UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

CRITICAL THINKING AND ITS BENEFITS IN EFL LEARNING.

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title **"CRITICAL THINKING AND ITS BENEFITS IN EFL LEARNING"** prepared by **JOHANNA VALERIA REYES PAZMIÑO** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, 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,

ING. XAVIER ALMEIDA BRIONES. MSc

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STATEMENT OF AUTHORSHIP

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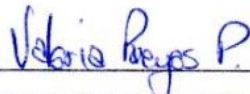
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Declaration

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I thank myself for not letting myself be defeated, because despite those sleepless nights and crying I was able to complete one more stage of my life.

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Dedication

I dedicate my work, my project, my effort, and dedication to my parents who advised me from the first day of college until this moment, for them I am here today culminating, thanking, and dedicating my work.

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With love

Johanna Valeria Reyes Pazmiño

ABSTRACT

Nowadays critical thinking is as fundamental as the other skills, a skill of daily use such as reading, speaking, writing, and listening, helping to develop the analytical, critical thinking of each student, thus creating their own definitions, ideas, thoughts, and arguments.

The main objective of this research project is to analyze the benefits of developing critical thinking through Bloom's taxonomy, focusing on the different ways of developing critical thinking skills such as making intelligent decisions, understanding about their actions, etc. Critical thinking covers some topics such as metacognition, argumentation, training, and possible solutions to problems. Through this project, it is known what critical thinking is, which great philosophers make known this ability and how it was implemented at the time, it is also known strategies to develop it, how it influences motivation and the different learning styles that exist within the classroom. To carry out this research, it was necessary to use two determined methods of methodology, which were the qualitative method and the phenomenological method, since from these methods it is possible to obtain very precise and necessary information to carry out the research project.

On the other hand, the techniques used were through a focus group since we worked with a reasonable amount to collect the necessary information through instruments such as a small questionnaire with multiple questions. Then the respective analysis of the research data was carried out, where the different methods, strategies and activities used by teachers to promote the development of critical thinking are made known.

Keywords: critical thinking, methods, techniques, phenomenological, strategies.

Resumen

Hoy en día el pensamiento crítico es tan fundamental como las otras habilidades, una destreza del uso diario como la lectura, habla, escritura y escucha, ayudando a desarrollar el pensamiento analítico, critico de cada estudiante, de esta forma crea sus propias definiciones, ideas, pensamientos y argumentos.

El objetivo principal de este proyecto de investigación es analizar los beneficios de desarrollar el pensamiento crítico a través de la taxonomía de Bloom, centrándose en las diferentes formas de desarrollar las habilidades de pensamiento crítico como la toma de decisiones inteligentes, la comprensión sobre sus acciones, etc. A través de este proyecto se conoce qué es el pensamiento crítico, qué grandes filósofos dan a conocer esta habilidad y cómo se implementó en su momento, también se conocen estrategias para desarrollarlo, cómo influye en la motivación y los diferentes estilos de aprendizaje que existen dentro del aula. Para llevar a cabo esta investigación, fue necesario utilizar dos métodos determinados de metodología, los cuales fueron el método cualitativo y el método fenomenológico, ya que a partir de estos métodos se puede obtener información muy precisa y necesaria para llevar a cabo el proyecto de investigación.

Por otro lado, las técnicas utilizadas fueron a través de un grupo focal ya que se trabajó con una cantidad razonable para recolectar la información necesaria a través de instrumentos como un pequeño cuestionario de múltiples preguntas finalmente realizó el respectivo análisis de los datos de la investigación, donde se dan a conocer los diferentes métodos, estrategias y actividades que utilizan los docentes para promover el desarrollo del pensamiento crítico.

Palabras clave: pensamiento crítico, métodos, técnicas, fenomenológico, estrategias.

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INTRODUCTION

The present research refers to the topic of critical thinking, which can be concretized as a process where a person develops his thinking and analysis to discuss about different topics, thoughts, feelings and reach a valid and reasonable conclusion, through argumentation, hypothesis, and coherence.

One of the main characteristics of critical thinking is that it helps people, young people, or students to grow and progress in their own knowledge, judgment, ideas, or vision through analysis, improving the impulsive way of seeing or thinking about situations.

For the progress of this research, it is necessary to mention their problems, one of them is the lack of activities for the development of their thinking, activities are understood as the set of physical movement or intellectual acts for their own purposes. In this case they are the actions to promote their thinking through different readings, audios, news, problems inside or outside the institution.

The investigation of this problem was carried out to know the different benefits of the development of critical thinking, one of them in the academic environment is to make known the existence of the analysis that each student has when reading a document, listening to a news or a reading that is worked within the classroom. Additionally, it helps in a satisfactory way in the professional environment since in all the works original opinions are needed that are creative, striking, and autonomous of the people of the same work.

The realization of the research was through a series of questions to professional teachers of the institution, where they made known that they are prepared to develop critical thinking of their students, during the conversation some very relevant points of the topic were mentioned such as: what methods and strategies they use in their respective courses, the activities they perform at the beginning of their class, in the development of the topic or at the end of their lecture, why for them it is important that students develop their critical thinking,

what advantages they have to be people who analyze information and give their own opinions, that is, in this research mixed questions were developed to understand more closely and deeply the knowledge and preparation of their teachers about the topic to be developed.

In **chapter I** the problem statement was made, what are the methods implemented? how do the techniques influence the development of critical thinking? details the main and secondary objectives, additionally there is the justification of the project.

Chapter II contains background, legal bases, authors with topics related to the present research, and articles that support the importance of the same, as well as the variables of the topic.

Chapter III explains the methods used, what type of research it is, the type of questions implemented through a questionnaire: How was the process of collecting the results and detailed population and sample?

Chapter IV analyzed the results obtained through the focus group with the help of the questions.

And finally in **chapter V** are the experiences that were obtained in the realization of the investigation which advantages and obstacles were there? to culminate it and the differences of the previous knowledge to the investigation and the final knowledge.

CHAPTER I

The Problem

1.1 Research Topic

Critical thinking and EFL learning.

1.2 Title

Critical thinking and its benefits in EFL learning.

1.3 Problem Statement

The English language is a Germanic language that is related to different languages such as Frisian, German, Dutch among others, this language originated in the country of England and is considered a dominant language in some countries such as: United States, United Kingdom, Canada, Australia, Ireland, New Zealand, etc.(Crystal, 2021).). The English language is officially recognized by 67 countries as their official language, including large institutions such as the United Nations, the North Atlantic Treaty Organization known by its acronym "NATO" and the European Union, as well as the official language of the Commonwealth of Nations and by 27 unofficial countries whose inhabitants use this language as their daily means of communication, including non-sovereign entities such as Gibraltar, the Falkland Islands and Bermuda (Cambridge Assessment English, 2022).

There is no doubt that, millions of people speak this language by which it became a global language or known as the universal language since through this medium not only cultures, traditions of other countries are known but also international treaties are made, political relations are established, a new opening for the trade of products of all kinds and above all it becomes a world of knowledge for people who begin to explore this language (Rosenberg, 2019).

According to the University of Oxford's Department of Education, the teaching of English for academic subjects in places where the first dialect is not English had very few

implications in the beginning within the educational policies avoiding the development of the contents, the quality of education and the necessary competences.

English as a foreign language was established as fundamental throughout the Ecuadorian territory in 1950 and over time improved thanks to the Curricular Reform and Development for Learning English or with its abbreviation "CLADLE" project proposed in July 1992 by the Ministry of Education ensuring that the educational community reaches a B2 at the end of their secondary education (Larenas, 2013). It was introduced legally and officially as a subject of the curricular framework of primary schools in the Sierra region in 2016 and in the Costa region in 2017.

Additionally, in agreement 0041-14 it was reached that it would enter the formal curriculum with a 5-hour schedule starting in the eighth year of basic education.

In April 2016, the Higher Education Council, Codified Higher Education Regulations, article 31, established that university students will have to reach a B2 level, upper intermediate, according to the Common European Framework to graduate (Peña, 2017).

An agreement for the improvement and strengthening of English language teaching in the country's educational institutions was signed by the Minister of Education Monserrat Creamer and Michael J. Fitzpatrick, U.S. Ambassador to Ecuador. The purpose of the agreement is to propose to each teacher guidelines, tools, and adequate means for the teaching of the language. Where Ambassador Michael J. Fitzpatrick stated that: "learning and mastering the English language the next generation of Ecuador will get better opportunities both competitively, financially and academically." (Ministry of education, 2019).

According to the Ministry of Education (2016) The curriculum is designed for different groups of cultures and the bilingualism of the communities, that is, it is formulated for monolingual and multilingual students and help in a practical way to cope in today's

globalized world through the development of creative, social, communicative, reading skills and especially the development of critical thinking.

It should be noted that all skills or abilities are important and fundamental to English language proficiency, however, acquiring critical thinking skills has become an important part of educational systems, particularly higher education systems, in the first quarter of this century (Celuch K, Slama M 1999).

According to the thinking of author Palavan Ozcan: "The path to becoming a strong society and looking to the future with hope in this globalized world is through equipping individuals with the skills, and in particular the ability to think critically".

Critical thinking is first mentioned in the teachings of Socrates, Plato and Aristotle who pioneered this skill and philosopher John Dewey introduced the term "critical thinking" as an educational goal. Other ways of calling this skill were "reflective thought or reflective thinking" where he describes his theme as having two different purposes: the first is to assess children's curiosity, imagination, and a new love of discovery. The other theme is to help people to take recognition into account in educational practice (Hitchcock, 2018).

However, nowadays the need to develop critical thinking (CP) has been widely discussed and examined its importance in several disciplines, the findings also point to the insufficiency of examining historical curricula and drawing new and more adequate guidelines containing different actions that encourage critical thinking skills. (Senad Becirovic, 2019)

Critical thinking is assessed in all disciplines, mainly in the components where there is an intimate connection with language, i.e., all students should develop critical thinking skills and have opportunities to act and develop ideas; however, asking and answering questions of higher order tasks can be problematic for ESL students, including their environment where these skills are fostered. (Carter, 2020)

A structured way to order and classify educational objectives was proposed by a teacher specialist and his colleagues in 1956 called "Bloom's taxonomy. Bloom's taxonomy moves students through a thought process of critical analysis of information or knowledge. (Guy R.)

Through research by Gaitan and Armstrong they concluded that Bloom's taxonomy originally consisted of six main categories: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation however, in 2001 a group of cognitive psychologists and educational researchers published a revision of this taxonomy and developed a more updated version entitled "A taxonomy for teaching, learning and assessment", which is more dynamic with the classification: Remembering, understanding, applying, analyzing, evaluating and creating.

In conclusion, the English language became a universal language for different knowledge, being a medium for the exchange of culture, economy, politics, through fundamental skills for critical, personal, and professional development.

1.4 Problem formulation

1.4.1   Main Question

How is critical thinking developed through Bloom's taxonomy in learning English as a foreign language (EFL)?

1.4.2 Specific Questions

- What strategies are used in the development of critical thinking during an English class?

- Is the teaching English process important at the institution?

- How does Bloom's taxonomy influence critical thinking?

1.5 Objective

1.5.1 General Objective

To analyze the benefits of developing critical thinking through Bloom's taxonomy in fifth grade students of the Unidad Educativa Presidente Alfaro.

1.5.2 Specific Objectives

- To determine how Bloom's taxonomy influences the thinking development process of fifth grade students.

- To know the benefits for the development of critical thinking in fifth grade students.

- To identify the variables that influence the development of critical thinking in fifth grade students.

1.6 Justification

This study focuses on ways for helping fifth graders develop critical thinking skills, such as making smart decisions, understanding the implications of their actions, and solving issues. These critical abilities are employed in everything from putting together challenges to determining the best route to work. It's a method of concentration and self-control. (Rymanowicz, 2016).

According to Ellen Galinsky, author of "Mind in the Making: The Seven Essential Life Skills Every Child Needs," teaching children critical thinking skills is important because curiosity helps lay the foundation for critical thinking, allowing them to absorb information, analyze it and make judgments, which requires imagination and curiosity. They then go through the process of figuring out how the new knowledge fits with what they already know, or if it changes anything.

Critical thinking skills, creative thinking skills, problem solving skills, and other talents are all required by present situations at all ages. Without a doubt, critical thinking, as a skill that can be strengthened through curricular integration, is an essential educational component for future teachers and will assure the development of pupils (Can and Kaymakci). Teachers, of course, play a critical role in instilling these skills in students, and well-trained teachers are required to enable students to acquire and develop thinking skills in the appropriate manner, not because teachers are individuals who can think critically and have a thorough understanding of the subject matter, but because they will have an impact on the students they educate if they do not know how to develop this skill. (Ozcan, 2020)

Chapter II

Theoretical Framework

2.1 Background

In the present investigation, different works with their respective authors were investigated works previously, carried out and with a similarity to the subject of this purpose.

2.2 Critical thinking.

Hitchcock & David (2017) reveal important details about its history and tells who introduced critical thinking to education, gives insight into some concepts of philosophers and great thinkers such as Socrates and Dewey, its value and how is the process of critical thinking what it entails and its components, lists some contributory skills, and its beginnings in learning, its different educational methods, and some controversies for the generalization of critical thinking skills in subject domains.

2.2.1 Critical Thinking Skills: Developing Effective Argument and Analysis.

Cottrell (2017) helps to understand what critical thinking is to develop your personal skills, attitudes, and strategies through this skill, in understanding the different concepts related to the subject and in producing better critical and analytical writing of your own assignments.

2.2.2 Tools for controlling your study and your life: Critical thinking.

Elder & Paul (2020) focus on an integral and composite model of critical thinking, with the interest of fostering the development of the basic intellectual skills that students need in different contexts, whether in a classroom, discipline or in everyday life. This information provides the necessary tools for the correct management of critical thinking in the search for possible solutions to a given problem.

2.2.3 An Infusion Approach to Teaching Critical Thinking in EFL Classes.

Lin (2018) presents his research through an experiment in innovative cultural, analytical studies on critical thinking and one of the sociocultural theories of learning to develop cognitive learning at the same time. Moreover, it helps to structure thinking lessons along with language learning, where it provides day-to-day examples to determine the applicability and feasibility of thinking and its effectiveness in developing critical thinking. At the end of the book, you can find different thinking activities and techniques, providing ideas and empirical data helping teachers in planning their lessons within language classes.

Opinion genres: Importance and applicability of critical thinking in the journalists of Radio Amor 89.3 from canton La Libertad.

(Orrala Borbor, 2022) makes known how important it is to know how to inform, to give an opinion on information or news, with the passage of time technology has evolved and in the same way the laws on freedom of expression, the objective of this research is to know the importance of critical thinking and the use given to it by journalists, specifically the journalists of Radio Amor 89.3 when they broadcast comments on any type of information transmitted to their audience.

2.2.4 Pushing Critical Thinking Skills with Multiple-Choice Questions:

Does Bloom's Taxonomy Work? Through this article he defines those assessments should foster the development of higher order thinking skills, advocating engagement in higher levels of cognitive reasoning as application and synthesis of knowledge. Bloom's Taxonomy has been used to match the MCQs of students' abilities and is the most widely used for calculating learning because it comprises 6 domains for acquiring and using new information and it is posited that it is not only designed to help with study design and development but also to inform and guide assessment. (N.L.B., et al., 2018)

2.3 Theoretical basis

According to Wilkin (2017), Critical thinking is like an investigation which purpose is to explore a situation, a phenomenon, a drawback, an issue, or a problem to arrive at a judgment or hypothesis about it that incorporates all relevant data and is thereby persuadably supported.

Elder (2020) explains that all courses should be designed to help students think within a discipline and that the only way to learn any discipline is to learn to think critically within that discipline and likewise indicated that students need to see that there is an ordered and predictable set of relationships for all subjects and disciplines, because every subject generates purposes, raises questions, uses information and concepts, makes references and assumptions, generates implications and embodies a point of view makes references and assumptions, generates implications, and embodies a point of view

A taxonomy is a special type of framework, it establishes categories, atomic structure and is one of the main organizers of the framework by classifying objectives, it provides clues about the desired cognitive process and with the presentation of possibilities, the taxonomy provides a perspective to guide curricular decisions (Dall, P et a. 2017)

Campus Education Pedagogical Team (2020) describes the taxonomy as allows; The taxonomy allows hierarchizing the cognitive processes into different levels and serves to facilitate the evaluation work since each level can be associated with certain verbs, which can be used to specify the learning objectives, considering the level of development of the students as well as the congruence with the activities and tasks proposed to work the proposed contents."

2.4 Pedagogical Basis

2.4.1 Experiments and the Development of Critical Thinking

Experiments have confirmed that pedagogical mediations succeed in optimizing critical thinking practices and skills, as measured by generalized tests. To develop materials and illustrative teaching procedures that can be used effectively at the secondary and college levels to stimulate growth in the ability to think critically. Another objective is: To evaluate the effectiveness of those materials and teaching procedures and to determine if there is a relationship between critical thinking ability and other factors such as intelligence and reading ability. (Heard, et al. 2020)

Glaser conducted an experiment in four classes called "Experimental Group" and four more groups known as "Control Group", where both groups received some tests including "Glaser's Watson's Tests of Critical Thinking". where both teams received some tests including "Glaser's Watson's Tests of Critical Thinking" according to this, both groups received different indications where the experimental group won significantly by showing it in the tests of critical thinking.

2.4.2 Argumentation in the formation of Critical Thinking

As many authors have defined that critical thinking is the ability to analyze and evaluate all kinds of information to clarify and have their own criteria, including (RAINBOLT, et al, 2020) who state that "arguments are an intermediate mechanism of critical thinking that contains the ability to fabricate one's own argument." Thus, students must justify their arguments supported by evidence or facts."

(Irvine, 2017) determines that: Argumentation constitutes an important dimension of daily and professional life, it has a growing importance in education because it can be used to promote learning in philosophy, history, science, and mathematics. Because they are social and cognitive processes that promote learning.

2.4.3   Problem solving and critical thinking.

Rahman (2020) concluded that: Knowledge alone is not enough for students to succeed in the world. Students need to acquire 21st century skills, such as problem solving, creativity, innovation, metacognition, communication, etc., to endure in the modern world. The ability to solve problems is one of the fundamental human cognitive processes. Whenever students are faced with a situation where they do not know how to complete a task, the problem occurs. Problem solving is a process that involves systematic observation and critical thinking to find a suitable solution or a way to achieve the desired goal.

2.4.4   Metacognition And Critical Thinking.

Metacognition is usually identified, as the study of thinking about thinking, and in turn, includes about the knowledge of the skills and limitations of human thinking changes, on the other hand the (Metacognition & Critical Thinking, 2021) assumes that: "While critical thinking can occur with reference to statements made by others, being a critical thinker requires self-examination and evaluation of our own thoughts and beliefs.

States the following regarding thinking; Critical thinking is a metacognitive process that, through intentional and reflective judgment, increases the chances of producing a logical conclusion to an argument or a solution to a problem, clarifying ideas or the ability to arrive at a solution to a problem (Dwyer, et al, 2020)

2.5   Legal Basis

(Larenas, Ministerio de Educacion, 2013) According to Oficio No. 00057 -DCS-2013 MinEduc implemented, since 2012, the Project for Strengthening the Teaching of English as a Foreign Language as an educational policy to improve the quality of teaching-learning of this language in the country's educational system, aligned to the Common European Framework of Reference for Languages (CEFR).

As part of its educational policy, the Ministry of Education's National Curriculum Directorate has designed a new English foreign language curriculum that responds to the needs of the Ecuadorian reality. The curricular proposal is designed for students from 2nd to 10th grade of General Basic Education and from 1st to third grade of General Unified Baccalaureate, whose mother tongue is not English. (Ministry of Education)

The fundamental tenets of the proposed curriculum are as follows:

- The communicative language approach: language is best learned to interact and communicate rather than as a set of knowledge to be memorized.

- Thinking skills: learning a foreign language boosts the development of thinking, as well as the social and creative skills necessary for lifelong learning and citizenship.

- Content Integrated Learning for Foreign Languages (CLIL): a model used to integrate language learning with cultural and cognitive aspects, so that the acquisition of this language serves as an engine for students' development.

2.5.1 LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL (LOEI) provides:

- Article 27 of the Constitution of the Republic establishes that education must be centered on human beings and guarantee their holistic development, it must be participatory, mandatory, intercultural, democratic, inclusive, diverse, of high caliber, and warm, and it must uphold human rights, a healthy environment, and democracy. It must also advance gender equity, justice, solidarity, and peace. It will encourage critical thinking, artistic and physical culture, individual and group initiative, and the growth of skills and capacities for making and working.

- That, Article 343 of the Constitution of the Republic establishes a national education system whose purpose shall be the development of individual and collective capacities and potentialities of the population, which will enable learning, and the generation and use of knowledge, techniques, knowledge, arts and culture.

2.5.2   PPRINCIPLES AND PURPOSES

- Article 2, Section U. Research, construction, and permanent development of knowledge. - Research, construction, and permanent development of knowledge is established as a guarantee for the promotion of creativity and knowledge production, promotion of research and experimentation for educational innovation and scientific training

- That, Art. 3, Section K. The promotion of knowledge, respect, appreciation, rescue, preservation and promotion of the natural and cultural tangible and intangible heritage.

2.6   Variables

2.6.1   Independent Variable

2.6.1.1 Critical Thinking

Sternberg (1985) argues that; Critical thinking are the processes, strategies, and representations that people use to solve problems, make decisions, and learn new concepts, but for Ennis critical thinking is a complex cognitive process that involves dispositions and capabilities with three basic dimensions: logic, criteria, and pragmatics, which is the understanding of judgment to build and transform the environment. And finally, for (Bloom, 1990) he evokes six aspects of critical thinking of increasing complexity and intimately linked to the learning process. The taxonomy goes from lower to higher order: from gathering information to judging a result. The levels he proposes are remember, understand, apply, analyze, evaluate, and create.

2.6.1.2 Strategies to develop critical thinking.

Critical thinking is obtained and described in the manner of a disciplined movement, i.e., reasoned, open-minded and discovered through evidence. According to (Wiley, 2017)

there are different strategies so that the development of critical thinking is not lost and increases:

- To be a determined learner, to continue to progress or grow autonomously, in lectures, conferences, etc.

- Make democratic decisions by creating a single answer through all possible ideas.

- Listen to all the opinions of your team members in this way making a participation with your group.

- Avoid staying in a single analysis but seeing in a panoramic way all the details or gathering all the information with your colleagues.

2.6.1.3 Motivation and critical thinking

Motivation is one of the factors that influence certain aspects of life when performing some activities whether sports or academic, motivation has a great commitment to the development of critical thinking. A clear example is the case of (Fathoni et al., 2019) for students to work how to review to get conclusions and empowered to be able to express their verdicts with the statements and honesty that comes from one, at the same time of a more modified learning, students can be motivated to form and recreate themselves from what they study.

2.6.2   Dependent variable

2.6.2.1 EFL Learning

(Connectivism, 2018) cites that, Learning is a process that occurs within nebulous environments of changing core elements, not entirely under the control of the individual. Learning (defined as actionable knowledge) may reside outside us (within an organization or a database), focuses on connecting specialized sets of information, and the connections that allow us more significant than our current level of knowledge is the desire to learn more.

2.6.2.2 Visual Learning

Roell (2019) concluded with a meaning that:

"People need to see information to learn it, and this "seeing" involves many different types of visual information, including spatial awareness, photographic memory, color/tone, brightness/contrast, and other visual data," says the author.

Naturally, a classroom is an especially good place for a visual learner to learn. Teachers use overhead transparencies, the whiteboard, pictures, graphs, charts, maps, and many other visual elements for the visual learner to acquire knowledge. According to (Roell) their strengths are: He notices minute similarities and differences between objects and people with ease, visualizes objects easily, is an excellent organizer, etc.

2.6.2.3 Auditory Learning

Western Governors University (2020) cites that:

A student learns most effectively by listening. They would rather listen to a lecture than read a textbook or listen to instructions for a project rather than solve it firsthand. And among their characteristics is that: they have excellent recall of information when it is spoken, excel in lectures or oral lessons, enjoy conversations, and are not afraid to express their feelings or ideas.

2.6.2.4 Kinesthetic Learning.

Learning is a specific style and occurs through practice, in a multisensory environment. One of its great advantages is that students learn through firsthand experience, i.e., through movement, they enjoy going out and performing dynamics, playing games, or going on excursions, they like to build or make new things, etc. (Millan, 2018)

Chapter III

Methodological Framework

This section shows the method that was applied to acquire the results of the exploration. It describes the method, types of research, the study used, instruments and techniques, population, and sample. Finally, the data collection procedures and resources used.

3.1 Method

This research was conducted through the qualitative method, where (Boeree) indicates that they are methods in which neither numbers nor statistics are involved, on the other hand (Bhandari, 2022) explains that in qualitative method different factors are involved such as collecting and analyzing data obtained through an exploration and thus understand perceptions, opinions or practices, besides being one of the most used in different branches such as sociology, education, health science, etc.

This method was used because of the different characteristics it offers and the wide range to obtain the results with great flexibility, by means of interviews, face to face, phenomenology, etc. It also helps with the purpose of this research, which is the development of critical thinking, because some answers are more complex than others (Bhasin, 2020)

3.2 Type of Research

To continue with the development of the present research, qualitative type research was carried out through phenomenological studies and according to (Uribe, 2017) phenomenology takes the responsibility of describing the manifestations and senses through intuitive or evident experiences.

The main objective of the phenomenological study is for people to relate their experiences as they see it while the researcher must identify, discover, and analyze the information obtained at the end of each conversation.

Additionally, (Harappa, 2021) stresses that, qualitative research helps to narrate the styles and experiences lived by a subject, in discovering what phenomena or situations have marked their lives, extracting the most relevant points from these situations this makes phenomenological research a provenance for further exploration.

3.3 Data collection techniques

The technique used was focus group and according to (Tegan, 2021) it is a research method where a group of individuals meet to answer questions in a pleasant environment.

One of its great advantages is that they are more manageable to organize, accessible and their results can be appreciated immediately.

3.4 Instruments

The projection, design, organization, and correct choice of questions will ensure that a questionnaire fulfills the objective of the research, that is, to find out what teachers think about critical thinking and its benefits.

(McLeod, 2018) defines that a questionnaire is a means of research through questions to collect information either by telephone calls, in person or via the Internet. This instrument is considered economical, fast, and effective, likewise (Flores, 2021) indicates that it is a useful instrument for data collection, which includes open, closed, or mixed questions, i.e., a combination of both.

This questionnaire will have a series of open questions where it will be possible to understand and obtain deeper details of the research being developed, giving the participants the opportunity to express themselves freely and sincerely. It will have a total of eight (8) questions in an orderly, clear, and related to the corresponding topic, this will be carried out in person to have a clearer idea and better grasp the meaning of each idea or thought of the teachers.

The main objective for developing the questionnaire is solely to know and be aware of the respondents' knowledge about critical thinking, its benefits and how it is developed in English as a foreign language.

3.5 Data collection processing and resources

In the present inquiry the qualitative method technique was used and according to (Barret & Twycross, 2018) it helps to better perceive the styles, find out how they make their own decisions and how they influence, in this way they provide more accurately their knowledge, additional (Business Resarch Methodology) qualitative data collection are through experimental means and focus on reaching information about their thoughts and feelings in a face-to-face manner.

With a group of five (5) participants (teachers) a focus group was held in the respective institution where they work respectively in their morning schedule for the development and search for answers and thus obtain results of the questions posed.

After identifying the importance of the development and benefits of critical thinking not only in English as a foreign language but also in different areas such as language and literature, mathematics, science, social studies, etc., information was collected from each teacher and notes from different sources, authors, philosophers, books, magazines, which also helped with the respective theoretical framework.

3.6   Population and Sample

According to (Bhandari, 2020) emphasizes that a population is a whole group about which you want to find out something. The population of this research is the educational center Escuela de Educacion Basica Presidente Alfaro, located in the province of Santa Elena, canton Salinas, parish Carlos Espinoza Larrea.

On the other hand (Bhandari, 2020) indicates that the sample is a small group from which data will be taken and this is smaller than the population, in this case the sample consists of a total of five (5) teachers of the institution.

Chapter IV

Analysis of Findings

4.1 Interpretation of data from focus group

Once the collection instruments for the inquiry had been used, the appropriate procedure for the study and analysis of the research was carried out; therefore, this information will be the one that will reveal the conclusions.

4.2 Analysis of mixed questions

Category 1

Question 1: Do you know what critical thinking is?

Author: Johanna Reyes Pazmiño
Source: nubedepalabras.es

The first question was answered individually and honestly by each teacher. In this case they all got the same answer that if they knew what critical thinking is.

Teacher 1 was able to state that it was the first time he was asked about critical thinking, however he did know about the subject and knew how to work....

Teachers 2, 3, 4, and 5 had almost the same comment that they had already been asked about it and each one had different knowledge about it but with the same objective and the importance of its development.

Category 2

Question 2. How do you consider developing critical thinking?

Author: Johanna Reyes Pazmiño
Source: nubedepalabras.es

In this question there were very good and interesting answers about the development of critical thinking.

The answer of teacher 1 was very interesting and with very good arguments since he gave examples with authors and philosophers about the topic and finally, he gave his own concept and his experience throughout his teaching.

On the other hand, teachers 2 and 3 argued something similar about the development of thought, with very important opinions.

Teacher 4 did know about the subject but did not go into much depth.

Finally, teacher 5 gave good arguments with real life examples, one of them being people who work in the media.

Category 3

Question 3. How much do you know about the importance and benefits of critical thinking in students?

Author: Johanna Reyes Pazmiño
Source: nubedepalabras.es

At this point each teacher had very similar definitions since they all know about the subject and its relevance to this topic.

Teacher 1 again gave authors and mentioned the first philosopher who used this technique that later had much relevance and new definitions, adding that the benefits have improved over time.

Teacher 2 gave his point of view related to the present and its importance for students and how necessary it is to develop it from a prudent age.

Teacher 3 stated that he does not know his first sources of the development of critical thinking, however he has studied and over time has improved techniques for students to perform better in class.

Teacher 4 stated that he has a very good basis on the development and benefits of thinking in students and why it is necessary for them to learn to use their brains critically.

And finally, teacher 5 mentioned some benefits such as students maintaining their opinion despite the different points of view they may have in a conversation.

Category 4

Question 4. How often should students use critical thinking?

Author: Johanna Reyes Pazmiño
Source: nubedepalabras.es

On this occasion all teachers had the same response that "always" students should use critical thinking.

Teacher 1 mentioned that it is not only to use it inside the classroom but also outside the classroom…

Teacher 2 said that in this way the brain gets used to become critical…

Teacher 3 affirmed that by using it permanently, problems can be solved in an effective way since different solutions to a problem will be sought...

Teachers 4 and 5 said that a person with critical thinking has a different vision than people who do not develop this ability…

Category 5

Question 5. How much do you know about Bloom's Taxonomy to improve critical thinking?

Author: Johanna Reyes Pazmiño
Source: nubesdepalabras.es

This question asked if they knew about Bloom's taxonomy, the answer of all teachers was "a little", however they gave very good opinions.

Teacher 1 knew about the taxonomy and how to evaluate his subject to a student through Bloom's taxonomy and its importance.

Teachers 2 and 3 knew the levels, the performance in the cognitive and affective levels, they also mentioned the importance of motivation in students at the beginning of a class and how it influences them.

Teachers 4 and 5 mentioned Bloom's taxonomy at present, also introducing the technology which have been their advances and contributions where verbs are learned with digital activities.

Category 6

Question 6. What method do you know for the development of critical thinking?
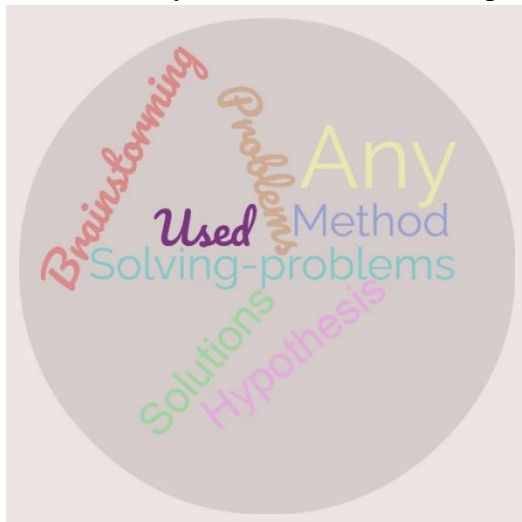
Author: Johanna Reyes Pazmiño
Source: nubedepalabras.es

Through this question we obtained different methods that each teacher uses or employs in their respective courses.

Teacher 1 explained that he uses brainstorming to look for different solutions to a problem and in this way obtains different ideas from each student.

On the other hand, teacher 2 uses the method of questions and answers of the activity that is being carried out, either with a reading or news.

Teacher 3 uses debates among the students since he explained that in this way they learn to listen to and respect the opinions of others.

Teacher 4 detailed the use of hypotheses and problems as a method used in the classroom to search for possible solutions.

Finally, teacher 5 explained that he prefers to use the direct method with the students so that they can speak directly without the need to translate the words.

Category 7

Questions 7. What makes critical thinking vital, in your opinion?
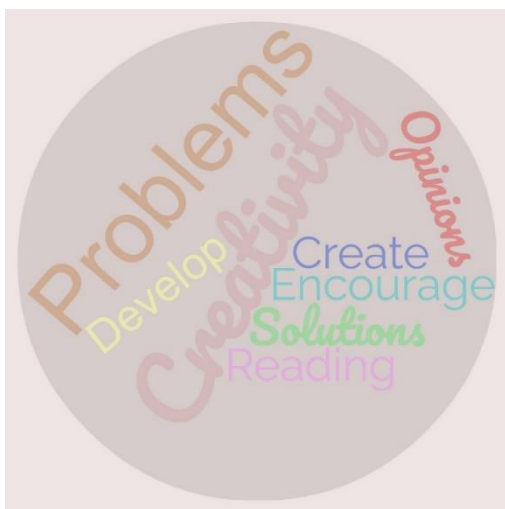
Author: Johanna Reyes Pazmiño
Source: nubedepalabras.es

The question was very clear, and each teacher responded in their own way as to why critical thinking is important to them.

Teacher 1's comment was very clear, and I assure you that in this way the students will not have a political thought and will not follow the opinions or comments of others.

On the other hand, the comment of teacher 2 said that in this way other skills such as reading, listening, and reading comprehension are also developed.

Teachers 3 and 4 explained that it is important to encourage reading and analysis of information that can be expressed in their own words, being producers of their opinions and making a difference.

And teacher 5 assured that first it is important that the teacher himself is clear about his problems and the search for his possible solutions and then perform a test on the students to see how they can work better.

Category 8

Question 8. What strategies do you use for the development of critical thinking?

Author: Johanna Reyes Pazmiño
Source: nubedepalabras.es

In this case, it was about the strategies that each teacher uses for the development of critical thinking, the teacher 1 uses different strategies to develop it once of them is to work in pairs in this way they share information and get different points of views.

Teacher 2 uses the debate, the teacher explained that it is very it is important for students to hold their opinions so be different from others since everyone thinks and sees the same problem in different ways…

Teacher 3 works with discussions within his class of in this way the boys prepare to create questions of clearly and quickly…

Teacher 4 works with cards and explains that it is a game where each student draws a card and guesses the problem with its possible solution…

And finally, teacher 5 explained that one of the strategies he uses is about reading, in this way he also expands his vocabulary.

Category 9

Question 9. What activities do you do in the classroom to develop critical thinking?

Author: Johanna Reyes Pazmiño
Source: nubedepalabras.es

In this last question, each teacher explained what activities they carry out to develop critical thinking in students.

Teacher 1 explained that he carries out the activity before starting the class, in this way the students are more motivated and pay more attention, one activity he carries out is to work in a group with a topic and brainstorm until he sees as many possible solutions students find.

Teachers 2 and 3 use the debate at the end of the class so that they give their point of view, it can be the topic of the class or a different one, it can be a group or individual, since everyone can hold a debate.

Teacher 4 uses personalized cards to specifically work on critical thinking, he does a few at the beginning of the class so that the students are more dynamic for the class.

And finally, teacher 5 carries out reading activities and does it in the middle of the class in this way they are able to analyze and argue according to what they are reading.

4.2 Interpretation of the literature review

Ferlazzo (2021) explains that a planning for critical thinking is directed at instructing knowledge, experiences, and thinking skills to optimize the use of education time. According to (Bezanilla et al., 2019) certain important points should be considered for the development of critical thinking in the classroom, one of them is the positive behavior of students and the number of activities to promote this skill. Segun (Misbah et al., 2020) It is good to have a model of analysis, development and implementation of all subjects, mathematics, science, technology, etc., it should be emphasized that not only within the English language students should develop their critical thinking but also in all subjects printed in the institution.

According to Teacher 1 its main objective is to develop the creativity of the students through brainstorming, in this way the students look for different alternatives for the solution of a problem posed, group work, indirectly helps the exchange of information by creating debates for the different points of view that each student has.

However, Teacher 2 used the method of questions and answers, making the student instantly look for a solution to the given question, either through readings or an audio, and also look for the analysis of information so that students find the main and secondary ideas of a reading.

Additionally, teachers 3 and 4 use the method based on problems of daily life, whether from the institution, community news or society, creating different hypotheses of possible solutions to the given topic, this adds that students give solutions to real problems.

And finally, Teacher 5 uses the direct method, that is, he works with his students bilaterally at the moment in class so that they do not use the form of translation but practice at the moment, he also makes it clear that teachers must know which method to use and how to use it to seek and achieve good results in the development of critical thinking.

4.3   Analysis and discussion

Through the focus group and with the help of a small questionnaire it was found that teachers do have knowledge about critical thinking and its importance, each teacher has his experience and planning according to the method with which he works and the strategy he uses to develop his subject. It should be emphasized that each teacher works in a different way and that they have different knowledge but they reach the same objective, which is the development of critical thinking.

Within these methods, there are the direct method, problem solving, etc. that are used with the different activities of each teacher, it is important to note that each student develops in different ways their way of thinking, however a great advantage is that teachers make students work in groups, making each one analyze the comments of other classmates, creating small debates among themselves in an inderecta way.

Additionally, another way they use to develop critical thinking is through readings and audios for an analysis of information, helping themselves with the main and secondary ideas, after analyzing them individually, they work and share their work with the class.

Chapter V

Reflections of the Study

The questions in the first chapter of this research project were related to the strategies and methods implemented in the classroom and how the teaching process is carried out with the students. Each teacher works with different methods and activities; therefore, the teaching process and results vary in each classroom.

Some possible solutions were found, one of them is the beginning with an activity before starting the respective class, in this way the student will be active for the classroom and participate in it, the activity has to have correlation to the topic so that the student can have guidelines about the topic of the class, Another example is that each student uses his creativity to find creative solutions, that is to say that some solutions will be more complex than others, giving a procedure to reach the solution of the problem and lastly is that they use a reading for each student to find the main and secondary ideas in this way they will be able to understand and comprehend the reading through the ideas, each teacher has different activities and methods, therefore it is important that each teacher knows and be aware of how to use them.

Without any doubt there are a number of activities that can be implemented before a class for better student concentration, activities that are developed in the middle of classes to see if the student is paying attention or if you are capturing the information that is being provided and finally activities that are done to reinforce any concerns, Everything depends on the methodology of each teacher to distribute his class, otherwise you will have a monotonous and unilateral class where the center of attention will be the teacher and not the students, therefore the results at the end of the class will be very low, with few participations and with different questions.

The experience through this research was very satisfying and rewarding, each teacher had the confidence and the time to give an explanation of why, what for and how he/she prepares to design the course that he/she will give to his/her students, to know the different motivations but with the same objective: that each student develops not only his/her critical thinking but also his/her abilities, strengths, that each one has and how to improve them, as well as his/her weaknesses and how to work on them so that they are not an obstacle in the studies and outside of them.

This research has different experiences but with the same purpose and without any doubt teaching is the most wonderful, innovative, and difficult profession where it integrates not only values but the commitment to prepare future professionals, future doctors, graduates, engineers, biologists who are prepared for the day to day, people full of dreams and joys that through teachers can achieve and fulfill their goals and objectives. A great advantage of this research is that we learned about the interest and performance that each teacher manages in class, how they find the way for a good concentration and capture of them, how they work with students who are not paying attention at that moment, how they formulate a question in different ways so that everyone can participate in class.

As a major and important advantage is to know more closely how they employ methods for students to develop critical thinking, how they develop and how to motivate them, to know what activities can help to develop this skill.

At the end of this research, the lesson is to have confidence in oneself, to believe that one is capable enough to perform in a positive way in the classroom, to have self-confidence to answer any questions from the students as well as from the teachers.

Additionally, it is a lesson learned that not all teachers use the same method to develop critical thinking, but that each one uses a different one according to the learning style of the students.

At the beginning of this research, one of the many unknowns was whether teachers knew about critical thinking, how to use it, what to use it for, if they knew its importance and the advantages they would have if this skill were developed continuously and correctly in students. However, with the development of the research it has been demonstrated that each teacher knows and knows not only a way, method, or strategy to work critical thinking but also uses different methods and activities to work within the classroom. Through this research project and with the help of the experiences of each teacher have positively influenced the final conclusions of this project, helping to clarify doubts, obtaining first-hand information about the development of the classes, the interaction between teachers and students, and the discipline inside and outside the classroom.

Without any doubt, this research has been a great personal success where every day and every situation was carried with patience and intelligence, however something that would be changed for other future research is the confidence that one has to develop things, trust in the ability of oneself and not to assume that they do not know or know the subject to investigate, in asking questions not only to teachers but also to students since they play a very important role because they are the ones who use the methods key techniques for fostering critical thinking.

In conclusion, a great experience in developing this research, in knowing more about this fundamental skill for the day to day, knowledge about methods, strategies and activities and in sharing moments that would be great experiences with excellent professionals.

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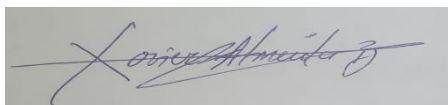
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ANNEXES

CERTIFICADO SISTEMA ANTI-PLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado **"CRITICAL THINKING AND ITS BENEFITS IN EFL LEARNING"** elaborado por la estudiante **JOHANNA VALERIA REYES PAZMIÑO**, 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 1 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente

_____
Ing. Xavier Almeida Briones. MSc
TUTOR

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UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Mixed question about Critical thinking and its benefits

1. Do you know what critical thinking is?

   [SÍ ✗]   [NO]

2. How do you consider the development of critical thinking?

   [Very good]   [Good ✗]   [Bad]

3. How much do you know about the importance and benefits of critical thinking in students?

   [Enough ✗]   [Little]   [Not at all]

4. How often should students use critical thinking?

   [Always ✗]   [Never]   [Sometimes]

5. How much do you know about Bloom's Taxonomy to improve critical thinking?

   [A Lot]   [A Little ✗]   [Nothing]

6. What method do you know and implement for the development of critical thinking?

   One method used in class is the problem and discussion-based method.

7. How can you foster critical thinking in your classroom?

   To have a harmonious environment, encouraging the reading and analysis of information

8. What strategy do you use with students for the development of critical thinking?

   Questions and questions – discussions and constructivist reo views

9. What activities do you do in the classroom to develop critical thinking?

   You conduct debates – Teach to contrast and compare things. Analyze information – Teach to work in groups.

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

Mixed question about Critical thinking and its benefits

1. Do you know what critical thinking is?

SI	NO

2. How do you consider the development of critical thinking?

Very good	Good	Bad

3. How much do you know about the importance and benefits of critical thinking in students?

Enough	Little	Not at all

4. How often should students use critical thinking?

Always	Never	Sometimes

5. How much do you know about Bloom's Taxonomy to improve critical thinking?

A Lot	A Little.	Nothing

6. What method do you know and implement for the development of critical thinking?

   Different methods in my class.es,

7. How can you foster critical thinking in your classroom?

   Developing the reading and analysis

8. What strategy do you use with students for the development of critical thinking?

   Reading and analysis information

9. What activities do you do in the classroom to develop critical thinking?

   Debate

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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Mixed question about Critical thinking and its benefits

1. Do you know what critical thinking is?

   | SI ✓ | NO |

2. How do you consider the development of critical thinking?

   | Very good ✓ | Good | Bad |

3. How much do you know about the importance and benefits of critical thinking in students?

   | Enough · | Little ✓ | Not at all |

4. How often should students use critical thinking?

   | Always ✓ | Never | Sometimes |

5. How much do you know about Bloom's Taxonomy to improve critical thinking?

   | A Lot | A Little. ✓ | Nothing |

6. What method do you know and implement for the development of critical thinking?

   1. Answer and questions – Debate Method Indirect.

7. How can you foster critical thinking in your classroom?

   flashcard. – mini blackboard.

8. What strategy do you use with students for the development of critical thinking?

   – Answer and questions – Debat.

9. What activities do you do in the classroom to develop critical thinking?

   Reading. Listening Comprehension

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Mixed question about Critical thinking and its benefits

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   | Very good ✓ | Good | Bad |

3. How much do you know about the importance and benefits of critical thinking in students?

   | Enough ✓ | Little | Not at all |

4. How often should students use critical thinking?

   | Always ✓ | Never | Sometimes |

5. How much do you know about Bloom's Taxonomy to improve critical thinking?

   | A Lot | A Little. ✓ | Nothing |

6. What method do you know and implement for the development of critical thinking?

   The method implemented in clases is based on problems, hypotheses and possible solutions to problems.

7. How can you foster critical thinking in your classroom?

   There are many ways for example: ask a questions about the weather and ask for opinions, can mix it with other sobjects like mathematics, etc.

8. What strategy do you use with students for the development of critical thinking?

   Through readings, search for the most relevant information, ask different questions about it, carry out debates, etc.

9. What activities do you do in the classroom to develop critical thinking?

   Readings, card games, mixing other sobjects

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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Mixed question about Critical thinking and its benefits

1. Do you know what critical thinking is?

   [SI ✓]   [NO]

2. How do you consider the development of critical thinking?

   [Very good ✓]   [Good]   [Bad]

3. How much do you know about the importance and benefits of critical thinking in students?

   [Enough]   [Little ✓]   [Not at all]

4. How often should students use critical thinking?

   [Always ✓]   [Never]   [Sometimes]

5. How much do you know about Bloom's Taxonomy to improve critical thinking?

   [A Lot]   [A Little. ✓]   [Nothing]

6. What method do you know and implement for the development of critical thinking?

   Direct method, reading practice

7. How can you foster critical thinking in your classroom?

   Diagnostic test

8. What strategy do you use with students for the development of critical thinking?

   Work on reading comprehension and observing.

9. What activities do you do in the classroom to develop critical thinking?

   Vocabulary, reading and writing.

Transcriptions

Transcription 1

ME: Well, first thanks for you. Give me a few minutes of your time. Now I am going to ask you a few questions about critical thinking and the real question is what method do you know for the development of critical thinking?

Mister: Well, the main method that I use for the critical thinking is the brainstorming. Yeah, I get ideas you know about the any topic, and problem-solving.

ME: OK, why do you think it is important to develop critical thinking?

MISTER: Political thinking

ME: how many things are important to develop critical thinking? But the first one is?

MISTER: Well, I could think that this is yes, the creativity is the most important goal to get in a student to start with the critical thinking.

ME: So, what strategies do you use for the development of critical thinking?

MISTER: Yeah, well definitely. The strategies are many, but one is working in pairs. Yes, comparing situations, sharing information, and getting a critical idea after that.

ME: OK, and finally, what activities do you know in the classroom to develop critical thinking?

MISTER: Like the one I said working impaired, working in groups Rd, playing those. Those are important things here and the brainstorming is to start the critical thinking.

ME: OK, thank you so much Mr.

MISTER: No, you're welcome

TRANSCRIPTION 2

ME: Well, I think for you give me a few minutes of your time. Now I am going to ask you a few questions about critical thinking. So, the first question is what method do you know for the development of critical thinking?

MISTER: I know different methods for my class. I I I use application or developed the answer question as any problem and indirect development.

ME: OK, so what strategies do you use for the development of critical thinking?

MISTER: Umm? Um? by developing the reading and analysis of information.

ME: Why do you think it is important to develop critical thinking?

MISTER: To develop reading, listening, listening comprehension skills.

ME: OK, so and the last question is what activities do you do you do in the classroom to develop critical thinking?

MISTER: My application difference, for example that the class or the.

ME: Debate.

MISTER: Yes

ME: OK, thank you.

MISTER: you're welcome

Transcription 3

ME: Well, I think for you give me a few minutes of your time. Now I am going to ask you a few questions about critical thinking. So, the first question is what method do you know for the development of critical thinking?

MISTER: One method used in class is the problem and discussion-based method.

ME: Why do you think it is important to develop critical thinking?

MISTER: To encourage student reading and analysis.

ME: So, what strategies do you use for the development of critical thinking?

MISTER: Questions and questions, discussions, and constructivist views.

ME: OK, so and the last question is what activities do you do you do in the classroom to develop critical thinking?

MISTER: I conduct debates, teach to contrast, and compare things.

ME: OK, thank you.

MISTER: you're welcome

Transcription 4

ME: Well, I think for you give me a few minutes of your time. Now I am going to ask you a few questions about critical thinking. So, the first question is what method do you know for the development of critical thinking?

MISTER: The method implemented in classes is based on problems hypothesis, and possible solution to problems.

ME: Why do you think it is important to develop critical thinking?

MISTER: To develop the opinions of each student.

ME: So, what strategies do you use for the development of critical thinking?

MISTER: Trough readings, search for the most relevant information, ask, carry out debates.

ME: OK, so and the last question is what activities do you do you do in the classroom to develop critical thinking?

MISTER: Readings, card games, mixing another subject.

ME: OK, thank you.

MISTER: you're welcome

<u>Transcription 5</u>

ME: OK, in this case I am going to ask a few questions about critical thinking. The first question is what method do you know for the development of critical thinking?

MISTER: I agree, but I prefer to use direct mail because it means working without translating the sentences, the chair cannot afford it. Talking directly to the students. In practice, listen to the reading practice. After that they will feel confident when the teacher asks something.

ME: OK, the second question is what is strategies do you use for the development of critical thinking?

MISTER: Critical thinking to develop critical thinking refers in working on reading comprehension and observing some main ideas. Working on your vocabulary and testing it. Knowing or recognizing the different part of speech.

ME: OK, why do you think it is important to develop critical thinking?

MISTER: I believe that the teacher needs to be clear with the students and their problems. First, it is important to do a diagnostic test and then make an action plan to develop critical thinking. And based on this plan, I can give some vision pictures to develop critical thinking.

ME: OK, and the last question is what activities you do you do in the classroom to develop critical thinking.

MISTER: It is important to work with vocabulary, reading and writing, it is also important to use reading according to age. Motivate or encourage reading.

ME: OK, thank you.

MISTER: you're welcome.