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THESIS

THEME

“THE ENGLISH TEACHING LEARNING PROCESS THROUGH CRITICAL THINKING DEVELOPMENT WITH THE STUDENTS OF EIGHTH LEVEL AT “LUIS FERNANDO RUIZ” EDUCATIVE UNIT DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015”

Project presented previous to obtain the Sciences of Education Bachelor Degree with major in the English Language.

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December 2015

AUTHORSHIP

The criterion emitted in the present investigated work **“THE ENGLISH TEACHING LEARNING PROCESS THROUGH CRITICAL THINKING DEVELOPMENT WITH THE STUDENTS OF EIGHTH LEVEL AT “LUIS FERNANDO RUIZ” EDUCATIVE UNIT DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015”**, is responsibility exclusively of the author.

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Latacunga, December 2015

Sincerely,

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UNIVERSIDAD TÉCNICA DE COTOPAXI

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I thank to God who guided each step of my live and gave me motivation and strength when I needed in the educational process at Cotopaxi Technical University.

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Johana

DEDICATION

I dedicate this thesis to my parents because they supported me during all schooling life, demonstrating their comprehension and their love all time. And, also I dedicate this thesis to my husband because he supported me during the last days of my studies with motivation every day.

Johana



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ABSTRACT

This research work was focused on developing critical thinking in students at "Luis Fernando Ruiz" Educative Unit, located in the Latacunga city. The educative unit has a highly qualified education however; at present, the development of critical thinking is not being taken with the importance that it deserves from the authorities and teachers of the institution. Students are habituated to repeat without giving response or criterion from their own thinking. That`s why, this research has as an objective to develop critical thinking in the students in the English language. It was focused on providing a module which help and guide teachers and students in the teaching and learning process to develop the ability to think critically. It permitted to develop classes in a dynamic and funny way, using strategies and activities to develop each skill. This research was conducted through descriptive method which allowed collecting relevant information using surveys that allowed getting real information. The results helped the whole educational community to expand their knowledge and be prepared in the present and in the future. What`s more, thanks to the scientific relevance of the project, there is a clear possibility that in the future many other educational institutions implement this project.

KEYWORDS: Critical thinking, teaching and learning process, strategies, dynamic.



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RESUMEN

El presente trabajo investigativo estuvo enfocado a desarrollar el pensamiento crítico en los estudiantes de la Unidad Educativa “Luis Fernando Ruiz” ubicada en la ciudad de Latacunga. La unidad educativa tiene una educación altamente cualificada sin embargo; en la actualidad no se está tomando el desarrollo del pensamiento crítico con la importancia que se merece por parte de las autoridades y docentes de la institución. Los estudiantes están habituados a repetir sin dar respuesta o criterio de su propio pensamiento. Ese `por qué, esta investigación tiene como objetivo desarrollar el pensamiento crítico en los estudiantes en el idioma Inglés. Se centra en proporcionar un módulo que ayude y guie a los profesores y estudiantes en el proceso de enseñanza y aprendizaje para desarrollar la capacidad de pensar críticamente. Permitiendo desarrollar las clases de una manera dinámica y divertida, utilizando estrategias y actividades para desarrollar cada habilidad. Esta investigación se llevó a cabo a través del método descriptivo que permitió la recopilación de información relevante a través de encuestas que permitieron obtener información real. Los resultados ayudaron a toda la comunidad educativa ampliar sus conocimientos y estar preparados en el presente y en el futuro. Es más, gracias a la relevancia científica del proyecto, hay una clara posibilidad de que en el futuro muchas otras instituciones educativas puedan implementar este proyecto.

PALABRAS CLAVES: Pensamiento crítico, proceso enseñanza-aprendizaje, estrategias, dinámica.

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INTRODUCTION

The theme, “The English Teaching Learning process through Critical Thinking Development with the students of eighth level at “Luis Fernando Ruiz” Educative Unit during the academic cycle April-August 2015”, has been selected due to the importance that the production of English language has nowadays. Refers to this aspect, students need to develop their thinking in a second language to be prepared and capacitate to interact in the actuality.

Most of people in the city have knowledge about critical thinking but, in their own language. However, all people need to know and practice this ability in English Language because of the increase of the popularity of the language. In addition, a relevant aspect of this project is the fact that, it is the first time that Develop of Critical Thinking is used as a method to teach English and through the strategies students get easily familiarized with the language being them able to use it at any real situation.

As the results of English teaching learning process have not been the expected by teachers, authorities and students this thesis gives a total turn to it. In order to apply the new methods, researcher creates a module which permits to teachers guide with it and develop this skill in an easy way.

The variables taken into account were the English language and the strategies to teach English, the population was a total of 8 English teachers and 47students from the same institution, this is a non-experimental investigation because it does not involve manipulation of any situation, circumstances or experience with the participants.

Also, this research is based on descriptive method because it allows researcher to describe events, situations, and contexts, detailing how they are manifested and also to analyze the different events and properties of the relevant aspects for the investigation.

The information of this project is ensued throw surveys, letting to control the variables and also through the results apply Critical Thinking Development through the use of a manual with enjoy activities.

The present thesis investigation has been divided into three chapters:

Chapter I is a clear description that allows understanding the scientific part of this research that is why there is the Theoretical Framework which is based on fundamental categories all of them supported by the corresponding bibliography and websites according to the topic.

Chapter II is the Analysis and Interpretation of Results. It contains a quantitative analysis and interpretation of surveys results which were applied to English teachers and students. Having the results of the surveys immediately, it was made the conclusions and recommendations respectively.

Chapter III is the Proposal. It consists of the development and application of Critical Thinking as a strategy for teaching English. To carry out this proposal, it was designed a manual based on strategies and activities which contains the topics, activities, games and videos to help teachers in every class.

CHAPTER I

1. Background

In America, critical thinking is so investigated because it allows getting an idea about anything based on real facts. Genal Hove (2011) investigates about:

Developing Critical Thinking Skills in the High School English Classroom in University of Wisconsin-Stout and explains that critical thinking is the essential life skill in order to evaluate the performance of students in a college. He thinks that research on the impact of critical thinking strategy instruction in the high school English classroom supports the findings of current literature; students who receive instruction in a critical thinking strategy were better able to demonstrate critical thinking in a post-strategy instruction assessment than those students who had received no strategy instruction.(pg. 29)

The author express that the objective of the research is to determine the potential impact of critical thinking instruction in the high school English classroom; the hypothesis is that adopting routine and consistent explicit instruction in critical thinking strategies will result in improved student thinking. Specifically, the research subjects consisted of two sections of sophomore English; one class served as the control group and received no critical thinking strategy instruction. The other class served as the target class, and received explicit instruction in, and practice with, an inferencing critical thinking strategy.

Another author like Eva Brod in (2007) argues about “the investigation of Critical Thinking in Scholarship: Meanings, Conditions and Development in the Lund University. She explains that her purpose is to explore the phenomenon of critical thinking in scholar ship as regards its meanings, conditions, and development using a hermeneutic phenomenological approach. To present day perspectives, on critical thinking, revealing a range of different meanings and conditions”(pg. 37)

Ann M. Vermillion (2007) investigates about developing critical thinking skills in EAP students.

He mentions that there is a great need to integrate critical thinking instruction into English for academic purposes (EAP) and English second language (ESL) classrooms. ESL students are intelligent human beings and need to be given the opportunity to practice and further develop their reasoning skills in their second

language. This involves the integration of one's background knowledge, knowledge gained from the text, and one's inference skills, to further one's understanding of a text and to begin an analysis. The role of synthesis is to act as a liaison, allowing a person to move from simply understanding what a text says to inferring what it does not say, and then ultimately, to analyzing all that it does and does not include.(pg. 40)

In Ecuador, Mireya Orska (2007) investigated about “Implementación del programa de pensamiento crítico para la escuela secundaria. It focuses on the development of critical thinking to evaluate their knowledge and their thinking in context. This study tried to evaluate the critical thinking in a course of a secondary school.” (pg. 58) In this study the researcher used the “backward design” that permits to apply many activities in order to evaluate the progress of critical thinking development inside the philosophic, attitude and auto regulation aspect.

There are some national and international investigations about critical thinking, but there isn't any study of critical thinking development into the English language in Latacunga, where the theme is delimited. For this reason, the topic “Critical Thinking Development in students of eighth level at “Luis Fernando Ruiz” Educative Unit in the academic cycle April – August 2015” is new and interesting.

The previous investigations about the variable “Critical Thinking Development” have two similitudes. Ann's research focused on the development of critical thinking in a second language inside the classrooms. And she also centers in the development of critical thinking with fun activities such as: games or dynamics which permits to get the students attention.

This author explains that is easiest to teach in an entertaining way that allows students develop their abilities with practice and the adaptation of their thinking.

MAIN CATEGORIES

Education

English Language

English Teaching Learning Process

Critical Thinking Development

1.1.Education

Education is considered the most powerful tool to change people's mind. This tool improves the skills and develops new knowledge which helps the development of the society. Education also allows getting a good job position in life because it gives an important knowledge to create or solve any situation.

(Ahmad, 2007) mentions that "education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity". (pg. 20-25)

(Rosado, 2008) note "Education is the harmonious development of the physical, mental, moral (spiritual), and social faculties, the four dimensions of life, for a life of dedicated service". (pg. 4-5)

The researcher agrees with the authors that education is a process that brings and develops people's skills and each person develop his or her knowledge according to his or her necessities. Education is the development of many abilities not only in a professional aspect but also in social, physical and mental aspect.

1.1.1. Importance of Education

(Oak, Why education is so important, 2013) mentions that "the importance of Education cannot be stated enough. It is a self-enlightening process. It is crucial to the overall development of an individual and the society at large". (pg. 3)

A direct effect of education is knowledge gain. Education gives us knowledge of the world around. It develops in us a perspective of looking at life. It helps us form opinions and develop a point of view. The information we are constantly bombarded with, cannot be converted into knowledge without the catalyst called education. Education makes us capable of interpreting things rightly and applying the gathered information in real life scenarios. Education is not limited to lessons from textbooks. Real education is obtained from the lessons taught by life.

1.1.2. Features of Education

(Ahmad, 2007) notes the following features of Education:

- Education is both unilateral as well as bi-polar in nature.
- It is a continuous process.
- It is knowledge or experience.
- It is a liberal discipline or a vocational course.
- It is stabilizer of social order, conservator of culture, an instrument of change and social reconstruction.

1.1.3. Aims of Education

(Ahmad, 2007) states that:

Education is a purposeful activity. By education we intend to bring certain desirable changes in the students. Education is a conscious effort and, as such, it has definite aims and objectives. In the light of these aims the curriculum is determined and the academic achievements of the student are measured. Education without aim is like a boat without its rudder. Aims give direction to activity. (pg. 22-40)

Absence of an aim in education makes it a blind alley. Every stage of human development had some aim of life. The aims of life determine aims of education. The aims of education have changed from age to age and thus it is dynamic because the aims of life are dynamic. They are the following:

- **The Vocational Aim**

The vocational aim is also known as “the utilitarian aim or the bread and butter aim.” The above stated ideals of education are useless unless these aims enable us to procure the primary needs of our life- food, shelter and clothing. Education must help the child to earn his livelihood. Education, therefore, must prepare the child for some future profession or vocation or trade. The vocational aim is a narrow aim of education. Therefore, the vocational aim is not a complete aim by itself.

- **The Knowledge or Information Aim**

Educationists who hold the knowledge or information aim of education justify their stand with powerful arguments. They argue that knowledge is indispensable for all right action and it is the source of all power. It is knowledge which makes a realist a visionary successful in any profession.

- **The Culture Aim**

The cultural aim of education has been suggested to supplement the narrow view of knowledge aim. The cultural aim of education is no doubt a nice aim as it produces men of culture. But it is ambiguous and has too many meanings.

- **The Character Formation Aim or the Moral Aim**

Character is the cream of life and, as such, it should be the aim of education. Vivekananda and Gandhi both emphasized character building in education. Character formation or moral education is concerned with the whole conduct of man. The Secondary Education Commission (1951-52) has rightly remarked: “character education has to be visualized not in a social vacuum but with reference to contemporary socio-economic and political situation.” Therefore, we can conclude that only character building cannot be the aim of education.

- **The Spiritual Aim**

The idealist thinkers have opined that the spiritual development of an individual should be the supreme aim of education. Mahatma Gandhi has attached great importance to spiritual values in education.

- **The Adjustment Aim**

Adjustment is the primary rule of human life. Without adjustment to environment none can survive. Life is a struggle for adjustment. In the words of Horney: “Education should be man’s adjustment to his nature, to his fellows and to the ultimate nature of the cosmos”.

- **The Leisure Aim**

“Free and unoccupied time” of an individual is generally known as leisure. It is a time when we can use it in a creative way. During leisure we can pursue an activity for own sake and not for learning a living, which is dull and monotonous. During leisure we can also regain our lost energy and enthusiasm. Leisure can make our life dynamic and charming.

- **The Citizenship Training Aim**

A citizen has to perform multifarious civic duties and responsibilities. Children should be so trained by education that they can successfully discharge their various civic duties and responsibilities.

The Secondary Education Commission in India (1951-1952) has greatly emphasized citizenship training in schools. Such training includes the development of certain qualities to character such as clear thinking, clearness in speech and writing, art of community living, co-operation, toleration, sense of patriotism and sense of world citizenship.

- **The Complete Living Aim**

Some educationists have insisted upon the need of an all-comprehensive aim of education. This viewpoint has led to the development of two aims- “the complete living aim” and the “harmonious development aim.” According to Horney “there is no one final aim, subordinating all lesser aims to itself. There is something in all these aims but not everything in any one of them.”

- **The Harmonious Development Aim**

Educationists are of the opinion that all the powers and capacities inherited by a child should be developed harmoniously and simultaneously. Gandhi is a strong advocate of the harmonious development

- **The Social Aim**

From the above discussion it is clearly evident that no individual can live and grow without social context. Individual life became unbearable to man and that is why he formed society. Individual security and welfare depend on the society. Individual improvement is conditioned by social progress.

Education should make each individual socially efficient. A socially efficient individual is able to earn his livelihood.

1.1.4. Purpose of Education

(Arthur, 1991) mentions:

The one continuing purpose of education, since ancient times, has been to bring people to as full a realization as possible of what it is to be a human being. Other statements of educational purpose have also been widely accepted: to develop the intellect, to serve social needs, to contribute to the economy, to create an effective

work force, to prepare students for a job or career, to promote a particular social or political system. These purposes offered are undesirably limited in scope, and in some instances they conflict with the broad purpose I have indicated; they imply a distorted human existence. The broader humanistic purpose includes all of them, and goes beyond them, for it seeks to encompass all the dimensions of human experience. (pg. 37)

1.1.5. Levels of Education

- **Primary Education**

A primary school or elementary school is a school in which children receive primary or elementary education from the ages of about five to eleven, coming before secondary school and after preschool. It is the first stage of compulsory education in most parts of the world, and is normally available without charge, but may be offered in a fee-paying independent school. The term grade school is sometimes used in the US though this term may refer to both primary education and secondary education.

The term primary school is derived from the French *écoleprimaire*, which was first used in 1802.

- Primary school is the preferred term in the United Kingdom and many Commonwealth Nations, and in most publications of the United Nations Educational, Scientific, and Cultural Organization (UNESCO).
- Elementary school is preferred in some countries, especially in North America.

In the United States, "primary school" may refer to a school with grades Kindergarten through second grade (K-2). In these municipalities, the "elementary school" includes grade three through five. The terms first school or infant school may also be used in North America though these, strictly speaking, refer to different educational programs.

In some places, primary schooling has historically further been divided between lower primary schools (LP schools), which were the elementary schools, and higher primary schools (HP schools), which were established to provide a more practical instruction to poorer classes than what was provided in the secondary schools

- **Secondary Education**

(Britanica, 2009) notes:

Secondary education, the second stage traditionally found in formal education, beginning about age 11 to 13 and ending usually at age 15 to 18. The dichotomy between elementary education and secondary education has gradually become less marked, not only in curricula but also in organization. The proliferation of middle schools, junior schools, junior high schools, and other divisions has produced systems with more than two stages. (pg. 71)

- **Higher Education**

(Club, Higher Education, 2013) mentions that “each higher education system has its own distinctive features, common problems and issues are shared internationally by researchers, teachers and institutional leaders. Higher Education offers opportunities for the exchange of research results, experience and insights, and provides a forum for ongoing discussion between experts”. (pg. 2)

1.1.6. Education forms

(Dib, 1988) mentions the following forms of Education:

- **Formal Education**

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It is characterized by a contiguous education process named, as Sarramona¹ remarks, “presential education”, which necessarily involves the teacher, the students and the institution. It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively, physically and curricular organized and require from students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas pursuant to a quite strict set of regulations. The methodology is basically expositive, scarcely relating to the desired behavioral objectives - as a matter of fact, it is but seldom that such targets are operationally established. Assessments are made on a general basis, for administrative purposes and are infrequently used to improve the education process. Their character is, for the most part, punitive, obeying a mono-directional methodology that fails to

stimulate students and to provide for their active participation in the process, though in most cases, failures are ascribed to them. The setting-up of a formal education system does not consider the students' standards, values and attitudes that are relevant to the education system which, generally, is not tested or assessed at the level of student acceptance, as well as for efficacy and efficiency.

- **Non-formal Education**

As seen, formal education has a well-defined set of features. Whenever one or more of these is absent, we may safely state that the educational process has acquired non-formal features. Therefore, if a given education system is not presential most of the time - non-contiguous communication - we may say that it has non-formal education features. Likewise, non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork. Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education, but fit into the so-called non-formal education. Proportionally to the number of formal education factors that are absent from a process, we find several grades of non-formal systems.

- **Informal Education**

Informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. It is aimed at students as much as at the public at large and imposes no obligations whatever their nature. There generally being no control over the performed activities, informal education does not of necessity regard the providing of degrees or diplomas; it merely supplements both formal and non-formal education.

Informal education for instance comprises the following activities: (a) - visits to museums or to scientific and other fairs and exhibits, etc.; (b) - listening to radio

broadcasting or watching TV programs on educational or scientific themes; (c) - reading texts on sciences, education, technology, etc. in journals and magazines; (d) - participating in scientific contests, etc.; (e) attending lectures and conferences. There are many instances of situations/activities encompassed by informal education, from those that may take place in the students' homes - such as scientific or didactic games, manipulation of kits, experiments, reading sessions (biographies, scientific news, etc.) - to institutional activities - lectures in institutions, visiting museums, etc. (pg. 62-74)

1.2.English Language

English language is the most language spoken around the world and it allows that people can communicate in an economic, political and social way. This language has many resources in communication, media and culture which permit to understand and be in contact with many people from different countries.

(Crystal, 2003) notes that “language is a repository of the history of people. It is their identity”. (pg. 20)

(Wardhaugh, 1987) mentions that “there is a widespread view that English can be used worldwide as a culturally neutral medium of communication, since no cultural requirements are tied to the learning of English, you can learn it without having to subscribe to another set of value”. (pg. 15)

The research agrees with the authors that English language is the identity of many countries because it helps people develop communication and use it as a way of business in the entire world. In fact, English language is considered as a global language because it is the most spoken language used to be in touch.

1.2.1. History of the English Language

(Fennell, 2012) mentions that:

The history of the English language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders - mainly into what is now Wales, Scotland and Ireland. The Angles came from "Englaland" and their language was called "Englisc" - from which the words "England" and "English" are derived. (pg. 83-96)

- **Old English (450-1100 AD)**

The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today. Native English speakers now would have great difficulty understanding Old English. Nevertheless, about half of the most commonly used words in Modern English have Old English roots. The words be, strong and water, for example, derive from Old English. Old English was spoken until around 1100.

- **Middle English (1100-1500)**

In 1066 William the Conqueror, the Duke of Normandy (part of modern France), invaded and conquered England. The new conquerors (called the Normans) brought with them a kind of French, which became the language of the Royal Court, and the ruling and business classes. For a period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added. This language is called Middle English. It was the language of the great poet Chaucer (c1340-1400), but it would still be difficult for native English speakers to understand today.

- **Early Modern English (1500-1800)**

Towards the end of Middle English, a sudden and distinct change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many people from around the world.

This, and the Renaissance of Classical learning, meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print. Books became cheaper and more people learned to read. Printing also brought standardization to English. Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard. In 1604 the first English dictionary was published.

- **Late Modern English (1800-Present)**

The main difference between Early Modern English and Late Modern English is vocabulary. Late Modern English has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the British Empire at its height covered one quarter of the earth's surface, and the English language adopted foreign words from many countries.

- **Varieties of English**

From around 1600, the English colonization of North America resulted in the creation of a distinct American variety of English. Some English pronunciations and words "froze" when they reached America. In some ways, American English is more like the English of Shakespeare than modern British English is. Some expressions that the British call "Americanisms" are in fact original British expressions that were preserved in the colonies while lost for a time in Britain (for example *trash* for rubbish, *loan* as a verb instead of lend, and *fall* for autumn; another example, *frame-up*, was re-imported into Britain through Hollywood gangster movies). Spanish also had an influence on American English (and subsequently British English), with words like *canyon*, *ranch*, *stampede* and *vigilante* being examples of Spanish words that entered English through the settlement of the American West. French words (through Louisiana) and West African words (through the slave trade) also influenced American English (and so, to an extent, British English).

Today, American English is particularly influential, due to the USA's dominance of cinema, television, popular music, trade and technology (including the Internet). But there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.

1.2.2. The importance of English around the world

(Jenniferc, 2014) mentions that "English is now a global lingua franca, but was first a West Germanic language spoken in medieval England. Currently, this is the first language for the majority of the population in several countries, including the United States, the United Kingdom, Ireland, Australia, Canada, a few Caribbean nations and New Zealand". (pg. 39-44)

There are about 375 million English as a first language speaker and 750 million English as a second language speaker. English as official or special status in at least 70 countries. Just hearing the numbers gives you an inkling of just how important English is.

The market for English as a Second Language (ESL) is booming and more individuals are studying courses that will help them improve your own accent and understand native

English. English learners opt to take English to cultivate ground for communication socially with others and to become part of a global economy.

1.2.3. The four Language Skills

(Club, English Club, 2011) notes that:

When we learn a language, there are four skills that we need to complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write.

The four language skills are related to each other in two ways:

- the direction of communication (in or out)
- the method of communication (spoken or written)

Input is sometimes called "reception" and output is sometimes called "production". Spoken is also known as "oral".(pg.2-10)

Note that these four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling.

- **What is listening?**

"Listening" is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus.

Like babies, we learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, you can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as you can.

In our own language, listening is usually the first language skill that we learn.

To become a fluent speaker in English, you need to develop strong listening skills. Listening not only helps you understand what people are saying to you. It also helps you to speak clearly to other people. It helps you learn how to pronounce words properly, how to use intonation, and where to place stress in words and sentences. This makes your speech easier for other people listening to you to understand!

- **What is speaking?**

"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.

In our own language, speaking is usually the second language skill that we learn.

This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practise speaking standing alone in front of a mirror.

Speaking can be formal or informal:

- Informal speaking is typically used with family and friends, or people you know well.
- Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practise online. This is no longer the case. English learners can practise speaking online using voice or video chat. They can also record and upload their voice for other people to listen to.

- **What is reading?**

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading can be silent (in our head) or aloud (so that other people can hear).

Reading is a *receptive* skill - through it we *receive* information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the

words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

In our own language, reading is usually the third language skill that we learn.

Do we need to read in order to speak English? The short answer is no. Some native speakers cannot read or write but they speak English fluently. On the other hand, reading is something that you can do on your own and that greatly broadens your vocabulary, thus helping you in speaking (and in listening and writing). Reading is therefore a highly valuable skill and activity, and it is recommended that English learners try to read as much as possible in English.

- **What is writing?**

"Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

"Writing" can also refer to the work/career of an author, as in: "Shakespeare didn't make much money from writing."

Generally, we write using a pen/pencil (handwriting) or a keyboard (typing). With a pen/pencil we usually write on a surface such as paper or whiteboard. A keyboard is normally attached to a typewriter, computer or mobile device. Voice recognition programs allow those who can't see or use their hands to have their thoughts transcribed.

In our own language, writing is usually the fourth language skill that we learn.

To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience. A letter to a friend is an example of writing for a targeted audience. As with speaking, it is important to consider your audience when writing. There are many different styles of writing, from informal to formal.

1.2.4. The importance of language skills

(Club, The Open University, 2013) mentions that “language is absolutely central to your learning: without it, you cannot make sense or communicate your understanding of a subject.” (pg. 4-7)

You will need to develop your language skills, and specifically, you’re academic English, in order to:

- understand and make the most effective use of your study materials
- develop the specialized language and vocabulary relevant to your subject
- interpret assignment questions and select relevant and appropriate material for your response
- write well-structured and coherently presented assignments, without plagiarism
- communicate your needs to your tutors
- work productively with other students.

Depending on the level of OU study you are engaged in, click on the tab to see the skills you are expected to develop as you learn. A good command of English is vital to many of these skills.

1.3.English Teaching Learning Process

English teaching learning process is the way how people understand and learn something. It produces that people have new knowledge and can use it to create interesting aspects into the social, economic and technology life.

1.3.1. Teaching-learning process

(Bruner, 1977) mentions that:

The teaching learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching learning are related terms. In teaching - learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal. Let us first understand in short about learning, teaching and then teaching-learning relation. (pg. 34)

The researcher agrees with the author that English teaching learning process is the main part into education because in this acts the teacher, the learner, and the curriculum.

Those elements allow the process of acquiring knowledge and the use of correct methodology permit to get meaningful comprehension in students.

1.3.2. English Teaching Process

(Bokova, 2013) mentions “Teaching is the most immediate process for supporting learning and for enabling learners to acquire expected competencies” (pg. 4)

(Magtibay, 2011) mentions that “Teaching is a process that enables the learner to learn on his own” (pg. 2)

The researcher agrees with the authors that teaching process is the way to achieve knowledge and competences in an own system.

1.3.3. English Teaching Methods

(Paris, 2014)notes that “there are several methods of teaching English to students who are learning the language for the first time, each with their own unique pros and cons. Depending on the teaching situation, setting, and resources available, any one of these English teaching methods could be right for you and your students.” (pg. 26-30)

In this guide, we’ll go over the basics of each method and determine what kind of English language student it would work best on.

- **Grammatical Approach**

A focus on grammar rules is one of the most popular English teaching methods in traditional academic settings, perhaps due to the focus on grammar in native language courses. Teaching English as a second language, according to this approach, should not stray from the model.

This approach can only work if the instructor speaks the first language of the students in addition to English, because much of it is based on the teacher’s ability to translate. English grammar rules should be taught conceptually in the student’s native language, with examples provided in simple English sentences that the teacher can translate back to the native tongue so that a solid parallel can be drawn. These grammar rules should be strictly enforced, and students should be allowed to practice proper structure and syntax through the use of examples and quizzes.

Also important to this method is vocabulary, as students need a large knowledge bank of English words in order to interpret and form their own English grammar examples. Grammar and vocabulary quizzes fuel this approach, and should be at the forefront of instruction. The English language is examined in terms of grammar rules.

Who is this best for?

This approach is best for students who natively speak a language with a dramatically different set of grammar rules from English. The instructor must have a strong grasp of the English language themselves, and the grammar rules of their classroom's native tongue, meaning it's best if all students are coming at English from the same first language.

- **Aural Approach**

The aural English teaching method focuses on the most natural way to learn a language, which is by hearing it. Children who are raised to speak English learn it first by hearing it from their parents and others around them, long before they ever learn how to read or write. The aural approach is similar, meaning it's strictly audio-based and should not focus on the reading or writing until long after the students can grasp the language on a speaking level.

The actual method involves dialogue. In the beginning, the students will mostly be spoken to. The teacher might use visual cues such as objects to give the students something to associate the words they're hearing with. Then, they will be instructed to speak the words themselves, coming to grasp vocabulary and basic grammar through hearing and speaking, rather than advanced instruction or writing. Teachers should not write the words they're saying, and let the bulk of the instruction exist in dialogue.

For note taking purposes, students should be allowed to write words they've learned phonetically, in their native language, if applicable.

Who is this best for?

The aural English teaching method is an approach best used for younger students, as it most closely relates to the way they've been used to learning language. It's also great for students whose first language is of a writing system dissimilar to English, such as Mandarin or Arabic.

This way, the students can focus on learning the language in its purest, aural form, rather than be distracted and possibly confused by learning the written word as well. That segment of the instruction can come once the students have a firm grasp on the spoken language. Proper pronunciation is a huge part of this method.

- **English-Only Approach**

The English only method is one of the most direct approaches to teaching the language. For this method, neither the teacher nor the student should speak their native tongue at all during instruction. All instruction should be done in English only.

Vocabulary should be taught first, as it is the easiest to grasp because it can be demonstrated with a visual aid. As the student builds vocabulary, the instructor can begin introducing abstract words and elements of the language, but without explaining or focusing on the actual grammatical structure. The complexities of the language will be learned inherently, with the student picking up on its patterns through practice and application only.

At the end of each class period, there can be an optional question and answer session where students are allowed to ask the teacher about that day's lesson. Here, clarifications may be made and confusion may be cleared up, but again, this is entirely optional. Sometimes, the best way to learn the language through this method is to just tough it out and let it come naturally.

Who is this best for?

This method works best for situations where the instructor does not speak the native language of the students they're instructing. (Of course, this would make the optional question answer sessions an impossibility.) It is also an ideal method for situations where there is a diverse set of students who don't share the same native language, all trying to learn English. This way, the barriers and constraints brought in by an inability to communicate natively can be dismissed, and a stronger focus on the language at hand can be made.

- **Translative Approach**

The translative approach is a bit like the grammatical approach, only with a broader focus on the English language's structure in comparison to the native language of the

students. This approach must be taught by an instructor who speaks the same language as their students, and all the students must also share a fluency in the same language.

English will be taught as a subject like any other, with different elements of the language such as vocabulary, grammar, syntax, speaking, reading, and writing focused on every day. This method will make strong use of note cards, where students can write English vocabulary and grammar concepts on one side, and then translate the word or idea on the back in their native language.

Quizzes and exams should be given, first asking questions in the native language of the students, and eventually moving into English-only in the later duration of the course. Lecturing will be the primary method of instruction during the class, with student questions allowed and encouraged.

Who is this best for?

This method is best for students learning the English language because of an academic interest in it as a language, and not just an interest or need to know how to speak it. Speaking, reading, and writing the language will be given equal priority, and grammar rules and concepts will not be avoided for a more “natural” approach. It will be taught academically, as any other subject, and is best for students who are interested in this kind of rigorous approach.

- **Immersive Approach**

The immersive approach is one of the best ways to learn the language for older students who are able to travel for their education. Someone who wants to learn English doesn't even need to be enrolled in an English language course to use this method – all they need are the resources involved in travel.

For students wanting to learn British English, a trip to the United Kingdom is recommended. For students wanting to learn American English, a trip to the United States is recommended. If the student wants an academic-heavy approach, there are foreign exchange programs they can enroll in through colleges, or other academic programs that allow prolonged travel.

Again, an academic program is not required for this method. Staying in a new country and learning the language through pure immersion and necessity is one of the best ways to learn it quickly. Students will be surrounded by media in that language, and people

who speak that language. It is a great way to break off from the distractions of your native tongue, and learn how to think in the English language as well as speak it.

Who is this best for?

Teachers and students who are able to travel and stay in another country long enough to develop a strong grasp on the English language.

(Willis, 1990) mentions another teaching methods:

- **The Direct Method**

The direct method of teaching, which is sometimes called the *natural method*, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900 and contrasts with the Grammar translation method and other traditional approaches, as well as with C.J. Dodson's bilingual method. It was adopted by key international language schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012.

In general, teaching focuses on the development of oral skills. Characteristic features of the direct method are:

- teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials
- teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)
- centrality of spoken language (including a native-like pronunciation)
- focus on question-answer patterns

Principles

1. Classroom instructions are conducted exclusively in the target language.
2. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.

3. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

- **Grammar-translation**

The grammar translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development.

History and philosophy

The grammar-translation method originated from the practice of teaching Latin. In the early 1500s, Latin was the most widely-studied foreign language due to its prominence in government, academia, and business. However, during the course of the century the use of Latin dwindled, and it was gradually replaced by English, French, and Italian. After the decline of Latin, the purpose of learning it in schools changed. Whereas previously students had learned Latin for the purpose of communication, it came to be learned as a purely academic subject.

Throughout Europe in the 18th and 19th centuries, the education system was formed primarily around a concept called faculty psychology. This theory dictated that the body and mind were separate and the mind consisted of three parts: the will, emotion, and intellect. It was believed that the intellect could be sharpened enough to eventually control the will and emotions. The way to do this was through learning classical literature of the Greeks and Romans, as well as mathematics. Additionally, an adult with such an education was considered mentally prepared for the world and its challenges.

At first it was believed that teaching modern languages was not useful for the development of mental discipline and thus they were left out of the curriculum. When modern languages did begin to appear in school curricula in the 19th century, teachers taught them with the same grammar-translation method as was used for classical Latin and Greek. As a result, textbooks were essentially copied for the modern language

classroom. In the United States of America, the basic foundations of this method were used in most high school and college foreign language classrooms.

Principles and goals

There are two main goals to grammar-translation classes. One is to develop students' reading ability to a level where they can read literature in the target language. The other is to develop students' general mental discipline. The users of foreign language wanted simply to note things of their interest in the literature of foreign languages. Therefore, this method focuses on reading and writing and has developed techniques which facilitate more or less the learning of reading and writing only. As a result, speaking and listening are overlooked.

Method

Grammar-translation classes are usually conducted in the students' native language. Grammar rules are learned deductively; students learn grammar rules by rote, and then practice the rules by doing grammar drills and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content. When students reach more advanced levels of achievement, they may translate entire texts from the target language. Tests often consist of the translation of classical texts.

There is not usually any listening or speaking practice, and very little attention is placed on pronunciation or any communicative aspects of the language. The skill exercised is reading, and then only in the context of translation.

- **Audio-lingual**

The audio-lingual method, Army Method, or New Key, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct

method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

Applied to language instruction, and often within the context of the language lab, this means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction—everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously. In this manner, the lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing that will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

Charles C. Fries, the director of the English Language Institute at the University of Michigan, the first of its kind in the United States, believed that learning structure, or grammar was the starting point for the student. In other words, it was the students' job to orally recite the basic sentence patterns and grammatical structures. The students were only given “enough vocabulary to make such drills possible.” (Richards, J.C. et-al. 1986). Fries later included principles for behavioral, as developed by B.F. Skinner, into this method.

- **The structural approach**

The structural approach to the teaching of English is technique by which students are taught to master the pattern of sentences. In the words of Menon and Patel, the structural approach is based on the belief that in the learning of a foreign language, mastery of structures is more important than the acquisition of vocabulary. This approach employs techniques of the direct method of teaching. Speech is mainly stressed but reading and writing is not neglected. The structural approach is not a method in the strict sense of the term. It is an approach, a technique, a device which can be used to put into practice any method successfully. It is a way to teach English by using only of the traditional method like grammar translation or direct method etc. According to Prof. B. D. Srivastava, “The structural approach is, in fact, the situational approach of language teaching”

Objectives of the structural approach

According to Menon and Patel the following are the objectives of the new structural approach:

1. To lay the foundation of English by establishing through drill and repetition about 275 graded structures.
2. To enable the children to attain mastery over an essential vocabulary of about 3000 root words for active use.
3. To correlate the teaching of grammar and composition with the reading lesson.
4. To teach the four fundamental skills, namely understanding, speaking, reading and writing in the order names.
5. To lay proper emphasis on the aural – oral approach, activity methods and the condemnation of formal grammar for its own sake.

- **Suggestopedia**

It is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used mostly to learn foreign languages. Suggestopedia has been called a pseudoscience. It strongly depends on the trust that students develop towards the method by simply believing that it works.

The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on “desuggestive learning” and now is often called “desuggestopedia.” Suggestopedia is a portmanteau of the words “suggestion” and “pedagogy”. A common misconception is to link "suggestion" to "hypnosis". However, Lozanov intended it in the sense of offering or proposing, emphasizing student choice.

In practice

Physical surroundings and atmosphere in classroom are the vital factors to make sure that "the students feel comfortable and confident", and various techniques, including art and music, are used by the trained teachers. The lesson of Suggestopedia consisted of three phases at first: deciphering, concert session (memorization séance), and elaboration.

- **Deciphering:** The teacher introduces the grammar and lexis of the content. In most materials the foreign language text is on the left half of the page with a translation on the right half, i.e. meanings are conveyed via the mother tongue not unlike the bilingual method.
- **Concert session (active and passive):** In the active session, the teacher reads the text at a normal speed, sometimes intoning some words, and the students follow. In the passive session, the students relax and listen to the teacher reading the text calmly. Music ("baroque") is played in the background.
- **Elaboration:** The students finish off what they have learned with dramas, songs, and games. Then it has developed into four phases as lots of experiments were done: introduction, concert session, elaboration, and production.
- **Introduction:** The teacher teaches the material in "a playful manner" instead of analyzing lexis and grammar of the text in a directive manner.
- **Concert session (active and passive):** In the active session, the teacher reads with intoning as selected music is played. Occasionally, the students read the text together with the teacher, and listen only to the music as the teacher pauses in particular moments. The passive session is done more calmly.
- **Elaboration:** The students sing classical songs and play games while "the teacher acts more like a consultant".
- **Production:** The students spontaneously speak and interact in the target language without interruption or correction.

Teachers

Teachers should not act in a directive way, although this method is teacher-controlled and not student-controlled. For example, they should act as a real partner to the students, participating in the activities such as games and songs "naturally" and "genuinely." In the concert session, they should fully include classical art in their behaviors. Although there are many techniques that the teachers use, factors such as "communication in the spirit of love, respect for man as a human being, the specific humanitarian way of applying their 'techniques'" etc. are crucial. The teachers not only need to know the techniques and to acquire the practical methodology completely, but also to fully understand the theory, because, if they implement those techniques without complete understanding, they will not be able lead their learners to successful results, or

they could even cause a negative impact on their learning. Therefore, the teacher has to be trained in a course taught by certified trainers.

Here are the most important factors for teachers to acquire, described by Lozanov.

1. Covering a huge bulk of learning material.
2. Structuring the material in the suggestopaedic way: global-partial – partial-global, and global in the part – part in the global, related to the golden proportion.
3. As a professional, on one hand, and a personality, on the other hand, the teacher should be a highly-regarded professional, reliable and credible.
4. The teacher should have, not play, a hundred percent expectation of positive results (because the teacher is already experienced even from the time of the teacher training course).
5. The teacher should love his/her students (of course, not sentimentally but as human beings) and teach them with personal participation through games, songs, classical arts, and pleasure.

- **Total Physical Response (TPR)**

TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. The secret is a unique "conversation" between the parent and infant. For example, the first conversation is a parent saying, "Look at daddy. Look at daddy." The infant's face turns in the direction of the voice and daddy exclaims, "She's looking at me! She's looking at me!" Dr. Asher calls this "a language-body conversation" because the parent speaks and the infant answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running, and so forth. Notice that these "conversations" continue for many, many months before the child utters anything more intelligible than "mommy" or "daddy." Although the infant is not yet speaking, the child is imprinting a linguistic map of how the language works. Silently, the child is internalizing the patterns and sounds of the target language. When the child has decoded enough of the target language, speaking appears

spontaneously. The infant's speech will not be perfect, but gradually, the child's utterances will approximate more and more that of a native speaker.

Children and adults experience the thrill of immediate understanding when you apply this powerful concept in your classroom.

We should know:

1. The dropout rate of second language students in a traditional program can be as high as 95%. Studies at the University of Texas and elsewhere show that this stunning attrition can be reversed when TPR is a central feature of the language program. The reason that TPR dramatically reduces attrition is this: TPR is a confidence-builder. Students of all ages including adults experience instant success in understanding an alien language. They remark: "Hey, this isn't so bad! I understand what she is saying. I didn't know I could do this. I feel great!"
2. TPR is aptitude-free. Academic aptitude is a negligible factor when TPR is applied by a skilled and talented teacher. In a traditional language program, principals screen "low" academic students from foreign language classes under the assumption that, "They simply can't do it!" Everyone is surprised when disadvantaged children who experience difficulty in class after class in a traditional school, enjoy success in a TPR class. These students experience the exhilaration of being competitive with the all "A" students.
3. Contrary to the widely-held belief that children have a linguistic advantage over adults, studies with Spanish, Russian, and Japanese show that when adults play the game of learning another language on a "level playing field" with children, adults consistently outperform children, except for pronunciation. TPR provides that "level playing field." In a traditional class, adults endure the handicap of sitting in rows of chairs while an instructor performs and performs and performs. In a TPR class, the students perform and perform and perform while the instructor is the director of the play. Note that this is exactly how children acquire another language so quickly while living in a foreign country. Children are silent but respond to directions from caretakers and other children. Children act in response to hundreds of directions uttered in the alien language such as "Come here." "Put on your coat." "Throw me the ball." "Walk faster." etc. This

is a linguistic luxury that their parents living in the same country do not experience.

4. Studies with Spanish, French, German, Japanese, and Russian demonstrate that TPR is "brain compatible," meaning there is short and long-term retention that is striking and statistically significant across studies. Retention with TPR is analogous to riding a bicycle. Even if years have elapsed since acquiring the skill, after a few warm up trials, proficiency returns.
5. TPR seems to work effectively for children and adults. There is no age barrier. The only caveat is that if the language training starts after puberty, the probability is almost certain that one will have at least some accent in speaking the second language, no matter how many years one lives in the foreign country.
6. TPR seems to work for most languages including the sign language of the deaf and the language of mathematics. Math education is even more challenging than foreign language education because, in the USA, we spend more on remedial mathematics than all other forms of math education combined. Traditional programs in both math and foreign languages share a common flaw, in my judgment. Both specialties play to half the brain and usually it is the wrong half.
7. TPR can be the major focus of a language program or an extremely effective supplement.

- **Communicative language teaching (CLT)**

(A functional approach since 1970s):

It is an approach, not a method; a unified but broadly based theoretical position about the nature of language and of language learning and teaching.

This approach is found in the changes in the British language teaching tradition dating from the late 1960s. A lot of British linguists contributed to the formation of the Communicative Approach which aims to make communicative competence (Hymes, 1972) the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Communicative competence is what a speaker needs to know in order to be communicatively competent in a speech community.

Richards and Rodgers (as described in English Teaching Methods) mentions CLT as an approach rather than a method, since it represents a philosophy of teaching that is based on communicative language use. Advocated by many applied linguists, CLT in their views emphasizes notional-functional concepts and communicative competence, rather than grammatical structures, as central to teaching.

The major characteristics are:

- Meaning is primary; contextualization is basic.
- Attempts to communicate in TL are encouraged in the beginning of instruction.
- Material sequencing is determined by the content, meaning, and function.
- L1 is acceptable when feasible.
- Activities and strategies for learning are varied.
- Communicative competence is the goal of instruction.
- **The Silent Way**

The silent way is the name of a method of language teaching devised by Caleb Gattegno. Gattegno's name is well known for his revival of interest in the use of coloured wooden sticks called cuisenaire rods and for his series Words in Colour, an approach to the teaching of initial reading in which sounds are coded by specific colours. His materials are copyrighted and marketed through an organization he operates called Educational Solutions Inc., in New York. The Silent Way represents Gattegno's venture into the field of foreign language teaching. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of colour charts and the coloured Cuisenaire rods grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs. (Cuisenaire rods were first developed by Georges Cuisenaire, a European educator who used them for the teaching of math. Gattegno had observed Cuisenaire and this gave him the idea for their use in language teaching.)

The silent way shares a great deal with other learning theories and educational philosophies. Very broadly put, the learning hypotheses underlying Gattegno's work could be stated as follows:

- 1) Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- 2) Learning is facilitated by accompanying (mediating) physical objects.
- 3) Learning is facilitated by problem solving involving the material to be learned.

- **Community Language Learning**

Community Language Learning (CLL) was primarily designed for monolingual conversation classes where the teacher-counselor would be able to speak the learners' L1. This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate an empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for client.

Community Language Learning is an innovative approach that Brown (1994:58) lists as one of the "Designer Methods of the Spirited Seventies". It is certainly unique in that it is one of the first methods to be developed that really focused on the feelings of the students and tried to address "affective" factors in learning (particularly for adult learners). It was also the first method to combine the field of language learning with dynamics and principles of "counseling".

Important and beneficial as that may be, it could be said that the method goes too far in the direction of affective factors at the expense of other considerations. It has been criticized for being *too* non-directive, and it certainly is not method which could be recommended for students who are learning English as part of a standard, compulsory education curriculum. The method assumes that students intrinsically *want* to learn the new language and that is not always the case. In the class where only half (or less) of

the students actually want to be there, the principles of the group support/dynamic are very likely to fall down.

The method has other limitations. The teacher must be fluent in both the target language and the students' mother language. It cannot be used for large or very large classrooms, and would be quite limited in terms of how it could be applied to classes of young learners, who tend to instinctively expect a certain amount of active direction from the teacher.

Still, the basic affective principle is a good one and various Community Language Learning techniques can be very effectively in combination with other methods. The tape recording and transcription elements are very useful, and any method which stresses the feelings and independent development of the learners themselves is one worth looking at and trying out in variety of ways.

- **Immersion**

This is rated as the most successful way of learning a second language. Immersion means being submerged or surrounded by something. In this case the language being learnt is consistently used every day in the centre alongside the first language.

Bilingualism develops more easily, the earlier the second language is introduced. A child's brain is attuned to language acquisition and development. It is capable of registering, processing and sorting the various sounds, rhythms and structures. Children are able to pick up a second language in exactly the same way as they learnt their first. They just need "talking role models".

Consequently, there are native speakers or those with near-native competencies who have spent at least a year abroad, working in educare day care centres. The native speaker educators convey the country's culture both through and alongside the language. It is only these educators who use the second language when talking with the children. This satisfies the basic principle of "one person-one language". There is no mixing of languages as the children have clearly identifiable people for each language.

The successful acquisition of a foreign language depends primarily on the following three factors:

- The intensity of contact - the language is a means of communication and interaction, part of socialisation and covers all possible aspects of life.

- The duration of teaching - this needs to be guaranteed over a longer period of time (6-7 years).
- The type of teaching method.

The immersion method has proved to be the most successful in all three areas.

- **The Natural Approach**

The term natural approach (or natural method) was first used in the nineteenth century to describe teaching methods, such as the direct method, that attempted to mirror the processes of learning a first language. Translation and grammar explanations were rejected, learners were exposed to sequences of actions, and the spoken form was taught before the written form. The term was resurrected by Tracy Terrell in the 1970s to describe a similar kind of approach. Learners were initially exposed to meaningful language, not forced to speak until they felt ready to, and not corrected or given explicit grammar instruction. The method was characterized by a lot of teacher talk, made intelligible through the use of visual aids and actions. The method was endorsed by Stephen Krashen, whose input hypothesis gave it theoretical validity. It also shared many principles in common with Total Physical Response (TPR). These included the importance of comprehensible input, and of promoting positive affect in the learning process. The natural approach seems to have become absorbed into what are generally known as humanistic teaching practices and whole language learning.

As for practical ways of implementing these principles, this will depend on the level of the class. At beginner level, lots of TPR activities are called for, where learners simply respond to instructions by performing physical actions, such as pointing at things, handing each other objects, standing, walking, sitting down, writing and drawing. At higher levels, the focus is still on providing comprehensible input, in the form of listening or reading tasks, where learners order pictures, fill in grids, follow maps, and so on.

These can be combined with communicative speaking tasks, such as ‘describe-and-draw’ or ‘spot-the-difference’, where learners work in pairs to exchange information about pictures. The important thing is that there is no grammar ‘agenda’ as such: the learners perform the tasks to the best of their ability. New input – and hence the ‘push’ to improve – comes from watching the teacher or a more proficient speaker perform the same tasks. In this sense, the natural approach is not much different from task-based

learning, but with perhaps more emphasis on comprehension than production. A typical natural approach lesson at elementary to intermediate level might go something like this:

1. The teacher shows a set of pictures of, say, food and drink, repeating the word that goes with each with one; the students simply watch and listen.
2. The pictures are displayed around the room, and the students are asked to point at the appropriate picture when the teacher names it.
3. The students listen to a tape of a person (or the teacher) describing what they habitually eat at different meals; the students tick the items they hear on a worksheet.
4. The students are then given a gapped transcript of the previous listening activity, and they fill in the gaps from memory, before listening again to check.
5. The students, in pairs, take turns to read aloud the transcript to one another.
6. The students, still in their pairs, tell each other what they typically eat, using the transcript as a model.
7. They repeat the task with another partner, this time without referring to the model.

1.3.4. English Teaching Techniques

(Patrick, 2013) mentions that:

Education, like almost every other area of our society, has evolved in leaps and bounds in recent years. Traditional teaching techniques, based mainly on a teacher explaining a topic and students taking notes, may still be useful on occasion, but education today revolves more around encouraging the student to awaken their curiosity and desire to learn. A number of different teaching techniques have emerged due to this change in education. Many of these teaching techniques are not actually new however! The use of technology in the classroom has simply given education a new lease of life allowing us to approach old ideas in new ways. (pg. 30)

Outlined below are some popular teaching techniques that have arisen from the integration of technology in education.

- **Flipped Classroom (Inverting your class):**

The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before class. Thus, the class becomes a dynamic environment in which

students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity.

Exam Time's free online learning tools can be integrated into the Flipped Classroom teaching model. Using Exam Time, you can easily share resources with a group, in this case a class, allowing students to study these resources from home and prepare for the next class.

- **Design Thinking (Case Method):**

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although "Design Thinking" is a structured method, in practice it can be quite messy as some cases may have no possible solution.

However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity. This technique is often used in popular MBA or Masters classes to analyze real cases experienced by companies in the past.

Ewan McIntosh, an advocate of Design Thinking, created The Design Thinking School as part of his "No Tosh" consulting group. No Tosh harnesses the creative practices of some of the best media and tech companies in the world to coach educators methods to implement the concept. Design Thinking for Educators also provides teachers with an online toolkit with instructions to explore Design Thinking in any classroom.

- **Self-learning:**

Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. The key is to let students focus on exploring an area which interests them and learn about it for themselves.

A perfect example of a teaching technique based on self-learning is outlined by Sugata Mitra at the TED conference. In a series of experiments in New Delhi, South Africa and Italy, the educational researcher Sugata Mitra gave children self-supervised access to the web. The results obtained could revolutionize how we think about teaching. The

children, who until then did not even know what the internet was, were capable of training themselves in multiple subjects with unexpected ease.

A common technique for exploring self-learning is the use of Mind Maps. Teachers can create a central node on a Mind Map and allow students the freedom to expand and develop ideas. For example, if the focus is the Human Body, some students may create Mind Maps on the organs, Bones or Diseases that affect the human body. Later the students would be evaluated according to the Mind Maps they have created and could collaborate with each other to improve each other's Mind Maps and come to a more comprehensive understanding of the Human Body.

Want to implement these teaching techniques in your classroom? Sign up now to use Exam Time's Mind Maps, Flashcards, Study Planner & other free online study tools.

- **Gamification:**

Learning through the use of games is a method that has already been explored by some teachers, especially in elementary and preschool education. By using games, students learn without even realizing. Therefore, learning through play or '*Gamification*' is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated.

The teacher should design projects that are appropriate for their students, taking into account their age and knowledge, while making them attractive enough to provide extra motivation. One idea may be to encourage students to create quizzes online on a certain topic. Students can challenge their peers to test themselves and see who gets a higher score. In this way, students can enjoy the competition with peers while also having fun and learning.

- **Social Media:**

A variant of the previous section is to utilize social media in the classroom. Students today are always connected to their social network and so will need little motivation to get them engaged with social media in the classroom. The ways you can use this method of teaching are quite varied as there are hundreds of social networks and possibilities.

A good example is the initiative carried out by the Brazilian Academy of Languages "Red Ballon", which encouraged students to review the tweets of

their favorite artists and correct grammatical errors that they committed in an effort to improve their English language skills!

- **Free Online Learning Tools:**

There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teachers can create an interactive and dynamic classroom environment using, for example, online quizzes to test student's knowledge.

If you haven't used Exam Time's free online learning tools yet, sign up now to create Mind Maps, Flashcards, Quizzes & Notes. Encourage your students to sign up to Exam Time too so you can create a Group and invite each of your students to become a member. This means you can share study resources directly with each student online and even apply the Flipped Classroom Model to your method of teaching.

- **Questioning**

An assortment of questioning tactics exists to promote CT. Depending on how a question is asked; the student may use various CT skills such as interpretation, analysis, and recognition of assumptions to form a conclusion. Mills suggested that the thoughtful use of questions may be the quintessential activity of an effective teacher. Questions are only as good as the thought put into them and should go beyond knowledge-level recall. Researchers have found that often clinical teachers asked significantly more lower-level cognitive questions than higher-level questions. Questions should be designed to promote evaluation and synthesis of facts and concepts. Asking a student to evaluate when proprioception exercises should be included in a rehabilitation program is more challenging than asking a student to define proprioception. Higher-level thinking questions should start or end with words or phrases such as, "explain," "compare," "why," "which is a solution to the problem," "what is the best and why," and "do you agree or disagree with this statement?" For example, a student could be asked to compare the use of parachlorophenylalanine versus serotonin for control of posttreatment soreness. Examples of words that can be used to begin questions to challenge at the different levels of the Bloom Taxonomy. The Bloom Taxonomy is a hierarchy of thinking skills that ranges from simple skills, such as knowledge, to complex thinking, such as evaluation. Depending on the initial words used in the question, students can be challenged at different levels of cognition.

- **Classroom Discussion and Debates**

Classroom discussion and debates can promote critical thinking. Various techniques are available. Bernstein developed 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. This tension is believed to be one component driving critical thought. Controversial issues in psychology, such as animal rights and pornography, were presented and discussed. Students responded favorably and, as the class progressed over time, they reported being more comfortable arguing both sides of an issue. In athletic training education, a negotiation model could be employed to discuss certain topics, such as the use of heat versus ice or the use of ultrasound versus electric stimulation in the treatment of an injury. Students could be assigned to defend the use of a certain treatment. Another strategy to promote students to seek both sides of an issue is pro and con grids. Students create grids with the pros and cons or advantages or disadvantages of an issue or treatment. Debate was used to promote CT in second-year medical students. After debating, students reported improvements in literature searching, weighing risks and benefits of treatments, and making evidence-based decisions. Regardless of the teaching methods used, students should be exposed to analyzing the costs and benefits of issues, problems, and treatments to help prepare them for real-life decision making.

Observing the reasoning skills of another person were used by Galotti to promote CT. Students was paired, and 4 reasoning tasks were administered. As the tasks were administered, students were told to talk aloud through the reasoning process of their decisions. Students who were observing were to write down key phrases and statements. This same process can be used in an injury-evaluation class. One student performs an evaluation while the others in the class observe. Classroom discussion can then follow. Another alternative is to divide students into pairs. One student performs an evaluation while the other observes. After the evaluation is completed, the students discuss with each other the evaluation. Another option is to have athletic training students observe a student peer or ATC during a field evaluation of an athlete. While observing, the student can write down any questions or topics to discuss after the evaluation, providing the student an opportunity to ask why certain evaluation methods were and were not used.

- **Written Assignments**

In-class and out-of-class assignments can also serve as powerful vehicles to allow students to expand their thinking processes. Emig believed that involving students in writing serves their learning uniquely because writing, as process and product, possesses a cluster of attributes that correspond uniquely to certain powerful learning strategies. As a general rule, assignments for the purpose of promoting thought should be short (not long term papers) and focus on the aspect of thinking. Research or 1-topic papers may or may not be a student's own thoughts, and Meyers argued that term papers often prove to be exercises in recapitulating the thoughts of others.

Allegretti and Frederick used a variety of cases from a book to promote CT regarding different ethical issues. Countless case-study situations can be created to allow students to practice managing situations and assess clinical decision making. For example, after reading the National Athletic Trainers' Association position statement on lightning, a student can be asked to address the following scenario: "Explain how you would handle a situation in which a coach has kept athletes outside practicing unsafely. What information would you use from this statement to explain your concerns? Explain why you picked the specific concerns." These questions can be answered individually or in small groups and then discussed in class. The students will pick different concerns based on their thinking. This variety in answers is not only one way to show that no answer is right or wrong but also allows students to defend their answers to peers. Questions posed on list serves are excellent avenues to enrich a student's education. Using these real-life questions, students read about real issues and concerns of ATCs. These topics present excellent opportunities to pose questions to senior-level athletic training students to examine how they would handle the situation. This provides the students a safe place to analyze the problem and form a decision. Once the students make a decision, additional factors, assumptions, and inferences can be discussed by having all students share the solution they chose.

Lantz and Meyers used personification and assigned students to assume the character of a drug. Students were to relate themselves to the drug, in the belief that drugs exhibit many unique characteristics, such as belonging to family, interaction problems, adverse reactions, and so forth. The development of analogies comes from experience and comparing one theory or scenario to another with strong similarities.

Fopma-Loy and Ulrich identified various CT classroom exercises educators can implement to promote higher-order thought. Many incorporate a personal reaction from the student and allow the student to link that learning to his or her feelings. This personal reaction of feelings to cognitive information is important to show the relevance of material.

1.3.5. Types of Teaching

(Cook, 1996) mentions that “there are several approaches to co-teaching that provide ways for two teachers to work together in a classroom”. (pg.4)

- **One teach, one support**

With this model one teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping individuals and observing particular behaviors. For example, one teacher could present the lesson while the other walks around or one teacher presents the lesson while the other distributes materials.

Some advantages of this approach are:

- Students receive individual help in a timely manner
- It's easier to keep students on task because of the proximity of the teacher.
- It saves time when distributing materials.
- As a process observer, the supporting teacher can observe behavior not seen by the teacher directing the lesson.
- The supporting teacher can walk around and still continue to observe the other teacher model good teaching practices.

Some disadvantages of this approach are:

- Through the eyes of the students, one teacher has more control than the other.
- Students often relate to one person as the teacher and the other as a teacher' said.
- Having a teacher walk around during the lesson may be distracting to some students.
- Students begin to expect immediate one-on-one assistance.

- **Parallel teaching**

In parallel teaching, the teacher and student teacher plan jointly but split the classroom in half to teach the same information at the same time. For example, both teachers could

be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software to half of the class. Each half of the class could be involved in a literature study group during a novel study.

Some advantages of this approach are:

- Preplanning provides better teaching.
- It allows teachers to work with smaller groups.
- Each teacher has the comfort level of working separately to teach the same lesson.
- Splitting the class allows students to be separated who need to be.

Some disadvantages of this approach are:

- Both teachers need to be competent in the content so the students will learn equally.
- The pace of the lesson must be the same so they finish at the same time.
- There must be enough flexible space in the classroom to accommodate two groups.
- The noise level must be controlled.

- **Alternative teaching**

In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson. For example, a teacher could take an individual student out to catch him/her up on a missed assignment. A teacher could work with an individual or a small group for assessment purposes or to teach social skills. A small group of students could work together for remedial or extended challenge work.

Some advantages of this approach are:

- Working with small groups or with individual's helps meet the personal needs of students.
- Both teachers can remain in the classroom so one teacher can informally observe the other modeling good teaching.

Some disadvantages of this approach are:

- Groups must vary with purpose and composition or the students in the group will quickly become labeled (e.g., the “smart” group).
- The students might view the teacher working with the larger group as the teacher in control.
- Noise level must be controlled if both teachers are working in the classroom.
- There must be adequate space.

- **Station teaching**

Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers.

The teacher and student teacher are at particular stations; the other stations are running dependently by the students or by a teacher’s aide. For example, three or more science stations, each containing a different experiment, could be organized with the teacher and student teacher working with the two stations that need the most supervision. It is also possible to use an aide or parent volunteer to supervise stations.

Some advantages of this approach are:

- Each teacher has a clear teaching responsibility.
- Students have the benefit of working in small groups.
- Teachers can cover more material in a shorter period of time.
- Fewer discipline problems occur because students are engaged in active, hands-on learning.
- It is possible to separate students who need to work away from each other.
- This approach maximizes the use of volunteers or extra adults in the room.

Some disadvantages of this approach are:

- To work effectively, this approach requires a lot of preplanning.
- All materials must be prepared and organized in advance.
- The noise level will be at a maximum.

- **Team teaching**

Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher or two student teachers working together.

Some advantages of this approach are:

- Each teacher has an active role.
- Students view both teachers as equals.
- Both teachers are actively involved in classroom organization and management.

Some disadvantages of this approach are:

- Preplanning takes a considerable amount of time.
- Teachers' roles need to be clearly defined for shared responsibility.

1.2.1. Learning Process

(Jan De Houwer, 2013) mentions that “learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience”. (pg. 26)

(Block, 1977) mentions that “To learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behaviour” (pg. 57)

The researcher agrees with the authors that learning process is the result of many experiences and tries that people experiment in order to get something.

1.3.6. Learning Methods

- **Inquiry-Based Learning**

This is a learning process that is based on inquiry or asking questions. Through asking challenging questions learners get intrinsically motivated to start delving deeper to find answers for these questions and in doing so they are exploring new avenues of knowledge and insight.

As you can see in the graphic below inquiry-based learning is a cyclical learning process composed of many different stages starting with asking questions and results in

asking more questions. Inquiry based learning is not just asking questions, but it is a way of converting data and information into useful knowledge. A useful application of inquiry based learning involves many different factors, which are, a different level of questions, a focus for questions, a framework for questions, and a context for questions.

- **Problem-based learning**

In a problem-based learning (PBL) model, students engage complex, challenging problems and collaboratively work toward their resolution. PBL is about students connecting disciplinary knowledge to real-world problems—the motivation to solve a problem becomes the motivation to learn.

- **Discovery Learning**

Discovery learning is a kind of teaching that is based on the student finding things out for themselves, looking into problems, and asking questions. Essentially, it's all about students coming to their own conclusions and asking about things in their course that might not make particular sense. Obviously, as soon as enquiries are made, they can learn new things and hence will have become part of an innovative, thought-provoking and interesting educational journey. Top psychologists in the country have promoted this kind of learning

- **Cooperative Learning**

Several definitions of cooperative learning have been formulated. The one most widely used in higher education is probably that of David and Roger Johnson of the University of Minnesota. According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

1. Positive interdependence. Team members are obliged to rely on one another to achieve the goal.

If any team members fail to do their part, everyone suffers consequences.

2. Individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

3. Face-to-face promote interaction. Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members

providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

4. Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Cooperative learning is not simply a synonym for students working in groups. A learning exercise only

qualifies as cooperative learning to the extent that the five listed elements are present.

- **Authentic Learning**

Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice. The learning environments are inherently multidisciplinary. They are “not constructed in order to teach geometry or to teach philosophy. A learning environment is similar to some ‘real world’ application or discipline: managing a city, building a house, flying an airplane, setting a budget, solving a crime.

- **Project-based Learning**

“An instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.”

- **Situated Learning**

Situated learning is a type of learning that involves learning materials within the context of how the information or skills are actually used and applied. It is typically associated with social learning and though it was initially recognized in regard to adult education, some of its practices have been extended to youth education as well. With this type of learning, communities of practice are established in which individuals learn and build mutual meaning through active processes that imbue context and purpose into what is

learned. Situated learning does not typically involve a particular pedagogical approach, but instead seeks to understand how learning relates to daily practices and social interactions

- **Task-based language learning**

(Willis, 1990) notes “The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors”. (pg. 35)

This is the predominant method in middle school ESL teaching at Frankfurt International School. The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students etc.

1.3.7. Sequence of Learning

In the light of the psychological theories of learning we might say that any form of learning involves these five stages discussed below:

- **Attention**

Attention is considered a necessary preparatory set. Your students have to pay attention in order to follow and understand the content you are teaching them.

Attention prepares your students for the next stage in learning, which is called perception.

- **Perception**

At this stage of learning, there is an input to the senses that gets registered so that its meaning is established. The result, namely what is perceived, depends partly on the students’ prior learning and partly on what stimuli or parts of stimulus situations your students attend to.

Perception involves a complex interrelating of information from the environment and information retained from prior learning.

- **Acquisition**

This is the phase of learning in which a student acquires a new capability or new skills in operating something. Acquisition involves identifying how ways and means are mastered and learning how to respond to a situation.

- **Retention**

What your students have learned is retained until the time it will be used. Psychologists believe that there are two types of retention: short-term and long-term retention.

Short-term retention is demonstrated when your students hold information long enough for immediate use. For instance remembering a telephone number until a call is made, a hotel waiter memorizing details of your order before serving you waiter memorizing details of your order before serving you with the food you ordered.

When the outcomes of learning last in your student's mind beyond the immediate occasion for their use, say from a few minutes right up to a lifetime, long-term retention is observed. Long-term retention of behavior is required in education for learning purposes.

In learning, the best way of improving retention is to give attention to what is learned initially and how this learning is organized, and to relate this to the kind of problem you are faced with.

- **Transfer**

This is sometimes called application and is the highest and most psychologically complex level of learning. It occurs when you require your students to apply, or put to use motor skills they are able to recall.

You should now be aware that objectives that require your student to apply their knowledge in a real world setting are the most complex psychologically and require more instruction than the other phases of learning we have described.

1.3.8. Learning Strategies

(Library, 2008) mentions that “people tend to learn something totally new by first getting the general idea in their minds and then filling in the details”. (pg. 65)

Here are some learning and memory techniques that will help with the process.

Learning Strategies

Textbooks, articles and essays usually start with an introductory overview. Scenes in movies and TV often show a long shot before they zoom into the close ups.

An outline of a topic gives people a framework on which they can add details to get a picture of what they are learning. If you ask someone to draw a house; they will usually draw the walls and roof before they fill in details like doors and windows.

- **Incubate**

We learn more if we give our brains time to process. If you have a reading that is difficult to follow, reread it the next day. It will be clearer then. It is the same with math's problems.

Leave your assignment draft overnight. You will see corrections you did not notice before the solution to a problem often appears if you leave it and focus on something else.

- **Revise**

The more we revise the more we remember. Make notes on your readings. Reread the notes a week later and again before exams.

Review your lecture notes on the same day or the day following the lecture. Summarize your lecture notes for each week. Reread these throughout semester. Use the little bits of time on the bus, between lectures or waiting for someone, to quickly review one set of notes.

- **Engage**

Learning involves attention and concentration. Don't just read –do something with the information.

- **Outline**

When reading, writing, explaining and in exams, order your information from the general to the detailed.

When researching a new topic:

Look at all the headings, subheadings

Look at all the pictures and captions

Read the whole text

When reading academic writing:

Introduction gives thesis and overview

Body paragraphs give details

Conclusion repeats the overview

- **Divide**

Make study tasks more manageable by dividing them up into a series of smaller tasks

How do you eat something the size of an elephant?

One bite at a time.

Divide your study time into chunks of about 50minutes and take a break every hour.

Break up your assignment into smaller tasks and focus on each task one at a time

Focus on one paragraph at a time when writing your assignments

Don't try to read everything at one time.

- **Vary**

We often only become aware a cricket is chirping when it stops

Lines that are crooked become apparent only when seen in comparison with other lines

Many people can't judge if two shades of pink are the same until they try them on together

People are more alert to changes in their environment and tend to lose concentration when things remain the same.

The human brain is more able to pick up variations between things than be able to judge if something is right without comparing.

Change study tasks every hour or so. Alternate tasks that require intense concentration with more routine tasks. Intersperse study with physical and leisure activities.

1.3.9. Types of Learning

(Gardner, 1980) mentions some types of learning like:

- **Constructivism**

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us

generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences.

- **Behaviorism**

Behaviorism is a theory of animal and human learning that only focuses on objectively observable behaviors and discounts mental activities. Behavior theorists define learning as nothing more than the acquisition of new behavior.

- **Piaget**

Swiss biologist and psychologist Jean Piaget (1896-1980) is renowned for constructing a highly influential model of child development and learning. Piaget’s theory is based on the idea that the developing child builds cognitive structures—in other words, mental “maps,” schemes, or networked concepts for understanding and responding to physical experiences within his or her environment. Piaget further attested that a child’s cognitive structure increases in sophistication with development, moving from a few innate reflexes such as crying and sucking to highly complex mental activities.

- **Neuroscience**

Neuroscience is the study of the human nervous system, the brain, and the biological basis of consciousness, perception, memory, and learning.

- **Brain-based Learning**

This learning theory is based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur.

- **Multiple Intelligences**

This theory of human intelligence, developed by psychologist Howard Gardner, suggests there are at least seven ways that people have of perceiving and understanding the world. Gardner labels each of these ways a distinct “intelligence”—in other words, a set of skills allowing individuals to find and resolve genuine problems they face.

- **Observational Learning**

Observational learning, also called social learning theory, occurs when an observer’s behavior changes after viewing the behavior of a model. An observer’s behavior can be

affected by the positive or negative consequences—called vicarious reinforcement or vicarious punishment— of a model’s behavior.

1.3.10. Types of Learners

(Jones, 2007) mentions that “to understand how to move from passive to active learning, it is important to understand the different types of learners. There are four primary learning styles: visual, auditory, read-write, and kinesthetic. People learn using a variety of these methods, but one method is usually predominant. Familiarity with the characteristics of each learning style and associated strategies allows you to address the needs of each type of learner”. (pg. 47)

- **Visual Learners**

Visual learners are characterized by the following:

They tend to be fast talkers.

They exhibit impatience and have a tendency to interrupt.

They use words and phrases that evoke visual images.

They learn by seeing and visualizing.

Your teaching strategy for visual learners should include the use of demonstrations and visually pleasing materials, and you should make an effort to paint mental pictures for learners.

- **Auditory Learners**

Auditory learners are characterized by the following:

They speak slowly and tend to be natural listeners.

They think in a linear manner.

They prefer to have things explained to them verbally rather than to read written information.

They learn by listening and verbalizing.

Your teaching strategy for auditory learners should sound good and should be planned and delivered in the form of an organized conversation.

- **Read-Write Learners**

Read-write learners are characterized by the following:

They prefer for information to be displayed in writing, such as lists of ideas.

They emphasize text-based input and output.

They enjoy reading and writing in all forms.

Your teaching strategy for read-write learners should include writing out key words in list form. The learners will learn by silently reading or rewriting their notes repeatedly; writing out in their own words the ideas and principles that were taught or discussed; organizing any diagrams, graphs, other visual depictions into statements (e.g., “The trend is”); and putting reactions, actions, diagrams, charts, and flowcharts into words. They like multiple-choice tests.

- **Kinesthetic Learners**

Kinesthetic learners are characterized by the following:

They tend to be the slowest talkers of all.

They tend to be slow to make decisions.

They use all their senses to engage in learning.

They learn by doing and solving real-life problems.

They like hands-on approaches to things and learn through trial and error.

Your teaching strategy for kinesthetic learners should include hands-on demonstrations and case examples to be discussed and solved.

1.4.Critical Thinking Development

Critical thinking development is the ability to analyze something and give another explanation or another result but using the real dates which can be verified. This ability allows getting a new idea from the ones which exist.

(Marilyn Price and Mitchell, 2014) claim that critical thinking is the ability to evaluate information to determine whether it is right or wrong. To think critically about an issue

or a problem means to be open-minded and consider alternative ways of looking at solutions. (pg 22)

(Moon, 2008) mentions that “Critical thinking is a capacity to work with complex ideas whereby a person can make effective provision of evidence to justify a reasonable judgment”. (pg 11)

(Ennis, 1990) notes that “Critical thinking is reasonable, reflective thinking that is focused on deciding what to do or believe”. (pg 1)

The researcher agrees with the authors that critical thinking is the process which develops new ideas with justification. It means that people need to create a new point of view but with evidence to prove these ideas.

1.4.1. Importance of Critical Thinking Development

(Paul, 2010) mentions that:

It affects your academic success: if you wish to achieve higher grades, being able to take an informed and analytical approach to your studies is very important. Simply memorizing and explaining concepts and ideas will not be sufficient for a strong pass at master’s level. You need to be able to demonstrate knowledge of your subject and give your opinion(s) supported by evidence that you have judged to be appropriate. It affects your employability: one of the main reasons students undertake postgraduate study is to improve their employment prospects. Higher-level thinking and reasoning skills can be applied across many areas of work e.g. strategic planning, trouble shooting, problem solving, and critical evaluation of projects and processes. They are therefore essential to develop and demonstrate to prospective employers after graduation. (pg. 57-72)

For these reasons, it is crucial that we as teachers and educators discover our own "thinking," the thinking we do in the classroom and outside the classroom, the thinking that gets us into trouble and the thinking that enables us to grow. As educators we must treat thinking--quality thinking--as our highest priority. It is the fundamental determinant of the quality of our lives. It is the fundamental determinant of the quality of the lives of our students. We are at some stage in our development as thinkers. Our students are at some stage in the development of theirs. When we learn together as developing thinkers, when we all of us seek to raise our thinking to the next level, and then to the next after that, everyone benefits, and schooling then becomes what it was

meant to be, a place to discover the power of lifelong learning. This should be a central goal for all our students--irrespective of their favored mode of intelligence or learning style. It is in all of our interest to accept the challenge: to begin, to practice, to advance as thinkers.

1.4.2. The Advantages of Critical Thinking

(Paul, 2010) notes that “when teachers become advocates of quality thinking and learning, in keeping with this stage theory, they teach in such a way that students are regularly required to:

- 1) state and explain goals and purposes,
- 2) clarify the questions they need to answer and the problems they need to solve,
- 3) gather and organize information and data,
- 4) explicitly assess the meaning and significance of information you give them,
- 5) demonstrate that they understand concepts,
- 6) identify assumptions,
- 7) consider implications and consequences,
- 8) examine things from more than one point of view,
- 9) state what they say clearly,
- 10) test and check for accuracy,
- 11) stick to questions, issues, or problems; and not wander in their thinking,
- 12) express themselves precisely and exactly,
- 13) deal with complexities in problems and issues,
- 14) consider the point of view of others,
- 15) express their thinking logically,
- 16) distinguish significant matters from insignificant ones,

And as a result of such instruction, the students (in general):

- 1) learn content at a deeper and more permanent level
- 2) are better able to explain and apply what they learn,

- 3) are better able to connect what they are learning in one class with what they are learning in other classes,
- 4) ask more and better questions in class,
- 5) understand the textbook better,
- 6) follow directions better,
- 7) understand more of what you present in class,
- 8) write better,
- 9) apply more of what they are learning to their everyday life,
- 10) become more motivated learners in general,
- 11) become progressively easier to teach”.

1.4.3. Relationship with skills

According to (Boundless, 2014) critical thinking is a way of taking up the problems of life. As such reading, writing, speaking, and listening can all be done critically or uncritically. Critical thinking skills can be applied in many activities inside the classroom. Critical thinking skills include observation, interpretation, analysis, inference, evaluation, explanation, and metacognition.

Critical thinkers are those who are able to do the following:

- Recognize problems and find workable solutions to those problems
- Understand the importance of prioritization in the hierarchy of problem solving tasks
- Gather relevant information
- Read between the lines by recognizing what is not said or stated
- Use language clearly, efficiently, and with efficacy
- Interpret data and form conclusions based on that data
- Determine the presence of lack of logical relationships
- Make sound conclusions and/or generalizations based on given data
- Test conclusions and generalizations

- Reconstruct one's patterns of beliefs on the basis of wider experience
- Render accurate judgments about specific things and qualities in everyday life

Therefore, critical thinkers must engage in highly active listening to further their critical thinking skills. People can use critical thinking skills to understand, interpret, and assess what they hear in order to formulate appropriate reactions or responses. These skills allow people to organize the information that they hear, understand its context or relevance, recognize unstated assumptions, make logical connections between ideas, determine the truth values, and draw conclusions. Conversely, engaging in focused, effective listening also lets people collect information in a way that best promotes critical thinking and, ultimately, successful communication.

1.4.4. How to develop Critical Thinking?

They can understand and appreciate the current state as well as see possibilities. When dealing with today's issues, they operate from a broad, long-term perspective rather than focusing only on short-term implications. And they can gather information and make decisions in a timely manner.

Most of all, strategic leaders know how to strike a balance between visualizing what might or could be and an effective day-to-day approach to implementation. They can look into the future to see where the company needs to go and what it will look like once they get there. And they can do this while making sure the right things get done on a daily basis.

This type of strategic leadership requires five different types of thinking. Knowing when and how much to utilize each one is the hallmark of great leaders.

1. Critical thinking is the mental process of objectively analyzing a situation by gathering information from all possible sources, and then evaluating both the tangible and intangible aspects, as well as the implications of any course of action.
2. Implementation thinking is the ability to organize ideas and plans in a way that they will be effectively carried out.
3. Conceptual thinking consists of the ability to find connections or patterns between abstract ideas and then piece them together to form a complete picture.

4. Innovative thinking involves generating new ideas or new ways of approaching things to create possibilities and opportunities.
5. Intuitive thinking is the ability to take what you may sense or perceive to be true and, without knowledge or evidence, appropriately factor it in to the final decision.

Until recently, most leaders could get by with critical and implementation thinking. But in today's hyper-fast world, conceptual, innovative and intuitive thinking have become increasingly important, especially in industries where frenetic change represents the rule rather than the exception.

Business leaders still need to gather and analyse data, make decisions, and implement them well. But now they have to take in vast amounts of data from a more diverse array of sources. They have to make decisions much more quickly. And they have to do it knowing that everything could change overnight.

In such an environment, the ability to ponder possibilities, see patterns and connections that others don't see, and look at the same data in new and different ways represents a formidable competitive advantage.

Some leaders seem to be born with these intuitive types of thinking skills. But since most of us are not so naturally gifted, here are some suggestions for developing these essential leadership skills.

- Take time to look around. Browse business websites and read related publications to learn how other organizations have implemented various strategies in order to increase their competitive advantage.
- Be willing to change directions and/or pursue new goals when strategic opportunities arise. Think about what is keeping you on the same path and force yourself to ponder whether or not you should shift plans. Consider worst-case scenarios.
- When problems arise, don't settle for a quick fix. Instead, carefully look at the problem and take the time to analyze all possible solutions. Create a checklist for yourself to trigger thoughts on long-term consequences and possibilities.

- Help others in the organization feel that they are part of the overall mission and strategies by discussing it with them frequently and involving them as much as possible.
- Pause and view your situation from another perspective – that of an employee, customer, supplier, etc.
- Research and analyse your company’s major competitors. Create a detailed profile of each one and share it with your team. Constantly look for first-hand data rather than relying on anecdotal information.
- Engage in “what-if” thinking. For example, “If we do this, how will our competitors respond? What will our customers think? What impact will this have on our suppliers and distributors? What if there is something we have not considered?”
- Expand your data sources to include areas totally outside your business or industry. Analyse other industries to see what they’re doing well and how that could be adapted to your business.

Most of all get in the habit of stimulating your mind by not thinking about your business. From time to time, go outside your office and take a walk. Turn off your processing and just soak in the sights, sounds, and scents of the environment. Let your mind wander, and allow yourself the luxury of daydreaming. You’ll be amazed at what you can come up with simply by shifting out of the critical/implementation thinking modes from time to time.

The human brain is a powerful leadership tool. It works even better when you use all five thinking types!

1.4.5. Forms to develop Critical thinking

(Northedge, 2005) mentions the development through the four skills:

- **Reading critically**

When reading academic texts, you need to employ certain procedures.

1. Identify the argument – what is the author’s main line of reasoning?
2. Analyze and criticize the argument:

- Are the reasons sufficient, and are they valid to the argument, in other words do they support it, or would it be possible to draw other conclusions from them?
- Does the author develop the argument in a logical and coherent fashion, i.e. premise/point A/point B/conclusion, avoiding confusing breaks in the logical flow?
- Is the author's logic always valid, or does he/she draw arguments from false premises, or are there flaws in the reasoning assuming a causal connection where none is justifiable or generalizing from too few examples?
- Is the author's style objective, or does he/she use emotive language, designed to get the reader's sympathy, for example, words or phrases such as cruel, inhuman, Golden Age?

3. Assess the evidence:

- What is it – statistics, surveys, case studies, findings from experiment are all examples of evidence that may be presented.
- Is it valid? Validity may be affected by external criteria such as the source (for example an article from an academic journal is likely to be more reliable than one from a newspaper) or by the particular bias of the party concerned (for example if a women's hospital is resisting closure, look carefully at evidence of other women's services in the area). You should also examine the intrinsic qualities of the evidence, for example how recent are case studies? How robust are experiments? How large and representative is the survey? Is evidence anecdotal (for example, stories of one person being cured from a particular treatment are less impressive than clinical trials)?

4. What are the conclusions, and are they supported by the evidence? It may be possible to present what appears to be flawless research, which may yet not justify the conclusions. A good example here is the ongoing debate on child care, and whether mothers are better off at home looking after their children themselves. In the 1950s, John Bowlby presented good arguments why mothers should stay at home, which was subsequently reputed by later researchers, whilst the stay at home argument is now making a return. The studies themselves may not present valid evidence and need to be seen against other trends, such as the need to ensure full male employment after the war, the rise of feminism, and women's desire for choice over whether or not they work.

5. What are the alternatives? Look at the author's work from different perspectives - how does the view presented differ from others? Does the author have a particular agenda, revealed?

- **Writing Critically**

Much has been written elsewhere on this site about the writing process, so we will only make brief reference here. Planning is the key: if you organize your ideas carefully in your plan, you will be clearer what you have to write.

You need to employ the same critical judgment to your own writing as you do to that of other people, although it can be more difficult to assess your own work! In particular:

- Check your line of reasoning is clear – start out by stating what you propose to do, organize your information in a logical pattern, and reach a clear and substantiated conclusion.
- Ensure that the evidence you use is valid according to the criteria set out above, under Reading critically.
- Be aware of the difference between descriptive writing, which tells a story, using statements, explanation and lists etc., and analytical writing, which presents an argument, giving reasons, weighing up information, and drawing conclusions.

- **Listening and speaking critically**

Much of learning is carried out by dialogue, and by tossing ideas around, but you can't expect yourself or others always to substantiate with the same degree of rigor as in writing! However, listen out in yourself and other people for inconsistencies and contradictions; if you are in a seminar, notice how ideas are 'developed' through dialogue, how your ideas fit in or contradict with those of others, etc. Be as prepared to ask questions as you are to listen, for example if someone offers a point of view about a particular author or text, doesn't be afraid to challenge them to substantiate their claim. You will also need to put forward a reasoned argument, which will help develop your thinking skills, particularly as verbal debate proceeds at a more rapid pace than writing or reading, which are mostly solitary activities.

CHAPTER II

2. Analysis and Comparisons of the Results

2.1. Brief information about the institution

“Luis Fernando Ruiz” Educative Unit

Patron Don "Luis Fernando Ruiz"

Life and personality of Luis Fernando Ruiz is a living example of a man of greater spirit that passes through this land was ahead in planting new trails, with true vocation of a public man who loomed very early to occupy positions guidelines in the political life of the state, its message arrives, enlightens and transforms because it was a character that shined, to draw horizons and virtues. They served that same successful approach Authorities put the name of Luis Fernando Ruiz to our educational institution.

Luis Fernando Ruiz was born in the city of Latacunga, on December 15, 1886 and died in Quito on March 26, 1960.

His talent, his culture, his teachings and examples have echoed and presence in all of us at the Fernandina Family.

History

The National College of Basic Cycle Mixed "Luis Fernando Ruiz" was created by Ministerial Agreement number 18-150 and 1718 September 8, 1980, as Minister of Education and Culture Dr. Galo Garcia Feraud.

Educational Institution began its work during the period 80-81 in Velasco Ibarra School. The institution was enrolled in Grade 39 students who were 26 men and 13 women. On October 20, 1980 Lic. Inés Martínez Moreno takes possession as Titular Rector Campus, a teacher with several years of teaching experience, start with 6 teachers, the Collector Lady and Lord of General Services.

On January 4, 1985 Lic. Edgar Orbea Rubio takes office as a second Rector Campus. Through his efforts, he made it possible to create the Technical establishment Luis Fernando Ruiz to work with the first year of Cycle Diversified Technical Bachelor of Commerce and Administration and Specialty Bilingual Secretary, the only school in the province that has the specialty mentioned.

The institution has graduated six multipurpose bachelors from 2002-2003 to 2006-2007, which is the latest promotions currently. The Campus has new bachelor specialties Commerce and Administration: Organization and management of the Secretariat, Accounting and Administration, Cooking, Information and Tourism marketing.

Educational Institution gives to the republic 1800 students as Bachelors in the different specialties. The bachelors have hold high positions in the various institutions and companies in our province, in the country and abroad.

Objectives

- Support activities at all levels of the administrative process
- Execute P.T.I
- Assess and plan the new P.O.A

Goals

- The school prepares a manual of effective and transparent administrative procedures
- The school prepares Institutional Transformation Plans for three-year cycles committed to the reform process and the institutional mission defined (P.T.I)
- The school produces annual operational programs linked to improved compliance with the strategic objectives (POA)

2.2.Description, analysis and interpretation of results

This chapter is based on descriptive method; it was applied because the researchers had to know about the details of the population in order to obtain relevant information related to critical thinking development in eighth level. Furthermore, the survey technique was very important to identify the critical thinking development during English classes in eighth levels at “Luis Fernando Ruiz” Educative Unit.

2.3. Analysis and Interpretation of the Survey Results Applied to English Teachers at “Luis Fernando Ruiz” Educative Unit

Researcher presents the analysis and Interpretation of the survey results from teachers.

1. How is students’ English Level?

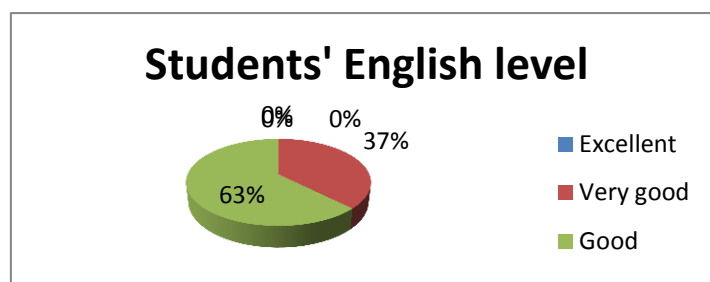
CHART 1

Options	Teachers	Percent
Excellent	0	0,00%
Verygood	3	37,50%
Good	5	62,50%
Regular	0	0,00%
total	8	100,00%

Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 1



Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The teachers at “Luis Fernando Ruiz” Educative Unit according to chart 1 and graphic 1 show that 5 teachers correspond to 63% agree that students have a good level of English. As the same, 3 teachers correspond to 37% answer that students have a very good level of English.

The information obtained shows that most of the teachers agree that students have a good level of English. The strategies that teachers apply according to the educational necessities of each student permit to catch the attention of the students in a better way in order that students acquire new knowledge and improve the level of their English language.

2. Do you consider important to develop critical thinking to learn English language?

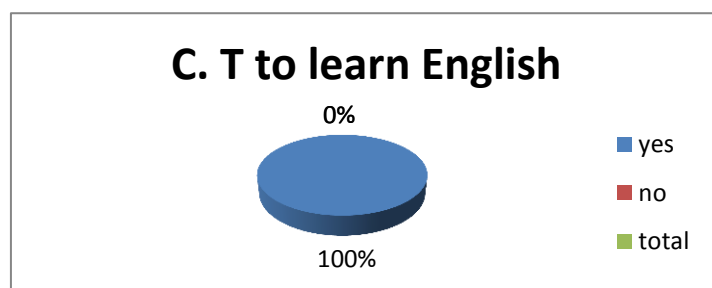
CHART 2

Options	Teachers	Percent
Yes	8	100%
No	0	0%
Total	8	100%

Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 2



Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The teachers at “Luis Fernando Ruiz” Educative Unit according to chart 2 and graphic 2 show that 8 teachers that correspond to 100% consider important to develop critical thinking to learn English.

The information obtained shows that most of the teachers consider that developing critical thinking is necessary in the students because it allows that students improve their speaking and they can express their ideas in a simple way. It also permits that students are more security when they say their ideas in classes or in a presentation.

3. Do you know any strategies to learn English Language through critical thinking?

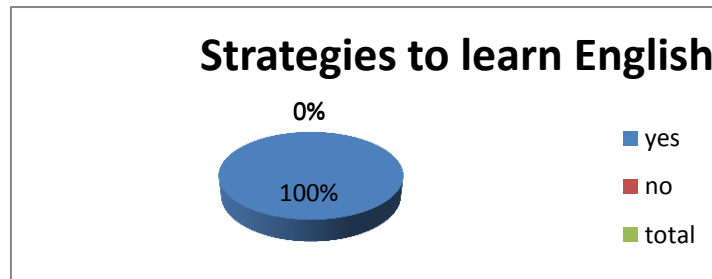
CHART 3

Options	Teachers	Percent
Yes	8	100%
No	0	0%
Total	8	100%

Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 3



Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The teachers at “Luis Fernando Ruiz” Educative Unit according to chart 2 and graphic 2 shows that 8 teachers correspond to 100% answer that they know strategies to teach English through critical thinking.

The information obtained shows that all teachers know strategies to learn English language through Critical Thinking, but it is possible to say that teachers don't apply these strategies in students because they don't have a good level of thinking that's why is quite difficult to produce English language.

4. Do you think that your students have developed Critical Thinking?

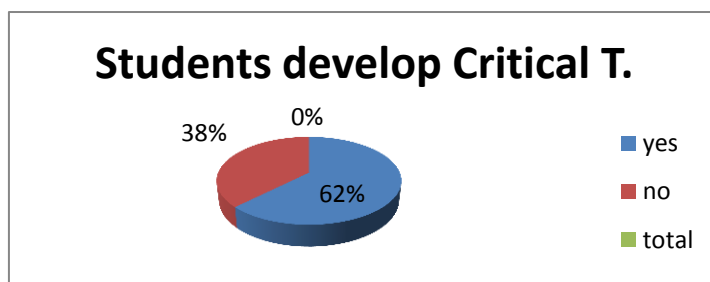
CHART 4

Options	Teachers	Percent
Yes	5	62,5%
No	3	37,5%
Total	8	100%

Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 4



Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The teachers at “Luis Fernando Ruiz” Educative Unit according to chart 4 and graphic 4 show that 5 teachers who correspond to 62,50% answer that students have developed their critical thinking. Similarly 3 teachers that correspond to 37,50% think that students don't have developed their critical thinking.

The information obtained shows that students have developed their critical thinking; however, it is not showed in the production of English language. It is believed that the students have developed their critical thinking in Spanish, but not in English because they are not open- minded. They are scared to express their ideas in classes.

5. What activities do you use in class to develop critical thinking in English?

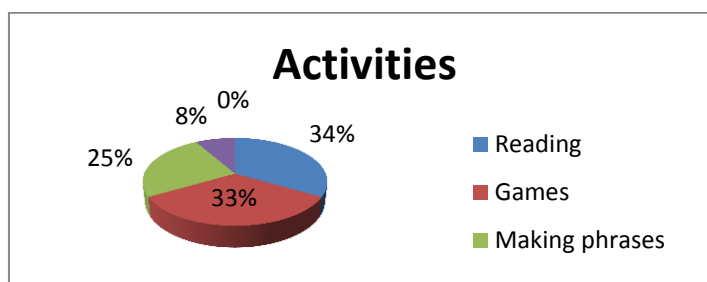
CHART 5

Options	Teachers	Percent
Reading	4	33,33%
Games	4	33,33%
Making phrases	3	25,00%
Listening activities	1	8,33%

Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 5



Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The teachers at “Luis Fernando Ruiz” Educative Unit according to chart 5 and graphic 5 show that 4 teachers who correspond to 33,33% answer that students develop their critical thinking with reading activities. Similarly 4 teachers that correspond to 33,33% think that students develop their critical thinking with games. As the same, 3 teachers who correspond to 25% response that students need to make phrases to develop the skill and finally 1 teacher who correspond to 8,33% think that listening activities develop critical thinking.

The information obtained shows that teachers agree that reading and games are the most suitable strategies to develop critical thinking in students. Those activities can develop new knowledge in students and create a high level in their speaking and also in their writing. Teachers need to apply dynamic and actual strategies to develop critical thinking in their students.

6. Do you think that students need didactic materials to develop Critical Thinking?

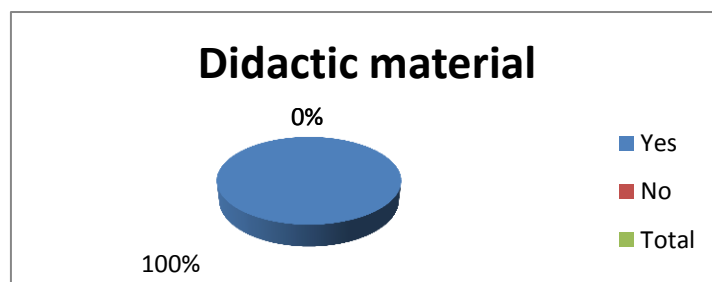
CHART 6

Options	Teachers	Percent
Yes	8	100,00%
No	0	0,00%
Total	8	100%

Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 6



Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The teachers at “Luis Fernando Ruiz” Educative Unit according to chart 6 and graphic 6 show that 8 teachers who correspond to 100% answer those students need to have didactic material to develop their critical thinking.

The information obtained shows that all teachers agree that student’s need didactic material to develop Critical Thinking. Images are a good instrument to students’ learning because it permits that students see the graphics and letters in order to improve their thinking and catch the information in a simple way. Teachers need to know how their students learn according to types of learners.

7. Do you consider that English books have suitable activities to develop critical thinking?

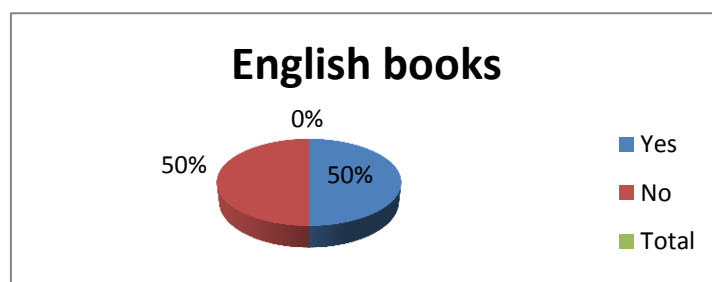
CHART 7

Options	Teachers	Percent
Yes	4	50,00%
No	4	50,00%
Total	8	100%

Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 7



Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The teachers at “Luis Fernando Ruiz” Educative Unit according to chart 7 and graphic 7 show that 4 teachers who correspond to 50% answer those books have suitable activities to develop critical thinking. Similarly, 4 teachers that correspond to 50% think that books don’t have activities to develop critical thinking in students.

The information obtained shows that teachers indicate the importance that English books have in the teaching learning process. The activities such as readings, games that English books have allow that students develop their critical thinking, but teachers need to know how to apply those activities in order to increase the critical thinking in students.

8. Would you like to have new strategies to develop the level of English Language through Critical Thinking?

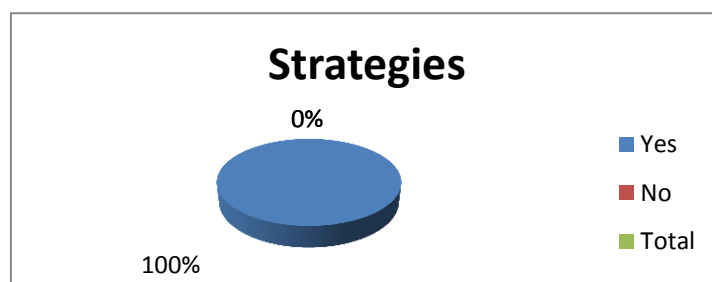
CHART 8

Options	Teachers	Percent
Yes	8	100,00%
No	0	0,00%
Total	8	100%

Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 8



Source: Teachers at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The teachers at “Luis Fernando Ruiz” Educative Unit according to chart 6 and graphic 6 show that 8 teachers who correspond to 100% answer that they need to know and apply new strategies to develop critical thinking in students.

The information obtained shows that all teachers are motivated to know new strategies and activities that permit developing critical thinking. They are interested in apply those strategies to develop students critical thinking, so it will let students interact between each other.

2.4. Analysis and Interpretation of the Survey Results Applied to English Students at “Luis Fernando Ruiz” Educative Unit

1. Do you like English?

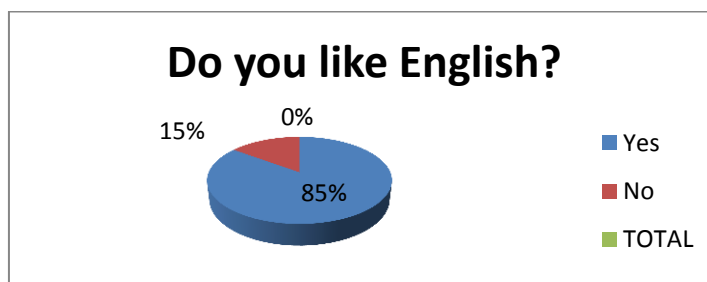
CHART 9

Options	Students	Percent
Yes	40	85,11%
No	7	14,89%
Total	47	100%

Data: Students at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johagna Fabara

GRAPHIC 9



Data: Students at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The students at “Luis Fernando Ruiz” Educative Unit according to chart 9 and graphic 9 show that 40 students which correspond to 85, 11% answer that they like English language. Meanwhile, 7 teachers who correspond to 14,89% answer that they don't like English language.

The information obtained shows that most of the students like English language and they know that it is so important in life. Students know that learning a second language will be a good opportunity to get a good job. In fact, they know that with English they can communicate with foreign people. It is know that English is the most language spoken around the world and it is recognized in over all countries. That's why students are interested in learning this language.

2. How is your level of English?

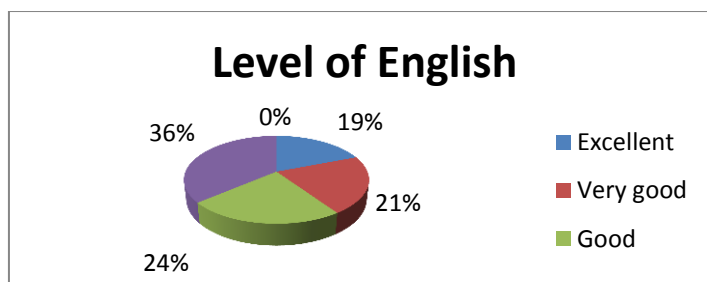
CHART 10

Options	Students	Percent
Excellent	9	19,15%
Verygood	10	21,28%
Good	11	23,40%
Regular	17	36,17%
Total	47	100%

Data: Students at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 10



Data: Students at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The students at “Luis Fernando Ruiz” Educative Unit according to chart 10 and graphic 10 show that 17 students who correspond to 36,17% answer that they have a regular level of English, As the same, 11 students who correspond to 23,40% agree that they have a good level of English Similarly 10students who correspond to 21,28% answer that their level is very good. And finally,9students who correspondto19,15% answer that their English level is excellent.

The information obtained shows that most of the students have a regular English level. It is because teachers don’t apply enough strategies to develop English language in students. That’s why the opportunity to practice English and develop critical thinking at the same time.

3. Do you know what Critical Thinking is?

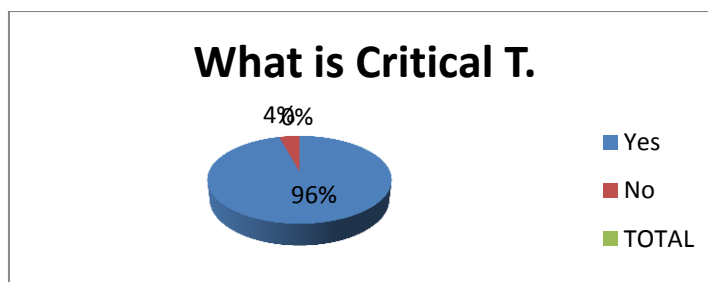
CHART 11

Options	Students	Percent
Yes	45	95,74%
No	2	4,26%
Total	47	100%

Data: Students at "Luis Fernando Ruiz" Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 11



Data: Students at "Luis Fernando Ruiz" Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The students at "Luis Fernando Ruiz" Educative Unit according to chart 11 and graphic 11 show that 45 students who correspond to 95,74% answer that they know what is Critical thinking. Similarly 2 students who correspond to 4,26% answer that they don't know what is critical thinking.

The information obtained shows that most of the students know what critical thinking is, but they have not developed it totally. In the present day, English teachers must use real situations to develop critical thinking and the practice of English because students will feel more confident to express their ideas.

4. Do you think that you have developed your Critical Thinking?

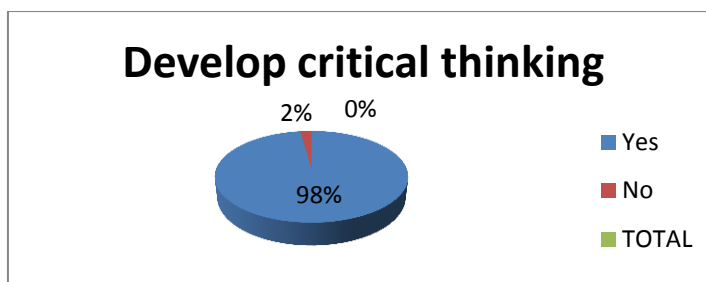
CHART 12

Options	Students	Percent
Yes	44	97,78%
No	1	2,22%
Total	45	100,00%

Data: Students at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 12



Data: Students at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The students at “Luis Fernando Ruiz” Educative Unit according to chart 12 and graphic 12 show that 44 students who correspond to 97,78% answer that they have develop their critical thinking in a simple way. Similarly 2 students who correspond to 2,22% answer that they don’t have develop their critical thinking.

The information obtained shows that most of the students have developed their critical thinking but in Spanish language. They have not developed their critical thinking in English language and they need to be oriented to develop this skill in another language. It will be successful to answer or establish a conversation with a foreign people in order to understand and give an idea with bases or fundamentals.

5. Do you consider that Critical Thinking help you to learn English language?

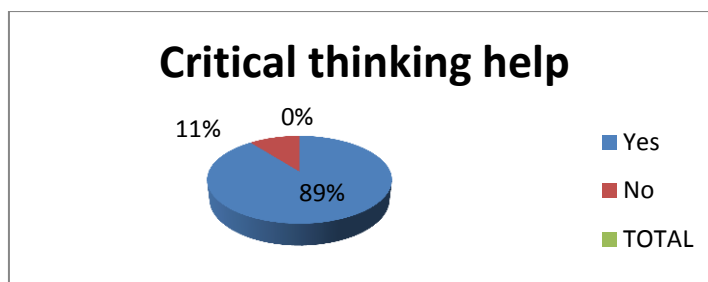
CHART 13

Options	Students	Percent
Yes	42	89,36%
No	5	10,64%
Total	47	100%

Data: Students at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

GRAPHIC 13



Data: Students at “Luis Fernando Ruiz” Educative Unit

Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The students at “Luis Fernando Ruiz” Educative Unit according to chart 13 and graphic 13 show that 42 students who correspond to 89,36% answer that they consider very important to develop critical thinking to learn English language. Similarly 5 students who correspond to 10,64% answer that they don't think that this skill develop English language.

The information obtained shows that most of the students recognize that English language help to develop critical thinking because if teachers apply in a good and correct way some activities, students can develop their critical thinking and learn English at the same time. Students need to be motivated to think and speak in a fluency way when they participate in classes.

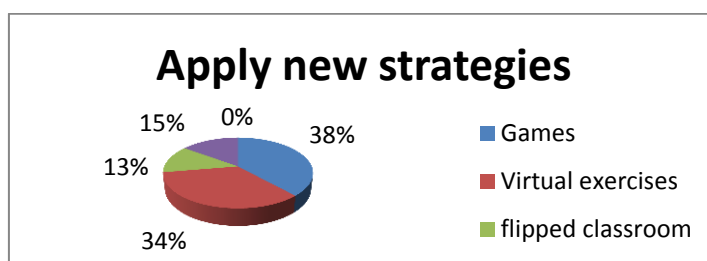
6. What strategies do you want that your teacher apply to develop Critical Thinking and learn English at the same time?

CHART 14

Options	Students	Percent
Games	18	38,30%
Virtual exercises	16	34,04%
Flippedclassroom	6	12,77%
Red ballom	7	14,89%
Total	47	100%

Data: Students at “Luis Fernando Ruiz” Educative Unit
Elaborated by: Johana Fabara

GRAPHIC 14



Data: Students at “Luis Fernando Ruiz” Educative Unit
Elaborated by: Johana Fabara

ANALYSIS AND INTERPRETATION

The students at “Luis Fernando Ruiz” Educative Unit according to chart 14 and graphic 14 show that 18 students who correspond to 38,30% answer that they want that their teachers apply games as new strategy to develop critical thinking in English language. Similarly 16 teachers who correspond to 34,04% answer that they want that their teachers apply virtual exercises to develop critical thinking in English language. In the same way, 7 students who correspond to 14,89% answer that their teachers need to apply red balloon as new strategy to develop critical thinking in English language. As the same, 6 students who correspond to 12,67% want that their teachers apply flipped classroom as a strategy to develop critical thinking in English language.

The information obtained shows that most of the students prefer that their teachers apply games as a strategy to develop critical thinking in English language because they learn in a better and easy way when they do activities that interested them. Another strategy is to do virtual exercises because students are joining to the technology and they learn faster than when they do hand exercises because they are so bored and they don't have fun.

2.5. Conclusions

After the application of the surveys, researcher states the following:

- For teachers from basic levels teaching English at eighth levels has high importance since teen's brain is ready to develop critical thinking in this age. However, English teachers who are responsible about contextualize English classes with real situations and motivation, they have could not put in practice adequate inter- learning strategies what is the most essential that children should practice at those ages.
- Teachers used the majority of the time common traditional strategies and they do not look for new ones in order to improve language teaching and learning at basic levels. Besides, teachers have not focused on strategies which allow interact with others and being interactive activities where students can apply their knowledge about English using critical thinking in their daily life.
- The surveyed agree English teachers do not use relevant and new didactic material to encourage students in order to catch the attention and interest to learn English and develop critical thinking in language. Nowadays, technological resources are a powerful educative tool that English teachers have not being applying continually in their classes immersed English through interactive activities and games using English.
- Finally, most of English teachers stated their interest in introducing the proposed English module based on "Critical Thinking Development" to eighth levels in the institution because they do not have any English module in their institutional curriculum to improve the English teaching-learning process starting from these levels, also because students need to have good English foundations since public educative unit have this advantage.

2.6. Recommendations

- English teachers should take advantage of students' aptitudes at basic levels in order to develop critical thinking through clear and relevant English activities developing with real situations at educative unit.
- It is necessary that English teachers change their traditional methods by "Critical Thinking Development ones" in order to improve the English teaching-learning process applying interactive activities according to students' life.
- English teachers should be more creative and innovative with the didactic material and using technological resource in order that students acquire English as a foreign language through fun and attractive way to allow expressing with critical opinions and learning English at the same time.
- The Educative unit should insert in their institutional curriculum the proposal English module designed for eighth levels, so they will realize changes in the English teaching-learning process and the way to answer or give opinions on students from these educative levels.

CHAPTER III

3.1. PROPOSAL DESIGN

“DESIGNING OF A MANUAL WITH STRATEGIES AND ACTIVITIES TO DEVELOP CRITICAL THINKING IN STUDENTS OF EIGHTH LEVEL AT “LUIS FERNANDO RUIZ” EDUCATIVE UNIT.”

3.2. INFORMATIVE DATA

High School: “Luis Fernando Ruiz”

Province: Cotopaxi

Canton: Latacunga

Parish: Ignacio Flores

Study Object: Develop critical thinking in students of eighth level

3.3. IMPORTANCE

Having the ability to think critically is an important skill that many people lack. Critical thinking is the best way to solve problems, since it requires looking at a problem from several points of view before reaching a final decision. In the story, Socrates and Buddha both preached about the important role of critical thinking in the individual's ability to reflect reasonably on a subject and then decide what to do or believe.

The ability to think critically is a skill that separates innovators from followers. Critical thinking reduces the power of advertisers, unscrupulous and pretentious, and can neutralize the influence of an unsupported argument. This is a skill most students enjoy learning because they see immediately that gives them more control.

Moreover, to develop critical thinking in students opens a new perspective in mind. Students can think and asses information more compressible, and be more able to identify and reject false ideas and ideologies. This process permits that students learn to deal with everyday situations with greater ease and responsibility.

Furthermore, every person thinks differently and therefore interprets information differently. It allows that the world has more point of view and that the solution to a problem increase.

Critical thinkers must take the contexts of every situation into account and think on a multi-level platform in order to come to just conclusions. Homeschoolers have an advantage for learning critical thinking skills because they can largely make their own curriculum and incorporate critical thinking lessons into it—as every educational system should do. Learning how to recite information from textbooks is not going to help a person achieve long-term success. Only when an individual is able to make educated choices on complex matters can they truly be considered intelligent and competent.

Finally, to develop critical thinking is an essential work for teachers because it permits to discover and analyze the world in a different way.

3.4. JUSTIFICATION

This thesis proposed to create a module to develop critical thinking in students. This project shows some strategies that teacher can use to develop that skill dynamically. The module contents four units and in each unit there are some activities to develop critical thinking based in four skills like: speaking, listening, reading and writing. Skills allow students to have more ability to produce the English language in this project because there are many fun activities that students do in an easy way. Many teachers teach English in theory the transformation of teaching and learning in traditional ambiguous; this causes physical and mental fatigue of students. The manual of strategies to develop critical thinking will contribute to new ways of learning, giving students the opportunity to construct their own knowledge. This manual will dramatically change this type of learning, making this process a fun activity where students can learn by playing.

It is feasible to develop this project in the institution because teachers who work there do not have a playbook for the development of critical thinking, the manual will try to give you some tips and productive activities to improve English skills.

The benefits and social importance to the development of this project are to encourage students in the eighth year "Luis Fernando Ruiz" High School to construct their own knowledge so they can communicate with this language.

For the development of this project the researchers have the legal support of the institution and cooperation of the entire education community to obtain information allowing the effective development of the survey.

3.5. OBJECTIVES

3.5.1. General objective

- To develop critical thinking in English language in the students of eighth level through a manual with inter-learning strategies and activities at "Luis Fernando Ruiz" Educative Unit, located in "Ignacio Flores" parish, Latacunga town, Cotopaxi Province, in the academic year 2014-2015.

3.5.2. Specific Objectives

- To analyze inter-learning strategies and activities for the creation of manual that allows the development of critical thinking skill in students of eighth levels of basic education in Luis Fernando Ruiz Educative unit.
- To elaborate shared learning strategies that allow improving the teaching learning process based in a manual with funny activities in the English language.
- To assess the interest of critical thinking through English language in basic level during the implementation of this module.

3.6. THEORETICAL FUNDAMENTATION

3.6.1. Theoretical Basis:

Each investigation needs to contain a good theoretical basis; in this one there is enough information about each fundamental category for describing the total steps that explain the process for creating a manual with pedagogical strategies that will be useful for teachers in order to improve the teaching and learning in students, it is practical strategies to work in group so making funny English classes.

3.6.2. Pedagogical Basis:

Education involves aspects that need to contribute in different fields one of them is pedagogy that give methods, techniques and instruments, those ones help teacher for creating a good environment inside the educative community. Actually English teaching

stars in early years for that reason teachers needs to be creative, enthusiastic and motivator. Students from school for example need cooperative learning activities involves; games, dynamics exercises that encourage students' activity and attention. In school are too important group activities for developing receptive and productive skills. This investigative work contributes with pedagogical strategies that will improve the teaching learning process.

3.6.3. Methodological Basis:

All activities that people develop during their life has a process, each process is follow by a method, it brings the specific steps that are necessary to apply for obtaining success in their activities. In education there are specific methods that can be useful, in this investigation, the principal one is Inductive method because it is necessary to star from the parts for coming over at the total problem and it gives the opportunity to improve the capacity for analyzing taking into account the students' level, limitations and capacities, the correct method application involves techniques, strategies and materials.

3.6.4. Psychological Basis:

Psychology studies human being's behavior and the process of mental development, English language acquisition depends of the main attention through interesting activities.

Students lose attention in few minutes because their brain needs to change the activity for connecting teacher's information in sequence. To develop critical thinking, teacher is responsible for applying correct strategies and activities according to students learning acquisition.

3.7. PROPOSAL DESCRIPTION

This manual has strategies and activities that can be used by teachers to develop critical thinking through funny and interesting classes. It is divided in two fundamental parts.

GENERAL DATA OF CRITICAL THINKING. It is about an overview of the critical thinking. It contains most relevant information of this module such as: strategies based in four skills.

ACTIVITIES TO DEVELOP CRITICAL THINKING. It has focus on developing critical thinking with four skills listening, speaking, reading and writing. So it has

specific activities which will permit to strength student's ability in English language like: games, tales, role play, writing exercises.

- **Videos.** Using technology to teach English is important because it will help to develop in the students the English skills in a creative way. In this section the teachers will find different videos; with these videos the students will develop their critical thinking in English language in a funny way.
- **Web Pages.** Using technology to teach English is important because it will help to develop in the students the English skills in a creative way, in the internet there are programs with games according with the subjects and students' level. These kinds of activities give students the capacity of knowing the technology used around the world.
- **Games.** Different games which helps students to develop critical thinking in English productive skills according the book's units.

IT'S TIME TO THINK



ENGLISH MODULE
BY JOHANA FABARA

STRATEGIES TO DEVELOP CRITICAL THINKING IN STUDENTS FOCUSED ON LISTENING SKILL:

Flipped Classroom (Inverting your class):

The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before class. Teacher sends a topic to students' investigate and can explain in their own words in front to classmates. When students present their presentations there will be a discussion and questions/answers which allow that students develop their critical thinking.

For instance, teachers can send specific topics or let that students choose their topic and explain it on paper or slides. It permits that student change his/her role as student into teacher. This is possible to develop critical thinking using listening skill because students need to ask about the topic and student-teacher must answer correctly.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- Listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.

STRATEGIES TO DEVELOP CRITICAL THINKING IN STUDENTS FOCUSED ON SPEAKING SKILL:

Critical Approach Method (CAM)

This method is implemented in newspapers to encourage discussion of real situations that the student lives; also to help identify stereotypes and social prejudices that reveal the media, while the reinforced in their messages. Through this process it is that the student is not just a passive recipient but also to broadcast messages and proposals.

2. Select a topic that provokes controversy, dialogue or debate. For example: The equitable treatment of gender in photographic images of the Ecuadorian press.

3. This will be the subject of cross analysis. It means that it will check how it is evidenced in the different parts of “the role of the female gender in Ecuador” newspaper.

4. The analysis of this topic is made by observing the prism object, which in this case will be pictures of each page: the layout, the number of times the woman appears in relation to man and the role played by women in the images.

The prism object can also be headlines, advertisements, the vocabulary used or cartoons.

5. Once you have identified the necessary information Discuss it in groups and draw conclusions, in turn, will raise them to the rest of the course and think about it together.

6. Finally, proceed to prepare the redefinition, which involves building a reply message and proposal on the subject, such as essays, compositions of pictures, music, campaigns, community initiatives, among others.

Design Thinking (Case Method):

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. The teacher chooses a real topic which has been happening at the moment in the city, country or in the world and begin a dialogue with students. The teacher asks about their knowledge related to the real situation and it allows that students use their critical thinking because the topic is actual and students need to give a convince idea.

For example, teachers must use topics according to the age of students. In young people the most recommendable topics will be fashion, personal relations, teenage, social relationship, etc.

Critical discussion in the classroom

"The critical discussion is a method used to resolve any differences of opinion through deliberation, that is, the exchange of divergent opinions in a respectful way, without assuming infallibility itself that is accepting the possibility of being persuaded for the reasons of others and learn from them"

Respect for the ten rules that are presumed then becomes the critical discussion in a fruitful process of knowledge:

1. Purpose: to learn everything about everyone.
2. Points in common: look for ideas that can be shared to argue.
3. Fallibility: to accept the possibility of error and consider alternative ideas.
4. Burden of proof: responsibility to support the opinion with reasons.
5. Relevance: present reasons that have to do with the discussion.
6. Clarity: define key terms of the opinion that arise and make explicit the tacit ideas.
7. Honesty: not ignore the objections of others to our ideas.
8. Cooperation: seek to develop the views of others and not just wait for the turn to expose them.
9. Charity: not distort the opinions of others, even desirable.
10. Withdrawal: recognize when there is no reason to accept an opinion, either their own or others.

Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom

STRATEGIES TO DEVELOP CRITICAL THINKING IN STUDENTS FOCUSED ON READING SKILL:

Analogy (likeness significant)

An analogy that is reasoning by comparing relative characteristics of two or more objects or experiences. It can be adapted to all ages of students and any subject.

Teacher can give a reading or a picture to students develops their critical thinking based on the following operations:

Language Experience Approach

The Language Experience Approach draws on instructional techniques used with younger children who have not yet developed literacy skills. In this approach, the teacher presents information to the students, or they have an "experience" of some sort — for example, a field trip, or acting out a scene in a book. Then the students tell the teacher what to write on the board to explain the experience. This may be useful as an activity for a volunteer or teacher's aide to use with a small group of ESL students during literacy time.

Here are the steps.

1. Experience something — for example, the students have listened to the story, "The Little Red Hen" and then acted it out.
2. The teacher stands by the board or a large sheet of paper and says to the students, "Tell me the story of the Little Red Hen."
3. As each student tells a part of the story, the teacher writes it down on the board, just as it was stated. For example, a student might say, "The Little Red Hen work so hard and nobody want help her." This continues until each student has spoken or the story is finished.
4. Then the teacher tells the students, "Let's read the story together and listen to see if the story makes sense and if there is anything we want to change."
5. After reading the story, the teacher asks students if they want to change anything. For example, one student may raise her hand and say, "I think it should say, "worked" not "work." The teacher may ask other students if they agree or disagree.

6. If the suggested change is correct, the teacher offers praise and moves on to the next suggestion. If the suggested change is not correct, the teacher should help the student analyze the suggested change. For example, if the student says, "I think it should say, 'The Little Red Hen <u>she</u> worked so hard....'" The teacher would ask if others agree and see if there is discussion, then the teacher could point out that the Little Red Hen is the pronoun or "name," so in English we don't need to put it in twice. We can say "She worked so hard." Or "The Little Red Hen worked so hard."
7. When students have analyzed and corrected the whole text, the teacher may either circle a few more spots where students missed corrections and they can be challenged to figure out what the change should be, or the students can be instructed to copy the text with the corrections included.
8. As a final activity, students are instructed to take the story home and read it to three people and bring it back with signatures.

After this activity, usually even beginning-level ELL students are able to read the story to others because it was their experience, it is in their own words, and they have worked with the text in a meaningful way.

Cognitive operations

Observation: Teachers give a picture and ask that student see and give their point of view about that.

Inference: Teachers give two pictures to students and ask about what they can infer to the images.

Description: Teachers give photography and ask students give a short description about that.

Comparison: Teachers give two readings to the students and ask for a comparison in a graphical organizer.

Relationship: Teachers give two sentences and students find what the relations which have are.

Analysis: Teachers give an article from a newspaper and ask for an analysis about that.

Monitoring comprehension

Students who are good at monitoring their comprehensions know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

- Be aware of what they do understand
- Identify what they do not understand
- Use appropriate strategies to resolve problems in comprehension

Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

Students may use several comprehension monitoring strategies:

- Identify where the difficulty occurs

"I don't understand the second paragraph on page 76."

- Identify what the difficulty is

"I don't get what the author means when she says, 'Arriving in America was a milestone in my grandmother's life.'"

- Restate the difficult sentence or passage in their own words

"Oh, so the author means that coming to America was a very important event in her grandmother's life."

- Look back through the text

"The author talked about Mr. McBride in Chapter 2, but I don't remember much about him. Maybe if I reread that chapter, I can figure out why he's acting this way now."

- Look forward in the text for information that might help them to resolve the difficulty

"The text says, 'The groundwater may form a stream or pond or create a wetland. People can also bring groundwater to the surface.' Hmm, I don't understand how people can do that... Oh, the next section is called 'Wells.' I'll read this section to see if it tells how they do it."

Graphic and semantic organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

Answering questions

Questions can be effective because they:

- Give students a purpose for reading
- Focus students' attention on what they are to learn
- Help students to think actively as they read
- Encourage students to monitor their comprehension
- Help students to review content and relate what they have learned to what they already know

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

There are four different types of questions:

- "Right There"

Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage.

Example: Who is Frog's friend? Answer: Toad

- "Think and Search"

Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.

Example: Why was Frog sad? Answer: His friend was leaving.

- "Author and You"

Questions require students to use what they already know, with what they have learned from reading the text. Student's must understand the text and relate it to their prior knowledge before answering the question.

Example: How do think Frog felt when he found Toad? Answer: I think that Frog felt happy because he had not seen Toad in a long time. I feel happy when I get to see my friend who lives far away.

- "On Your Own"

Questions are answered based on students' prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.

Example: How would you feel if your best friend moved away? Answer: I would feel very sad if my best friend moved away because I would miss her.

Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize

story structure through the use of story maps. Instruction in story structure improves students' comprehension.

Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information
- Remember what they read

STRATEGIES TO DEVELOP CRITICAL THINKING IN STUDENTS FOCUSED ON WRITING SKILL:

Self-learning:

Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. Teachers should use this strategy to motivate students to think and develop their ideas but, using the self-investigation.

Teachers give a part of the class but, motivate students to search something more about the topic. For instance: examples, rules, strategies, etc. with this strategy teachers encourage that students learn by themselves.

Critical thinking through group collaboration

Opportunities for group collaboration could include discussions, case studies, task-related group work, peer review, or debates. Group collaboration is effective for promoting critical thought because:

- An effective team has the potential to produce better results than any individual,
- Students are exposed to different perspectives while clarifying their own ideas,
- Collaborating on a project or studying with a group for an exam generally stimulates interest and increases the understanding and knowledge of the topic.

Social Media:

Students today are always connected to their social network and so will need little motivation to get them engaged with social media in the classroom.

The social pages are the most important tool in students because they use every day. Teacher must use those social networks to improve the language level of their students. Teachers send some exercises by the social networks and students need to use the technology to answer the exercises. Also, teachers can send a interact work. It means that students know foreign people and make a conversation using the computer.

Free Online Learning Tools:

There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teachers

can create an interactive and dynamic classroom environment using, for example, online quizzes to test student's knowledge.

Students are so interesting in technology and teachers must take advantage of this tool. Teachers can find interesting activities to develop critical thinking in students such as: squeeze in words, solve a problem, make your menu, fact or opinion, etc.

Sentence Auction

This activity helps students analyze common writing errors through a personalized activity since they are trying to buy their own sentences. Once a week or once a month, a teacher can hold a "Sentence Auction." The teacher takes sentence examples from student writing – some of which have errors and some that don't, and writes them on a handout or overhead projector. The identity of the student who wrote each sentence is not revealed. To begin the sentence auction, each student is given an "account" of perhaps \$300. The students are told to "bid" on the good sentences. The winner is the student with the highest number of "good" sentences.

1. The teacher takes on the persona of an "Auctioneer" and opens the bidding at \$10.
2. The teacher reads out the sentence confidently exactly as it is written. "Him want to go to school very bad." Who will give me \$10?"
3. The students take turns bidding until the teacher decides who has "won" the bid.
4. Some sentences will not sell because students will know they are "bad." Just leave those sentences and move to the next one.
5. After all the sentences have been sold, the teacher goes through the list and the students say whether the sentence was good or bad. If they agree that it was a bad sentence, then the teacher asks them to explain how they can make it a "good" sentence.
6. Finally the students can count how many "good" sentences they have (since they may have bought some bad ones) and a winner is declared.
7. The teacher may want to give a little prize or certificate to the student. In a variation of this activity students can work in pairs or groups to buy the sentences.

Error correction

I have never "corrected" my students' writing mistakes, at least not in the traditional way. I have always told my students, "If I correct your English, I improve my English; if you correct your English, you improve yours." I handled corrections in one of two ways: either I identified what errors I would be looking for in the writing submission or I told them I would only circle five errors in the whole paper. If I pre-set the errors I would look for, for example correct use of past tense, I would only correct past tense errors, even if I saw other glaring errors in the paper. Sometimes this was hard to do, but I wanted to maintain the students' focus on the writing improvement we were working on. If I set a number of errors I would circle, for example, five, then I carefully chose those five and ignored the rest. When I returned the papers, the students were responsible for correcting their own mistakes. If they weren't sure how to do it, they could check with a classmate, and if no one knew, then I would assist. Invariably the students would ask, "Are these the only errors in the paper?" and I would tell them no. They might be disappointed, but they came to understand the value of correcting their own errors when they submitted a piece of writing.

Quick Write

One of the challenges for ELL students when they approach writing is their anxiety about writing their ideas correctly and writing a lot of information in English. This may feel overwhelming when a student is assigned an essay. In order to get students comfortable with the idea of just putting ideas on paper and not worrying about mistakes, we do regular "quick writes." For "quick writes" I give the students a topic and then tell them to write as much as they can for five minutes. They need to keep their pencils on the paper and even if they can't think of anything to write or they are worried about how to spell things, they are supposed to keep writing. At the end of five minutes, the students count how many words they were able to write and they keep track in a log. The objective is that they will see progress in the amount of writing they are able to do in five minutes' time and hopefully apply this fluency to their essay writing.

Cinquain poems

Cinquain poems offer great flexibility in working with ELL students of a variety of language levels. The basic Cinquain formula is as follows, but teachers can modify it as needed according to the student language level.

One noun

Two adjectives

Three gerunds (words + ing)

A short sentence.

A one-word summary

An example of a Cinquain a student might write:

Home

Warm, happy

Loving, welcoming, helping

People you love.

Family

There really is no wrong way to do a Cinquain, students can put key vocabulary words together any way they like to create the message they desire. Teachers may want to use Cinquains to reinforce new content vocabulary and concepts as well.

With these writing activities to try in your classroom, the only thing left is to buy a few boxes of pencils, hand them out to your ELL students and help them discover the possibility of joy in writing. Teachers who use a variety of activities and strategies to help ELL students become comfortable with expressing their ideas in a new language and finding success with small writing tasks, will give their students' confidence for a lifetime of self-expression. I offer this Cinquain poem to sum it up.

Writing

Fun, creative

Thinking, sharing, revising

Lots of ideas.

Proud

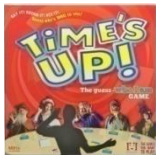
GAMES FOCUSED TO DEVELOP CRITICAL THINKING:

Gamification:

Learning through the use of games is a method that has already been explored by some teachers, especially in elementary and preschool education. By using games, students learn without even realizing.

Teachers can use games in order to motivate students to think. For instance, a game called spelling bee. It is a spelling of words, but teacher can use this game to develop critical thinking. Teacher asks students to spell words and when they finish, the teacher asks that students form a sentence or describe the word. At this moment, students are constructing their critical thinking.

For example:



Time's Up

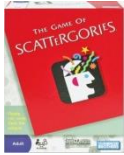
This game is played in teams of two and is similar to charades. Each team has a deck of 40 cards with names of famous people. One player hints to your partner guess the name of the person on the card.

This is where critical thinking comes into play: In each round of play, there are increasingly severe restrictions on tracks that players can give. In the first round, players can say anything. In the second round, players are only allowed to use one word to describe each person. In the third round, players can only play the tracks.



Fact or Crap

Maybe you do not like the name, but this game is a great way for your child find out what is true and what is false. (If you want, you can always call "Fact or Fiction.") Once the reader picks up a letter and read the statement, each player has to decide as soon as possible if the answer is real or not. Questions open debate and offer ways to explore new things.



Scattergories

In this game, the team of your child has to think of the maximum amount appropriate word for a certain category. The problem is that words must begin with the letter read on the die. There is also a time limit.

For example, your child can choose the "vegetable" category and roll showing a "P." The team of your child has to reach as many appropriate words, with that letter as possible before the time runs out. The answers to several words give more points. Then "Pearl onions" worth more points than "pea."

It is possible to change the categories to young people with sentences.

Mind trap

Age: 12 onwards

Executive functioning skills: Flexible Thinking

If your teen or teen likes riddles or word problems, Mind trap can be a great fit. Each card encourages players to think critically about a puzzling question. For example: "Q: Bob went for a walk without bringing his coat or hat or umbrella How was your hair wet.?" The answer? "It was not raining." No trivia questions here, just tricky puzzles. Children can play individually or in teams, making this a great addition to the night game family.

Brain Boosters

This is a page when students have many options to develop critical thinking through questions and riddles that let students think. It is available in: <http://school.discoveryeducation.com/brainboosters/>

Online thinking games

It is also a web page where students found many activities to do in a funny way. In this game they develop their critical thinking and enjoy with the activities. The funniest activity is Take the Senses Challenge (Interactive). It is available in: <http://onlinethinkinggames.com/>

Sharp brains

This page is so interesting and funny because there are some games that permit to catch the attention and develop thinking at the same time. It is available in: <http://sharpbrains.com/blog/2008/05/26/brain-games-and-teasers-top-50/>

Brain food

It is a web page where students find different questions that motivate to think and give a solution. It is available in: <http://www.rinkworks.com/brainfood/p/latreal1.shtml>

VIDEOS TO DEVELOP CRITICAL THINKING

The videos that are showed after help teacher to explain what is and what the use of critical thinking is. These videos can be used when teacher believe convenient.

This video shows an introduction to develop critical thinking, how critical thinking function in our brain, some strategies and examples to put in practice the critical thinking development.

If you get those videos, the following pages content all information:

<https://www.youtube.com/watch?v=075aWDdZUIM>

<https://www.youtube.com/watch?v=GzV1pNQUX5s>

<https://www.youtube.com/watch?v=J0yEAE5owWw>

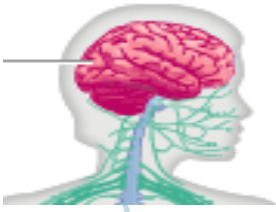
<https://www.youtube.com/watch?v=6OLPL5p0fMg>

<https://www.youtube.com/watch?v=MPgJCMd9a6k>

<https://www.youtube.com/watch?v=OpNoCmNtP5c>

<https://www.youtube.com/watch?v=Vb8dvh4yu3k>

ACTIVITIES TO DEVELOP CRITICAL THINKING IN THE CLASSROOM



THINGS FOR THINKING!!!

IDENTIFICATION: ACTIVITIES TO DEVELOP CRITICAL THINKING IN STUDENTS FOCUSED ON LISTENING SKILL:

Activity 1:

The Circle of Voices Activity

Steps:

Make a question, read a passage, make a statement, etc.

Ask students to form groups of 4-5.

Allow students a few minutes of quiet time to organize their thoughts.

Give each student three minutes of uninterrupted time to respond to what was proposed in step one

After everyone in the circle has had their three minutes, the discussion is opened up with the following ground rule: students are only allowed to talk only about other people's ideas, not expand on their own ideas (unless asked a direct question).

EXERCISE

Read the following passage. And discuss the question

Dolphins

Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man?

Activity 2:

Last Weekend

Instruction: listen the audio and discover the main idea and tell to your partners, then complete the text with the words in the chart.

read	watch	have	go	visit	get up
go	cook	clean	get up	go	go



last_weekend.mp3

On Saturday I (1) late. At eleven o'clock I (2) shopping at the supermarket and the fruit and vegetable market. Then I (3) swimming at the local swimming pool. After that, I (4) lunch and then (5) my house. In the evening I (6) out to a restaurant with friends.

On Sunday I also (7) late. After breakfast I (8) swimming again for some more exercise. In the afternoon I (9) my parents. In the evening I (10) dinner and (11) TV. Then I (12) a book in bed.

Activity 3:

A day at School

Instruction: listen carefully the audio about “A day at School”, and then answer the questions



elem2.wav



1. How does Joshua go to school in Japan?
 - A. He takes a school bus every morning
 - B. He rides the subway at 8:00 AM.
 - C. He walks with a group of students.
2. Which item did Joshua NOT mention when talking about the things he takes to school?
 - A. backpack
 - B. gym clothes
 - C. school hat
3. What is one of the first things Joshua does when he arrives at school?
 - A. He practices his reading and writing.
 - B. He stands and bows to the teacher.
 - C. He puts on his gym clothes for class.
4. Where does Joshua eat lunch at school?
 - A. in his classroom
 - B. in the lunchroom
 - C. in the gymnasium
5. What time does Joshua probably get home from school most days?
 - A. between 1:00 PM and 2:00 PM
 - B. between 2:00 PM and 3:00 PM
 - C. between 3:00 PM and 4:00 PM

Activity 4:

Sing the song

INSTRUCTION: listen the song, complete the blanks and sing.

Lemon Tree

I'm sitting here _____ a boring room it's just
another rainy
Sunday afternoon I'm wasting my time I got nothing to
do



I'm hanging _____ I'm waiting _____ you
But nothing ever happens- and I wonder

I'm driving around _____ my car I'm driving too fast
I'm driving too far I'd like to change my point _____ view
I feel so lonely I'm waiting _____ you
But nothing ever happens- and I wonder

I wonder how I wonder why yesterday you told me
'bout the blue blue sky and all tall that I can see is just a yellow lemon-tree
I'm turning my head _____ and _____
I'm turning turning turning turning turning _____
And all that I can see is just another lemon-tree

I'm sitting here I miss the power I'd like to go _____
taking a shower but there's a heavy cloud _____ my head
I feel so tired put myself _____ bed where nothing
ever happens- and I wonder

Isolation - is not good for me

Isolation - I don't want to sit _____ a lemon-tree
I'm stepp in' around _____ a desert _____ joy Baby anyhow I'll get
another toy and everything will happen-and you'll wonder

I wonder how I wonder..

Activity 5:

Free time

Instruction: listen to Tyrone calling the staff at his local swimming pool and do the exercises to practice and improve your listening skills.



A2_free_time.mp3



Are the sentences true or false?

- There are four different age groups that play water polo. **TrueFalse**
- Tyrone wants to join the under 14s club. **TrueFalse**
- The under 16s water polo team train three times a week. **TrueFalse**
- The under 16s train on Monday and Thursday evenings. **TrueFalse**
- Water polo matches are played on Saturdays. **TrueFalse**
- You have to pay to join the water polo classes for under 18s. **TrueFalse**
- You need to bring a photo to register at the swimming pool. **TrueFalse**
- Training for the water polo team starts this week. **TrueFalse**

It was taken from: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/free-time>

Activity 6:

Beauty

INSTRUCTION: watch the video, and then answer the questions



- Add one image that represents "beauty" to you.**
- Listen to the song "beautiful" by Christina Aguilera.**
- Look at the following pictures. What is the message of the song and how it is connected with our society?**



.....

.....

.....

.....

IDENTIFICATION: ACTIVITIES TO DEVELOP CRITICAL THINKING IN STUDENTS FOCUSED ON SPEAKING SKILL:

Activity 1:

Ecuador's gender equality

INSTRUCTION: read the passage, then discuss following questions.

Ecuador's gender equality mechanisms need real power to achieve positive results, say experts in women's anti-discrimination committee

Ecuador's gender equality mechanisms, including National Council of Women, needed to have real power to advance actual equality between sexes and implement the laws enacted in the country, several members of the Committee on the Elimination of Discrimination against Women stressed during today's day-long discussion of the situation in that country.

Acting in their personal capacity, the Committee's 23 experts monitor compliance with the Convention on the Elimination of All Forms of Discrimination against Women, which is often described as an international bill of rights for women. Ecuador, which ratified that instrument without reservations in 1981, is one of eight countries presenting reports to the Committee during its current three-week session. The others are: Brazil, Costa Rica, France, Morocco, Japan, Slovenia and New Zealand.

Introducing the country's fourth and fifth periodic reports, Ecuador's Director of the National Council of Women, Sonia Garcia Alvarado, said that notwithstanding economic difficulties, poverty, political instability and natural disasters, which impeded improvement in the status of women in Ecuador, the Government had undertaken a serious review of its national legislation. Those efforts had resulted in over 30 revisions of the Constitution and numerous amendments of the civil code. Other examples of legislative action included reforms of the penal code and laws on domestic violence and sexuality.

Ecuador was the first Latin American country to grant women the right to vote, she said. Still, only some 50 per cent of women had voted in recent elections. The reform of the election law and the establishment of quotas had led to some 27 per cent women's representation in local elections, but patriarchal forms of exercising power prevented women from participating in government, judicial and legislative positions.

What do you think about gender equality?

Do you consider important the implement of more laws?

What countries have that law?

Why you consider that discrimination must disappear?

Activity 2:

Instant Ramen

INSTRUCTION: read the project and do in groups of 5 people. Next, do an oral presentation about the results.

Instant Ramen

US annual consumption = 3.9 billion meals, \$10 billion
US market Worldwide annual consumption = 85.7 billion
meals - Japanese convenience Foods Industry Association 2005



Brief: Instant ramen: it's a meal for some people, for others a hot snack. Some people eat it every week, and some people only ate it in college. It's study food, emergency food, camping food, and bulk food with a longer shelf life than your shampoo. Some eat it raw, some follow the directions, and for some, it's the muse for whatever is in the fridge. It's a million different things to (literally) a million different people in the US and around the world. For these reasons, it's a great platform to learn and practice the user-centered design process. Its scale ensures that you can rapidly prototype it as an experience and as a product. Its variety ensures that you will have the opportunity and challenge of many points of view. Its ubiquity ensures that you will have many opportunities to observe its use and interview its users.

The Design Project: Umami, a group of food-focused entrepreneurs looking to make waves in the instant ramen industry, has retained a group of hotshot designers (you!) to improve the instant ramen experience. The epiphany came when two of the members were traveling, and instant ramen was the only "safe" thing they had to eat. The question they asked was, "Why does ramen have to be so crappy? Why can't there be a healthier, satisfying alternative?" They feel that existing brands (Nissin, Maruchan, Sapporo Ichiban, etc.) offer only a highly undifferentiated array of high sodium and high fat choices.

Their goal: gain a competitive advantage by offering a better instant ramen experience. Use and document the following design thinking process in an accordion-fold pocket notebook. Cut and paste the phase labels into your notebook around the work for each phase.

- After to finish the project, make slides and present your result in class.

Activity 3:

Message in a bottle

INSTRUCTION: read those questions and discussion about them.

MESSAGE IN A BOTTLE



1 Who might write a message in a bottle ? Why ?

2 Who might find a message in a bottle ?



3 What would you do if you found a message in a bottle ?



4 What might you do with the bottle ?



5 If you sent off a message in a bottle what might you write ?
Why ?



It was taken from: http://www.eslflow.com/Message_in_a_bottle_red.pdf

Activity 4:

Create a dialogue

INSTRUCTION: use the following words to complete the sentences below. Then practice the dialogue with your partner. Finally, work in pairs creating a new dialogue.

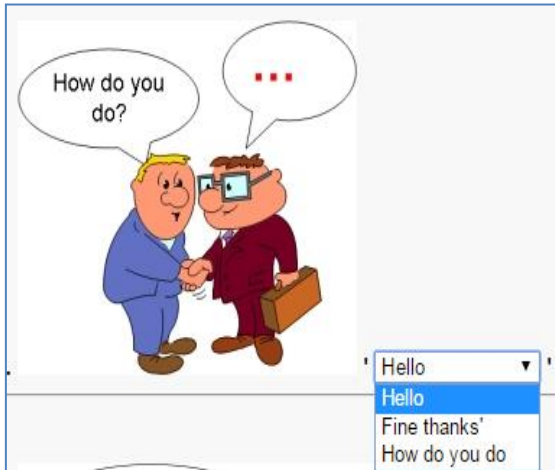
bill, bottle, dessert, drinks, fish and chips, hungry, menu, non-smoker, order, restaurant, table

1. *Guest:* A for two, please.
2. *Waiter:* Smoker or ?
3. *Guest:* Non-smoker, please.
4. *Waiter:* Here you go. Would you like to see the ?
5. *Guest:* Yes, please. We are very .
6. *The guests look at the menu.*
7. *Waiter:* Are you ready to ?
8. *Guest:* We'd like , please.
9. *Waiter:* Would you like any ?
10. *Guest:* An orange juice, a coke and a of red wine.
11. *The guests have finished their meals.*
12. *Waiter:* Would you like a ?
13. *Guest:* No, thank you. Could we have the , please?

Activity 5:

Interactive with someone

INSTRUCTION: look the dialogues and complete them, then use some phases to tell a story about a partner.



How do you do?

...


- Hello
- Hello**
- Fine thanks'
- How do you do



...

...

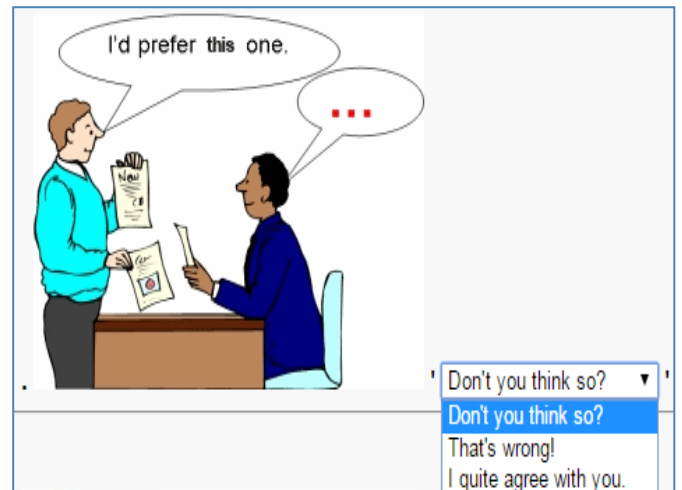
- Let's sit down !
- Let's sit down !**
- Let's not sit down.
- Sit down !!!



Help!

...

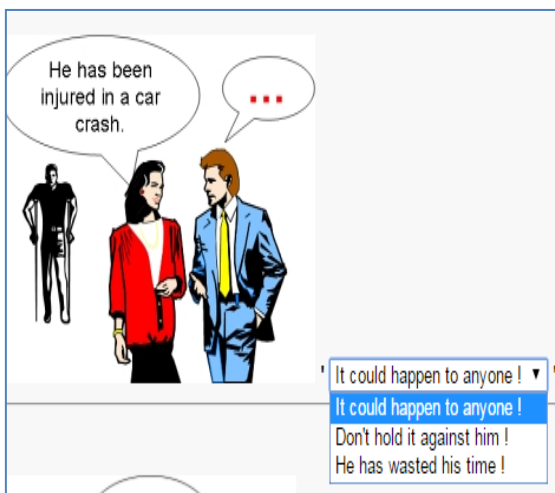
- Would you be so kind as to bring me my ball?
- Would you be so kind as to bring me my ball?**
- Gimme my ball!
- Dear Sir, could you please give me my ball?



I'd prefer this one.

...

- Don't you think so?
- Don't you think so?**
- That's wrong!
- I quite agree with you.



He has been injured in a car crash.

...

- It could happen to anyone !
- It could happen to anyone !**
- Don't hold it against him !
- He has wasted his time !



Boby is well-placed to be our new manager. I think he deserved to get the job!

Hum!

...

- I never think that !
- I never think that !**
- I'll never think so !
- I don't think that way !

Activity 6:

Fact or opinion

INSTRUCTION: identify which is an opinion and which is a fact. Then, explain your answer.

My dad is the best dad in the world.

Slimy toys feel gooey.

Dogs make better pets than cats.

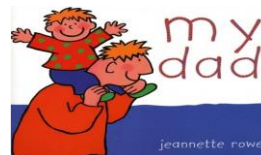
My mom is shorter than your mom.

Two out of every American citizens are self-employed.

Smoking is bad for health.

My friend wants to be a smart student.

The Cotopaxi Volcano is in activity.



Activity 7:

Think Critically with Images

INSTRUCTION: look the picture and discuss the following questions with partners.



1. Describe what you see in this picture.
2. What is this person doing?
3. Why do you think this woman may be behaving like this?
4. What do you think she is feeling? Why do you think this?
5. Where do you think she is?
6. Do you think she acts like this all of the time?
7. What caption could you write for this picture?
8. What could she do to help herself?
9. Have you ever felt or acted like this?
10. How does this woman feel about computers?
11. What advice would you give this woman?

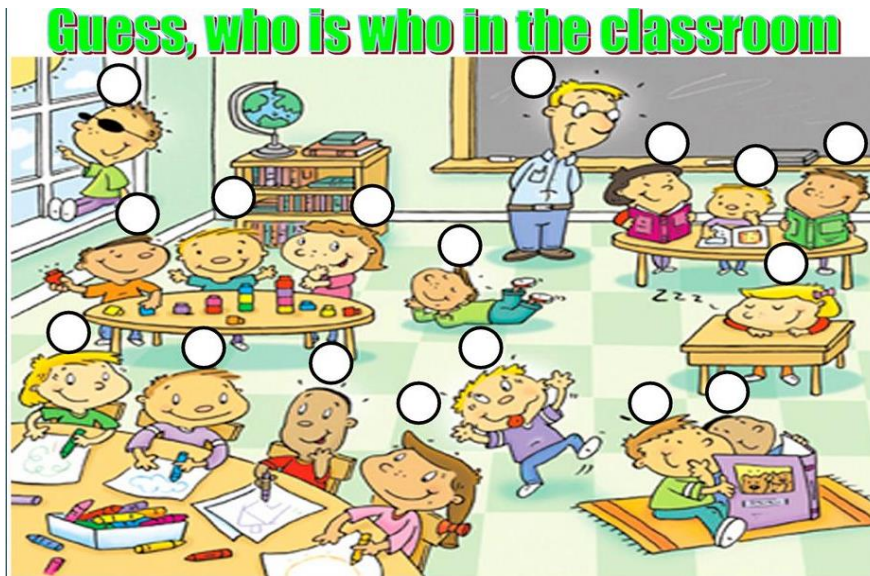
It was taken from:<http://www.teach-this.com/resources/teaching/critical-thinking>

IDENTIFICATION: ACTIVITIES TO DEVELOP CRITICAL THINKING IN STUDENTS FOCUSED ON READING SKILL:

Activity 1:

Describing

INSTRUCTION: read the descriptions about people and write the correct option.



1. Jeff is wearing sunglasses, and he is sitting on the window.
2. Bryan has a blonde hair, and he's watching his students.
3. John is lying on the floor, and he looks like very happy.
4. Melisa has a blonde hair, and she is sleeping.
5. Kate has a long brown hair, and she's drawing a circle with a yellow crayon.
6. Manuel has a big smile on his face, and he's drawing a cloud with a blue crayon.
7. Robert is wobbling, and he's making gestures.
8. Julio is wearing white shoes, and he's reading a fairy tale about three bears.
9. Albert is between Kate and Manuel, and he's wearing a red T-shirt.
10. Ronald has a short brown hair, and he's reading a green book.
11. Peter is holding a red cube on his left hand, and he is opposite Ronald.
12. Jorge is between Peter and Samantha, and he is raising his two hands.
13. Jimmy is next to Ronald, and he's sitting on a yellow rug.
14. Samantha is pointing out the cubes, and he is wearing a pink blouse.
15. Junior has a short blonde hair, and he is between Ronald and Susana.
16. Susana is near the teacher, and the board is behind her.
17. Johanna is has a blonde hair, and his crayon and blouse are the same colour.

Activity 2:

The Rose

INSTRUCTIONS: read the history about Amanda McBroom and answer the questions below.

The Rose by Amanda McBroom



People often ask me what inspired me to write "The Rose". Here is the story:

I was driving down the freeway one afternoon, sometime in 1977-something.

I was listening to the radio. A song came on. It was "Magdalena" by Danny O'Keefe, sung by Leo Sayer. I liked it immediately. My favourite line was "Your love is like a razor. My heart is just a scar." I thought, "Ooh, I love that lyric."

As I continued to drive the thought came, I don't agree with the sentiment. I don't think love is like a razor. (I was younger then.) What, then, do I think love is? Suddenly, it was as if someone had opened a window in the top of my head. Words came pouring in. I had to keep reciting them to myself as I drove faster and faster towards home, so I wouldn't forget them. I screeched into my driveway, ran into the house, past various bewildered dogs and cats and my husband, and sat down at the piano. Ten minutes later, The Rose was there.

I called my husband, George, into the room and played it for him, as I always did with my new songs. He listened, and quietly said to me, "You've just written a standard." I protested that no one but my pals would ever hear it. (This is long before I had ever recorded anything.) He said, "Mark my words, something is going to happen with this song."

A year or so later, a professional song - writer friend of mine said, "Listen. There is this movie coming out called "The Rose". They are looking for a title tune. Do you want me to submit this to them?" I had never really tried to submit this song to anyone. I didn't consider myself a songwriter at the time. So I said, "Sure."

She submitted the tune to the producers, who hated it. They thought it was dull and a hymn and not rock and roll and totally wrong. They put it in the reject box. But the divine Paul Rothchild, who was the music supervisor on the film, and had been Janis Joplin's producer, hauled it out and asked them to reconsider. They again said no. So he mailed it to Bette Midler. She liked it, and that's how it got into the film and changed my life forever.

I have never written another song as quickly. I like to think I was the window that happened to be open when those thoughts needed to come through. I am eternally grateful ...to Bette Midler ...to Paul Rothchild ...to Bill Kerby, who wrote the screenplay ...to my friend who first submitted it for me ...and to the Universe for speaking to me in the first place and for showing me what I truly believe.

Originally, the film was to be called "The Pearl," which was Janis Joplin's nickname. But her family refused permission to use that name. Lucky for me. "Pearl" is much harder to rhyme than "Rose."

Answer the questions

1. What inspired her to write a song?

2. Did she agree with Danny O'Keefe's romanticism?

3. Is it true that someone came and opened her car window suddenly while she's driving?

4. Where was she and what was she doing when she got the lyrics of the song?

It was taken from: <http://amcbroom.com/about/the-rose/>

Activity 3:

Show What You Know!

INSTRUCTION: read the story and choose the correct word to complete the sentence.



Pen Pals

Mike hoped to get another letter from his friend Danny. Mike met Danny at a hockey tournament in Canada. Danny promised to send Mike pictures of his friends. It is fun to have a friend from another country. Mike wondered what Danny did in the summer. Did he play street hockey too? Mike hoped to see his friend again next season.

You know the boys are about the same age because

- they met at a hockey tournament
- went to the same school
- are on the same team
- like to play hockey

Mike probably lives in

- Mexico
- United States
- Africa
- Australia

Where do you think Mike and Danny might see each other again?

- at the mall
- at school

- at the next practice
- at another hockey tournament

If Mike doesn't get a letter from Danny, he will probably feel

- nervous
- scared
- excited
- disappointed

What do you think Mike does in the summer?

- go camping
- go to summer school
- go to the beach
- play street hockey

Activity 4:

Arctic Facts

INSTRUCTION: read the passage about the Arctic. Then fill in the web with facts from the passage. Include at least three facts for each heading.

The Arctic is a large region of the earth around the North Pole. This region includes the Arctic Ocean, Greenland, Iceland, thousands of smaller islands, and the northern parts of three continents: North America, Europe, and Asia. Many of the inhabitants are Eskimos, people native to the region. Still others are Lapps, Yakuts, and Chukchi.

Wildlife in the Arctic includes wolves, polar bears, foxes, many birds, caribou, lemmings, voles, walrus, and Arctic hares. The most common Arctic fish is the char, a kind of trout.

The Arctic climate is harsh. Temperatures can reach 70 degrees below freezing in the winter. Blustering winds make the weather even more bitter. Summers are short and cool.

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graph TD; ARCTIC((ARCTIC)) --- People((People)); ARCTIC --- Location((Location)); ARCTIC --- Animals((Animals)); ARCTIC --- Climate((Climate));
```

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

Add another circle to the web. Label it "Plants". Then find three facts to put in the circle.

Activity 5:

Butterflies

INSTRUCTION: read the story and complete the structure in the graphic organizer.

Butterflies are some of the most interesting insects on the planet Earth. There are more than seventeen thousand different kinds of butterflies! Butterflies come in all shapes and sizes. Butterflies go through four main stages of life. The first stage is the egg stage followed by the larva stage. As a larva, or caterpillar, the future butterfly eats as much as possible. As it grows, it sheds its outer skin, or exoskeleton. This may happen four or five times. After a few weeks, the caterpillar enters the next stage of its life, the chrysalis stage. In the chrysalis, the caterpillar will liquefy into a soup of living cells. Then, it will reorganize into a butterfly and the metamorphosis is complete. In later parts of the chrysalis stage, you can see the forming butterfly through the chrysalis. When the butterfly emerges from the chrysalis, it pumps its wings to send blood through them so that it can fly. Most butterflies only live a couple of weeks, just enough time to drink flower nectar and to mate. Some, like the Monarch Butterfly, however, may live many months.

Problem	Solution	Story Elements
What is the problem? 	What is the solution? 	
What steps do the character's take to solve the problem? 1. 2. 3. 4.	Do you think this is a good solution to the problem? Why or why not? 	Author _____
		Illustrator _____
		Genre _____
		Name _____

It was taken from: <http://mrusbaum.com/butterflies-printable-reading-comprehension/>

Activity 6:

Money

INSTRUCTION: read the story about “Money” and answer the questions.



Money is what you use to buy things. You may earn money from completing household chores, getting good grades, for your allowance, or for losing a tooth! Money is very important in our world and comes in many different forms.

People have been using money for hundreds of years. Before money gave specific values for things, people simply traded items. In the United States, we use the dollar as our currency or money, but people in different parts of the world use different currencies, though some countries also use or accept our dollars.

People earn money from the jobs they work and use that money to save for the future or pay for their houses, cars, food, taxes, medical needs, and household items, among other things.” Even things such as turning the lights on, using the air conditioning or heat, and connecting to the internet cost money.

The dollar

- A. is not used very much in the United States.
- B. is never used in other countries.
- C. is used in the United States.
- D. is used in every country in the world.

According to the author of this story, money is _____.

- A. only used in America
- B. not very important
- C. very important
- D. only earned by adults

How long have people used money?

- A. Thousands of years
- B. Since the beginning of time
- C. Hundreds of years
- D. They started recently

Activity 7:

Short readings

INSTRUCTION: read each passage. Highlight or underline necessary information.

Write your summary.

<p>1. The English were not the first Europeans to land their ships on American soil. The Vikings had discovered North America in the 11th century. Columbus landed in the Bahamas in 1492 for Spain, and the French began expeditions to the New World in 1524. But the first English presence in North America is important because the thirteen English colonies that would later be established eventually became the country now known as the United States of America.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. In April of 1585 Sir Walter Raleigh, under the authority of Queen Elizabeth of England, sent an expedition of seven ships carrying 600 men, half of them soldiers, to found an English colony in North America. The colony was to be used to establish an English presence in the New World as well as a base from which English privateers, or pirates, could attack and plunder Spanish treasure fleets. Raleigh's cousin, Sir Richard Grenville, led the expedition.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. Despite their success in battle, the colonists had a miserable time because they were mainly soldiers and adventurers, not farmers. They were hungry. They missed the comforts of England, such as soft feather beds and dainty foods. Also they had expected to find gold and silver on the island, and were disappointed when they found none. Grenville soon tired of these conditions and set out on his ship to plunder Spanish treasure fleets and return to England. The colony was gradually abandoned.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

It was taken from:<http://www.ereadingworksheets.com/reading-comprehension-worksheets/summary-worksheet-3.pdf>

IDENTIFICATION: ACTIVITIES TO DEVELOP CRITICAL THINKING IN STUDENTS FOCUSED ON WRITING SKILL:

Activity 1:

The motorcycle rider

INSTRUCTION: read the story about “The motorcycle rider” and create your own ending of this story.



Jay was born to ride. Just after learning to walk, he got his first tricycle. A year later he was on a bicycle with training wheels. At the age of five he was a skilled bicyclist, able to jump off ramps and fly through the air. His father made sure he did everything safely. Jay wore a helmet, a chest pad, elbow pads, and knee pads. He fell a lot, but he was never hurt badly.

He got his first motorcycle when he was seven. His father put the motorcycle in the back of his pickup and drove Jay out to the desert almost every weekend. Jay became a skilled rider. He entered motocross races all over the county. By the time he was 15, he had won 30 races. His future looked bright.

When he was 17, Jay took his girlfriend out for a ride on his motorcycle. A truck ran a red light, and Jay and his girlfriend crashed into the side of the truck. Jay went into the hospital for three months. His girlfriend died immediately.

FINAL

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Activity 2:

Making a Menu



INSTRUCTION: work in pairs to create a menu. Write the dishes in the spaces. It's dinner time, but what are you going to eat? Complete this page to help you think of a menu. Favourite Foods make a graph showing the five favourite foods of your classmates. Try This!

Food that begins with b:

1. _____
2. _____
3. _____
4. _____
5. _____

2. _____

3. _____

4. _____

5. _____

Food that grows on trees:

1. _____

2. _____

3. _____

4. _____

5. _____

Fast food:

1. _____
2. _____
3. _____
4. _____
5. _____

Now, list your five favourite foods:

1. _____

2. _____

3. _____

4. _____

5. _____

Food that is white:

1. _____
2. _____
3. _____
4. _____
5. _____

Food that grows below ground:

1. _____

Activity 3:

E mail

INSTRUCTION: write an email for a friend telling about a fact. Write 8 lines.

From:.....

To:.....

Subject:.....

Date:

Hi,

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Best wishes,

.....

Activity 4:

Correction

INSTRUCTION: each of the following sentences contains at least one preposition error. Correct the errors and rewrite the corrected sentences.

1. I tried to interrupt into their conversation but was told on.
2. It is important to take pride of whatever we do on life.
3. I left home at Sunday morning to catch a flight for England.
4. He was scolded from the teacher for failing to pass the test.
5. For all that excitement. I had forgotten to take my present for him.
6. My parents are not in good terms so we tried to patch things on.
7. I accused her with stealing my wallet but she insisted about her innocence.
8. I sympathize for you over your mother's death.
9. He is one of the best players of Singapore and he takes pride of it.
10. In ten o'clock in the morning. I went to the beach to catch fish by my net.

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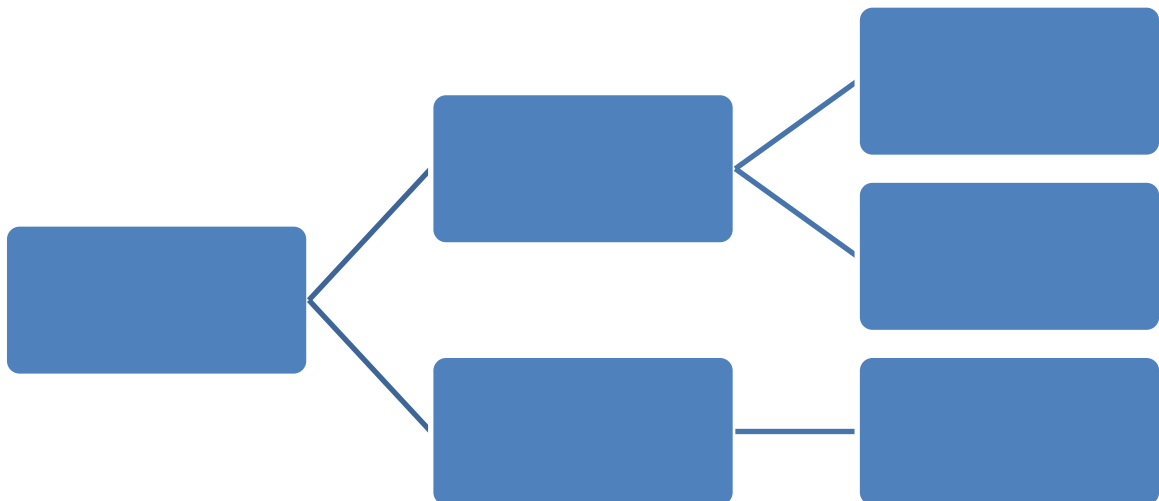
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It was taken from: <http://www.englishforeveryone.org/Topics/Sentence-Correction.htm>

Activity 5:

See image

INSTRUCTION: look the picture and write what you think about this illustration. Use the graphic organizer.



Activity 6:

Cliche

INSTRUCTION: choose a cliché and write an argument against it. If you can use your own - or someone else's - experience, to support your argument, all the better. Here are a few clichés to start you off:

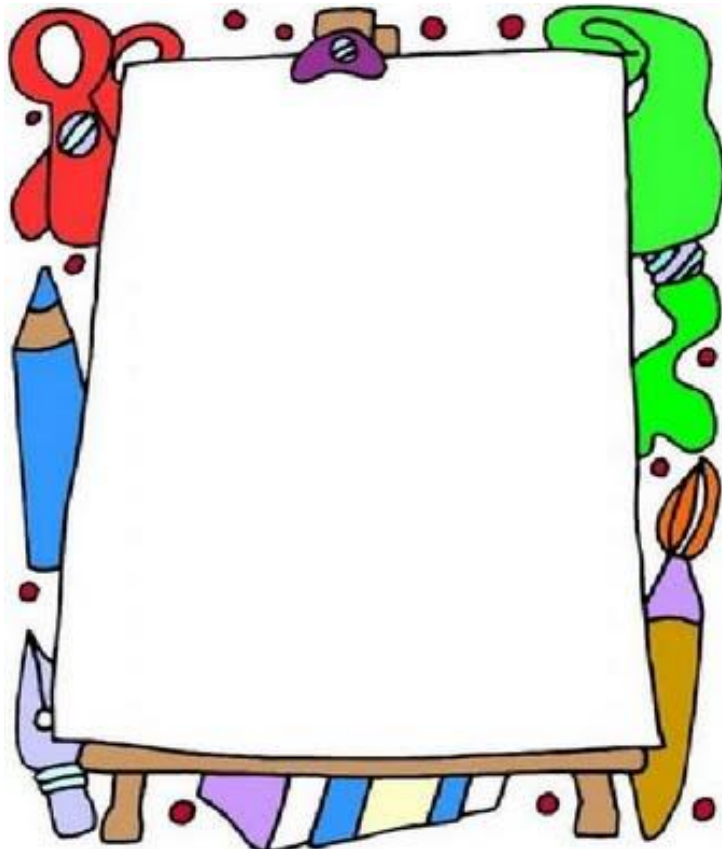
- What goes around comes around
- Money is the root of all evil
- Laughter is the best medicine
- There's no such thing as a free lunch
- All good things come to those who wait
- Revenge is a dish best served cold



Activity 7:

Poems

INSTRUCTION: read the poem example and next you create a cinquain poem.



IDENTIFICATION: GAMES TO DEVELOP CRITICAL THINKING IN STUDENTS

Game 1:

The Great Egg Drop

In this classic (though sometimes messy!) game, teams must work together to build a container to protect an egg, which is dropped from a height. Before the egg drop, groups must deliver presentations on their solutions, how they arrived at them, and why they believe they will succeed.

Uses

This fun game develops problem-solving and decision-making skills. Team members have to choose the best course of action through negotiation and creative thinking.

What You'll Need

Ideally at least six people in each team.

Raw eggs – one for each group, plus some reserves in case of accidents!

Materials for creating the packaging, such as cardboard, tape, elastic bands, plastic bottles, plastic bags, straws, and scissors.

Aprons to protect clothes, paper towels for cleaning up, and paper table cloths, if necessary.

Somewhere – ideally outside – that you can drop the eggs from. (If there is nowhere appropriate, you could use a step ladder or equivalent.)

Instructions

Put people into teams, and ask each to build a package that can protect an egg dropped from a specified height (say, two-and-a-half meters) with the provided materials.

Each team must agree on a nominated speaker, or speakers, for their presentation.

Once all teams have presented, they must drop their eggs, assess whether the eggs have survived intact, and discuss what they have learned.

Advice for the Facilitator

When teams are making their decisions, the more good options they consider, the more effective their final decision is likely to be. Encourage your groups to look at the situation from different angles, so that they make the best decision possible. If people are struggling, get them to brainstorm. Add to My Personal Learning Plan – this is probably the most popular method of generating ideas within a team.

Ask the teams to explore how they arrived at their decisions, to get them thinking about how to improve this process in the future. You can ask them questions such as:

Did the groups take a vote, or were members swayed by one dominant individual?

How did the teams decide to divide up responsibilities? Was it based on people's expertise or experience?

Did everyone do the job they volunteered for?

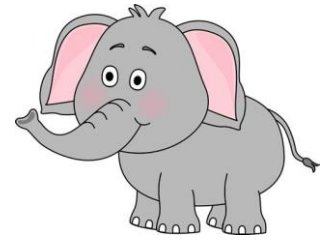
Was there a person who assumed the role of "leader"?

How did team members create and deliver the presentation, and was this an individual or group effort?

Game 2:

How Do You Hide an Elephant?

You probably can't hide an elephant in your room, but you can hide one in a sentence. Let's start small.



Can you find the goat that is hiding in the sentence below?

Lisa will go at dinner time.

The two words *go at* spell goat when you put them together.

INSTRUCTION: now, find these animals in the sentences below. Underline the letters that spell the animal names.

ape	horse	kitten	dog	lamb	pony
deer	rat	owl	bear	hen	mice

1. Go fish or see what we have to eat in the refrigerator.
2. Be artistic and paint a picture for me.
3. She needs a new cover for her book.
4. Tom iced the cake for the birthday party.
5. Do girls like soccer or baseball?
6. Ms. Dee read a book to the class.
7. What a big bowl of noodles you have!
8. Hop on your bicycle and let's go for a ride.
9. Jess took a peek into the package.
10. "Slam bam!" the ball hit the rim with a crash!
11. Jay did kick it ten times in row.
12. Please have dinner at my house on Monday.

Game 3:

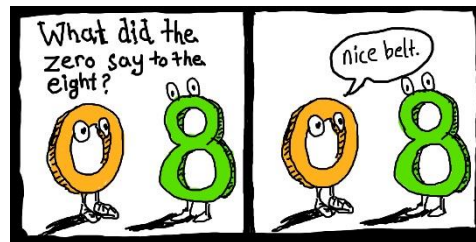
Riddle Me This

Know any good jokes, riddles, and puns?

Here are some that will make you laugh: What kind of dress do you have that you never wear? Your address.

What's the tallest building in your city? The library—it has the most stories.

INSTRUCTION: draw a line matching each joke to its answer.



Joke

1. What's easy to get into but hard to get out of?
2. Why did the man pour veggies all over the world?
3. When is a car not a car?
4. If 2 is company and 3 is a crowd, what's 4 and 5?
5. How can you make a hamburger roll?
6. If I had 6 oranges in one hand and 8 in the other, what would I have?
7. Why did the candle fall in love?
8. Where was the Declaration of Independence signed?
9. Why do ducks fly south?

Answer

- Because it's too far to walk
- Nine
- Very big hands
- He wanted peas on Earth.
- On the bottom
- When it turns into a driveway
- Trouble
- Take it up a hill and push it down.
- He met the perfect match.

Keep Laughing Make some jokes of your own by writing a funny answer to these questions: What's worse than finding a worm in your apple?

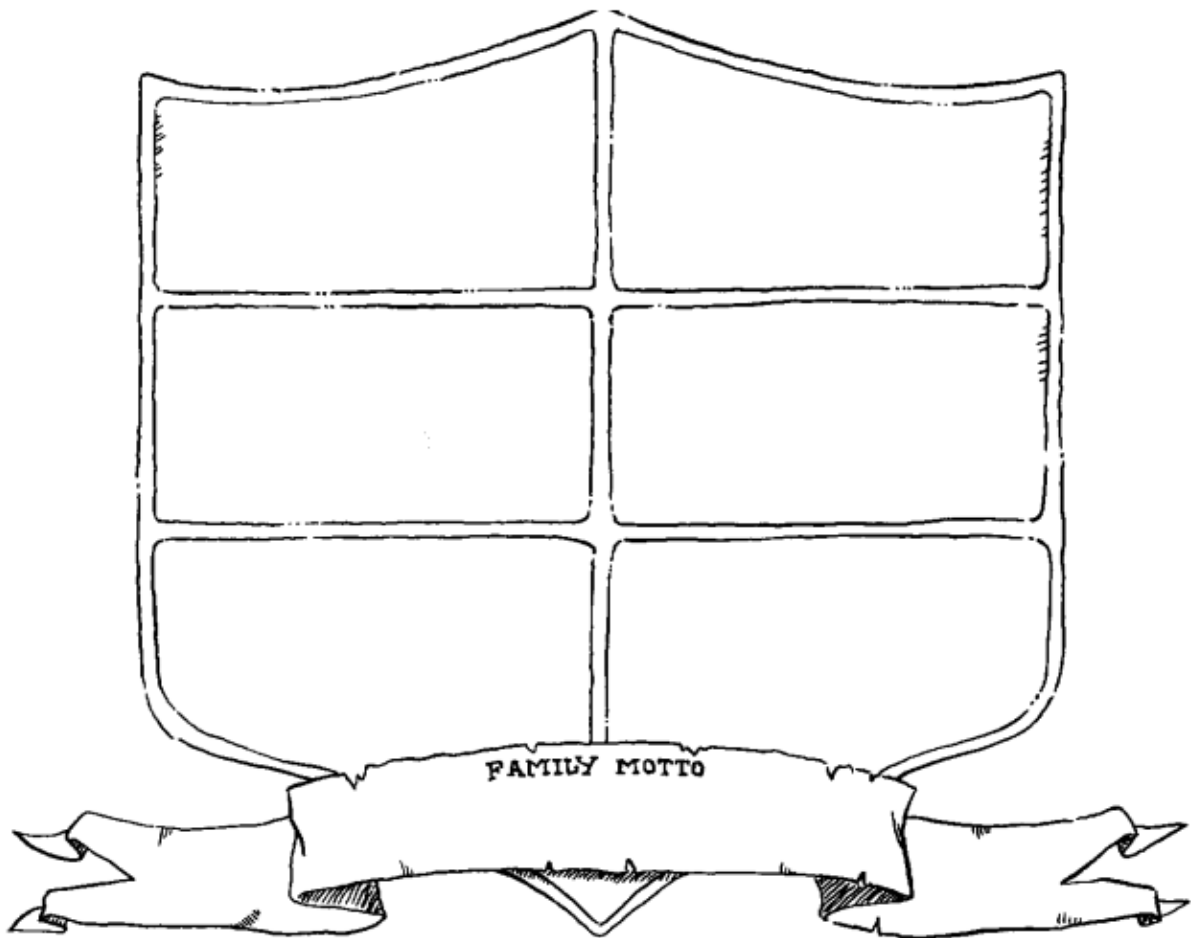
Game 4:

A Coat of Arms

A family coat of arms is a shield with pictures that represent your family.

For example, if your family lives in the mountains, loves baseball, and travels a lot, your coat of arms might include a mountain, a baseball diamond, and a car with suitcases on its roof.

INSTRUCTION: think about what makes your family unique. Then design a family coat of arms below.



Fun Fact: Knights in 12th-century Europe had individual patterns put on their battle shields and their coats. That is why a family crest is called a “coat of arms.”

Game 5:

Island Adventure

INSTRUCTION: your boat is sinking! There is a desert island nearby. You can swim there, but you can only take a small bag with you. Choose four items to help you survive on the island and explain why you chose each one.



Item 1: _____

Reason: _____

Item 2: _____

Reason: _____

Item 3: _____

Reason: _____

Item 4: _____

Reason: _____

Game 6:

Staar

INSTRUCTION: the experts on STAAR, such as the Texas Education Agency, the Lead4Ward team and Regional Service Centers tell us that there are some very specific things that we need to do, and other things we should let go of in order to prepare our students for the state assessment. In addition, these strategies can also deepen and broaden their knowledge.

1. Allow for more collaboration on rich content between students (student-centered)
2. Provide higher level thinking questions
3. Give ample wait time
4. Increase critical thinking through authentic instruction
5. Follow the DETAILS of your TEKS
6. Know the vertical alignment of your TEKS and collaborate with other grade levels

Game 7:

Collaboration



INSTRUCTIONS: TALKING CHIPS

1. Pass out a colored chip to each person
2. One player at each table scribes ideas on chart paper
3. Each person contributes an idea that answers the question
4. Afterwards, the player places their chip in the center of the table.
5. Listen while others contribute their views
6. Instructor clarifies/verifies

Game 8:

Pair - Square - Share



INSTRUCTION: informal Response Activity

Teacher poses a question to the class

- Yes = Stand
- No = Sit
- Depends = Sit and Raise Your Hand

Game 9:

3 Facts And A Fib



INSTRUCTION: this helps with distinguishing between multiple choice answers.

1. Have students write 3 facts and a fib on a sticky about a subject, content or problem
2. They will trade with a partner to find the fib
3. Discussions
4. Instructor clarifies/varifies

Game 10:

Fact or Fib Slam Down



INSTRUCTIONS:

1. Get 2 sticky notes
2. Write "Fact" on one
3. Write "Fib" on the other
4. Instructor will read a statement
5. Instructor will count, "1-2-3" ...then slam your answer down in the middle of the table
6. Compare responses
7. Instructor clarifies/verifies

Game 11:

Pass and Play



INSTRUCTIONS:

This helps with students distinguishing between and creating their own multiple representations.

1. A word problem is posted on a graphic organizer (different problem for each person in the group).
2. Boxes are strategically placed on the graphic organizer with various representations.
3. Students choose the box they like, place their name in the box and complete the activity.
4. When finished, they pass it to the group member to their right.
5. Now everyone has a new problem
6. They read the new problem, check their partner's box and complete a different box.
7. Continue to pass and play.

Songs

"Beautiful" by CRISTINA AGUILERA

Don't look at me

Every day is so wonderful

Then suddenly it's hard to breathe.

Now and then I get insecure

From all the pain, I'm so ashamed.

I am beautiful no matter what they say.

Words can't bring me down.

I am beautiful in every single way.

Yes, words can't bring me down... Oh
no.

So don't you bring me down today.

To all your friends you're delirious,

So consumed in all your doom.

Trying hard to fill the emptiness.

The pieces gone, left the puzzle undone.
is that the way it is?

You are beautiful no matter what they
say

Words can't bring you down....oh no

You are beautiful in every single way

Yes, words can't bring you down, oh, no

So don't you bring me down today...

No matter what we do

(no matter what we do)

No matter what we say

(no matter what we say)

We're the song inside the tune

Full of beautiful mistakes

And everywhere we go

(and everywhere we go)

The sun will always shine

(the sun will always, always shine)

And tomorrow we might wake on the
other side

We are beautiful no matter what they
say

Yes, words won't bring us down, no, no

We are beautiful in every single way

Yes, words can't bring us down, oh, no

So don't you bring me down today

Oh, yeah, don't you bring me down
today, yeah, ooh

Don't you bring me down ooh... today

"Lemon Tree" by FOOL'S GARDEN

I'm sitting here in the boring room
It's just another rainy Sunday afternoon
I'm wasting my time
I got nothing to do
I'm hanging around
I'm waiting for you
But nothing ever happens and I wonder

I'm driving around in my car
I'm driving too fast
I'm driving too far
I'd like to change my point of view
I feel so lonely
I'm waiting for you
But nothing ever happens and I wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue blue
sky
And all that I can see is just a yellow lemon-
tree
I'm turning my head up and down
I'm turning turning turning turning turning
around
And all that I can see is just another lemon-
tree

Sing, dah...

I'm sitting here
I miss the power

I'd like to go out taking a shower
But there's a heavy cloud inside my head
I feel so tired
Put myself into bed
While nothing ever happens and I wonder

Isolation is not good for me
Isolation I don't want to sit on the lemon-tree
I'm steppin' around in the desert of joy
Baby anyhow I'll get another toy
And everything will happen and you wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue blue
sky
And all that I can see is just another lemon-
tree
I'm turning my head up and down
I'm turning turning turning turning turning
around
And all that I can see is just a yellow lemon-
tree
Yellow, wonder, wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue blue
sky
And all that I can see, and all that I can see,
and all that I can see
Is just a yellow lemon-tree

The Man Who Sold The World

We passed upon the stairs
Spoken was and when
Although I wasn't there
He said I was his friend
Which came as a surprise
I spoke into his eyes
I thought you died alone
A long long time ago

Oh no, not me
We never lost control
You're face to face
With the man who sold the world

I laughed and shook his hand
And made my way back home

I searched for farming land
Years and years I roamed
I gazed a gazer stare
We marked a million hills
I must have died alone
A long long time ago

Who knows?
Not me
I never lost control
You're face, to face
With the man who sold the world

Who knows?
Not me
We never lost control
You're face, to face
With the man who sold the world

The Rasmus "No Fear"

Girl,
You lived your life like a sleeping swan
Your time has come
To go deeper

Girl,
Your final journey has just begun
Your destiny chose the reaper

No Fear
Destination Darkness
No Fear
Destination Darkness
No Fear

Girl
The rain falls down from the northern skies
Like poisoned knives
With no mercy

Girl
Close your eyes for the one last time
Sleepless nights
From here to eternity

No Fear
Destination Darkness
No Fear
Destination Darkness
No Fear

Metallica Nothing Else Matters

So close, no matter how far
Couldn't be much more from the heart
Forever trusting who we are
and nothing else matters

Never opened myself this way
Life is ours, we live it our way
All these words I don't just say
and nothing else matters

Trust I seek and I find in you
Every day for us something new
Open mind for a different view
and nothing else matters

never cared for what they do
never cared for what they know
but I know

So close, no matter how far
Couldn't be much more from the heart
Forever trusting who we are
and nothing else matters

never cared for what they do

never cared for what they know
but I know

Never opened myself this way
Life is ours, we live it our way
All these words I don't just say
and nothing else matters

Trust I seek and I find in you
Every day for us, something new
Open mind for a different view
and nothing else matters

never cared for what they say
never cared for games they play
never cared for what they do
never cared for what they know
and I know

So close, no matter how far
Couldn't be much more from the heart
Forever trusting who we are
No, nothing else matters

Evanescence My Immortal

I'm so tired of being here, suppressed by all my childish fears
And if you have to leave, I wish that you would just leave
Your presence still lingers here and it won't leave me alone

These wounds won't seem to heal, this pain is just too real
There's just too much that time cannot erase

When you cried, I'd wipe away all of your tears
When you'd scream, I'd fight away all of your fears
And I held your hand through all of these years
But you still have all of me

You used to captivate me by your resonating light
Now, I'm bound by the life you left behind
Your face it haunts my once pleasant dreams
Your voice it chased away all the sanity in me

These wounds won't seem to heal, this pain is just too real
There's just too much that time cannot erase

When you cried, I'd wipe away all of your tears
When you'd scream, I'd fight away all of your fears
And I held your hand through all of these years
But you still have all of me

I've tried so hard to tell myself that you're gone
But though you're still with me, I've been alone all along

When you cried, I'd wipe away all of your tears
When you'd scream, I'd fight away all of your fears
And I held your hand through all of these years
But you still have all of me, me, me

Evanescence - Bring Me To Life

How can you see into my eyes, like open
doors
Leading you down into my core
Where I've become so numb, without a soul
My spirit's sleeping somewhere cold
Until you find it there and lead it back home

Wake me up, wake me up inside I can't
wake up,
Wake me up inside, save me,
Call my name and save me from the dark,
wake me up
Bid my blood to run, I can't wake up
Before I come undone, save me
Save me from the nothing I've become

Now that I know what I'm without
You can't just leave me
Breathe into me and make me real, bring me
to life

Wake me up, wake me up inside I can't
wake up,
Wake me up inside, save me,
Call my name and save me from the dark,
wake me up
Bid my blood to run, I can't wake up
Before I come undone, save me
Save me from the nothing I've become

Bring me to life, I've been living a lie
There's nothing inside, bring me to life

Frozen inside without your touch
Without your love, darling
Only you are the life among the dead
All this time, I can't believe I couldn't see
Kept in the dark, but you were there in front
of me

I've been sleeping a thousand years it seems
I've got to open my eyes to everything
Without a thought, without a voice, without
a soul

Don't let me die here
There must be something wrong, bring me
to life

Wake me up, wake me up inside I can't
wake up,
Wake me up inside, save me,
Call my name and save me from the dark,
wake me up
Bid my blood to run, I can't wake up
Before I come undone, save me
Save me from the nothing I've become
Bring me to life, I've been living a lie,
there's nothing inside
Bring me to life

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APPENDIX



COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH MAJOR

The survey is aimed to the teachers at “Luis Fernando Ruiz” Educative Unit

Objective: To get information about Critical Thinking Development through an interview in order to apply strategies to develop Critical thinking in students.

Instructions

Read carefully and answer with a cross (X)

1. How is students' English Level?

Excellent

Very good

Good

Regular

2. Do you consider important to develop Critical Thinking to learn English language?

Yes

No

3. Do you know any strategies to learn English Language through Critical Thinking?

Yes

No

4. Do you think that your students have developed Critical Thinking?

Yes

No

5. What activities do you use in class to develop critical thinking in English?

- Reading
- Games
- Making phrases
- Listening activities

6. Do you think that students need didactic materials to develop Critical Thinking?

- Yes
- No

7. Do you consider that English books have suitable activities to develop critical thinking?

- Yes
- No

8. Would you like to have new strategies to develop the level of English Language through Critical Thinking?

- Yes
- No

Thank you for your collaboration



COTOPAXI TECHNICAL UNIVERSITY
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCE
ENGLISH MAJOR

The survey is aimed to the students at “Luis Fernando Ruiz” Educative Unit.

Objective: To get information about Critical Thinking Development through an interview in order to apply strategies to develop Critical thinking in students.

Instructions

Read carefully and answer with a cross (X)

1. Do you like English?

Yes

No

2. How is your level of English?

Excellent

Very good

Good

Regular

3. Do you know what Critical Thinking is?

Yes

No

4. Do you think that you have developed your Critical Thinking?

Yes

No

5. Do you consider that Critical Thinking help you to learn English language?

Yes

No

6. Do you want that your teacher apply new strategies to develop Critical Thinking and learn English at the same time?

Games

Virtual Exercises

Flipped Classroom

Red balloon

Thank you for your collaboration