



# **UNIVERSIDAD NACIONAL DE CHIMBORAZO**

## **FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

### **CARRERA DE IDIOMAS**

Work presented as requirement for obtaining the Bachelor's degree of "Licenciada en Ciencias de la Educación, Profesor de Idiomas Inglés"

### **TITLE OF THE PROJECT:**

"ANALYSIS OF THE APPLICATION OF THE THINK METHODOLOGY, ACCORDING TO THE "AMERICAN THINK BOOK", IN THE 2<sup>ND</sup> YEAR CLASS "B" OF BACHILLERATO GENERAL UNIFICADO AT "COMBATIENTES DE TAPI" HIGH SCHOOL IN THE CITY OF RIOBAMBA, DURING THE FIRST QUIMESTER SCHOOL PERIOD 2017 – 2018"

### **AUTHOR**

Ambar Verenice Morocho Torres

### **THESIS' DIRECTOR**

Dra. Mónica Janneth Torres Cajas

### **YEAR**

2017-2018

**Riobamba – Ecuador**



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN,**  
**HUMANAS Y TECNOLOGÍAS**  
**LANGUAGES CAREER**

**COMMITTEE MEMBERS CERTIFICATE**

**THESIS TITLE: "ANALYSIS OF THE APPLICATION OF THE THINK  
METHODOLOGY, ACCORDING TO THE "AMERICAN THINK BOOK", IN  
THE 2<sup>ND</sup> YEAR CLASS "B" OF BACHILLERATO GENERAL UNIFICADO AT  
"COMBATIENTES DE TAPI" HIGH SCHOOL IN THE CITY OF RIOBAMBA,  
DURING THE FIRST QUIMESTER SCHOOL PERIOD 2017 – 2018"**

Work presented as requirement to obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesora de inglés". It has been approved by the following Committee Members at the Universidad Nacional de Chimborazo, it has been confirmed by their signatures. In constacy with all exposed sign:

MsC. Mónica Cadena  
**COMMITTEE PRESIDENT**

MsC. Lucy Pazmiño  
**COMMITTEE MEMBER**

MsC. Miguel Paredes  
**COMMITTEE MEMBER**

Dra. Mónica Torres  
**TUTOR**

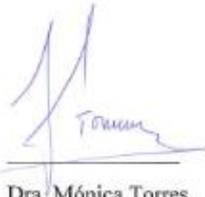
## INFORME DEL TUTOR

Dra. Mónica Torres

TUTORA DE TESIS Y DOCENTE DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS, CARRERA DE IDIOMAS DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO.

### INFORMO O CERTIFICO:

Que el presente trabajo: **"ANALYSIS OF THE APPLICATION OF THE THINK METHODOLOGY, ACCORDING TO THE "AMERICAN THINK BOOK", IN THE 2<sup>ND</sup> YEAR CLASS "B" OF BACHILLERATO GENERAL UNIFICADO AT "COMBATIENTES DE TAPI" HIGH SCHOOL IN THE CITY OF RIOBAMBA, DURING THE FIRST QUIMESTER SCHOOL PERIOD 2017 – 2018"**, de autoría de la Señorita **Ambar Verence Morocho Torres**, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo.



Dra. Mónica Torres

## INFORME DEL TUTOR

Dra. Mónica Torres

TUTORA DE TESIS Y DOCENTE DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS, CARRERA DE IDIOMAS DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO.

### INFORMO O CERTIFICO:

Que el presente trabajo: **"ANALYSIS OF THE APPLICATION OF THE THINK METHODOLOGY, ACCORDING TO THE "AMERICAN THINK BOOK", IN THE 2<sup>ND</sup> YEAR CLASS "B" OF BACHILLERATO GENERAL UNIFICADO AT "COMBATIENTES DE TAPI" HIGH SCHOOL IN THE CITY OF RIOBAMBA, DURING THE FIRST QUIMESTER SCHOOL PERIOD 2017 – 2018"**, de autoría de la Señorita **Ambar Verence Morocho Torres**, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, con un **8% de plagio** en base a la plataforma Urkund, adjunto el informe del mismo para los fines pertinentes.



Dra. Mónica Torres

### AUTORSHIP

I, Ambar Verence Morocho Torres, student of Language Career, I am the only autor of the ressearch named: "ANALYSIS OF THE APPLICATION OF THE THINK METHODOLOGY, ACCORDING TO THE "AMERICAN THINK BOOK", IN THE 2ND YEAR CLASS "B" OF BACHILLERATO GENERAL UNIFICADO AT "COMBATIENTES DE TAPI" HIGH SCHOOL IN THE CITY OF RIOBAMBA, DURING THE FIRST QUIMESTER SCHOOL PERIOD 2017 – 2018", ideas and commentaries specified in this document are responsibility of its author.

Riobamba, 19 de mayo de 2018.



Ambar V. Morocho Torres

## ACKNOWLEDGMENTS

Firstly, I want to express my gratitude to the Alma Mater Universidad Nacional de Chimborazo, to the faculty of Education and the teachers of the Languages Career for the opportunity given to reach out my goals and dreams.

My deepest gratitude to all the professors who have shared their knowledge, experiences, advice, and concern along the four years of personal and professional formation. All of them showed patience and comprehension. To my thesis director Dra. Monica Torres C. who have supported, guided, and encouraged me to be better in every aspect along this process.

*Ambar Morocho Torres*

## **DEDICATION**

I want to dedicate this research work to Jehovah for his lovely care, guide, protection and wisdom each day while I did this work.

To my parents and my siblings who always gives me their love, help and encouraged to achieve my goals, to my friends, because of their constant support and joy, and obviously, to the teachers who were a great support and inspiration along my career.

Ambar

## RESUMEN

A través de un análisis previo se determinó como problema, que los estudiantes del Segundo Año de Bachillerato General Unificado “B” en la Unidad Educativa “Combatientes de Tapi”, se observó que los estudiantes. no están cognitivamente comprometidos en el desarrollo de su desempeño en inglés, debido al inadecuado desarrollo de la metodología “THiNK”. Este estudio analiza como la metodología THiNK ayuda a reforzar las destrezas de pensamiento y lenguaje en los estudiantes. Este análisis fue desarrollado en el Segundo Año de Bachillerato General Unificado “B” en la Unidad Educativa Combatientes de Tapi” durante el primer quimestre del año lectivo 2017-2018. El propósito de este trabajo es analizar como la metodología THiNK ayuda a reforzar las destrezas de pensamiento crítico y las destrezas del lenguaje, con el fin de fomentar el pensamiento crítico en los estudiantes, ayuda a los estudiantes a desarrollar la capacidad de pensar críticamente para resolver problemas de la vida diaria, con conciencia del entorno que les rodea, mediante una sinergia de estrategias que combinan las destrezas de pensamiento conjuntamente con el refuerzo del desarrollo de las destrezas del lenguaje, con la finalidad de mejorar el desempeño del idioma inglés. La población fueron 35 estudiantes; veinticinco de ellos varones y diez mujeres. El tipo de estudio es cualitativo de nivel exploratorio y el método cualitativo empleado es etnográfico. Se utilizó una técnica de observación no participativa ya que el investigador protagoniza un rol pasivo; el instrumento de recolección de datos es una guía de observación. Se determinó que, en el presente año educativo, la metodología THiNK, ayuda a los estudiantes a desarrollar la capacidad de pensar críticamente conjuntamente con mejoras de las destrezas del lenguaje, debe ser aplicada conforme al orden establecido, prestando gran atención a fomentar las destrezas de pensamiento y promoviendo mejoras en las técnicas del desarrollo de las destrezas de lenguaje.

## Abstract

Through a previous analysis it was determined as a problem that student of the 2nd year class "B" of Bachillerato General Unificado at "Combatientes de Tapi" high school, it was observed that students are not highly compromised with their English performance improvement, due to the inappropriate development of "THiNK" methodology. This research analyses how THiNK methodology helps to enhance thinking and language skills. It was developed in the the 2<sup>nd</sup> year class "B" of Bachillerato General Unificado at "Combatientes de Tapi" High School in the city of Riobamba, during the first Quimester School period 2017 – 2018. The purpose of this research is to analyze how THiNK methodology helps to empower thinking skills and language skills, in order to enhance critical thinking in the students, it helps to develop critical thinking in the students to solve daily problems being conscious about the environment that surrounds them, through strategies synergy that combine thinking skills jointly with language skills development in order to improve English performance. The research was carried out with a population of 35 students, 25 of them boys and 20 girls. It is a qualitative research, of an exploratory scope and the qualitative method applied is ethnographic. It was used a non-participative observation technique due to the researcher plays a passive role, a tally sheet was used as a collecting data instrument. It was concluded that in the current academic year, THiNK methodology helps the students to develop the thinking critically capacity with language skills improvement, it has to be applied according the stablished process, paying attention at the moment of enhancing thinking skills and promoting progress in language skills development techniques.



## INDEX

<b>COVER</b> .....	I
<b>COMMITTEE MEMBER CERTIFICATE</b> .....	II
<b>TUTOR CERTIFICATION</b> .....	III
<b>AUTORSHIP</b> .....	IV
<b>ACKNOWLEDGMENTS</b> .....	V
<b>DEDICATION</b> .....	VI
<b>RESUMEN</b> .....	VII
<b>SUMMARY</b> .....	VIII
<b>INDEX</b> .....	IX
<b>INTRODUCTION</b> .....	1
<b>CHAPTER I</b> .....	3
1. REFERENTIAL FRAMEWORK .....	3
1.1 Research problem .....	3
1.2 Problem definition .....	3
1.3 Problem formulation and guiding questions .....	6
1.4 Objectives .....	6
1.4.1 General Objective .....	6
1.4.2 Specific Objectives .....	7
1.5 Justification .....	7
<b>CHAPTER II</b> .....	10
2. THEORETICAL FRAMEWORK .....	10
2.1 BACKGROUND OF PREVIOUS RESEARCH REGARDING THE PROBLEM TO BE INVESTIGATED .....	10
2.2 THEORETICAL FOUNDATION .....	10
2.2.1 THINK METHODOLOGY .....	10
2.2.2 THINK PRINCIPLES .....	12
2.2.2.1 Foster a deeper level of engagement .....	12

2.2.2.2	Build good habits of mind .....	13
2.2.2.3	Instill positive values .....	14
2.2.2.4	Promote healthy self-esteem .....	15
2.2.3	CRITICAL THINKING: Developing thinking skills .....	15
2.2.3.1	Strategies to enhance thinking skills .....	18
2.2.4	LANGUAGE SKILLS .....	19
2.2.4.1	Strategies to enhance Language Skills .....	20
2.2.5	ACTIVITY TYPES TO DEVELOP THINKING SKILLS AND LANGUAGE .....	21
2.2.6	SCAFFOLDING IN THINK METHODOLOGY .....	23
<b>CHAPTER III .....</b>		<b>24</b>
3.	METHODOLOGICAL FRAMEWORK .....	24
3.1	Type of research .....	24
3.2	Research level .....	24
3.3	Qualitative research method .....	24
3.4	Population .....	24
3.5	Procedure .....	24
3.5.1	Work field .....	25
<b>CHAPTER IV .....</b>		<b>27</b>
4.	ANALYSIS AND INTERPRETATION OF RESULTS .....	27
4.1	ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE SURVEY APPLIED TO THE TEACHER .....	27
<b>CHAPTER V .....</b>		<b>36</b>
5.	CONCLUSIONS AND RECOMMENDATIONS .....	36
5.1	CONCLUSIONS .....	36
5.2	RECOMMENDATIONS .....	36
6.	<b>REFERENCES .....</b>	<b>38</b>

<b>7.</b>	<b>ATTACHMENTS .....</b>	<b>41</b>
<b>7.1</b>	<b>OBSERVATION SHEET .....</b>	<b>41</b>

## INTRODUCTION

A human's capacity of solving problems is one of the important aspects in our life; not possessing qualified thinking can lead any one to trouble themselves as well as the society. An interesting statement was made by Paran (2003) about the quality of thinking: "Everything we do in life is determined by the quality of our thinking. If we aren't thinking clearly, we're at the mercy of everyone else". Taking this in mind is important more than ever, for teachers to teach to their students to think even when they are learning a new language.

This analysis was performed in "Combatientes de Tapi" High School, which is located in Juan de Velasco parish, city of Riobamba, in Chimborazo province, this institution offers education in the Initial, Basic and High school education. It was founded as a military school, but since May 6th 2016, the institution turned their administration model into a fiscal system.

Even when the Ecuadorian Education Ministry has its own English books for all the educational levels, it includes Bachillerato General Unificado (BGU). The institution used to keep on working with Cambridge University Press collaboration and their books American THINK for BGU level's, which have been developed according to Herbert Puchta methodology "Developing young learners' thinking skills", which is the basis for this research.

The study problem was found in the 2<sup>nd</sup> year class "B" of Bachillerato General Unificado at "Combatientes de Tapi", where there are 35 students, 25 of them are boys and 10 are girls, between the ages of sixteen and seventeen years old. The purpose of this research, was to analyze how THINK methodology can help to enhance language and thinking skills in the students at the 2<sup>nd</sup> year class "B" of Bachillerato General Unificado

at “Combatientes de Tapi, in the city of Riobamba, during the first quimester school period 2017 – 2018.

This analysis explored and got information about how THiNK methodology works on developing learners thinking beyond enhancing not only language, this methodology is based in four principal aspects which supports the whole teaching method, through the info recovered was possible to determine that there was an inadequate application of “THiNK” methodology, also the strategies used by the teacher to enhance thinking and language skills do not permit to the students to bring out the very best from them. This research will establish which would be the best process to follow for enhancing language and thinking skills. Once established that process, the present research will strengthen THiNK methodology development.

This study has been systematized into five chapters that are then exposed:

-  **Chapter I.-** This chapter presents the referential framework, problem statement and the general and specific objectives jointly the justification.
-  **Chapter II.-** This chapter presents the theoretical aspects of THiNK methodology, its aspects and strategies about enhancing thinking and language skills.
-  **Chapter III.-** This chapter presents the methodological framework which presents the design and type of the research, population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis and interpretation.
-  **Chapter IV.-** This chapter presents the analysis and interpretation of results.
-  **Chapter V.-** This chapter presents the conclusions and recommendations of the research.

## **CHAPTER I**

### **1. REFERENTIAL FRAMEWORK**

#### **1.1. RESEARCH PROBLEM**

**Problem:** Inadequate application of “THINK” methodology.

#### **1.2 PROBLEM DEFINITION**

The “Combatientes de Tapi” High School, is located in Juan de Velasco parish, city of Riobamba, in Chimborazo province, the institution offers education in the Initial, Basic and High school education. It was founded as a military school, but since May 6th 2016, the institution turned their administration model into a fiscal system, it means that; the institution would have been subjected to the rights and obligations of the government educational system since then, it includes the hour’s reduction of the English subject, becoming five hours during the week instead of six.

Even when the Ecuadorian Education Ministry has it owns English books for all the educational levels, it includes Bachillerato General Unificado (BGU). The institution keeps on working with Cambridge University Press collaboration and their books American THINK for BGU level’s, which have been developed according to Herbert Puchta methodology “Developing young learners’ thinking skills” (THINK).

In the 2<sup>nd</sup> year class “B” of Bachillerato General Unificado at “Combatientes de Tapi, there are 35 students, 25 of them are boys and 10 girls, between the ages of sixteen and seventeen years old. During the English classes while the pre-teaching practices were developed, it was possible to observe that students were not highly compromised with their English performance improvement, due to the traditional way of working out the book and its activities. The English book was limited to the task development, and most

of the time students copy each other to full fill the tasks without developing a real learning process, that includes the critical thinking development that is the one of the focal points of this methodology, that teach foster problem solution techniques for students cognitive skills.

According to the EFL curriculum for the BGU sublevel that is clearly aligned to CEFR standards. “The curriculum intends to develop learners who are effective listeners and speakers, learners who can evaluate and analyze information in a variety of ways using a variety of skills, learners who can respond appropriately in a range of social interactions and learners who are critical and creative thinkers. Along these lines, the EFL curriculum for BGU has taken into consideration the cognitive, social, emotional and physical growth of the learners, as well as their language abilities, as they progress from level A2.2 to B1.2 of the CEFR.” (Ministerio de Educación del Ecuador, 2010).

Taking in mind that students of BGU, are expected to be “motivated and engaged while practicing their receptive and productive language skills in a communicative context, which, in turn, supports L2 acquisition”. It was evident that most of the students were not fully accomplishing this goal when; they were not able to maintain a short dialogue between pairs or between teacher and student, recall previous knowledge, like the own vocabulary of the unit that had been worked out, student limit their English performance to the scheduled hours and sometimes they do not even do their assignments at home or the tasks assigned in class time. There were a few students who worked according to the teacher’s instructions and the rest just rely and depend on these students’ work, without participating in the own process of scaffolding in which is also based THiNK methodology.

The purpose of this research was to analyze how THINK methodology was being applied during the English classes, what were the gaps that exist and get more information about how THINK methodology can help students to enhance strong language and thinking skills.

### 1.3 PROBLEM FORMULATION AND GUIDING QUESTIONS.

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
METHODOLOGY	How can THINK methodology help students to enhance language and thinking skills?	How is THINK methodology being applied in the English classes?	To analyze how THINK methodology helps to enhance language and thinking skills	To observe how the teacher is using THINK methodology in the English classes.
		Which activities enhance the language and thinking skills according to THINK methodology?	in the students at the 2 <sup>nd</sup> year class “B” of Bachillerato General Unificado at “Combatientes de Tapi,	To recognize which activities are being used by the teacher to empower language and thinking skills in the students.
				To establish which would be the best process to follow for enhancing language and thinking skills.

*Made by Ambar Morocho Torres.*

### 1.4 OBJECTIVES:

#### 1.4.1 GENERAL OBJECTIVE

To analyze how THINK methodology can help to enhance language and thinking skills

in the students at the 2nd year class “B” of Bachillerato General Unificado at “Combatientes de Tapi, in the city of Riobamba, during the first quimester school period 2017 – 2018.

#### **1.4.2 SPECIFIC OBJECTIVES**

- To observe how the teacher is using THINK methodology in the English classes.
- To recognize which activities are being used by the teacher to empower language and thinking skills in the students.
- To establish which would be the best process to follow for enhancing language and thinking skills.

#### **1.5 JUSTIFICATION**

There is no an specific definition about what Critical Thinking is but as (Ennis, 1989) mention “Critical thinking is to be reasonable, reflective thinking focused on deciding what to believe or what to do”. That is why is important to teach to our students to think by themselves, because the globalized world wants critical students, workers and citizens. If fact (Mason, 2008) support this when he said that “the teacher should employ classroom strategies that produce active rather than passive learners, given the demands of ‘the global economy’, which apparently needs active, creative, and critical workers who are ‘life-long’ and ‘life-wide’ learners”(p.10).

This research is important because bearing in mind that it fits with the actual Ecuadorian ministry alignments according to the New Curriculum for EFL teachers, since long time ago, Bilingualism has been shown to have many social, psychological and lifestyle advantages, and especially in a globalized world of “Education”, where being at least bilingualism, offer to everybody a brunch of possibilities. This is what the Ecuadorian Ministry wants to achieve from their student’s trough alignments and

methodological suggestions in order to develop their B1 Communicative language competence benchmark. It is also relevant because it works together with THiNK methodology principles and its basis.

This research enriches the English Methodology field, that helps to the teacher of 2nd year class “B” of Bachillerato General Unificado, teachers who uses American THiNK books and all the EFL teacher who are always looking for a better way to teach to their students, and specially to those teachers who wants to bring out the very best of every student with a completely techniques synergy between thinking skills (critical thinking) and language skills.

THiNK methodology works through Critical Thinking to learn English and practice its four language skills, with a synergy of mixed techniques of high order skills that focus student’s attention and capacities to foster a real deep learning, making them life-long learners. When these students reach it, they are able to be critical thinker people who are full conscious about the world that surrounds them. And agreeing to Paul (1982) when he says that “A strong critical thinker is able to understand the bigger picture holistically, to see different worldviews in perspective, rather than just to critique the individual steps in a particular argument every time that teachers direct their work according to it, and specially students show this willingness to reach these capacities”. Critical thinkers make better learners and better worldwide citizens.

This investigation was useful for improving the investigator’s teaching and researcher skills, and overall for covering the methodological problem mentioned before, making possible to make the students and the teacher the main beneficiaries of this research.

Moreover, this study will provide ideas and additional knowledge to the English teachers who work with teenagers, about how THiNK methodology works.

The accomplishment of this project was feasible due to different factors as: **academic:** teachers at Universidad Nacional de Chimborazo guided me through their knowledge and experience to canalize my ideas to work out this research; **human:** all people involved in the academic process at Unidad Educativa “Combatientes de Tapi” showed their kindly predisposition along this process; and **economic** due to the research type was not necessary to spend more than was predicted.

## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1 BACKGROUND OF A PREVIOUS RESEARCH REGARDING THE PROBLEM TO BE INVESTIGATED.

Once analyzed the library of Facultad de Ciencias de la Educación Humanas y Tecnologías of Universidad Nacional de Chimborazo, was possible to find a related research as it is: **Elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4th English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.** The author mentioned that “Effective use of high thinking is given when learners give explanations, make decisions, perform a play or a sketch because this fosters language communication and stimulates high thinking” (Fuertes López, 2016), that is how important is to foster in our students their thinking skills (critical thinking), while they develop activities in order to produce their own output. As one main of the specific objective of this research they have “To assess the use of HOTS High Order Thinking Skills, to ENHANCE the speaking skill”, subsequently the author also concludes that “The sequential assessment of High order thinking skills enhances the speaking skill because students show a progressive increase on the application of high thinking skills that comprises applying, analyzing, evaluating and creating”.

#### 2.2. THEORETICAL FOUNDATION

##### 2.2.1 THINK METHODOLOGY

Dr. Herbert Puchta is a full time writer of course books and other ELT (English Language Teaching) materials and a professional teacher trainer. He holds a PhD in

English – with a focus on ELT pedagogy. He is the IATEFL (International Association of Teachers of English as a Foreign Language) president,(Cambridge University Press, 2017). His approach to excellence in ELT depends on three key elements:

- ***A positive learning atmosphere:*** Learning does not have to be serious to be effective. On the contrary; if students associate language learning with fun, they look forward to it and they want to do more of it. So keep confidence levels high by giving the students as many opportunities as possible to succeed, and transmitting teacher’s enthusiasm for language.
- ***Compelling content:*** When a topic grabs learners’ attention, it becomes more memorable. They become more involved and their motivation increases. Consequently, the language that is wrapped in that content will stay in their memory more easily.
- ***Teaching with the brain in mind:*** Understanding how the brain works when the students are learning -or forgetting- is crucial to success as teachers. Some of the recent findings from neurobiology can lead to fascinating insights and more efficient teaching. And teaching with the brain in mind can help develop students’ cognitive skills at the same time. (Dots & Puchta, 2017)

Consequently with this, THiNK methodology, was born according to Dr. Herbert Puchta approach and also based in Herbert Puchta and Marion Williams work of *Teaching Young Learners to Think* (Cambridge University Press, 2012). As was mentioned before, Dr. Herbert Puchta has been co-authored numerous textbooks including THiNK collection book’s (Puchta Herbert, Stranks Jeff, & Lewis-Jones Peter, 2017) and some resources books.

Based on this, THiNK methodology focus on go beyond building strong language skills to develop the whole learner with an emphasis on thinking skills, values and self-esteem - ensuring academic and lifelong success. (Puchta Herbert, Stranks Jeff, & Lewis-Jones Peter, 2017).

THiNK methodology works accordingly with these main principles based on the teaching-learning process:

- **Foster a deeper level of engagement.**
- **Build good habits of mind**
- **Instill positive values**
- **Promote healthy self-esteem**

### **2.2.2 THINK PRINCIPLES**

According to the New Curriculum presented by the Ecuadorian National Ministry and its guidelines for the Subnivel BGU (Bachillerato General Unificado). Five guidelines were presented in order to achieve the three main goals of the National Curriculum, that only seek the integral development of the student along the teaching – learning process, and training students capable of using the language with communicative purposes, being conscious of their own culture and other people culture around them. All of these in order to project them into a worldwide preparation in the English language usage. (Ministerio de Educación del Ecuador, 2010).

THiNK methodology works with high interesting topics and a special focus on developing cognitive skills challenge and inspire teens to become lifelong learners, to achieve this, these principles have been established while the EFL class development.

#### **2.2.2.1 Foster a deeper level of engagement**

THiNK explores complex issues and topics of interest to teens and offers insights into other people and cultures, (Finn, 1993) said that :

Engagement in school may be viewed behaviorally--that is, whether a student participates regularly in classroom and school activities—or affectively whether a student feels that he/she 'belongs' in the school setting and values school-relevant outcomes>>. (p. 12)

According to (Willms, 2003), and the report of the Program for International Student Assessment (PISA), the student engagement depends on many factors like students' participation and sense of belonging. These two aspects of student engagement are considered highly important, not only because of their relationship with student learning, but also because they represent a disposition towards schooling and life-long learning. Thus, foster the student's engagement is how THiNK methodology works in order to make teacher involve their students into the teaching –learning process and reach one of the EFL Curriculum Sub. BGU goal's.

#### **2.2.2.2 Build good habits of mind**

THiNK activities are integrated into lessons that help the students to sharpen their critical thinking skills—from sequencing and problem solving to evaluating information and supporting opinions—developing the habits of mind that are essential to successful learning across the curriculum. For clarifying what the critical thinking is, it is important to establish why the complexities of current daily life demands on human rationality. (Kurfiss, 1988) defining the critical thinking as:

<<a rational response to questions that cannot be answered definitively and for which all the relevant information may not be available. It is defined here as an investigation whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that can therefore be convincingly justified>>. (p. 20)

Contemporary problems are not simply larger or more numerous than those of the past, but those must be solved into an unfamiliar context. The process of how critical thinking is developed will be specially described later.

### **2.2.2.3 Instill positive values**

THiNK Values activities encourage to the students to reflect on positive social behaviors and important universal values such as developing intercultural awareness, understanding of global issues and appreciation and respect for others. One of the members in charge of THiNK methodology development in *THiNK Thursday #4: Incorporating values into the teen classroom*, said that: “Values are what we need to guide us through our life and to inform the way in which we interact with others. They help us make difficult choices and shape how we see ourselves”. (Sigsworth L., 2017).

For working on values that a learner must encourage among their lives Sigsworth (2017) establish three main aspects:

#### **1. Embody the positive values you want to teach**

Telling teens how they should or should not behave is rarely the most efficient way of fostering the right values in the students. It might be more promising for the teacher to model the behavior that want to evoke in the students.

#### **2. Choose texts that allow students to explore values themselves**

There are many common topics that allow for the discussion of values, or value-related activities, including health, the environment, friends and family, sports, future ambitions and home life. Encouraging students to think about, and talk about their values with each other is far more effective than a top-down, teacher led approach. Students need the freedom to practice leading their own life, and values must be freely chosen to be at all meaningful.

### **3. Praise students for more than just language production**

Praise the positive actions that teacher see in the classroom, not just those related to getting the answer right. Perseverance, good team work, listening to others and sharing ideas are all values worth praising and promoting.

#### **2.2.2.4 Promote healthy self-esteem**

THiNK Self-Esteem activities help the students develop healthy sense of self-worth encourages them to have positive attitudes about themselves and others. According to (King, Vidourek, Davis, & McClellan, 2002) in their article *Increasing Self-Esteem and School Connectedness Through a Multidimensional Mentoring Program*; Self-esteem serves as a protective factor to youth involvement in risky health behavior. High self-esteem is associated with high academic achievement, involvement in sport and physical activity, and development of effective coping, and peer pressure resistance skills.

A healthy self-esteem is close related with the student's engagement mentioned before, the sense of positive school, peer, and family connectedness (feeling that one "fits in" and "belongs") protects youth from engaging in negative health behavior. Positive social connections decrease risk-taking behavior by providing youth with prosocial and empowering opportunities. Youth who feel supported and cared for by parents, teachers, and peers report feeling more efficacious in making healthy, informed decisions and displaying features of resiliency to potential life stressors. (King, 2010)

#### **2.2.3 CRITICAL THINKING: Developing thinking skills**

Critical thinking has been analyzed for a long time taking part of many different authors in order to explain how the brain (the human rationality) minds up different solutions for a specific problem. It is important to know that one of these close related theories is Bloom's Taxonomy, but let's start defying what Taxonomy is. Forehand

defines Bloom's Taxonomy as a multi-tiered model of classifying thinking according to six cognitive levels of complexity... The lowest three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation. (Forehand, 2010). Along the time, this Taxonomy has been revised for a group of psychologist revised Bloom's Taxonomy establishing a new hierarchal order: The new terms are defined as:

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing, or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. (Anderson & Krathwohl, 2001, pp. 67-68).

As was mentioned before, the basis of Critical Thinking are Bloom's Taxonomy Thinking skills, with this in mind is important to establish empower connections with Critical Thinking skills, According (Facione, 1998) those skills are:

Core Critical Thinking Skills		
SKILL	Experts' Consensus Description	Subskill
<b>Interpretation</b>	"To comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria"	Categorize Decode significance Clarify meaning
<b>Analysis</b>	"To identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions"	Examine ideas Identify arguments Identify reasons and claims
<b>Inference</b>	"To identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to reduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation"	Query evidence Conjecture alternatives Draw logically valid or justified conclusions
<b>Evaluation</b>	"To assess the credibility of statements or other representations that are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions, or other forms of representation"	Assess credibility of claims Assess quality of arguments that were made using inductive or deductive reasoning
<b>Explanation</b>	"To state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments"	State results Justify procedures Present arguments
<b>Self-Regulation</b>	"Self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results"	Self-monitor Self-correct

Source: APA Report: Expert Consensus Statement on Critical Thinking. (ERIC ED 315 423).

*<<Critical thinking is an essential capacity of citizens in a healthy democratic society, and postsecondary educators are uniquely qualified to cultivate this capacity among students. Attention to critical thinking is not an educational panacea, and many other capacities of young adults and other students also deserve the attention of educators. To the degree, however, that critical thinking contributes to a more rational and humane society, its cultivation merits a significant expenditure of educators' collective time, wisdom, and effort.>>*

(pg.8)

With (Kurfiss, 1988) affirmation about how Critical Thinking is closely engaged in teaching – learning process and integral students development, it is an important aspect

to bear in mind at the moment of working out the topics with the students in EFL classroom.

### **2.2.3.1 STRATEGIES TO ENHANCE THINKING SKILLS**

According to Janelle Cox's article about *Teaching Strategies that Enhance Higher-Order Thinking*, she argues that every teacher should foster and explain to their students what is it and why is critical thinking important for them.

The purposed strategies for enhancing thinking skills are:

- a) ***Encourage Questioning:*** make students feel free to ask questions without any negative reactions from their peers or teacher.
- b) ***Connect Concepts:*** in this process students will learn to make connections between what they already know and what they are learning.
- c) ***Teach students to infer:*** make connections with real world examples and context.
- d) ***Use graphic organizers:*** useful way to frame their thoughts in a creative manner.
- e) ***Teach problem-solving strategies:*** critical thinking will help them solve problems faster and easier. Encourage students to use alternative methods to solve problems as well as offer them different problem-solving methods.
- f) ***Encourage creative thinking:*** Creative thinking is when students invent, imagine, and design what they are thinking. Using your creative senses help students process and understand information better.
- g) ***Use mind movies:*** When concepts that are being learned are hard, encourage students to create a movie in their mind. Teach them to close their eyes and picture it like a movie playing.
- h) ***Teach students to elaborate their answers:*** Higher-order thinking requires students to really understand a concept not repeat it or memorize it.

(Cox Janelle, 2017)

#### 2.2.4 LANGUAGE SKILLS.

In the process of learning a new language, especially in the second language acquisition, the term of “Interlanguage” may arise for those who are involved in Teaching English as a foreign language, thus according to the book *Basic Language Methodology: Cooperative Learning*, Interlanguage is defined as; a dynamic process of creation and restructuring that a learners construct at any given stage according his development. (Torres Mónica, 2017). In this learner process, some characteristics can be noticed:

- Properties and rules of L1.
- Properties and rules of both L1 and L2\*.
- Features of either.

*\* L1 and L2; L1 is referring to the first language or mother tongue of the learner and L2 is the target language. In this case L1 would be Spanish and L2 is English.*

But it is also necessary to say that Four basic communication skills must be developed to learn English; these abilities must be followed by a solid competition of the first language because it helps to learn a second language. (Carbonell, 2009). That is the main reason why sometimes students tend to mix sentences structure in the target language. Those four basic skills should be taught in a specific sequence in order to provide input (*Every piece of information that you receive in order to learn the new language*) and output (*When, mainly thanks to the input you received, you produce language.*)

1. **Listening:** is the comprehensible input described as the ability to understand the oral utterances.
2. **Reading:** Is the ability to decode symbols and derivate meaning from texts.
3. **Writing:** is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

4. **Speaking:** is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

THiNK methodology works in order to empower the Language Skills Development (LSD) into the classroom and outside the classroom, based on Better Learning Experience a special program developed for teachers based on three main aspects; Deeper insight, Richer content and Stronger results of teaching-learning process. These aspects work together with THiNK methodology principles.

#### **2.2.4.1 STRATEGIES TO ENHANCE LANGUAGE SKILLS**

Taking in mind what Anna Uhl Chamot and Lisa Kupper establish in their paper of “*Learning Strategies in Foreign Language Instruction*”, they argued that fostering language skills a teacher should follow some cognitive strategies that helps learners to

- a) **Inferencing:** using available information to guess meanings or usage of unfamiliar language items associated with a language task: to predict outcomes or to fill in missing information.
- b) **Repetition:** repeating a chunk of language (a word or phrase) in the course of performing a language task.
- c) **Resourcing:** using available information references sources of information about the target language, including dictionaries, textbooks and prior work.
- d) **Grouping:** ordering, classifying or labelling material used in a language task based on common attributes recalling information based on grouping previously done.
- e) **Note – taking:** writing down key words and concepts in abbreviated verbal, graphic or numerical forms help to assist performance of a language task.

- f) **Deduction/ induction:** consciously applying learned or self-developed rules to produce or understand the target language.
- g) **Substitution:** selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task.
- h) **Elaboration:** relating new information to prior knowledge, making meaningful associations to information presented.

(Chmot Uhl Anna, Kupper Lisa, & Interstate Research Associates, 1989)

## 2.2.5 ACTIVITY TYPES TO DEVELOP THINKING SKILLS AND LANGUAGE

Starting with Michael Grinder's quote as introduction that says "*If you can teach a teenager you can teach anyone*". Bearing in mind what Herbert Puchta explains in his video about "*Teaching teenagers to THiNK beyond language*" (Cambridge University Press ELT, 2015) when he talks about that teaching to teenagers is a big challenge; because Teaching teenagers successfully is not just about language, teachers have to work with the whole person it means help them to help them to develop as a worldwide critical citizens. In order to find a balance between combining empower high-order thinking skills and language skills it has arisen the necessity to establish and classify certain activities that foster those skills. Along the series of "*Developing young learners thinking skills*" as part of teaching techniques provided by Herbert Puchta and other authors from Cambridge University Press named; "World of learning".

In the article "*Developing young learners' thinking skills #5 – Combining the teaching of thinking and language*" (Herbert Puchta, 2015), had been established 13 activities that foster thinking and language skills:

- Making comparisons

- Categorizing
- Sequencing
- Focusing attention
- Memorizing
- Exploring space
- Exploring time
- Exploring numbers
- Making associations
- Analyzing cause and effect
- Making decisions
- Solving problems
- Creative thinking

The theory approach includes two preceding advantages at the moment of being developed;

“First, activities that are meaningful and at the same time intellectually challenging are more likely to achieve a higher level of cognitive engagement from learners than those ELT activities that can be somewhat over-simple from a cognitive point of view. Secondly, the tasks have been developed have a real-world purpose; examples include problem solving, decision making, thinking about the consequences of one’s own or other people’s actions, and so on”.

(Herbert Puchta, 2015)

Those activities allow the teacher to be able to help the students to improve by their selves in both aspects, cognitive and linguistic. That teaching-learning dynamic will help to subconsciously work for “scaffolding”.

## **2.2.6 SCAFFOLDING IN THINK METHODOLOGY**

Being “Scaffolding” one of the basis for THiNK methodology is important to be specific what it does and it does not do in teaching a language. (Gibbons, 2015) defines scaffolding as:

“Scaffolding, however, is not simply another word for help. It is a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. It is future-oriented and aimed at increasing a learner’s autonomy”. (p.23)

In this case scaffolding does not relate to just teacher-student but also student-student, as a teacher is important to make it happen because scaffolding is about knowing when and how to intervene. It is about the teacher taking an informed and active role in guiding students' learning as they come to terms with new ideas and concepts. And as seen in the classroom excerpts, scaffolding is far more than simply 'helping out' so that a student can complete a task. It requires the teacher to act contingently, using a variety of strategies, so that students can gain understanding and confidence to work independently in applying new learning in new environments. (Gibbons, 2001).

## **CHAPTER III**

### **3. METHODOLOGICAL FRAMEWORK**

#### **3.1. TYPE OF RESEARCH**

It was a qualitative research because it would be characterized by the use of data that arose from the empirical confrontation between the subject and the object of investigation with emphasis on interpretation results.

#### **3.2. RESEARCH LEVEL**

This research by the level of knowledge had an **exploratory** scope because it would help us to analyze how THiNK methodology was being applied by the teacher with her students of 2nd year class “B” of Bachillerato General Unificado at “Combatientes de Tapi” in order to enhance language and thinking skills.

As it is described in *Metodología de la Investigación 5ta Edición*, the exploratory scope “looks up for little studied problems, help to identify promising concepts and prepare the field for new researches”. (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2010)

#### **3.3. QUALITATIVE RESEARCH METHOD**

This research was an **ethnographic** method because this is suited for the educational field; this anthropological technique gathers information about human behavior which will help to the researcher to describe the developing of THiNK methodology.

This study lasted six months and it had been distributed by the following faces: the field work place, the analytical phase and informative phase.

#### **3.4. POPULATION AND SAMPLE**

Due to the small population was not necessary to take a relatively sample. Population was represented by the English teacher and 35 students of 2nd year class “B” of

Bachillerato General Unificado at “Combatientes de Tapi” analyze during the first Quimester School period 2017 – 2018.

The researcher has already worked with this population when was developing the Pre-Professional Execution practices at this institution. Then, it was evident the lack of student’s compromise with their English performance improvement, when they were working out the activities and during the English lessons with the teacher.

### **3.5. PROCEDURE**

This research activity has been divided into; preparatory, work field, analytical and informative. Firstly, the principal field of this research is “English Methodology”, because as was already mentioned before the methodology’s importance for an EFL teacher is highly related with how the teaching – learning process is being developed. For this reason, the researcher selected this population in specific in order to explore how THINK methodology could help to enhance language and thinking skills in the students at the 2nd year class “B” of Bachillerato General Unificado at “Combatientes de Tapi”.

#### **3.5.1 WORK FIELD**

The problem was chosen while the teaching practices were developed due to the deeply interest that the researcher had on; why students got so easily distracted and bored when they were working out the activities during the English classes along the week, how they were relying the subject as a matter of less important without taking in mind how important is this subject for the globalized world. And also what the teacher did for prevent that or in the other hand promote that.

For carrying out the investigation, it was primary necessary to ask for the institution principal authority consent, the assertive response to the researcher petition. Thanks to the direct contact that the researcher already had had with the direct participants of the project during the teaching execution practices developed before. When the researcher

exposed her interest analyze for improving and contribute with the educational improvement of this institution, the principle authorities showed their willing to contribute with that purpose. Through the non-participant observation, the researcher limited herself to be a passive observer and data collector, without participating in the teacher's activities along the English classes. Meanwhile the teacher and students were developing their activities as their normal routine, it was useful for the researcher because due to the ethnographic research method it is necessary to observe the human behavior or in this case the English class as it is, without the pressure of being observed.

For data collection was necessary two applied an instrument an observation sheet or well know like a tally sheet. That was designed to collect evidence about how the teacher was using THINK methodology in the English classes, through indicators, that described the aspects of THiNK methodology principles and if they are being accomplished during the teaching-learning process, also it helped to observe which activities the teacher used for enhancing the fourth language skills in order to empower the students English development.

After gather the information was possible to analyze that teacher was not full accomplishing THiNK principles which foster student's development as a hole learners which should had been able to be deeply engaged in the environment and issues that surround them. The students were distracted; they complete the activities just to full fill the answers, copy from others without a real process of critical thinking proper of the BGU students, they were not trying to improve their English performance. The data collection ended because it was possible to accomplish the specific objectives of this research.

## CHAPTER IV

### 4 ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE SURVEY APPLIED TO THE TEACHER

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p><b>To observe how the teacher is using THINK methodology in the English classes.</b></p>	<p>Teacher does not foster a deeper level of engagement in her students</p>	<p>Even with provided information it was possible to observe that:</p> <p>1. Teacher doesn't foster a <i>deeper level of engagement</i> as it would be expected with this methodology, because even when the English teacher works with "American Think Book" teacher's guide, and this provides the answers and also techniques of how to work out and develop certain activities along the English classes, teacher did not try to reach the very best of her students, where students with higher abilities than the others were just limited to</p>	<p>THiNK methodology works with high interesting topics and a special focus on developing cognitive skills challenge and inspire teens to become lifelong learners, to achieve these certain principles should be accomplishing:</p> <ul style="list-style-type: none"> <li>• <b><i>Foster a deeper level of engagement</i></b></li> </ul> <p>THiNK explores complex issues and topics of interest to teens and offers insights into other people and cultures.</p> <p>Taking in mind what the own author of THiNK methodology has explained in</p>

		<p>get a good grade and sometimes help the teacher. What would be expected to be done was apply the scaffolding principle, which is one of the bases of THiNK methodology. The students were not truly intellectual challenged by the teacher when they were not capable of solving problems by their own or even been concerned about the global world problems that were presented in the textbook through context in the content.</p> <p>Students did reach the very best that they should have given.</p>	<p><i>“Developing young learners thinking skills series”</i> (Herbert Puchta, 2015) argued that his approach has two mainly advantages in order to achieve this goal. First, activities that are meaningful and at the same time intellectually challenging are more likely to achieve a higher level of cognitive engagement from learners than those ELT activities that can be somewhat over-simple from a cognitive point of view. Secondly, the tasks that have been developed have a real-world purpose; examples include problem solving, decision making, thinking about the consequences of one’s own or other people’s actions, and so on”.</p>
--	--	---	---

	Teacher does not build good habits of mind in her students	2. In relation to <i>Building good habits of mind</i> : Students most of the time were able to just answer questions where the answer were already explicit in the text book, without realizing a real process of developing a critical sequence of problem solving process according to their critical thinking skills. Even when teacher asked open question most of the students weren't able to answer these kind of question without problem. And just a few students felt free to ask for clarification of the question or ask for help to answer it, or answer it by their own.	<ul style="list-style-type: none"> <li>• <b>Build good habits of mind</b></li> </ul> <p>THiNK activities are integrated into lessons that help the students to sharpen their critical thinking skills—from sequencing and problem solving to evaluating information and supporting opinions—developing the habits of mind that are essential to successful learning across the curriculum.</p> <p>(Puchta Herbert et al., 2017)</p>
	The teacher instills positive values in her students	3. As was mentioned before, student's age's fluctuate between sixteen and seventeen years' old. And at the moment of <i>Instill positive values</i> it was difficult to keep an environment where students were supposed to be difficult to manage with, or also to	<ul style="list-style-type: none"> <li>• <b>Instill positive values</b></li> </ul> <p>THiNK Values activities encourage to the students to reflect on positive social behaviors and important universal values such as developing intercultural awareness,</p>

		<p>show respect between them. Even when this was expected to deal with, it was possible to observe how the teacher was instilling to their students to be respectful between others and how important was to have a positive social behavior for their future, when they are expected to be mature teenagers who behave according to the social standards. The teacher has a really good relation with most of the students, they are able to talk freely about their personal issues in their mother tongue.</p>	<p>understanding of global issues and appreciation and respect for others. And as (Sigsworth L., 2017) explains in her article about “<i>Incorporating values into the teen classroom</i>” she explains: “Teachers are already under pressure to teach an increasing number of subjects in an already crowded schedule. Yet, in a society where children are not always lucky enough to have a stable and safe home life, it is undoubtedly the responsibility of educators to pick up the slack, and to provide teenagers with a ‘safe space’ to explore ideas of responsibility, empathy and cultural difference”.</p>
--	--	---	--

	<p>The teacher promotes a healthy self-esteem in her students.</p>	<p>4. The teacher has a good relation with her students, she spends a good amount of time of English classes, when was necessary, in order to make students become conscious about their future and how the way how students' self-esteem play a very important place in their lifetime and what they want to achieve a long their lives. It was also possible to observe that teacher pay specially attention to certain students at the moment to make error corrections without make them feel uncomfortable or angry about that.</p>	<ul style="list-style-type: none"> <li>• <b>Promote healthy self-esteem</b></li> </ul> <p>A healthy self-esteem is close related with the student's engagement mentioned before, the sense of positive school, peer, and family connectedness (feeling that one "fits in" and "belongs") protects youth from engaging in negative health behavior. Agreeing with King, (2010) that a positive social connections decrease risk-taking behavior by providing youth with prosocial and empowering opportunities. Youth who feel supported and cared for by parents, teachers, and peers report feeling more efficacious in making healthy, informed decisions and displaying features of resiliency to potential life stressors.</p>
<p><b>To recognize which activities are being used by the teacher</b></p>	<p>At the moment of practice language skills and empower thinking skills</p>	<p>Even when the communication between teacher and students were not a problem. It is important to say that it's difficult to promote</p>	<p>Bearing in mind what Janelle Cox's, argued that every teacher should foster and explain to their students what is it and why is critical thinking important for them.</p>

<p><b>to empower language and thinking skills in the students.</b></p>	<p>in the students of 2nd year class “B” of Bachillerato General Unificado at “Combatientes de Tapi”, the English teacher worked in a traditional way the language skills. It means that just a few, basic questions were done at the moment of speaking, students were not able to ask for information in English, or maintain a short dialogue as it was expected to be.</p>	<p>the four language skills practice in a 35 student’s classroom without calling for attention once and again and catch students whole attention and their best effort in learning English. The language skills practice was set aside while the English class were developed. Some students were paying attention and making questions for just full filling book activities, but most of the students were talking between them, and some were distracted by doing other subjects assignments. It was not evident that teacher fully encouraged to her students to develop a critical thinking where produce problem solving strategies by themselves is one of the basis of this, students</p>	<p>The purposed strategies for enhancing thinking skills are:</p> <p><b>Encourage Questioning:</b> make students feel free to ask questions without negative reactions.</p> <p><b>Connect Concepts:</b> make connections between what they already know and what they are learning.</p> <p><b>Teach students to infer:</b> make connections with real world examples and context.</p> <p><b>Use graphic organizers:</b> useful way to frame their thoughts in a creative manner.</p> <p><b>Teach problem-solving strategies:</b> Encourage students to use alternative methods to solve problems as well as offer them different problem-solving methods.</p> <p><b>Encourage creative thinking:</b> Creative thinking is when students invent, imagine, and design what they are thinking.</p>
--	--	---	---

	<p>Students are not familiarized to write long texts, or write in blogs as it is one of the suggestions of THiNK methodology.</p>	<p>were not completely focused in pay more attention than required in the tasks that are being developed with topics which appeals student's attention, creativity, sense of responsibility and more.</p>	<p><i>Use mind movies:</i> When concepts that are being learned are hard, encourage students to create a movie in their mind.</p> <p><i>Teach students to elaborate their answers:</i> Higher-order thinking requires students to really understand a concept not repeat it or memorize it.</p> <p style="text-align: right;">(Cox Janelle, 2017)</p>
<p><b>To stablish which would be the best process to follow for enhancing language and thinking skills.</b></p>	<p>After analyzing facts and theory about how the teaching-learning process should be developed in order to reach the principles of THiNK methodology and the New Curriculum presented by the Ecuadorian National</p>	<p>Its known that the teacher is the one of the main elements into the teaching –learning process, even when this methodology has been developed in order that students are capable to construct their own knowledge and it a student centered teaching, it is important that the teacher that is going to be leading this process is totally conscious about how to do it. Taking in mind how high-order thinking activities had been classified into steps by Herbert Puchta in</p>	<p><b>Activity types to develop thinking skills and language</b></p> <p>According to Herbert Puchta (2015) in his article “<i>Developing young learners’ thinking skills #5 – Combining the teaching of thinking and language</i>”, he had stablished 13 categories of activity that help with both the development of the learners’</p>

	<p>Ministry and its guidelines for the Subnivel BGU, it is important to bear in mind that some steps are missing, there some strategies that are not being applied as they should be. To bring out all of the student's potential, the author of THiNK methodology has shown special attention in combining certain high-order thinking skills in order to empower critical thinking and language skills at the same time.</p>	<p>his article "<i>Developing young learners' thinking skills #5 – Combining the teaching of thinking and language</i>".</p> <p>It is truly important for a teacher keep of learning through new methods and techniques to go with the constant changing world.</p> <p>THiNK methodology has been developed through constructs based of teacher and student's needs. Teacher should pay specially attention to the various techniques provided by the co-author of the text book, about how to apply this methodology, all this information can be found in the own teachers-book, on line resources of the Flexible digital support that includes Presentation Plus classroom presentation software, online workbooks and interactive e-books. Using the Graded Workbook activities and the extra ideas in the Teacher's Book that are perfect for mixed-</p>	<p>thinking skills and their language. These established steps follow a basic to a high-order thinking skills guide:</p> <ul style="list-style-type: none"> <li>• Making comparisons</li> <li>• Categorizing</li> <li>• Sequencing</li> <li>• Focusing attention</li> <li>• Memorizing</li> <li>• Exploring space</li> <li>• Exploring time</li> <li>• Exploring numbers</li> <li>• Making associations</li> <li>• Analyzing cause and effect</li> <li>• Making decisions</li> <li>• Solving problems</li> <li>• Creative thinking</li> </ul>
--	--	--	---

		ability classes, those classes look for the whole student's development without put aside each student necessity.	
--	--	---	--

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 CONCLUSIONS

- ✚ The teacher is rarely developing THiNK methodology with high proficiency.
- ✚ The teacher applies strategies to enhance thinking skills with low frequency, the most used are; questioning, mind movies, and elaborate their own answers. While when she enhances language skills she always uses note-taking and just sometimes uses extra material from internet which most of the time has the answers already given, make substitutions, and elaborate their own knowledge. There are so many strategies that more attention in both cases, for enhancing thinking and language skills.
- ✚ It has been analyzed that there are some strategies that have to be developed in certain order at the moment of enhancing thinking and language skills.

#### 5.2 RECOMMENDATIONS

- ✚ The educational institution had better organize educative journeys to make teachers acquire more knowledge about how THiNK methodology. So that, they can develop all the principles that make up this methodology that should be accomplished totally in order to reach out the best from all the elements involved in this teaching-learning process.
- ✚ Teachers must pay specially attention to the high order skills and how they should have been developed into the classes to foster a real critical thinking in the students. Without stopping from notice language skills, it would be suitable to work more with those strategies for enhancing language skills as making

inferences and repeat chunks of language and continue with note taking – technique and also make students to elaborate their own answers.

✚ Due to THiNK constructs which are the bases to carry out this approach with efficacy, it is suggested that teacher should follow the sequence the author has suggested in order to develop according to the textbook design, which firstly recall thinking skills and then language skills through the content.

## 6. REFERENCES

- Cambridge University Press. (2012, March). Teaching Young Learners to Think | Teaching Young Learners to Think. Retrieved July 3, 2017, from <http://www.cambridge.org/us/cambridgeenglish/catalog/secondary/teaching-young-learners-think/>
- Cambridge University Press. (2017). Herbert Puchta. Retrieved July 3, 2017, from <http://www.cambridge.org/us/cambridgeenglish/authors/herbert-puchta>
- Cambridge University Press ELT. (2015). *Herbert Puchta on Teaching Teenagers to THiNK Beyond Language*. Retrieved from <https://www.youtube.com/watch?v=QhJfhiCYfXU>
- Chmot Uhl Anna, Kupper Lisa, & Interstate Research Associates. (1989). Learning Strategies in Foreign Language Instructionww[1].pdf. Retrieved from <http://gordonintensive2012-13.yolasite.com/resources/Learning%20Strategies%20in%20Foreign%20Language%20Instructionww%5B1%5D.pdf>
- Cox Janelle. (2017). Teaching Strategies that Enhance Higher-Order Thinking [TeachHUB.com]. Retrieved October 5, 2017, from <http://www.teachhub.com/teaching-strategies-enhance-higher-order-thinking>
- Dots, T., & Puchta, H. (2017). ELT author and teacher trainer | Herbert Puchta. Retrieved July 2, 2017, from <http://www.herbertpuchta.com/>
- Ennis, R. H. (1989). Critical thinking and subject specificity: Clarification and needed research. *Educational Researcher, La*, 4–10.
- Facione, P. A. (1998). Critical thinking: What it is and why it counts. Retrieved June, 9, 2004.

- Finn, J. D. (1993). *School Engagement & Students at Risk*. Retrieved from <https://eric.ed.gov/?id=ED362322>
- Forehand, M. (2010). Bloom's taxonomy. *Emerging Perspectives on Learning, Teaching, and Technology*, 41, 47.
- Fuertes López, B. N. (2016). *Elaboration and application of the didactic guide: "Tasks on HOTS" built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4th English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015*. Riobamba: Universidad Nacional de Chimborazo, 2016.
- Gibbons, P. (2015). *Scaffolding language, scaffolding learning: teaching English language learners in the mainstream classroom* (Second edition). Portsmouth, NH: Heinemann.
- Herbert Puchta. (2015, April 16). Developing young learners' thinking skills #5 – Combining the teaching of thinking and language. Retrieved January 22, 2018, from <http://www.cambridge.org//elt/blog/2015/04/16/combining-teaching-thinking-language-teaching/>
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2010). *Metodología de la investigación* (5a ed). México, D.F: McGraw-Hill.
- King, K. A., Vidourek, R. A., Davis, B., & McClellan, W. (2002). Increasing self-esteem and school connectedness through a multidimensional mentoring program. *Journal of School Health*, 72(7), 294–299.
- Kurfiss, J. G. (1988). *Critical thinking: theory, research, practice, and possibilities*. Washington, D.C: Association for the Study of Higher Education.
- Mason, M. (Ed.). (2008). *Critical thinking and learning*. Malden, MA: Blackwell Pub.

- Ministerio de Educación del Ecuador. (2010). *English as a Foreign Language -for- Subnivel-Bachillerato General Unificado* (Vol. I). Ecuador. Retrieved from <https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/EFL-for-Subnivel-BGU-final-ok.pdf>
- Puchta Herbert, Stranks Jeff, & Lewis-Jones Peter. (2017, March 12). Think | Secondary. Retrieved July 3, 2017, from <http://www.cambridge.org/us/cambridgeenglish/catalog/secondary/think/>
- Sigsworth L. (2017, May 4). THiNK Thursday #4: Incorporating values into the teen classroom. Retrieved July 8, 2017, from <http://www.cambridge.org//elt/blog/2017/05/04/think-thursday-4-incorporating-values/>
- Torres Mónica. (2017). *Basic Language Methodology: Cooperative Learning GuideBook for Training English Teachers*. (1st Edition). Riobamba - Ecuador: Universidad Nacional de Chimborazo.
- Willms, J. D. (2003). Student engagement at school. *A Sense of Belonging and Participation*. Paris: Organisation for Economic Co-Operation and Development. Retrieved from <http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpi sa/33689437.pdf>

**7. ATTACHMENTS**  
**7.1. OBSERVATION SHEET**



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACION,**  
**HUMANAS Y TECNOLOGÍAS**  
**ESCUELA DE IDIOMAS**

**Objective:** To observe how the teacher is using THINK methodology in the English classes.

<b>THINK PRINCIPLES</b>		
<b>CRITERIA</b>	<b>YES/NO</b>	<b>EXPLANATION</b>
1. Teacher fosters a deeper level of engagement in her students.	-	There is no a deeper level of engagement as it would be expected in students of 2nd year class “B” of Bachillerato General Unificado
2. Teacher builds good habits of mind in her students.	<b>NO</b>	Teacher relays her whole work based in fulfill the activities in student’s workbook without foster a real critical thinking.
3. Teacher instills positive values in her students.	<b>YES</b>	Teacher emphasizes positive values in her students from many different ways
4. Teacher promotes healthy self-esteem in her students.	<b>YES</b>	Teacher promotes a healthy self-esteem in her students through positive reflection, error corrections in order to empower students capacities.



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACION,**  
**HUMANAS Y TECNOLOGÍAS**  
**ESCUELA DE IDIOMAS**

**Objective:** To recognize which activities are being used by the teacher to empower language and thinking skills in the students.

<b>STRATEGIES TO ENHANCING THINKING SKILLS</b>		
<b>ACTIVITIES</b>	<b>ACCOMPLISHMENT</b>	
	<b>YES</b>	<b>NO</b>
1. Teacher encourages questioning.	<b>x</b>	
2. Teacher connects concepts.	<b>x</b>	
3. Teacher teaches students to infer.		<b>x</b>
4. Teacher uses graphic organizers.		<b>x</b>
5. Teacher teaches problem- solving strategies.		<b>x</b>
6. Teacher enhances students to use mind movies.	<b>x</b>	
7. Teacher teaches students to elaborate their answers.	<b>x</b>	

<b>STRATEGIES TO ENHANCING LANGUAGE SKILLS</b>		
<b>ACTIVITIES</b>	<b>ACCOMPLISHMENT</b>	
	<b>YES</b>	<b>NO</b>
1. Teacher instill to her students to infer		<b>x</b>
2. Teacher make her students repeat chunks of language	<b>x</b>	
3. Teacher uses extra resources to teach	<b>x</b>	
4. Teacher infuse in her students to take notes in class	<b>x</b>	
5. Teacher follows a deduction/induction process for her students		<b>x</b>
6. Teacher instill in her students to make substitutions		<b>x</b>
7. Teacher teaches students to elaborate their own knowledge	<b>x</b>	

Signature