stories that is already used in countries such as England as a strategy to enhance the levels of reading and critical thinking skills.

Delimitation

This study will be conducted at “Colegio Técnico Ancon” located in the province of Santa Elena, in the city of Ancon. This research aims to enhance reading skill in second baccalaureate students.

Aspect: Teaching-Learning process

Title: Improving reading skills through the creation of local folk stories

Time delimitation: 2021-2022 School year

Spatial delimitation: High school “Colegio Técnico Ancón”

Social delimitation: Second baccalaureate students

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

English Language is presented as the most spoken language in the world, considered as “lingua franca” possess a wider range of people with proficiency in it, regardless the origin of the person, there will always be someone who can communicate in this language. being a language in which negotiations, forums and classes are handled the importance for the development of a person as a professional requires command of the English language.

The proficiency in a language is based on the use of 4 basic skills that need to be practiced in order to improve your performance: listening, speaking, reading and writing in addition to them, there are other types of skills that are necessary in the educative process of a person.

2.2 The 4 C's of 21st Century skills

The 4 C's of 21st century is a set of skills that have been defined by education experts, academics and opinion leaders, and that are essential for the teaching-learning process in the classroom.

As Gomez (2021) indicates in their report students in a contemporary context like in today's world require to succeed, those keys are known as the 4 Cs of the 21st century and are classified by: critical thinking, creativity, communication, and collaboration.

Critical thinking

Critical thinking is described as a mental and rational process that entails a variety of activities, including remembering, understanding, applying, analyzing, evaluating, and developing. As Fernandez de Morgado (2016) explains “There is great interest in designing EFL learning environments to foster critical thinking”(p. 15). This means that the EFL learning process requires the creation of contexts and scenarios that allow each student to display their perspectives on the various topics covered in this educational level.

Critical thinking is a way of thinking about any subject, content, or problem in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards on them.

Moslemi & Habibi (2019) in the article “Critical thinking and reading comprehension in a course of English as a foreign language” explained through of an exploratory research about efficacy of teacher’s strategies based in the use of critical thinking skills, showing that reading comprehension possess a big matter of importance in the creation of critical thinking” (p. 108).

Creativity

Creativity is known as a process that requires the generation of new ideas or concepts, or the formation of new connections between existing ideas or concepts, and their materialization into a product that is novel and unique. From a scientific point of view, the products of creative thought are usually regarded as having both "originality" and

"appropriateness." Another, more common, definition of creativity is simply the act of creating something new.

Georgievna et al. (2021) stated that professional creativity in EFL learning process depends on a set of attitudes that teacher inside the classroom; one of them is the professor's eagerness to develop unique situations and concepts that can develop in the student an interest to design a proper idea.

Collaboration

Collaboration is important since it is characterized by enhances teamwork and group support skills that are necessary in real life scenarios. Collaboration and teamwork practice helps students understand how to approach a problem, pitch solutions, and choose the best course of action. By building Collaboration Skills, students will be able to:

Work effectively with different groups of people, including people from diverse cultures.

Be flexible and willing to compromise with team members to reach a common goal.

Demonstrate responsibility as a team member working toward a shared goal.

Communication

Communication is the act of giving, receiving, and sharing information from one place to another, being necessary the participation of 2 individuals: A sender and recipient; being the sender the one that informs the recipient the one that take the message. Good communicators listen carefully, speak or write clearly, and respect different opinions. Students must learn the following skills in order to develop effective communication skills:

Use digital media and environments to communicate in order to support personal and group learning.

Use appropriate digital media and environments to share information efficiently and effectively.

Communicate thoughts and ideas to various audiences in a clear and effective manner using a variety of media and formats.

“Communication is a requirement for any company to maintain profitability. It’s crucial for students to learn how to effectively convey ideas among different personality types. That has the potential to eliminate confusion in a workplace, which makes your students valuable parts of their teams, departments, and companies” (Ridgeview Charter School, 2021).

Stauffer (2020) set that the four C’s skills need work together in order to meet the requirement and necessities that the students present, it’s complexity individually made them work together in a better way:

Through critical thinking, students learn to question claims and seek the truth.

Creativity teaches students to think in their own distinctive manner.

Collaboration teaches students that working in groups allows them to create something larger and better than they could alone.

Communication teaches students how to communicate their ideas effectively.

2.3 Theory of Critical Thinking

The term critical thinking defines the forms of learning, thinking, and analysis that go beyond memory retention of facts and information. Critical thinking is a catch-all word that

may be used to a wide range of learning approaches and mental processes. Critical thinking occurs when students analyze, evaluate, interpret, or synthesize information and apply creative thought to build an argument, solve a problem, or reach a conclusion in its most basic form.

According to Mena (2020) “CT is a fundamental skill for citizens of the 21st century, since it allows them to find solutions for social issues affecting both local and global communities.” (p. 1). Through of the acquisition of this skill, the individual can develop a sense of familiarity and knowledge about an issue that is occurring in a nearby context of them, creating a proper perspective based in the exposition and solutions of the person to an issue that occurred inside a context already reviewed. Critical thinking requires an internal process of identifying occurrences, developing parameters and evaluate information, with the objective of find the most reliable source to believe.

2.4 Critical Thinking in EFL Education

“Society demands from the graduate of the higher school of skillful use of knowledge in practice for the solution of diverse professional problems, independent critical thinking, high common cultural level, flexible adaptation in quickly changing socio-political conditions”. (Akramova, 2019, p. 65). The author in an educational context set that the critical thinking can help students to improve a knowledge and develop a proper conclusion of an issue; without critical thinking the learner could find difficulties that disallowing to give an argument correctly settled about problems presented in their informative environment, creating a limitation to allow recognizant between what is right or wrong.

As stated by Vincent-Lacrin. El al. (2019) Creativity and CT are key skills in higher education (and more broadly) because they are important to our individual and collective

wellbeing. Creativity is one of those higher order skills that makes human beings happy because it makes them human. (p. 233). The usage of this skill is necessary in education for reasons such as the number of real-life situations that presents to the student, making them synthesize and analyze information to create a proper concept or idea about a topic that can be related with their proper environment.

Science and research are both about creativity and CT: improve things, invent new solutions, better understand problems, take new perspectives and propose new ways of thinking even though you admire the giants on which shoulders you are standing... It is debatable whether higher education institutions develop students' creativity and critical thinking, but it is clear to me that it is so much easier to do it at that level. (Vincent-Lacrin & Dominguez, 2019, p. 233). The best stage to teach a student how to think and act in a critical way inside a teaching process should be when the individual presents a certain level of mastering in the 4 skills and can express their creativity and perspective about problems that occurred in their nearby surroundings through research process that are promote for academical entities. As proven through samples and pedagogical experience, the training processes have a more productive communicative nature when they are based on the philosophical and psychological principles of technology for critical thinking growth, which include:

- Encourage speech partners' mutual regard, understanding, and productive engagement.
- Aid in the comprehension of distinct "worldviews".
- Enable students to apply their knowledge to make sense of circumstances involving a high level of ambiguity, laying the groundwork for new sorts of human behavior.

“The development of the critical thinking as an action that requires of freedom of the individuals, downplaying the importance to any subsequently process that can take off the level of relevance or rest any percentage of success of the strategy” (University of people, 2022).

Shamboul (2022) explains that the CT does not seek to shame or humiliate anybody, and it does not allow you to establish control over another person. Thinking critically does provide a certain amount of power (p. 30). This strategy benefit students and permit the students feel free to explain argumentation related with their interests and opinions.

2.5 Reading Skills

Reading skills is considered as the third phase of the English learning process, this part is in charge of the process of look and analyze a series of written symbols and getting meaning from them. When we read, our eyes receive textual symbols such as letters, punctuation marks, and spaces, which we then turn into words, sentences, and paragraphs using our brain. that communicate an idea, emotion or feeling. In our native language, reading is the third linguistic skill we can learn. It is a receptive, or passive, skill, similar to listening, in that it needs us to use our eyes and brains to understand the written version of spoken language. Through of the exposition of the reading material individuals are able to recognize the most important points of what they have read, giving possibility to present an argument of their own property about

Flores (2016) stated that the effect that the reading material cause in today’s education is one of the most indispensable for the skill improvement of a student, allowing to encourage and develop the critical during the academic formation with the objective satisfy challenges that will present in their future. Besides he also explains that the entry of globalization in the

actuality, has determined new characteristics inside the learning focusing on aspects that were previously not taken into consideration of an academic process (p. 129).

There are phases of the reading in which an individual should follow to obtain the best outcome possible during a reading lesson, the stages of reading are processes that allow to link learning strategies in a subsequently way, planning how to begin, continue and conclude a reading lesson with the aim of achieve the goals settled by teachers.

Pre-Reading Stage:

Pre-reading activities are task that assess students to prepare and predict aspects of the topic that will be exposed before it happens. Those Pre-reading activities are designed to:

Set a goal for your reading, improve vocabulary so that children can successfully finish the reading job, predict what they will do and determine what they know about a subject. The strategies used during this process are more related to the introduction of the reading material.

Example of strategies:

KWL Charts: Consist in separate the classroom in 3 groups and write down everything they know (K column), everything they want to know (W column), and what they learned after reading the passage (L Column).

Videos: A efficient way to use videos in class is to find a short video relating to the topic of the reading, and after watching the video yourself, prepare some simple discussion questions.

While-Reading Stage:

While reading stage are activities focused on detailed aspect that help to understand better a text, the purpose of these activities is to assist students cope with the text as if it were written in their first language.

Example of strategies:

Identification topic sentences and the main idea of paragraphs.

Distinguish between general and specific ideas.

Post-Reading Stage:

Post-reading activities help students comprehend texts more deeply by requiring them to critically examine what they have read.

Example of strategies:

Creative Discussions:

Prepare four or five simple questions and ask students to talk about those question for 3 minutes.

Quiz Your Classmates:

Ask your students to prepare 5 questions about what they read, once they have them ready, you can tell the students to make groups of 4 and then they can ask those questions to each other.

Vocabulary Learning through Reading

Castro (2020) claimed that vocabulary knowledge is a fundamental component of language learning Vocabulary study is often seen as one of the first activities that pupils undertake while beginning to learn a language. When students begin the process of learning a

second language, they build their own vocabulary in the target language. As learners' knowledge of the target language grows, so does their vocabulary knowledge, and likewise.

Engku & Engku (2016) indicate that a variety of factors contribute to an individual's ability to read in a proficient way (p. 116). Vocabulary size is a critical aspect in improving reading comprehension. The relationship between reading and vocabulary has a mutual progression and growth relationship. This is due to the fact that as a person's vocabulary improves and grows as a result of reading, he or she is able to read a wider range of works. While there are a few exceptions, reading presents a wide variety of things is a good way to build a larger vocabulary. To establish this mutually beneficial link between reading and vocabulary, a reader must endeavor to improve his or her vocabulary by learning new terms while reading.

Masrai (2019) discusses how the literature as a linguistic branch demonstrates various levels of constant reliable connections between vocabulary knowledge and reading comprehension, allowing the promotion of new words that can be implemented inside the reading material through of glossary with the respective meanings of each new term.

2.6 Folktales in the EFL Learning Process

The term folklore is originated by 2 terms: “folk” with means people and “lore” that represents traditions. This idiom can be defined as traditions that people follow in order to show who they are, touching topics that goes related with essence of the territory and identity of where they belong. Çelik (2018) refers about the word “folklore” giving it a meaning related to traditions that identify what is the history of a specific territory based in traditions, cultures and other characteristic facts that made an area authentic. Folklore goes related with the level of

acceptances of members of those communities and how their cultures and traditions can be adapted to the context of the contemporary world.

Folktales stories are artistic compositions that are passed down from generation to generation and kept alive by active tradition keepers, such as parents, grandparents, and professional storytellers; they provide meaning to people's lives and expose the hidden side of human ingenuity. Folktales contain a number of unique properties that make them ideal for language learning. Because of their numerous repetitions, they're great for reinforcing new vocabulary and grammar. Folktales have several traits that make them easier to understand than other types of writing because they began as oral stories. Inside the EFL learning process folktales are used attract the attention and improve the teaching development in group of children and teenagers, its adaptation to the educational context can be do it through of audio, reading or visual learning.

The usage of folk stories for educational purposes has been proved to be a good reading element in countries where the EFL is considered as one of native languages, permitting to enrich knowledge and used its messages as a reflection that can be used in their daily routine. Studies of authors such as Arias (2017) confirmed by collaborative action research that the use of this strategies can develop good outcomes in development of the skills that a new language needs to be learned, it will depend how the educators implemented in their program. (p. 105)

Carrassi (2017) indicate that the nature of folklore seems to be still a debatable topic around its concept, frequently proposing succinct and/or effective definitions with the goal of making a medically fragile and changing object of study, heavily influenced by the evolution of historical, social, and cultural circumstances, a bit clearer and more stable (p. 33).

Critical Thinking and Reading Comprehension

Critical thinking is a skill that can be used in so many aspects of life, so its importance during the learning process can also mark a proper influence in other skills that English language process have. The creation of a proper critical thinking through of bibliographic material can also influent students in the formation of a more extended vocabulary that it can be used according to the necessities or contexts of a situation.

The reading comprehension and critical thinking process are essential parts of the education, Wilson (2016) stated that both aspects are important for students choosing to follow to a higher level in their ambition to become professionals (p. 2). The EFL learners need to acquire a certain level of understanding and recognizant of emotions and feelings that are exposed during the comprehension procedure of the reading material

EFL in Public Education

The EFL learning in the public system possess unconformity that are in its majority related with the lack of resources, because schools and high schools' budgets are controlled by government and are not enough to acquire material focused on the learning of a new language. Another of the problems presented goes with the limited schedule distribution for the foreign language assignment, noticing that the learning of it required of the practice of skills that need to be developed in the classroom. Maridueña el al. (2016) argued in accordance with the continuing improvement that an educational system needs to be followed and updated with the necessary material that allow the development of interactive motivational strategies (p. 69).

Every teaching process includes human and cultural aspects that they must be related to each other. To achieve this goal, it is not only necessary that in the classroom the teacher builds a process at the service of the needs and interests of students, but also requires that teachers from all subsectors, under the auspices of the Ministry of Education, share the theoretical foundations of a teaching-learning process built in post of the development of the personality of the learners. In this way, it is more feasible to contribute to the comprehensive training of individuals to become better citizens. (Yilorm, 2016, p. 104). The author explains that the importance of a good learning system depends on parameters that goes from the human and cultural aspects that most influent in the process. Educators must promote a policy in which the goals be to get a process that fulfill the needs and interest of their students. An important part of the English learning process is based on the idea of obtaining attention to not allow the student to lose the interest to learn the new language.

2.7 Variables of the Study

Dependent Variable: Critical Thinking

Independent Variable: Folk Stories

CHAPTER III

METHODOLOGICAL FRAMEWORK

The methodological framework for the study about the implementation of the critical thinking skills through of folk stories at second baccalaureate students at high school “Colegio Técnico Ancón”. will determine the data collection and analysis. It is also important to note that this study was carried out correctly if a systematic approach is used. the outcomes from this information were prepared to implement in a better way the use of critical thinking in English learning.

3.1 Methods

The research is aimed to be focused on a quantitative method, allowing through these methods, and techniques a development that permit the researcher recognize the different features that are involved with the improvement of the critical thinking skills for the second baccalaureate students at high school “Colegio Técnico Ancón”.

Quantitative Method

Statistics analysis are the method's primary instruments in the acquisition process. These tools will assist to acquiring precise information when it comes to studying English, as well as their level of English vocabulary. Furthermore, it will gather information on the English teacher's lesson performance. With all of these materials in hand, the researcher may more easily organize and prepare activities that will encourage second baccalaureate students to improve their reading receptive skills and the ability to develop a proper criterion that can be implemented in their daily basis. As explained by Bhandari (2020) the usage of this kind of

research ease recollection and analyzing of statistics and generalize results of extents group of people, based on its benefits will be used to acquire crucial information about the relationship between reading and critical skills in second baccalaureate of high school “Colegio Técnico Ancón ”.

3.2 Exploratory Research

This project was developed in an exploratory level, recollecting data information and understanding particular topic of academic interest through exploration and examination of the different problems of the analysis presented in the investigation field.

Based by George (2021) statement the wide level exploration that the exploratory research allows was related the development of studies and presentation of data and have not been studied in a research background. The design for this study was characterized by gather data from the participants using collecting data techniques, the researcher will have a source of information to analyze after the data collecting process

3.3 Technique

A survey basis was used to collect data by asking appropriate questions in most cases, a formal list of questionnaires is developed and distributed to respondents. This technique presents a set of recourses that allow to obtain detailed results. This study is engaged by the use of this technique to recognize the interest in the improvement of critical thinking skills through folk stories for second baccalaureate students at high school “Colegio Técnico Ancón”

3.4 Instruments

Questionnaire

A questionnaire is a research instrument that consists of a series of closed-ended or open-ended questions. The goal is to gather useful data from respondents, which will then be used for a number of purposes. When it is provided the respondent the option to provide a longer response, you can gain more insights since they can build on their ideas. These questionnaires were designed to achieve a wide range of alternatives, allowing to find more detailed answers. The type of questions made for this research instrument were settled from structured to semi-structured, focusing in the 2 main variants of the topic: reading and critical thinking skills. The execution process of both instruments was done in an online format due to the restrictions presented for the COVID-19 pandemic outbreak.

Population

The population chosen for this study is the “Colegio Técnico Ancóntec” high school. There are 7 English teachers and 927 students from first, second, and third baccalaureate level.

Sample

The sample group for the development of this project consisted of 33 individuals, 7 English teachers and 26 students of the second baccalaureate level, considered as population focused for the project.

Table 1

Research Sample

Category	Frequency	Percentage
English Educators	7	30%
Students	26	70%
Total	33	100%

Source: High school “Colegio Técnico Ancón.”

Author: Jara Segundo.

The kind of questions used for this survey questionnaire were of multiple-choice options and using Likert scales to try to find more detailed results that benefited our research, The data recollection method was online and using google forms as data collection route.

3.5 Analysis of Data

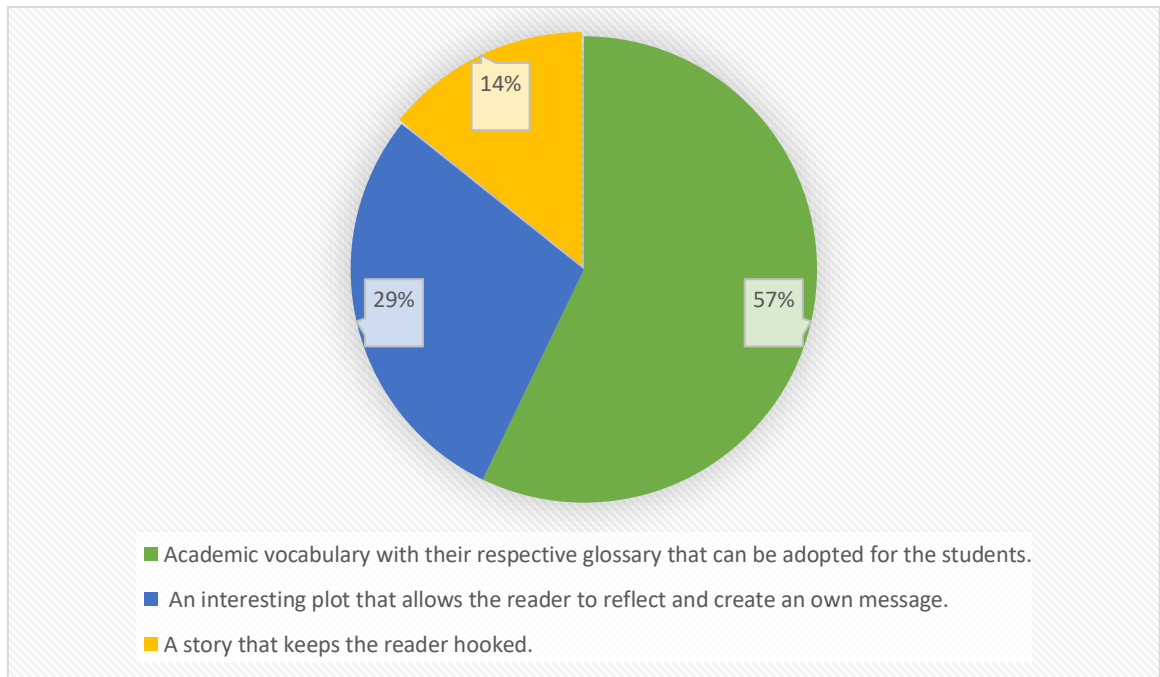
The data collected through survey technique was analyzed and represent in graphics to acquire a knowledge that can be used in order to create a proposal as the outcome for this research, the graphics represent the EFL area educators and a population of students from second baccalaureate of “Colegio Técnico Ancón”.

Teacher's survey

Question 1: What is the most important characteristic of academic reading material in English?

Figure 2

Characteristics of academic reading material

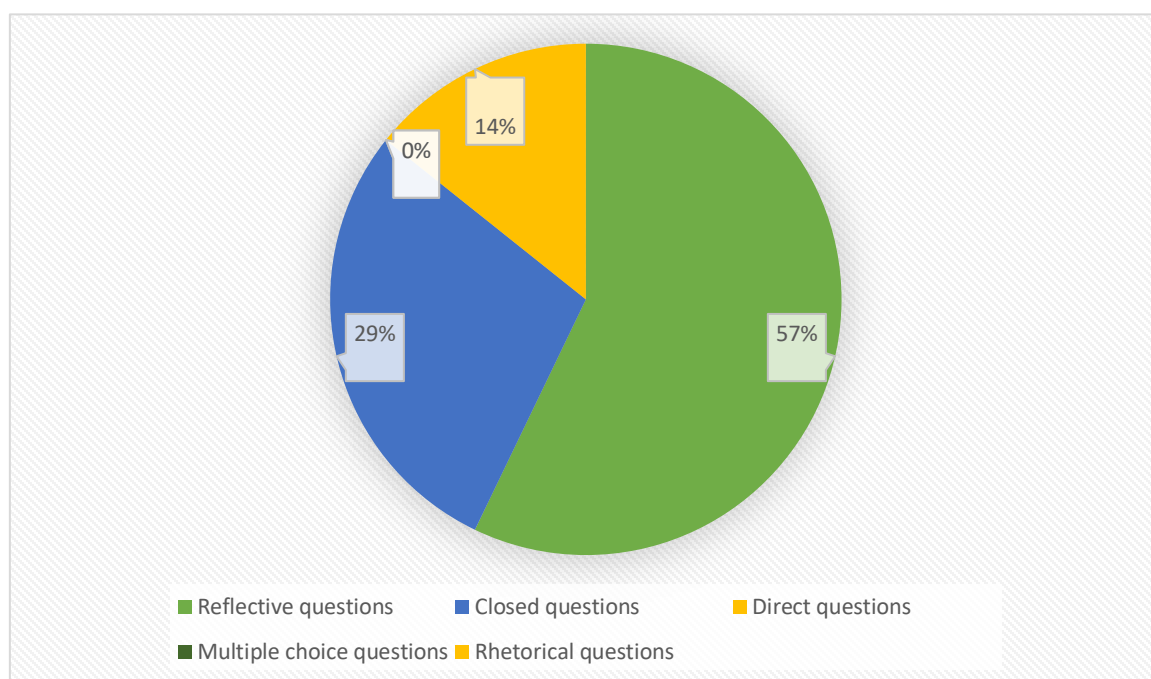


Analysis: According to the population of English educators in the High school “Colegio Técnico Ancón” 57% of them agreed with the option that academic vocabulary with a glossary is the most important characteristic of a reading material, 29% of teachers selected that an interesting plot that allow to reflect and create an own message has their choice, and a 14% selected the choice related with the usage of stories that keeps the reader hooked to the reading material.

Question 2: After the reading process, which kind of questions do you think are the most appropriate to evaluate a level of understanding of the student?

Figure 3

Most appropriate question to evaluate level of understanding

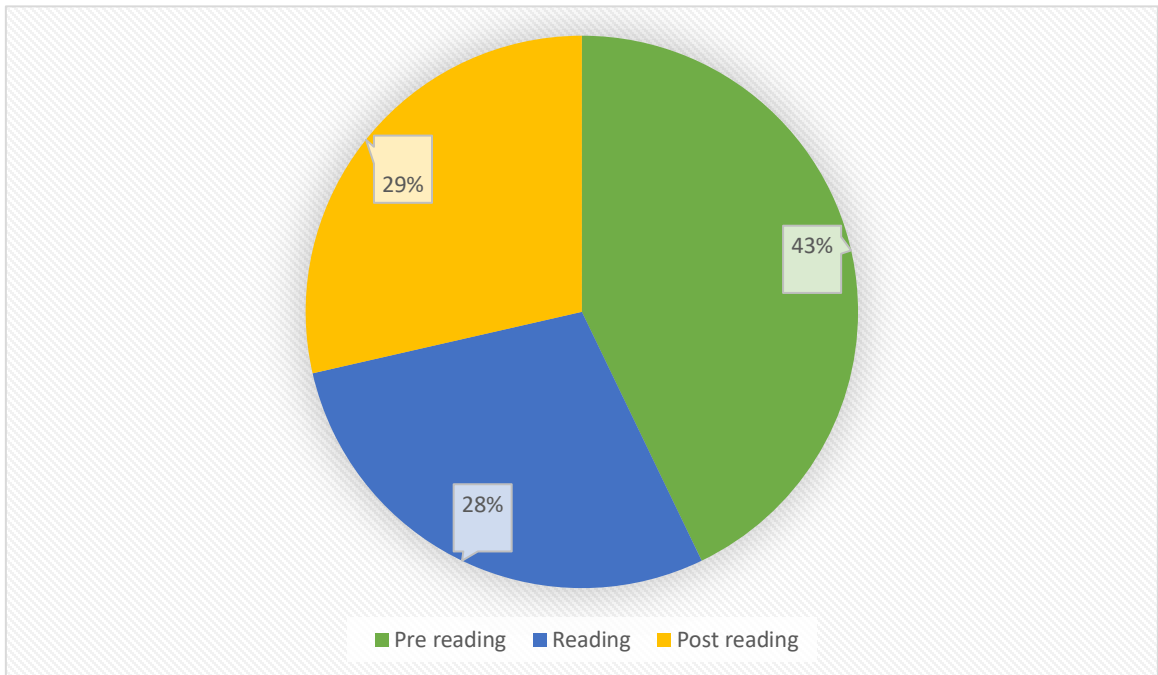


Analysis: In a survey focused to English educators of the high school “Colegio Técnico Ancón” 57% of them indicated that reflective questions are kind of question most appropriate to evaluate a level of understanding of a student. 29 % of the educators answered that closed questions are the right option to follow an understanding process in a classroom, a 14% select rhetorical questions and none of them selected direct and multiple-choice questions. Concluding that the reflective questions are considered the best way to recognize the understanding of the student according to the interviewers.

Question 3: From your perspective, which stages of the reading process catch students 'attention the most?

Figure 4

Stage of reading process that catch students' attention

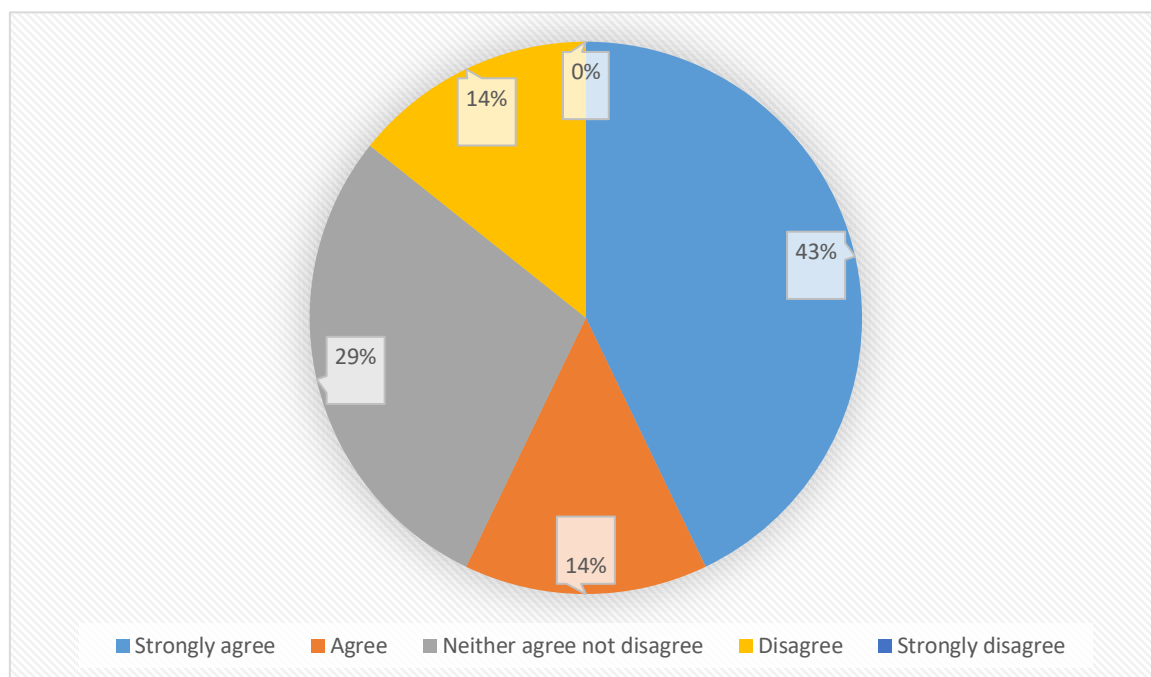


Analysis: 43% of the population responded that the pre reading stage is the option that most attract to the student, while 29% selected post reading stage and a 28% of them decided that reading stage is what catch student attention the most during the reading process. The replies suggest that the pre reading stage is what attract students' attention the most due to be related with instructions and pre-analysis strategies and searching of new words in the dictionary made before the reading execution.

Question 4: Developing critical thinking is crucial for students in this century. Do you agree or disagree with this statement?

Figure 5

Cruciality of the critical thinking

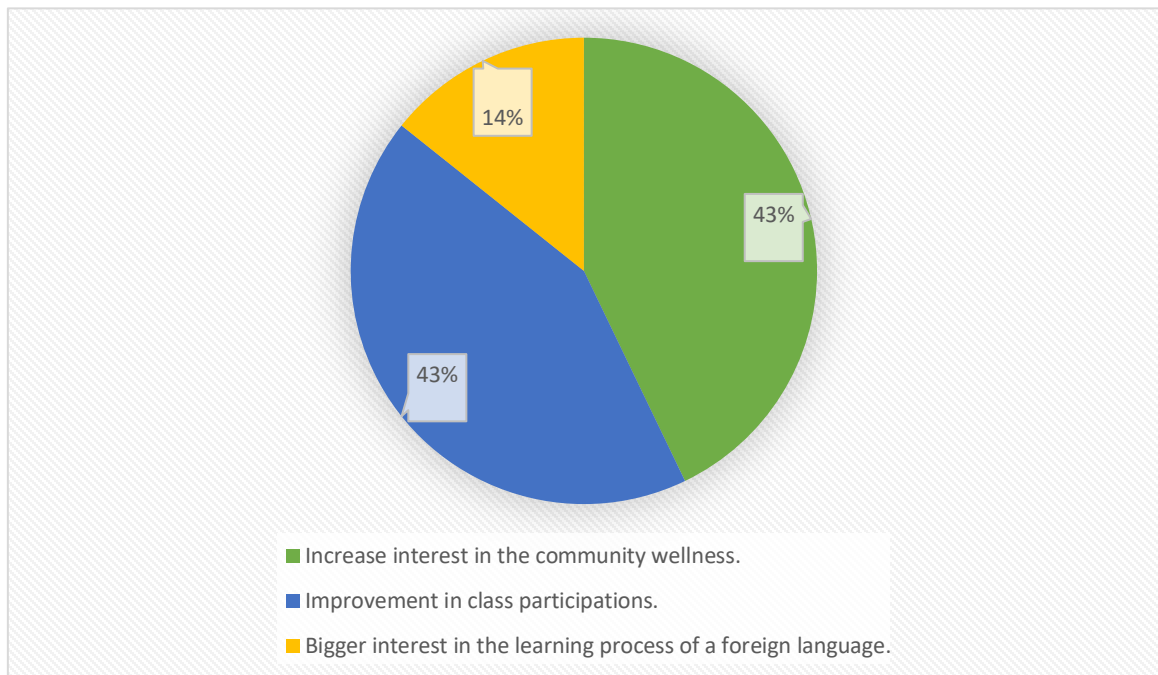


Analysis: From a population of 7 educators of English as foreign language, a 43% were strongly agreed with the fact that critical thinking is a crucial factor for students, a 29% did not shown agreement or disagreement with the statement, while a 14% were agreed, other 14% showed the disagreement. This concluded that teacher believes critical thinking has become in an essential skill that a student must develop in all their learning areas in order to acquire more knowledge about the reality that happens in their nearby surroundings and become a better member of their communities.

Question 5: Which of these aspects can be improved through critical thinking strategies in the class?

Figure 6

Aspects that can be improved through critical thinking

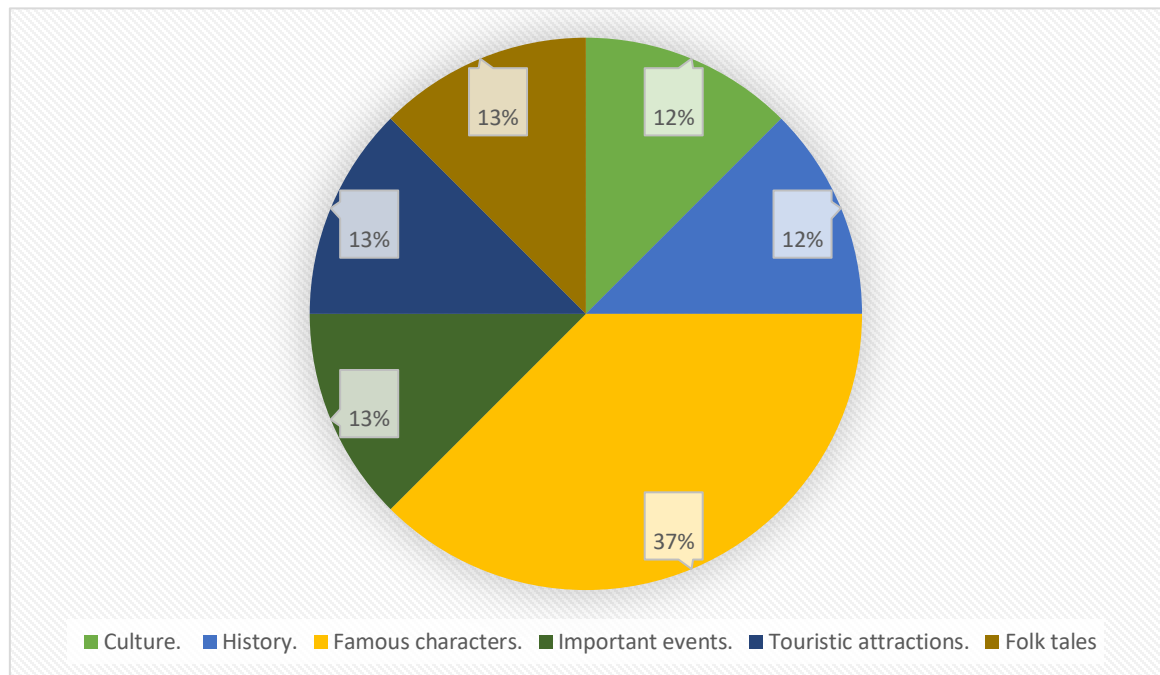


Analysis: In this question related with the positive effects that a critical thinking strategy can improve: 43% think that CT increase interest in the community wellness, another 43% choose that a positive effect of it is the improvement in class participations, while a low 14% think that can create a major interest in the EFL learning process. It was concluded with the results that educators thought that the implementation of the critical thinking into their classes can allow an improvement of the class participation and involvement of students during the English as foreign language class.

Question 6: Which of the following areas do you consider should be included when creating academic content related to the local community?

Figure 7

Area included in the creating process of academical content

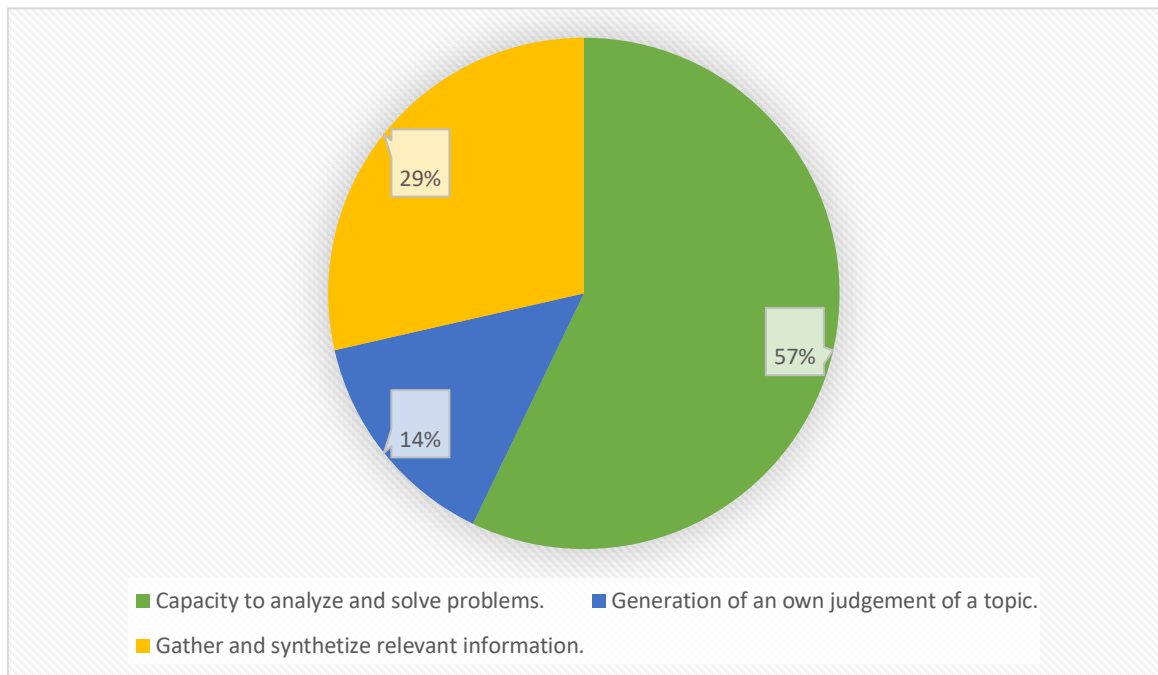


Analysis: Out of 7 educators of EFL, 37% believe that famous characters of their local communities should be included in academic content, a triple tied 13% of the survey population believe that folk tales, touristic attractions and important events should be the ones included, while a double 12% think that are culture and history. This concluding that according to the teachers 'opinion the strategy of add famous characters of the local community to the English class should be included as an academic content due to characteristics as authenticity and cultural importance for the community.

Question 7: From the following qualities about critical thinking, which one do you consider is the most essential to develop?

Figure 8

Most essential quality of critical thinking

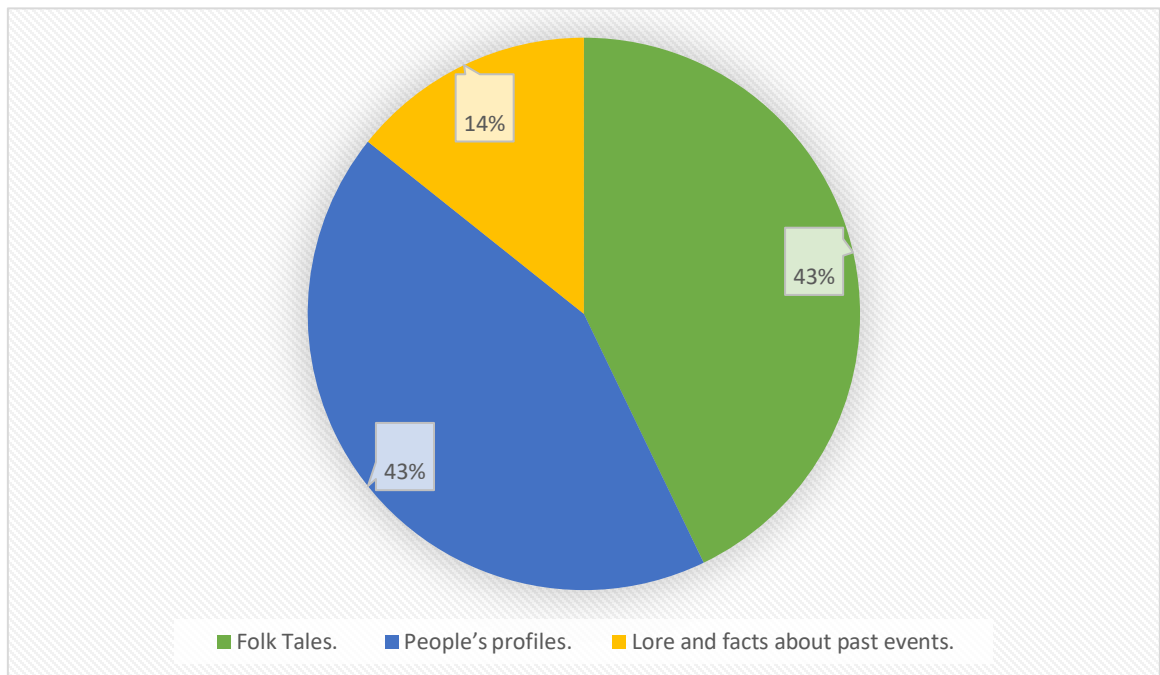


Analysis: From 7 English educators that did this survey: A 57% show agreement that the most essential that the critical thinking is the capacity to analyze and solve problems, a 29% believe that CT best quality is to gather and synthesize relevant information; while a 14% support that generation of an own judgement of a topic is the most profitable characteristic of the CT. Showing the interest that teacher have that the student develop a better critical thinking community that allow them to analyze and solve problems without problems.

Question 8: Which material do you consider is the most influential for the improvement of critical thinking skill in the learning process?

Figure 9

Most influential material for the improvement of critical thinking

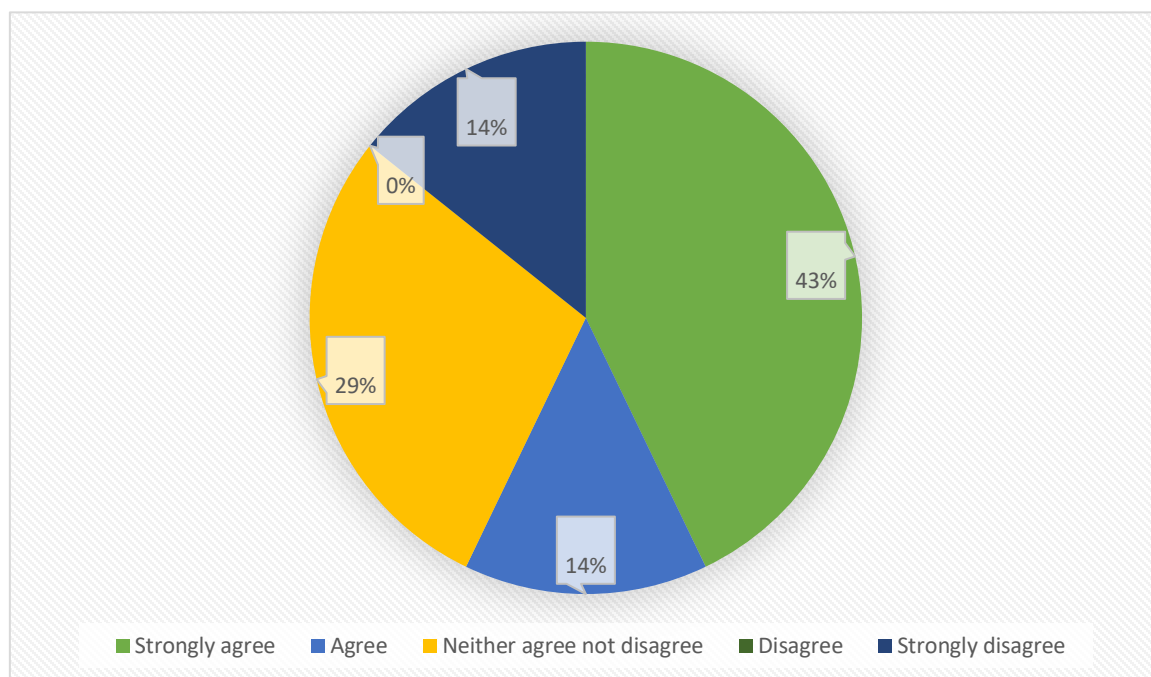


Analysis: In this question referred about materials used to the improvement of CT: 43% take folk tales as their option, while another 43% choose people's profile and a 14% select lore and facts about historical events in the past. This concluded that creation of folk tales based on the community can generate a significant effect of the learning process of English as foreign language due to the enrichment in culture through of an educational adaptation of stories that characterized the community and their surroundings.

Question 9: Adapting content related to local culture, history and/or traditions in the English classroom encourages language learning. Do you agree or disagree with this statement?

Figure 10

Adaptation of content related to local culture

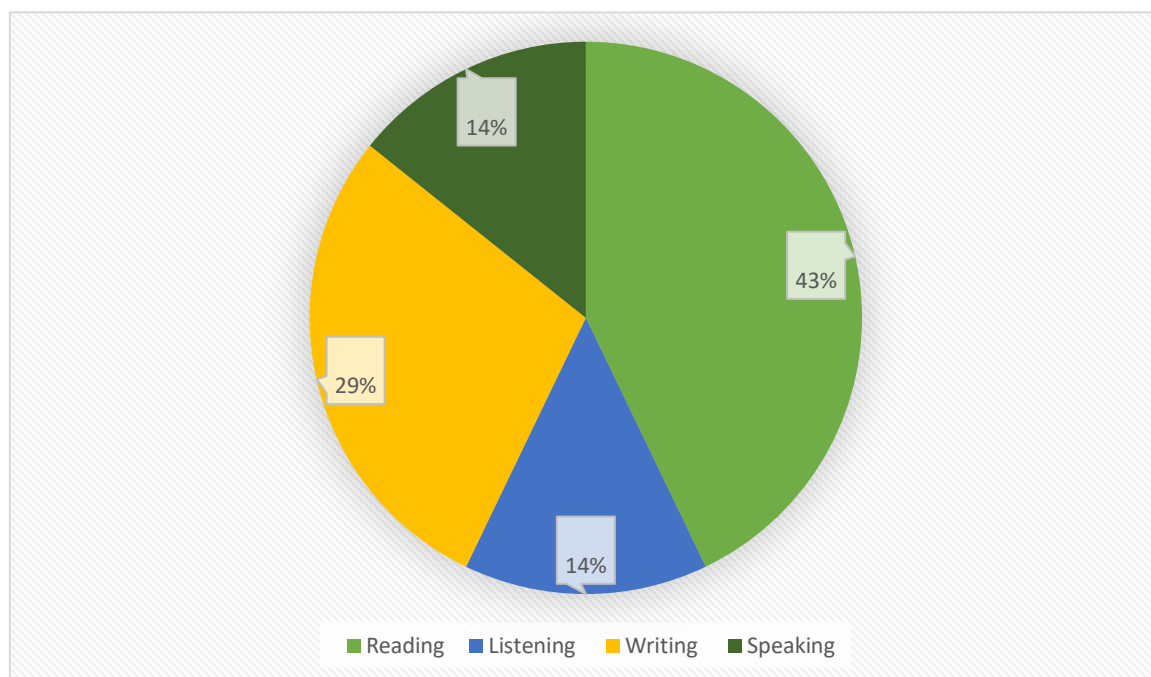


Analysis: This question wants as a purpose know if the adaptation of content of the local community to a foreign language will encourage members of it to learn a new language. 43% of the population of this survey is strongly agree with the statement, 29% does not take a side and are not agree or in disagreement with it, while a 14% consider in a lower that it can be an improvement point, and a final 14% thing that it will not change nothing the adaption of it. The results gave as conclusion that the population of English educators.

Question 10: Which of the language skills are directly related to the development of critical thinking in English learners?

Figure 11

Language skill most related with critical thinking

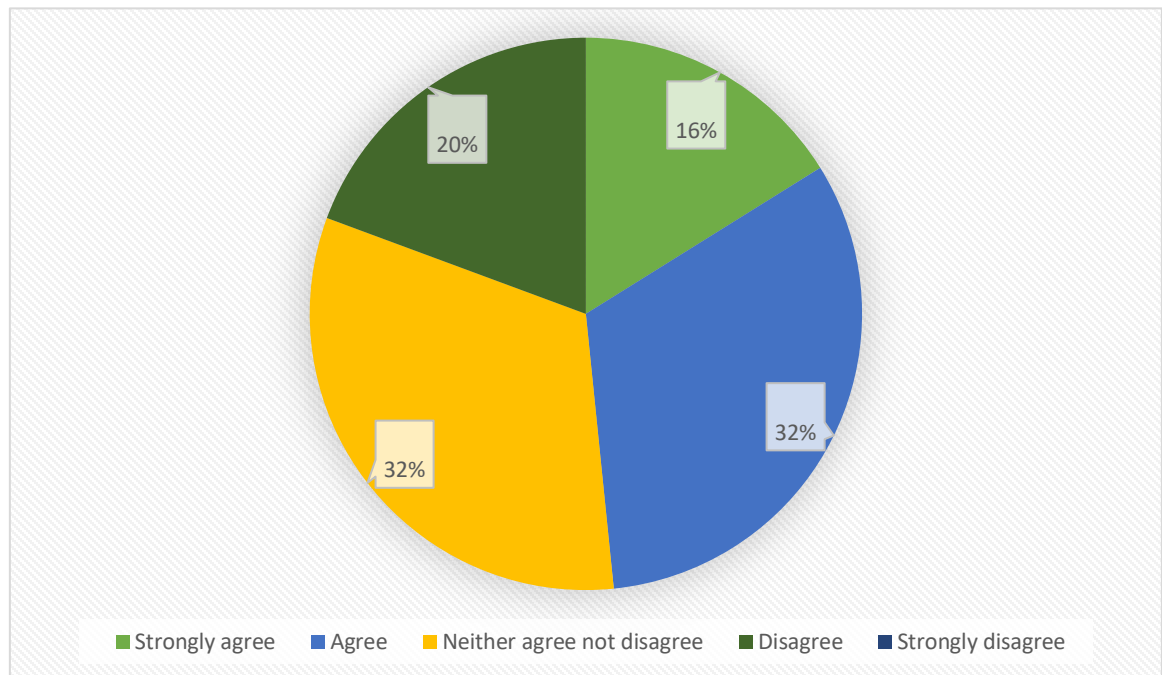


Analysis: This question related wants to know which language skill can be more related to the development of Critical Thinking during the English learning process. A 43% of them choose the reading, a 29 % select writing, while a 14% take listening as their option and a 14% that speaking is the one that better fit with this profile. The results of this survey indicate that reading is the skill more related with the development of critical thinking due to their involvement with the reading and receipting process that allow the students to practice the reading, and after it give his own opinion.

Question 11: The use of folk tales for educational purposes can create more interest in the English language learners. Do you agree or disagree with this statement?

Figure 12

Use of folk stories to create interest for English language learners

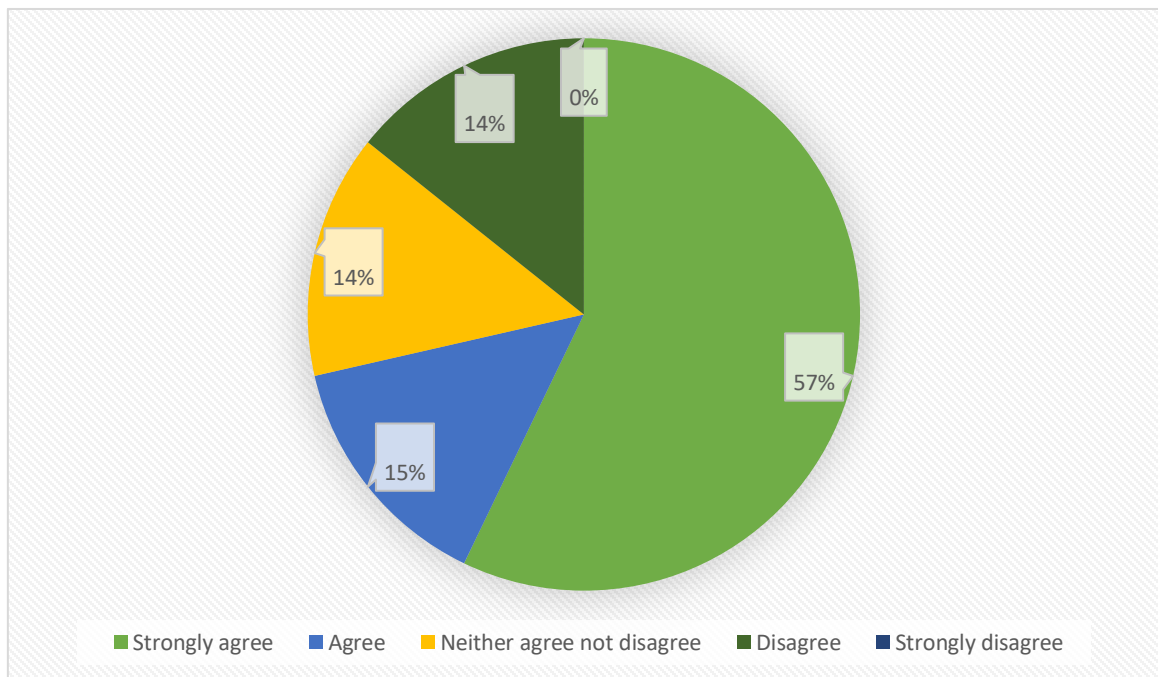


Analysis: The objective of this question is to know if the use of folk tales in an educational context can create more interest in the learner: 32% of the survey population agree with it, another 32% does not agree or disagree, while a 20% disagree with the statement and a 16% does not even consider it as a viable option. From this result it was concluded that the use of folk tales can be considered as a gamechanger that motivates English language learners to the opinion of maintain the attention during the daily time settled for the class and be able to be part of it through participation in class.

Question 12: The use of reasoning in the understanding process of English reading material in classroom need to be considered as a priority. Do you agree or disagree with this statement?

Figure 13

Use of reasoning and understanding process through reading material



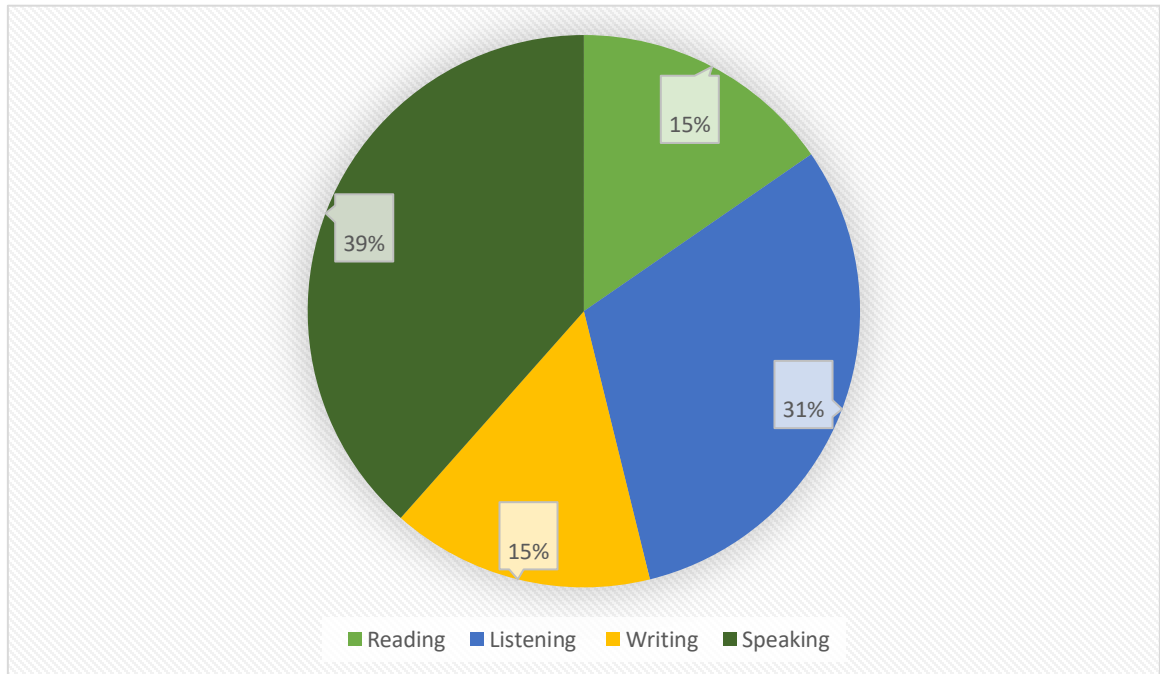
Analysis: From 7 educators that were asked through this survey about the importance of reasoning and understanding process in the classroom these were the results: 57% were strongly agree, A 15% in agreement, 14% neither agree or disagree and another 14% in a moderately disagreement. These results show about how the use of analysis strategies are every time most implemented in EFL classes.

Students' survey

Question 1: Which skill do you consider the most interesting to learn a new language?

Figure 14

Most interesting skill to learn a new language

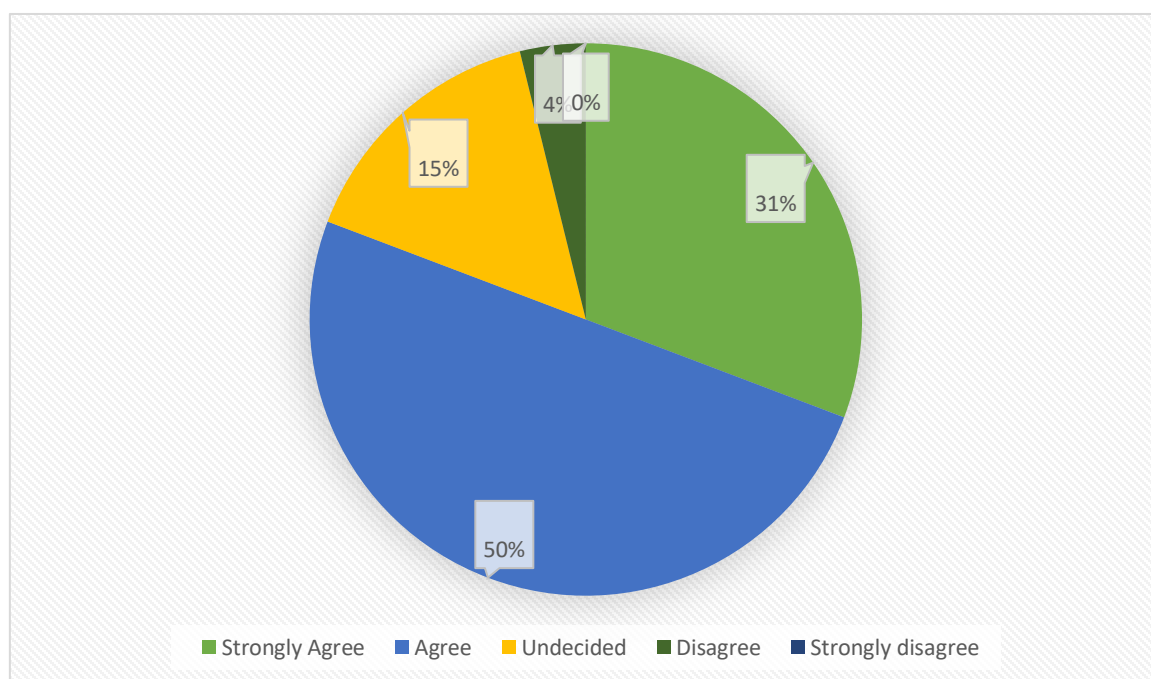


Analysis: The objective of this question is to know according to the students what is the most interesting skill that the English language present, 39% of students chose speaking, then 31% selected, followed by 2 15% that chose writing and last 15% that selected listening, this help us to understand that according to the point of view of the student is the skill of listening and speaking are the most interesting to learn due to be more related with communicative characteristics that allows a more concise interaction between individuals that are learning to transmit their thoughts in a foreign language.

Question 2: The material provided to learn English language need to be mostly focused on a context that face the history and reality of our communities. Do you agree or disagree with this statement?

Figure 15

Importance of material focused in the reality

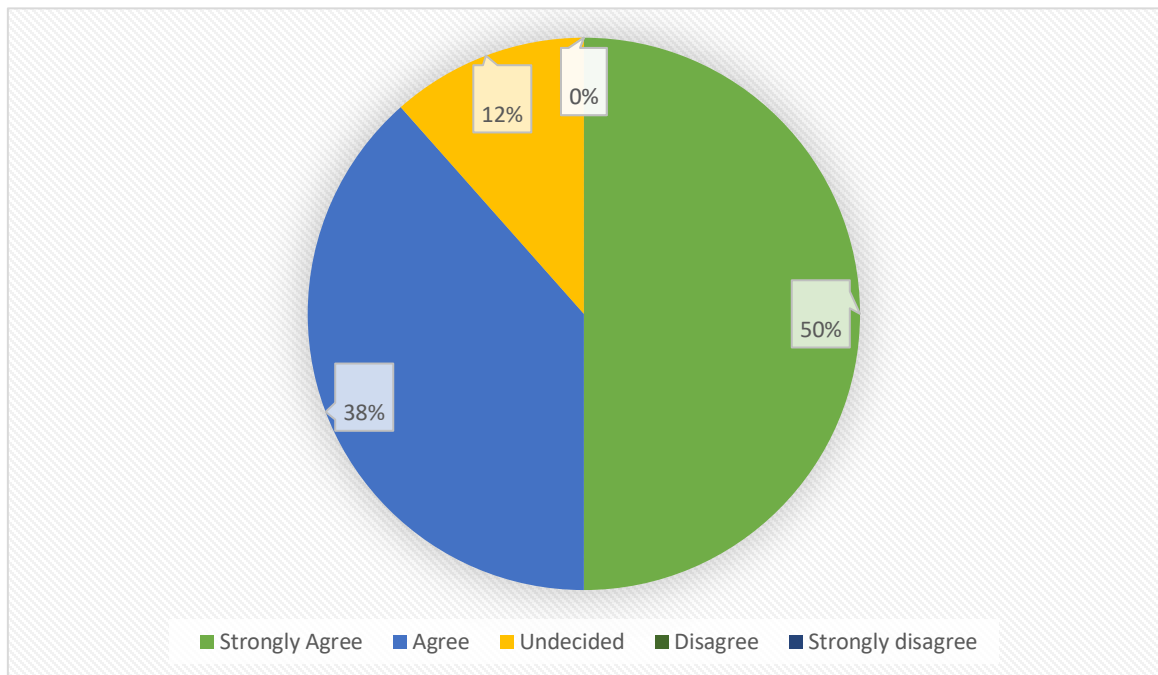


Analysis: From 26 students that were asked through this survey about the necessity of material focused on the history and reality of their community these were the results: 50% were agree, A 31% were strongly agree with the statement, and 15% could not decide. The result supported that idea of promoting educational material mostly focused on aspects of our communities was accepted for the educators, because one of the problems with English learning material is related with the limitation of scenarios that allow student to familiarize with the content and without this aspect is very difficult to achieve it.

Question 3: The best way to learn and receipt knowledge about a new topic in the English class is through reading practice. Do you agree or disagree with this statement?

Figure 16

Reading practice as the best way to receipt knowledge

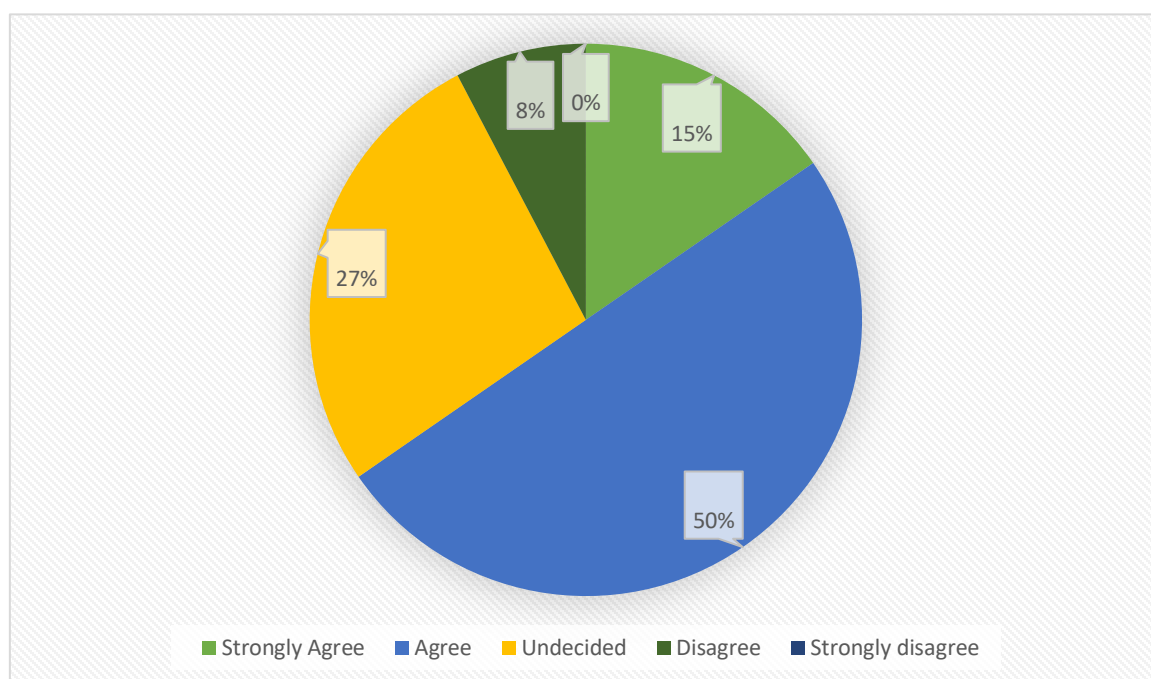


Analysis: 26 students that were asked about the reading practice during the English class and these were the results: 50% were strongly agree with their reasoning skills, A 38% were agree with the statement, and 12% could not decide. The result supported that student think that reading is the best way to learn and receipt knowledge. According to student's opinion, it can be added that strategies settled in the pre, while and post reading allow a better level of understanding inside students during these activities.

Question 4: I can develop better language skills in a foreign language if the number of weekly hours of English class were not limited. Do you agree or disagree with this statement?

Figure 17

Limited hours of foreign language classes

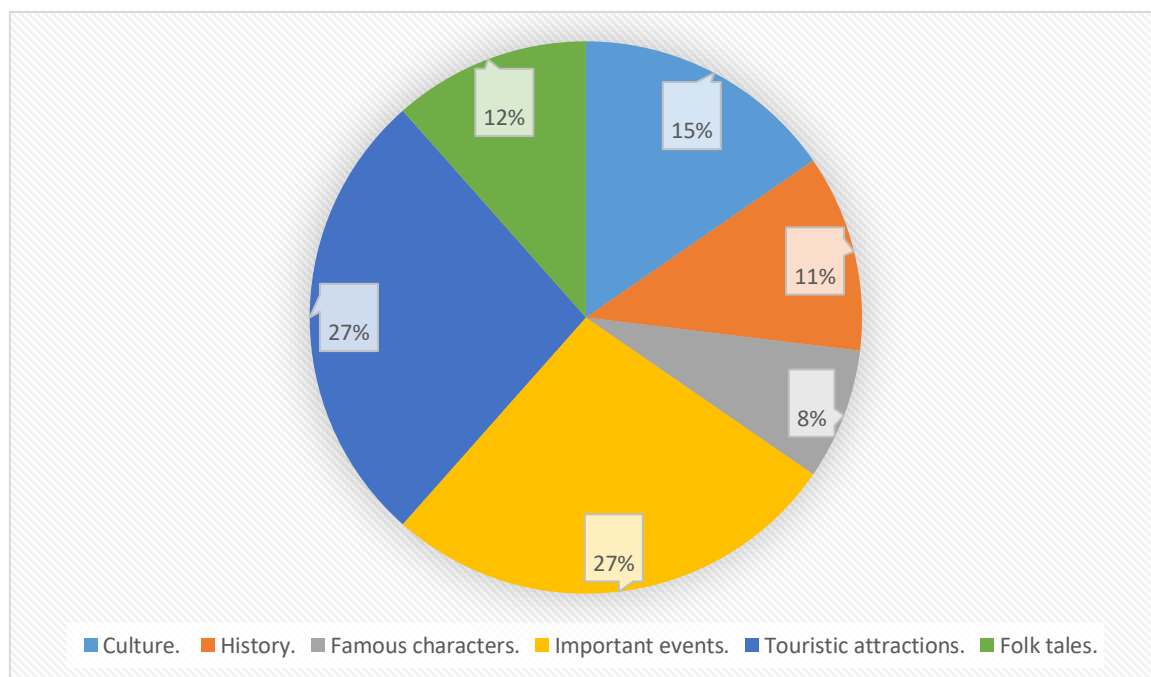


Analysis: In this question about the limited of hours per week of the English language class: 50% were agree with the statement, while a 15% showed a bigger degree of support to it. 27% of population were undecided and an 8% disagree with argument of the question. The results of the question indicated that student believe that need more hours per week of the English language class. The limitation of hours of a foreign language as component of the educational curriculum has been a problem that happens around the Ecuadorian territory, dismissing the objective of the proficiency in the language.

Question 5: If you have the opportunity to decide the content to your English language program, which alternatives about the local community would you consider most interesting to implement to your classes? Choose more than one if it is necessary.

Figure 18

Characteristics of content to English language program

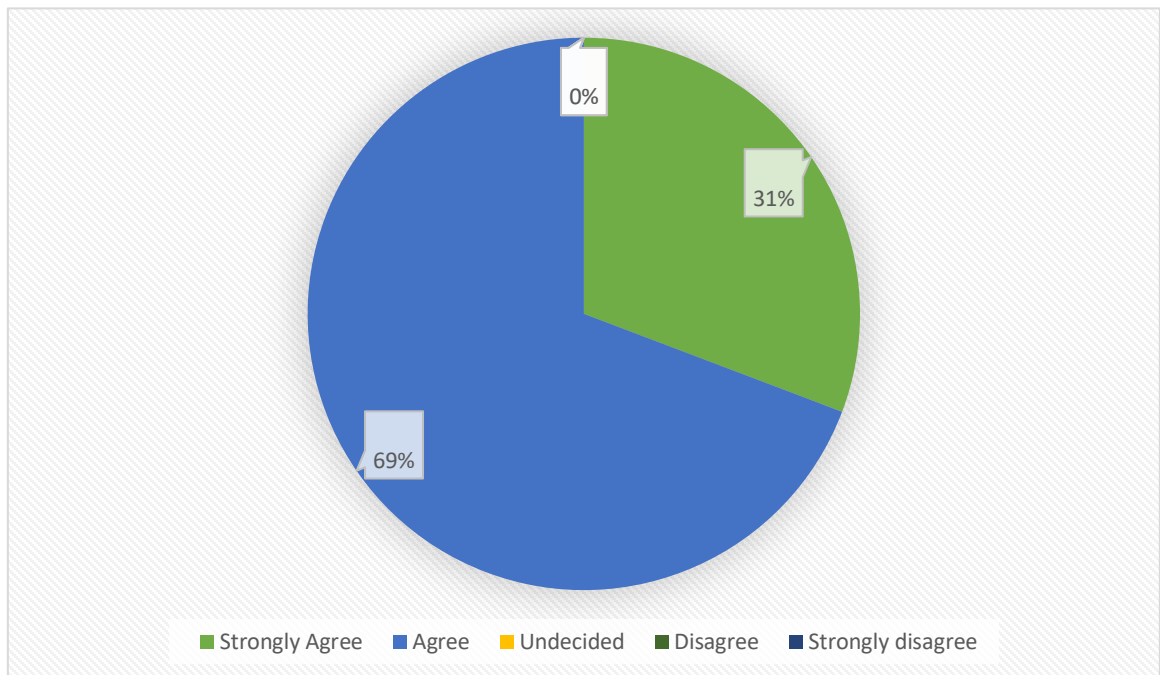


Analysis: The question tried to find out what the preferences of students have about content of their local community, and this were the results: a tied 27 % for important events and touristic attractions, 15% to culture, 12% for folk tales, while a 11% to history and an 8% to famous characters. The result of this question helps to recognize the different level of topics and relevancy of content that can be used for the different areas of the English pedagogical component.

Question 6: The reading practices in the English classes help me to reflect on my own ideas about the content taught. Do you agree or disagree with this statement?

Figure 19

Reading practice as source of reflection of ideas

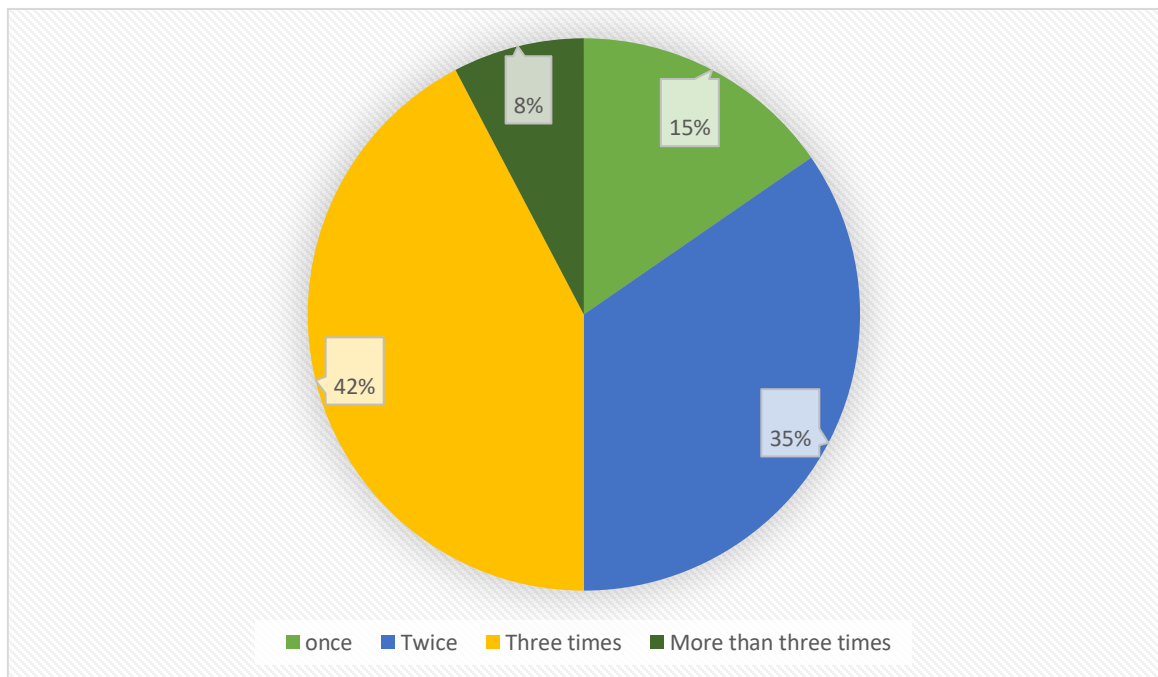


Analysis: The purpose of this question makes us able to understand the point of view of the student about the reception of knowledge, this were the results: 69% of the population believed in the importance of the reading practice, while a 31% consider the reading practice has an important match with the ability of create a statement or opinion. It was concluded that student opinion can be expressed in a better way when the critical thinking is implied inside students' perspective and activities in class, generating with the correct set of activities used for the different stages of a reading activities to enhance a better level of efficacy.

Question 7: In order to understand and discuss about a reading topic, it is necessary for me to read... After analyzing a reading passage, a couple of times. how often Am I able to understand and answer activities related to this material?

Figure 20

Ability to understand and answer activities based on reading tasks

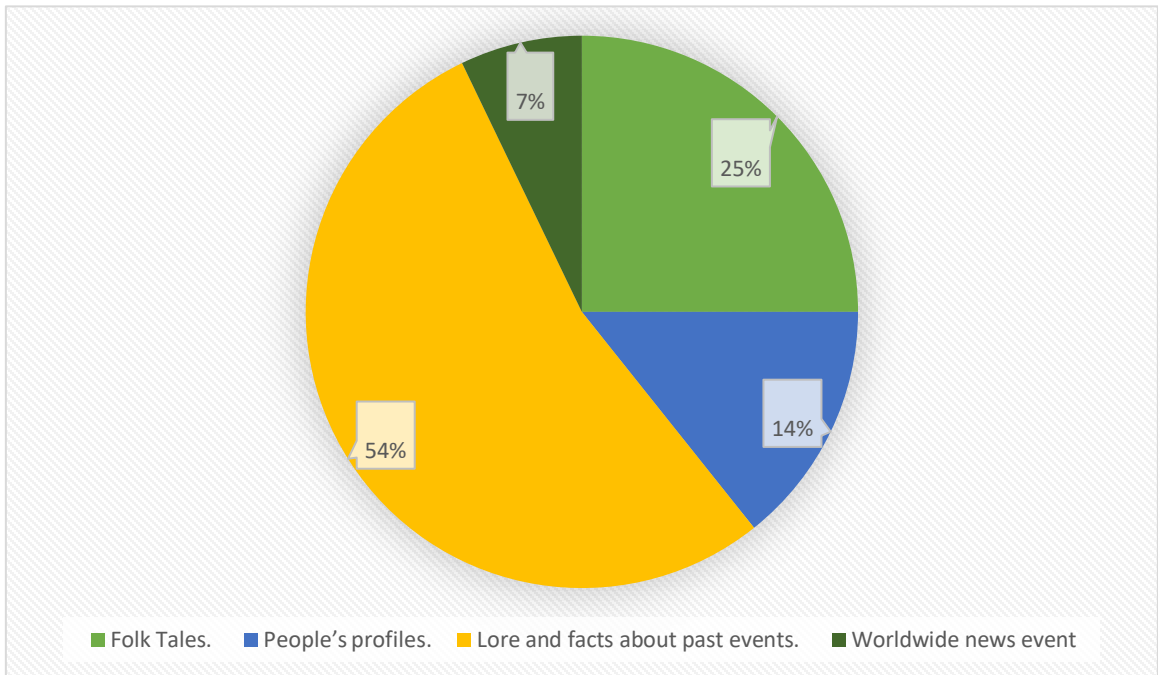


Analysis: 42 % students chose three times, 35% select twice, while a 15% choose once and an 8 % more than three times. Interpretating this result we could identify the way that students work. Recognizing that each one of them will have a different level of assimilation of knowledges, aspect that can be modified implementing strategies that promote an in-depth analysis of reading material such as skimming and recognizant of new worlds , allowing individuals to have a better reading process and understanding of the topic.

Question 8: Which of the following topics do you think are the most hooking way to improve reading skills?

Figure 21

Most hooking way to improve reading skills

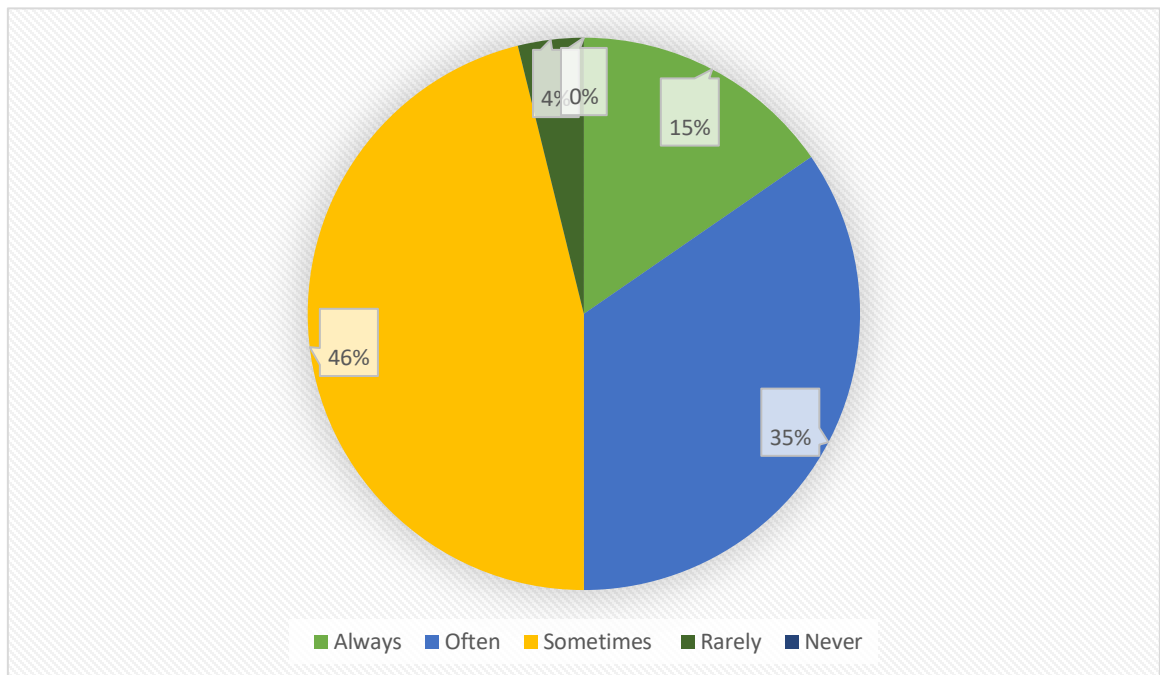


Analysis: According to the opinion of students in this order are the topics that they consider most hooking to improve reading skills: 54% consider lore and facts about past events as their most hooking topic, followed by a 25% of folk tales, then 14% of people's profiles and last with worldwide news event. Being the first 2 options the most voted according to the survey demonstrates the interest of the student on use these topics to practice and improve your reading skills.

Question 9: After reading a topic in class, how often do you feel capable of sharing your opinions with my classmates?

Figure 22

Improvement of communicative skills through reading

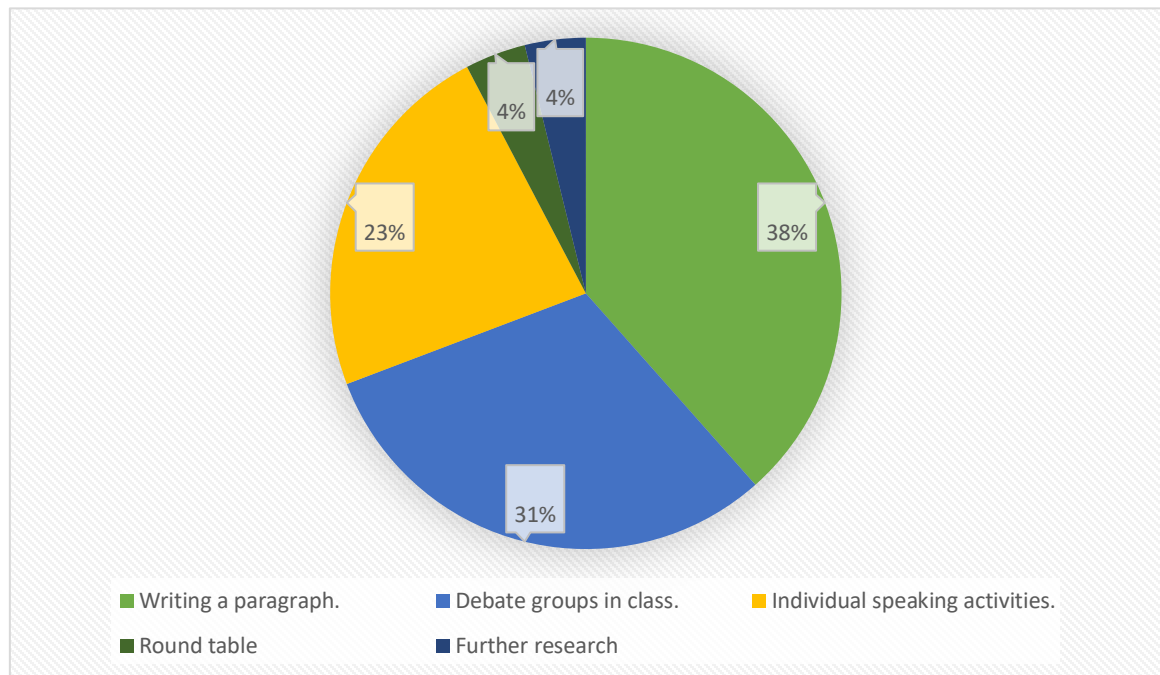


Analysis: Based on students' answers through this questionnaire, it can be confirmed that they do not feel capable to express their opinion after reading a topic in class. 46% of the students' population think that their understanding gives them the option to express as they want sometimes, while a 35% chose often and a 4% selected rarely. Only the 15% of them feel able to always express and exchange opinions with their classmates. As a result of this question it can be settled that the level of understanding and subsequently ability of express in second baccalaureate presents a level of relevance that allow the usage of critical thinking be an useful technique to be developed in the classroom.

Question 10: Which of these activities do prefer when you have to express an opinion about a reading topic presented in your English class?

Figure 23

Activity to express opinion about a reading topic



Analysis: From 26 students analyzed through this questionnaire, 38% considered that paragraph writing activities allow them to express a better opinion, followed by debate activities with a 31%; with a 23% of support individual speaking activities were the third option, while activities such as round table and further research just received a 4%. As result of this question, it can be deduced that activities that requires skills that critical thinking provide such as the use of reasoning and creation of arguments, aspects that are necessary to implement for a better development of the students.

CHAPTER IV

THE PROPOSAL

4.1 Name of The Proposal

ANCON LOCAL FOLK STORIES FOR CRITICAL THINKING TO SECOND BACCALAUREATE LEVEL STUDENTS.

4.2 Informative Data

Institution: Colegio Técnico Ancón

Country: Ecuador

Province: Santa Elena

City: San José de Ancón

Beneficiaries: Second baccalaureate students

Author: Jara Palma Segundo Stephan.

Advisor: Niola Sanmartín Rosa Elena, MSc.

4.3 Background

The Second baccalaureate students in the high school “Colegio Técnico Ancón” were chosen as study subjects for this research project due to their limited exposure and development of critical thinking skills used during the English as foreign language process. The students showed a low average of control on the reading and critical skills settled for the analysis and

formation of own arguments. This information inspired study, resulted in the development of activities aimed at improving reading comprehension and reflection abilities, which are necessary components of critical thinking.

The purpose of the creation of the folk stories implies reasons that are related with aspects of the English language such as the development of reading skills, but also with the attempt of motivate students of the local community and nearby surroundings to analyze historical aspects such as: important events of their past and part of their regional culture of to be coupled with the educational necessities and contemporary scene present. The availability of the material will be physical and Digital in order for the EFL Educators of the high school “Colegio Técnico Ancón” be able to use this educative resource and follow each of the stages of reading, going from pre-reading, while reading and post reading strategies in order to develop a better performance in the reading process, solve activities and analyze the level of understanding of the student. The predetermined outcomes wanted after the end of the implementation of this material is to recognize the level of reading and comprehension skills students and implementation of new vocabulary in a future.

4.4 Justification

The reason of supporting the necessities of the second baccalaureate students at the high school “Colegio Técnico Ancón”, this project has been planned to notice prerequisites for enhancing and consolidating the level of improvement of their critical thinking and reading skills, engaging the relation of both abilities in the practice of analysis of the tasks and concentrating on the encouragement of practice and application on a daily basis.

The level exposure to literary material that stages of reading allows students to be able to analyze a task in order to promote problem solving strategies through stories that relate the history and culture of the local community of San Jose de Ancon. The objective of the post-reading activities is to promote a class that is less centered on the teacher and with a greater focus on the development of student ideas.

4.5 Objectives

General Objectives

To extend critical thinking and reading skills through exposure and implementation of local folk stories in second baccalaureate students at high school “Colegio Técnico Ancón”.

Specific Objective

To expand the use of the 3 stages of reading as an strategy of development of critical thinking skill inside the learning and awareness affair of the student during English as foreign language teaching.

To describe the context of second baccalaureate students in relation to folk stories as a strategy to learn English as a foreign language.

To design guidebook with local folk stories adapting activities to enhance critical thinking.

4.6 Proposal Description

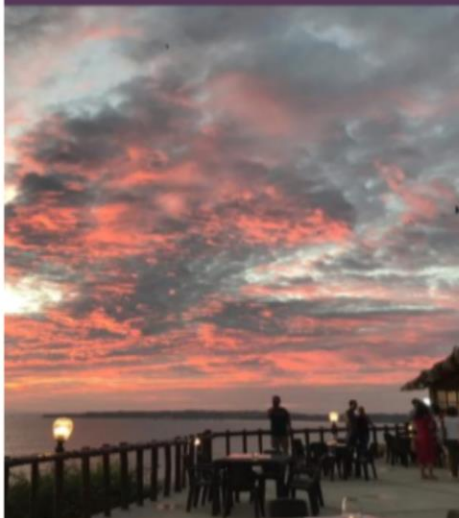
The present guidebook is a tool for read, resolve and analyze reading content with the objective of be able to create a proper statement about thematic that goes related with the past of the community of “San Jose de Ancon”. The 10 activities used during the execution of this

guide, were created based on the principles that the active learning process and critical thinking skills offer in EFL learning education, centering the responsibility in the development of the reading practice and analysis process in the student and the interpersonal relationships in the classroom.

The strategies used for this reading activities required subsequential process in which students can practice reading skills and use critical reading as the most important part of the reading comprehension process.

The procedure to use this guidebook consist in do a pre-reading activity that allow to introduce the reading topics through of previous activities such as presenting a new vocabulary or do a brainstorming based on the pictures or title of the material presents. Then in the phase of while reading student will have the option of first do a skimming about the reading or g direct to a in depth reading looking and recognizing the most important ideas that the exercise offer.

And in the post reading stage, it will be when the critical thinking will be implied through of different individual, pair or group activities, making use of the information already read during the while reading stage. The activities for this stage of the reading must be focused mainly on analysis and improvement of class participation of students and evaluate through activities in which the implementation critical thinking is the priority of it.



SEGUNDO JARA

FOLK STORIES OF ANGON

GUIDEBOOK FOCUSED ON THE
IMPROVEMENT OF READING AND
CRITICAL THINKING SKILL ANALYSIS.

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ENGLISH AS FOREIGN LANGUAGE

Students: 30 students	Professor: Segundo Jara
Time: 60 min	Methodology: Task based learning
Topic: Reading – Spencer: Legend of Ancon Sports.	Resources: Guidebook focused on the improvement of Reading and critical thinking skill analysis
General objective: At the end of the lesson, students will be able to practice reading and use critical thinking skills through analysis of folk stories.	

Reading Stage	Time	Aims	Activity	Instructions
PRE – READING	10 MIN	<ul style="list-style-type: none"> - To introduce to the topic through of previous analysis based on details of such as title and pictures. 	<p>Brainstorming:</p> <ul style="list-style-type: none"> - Analyze the title of the reading. - Ask if they recognize the character. presented in the text. <p>Preview Guides:</p> <ul style="list-style-type: none"> - Explanation about the process. 	As opening activity, through guessing students will try to recognize details of the reading and about the main character of the story
WHILE - READING	20 MIN	<ul style="list-style-type: none"> - To control students' reading comprehension process and analyze the methods used during the stage. 	<p>Monitoring comprehension:</p> <ul style="list-style-type: none"> - Re-read if it is necessary. <ul style="list-style-type: none"> - Think-aloud. <p>Activate reading:</p> <ul style="list-style-type: none"> - Highlight the main ideas of the reading material 	During the reading process student will have to collect data and highlight the main ideas of it
POST - READING	20 MIN	<ul style="list-style-type: none"> - To use the information acquired in the while reading stage and use it through critical thinking skills to be able to complete tasks 	<p>Collaborative activities:</p> <ul style="list-style-type: none"> - Create a chart in order to find the differences and similarities between Spencer and the leaders that you investigate. 	Students will be assigned to work in a round table in order to solve the task and share their perspectives about previous activities.

SPENCER: LEGEND OF ANCON SPORTS



Alberto Spencer was born December 6th, 1937, in the community of “San Jose de Ancon”, which is located in the province of Santa Elena. Spencer was the son of a Jamaican with British ancestry worker who immigrated to Ecuador during the time of the oil revolution in this territory. It was there and it was there where he stayed and formed a family with the love of his life, América Herrera.

The environment of the Ancon oil fields was very conducive to kicking the ball around because the English workers of Anglo practiced this sport almost daily at the end of their work, and they needed to complete the teams with "Native reinforcements". There, his mastery and control of the ball began to appear. His sport career from very young age when he decided to play and represent his primary school “Leonardo W. Berry”.

He was a footballer with superlative characteristics: one of the best headers in the history of world football, a man with a sudden start who, with extraordinary skill. Due to his charisma and chivalry on and off the field, he earned the idolatry of all audiences, especially the Ecuadorians, who thanked him for never giving up his nationality, although Uruguay offered to nationalize him with great economic advantages and give him the chance to play in a world cup.

To commemorate all his achievements, the name of “Estadio Modelo” was changed by his name in 2006, and there is a museum in his hometown “San Jose de Ancon” dedicated to preserve his legacy as the best Ecuadorian player of all time.

Activity #1

After read Spencer: Legend of Ancon Sports.

- Analyze the characteristics that a leader must have.
- Investigate other leaders of Ancon.
- Compare these characteristics with others leaders of our country.

Activity #2

Create a round table with 4 of your classmates and create a chart in order to find the differences and similarities between Spencer and the leaders that you investigate.



Similarities & Differences

Similarities and differences describe what characteristics are alike or different between two or more things. They are often used as examples to support an argument, idea, or feeling.

Type	Definition	Example
Comparisons	Noting factual similarities and/or differences between two subjects	Jack and Leslie both enjoy playing sports, but Jack likes soccer while Leslie likes tennis.
Classifications	Grouping things into categories based on specific characteristics	Although their bodies look furry like some mammals, penguins have feathers like other birds.
Metaphors	Using an action or object to describe another action or object without using "like" or "as"	The football player was a stampeding bull on the field.
Analogies	Finding similarities between two unrelated things	A bank distributes money, as a supermarket distributes food.

Think About It...

- 1 Read the passage carefully.
- 2 Search for key words and phrases that compare and contrast information.
- 3 Locate what information is being compared.
- 4 Arrange the information you found into graphic organizers.
- 5 Write down what the author is trying to explain with this information.

Key Words and Phrases

Compare	Contrast
Also	Although
As well	But
Both	Differ
Compared to	Difference between
Identical to	Different
In common	Even though
In the same way	However
Like	In contrast
Resemble	Instead
Same as	On the other hand
Similar to	Unlike
Similarly	While
Some	Yet

ENGLISH AS FOREIGN LANGUAGE

Students: 30 students	Professor: Segundo Jara
Time: 60 min	Methodology: Task based learning
Topic: Reading – The Bilingual Guasango	Resources: Guidebook focused on the improvement of Reading and critical thinking skill analysis
General objective: At the end of the lesson, students will be able to practice reading and use critical thinking skills through analysis of folk stories.	

Reading Stage	Time	Aims	Activity	Instructions
PRE – READING	10 MIN	<ul style="list-style-type: none"> - To introduce to the topic through of previous analysis based on details of such as title and pictures. 	<p>Preview Guides:</p> <ul style="list-style-type: none"> - Explanation about the process. <p>Brainstorming:</p> <ul style="list-style-type: none"> - Before read, analyze the picture and title of the reading material, try to guess the plot of the story. 	As pre- reading activity through of a quick analysis of picture and title, student try to guess the plot of the story and the type of reading in order to answer the question made by their teacher.
WHILE - READING	20 MIN	<ul style="list-style-type: none"> - To control students' reading comprehension process and analyze the methods used during the stage. 	<p>Answer questions related with the story:</p> <ul style="list-style-type: none"> - What kind of literature genre it is represented in the reading? - Do you believe in superstitions? if the answer is yes or no explain why? 	Student read and analyze the passage in order to take note of the most important point and events presented in it. After its students are asked about question related with the context of the material previously reviewed.
POST - READING	20 MIN	<ul style="list-style-type: none"> - To use the information acquired in the while reading stage and use it through critical thinking skills to be able to complete tasks 	<p>Mind Map:</p> <ul style="list-style-type: none"> - Create a mind map in which you describe the different parts of a reading 	Activity in which they will have to create a mind map in order to recognize the different parts of the reading

THE BILINGUAL GUASANGO



In the Peninsula there is a tree that we often use in the neighborhood as a Christmas tree, and it is known as Guasango. According to the natives, this tree at a certain time in which he gets heat and to the person who touches it, it causes a strong allergy that smears it, puts red skin on it, itchy and burning, and is not sensitive to medicines and home remedy according to the natives the solution comes to punish the aggressor tree with 12 lashes at 12 of the night and tell him words that are not very nice to hear, even for a tree.

As someone else's experience, it happened to a newly arrived "Mister" that of Spanish did not know nothing, in the field played a Guasango and he contracted the fearsome allergy that made him look on the normal red face of the English of a zone, like a real ripe tomato about to explode. As usual, he sought out for Dr. Dyer, and they spend like 3 days trying to obtain the remedy nothing works. Some of the workers of the wells, by signs and half English crushed, told him about the home remedy which made him laugh.

But as the side effects continued, he said in his native language the expression "Wherever you go, do what you see". Suddenly appeared at 12 o'clock in the evening with a respectable belt and before the stunned eyes of the nationals who worked in the drilling from the well, the Englishman began to strap the tree and to pronounce English words that everyone understood to be from the dictionary of insults. To the next morning, the waterman appeared in his vehicle. Smiling and in a good mood. He had been cured, and at this form the "curse" of the Guasango tree was over! And confirming the funny remedy to avoid it.

Activity #3

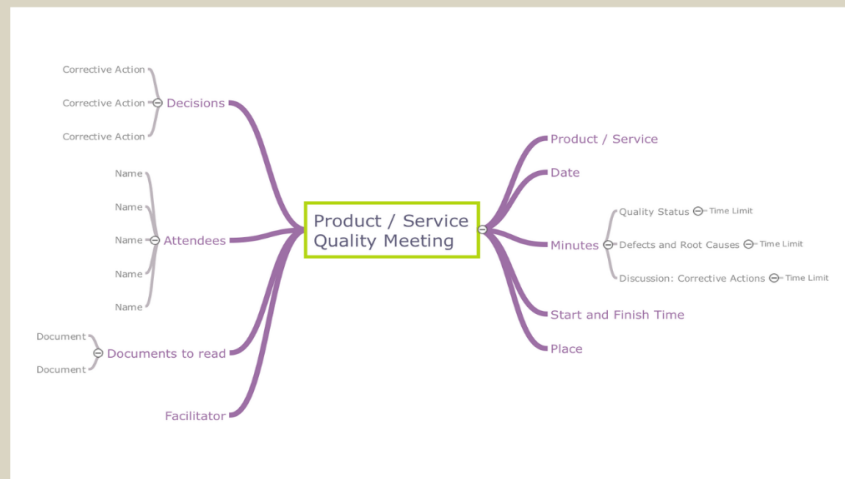
- Before read, analyze the picture and title of the reading material, try to guess the plot of the story.

Answer the next questions related with the story :

- What kind of literature genre it is represented in the reading?
- Do you believe in superstitions ? if the answer is yes or no explain why?

Activity #4

- Create a mind map in order to recognize the different kind of stories and qualities that difference of others.



ENGLISH AS FOREIGN LANGUAGE

Students: 30 students	Professor: Segundo Jara
Time: 60 min	Methodology: Task based learning
Topic: Reading – El Charro in Ancon.	Resources: Guidebook focused on the improvement of Reading and critical thinking skill analysis
General objective: At the end of the lesson, students will be able to practice reading and use critical thinking skills through analysis of folk stories.	

Reading Stage	Time	Aims	Activity	Instructions
PRE – READING	10 MIN	<ul style="list-style-type: none"> - To introduce to the topic through of previous analysis based on details of such as title and pictures. - To identify the most important ideas in the short story 	<p>Warm – up Activity related to previous classes:</p> <ul style="list-style-type: none"> - Trivia about the previous reading activities presented. <p>Preview Guides:</p> <ul style="list-style-type: none"> - Explanation about the process. <p>Pre- Reading strategies:</p> <ul style="list-style-type: none"> - Skimming 	As first activity of the class students will be involved in a trivia game about previous classes. Then it will be exposed to new content in which they will have to follow a skimming process.
WHILE - READING	20 MIN	<ul style="list-style-type: none"> - To control students' reading comprehension process and analyze the methods used during the stage. 	<p>Monitoring comprehension:</p> <ul style="list-style-type: none"> - Re-read if it is necessary. <p>Activate reading:</p> <ul style="list-style-type: none"> - Highlight the main ideas of the reading material. 	The reading procedure must start with the scanning of events and re-read if it is required.
POST - READING	20 MIN	<ul style="list-style-type: none"> - To use the information acquired in the while reading stage and use it through critical thinking skills to be able to complete tasks 	<p>Collaborative activities:</p> <ul style="list-style-type: none"> - Create a fictional character according to the characteristics presented in the reading “El charro in Ancon”. - Describe it in a paragraph. 	Students will be assigned to work alongside one of their classmates to create a fictional tale like the previously presented in class.

EL "CHARRO" IN ANCON.

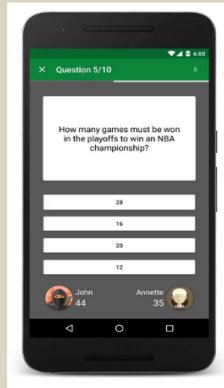


A folkloric character came to the town, precisely at the house of Napoleon Castillo, one of the best baseball players of the "Club Nacional", it was no other than one of his brothers that was known with the nickname "El Charro". The origin of the alias was due to his appearances in Main Street with a costume of a Mexican charro, including a gun and a hat. He was known for the community not only for his look, but also for his musical performance and good mood.

When the regional soccer team of Santa Elena went out of the zone, looking for matches, he was the first to jump into the bus, to perform with some rancheras songs. When the audience ask El charro to play currurucucu, the audience used to do a dynamic in which there was a sequence of the song that says "Paloomaaa"

Activity #5

Respond to the trivia created in relation with the characters presented since the beginning of our class. Take notice of all the characteristics and abilities presented as clues in the task.



Activity #6

Work in pairs to create a fictional character according to the characteristics presented in the reading “El charro in Ancon”.


Describe it in a paragraph.

**Creating a paragraph:
Like making a burger!**

Topic Sentence →

Evidence and analysis →

Concluding Sentence →



ENGLISH AS FOREIGN LANGUAGE

Students: 30 students	Professor: Segundo Jara
Time: 60 min	Methodology: Task based learning
Topic: Reading – The Polyphase of Ancon	Resources: Guidebook focused on the improvement of Reading and critical thinking skill analysis
General objective: At the end of the lesson, students will be able to practice reading and use critical thinking skills through analysis of folk stories.	

Reading Stage	Time	Aims	Activity	Instructions
PRE – READING	10 MIN	<ul style="list-style-type: none"> - To introduce to the topic through of previous analysis based on details of such as title and pictures. - To recognize in a briefly way characteristics of the reading material. 	<p>Preview Guides:</p> <ul style="list-style-type: none"> - Explanation about the process. <p>KWL Charts:</p> <ul style="list-style-type: none"> - Classroom are separated in 3 groups to write information they get from the skimming process. (K column) and everything they want to know (W column) and what they learned after the reading (L Column). 	<p>Students through skimming techniques acquire brief information related to the topic.</p> <p>The classroom is separated in 3 groups (K, W, L), each group have to find specific qualities about the reading</p>
WHILE - READING	20 MIN	<ul style="list-style-type: none"> - To control students' reading comprehension process and analyze the methods used during the stage. 	<p>Monitoring comprehension:</p> <ul style="list-style-type: none"> - Re-read if it is necessary. <p>Identification of topic sentences:</p> <ul style="list-style-type: none"> - Separate between the main and complementary ideas of each paragraph 	<p>After a first reading, student try to separate the main idea from the complementary idea of each paragraph, in order to understand in a better way, the reading material.</p>
POST - READING	20 MIN	<ul style="list-style-type: none"> - To use the information acquired in the while reading stage and use it through critical thinking skills to be able to complete tasks 	<p>Collaborative activities:</p> <ul style="list-style-type: none"> - Design a digital poster according to the topic assigned to your group - Make a presentation explaining your poster 	<p>Students will be assigned to work in a round table in order to solve the task and share their perspectives about previous activities.</p>

THE POLYPHASE OF ANCON



The oil life of Ancon has always been dotted with social, sports, cultural entertainment organized by the clubs Ancon, Unión, Andes, Amazonas, Diesel 21, but the one that always led the post in programming has been, without place to doubts, the National club, dean of the peninsular clubs, founded in 1924.

Highly anticipated were the Carnival festivities with their queens. Throughout the year, the colosseum was always full of euphoria with the great tidal wave of life of sport. For more than fifty years, the "Nacional", as institution, was worthy of respect and consideration on the part of Anconenses, Peninsular and Ecuadorians. At this time, we see their glories and buildings in rubble, there they are only the bases in rows that thought to eternally maintain the great mansion full of men working to enlarge the Club.

From the Colosseum, only fragments of walls remain surrounding that court that cries out for them to return again, to the social and sporting galas with bands, flags and victorious players.

Activity #7

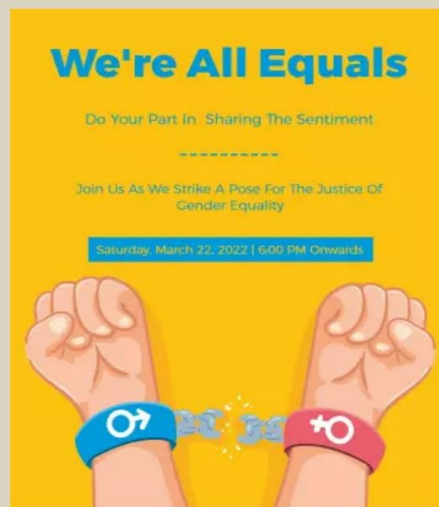
analyze the coverage of the reading, and express your opinion in classes about it explaining:

- The pinnacle of the community of Ancon
- Naming the social clubs
- festivities



Activity #8

Create a digital poster in order to represent the title of the previous reading material, take the next image as an example.



ENGLISH AS FOREIGN LANGUAGE

Students: 30 students	Professor: Segundo Jara
Time: 60 min	Methodology: Task based learning
Topic: Reading – The Church of “San José de Ancón”	Resources: Guidebook focused on the improvement of Reading and critical thinking skill analysis

General objective: At the end of the lesson, students will be able to practice reading and use critical thinking skills through analysis of folk stories.

Reading Stage	Time	Aims	Activity	Instructions
PRE – READING	10 MIN	<ul style="list-style-type: none"> - To introduce to the topic through of previous analysis based on details of such as title and pictures. 	<p>Brainstorming:</p> <ul style="list-style-type: none"> - Analyze the title of the reading. - Ask if they recognize the touristic attraction and ask for its characteristics. <p>Preview Guides:</p> <ul style="list-style-type: none"> - Explanation about the process. 	As a previous activity it is presented a brainstorming in order to discuss about the topic, giving samples of use of critical thinking and previous knowledge
WHILE - READING	20 MIN	<ul style="list-style-type: none"> - To control students' reading comprehension process and analyze the methods used during the stage. 	<p>Monitoring comprehension:</p> <ul style="list-style-type: none"> - Re-read if it is necessary. - Think-aloud. <p>Activate reading:</p> <ul style="list-style-type: none"> - Highlight the main ideas of the reading material. 	After the reading process, students have to highlight the main ideas of it, this information will be useful for the next activities.
POST - READING	20 MIN	<ul style="list-style-type: none"> - To use the information acquired in the while reading stage and use it through critical thinking skills to be able to complete tasks 	<p>Creative activity:</p> <ul style="list-style-type: none"> - Write a paragraph about another touristic attraction of the community. <p>Collaborative activities:</p> <ul style="list-style-type: none"> - Form Groups in order to express your knowledge about a specific touristic attraction. 	Students will be assigned to work in groups in activities related with the use of critical thinking and The jigsaw method for exchange knowledge with classmates.

THE CHURCH OF "SAN JOSE DE ANCON"

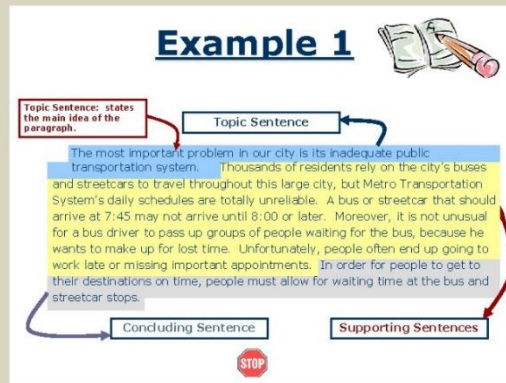


The church is located on Main Avenue. It dates back to 1957 and has an English Victorian architecture. This church was not the first catholic temple that our parish had, since there were two previous temples, the first was a small chapel of bamboo cane where masses were celebrated, but it was very deteriorated; and the first church was built in 1934, thanks to the collaboration of two couples of English technicians who spoke with the general manager of Anglo, Leonard Berry, a few blocks from the church. The founding pastor of the parish was Rev. Father Pedro Oñate.

For the construction of the present church, imported iron beams and strong bolted wooden props were used. The side walls and the façade were covered with an original mixture of cement, sand and shells that gave a novel finish. The Name of "San Jose" comes from the believes of the Christian polish community in region and helping to construct the religion and culture of the society of Ancon.

Activity #9

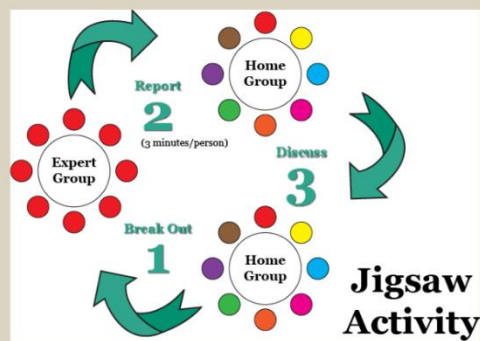
Taking notice of the structure of sentences presented in the reading about the church of "San Jose de Ancon". write a paragraph about another touristic attraction of the community.



Activity # 10

Form Groups in order to express your knowledge about an specific touristic attraction of Ancon (teacher will assign the attraction).

- Passing 5 minutes one member of the group must switch groups with others, and present the ideas assigned from their former groups to their new ones.



CONCLUSIONS

As conclusion it can be indicate the effectiveness of our research project and the outcomes obtaining during this process. The results acquired were based on the development of the material and enhancing of the reading practice and improvement of the critical skills of the students. From this statement we can identify and confirm the next points:

It was possible to describe critical thinking skills inside the learning and awareness fair of the student during EFL learning process, the identification process was based in activities that required the use of proper ideas and interpersonal relationships in the classroom.

It was achieved the description the context of the second baccaureate students in relation with the use of local folk stories as a learning to learn English as foreign language, through of reading material adapted to their nearby environment.

The implementation of the guidebook focused for critical thinking and reading practice, take as outcomes the enhancing of reading practice and critical thinking skill, obtaining a favorable reception in the study subjects.

RECOMMENDATIONS

The adaption of the critical thinking skill to the EFL class must be considered as a suggestion in order to avoid issues presented in the traditional process. The non-mechanical nature of this skill allows a sense of freedom of the students in the creation of statements. This study should be expanded to teach other English skills, implementing critical thinking to other skills, taking as objective the exchange of ideas and creation of perspectives as outcome of its use.

It should be use as basis to develop of critical thinking skills in students of second baccalaureate students in “Colegio Técnico Ancón”, applying the usage of short stories in collaboration with the reading strategies.

This study should be applied to higher level classes, promoting the usage of critical thinking for the development of tasks, appointing its use as a technique for activities that required less mechanicals class participations.

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ANNEXES

Students' survey

Which skill do you consider the most interesting to learn a new language?

Reading

Listening

Writing

Speaking

The material provided to learn English language need to be mostly focused on a context that face the history and reality of our communities. Do you agree or disagree with this statement?

Strongly Agree

Agree

Undecided

Disagree

Strongly disagree

The best way to learn and receipt knowledge about a new topic in the English class is through reading practice. Do you agree or disagree with this statement?

Strongly Agree

Agree

Undecided

Disagree

Strongly disagree

The number of weekly hours of English class does not allow students to have more practice on skills of a foreign language. Do you agree or disagree with this statement?

Strongly Agree

Agree

Undecided

Disagree

Strongly disagree

If you have the opportunity to decide the content to your English language program, which alternatives about the local community would you consider most interesting to implement to your classes? Choose more than one if it is necessary.

Culture.

History.

Famous characters.

Important events.

Touristic attractions.

Folk tales.

The reading practices in the English class help us in a formation of proper ideas about the taught content in the foreign language. Do you agree or disagree with this statement?

Strongly Agree

Agree

Undecided

Disagree

Strongly disagree

After analyzing a reading passage, a couple of times. how often Am I able to understand and answer activities related to this material?

Always

Often

Sometimes

Rarely

Never

Between the next options, which do you think is the most fascinating to learn when you practice reading?

Folk Tales.

People's profiles.

Lore and facts about past events.

After reading a content in class, if my English teacher ask for my opinion, how often am I able to express my ideas as I would like?

Always

Often

Sometimes

Rarely

Never

Which of these activities do you consider are better to express an opinion about a reading topic presented in your English class?

Creation of a writing paragraph.

Debate groups in class.

Individual speaking activities.

Teachers' survey

What is the most important characteristic an academic reading material in English must have? (¿Cuál es la característica más importante que debe tener un material académico de lectura en inglés?)

Academic vocabulary with their respective glossary that can be adopted for the students.

An interesting plot that allows the reader to reflect and create an own message.

A story that keeps the reader hooked.

After the reading process, which kind of questions do you think are the most appropriate to evaluate a level of understanding of the student? (Luego de haber pasado el proceso de lectura, ¿qué tipo de pregunta sería la más adecuada para evaluar el nivel de entendimiento de un estudiante?)

Reflective questions

Closed questions

Direct questions

Multiple choice questions

Rhetorical questions

From your perspective, which stages of the reading process catch students 'attention the most? (Desde tu perspectiva, ¿qué parte del proceso de lectura capta más la atención del estudiante?)

Pre reading

Reading

Post reading

Developing critical thinking is crucial for students in this century. Do you agree or disagree with this statement? (Estas en acuerdo o desacuerdo sobre el siguiente argumento: El desarrollo del pensamiento crítico se ha vuelto para el estudiante en algo muy esencial.)

Strongly agree

Agree

Neither agree not disagree

Disagree

Strongly disagree

Which of these aspects can be improved through critical thinking strategies in the class? (¿Cuál de estos aspectos puede mejorar a través de la implementación de estrategias relacionadas con el pensamiento crítico?)

Increase interest in the community wellness.

Improvement in class participations.

Bigger interest in the learning process of a foreign language.

Which of the following areas do you consider should be included when creating academic content related to the local community? (¿Cuál de las siguientes áreas considera usted que debería ser incluida al momento de crear contenido relaciona a la comunidad local?)

Culture.

History.

Famous characters.

Important events.

Touristic attractions.

Folk tales

From the following qualities about critical thinking, which one do you consider is the most essential to develop? (De las siguientes características del pensamiento crítico, ¿cuál consideras es la más importante de desarrollar?)

Capacity to analyze and solve problems.

Generation of an own judgement of a topic.

Gather and synthetize relevant information.

Which material do you consider is the most influential for the improvement of critical thinking skill in the learning process? (¿Cuál de estos materiales considera más influyente para el mejoramiento del pensamiento crítico en el proceso de enseñanza?)

Folk Tales.

People's profiles.

Lore and facts about past events.

Adapting content related to local culture, history and/or traditions in the English classroom encourages language learning. Do you agree or disagree with this statement?

(Se encuentra usted en acuerdo o en desacuerdo con el siguiente argumento: La adaptación de contenido ligado con la cultura, historia y tradicionales locales al idioma inglés promueve el aprendizaje de la lengua extranjera.)

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Which of the language skills are directly related to the development of critical thinking in English learners? (¿Cuál de las habilidades del lenguaje se relaciona con el desarrollo del pensamiento crítico en el estudiante de una lengua extranjera?)

Reading

Listening

Writing

Speaking

The use of folk tales for educational purposes can create more interest in the English language learners. Do you agree or disagree with this statement? (Se encuentra usted en acuerdo o en desacuerdo con el siguiente argumento: El uso de historias locales con propósitos académicos puede crear un mayor interés en el aprendizaje del idioma inglés.)

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

The use of reasoning in the understanding process of English reading material in classroom need to be considered as a priority. Do you agree or disagree with this statement? (Se encuentra usted en acuerdo o en desacuerdo con el siguiente argumento: El uso de razonamiento en el proceso de entendimiento de una lectura en lenguaje ingles se debería de considerar como una prioridad.)

Strongly agree

Agree

Neither agree not disagree







Disagree

Strongly disagree

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