



**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 "Licenciatura en Ciencias de la Educación, Profesor de Idiomas- Inglés"

**TITLE OF RESEARCH WORK**

“OBSERVATION OF THE LEARNING ACTIVITIES TO DEVELOP THE CRITICAL THINKING IN STUDENTS OF PRIMERO DE BACHILLERATO CLASS “B” AT UNIDAD EDUCATIVA FISCOMISIONAL SANTA MARIANA DE JESÚS, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017-2018”.

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

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Research presented as a part of the requirement to obtain the degree as “Licenciado en Ciencias de la Educación, Profesor de Idiomas: Inglés”. It has been approved by the Committee Members at Universidad Nacional de Chimborazo.

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## AUTHORSHIP

The content of this investigation is under the only responsibility of the author Jesús Guevara, student of Language Career, with the theme:

“OBSERVATION OF THE LEARNING ACTIVITIES TO DEVELOP THE CRITICAL THINKING IN STUDENTS OF PRIMERO DE BACHILLERATO CLASS “B” AT UNIDAD EDUCATIVA FISCOMISIONAL SANTA MARIANA DE JESÚS, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017-2018”.

The matters, thoughts, analysis and conclusions belong to the author and correspond to the Universidad Nacional de Chimborazo.

Riobamba September, 2019



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Sincerely,

Jesús Alberto Guevara Sánchez

## DEDICATORY

To my loved ones.

A simple paper does not have the capacity neither the enough space to thank to all those people who inspire me to be better every day. First my loved parents María and Ricardo models of love, hard work, perseverance, and honesty. All I am is for you both. My first and best friends, you my three elder brothers, Rafael, Jorge, and Xavier who are always supporting me. I admire and I have learned so much from each of you. “The best gift a brother can give you is a nephew-niece” Martin, Matias, and Paula you are the living memory of our childhood and the encouragement of our daily and future effort. Besides, the life of a man would not be complete without a woman who loves and encourages him to be better. Lizett my eternal love once you were my classmate and now, I pray you will be the mate for my whole life.

I could not have asked for better people at my road.

With love,

Jesús Alberto Guevara Sánchez

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## RESUMEN

El desarrollo de la habilidad del pensamiento crítico a través de la aplicación de actividades del aprendizaje en los estudiantes es fundamental en el proceso de aprendizaje del Idioma inglés. Permite a los estudiantes interiorizar su propio conocimiento y compartir sus ideas. Mejora su producción del inglés, en lugar de una simple y mecánica repetición. Las actividades del aprendizaje como: discusión, preguntas abiertas, reconocimiento de imágenes en contexto, postura ante una imagen, lectura entre líneas y escucha crítica correctamente aplicadas, estimulan el desarrollo de este grupo de capacidades mentales. Este estudio fue realizado en la Unidad Educativa “Santa Mariana de Jesús” en el Primero de bachillerato paralelo “B” con 45 estudiantes y una profesora, para recolectar la información necesaria, fue aplicada una hoja de observación enfocada en los objetivos y el marco teórico de esta investigación. La observación fue realizada durante 12 horas de clase con 45 minutos cada una, desde el 24 de octubre hasta el 28 de noviembre. El objetivo de esta investigación fue determinar como la aplicación de las actividades del aprendizaje ayuda a desarrollar la habilidad del pensamiento crítico. La información fue obtenida, analizada y contrastada con la teoría. Los resultados revelaron que existió una dificultad para producir y dar criterios significativos. Las actividades del aprendizaje fueron desarrolladas mecánicamente sin el análisis y discernimiento de los estudiantes para dar su propio criterio basado en sus conocimientos como evidencia y soporte del mismo.

**PALABRAS CLAVE:** Pensamiento Crítico, actividades del aprendizaje, sub habilidades, procedimiento, efectividad.

## ABSTRACT

The development of the critical thinking skill through the application of learning activities on students is fundamental in the English learning process. It allows them to internalize their own knowledge as well as to share their ideas. It improves their English output, instead of a simple and mechanical repetition. The learning activities such as: discussion, open questions, picture recognizing context, picture stance, reading between the lines, and critical listening well applied, stimulate the development of that mindset. This study was performed at Unidad Educativa "Santa Mariana de Jesús" at Primero de bachillerato class B, in which there are 45 students and a teacher, for collecting the needed information, it was applied an observation sheet focus on the objectives and theoretic background of the investigation. The observation was done during 12 class hours, 45 minutes each, from the 24<sup>th</sup> of October to the 28<sup>th</sup> of November. The aim of the study was to determine how the application of learning activities helps students to develop the critical thinking skill. The information was gotten, analyzed, and contrasted with theoretic background; the results revealed that there was the difficulty to produce and give significant criteria. Learning activities were developed mechanically without student's analysis and discernment of information to give their own criteria based on knowledge as evidence and support of it.

**KEY WORDS:** Critical thinking, learning activities, sub-skills, procedure, effectiveness.



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## INTRODUCTION

Currently, English language is the bridge of communication among the growing globalized world due to, it is the most commonly used foreign tongue for educational interchanging, also for medical, scientist and technological advances, news transmitting, business treatments and so forth. In short, learning English connects people with the world, for that irrefutable fact, learners need to be able to do more than repeat a list of English patterns, they need to be critical thinkers who truly can produce and then share their own thoughts.

Critical thinking today is recognized as a fundamental skill in current society and in professional curricula. The conceptualization of Critical thinking emphasizes it as a central twenty-first century skill which is actually necessary in education, work life and society in general. In spite of that, critical thinking is a complex skill to promote in teaching, due to the fact that critical thinking is more than a single mental and academic ability. It is a group of mindset developed through the practice and correct expansion of certain subskills. According to the revised version of Bloom's Taxonomy Colorado College, (s.f) those subskills are: understanding, applying, analyzing, evaluating, and creating.

The English language teacher must know how to promote and increase that fundamental students' capacity, supported on the correct application on some activities which were created with that purpose. Hughes, J. (2014) argues that activities which encourage students to wake up and develop the mental process identified as "Critical Thinking" are: discussions, debates, round tables, open questions, picture-recognizing context, picture-stance, reading between the lines, inferring the end of the story, giving a controversial topic.

The purpose of the research was to observe how the application of English teaching-learning activities promotes the development of critical thinking at Primero de bachillerato class “B” at Unidad Educativa Fiscomisional “Santa Mariana de Jesús”, in Riobamba city, Chimborazo Province.

The research type is qualitative, exploratory level and the method is ethnographic. An observation sheet prepared by the researcher was the instrument which permitted to collect the necessary data. In addition, the research work of observation could be carried out because of the authorities’ permission at Unidad Educativa “Santa Mariana de Jesús”

For a well comprehension the study has been organized in five chapters:

Chapter I Referential Framework. - The preliminary features, objectives, justification, and problem explanation.

Chapter II Theoretic Basis. - Scientific sustenance about learning activities for developing critical thinking skill.

Chapter III Methodological or procedural Framework. - The procedure applied to acquire the sufficient material to complete the investigation.

Chapter IV Scrutiny and Interpretation of results. - The collected information from the observation is differentiated with the theoretic basis.

Chapter V Conclusions and Recommendation. - Last finding founded on the observation, investigation, and analysis procedures.

## **CHAPTER I**

### **1.1.REFERENTIAL FRAMEWORK**

### **1.2.THE RESEARCH PROBLEM**

Students are not able to think critically for producing and sharing their own ideas, they are mere receptors and repeaters of the English language not producers of it.

### **1.3.PROBLEM STATEMENT**

The research problem stands in student's difficulty around the world to produce their own ideas, contribute with meaningful arguments about the class topics, and so that to improve their autonomous English performance.

The applied English teaching-learning activities like discussions, debates, open questions, picture-recognizing context, picture-stance, reading between the lines, and critical listening do not have the adequate approach in reason that, students are not encouraged to express their opinions, they only accept the presented ones. On the other hand, based on Hughes, J. (2014) those activities stimulate students critical thinking capability and support them to produce their own arguments.

The correct approach to promote the critical thinking on classrooms, is being misunderstood in every level of education from elementary school to university. Through the Pre-professional practices at Unidad Educativa "Santa Mariana de Jesús", it was possible to infer that apparently learning activities do not promote critical thinking on students due to, they could not analyze, discern, contradict information, nor express their own opinions, they are being conducted just to accept everything.

#### 1.4.FORMULATION OF THE PROBLEM AND GUIDE QUESTIONS

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
-ENGLISH METHODOLOGY IN TEACHING LEARNING ACTIVITIES	How the use of English teaching-learning activities stimulates students to think critically?	Which learning activities are used to develop critical thinking?	How the application of English teaching-learning activities	To identify the English teaching-learning activities used to develop critical thinking at Primero de bachillerato class “B”.
		How the learning activities are applied for developing critical thinking?	promotes the development of critical thinking at Primero de bachillerato class “B” at Unidad Educativa “Santa Mariana de Jesús”	To determine the effectiveness of the English teaching-learning activities applied to develop critical thinking at Primero de bachillerato class “B”.

*Elaborated by Jesús A. Guevara S.*

## **1.5.OBJECTIVES:**

### **1.5.1. GENERAL OBJECTIVE**

To observe how the application of the English teaching-learning activities promotes the development of critical thinking at Primero de bachillerato class “B” at Unidad Educativa Fiscomisional “Santa Mariana de Jesús”, in Riobamba city, Chimborazo Province, during the academic term 2017-2018.

### **1.5.2. SPECIFIC OBJECTIVES**

To identify the English teaching-learning activities used to develop critical thinking at Primero de bachillerato class “B”.

To determine the effectiveness of the English teaching-learning applied to develop critical thinking at Primero de bachillerato class “B”.



## **1.6. JUSTIFICATION**

The research is relevant since nowadays, English language is one of the most common medium to publish and transmit any kind of relevant and valuable knowledge, creating an uncountable quantity of information for the educational field such as new approaches and strategies to improve the learning and also teaching performing in any area of study.

However, the enormous quantity of available information creates not just advantages, also it means a significant disadvantage, the difficulty to discern and choose reliable and valid information quickly. Critical thinking is a so important skill for students in any level of education due to, it permits them to be able to discriminate and select useful material from adequate education resources, keeping their time and giving good results for their learning progress (Uribe-Enciso, O. L., Uribe-Enciso, D. S., & Vargas-Daza, M. D. P., 2017).

On the other hand, the importance of this investigation is justified since, critical thinking is not an innate ability, for being able to think critically the labor at classrooms is so important, and the result of well-developed learning activities will be students who truly can analyze, recognize and interpret information to get a meaningful knowledge (McPeck, J. E. 2016).

The research is useful in the academic aspect because, students at classrooms learn how to stop being memoirists to get a more active participation in the learning process and develop their critical thinking. Otherwise, educators exercise their proper teaching work to be able to promote one of the skills of the twenty first century skills as critical thinking.

In addition, the investigation benefits to the researcher for learning how to apply correctly the activities in order to promote highly developed critical awareness on pupils, and so that, to be a well-qualified English teacher.

The investigation is useful to the Unidad Educativa Fiscomisional “Santa Mariana de Jesús” since, this allows to evidence what happens in the classrooms so that teachers, students and the entire institution can seek an improvement of the educational process and provide critical thinkers to society who can face the challenges of the modern world. Finally, the research is feasible because of authorities’ permission and investigator knowledge.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1.BACKGROUND STUDIES REGARDING TO THE PROBLEM TO BE INVESTIGATED**

Once revising Repository Library of Universidad Nacional de Chimborazo there are some researches similar to the present one; being this the most relevant:

“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” done by Morocho, A. (2018) in which it was stated that the well-ordered presentation of strategies such as Comparisons, Classifying, Relations, Examining reason and result, Taking choices, and Creative thinking enhances the thinking and English language skills.

#### **2.2.THEORETICAL FOUNDATION**

##### **2.3.1 Critical thinking.**

One of the most widely accepted ways of organizing levels of learning is Bloom's Taxonomy, by way of The Center for Teaching and Learning, (2018) exposes that this theory uses a multiple scale to express the level of needed expertise to accomplish the pupil creation; application, analysis, synthesis, and evaluation. The abilities contain the four levels of the theory which is so close related to critical thinking in a higher-level discerning.

The mindset of different mental abilities such as understanding, applying, analyzing, evaluating, and creating is known as Critical Thinking mastered individually and applied all together for discerning the information which is presented as truths nevertheless, this capacity is not innate, it is developed through conscious practice and constant effort (Hughes, 2014).

Critical Thinking allows students to analyze and discern information to give their own criterion based on knowledge as evidence and support of it, instead of just accept everything as indisputable truth. It is recognized as an important tool of lifetime learning and it permits them to think ingeniously outside of the box (Afifah, F., and Nurbarirah, A. 2017).

### **2.2.1. Critical Thinking in Education**

The importance of the development of Critical Thinking is because, students who possess this set of abilities and attitude are independent and autonomous learners being conscious of their weaknesses and strengths to improve and take advantage of them through a self-analysis so that to appropriate their learning into their own hands (Afifah, F., and Nurbarirah, A. 2017).

According to Siahi, A., et al. (2015) learning critical thinking skills are the goal of educational organisms from an autonomous learning emphasis whereby students are the self-motivators of their critical thinking built on three features; accentuated on evidence, profound analysis, and meta cognition. The memorization and repetition are overcoming.

Critical thinking capability implies a flexible and reflexive attitude in learners, including the analysis, evaluation and correction of some one's activity and progress towards the established goal, as well as the motivation to pursue that desired goal. Therefore, critical thinking is a resource that allows the student to adopt an analytical and evaluative attitude towards his/her performance, perfecting the quality of the teaching – learning process; on the other hand, the learning process lets the gradual enhancement of the skills characteristic of critical thinking.

The motivational aspect emphasized by some authors as being the crucial feature for the growth of skill and success in school might help to understand the reason why some students' execution quality is not compatible with their cerebral potential, assessed, for instance, with intelligence assessment tests. It explains why some students, despite having potential, do not perform particularly well, and also why others less promising but more motivated perform better (Uribe-Enciso, O. L., Uribe-Enciso, D. S., & Vargas-Daza, M. D. P, 2017).

### **2.2.2. Critical Thinking in English learning**

Vdovina, E. et al. (2013) argue students' critical thinking skills can be formed with an educational system which guides the students to be nearby and sensitive to their environment. The learning process is not only concerned with things that are theoretical. The lessons given should be explored in depth and applied in everyday lifetime. One of the learning purposes is to help grow the critical activities and mindsets of students. It should be developed as much as possible according to the abilities of each learner. In this case, teachers need to provide students the opportunity to think freely in accordance with their interests and abilities. Class activities which consist of ideas will stimulate students to think critically.

A strong emphasis is given to the process, not only to results or student achievement. The quality concept demands optimal participation of teachers in designing and implementing the learning process. The ability of students to take the initiative, risk, be critical and brainstorm in groups are some of the important things the quality development has embraced so far (Emily R. Lai Person- researcher, 2011).

### **2.2.3. Teachers 'roles**

Torres, M. (2017) suggests English teaching learning procedure means the intervention of both learners and educators, focus on that fact, it is irrefutable that well trained teachers actually know and domain their roles, which contribute enormously to the improvement of student's performance.

Many years ago, the assumption about how to teach English was based on teacher's knowledge exposition and how exactly the pupils could repeat it. Nowadays, the global changes at education, transformed the approach totally, in direction of training learners to be critical thinkers according to the growing social changes.

The teacher as Encourager and Motivator always tries to make students act into the lesson growth, looking for a student centralized class. Also motivate them to participate in an active and enthusiastic manner. The support teacher gives during the learning process is permanent it does no matter if it is being badly developed.

Castella, (2017) establishes that there are two essential pillars for Education success, the home and the school, parents are responsible of the first obviously and the staff of teachers at the second. Currently the role of teachers has changed immensely from a transmitted of knowledge into a facilitator and guide of it.

Well managed classes and good roles performed always look for creating a learners centralized class, instead of a teachers centralized ones.

The main roles of teachers are two, the first is to be the facilitator of communication process among all her or his students and the second, is being another participant who as one

of the most experimented provides the example and the confidence at the rest of the class for promoting the expression of their own ideas and criterion.

#### **2.2.4. Learning activities to develop critical thinking**

##### **2.3.5.1 Open questions**

Asking questions is natural and intuitive ability, it is applied from the start of the lesson until the end on the class. Asking questions invite student to think, and even within a 'lecture' style lesson, rhetorical questions are used to invite silent agreement or begin the organization of ideas to present a response (Hughes, 2014).

Questions used to engage students, for taking an active style to the learning and to consider learning in order to determine how they best structure, organize and present new learning. However, research has found that many teachers wait only for 0.9 seconds before seeking an answer due to, it encourages students to be resistant to participative. Developing questioning methods, needs much emphasis on the provided time to students for thinking, autonomously, collaboratively and intensely to permit them to grow answers and to share better responses.

Effective open questions allow students raise the thinking challenge. Teachers must to know how to plan their questions and select methods for promoting classroom talk by preparing their open questions in with a high-challenge (Afifah, F., and Nurbarirah, A. 2017).

#### **Features that open questions must have:**

- Maintain the flow of the learning within the lesson.
- Engage students with the learning.

- Evaluate what has been learned, and check that what has been learnt is understood and applied.
- Examination of the student comprehension.
- Develop individual and collective thinking in response to new information.
- Provide an opportunity for learners to share their opinions, ideas, and views, in quest of responses from their classmates.
- To get better the speculation, hypothesis and idea/opinion forming (Gibson County Special School District, 2019).

### **2.3.5.2 Pictures Stance**

In critical thinking, learners need to be aware that a student's stance or point of view about any topic can really change the way they write or speak about it. So, this activity provides a simple role-play activity to introduce the idea of stance before they are then asked to read or listen to a text on a topic and recognize the writer or speaker's stance.

This learning activity allows students to defend their stance based on arguments which were tried and analyzed previously (Watkins, P. 2017).

### **2.3.5.3 Picture recognizing context**

It lets to speculate about an image or photograph in different contexts as part of developing a critical mindset, students need to develop the skill of seeing an argument from all sides. This learning activity will raise students' awareness of how the setting of a picture or text can modify our perception or interpretation of something (Watkins, P. 2017). For developing students' critical thinking an interesting picture, photograph, cartoon have to be showed to ask students about it: What does it show? Where do you think you might see it?



and so on (Doyle, 2019). For getting that students develop their critical thinking the images must to be describe through questions and inferences (Afifah, F., and Nurbarirah, A 2017).

#### **2.3.5.4 Reading between the lines**

In some cases, a writer will choose a word with connotations or certain associations instead of choosing the word for its denotation, or literal meaning, the writer uses it to evoke a different kind of meaning so, students must develop the skill of identifying hidden assumptions or implicit meanings, in other words, to understand the implicit meaning of the writer's words as well as the explicit meaning. Language with connotation can also be more persuasive to the reader because it appeals to our emotions (Watkins, P. 2017).

It involves analysis, interpretation, and evaluation, each of these processes help students to interact with the text in different ways such as highlighting important points and examples, taking notes, evaluating answers to the peers' questions, brainstorming, describing features of the text or argument, reflecting on their own reading and thinking (Have Fun Teaching, 2019).

#### **2.3.5.5 Discussion**

It develops a negotiation model in which students were confronted with credible but antagonistic arguments. Students were challenged to deal with the tension between the two arguments. Students responded favorably and as the class progressed over time, they reported being more comfortable arguing both sides of an issue. Students could be assigned to defend the effectiveness of a certain medical treatment. Discussion activity is used to encourage the information searching for instance, the statistics about the risks and benefits of treatments making decisions based on evidence and analyzing the problem for real life use.

Moreover, group discussion can stimulate creativity and foster students' comprehension. A learning method which promotes elaboration, such as collaborative work, could improve the academic achievement of the students (Asrita and Nurhilza, 2018).

#### **2.3.5.6 Critical listening**

It's a natural performance that requires no conscious effort or monitoring. However, the kind of listening that results in deep understanding and effective communication, involves monitoring our own listening; taking steps to assure that nothing will distract from a full and complete comprehension of the message; and assessing our own preconceptions, lack of clarity, and deficits in our understanding. It involves analyzing spoken words to determine their purpose and meaning and requires sensitivity to divergent points of view and perspectives (Watkins, P. 2017).

#### **2.3.5.7 Critical Listeners are:**

- Active, engaged – they deliberately seek understanding as they listen.
- Fully Attentive – they resist forming a response before the speaker finishes speaking.
- Systematically Analytical – they apply the Elements of Reasoning to information, claims, and ideas.
- Focused on Clarity – they ask follow-up questions until they reach understanding.
- Responsive – they paraphrase the speaker's statements to demonstrate comprehension.
- Empathetic – they try to understand the speaker's needs, assumptions, values, and opinions.
- Collaborative – they seek ways to find value in the combination of ideas and input (McGaan, 2014).

### **2.3.5.8 Tips for Listening Critically:**

- Put away cell phones, close laptop computers, and minimize visual distractions.
- Make eye contact with the speaker.
- Take written notes, especially when in a classroom setting. Categorize and prioritize information as you are writing, identifying key concepts and writing any questions or reflections you get.
- Judge your own understanding as fast as you listen. What needs more clarification? What seems incomplete or confusing? Apply the Elements of Reasoning to the message as you listen. Identify key concepts, articulate the purpose of the information, note underlying assumptions, and identify questions at topic.
- Evaluate your own partiality and consider the assumptions and point of view of the speaker.
- Paraphrase what is said to demonstrate understanding and ask for clarification if confused (Hiner, s.f).

### **2.3.5.9 Sub-skills of critical thinking**

Over the time, many educationalists have worked on Bloom's taxonomy. The compendium of the more current efforts to provide a set of subskills which take the scholar from traditional lower level thinking to a higher level of critical thinking (Hughes, 2014).

### **2.3.5.10 Understanding**

When students read or listen to a text, they process and then try to understand it. They explain their ideas or concepts (interpreting, classifying, summarizing, paraphrasing) The teacher might need to ask questions such as 'What kind of text is it? Is it from a newspaper? Where would you read it? as they will draw a logical conclusion from presented information.

It is a mental process of a learner who comprehends and interpret personally according his/her criteria.

#### **2.3.5.11 Applying**

Having studied a text, students take the new information and apply it to something. In the language classroom this often means answering some comprehension questions or filling in a table with some figures in the text. They have to apply or use, the knowledge they have learned. In other words, it is about task completion with the new information that we have understood. They may be asked to solve a problem with the information they have gotten in class being necessary to create a real solution (Vanderbilt University, 2019).

#### **2.3.5.12 Analyzing**

It engages students to return to the text and start to question how the author's information is presented. They will be required to go beyond knowledge and application and actually see patterns that they can use to examine a problem. For example, learners may have found information in the text but next they need to have evidence supporting the main point. The task involves identifying how a text or its arguments are made (Hughes, 2014).

#### **2.3.5.13 Evaluating**

It's the stage at which students have isolated the author's arguments and views and start to evaluate the validity and relevance of the information. Learners are expected to assess information and get a conclusion like its value or the bias behind it. It involves asking students to judge how much of the text is fact supported by evidence and how much is the opinion of the author. If they use the information in the text to support their own writing, they will be sure it is both legal and relevant (Hughes, 2014).

#### **2.3.5.14 Creating**

Students need to apply their new knowledge and to create, design, construct, plan, invent new ideas, products, ways of viewing something of their own out of it. For example, perhaps they are writing an essay expressing their own view with alternative hypotheses based on criteria and evidence they have researched. Or perhaps they do a group presentation with other in which they expose all the arguments for and against an opinion in order to present their own conclusions (Rosario English Area, sf).

## **CHAPTER III**

### **3. METHODOLOGICAL FRAMEWORK**

#### **3.1.RESEARCH DESIGN**

The research is descriptive with a qualitative style. The collected information was gotten over the observation on pupils and educator in their usual training for determining how the application of the English teaching-learning activities promotes the development of critical thinking at Primero de bachillerato class “B”. In addition, the research method is Ethnographic due to, the researcher describes the conduct of the students and teacher in their own class environment. Finally, a contrast is carry out through the interpretation of the obtained information during the observation time against the studied theory.

#### **3.2.RESEARCH TYPE**

The design of the research is qualitative since the researcher interpreted the behavior of the students and teacher at their natural teaching-learning setting, trying to contrast it with the theoretical foundation so that, it could be notice if the learning activities were correctly applied at Primero de bachillerato class “B” at Unidad Educativa Fiscomisional “Santa Mariana de Jesús” to promote the critical thinking skill.

#### **3.3.RESEARCH LEVEL**

It was exploratory, since the investigator have observed an educational issue and then researched to understand more about it. It helped to get a better understanding of the problem, and the information was gathered through an observation sheet. Which was contrasted based

on theoretical foundation to identify the learning activities used to develop critical thinking as well their effectiveness on schoolchildren English language production.

All the collected information and theoretical data was studied to establish the issue and to define possible answers, which could help to the researcher in the improvement of English Language Teaching.

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

The investigation was focused on 46 people; 45 of them were scholars at Primero de Bachillerato class “B” and an English instructor at Unidad Educativa Fiscomisional “Santa Mariana de Jesús”.

### **3.5.PROCEDURE**

The accomplishments of this study was distributed in: preliminary, camp work and reasoning.

**Preliminary phase.** – The examiner performed the pre-professional practices at Unidad Educativa “Santa Mariana de Jesús” with learners of Primero de Bachillerato class “B”. The investigator detected that students had difficulties to express their own opinion, they were custom to repeat previous ideas mechanically. The observer’s interest was caught as the future teacher in training.

To form the problem delineation three levels were taken into account: macro, meso and micro. At first in macro level the setting was Unidad Educativa “Santa Mariana de Jesús” which is located in the Maldonado parish of the Riobamba city belonging to Chimborazo Province. The second, as meso level where the project was accomplished at Primero de

Bachillerato class “B”. Finally, the issue was established at micro level on students who were not able to express their own criterion during classes.

**Camp work phase.** – The investigation was carried out during 12 class hours 45 minutes each one from October 24<sup>th</sup> to November 28<sup>th</sup>. An observation sheet was applied based on the proposed objectives in the study and agreeing to the theoretic basis.

The observation sheet and the activities calendar were reviewed, improved and accepted by the tutor PhD Mónica Torres.

**Reasoning. phase.** –the collected data from the observations was scrutinized, interpreted and compared with the theoretic basis to determine what extent the English teaching-learning activities promote the development of critical thinking at Primero de Bachillerato class “B” at Unidad Educativa Fiscomisional “Santa Mariana de Jesús”, in Riobamba city, Chimborazo Province.

The analysis of the interpretations was reviewed, improved and accepted by the tutor PhD Mónica Torres.

### **3.6.WORK FIELD**

The observation performing was possible because of the principal of Unidad Educativa Fiscomisional “Santa Mariana de Jesús” authorization. The investigation was carried out during 12 class hours 45 minutes each one, from October 24<sup>th</sup> to November 28<sup>th</sup> at Primero de Bachillerato class “B”.

The information was obtained through the observation technique and the tool for getting information was an observation sheet. It was created taking into account the most



important features of learning activities and their correct applications to stimulate and improve the critical thinking skill on students.

The investigator joined the class based on the proposed aspects in the observation sheet, collecting the necessary information about learning activities used for stimulating and developing critical thinking skill. All the gathered data was analytically examined and contrasted with the theoretic background for presenting the conclusions and recommendations of this study.

As sources of information, online educational networks from academic google ERIC, online scholastic journals, English methodology book, and the researcher's own experiences at the pre-professional practices were used.

## **CHAPTER IV**

### **4. ANALYSIS AND INTERPRETATION OF RESULTS**

The information was gathered from observations at Primero de bachillerato class “B” during 12 class hours, 45 minutes each, from the 24<sup>th</sup> of October to the 28<sup>th</sup> of November. It permitted to determine how the application of the English teaching-learning activities promotes the development of critical thinking skill on that group of students.

#### 4.1.ANALYSIS AND DESCRIPTION OF OBSERVATION SHEET

SPECIFIC OBJECTIVES	ITEM QUESTION	OBSERVATION/COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<b>To identify the English teaching-learning activities used to develop critical thinking at</b>	Learning activities used for developing critical thinking: a. Discussions b. Open Questions c. Picture-recognizing context	Discussion, and open questions, activities were focus only on the accuracy, which students could get by repeating the provided information. While Picture recognizing context was guided as a mere picture description.	The learning activities were guided using methodological steps focus on the learners' accuracy.	Afifah, F., and Nurbarirah, A (2017) establish that discussion, open questions, and picture recognizing context activities must be free of known and trained answers, the students' ideas expression should be encouraged through a clarification the aim is the not accuracy.
<b>Primero de bachillerato class "B".</b>	Learning activities used for developing critical thinking: d. Picture instance e. Reading between the lines. f. Critical listening.	Using a previously studied topic for instance, "Abortion" held on a picture, reading or a listening students were encouraged to repeat the provided information such as, statistic or the famous characters' opinion in front of the topic.	Activities are applied based on student's memorization and repetition, without any deep analysis nor addition of their own thoughts and criterion about the topics.	Learning activities are meaningful for students when they help themselves to produce and internalize their own knowledge applying logic and reasoning to new ideas or situations through a self-regulatory judgment instead of memorize information. When learners appropriate knowledge it will be easier to remember (Watkins, 2017).

	<p>Learning activities which are not applied for developing critical thinking:</p> <ul style="list-style-type: none"> <li>g. Debates</li> <li>h. Round tables</li> <li>i. Giving a controversial topic.</li> </ul>	<p>Through the observation it was appreciated that debates, round tables and giving controversial topic learning activities were not applied, justified on the argument that the class time is not sufficient for measuring of all the members in each team. In addition, it was claimed that students speaking skill was not enough for developing those complex activities.</p>	<p>When the educator roles are put in practice correctly and also, a well methodological procedure is applied, learners already are so capable to perform the activity with valid results, which motivate them to improve their critical thinking. Provide a good and consistent vocabulary, explain the activity to be developed in a clear way, make sure pupils understood correctly what they have to do.</p>	<p>Torres, M. (2017) suggest teacher's role as Encourager and Motivator engages learners in task development, as well as to inspires and motivate them to participate actively during the learning process. Teacher assists students' learning although their language output has errors. Additionally, the ethical values and love for teaching are in their nature as educators, whereby they will do their best effort looking for a meaningful performance in the teaching processes.</p> <p>Castella, (2017) claims the quantity of students' participation responds to the confidence between the whole group, which is enhanced by the teacher's role as motivator.</p>
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<p><b>To determine the effectiveness of the English teaching-learning applied to develop critical thinking at Primero de</b></p>	<p>Are English teaching-learning activities designed to encourage students for expressing their own criteria?</p>	<p>Along the observation it was noticed that, learning activities are directed to measure the students' ability of memorizing and how well they can answer trained open questions according to provided questionnaires.</p>	<p>The activities created and developed based on memorization and repetition of information without the pertinent analysis of it, are not enough to promote the critical thinking skill.</p>	<p>In words of Siahi, A., et al (2015) English learning activities should be created to stimulate critical thinking based on three features; emphasized on evidence, deep analysis, and meta cognition as norm, which means that those activities are develop overpassing the memorization and repetition, guided on a self-regulated learning.</p>
<p><b>bachillerato class "B".</b></p>	<p>When students read or listen to an English input, are questions asked to develop the <b>understanding</b> subskill?</p>	<p>Reading and listening activities were developed principally as practice of pronunciation and fluency, using drills in groups and applying corrections after the student's mistakes.</p>	<p>It was evident that, the open questions were applied looking for promoting the speaking skill based on the repetition of recently given information.</p>	<p>Hughes, (2014) proposed that, at reading or listening, students consider and after try to understand it, for helping that understanding process questions like 'What kind of text is it? Is it from a magazine? Where would you read or listen it?' should be asked to verify their comprehension and support them.</p>

<p>Once a text was studied, are students asked about applying the information?</p>	<p>After the study of the new topics the application consisted only on answer some questions based on the provided content and the use of new vocabulary to create sentences.</p>	<p>The application stage by just answering questions with the same presented information and as vocabulary practice is not sufficient to stimulate the thinking critically.</p>	<p>A good application is when students actually need to use the acquired knowledge maybe solving a presented problem with a practical solution. For instance, how can you stop the global pollution? (Vanderbilt University, 2019).</p>
<p>After reading or listening the English input. Are students asked for <b>analyzing</b> how the author's information is presented?</p>	<p>During the observation it could be appreciated that, the presented information was not analyzed. It was accepted and repeated.</p>	<p>Well applied learning activities encourage the curiosity at students about any topic to research for more evidences about it.</p>	<p>An appropriate analysis stage consists in the research of student for evidences to support the main points or arguments of any topic, instead of accept those as truths (Hughes, 2014).</p>
<p>After providing the English input. Are students requested for <b>evaluating</b> if the information is a fact or just the author's opinion?</p>	<p>The validity and relevance of the given information were not discussed during the classes.</p>	<p>The blind acceptance by students of every information does not help to promote the subskill known as evaluating, and it is one of the features learning activities must have.</p>	<p>Learning activities applied correctly promote a healthy skepticism on scholars about proofs and opinions of the author, creating the necessity of being sure about if the information is valid and relevant (Hughes, 2014).</p>

<p>Once a topic was studied. Were the learning activities applied to promote the students' <b>production</b> through group presentations, round tables or writing essays.</p>	<p>After the study of any topic students are required to complete some activities based on the given information and nothing else.</p>	<p>It is not a real creation of new knowledge if is only focus on the matching and the repeating of patterns using the previous given data.</p>	<p>Learning activities must promote an actual creation, expressing the student's own opinion of course based on evidences researched by them, where their arguments are supported and presented with facts they concluded are important (Rosario English Area, sf).</p>
<p>During the analysis of any topic are open questions asked to engage discussions?</p>	<p>Through the examination it was observed that the analysis stage was used just as a mere speaking and fluency practice by repeating the provided information.</p>	<p>The answering of open questions by using the given information does not promote a real discussion neither the critical thinking capability.</p>	<p>Opened questions are asked to create groups for and against, promoting the exposure of students criterion based on valid arguments (Hughes,2014).</p>
<p>Are the learning activities of listening and reading applied critically?</p>	<p>The English input by audios was applied like a mere listening and hear training. While the reading activities were used just as a pronunciation or fluency practice.</p>	<p>The aim of learning activities with listening or reading input was based on the reusing of information and repetition of it.</p>	<p>Actual listening and reading activities to promote critical thinking establish the given data, comprehend its context or importance, identify implicit assumptions, decide the validity, and draw students deductions (McGaan, 2014).</p>

<p>Are students asked to work in groups for discussing a social problem showed in a <b>picture</b> or photograph and how to solve it <b>defending a stance</b> or position?</p>	<p>At the observing time it was saw that the activity was only used as speaking practice to talk about how much students already know about the showed trouble.</p>	<p>A simple description of a social problem showed in a picture is not a way to stimulate the exposition of ideas defending a stance, nor a discussion about a possible solution for it.</p>	<p>The learning activity known as picture-instance is well developed by making groups of analysis, discussion and presentation of the problem and the possible solution of it, expressing students' opinions based on explanations (Doyle, 2019).</p>
<p>Are students asked to identify an <b>image</b>, cartoon or photograph in <b>different contexts</b>?</p>	<p>It was developed as a simple description of the picture, guided like an adjectives practice.</p>	<p>A description of pictures using adjectives does not help to students to develop their skill to see things from another perspective and consequently to improve the critical thinking.</p>	<p>It is correct applied by enhancing student's predisposition to speculate about the same image in different contexts and see things from another point of view (The foundation for critical thinking, 2019).</p>



	<p>Is the atmosphere of confidentiality promoted, to develop the critical thinking skill? And are the learning activities performed by monitoring?</p>	<p>During the gathering of information, it could be appreciated that it was indicated, English learning as a long process so, whereby there is no problem on committing mistakes during the participations. The respect for others opinions was part of every class. The monitoring work was done along the activities performing.</p>	<p>Counting with an atmosphere of confidence is so important at the moment of developing the critical thinking skill due to, as fundamental part of it is the free expression of the student's ideas and criterion. It is feasible without the fear of being discriminated. Also the class monitoring is a key for developing that mindset.</p>	<p>Castella, (2017) claims the teacher's role as motivator permits the sharing of ideas and presents the improvement of students' participation as result of a great confidence into the group as a whole. The teachers as monitors do not interrupt the student's contribution, they add at the end with a general feedback, as well as to provide clarifications for possible doubts.</p>
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*Elaborated by Jesús A. Guevara S.*

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1.CONCLUSIONS**

- The critical thinking skill was not stimulated since, the English teaching-learning activities were applied only based on students' capacity to remember and repeat without any deep analysis nor addition of their own thoughts and criterion.
- Important methodological processes were omitted and the topics were not analyzed, discerned, neither interpreted.
- The predisposition to improve the critical thinking skill was not enough, the provided information was just repeated mechanically without make an effort for analyzing neither reasoning.

#### **5.2.RECOMMENDATIONS**

- Teaching training courses had better be consolidated for improving the methodological practice to promote and develop the critical thinking skill on English classes.
- The participation at training courses had better be enthusiastic, to acquire tools for being able to stimulate the critical thinking skill on students, helping them to get better results in their English performance.
- A better effort for developing Critical thinking skill must be done by both parts. Taking into account it is as an important and useful tool of lifelong learning in today's competitive and globalized world.

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ANNEXES (Observation sheet)



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
 FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS  
 Y TECNOLOGÍAS  
 CARRERA DE IDIOMAS



**OBSERVATION SHEET**

**Objective:** To observe how the application of the English teaching-learning activities promotes the development of critical thinking at Primero de bachillerato class “B” at Unidad Educativa Fiscomisional “Santa Mariana de Jesús”, in the city of Riobamba, Chimborazo Province, during the academic term 2017-2018

Specific Objective 1.- To identify the teaching-learning activities applied to promote the development of critical thinking at Primero de bachillerato class “B”.				
QUESTIONS	PARAMETERS			
1. Are the following learning activities applied in the English classes?	Usually	Often	Some times	Almost never
a. Discussions				
b. Debates				
c. Round tables				
d. Open questions				
e. Picture-recognizing context				
f. Picture-stance				
g. Reading between the lines				
h. Critical listening				
i. Giving a controversial topic				
Specific objective 2.- to determine the effectiveness of the teaching-learning activities applied to develop Critical thinking at Primero de bachillerato class “B”.				
2. Are English teaching-learning activities designed to encourage students for expressing their own criteria?				
3. When students read or listen to an English input, are questions asked to develop the <b>understanding</b> subskill?				

QUESTIONS	Usually	Often	Some times	Almost never
4. Once a text was studied, are students asked about <b>applying</b> the information?				
5. After reading or listening the English input. Are students asked for <b>analyzing</b> how the author's information is presented?				
6. After providing the English input. Are students requested for <b>evaluating</b> if the information is a fact or just the author's opinion?				
7. Once a topic was studied. Were the learning activities applied to promote the students' <b>production</b> through group presentations, round tables or writing essays.				
8. During the analysis of any topic are open questions asked to engage discussions?				
9. Are the learning activities of listening and reading applied critically?				
10. Are students asked to work in groups for discussing a social problem showed in a <b>picture</b> or photograph and how to solve it <b>defending a stance</b> or position?				
11. Are students asked to identify an <b>image</b> , cartoon or photograph in <b>different contexts</b> ?				
12. Is the atmosphere of confidentiality promoted, to develop the critical thinking skill??				
13. Are the learning activities performed by monitoring?				

*Elaborated by Jesús A. Guevara S.*