

CRITICAL THINKING WHILE TEACHING PRODUCTIVE SKILLS



Faculty of education

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**CRITICAL THINKING DEVELOPMENT WHILE TEACHING PRODUCTIVE
SKILLS IN AN EFL CONTEXT: A SELF-STUDY**

**A thesis submitted in fulfilment of the requirements for the Degree Seminar and
English Bachelor's Degree of Universidad Alberto Hurtado**

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Santiago, Chile

2021

Acknowledgments

I want to thank my family, my friends (Verónica, Francisca, and Daniela), and my boyfriend, who constantly encouraged and motivated me to keep going. I want to thank them for their patience, time, trust, and unconditional support whenever I needed them.

I want to thank those classmates who helped me wanting nothing in return.

And I want to truly thank the teachers who genuinely listened to my concerns, and to the ones who taught and demonstrated to me what it means to be a teacher.

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Abstract

The present self-study dives into the author's teaching practice to find out how she develops Critical Thinking (CT) while teaching productive skills in Chile, where English is learned as a Foreign Language (EFL). Following a qualitative research approach, this self-study used reflective journal entries to gather and assess the researcher's experiences and teaching reflections along with the data of the following two instruments: Interviews and artifact analysis. The reflective journals as well the interviews are based on the researcher's experiences and perceptions from working as a student teacher in a primary and secondary school during one semester; while the artifact analysis was used to analyze lesson plans both from 2020 and 2021 in order to explore CT development focusing on the productive skills activities. Furthermore, the data collected in this research was manually coded using thematic analysis. Findings suggested that the author tends to develop CT while teaching productive skills through the development of two CT skills and two CT teaching strategies.

Keywords: *Critical thinking, Critical thinking in teaching, English as a Foreign Language (EFL),*

Resumen

La siguiente investigación se desarrolló a través del auto análisis de las practicas educativas de la investigadora con el objetivo de determinar cómo ella desarrolla el pensamiento crítico a través de la enseñanza de las habilidades productivas en Chile, país en el que el inglés se enseña como lengua extranjera. Siguiendo el propósito exploratorio de esta investigación, se utilizó el método cualitativo. Por lo siguiente, las herramientas para recopilar información fueron las siguientes: Diarios de registros de experiencias y reflexiones educativas junto con entrevistas y análisis de artefactos. Por un lado, los registros de experiencias educativas y las entrevistas se basan en las experiencias y percepciones de la investigadora y sus compañeras de práctica respectivamente; a su vez, estas se basan en su trabajo como estudiante en práctica en una escuela primaria y secundaria. Por otro lado, el análisis de artefactos se basa en la exploración de planificaciones de clases que fueron realizadas por la investigadora durante 2020 y 2021. La información recolectada durante esta investigación fue codificada manualmente a través del análisis temático. Finalmente, los hallazgos indican que la autora tiende a desarrollar el pensamiento crítico mediante la enseñanza de las habilidades productivas a través de la implementación de dos habilidades de pensamiento crítico y de dos estrategias para enseñar esta habilidad.

Palabras clave: *Pensamiento crítico, Enseñanza de pensamiento crítico, Inglés como lengua extranjera (EFL).*

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Introduction

Kaviani & Mashhadi Heidar (2020), claim that for teachers, it is a difficult task to find proper teaching methods to enhance English language teaching (ELT). In that context, the authors found that teaching through critical thinking (from now on CT) method in English as a Foreign Language (EFL) teaching, the learning processes become easier and more applicable. In this regard, the authors also found that when CT skills are applied when teaching writing and speaking, it is highly contributive for students in learning these productive skills. According to Facione (2011), there is no clear consensus regarding what CT means, however, the author defines it as "Purposeful, reflective judgment which manifests itself in reasoned consideration of evidence, context, methods, standards, and conceptualizations in deciding what to believe or what to do" (p.22). Similarly, Karimi & Veisi (2016) found that CT is an ability that allows learners to expand the learning experience and make language acquisition a meaningful process, which also considers learners as active and central parts rather than consider them as passive recipients of information.

Considering that teaching through CT allow students to develop reflective skills in order to come to an informed and evidenced judgment, and that also facilitates the language acquisition along with the productive skills learning process, I wondered how do I develop (or not) CT in my teaching practice. Hence, I decided to carry out a self-study qualitative research where I focused on exploring my teaching practice regarding CT development while teaching productive skills. The nature of this research is highly significant for my teaching practice since it allows me to acknowledge my teaching practice and to find potential improvements.

Throughout this self-study research, I analyzed my teaching practice by mainly exploring my 5th-year practicum experiences in a primary and secondary school located in Santiago, Chile. During this year's practicum, I worked along with two ELAB classmates on

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planning together the didactic units or also named projects. However, each one of us had to individually plan and give three lessons. This is, out of nine lessons that consisted of the project, each one of us was in charge of three. The class assigned to work with was a 10th grade composed of 36 students with a mid to low level of English. This class used to have English lessons where the use of Spanish was predominant over the use of the foreign language, and to not participate during the lessons. Furthermore, it is necessary to specify that due to the pandemic lockdowns schools implemented online lessons. However, not every student was able to join or participate in the online classes, so around 9 to 15 students attended the class.

One of the main purposes of English teaching in our country aims to form citizens capable of using the English language at finishing secondary school so they can participate in a more globalized world (Ministerio de Educación [MINEDUC], n.d.). However, students are not achieving this communicative purpose because as Yilorm (2016) found, in the Chilean EFL classroom teachers tend to teach through the grammar-translation method, while the proposed by the Ministry of Education (MINEDUC) is the Communicative Language Teaching (CLT) method. That is to say, even though the CLT method is proposed, students are not provided the necessary communicative situations to use the language. Additionally, to this situation, in our country English is taught as a foreign language, that is to say, English is taught in a context where it is not the native language of the majority of the population, nor is it widely used as means of communication (Miao, 2015). Hence, the opportunities to practice and use the language outside the classroom are limited.

I have been able to experience what was previously mentioned as a student and as an EFL teacher in training. These experiences have allowed me to come to acknowledge our role as EFL teachers in regard to providing significant instances for students to use the language inside the classroom, and so to develop their productive skills. In order to achieve the goal of

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providing these meaningful instances for them to use the language, I have considered CT as a beneficial teaching method while teaching English in a Chilean context. During these years of higher education to become an EFL teacher, I have been taught about critical thinking as a crucial ability to develop while teaching EFL because students are given the opportunity to question, analyze, and evaluate what they are being taught, making in that way a significant language learning process. When CT skills are applied when learning writing and speaking, it is highly contributive in learning these productive skills (Kaviani & Mashhadi Heidar, 2020). Hence, I believe that teaching through CT Chilean students can receive and work with meaningful input that motivates them to share their thoughts or reflections, which in turn enhances the development of their productive skills. Thus, this contributes to the achievement of the communicative goal of English teaching in our country.

Consequently, considering the relevance and benefits of teaching CT in an EFL context, this self-study aims to explore CT development while teaching productive skills in an EFL context.

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Literature Review

In this section, I will revise the literature on CT, which will anchor the research concerning its development and teaching in EFL contexts. The concepts to be reviewed are: Critical thinking, Critical thinking in teaching, Critical thinking in EFL contexts, and Productive skills.

Critical Thinking

The field of ELT has embraced the integration of CT as a method to enhance the language acquisition process (Nejmaoui, 2019; Nunan, 2003). In this regard, According to Bailin (2002) when defining CT, it is necessary to mention the variety of its widely accepted descriptions. The author claims that despite the fact that there is a considerable amount of work regarding this area, there is not a clear definition of what CT is. Indeed, learning CT is the goal of most of the existing educational systems, however precise understandings among teachers and educational academics of what CT certainly means are not easily found (McPeck, 2016a). The multiple existing interpretations of CT are also recognized by Willingham (2019) and Pineda-Báez (2009), however, the authors agree that there is no disagreement on the importance of teaching CT. That is to say, even though there is no consensus regarding a specific definition of the term, there exists an agreement regarding the importance of teaching this ability in most educational systems.

Concerning the agreements on CT, Pineda-Báez (2009) recognizes another consensus on this ability which is related to the implications of developing CT. These implications are concretely specified by Masduqi (2011), who states that CT is the development of skills such as conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from observation, experience, reflection, or communication as a guide to beliefs and actions. These skills, as claimed by Facione (1990) and Masduqi (2011), imply the development of

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the following specific actions respectively described: specify clear and concise definitions of concepts; put into use previous or recent knowledge or experiences; decoding significance or clarifying meaning; coherently combine ideas of more than one source, and to assess arguments or claims.

Willingham (2007) claims that CT skills are still in discussion whether they are best characterized as a large number of specific skills or as a smaller number of generic skills. Similarly, Facione (1990) mentions in his research in regard to CT skills development, that there is no consensus among core CT skills. The author found that analysis, evaluation, and inference tend to appear as core CT skills, however, interpretation, explanation, and self-regulation also tend to appear as central CT skills. Finally, the researcher concludes that CT is an ability that has applications in all areas of life, thus no skill has to be excluded.

Hence, through this self-study research, CT will be explored as the development of specific skills and actions while teaching productive skills. That is to say, I will explore whether I develop CT during written or spoken activities.

Critical Thinking in teaching

Willingham (2007) claims that there is no clarity concerning how to teach CT as a consequence of the ambiguousness of CT skills. In addition to this lack of clarity, Mcpeck (2016b) states that given the large variety of activities and strategies that allow the development of CT, there is a correspondingly large and imprecise number of criteria for its correct application.

Yang & Gamble (2013) claim contrary to the previous statements, that EFL classrooms provide ideal contexts for teaching and developing CT because the exploration and debate of different learners' perspectives can be significantly useful for the learning language process. In this regard, Peters (n.d.); Facione (1990); and Monsalve & Montoya

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(2018) depicted a group of CT teaching strategies that can be implemented in the EFL classroom. The following list consists of eight different strategies to teach through CT in the classroom: (1) open-ended questions: to develop questions that require students to dig deeper instead of “yes” or “no” questions; (2) analysis of texts: to analyze the information of texts such as the ones that mass media presents; (3) student led-discussion: students’ metacognitively reflect and discuss; (4) inquiry-based learning: to discuss topics the students want and need to answer; (5) peer collaboration: give time to students to share and discuss ideas among them; (6) problem-based learning: provide to the students a structure for guide and discovery that helps them call-to-action or come to a conclusion; (7) development of alternative solutions and explanations: teach for students to consider different alternatives and solutions from the expected ones; and (8) to encourage students to reason about ethical, moral, and public policy issues.

Therefore, the strategies listed before show that it is possible to guide CT teaching although there is no clarity regarding a specific list of CT skills. Hence, I will explore my teaching practice to identify if these strategies are developed through my practice.

Critical Thinking in EFL Contexts

Kaviani & Mashhadi Heidar (2020) claim that for teachers, it is a difficult task to find proper teaching methods to enhance ELT. In that context, the authors found that through some new methods as CT in EFL teaching, the processes of learning become easier and more applicable. Similarly, Benesch (1999) although this approach to CT is relatively new, it has been found so far that teaching through CT in ELT can facilitate the language learning process. In addition to these statements and findings, Gandimathi & Zarei (2018) also claim that by integrating CT in EFL teaching, students’ engagement on the subject matter can be improved and so their language acquisition process.

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Regarding this integration of CT in EFL contexts, Harizaj & Hajrulla (2017) found that developing CT skills in EFL teaching help learners to enhance their communication, enlarge their vocabulary, and help to learn how to use language for different purposes in a variety of contexts. The authors also mention in their research that it is very important for foreign language learners to first improve their critical skills and then to use these skills to improve their language skills. By doing that, they can learn through interacting, collaborating, and overall, using the language. In accordance with the importance of teaching CT in EFL contexts, Shirvani and Fahim (2011) claim that CT needs to be enhanced among language learners due to its significance in developing effective language learning, hence promoting CT skills in EFL contexts is considered one of the tasks of language teachers.

Altogether it can be said that by considering CT teaching in EFL contexts, the input that learners receive enhances and facilitates their language learning process, and as a consequence, the development of their CT skills (Harizaj & Hajrulla, 2017).

Productive Skills

For successful communication in any language, the four language skills which are reading, listening, speaking, and writing are essential. These skills are related to each other in two ways: receptive skills and productive skills. Receptive skills comprehend reading and listening, while productive skills comprehend speaking and writing (Sreena & Ilankumaran, 2018). In this regard, Nation & Yamamoto (2012) argue that the four strands of language (meaning-focused input, meaning-focused output, language-focused learning, and fluency development) can be applied to the four skills, meaning that in a language lesson these four skills should be developed in a balanced way. Conversely, Al-Jawi (2010) claims that the four skills need to be isolated and discussed separately in order to highlight their importance, to place emphasis on their teaching, and to deal with them in a balanced way. Following what

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the later author claims, for the purposes of this self-study research, the language skills will be separately analyzed. That is to say, given that this research aims to explore if there is CT development while teaching productive skills, the analysis will be focused on speaking and writing activities.

Regarding the development of CT in ELT contexts, Kaviani & Mashhadi Deidar (2020), aimed to investigate new methods in order to enhance EFL learners' productive skills. The authors found that when CT skills are applied when learning writing and speaking, it is highly contributive in learning these productive skills. Similarly, Yaqoob (2021) carried out research on CT and its relationship with productive skills by applying Krashen's theory (1982, as cited in Yaqoob, 2021) which is about exposing learners to a comprehensible input that is slightly above their level of comprehension, challenging them to focus on meaning rather than on its form through the development of CT skills. By doing this, the author found and confirmed the positive relationship between CT employment in EFL classes and students' productive skills performance. In this regard, Dragomir & Posa (n.d.), found that CT skills development enhances learners' productive skills given that they are challenged to generate ideas from their creativity and reflections to then analyze and evaluate them, so the output they generate is critically developed. Consequently, it can be said that when applying CT while teaching productive skills, learners are challenged to expand their thinking and enhance their writing and speaking skills development, which in turn facilitates the production of comprehensible output (Kaviani & Mashhadi Heidar, 2020).

Research Question

In accordance with what was previously presented, the research question for this self-study is the following: How do I develop students' Critical Thinking while teaching productive skills in an EFL context?

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Research Methodology

Self-study is a genre of research that aims to examine and understand oneself practice in order to improve it (Berry, 2004; Hauge, 2021). According to Loughran (2004) for an increasing number of educators, self-study of teacher education practices has become an empowering way of examining and learning. This is because it has allowed teachers to develop deeper understandings as well as to enhance the learning of their students. Following the purpose and benefits of the previously referred type of research, this self-study aims to examine my teaching practice in order to acknowledge my practices concerning CT development and to look for potential improvements.

Research Approach

For this self-study research, I used a qualitative research approach. According to Bhandari (2020), qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. Besides, according to Denzin & Lincoln (2011), the qualitative research approach studies things in their natural settings, aiming to make sense of or to interpret phenomena in terms of the meanings people assign to them (as cited in Cresswell & Poth, 2016, p.7). Consequently, I decided to use this research approach because it helped me to better analyze, interpret, and understand the data collected from my personal experiences and teaching practices.

Data Collection Tools

In accordance with the exploratory aim of this research, the following three data collection tools were selected: journals, interviews, and artifact analysis. The journals focus on my perceptions and challenges of CT teaching and development while the interviews focus on my two practicum classmates' perceptions and observations of my teaching practice

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concerning CT development. Finally, I used the artifact analysis tool in order to examine lesson plans from the 8th and 10th-semester of my practicum experiences.

According to Guion et al (2011), through the use of these different sources of data/information, the triangulation of the findings can accurately reflect the situation in the sense of being backed by evidence.

Journals

Richards & Lockhart (1996) state that teaching journals serve two main purposes: “events and ideas are recorded for the purpose of later reflection, and the process of writing itself helps trigger insights about teaching” (p. 19). Hence, in accordance with the exploratory aim of this self-study, I decided to write reflective journals to portray my teaching reflections and my personal experiences and perceptions regarding CT development. This tool served as a source of narrative analysis, due to its focus on retelling a story from the perspective of a particular topic (Moussa-Inaty, 2015).

It is important to note that Moussa-Inaty (2015) found that “when provided with reflection guiding questions prior to writing a reflection, the quality of a reflection would be positively impacted” (p. 111). Hence, in order to also provide a focus for the journal writing, I wrote them by answering questions to guide the reflections.

Interviews

Lassonde & Galman (2009) claim that interviews in self-study research allow getting a more improvement-oriented focus given that they are the voices of other stakeholders. That is to say, other perspectives than the ones the researchers provide by reflective notes, lesson videotapes, and so on. Consequently, I decided to use the semi-structured interview as a tool to collect data because by not strictly following the list of questions and by adding probe

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questions, I could identify broad categories to be investigated and generate questions from the answers of the respondents (Lassonde & Galman, 2009). This data collection tool allowed me to obtain information concerning my practicum classmates' views and opinions in order to examine my practicum teaching practice from their personal perspectives. Both of my classmates have observed the lessons that I have taught during this semester, hence they provided significant information in regard to the focus of this research.

It is important to note that the interviews provide a list of CT skills stated by Masduqi (2011), in order for my practicum classmates to have a theoretical reference to answer while they were asked regarding their perceptions about CT development in my teaching practice.

Artifact Analysis

According to Bowen (2009), artifact analysis is a systematic procedure for reviewing or evaluating documents to be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge.

Thus, I chose to use this data collection tool because I decided to examine the lesson plans I made in the 8th and 10th-semester from my practicum experiences. These artifacts were in accordance with the aim of this research because I expected to analyze in detail my own lesson plans in order to explore CT development by focusing on the writing and speaking activities.

Data Analysis Approach

In order to code and analyze the collected data, I selected the thematic analysis approach. According to Cresswell (2012) “coding is the process of segmenting and labeling text to form descriptions and broad themes in data” (p. 243). Similarly, Saldaña (2013) states that “coding is a method that enables you to organize and group similarly coded data into categories or “families” because they share some characteristic (...)” (p. 9). In this regard, thematic analysis is a coding method for identifying, analyzing, organizing, describing, and reporting themes found within a large data set (Braun & Clarke, 2006). Thus, I used this method to analyze the journals and interviews that are based on my personal teaching reflections and my classmates’ observations.

Furthermore, according to King (2004, as cited in Nowell et al., 2017) thematic analysis is also useful for summarizing key features of a large data set, as it forces the researcher to take a well-structured approach to handle data, helping to produce a clear and organized final report. Consequently, considering the exploratory aim of this self-study research along with the data collection tools such as journals and interviews, this coding method is the most appropriate to analyze the collected data.

Finally, in regard to the lesson plans analysis (artifact analysis), this tool was analyzed by filling a chart where I considered the students’ context, the speaking and writing activities, and the CT skills present in the lesson (See appendix E). It is important to mention that the CT skills explored are in accordance with the ones listed by Masduqi (2011) which are “conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication” (p. 186).

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Procedure

First, I started by examining the reflective journals. This data collection tool consisted of three reflective journals that were written during the development of a didactic unit or project that lasted one month. These journals focused on my perceptions and challenges of CT teaching and development (See appendix A). Following the thematic coding analysis, I divided the coded data according to the most repeated codes that were in turn organized in themes and sub-themes in a coding chart. The two main themes are Critical Thinking and Productive skills. Firstly, I organized the coding from Critical Thinking by sorting the codes into two sub-themes: Critical Thinking skills and Critical Thinking teaching strategies (See appendix B). Then, I sorted the codes from the theme of Productive skills into two sub-themes: Written/Spoken activities and Use of English/Spanish (See appendix C). It is important to mention that the main themes and the sub-themes were not predetermined, however since the codes were in accordance with the concepts discussed in the literature review, they were organized into the referred themes and sub-themes. Finally, the journals' coding process allowed me to reveal significant insights regarding CT development and Productive skills development.

Then I examined the interviews made to my practicum II classmates. The interviews focused on obtaining information regarding my classmates' perceptions and observations of my teaching practice concerning CT development (See appendix D). Following the thematic coding analysis as in the journals' analysis, I was able to find quite similar findings from the ones obtained in the analysis of the reflective journals. It is for this reason that I organized the journals and interviews data in the same coding chart according to the themes and sub-themes (see appendix B).

Finally, I analyzed the lesson plans (artifact analysis). I selected three lesson plans (LP) that I planned in the 8th semester of my pre-service teaching formation and four LP

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from the current semester of my pre-service teacher formation (See appendix E). The artifact analysis coding was carried out by filling a chart in order to analyze each LP in chronological order, by also considering the students' context, the speaking and writing activities, and the CT skills present in the lesson (See appendix F). For this reason, the data that I obtained from the artifact analysis allowed me to corroborate and to easily triangulate the data from the narratives, and it also allowed me to reveal significant insights regarding productive skills development along with the CT development while teaching these productive skills.

Research Findings

This section provides the results of the analysis process of this thesis to answer the research question. Consequently, the research findings based on the analysis of the collected data will be presented as follows: (1) Findings on critical thinking skills; (2) Findings on critical thinking teaching strategies; and (3) Findings on productive skills.

Findings on Critical Thinking Skills

The following section presents the results found regarding CT skills development in my teaching practice. The findings have shown in the first place, two skills broadly implemented: Reflection, and Analysis. The analysis of the narratives revealed that these skills are consistently mentioned when it referred to the activities and tasks that students are asked to carry out.

Reflection

As I found in the journals' data, the reflective skills development is repeatedly mentioned when it was referred to the activities that I developed during the project development (See appendix B). Take as illustration the following extract from the journals:

After reviewing what the myths are, I asked the students to orally answer the following question: "Why do we still believe in some myths when we can confirm/deny the information we receive? For example: Flat earth".

The analyzed data showed that I tend to ask students to reflect on the topic of the lesson or on topics related to it as can be seen in the excerpt presented before.

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Analysis

From the journals and interviews analysis, I found that I also tend to overdevelop the analysis skill as I tend to overdevelop the reflective skill. In the data from the journals and interviews, the analysis development in activities or tasks that students were asked to complete or develop constantly appeared. See the following excerpt from the interviews to illustrate the referred finding:

3) What CT skills do I usually develop while teaching productive skills (speaking and writing activities)?

Interviewee 1: According to what I have observed, I think that you usually develop analyzing because you usually ask them questions that make them rethink a few times what they read or listened to, and additionally reflection, you constantly ask them to reflect on the topic of the lesson... So analyzing and reflecting I would say

Interviewee 2: I have observed that you usually do analysis, reflection... maybe application too because sometimes they use the vocabulary learned... But you always present a question related to the text or videos that make them reflect or analyze why things happened like that

Altogether, the data presented show that I tend to develop CT through the overuse of reflective and analytical skills. Although the data shows that another CT skill is developed which is Application, this is not as constantly developed as the ones that I tend to implement.

Findings on Critical Thinking Strategies

In the second place, this section presents the results found on CT teaching strategies. The journals' analysis revealed that I tend to develop CT through two main strategies: open-ended questions along with the analysis of texts during the lessons' activities either to promote reflection or analysis.

Open-ended Questions

From the analysis of the narratives, I found that I tend to overuse open-ended questions to teach through CT. For instance, I ask questions related to the topic of the lesson in order to make students analyze certain statements or ideas. Once they answered, I asked a question again questioning their answers. Take as an illustration the following extract from the journals:

(...) so, then I asked, “is it necessary to have an internet connection to confirm or deny something that we learned?”. With that question, the students who answered got to a bit deeper reflection regarding the reasons behind their opinions”.

Another excerpt from journals:

“I wrote the question “Why did ancient human beings have the necessity to create different myths? So with those kinds of questions, I try students to share their thoughts or opinions”

The presented data illustrate that I constantly ask open-ended questions to the students to not obtain “yes” or “no” answers. Additionally, it shows that I also tend to ask questions according to their answers.

Analysis of Texts

Another significant insight from the journals and interviews analysis is that I also tend to develop CT through the analysis of texts. This is, I constantly ask students to reflect or to analyze certain statements or ideas from the text they previously worked with. See figure 1 to exemplify the referred finding:

Figure 1:

1) What have you observed regarding critical thinking (CT) development in my teaching practice?

Interviewee 1: I remember that in your lessons, there was always a slide with a question asking something about the texts or videos that you worked with, like asking them to analyze things or statements related to the texts, or to write their opinions... So that is what I relate to CT development

Interviewee 2: You make them talk or write using the language about their reflections or previous experiences linking that with the text or the video they worked with, So I think that is to make them develop CT.

The data collection instruments have shown that there is another strategy mentioned. This strategy is problem-based learning; however, it was underdeveloped due to the overuse of open-ended questions (see appendix B). Despite the fact that the problem-solving strategy varies from open-ended questioning and analysis of texts, this strategy is not constantly developed. As a consequence, CT is implemented in my teaching practice through two CT teaching strategies in order to make students reflect or analyze.

Findings on Productive Skills

This section presents the results regarding the development of CT while teaching productive skills. In the first place, from the analysis of the interviews, it was revealed that I tend to develop CT mostly through written activities instead of both speaking and written activities (see appendix C). Accordingly, the results found in the interviews were confirmed in the journals' analyzed data. Within the activities described, CT was developed thoroughly

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during the productive skills, particularly written activities. Take as an example the following excerpts from the reflective journals:

“The students were asked to reflect and to express their thoughts by writing the answers to the questions that I asked.”

Another excerpt from the interviews:

2) According to the CT skills list you read before starting answering, what critical thinking skills have you observed in my teaching practice?

Interviewee 1: Mmm I remember that reflection... Conceptualization sometimes because of the activities related to the vocabulary or concepts they work with like building meaning. Application maybe, because they generally work with reflections related to what you made them read, watch, listen, etc.

Interviewee 2: I think that applying because you usually make them write using what they learned in the lesson. Also, I think that analyzing... You always ask them questions for them to express their opinions or thoughts about things related to the texts... Mmm, evaluating information from... no, I think that one is not present, and a lot of reflection.

The presented data shows that through the analysis of the narratives it was revealed that CT is mainly developed through writing activities.

From the artifact analysis, it was revealed another insight regarding productive skills development. Out of seven lesson plans, three show that during the lessons, I tended to encourage students to complete assignments on writing using English, while the implementation of speaking activities was hindered by the constant usage of Spanish instead of English. This finding is confirmed in the artifact analysis where it is mentioned that students tend to orally answer in Spanish but to write their answers using English. See figure 2 to illustrate the referred finding:

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Figure 2:

Lesson plan#	Students context (Grade, unit, type of lesson (CLT/TBL) lesson #, English proficiency level (CEFR)	Speaking activity/ Writing activity	Use of English/Spanish	Critical thinking skill(s) developed in the lesson (conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication)
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Lesson plan 4 (2021)	10th grade Unit TBL A2 Lesson n° 1	“Students name what is a myth and its elements.”	Spanish	-synthesizing
Lesson plan 5 (2021)	10th grade Unit 4 TBL A2 Lesson n° 3	“students name the differences between legends and myths”	Spanish	-analyzing
Lesson plan 6 (2021)	10th grade Unit 4 TBL A2 Lesson n° 10	“students write about the importance of legends and myths as a cultural element.”	English	-reflection

The data presented provided meaningful insights in regard to the use of English or Spanish when developing CT through teaching productive skills. This is, it indicates that during my lessons there is CT development through written activities that encourage the use of English, while in regard to the speaking skill development it happens the opposite.

Discussion of the Findings

The findings have shown significant insights concerning the development of critical thinking while teaching productive skills regarding my teaching practice. In the first place, the findings related to CT development revealed that this tends to be developed through two skills: reflection and analysis. CT skills were concretely stated by Masduqi (2011), who state CT as a mental process where learners actively conceptualize, apply, analyze, synthesize, and/or evaluate information gathered from observation, experience, reflection, or communication, as a guide to beliefs and actions. According to the author's definition, it can be said that I am missing significant learning opportunities in which students can learn by sharing and exploring their points of view. Accordingly, Facione (1990) mentions in his research in regard to CT skills development, that there is no consensus among core CT skills. The author found that analysis, evaluation, and inference tend to appear as core CT skills, however, interpretation, explanation, and self-regulation also tend to appear as central CT skills. That is to say, I should equally develop CT skills instead of implementing only analysis and reflection.

Considering what these authors state in regard to the previously referred finding, it can be said that CT development is present in my teaching practice. However, the presence of these skills is not useful enough for properly developing CT and to thus, facilitate and enhance the language learning process. This is because there is a lack of the development of other important CT skills. Accordingly, in the research findings section, it was mentioned that I tend to develop another skill which is Application. This skill was not implemented as analysis and reflection, which were the predominant skills through the instruments. Hence, this finding indicates that the opportunities I provide to students for developing CT while acquiring English as a Foreign Language (EFL) are limited to only analyzing and reflecting. As a consequence, the opportunities to receive EFL input in a significant way are limited too.

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In the second place, I found that I tend to develop this ability through two different teaching strategies: open-ended questions and analysis of texts. As it was previously mentioned in the literature review, under the tenets of Critical thinking depicted by Peters (n.d.), Facione (1990), and Monsalve & Montoya (2018), there is a group of eight CT teaching strategies that can be implemented in the EFL classroom. By understanding the instruments, I discovered that out of the eight CT teaching strategies referred, I only tend to develop strategies number one and two (open-ended questions and analysis of texts). Monsalve & Montoya (2018) found that CT teaching strategies help students to experience positive changes regarding participation, communicating their ideas, and group reflection. Considering what these authors found, this implies that I am limiting students in regard to the learning experiences they could get through learning by CT.

In regard to the CT development, while teaching productive skills, the data revealed two significant insights: Firstly, I tend to develop critical thinking mostly through written activities; secondly, it was found that I tend to develop the use of English only through written activities. Kaviani & Mashhadi Deidar (2020) found that when critical thinking skills are applied when learning writing and speaking, it is highly contributive to the learning of these productive skills. Hence it can be said that the CT development, which tend to implement through productive skills, is not that contributive in learning productive skills. This is related specifically related to the speaking one because it is less developed during my lessons.

In this regard, Dragomir & Posa (n.d.), claim that CT skills development enhances learners' productive skills, given that they generate ideas from their creativity to then analyze and evaluate them. As a consequence, the output they generate is critically developed and context related. However, when students deliver their performances, it varies depending on the productive skills they are asked to use. When they critically analyze something producing

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a written piece they use the English language. Nevertheless, when it comes to speaking skills, students answer using their native language which is Spanish.

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Conclusion

The purpose of this self-study was to examine my teaching practice regarding how I develop (or not) CT while teaching productive skills in an EFL context. In this regard, the findings revealed in the first place that I do develop CT in my teaching practice by developing two CT skills: analysis and reflection. However, these skills are developed to the detriment of the other CT skills. Although the data analysis shows that there are other CT skills developed, these were occasionally implemented. Accordingly, another significant insight regarding CT development is that I tend to include CT through the use of two strategies: open-ended questions and analysis of texts.

In the second place and in accordance with the findings in regard to CT development, the data analysis unveiled two significant insights concerning productive skills: first, that I tend to develop CT mostly through written activities rather than both speaking and writing activities; second, that I tend to develop the use of English through written activities, while in speaking activities the use of English is underdeveloped.

Altogether, this self-study allowed me to acknowledge that Critical Thinking is in fact included in my teaching practice, nevertheless this is through certain skills and through certain CT teaching strategies. Besides, this self-study research allowed me to recognize that even though during the written activities the use of English is encouraged and successfully used, the use of the language during speaking activities is hindered due to the use of Spanish.

Research Implications

In this section, some implications and limitations gathered from this study will be presented. Firstly, the findings obtained regarding CT development helped me to recognize the necessity to investigate and learn to properly implement CT in an EFL classroom while teaching productive skills. If I want my students to become able to use the language in a context where English is not used on a daily basis, it is necessary for me as a teacher to know and to properly implement teaching methods as CT. Besides, by improving teaching productive skills through CT, I would be facilitating the achievement of the EFL teaching purposes in our country, which aims students to be able to communicate in English or to use the language at the end of their school formation (Ministerio de Educación, 2015).

Secondly, the findings obtained regarding CT development while teaching productive skills, made me recognize that I do not develop productive skills as I thought I do. Indeed, I was not aware that I tend to develop written activities more than speaking ones. This made me become aware that this implies students are developing their writing skills to the detriment of their speaking skills. Hence, it is highly necessary to equally develop speaking as well as written activities considering I would become an EFL teacher.

Throughout this self-study, I also identified three limitations. Firstly, due to the pandemic context, last year's lesson plans (LP) (2020) and this year's LP (2021) changed their format from a complex to a simpler one. This meant a limited analysis, which in turn, meant limited insights. For instance, if the LPs were the same, I could have obtained insights in regard to the exploration of possible changes in my teaching practice when developing CT.

Secondly, explicit CT teaching in EFL classrooms was not considered as an aspect to explore in my teaching practice. Explicit CT teaching in EFL classrooms enhances language acquisition because of the students' conscious use of different CT skills to complete an assignment or task (Zhao, 2016). That is to say, if this CT teaching aspect had been

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considered to be explored within this research, my teaching practice could have been more completely analyzed, obtaining as a consequence new insights and possible improvements. Furthermore, I believe it would be quite interesting to explore my teaching practices again in the future but considering explicit CT instructions. I could obtain significant insights regarding the influence of explicit CT teaching in a Chilean EFL context.

The last limitation is that I did not consider Bloom's taxonomy in CT development. In order to properly teach through CT, this has to go hand in hand according to the students' cognitive stages (Armstrong, 2010). Accordingly, as the analyzed lessons were planned by following the skills progression in Bloom's taxonomy, the CT development in my teaching practice could have been explored regarding the existence of an alignment, or not, of the CT development and Bloom's taxonomy skills.

Despite the important limitations identified in this self-study, it was possible to obtain significant findings from this research, which helped me to acknowledge my teaching practice and overall, to reflect on the necessary improvements I need to add to my teaching practice.

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Appendix A

Reflective Journal Sample

Date: September 13th, 2021

Journal guiding questions

1. What is to teach critical thinking for me as a teacher?
2. What do I do as a teacher to develop critical thinking while teaching productive skills?
3. What do I want my students to get from critical thinking skills development?

Journal entry #1

What is critical thinking for me?

For me, critical thinking is a mental process that makes us question, analyze and come to a conclusion. This skill allows us to question the information we receive to solve problems that we have to face because is a logical mental process that makes us think critically to evaluate the situation in order to come to a conclusion or final thought. So to teach critical thinking for me is to teach for students to develop those skills while using the language.

What do I do as a teacher to develop critical thinking while teaching productive skills?

I try to include questions that trigger reflection in students so they get motivated to talk or to write. In that way, they can process the information and not just memorize it. For example, the first lesson of this project is about myths. These kinds of tales were created to give an explanation to the social or natural phenomena that ancient humans ignored, I wrote the question “why did ancient human beings have the necessity to create different myths? So with those kinds of questions, I try students’ to share their thoughts or opinions. I also try to develop the students’ thoughts or answers by asking for example the reasons behind their thoughts, so they develop a bit more their answers getting to deeper reflections.

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What do I want my students to get from critical thinking skills development?

Most of what I learned of English when I was at school was by repetition and memorization. So when I learned that by developing critical thinking skills students can acquire new information through reflecting or questioning rather than just memorizing, that became one of my main goals when teaching English. I want my students to question or to reflect on their background knowledge along with the new information they are being introduced to, so they can develop the skill of constantly questioning what they are taught or the new information they get. I think it is easy to just teach something for students to memorize and repeat, but I do not want to make students just recipients of information.

Appendix B

Journals and interviews coding chart for Critical Thinking

Theme	Sub-theme	Example
Critical thinking	Critical thinking skills	<p>-reflections</p> <p>-analyzing</p> <p>Analyzing things related to the texts or writing their opinions</p> <p>-reflection or questioning to discuss their background knowledge</p> <p>-give a solution to a problem</p>
	Critical thinking teaching strategies	<p>You ask them questions that invite them reflect and to analyze</p> <p>You make them talk or write using the language through reflections about their previous experiences linking that with the text or the video they are watching or reading</p> <p>When you make them write, for example, you make them analyze characteristics or statements from the text by writing their own words or their own ideas</p> <p>I remember the oral task where they had to give a solution to a problem, there they had to express their own ideas and reflections from the case they related the most</p> <p>I remember that once you did an activity in which students were supposed</p>

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		<p>to say what they thought about the social outburst and why</p> <p>I try to include questions that trigger reflection or questioning in students so they get motivated to talk or to write</p> <p>I wrote the question “why did ancient human beings have the necessity to create different myths? So with those kinds of questions, I try students’ to share their thoughts or opinions.</p> <p>By asking for example the reasons behind their thoughts, so they develop a bit more their answers getting to deeper reflections.</p> <p>I asked the students to answer the following question: “Why do we still believe in some myths when we can confirm/deny the information we receive? For example: Flat earth”.</p> <p>They are constantly asked to express their thoughts, what they previously know, their opinions, and reflections, hopefully in English but in Spanish too</p> <p>The students were asked to reflect and to express their thoughts by writing the answers to the questions that I asked</p> <p>I use most of the time different questions as a resource to develop CT while teaching productive skills.</p>
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Appendix C

Journals and interviews coding chart for Productive skills

Theme	Sub-theme	Example
Productive skills	Written/spoken activity	<ul style="list-style-type: none"> - You make them write using the language about their reflections or previous experiences linking that with the text or the video they are watching or reading - When you make them write, for example, you make them analyze characteristics or statements from the text by writing their own words or their own ideas - They are asked to write their ideas or reflections about the topic of the class - The students were asked to reflect and to express their thoughts by writing the answers to the questions that I asked - I asked the students to orally answer the following question: “Why do we still believe in some myths when we can confirm/deny the information we receive? For example “Flat earth”
	Use of Spanish/English	<ul style="list-style-type: none"> - when they answer in Spanish you use code-switching - when they have to write they do it in English but when you ask them to speak they speak in Spanish -students were answering in Spanish, and I was so focused on their

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		<p>answers and comments that I got distracted from focusing on the use of English</p> <p>-When students answered the question (in Spanish), they mentioned that it is maybe because people do not have access to look on the internet</p>
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Appendix D

Interviews

- Interviewer: Macarena Lobos O.
- Interviewees: Practicum teaching classmates (two pre-service teachers).

Interview considerations:

- Face-to-face
- Time: 15 minutes approximately

Considerations before the beginning of the interview

- The interview is based on 2021 practicum teaching experiences
- According to Masduqi (2011), some of the most common critical thinking skills are:

“conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication”

1) What have you observed regarding critical thinking (CT) development in my teaching practice?

Interviewee 1: I remember that in your lessons, there was always a slide with a question asking something about the texts or videos that you worked with, like asking them to analyze things or statements related to the texts, or to write their opinions... So that is what I relate to CT development

Interviewee 2: You make them talk or write using the language about their reflections or previous experiences linking that with the text or the video they worked with, So I think that is to make them develop CT.

2) According to the CT skills list you read before starting answering, what critical thinking skills have you observed in my teaching practice?

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Interviewee 1: Mmm I remember that reflection... Conceptualization sometimes because of the activities related to the vocabulary or the keywords they work with to build meaning. Application maybe, because they generally have to write in relation to the topic of the lesson or to the new grammar feature that is also related to what you made them read, watch, listen, etc.

Interviewee 2: I think that applying because you usually make them write using what they learned in the lesson. Also, I think that analyzing... You always ask them questions for them to express their opinions or thoughts about things related to the texts... Mmm, evaluating information from... no, I think that one is not present, and a lot of reflection.

Follow-up question: what skills have you never seen in my teaching practice?

Interviewee 1: I think that synthesizing, I have not seen students summarize something, like a story or the text or video

Interviewee 2: As I told you, evaluating information gathered from or generated by experience, observation, etc... They usually analyze things related to the text or they usually answer questions in which they apply the new vocabulary

3) What CT skills do I usually develop while teaching productive skills (speaking and writing activities)?

Interviewee 1: According to what I have observed, I think that you usually develop analyzing because you usually ask them questions that make them rethink a few times what they read or listened to, and additionally reflection, you constantly ask them to reflect on the topic of the lesson... So analyzing and reflecting I would say

Interviewee 2: I have observed that you usually do analysis, reflection... maybe application too because sometimes they use the vocabulary learned... But you always present

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a question related to the text or videos that make them reflect or analyze why things happened like that

4)What are your perceptions regarding the relation between speaking or written activities and CT development in my teaching practice?

Interviewee 1: I think that you develop CT skills, obviously not all the ones from the list, but the ones that I previously mentioned are the ones present in your lessons

Interviewee 2: I think you make them develop CT while speaking or writing, even if they do not know like “oh, I am developing these CT skills while I am writing this”. I think they develop CT because what they are analyzing is connected to what they already know and what they are learning. I remember the oral task where they had to give a solution to a problem, there they were answering by expressing their own ideas and reflections from the case they related the most, and I think that is the base of CT because it was about their reflections.

Follow-up question: Is there a relationship between CT development and the speaking or writing activities that I do?

Interviewee 1: I think yes. When you make them write, for example, you make them analyze characteristics or statements from the text they worked with by writing their own words or their own ideas, and at that moment they are developing CT skills

Interviewee 2: As I told you before, I think there exists a relationship because the things that students are asked to speak or write about are based on their own reflections or analysis.

Follow-up question: Do I encourage students to speak or write in English or Spanish?

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Interviewee 1: They answer to you in Spanish and you do code-switching so they listen to what they said in English

Interviewee 2: When it is written they do it in English, but when is about to speak they do not talk because they are ashamed of and you do not like, push them to speak in English

5) What have you observed regarding the encouragement of the students' critical thinking while teaching productive skills in my teaching practice?

Interviewee 1: I remember that once you did an activity in which students were supposed to say what they thought about the social outburst and why and I remember those questions were very good questions because they invited students to reflect and discuss a lot, but they did not want to talk, and maybe it was the online context, but anyway, I remember that you asked more questions related to the main question so they could reflect and finally to obtain a few answers

Interviewee 2: I think you encourage them to develop CT when they answer and you ask more questions about what they said, it is like you dig into their answers to get to a deeper one, and that I think is to encourage what they answer either written or spoken

Follow-up question: how encouraging of CT are the productive skills in my teaching practice?

Interviewee 1: I think they are quite encouraging but maybe the context is not allowing you to develop CT as you could like at its fullest because they are not a talkative or participative class.

Interviewee 2: I think that what you ask them to write or speak is very CT encouraging, as I mentioned before they are constantly asked to write or to speak about analysis or questioning of things they learned.

Appendix E

Lesson plan samples

2020 Lesson plan sample



















<p>Activity: Critical thinking time! Students will be required to answer the following questions: 1.- Is air pollution present in our country? How? 2.- If it is, what do you think about it? Is there something we can do to stop it?</p> <p>Micro skills: Production of brief texts (Oa3)</p> <p>Strategies:</p> <p>Cognitive: Elaboration of prior knowledge. Non-verbal communication: Use of gestures / intonation</p> <p>Linguistic: Using l2 during the reflective process.</p>	<p>Students can reflect upon the impact of our pollution.</p>
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<p>Language awareness</p> <p>Activity: How to express an opinion</p> <p>Students will be shown some opinion/facts samples. They will be required to induce the structure of each of them.</p> <p>Opinion: From my point of view, the situation is severe, and something must be done about it.</p> <p>Fact: Research has proven that there are at least 3 main effects of this type of contamination</p> <p>Micro skills: Production of brief texts (Oa3)</p> <p>Strategies:</p> <p>Cognitive: Induction Non-verbal communication: Use of gestures / intonation</p> <p>Linguistic: Analyzing the aspects of one language feature. Metacognitive: Preparing oneself to go over the controlled practice.</p>	<p>Students can identify the characteristics and components of opinions and <u>factual information</u>.</p>
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CRITICAL THINKING WHILE TEACHING PRODUCTIVE SKILLS

<p>Controlled practice</p> <p>Activity: Identifying opinion over facts</p> <p>Students will be shown opinions and facts. They are required to read them and assign an O for opinions and a F for facts.</p> <p>Micro skills: Comprehension of brief texts (OA 3)</p> <p>Strategies:</p> <p>Cognitive: Inferencing / Use of previous knowledge. Non-verbal communication: Use of gestures / intonation</p> <p>Linguistic: Analyzing the aspects of one language feature</p> <p>Metacognitive: Paying attention to key information.</p>	<p>Students can differentiate opinions from facts.</p>
<p>Free practice</p> <p>Activity: Opinions and facts</p> <p>Students are required to write 2 opinions and 2 facts about air pollution.</p> <p>Micro skills: Production of brief texts (Oa3)</p> <p>Strategies:</p> <p>Cognitive: Use of previous knowledge. Non-verbal communication: Use of gestures / intonation</p> <p>Linguistic: Analyzing the aspects of one language feature</p> <p>Metacognitive: Students will check their own understanding.</p>	<p>Students are <u>able to</u> produce opinions and facts.</p>

CRITICAL THINKING WHILE TEACHING PRODUCTIVE SKILLS

<p>Closure:</p> <p>Activity: Thumbs up/down.</p> <p>Students are required to fill in a brief exit ticket.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;"> <p>Did you feel comfortable with today's lesson?</p> <p>Explanation:</p> </td> <td style="text-align: center; padding: 5px;">   </td> </tr> <tr> <td style="padding: 5px;"> <p>Are you able to differentiate facts from opinions?</p> <p>Explanation:</p> </td> <td style="text-align: center; padding: 5px;">   </td> </tr> <tr> <td style="padding: 5px;"> <p>Do you think there are some aspects from the class that needs improvement?</p> <p>Explanation:</p> </td> <td style="text-align: center; padding: 5px;">   </td> </tr> </table> <p>Strategies:</p> <p>Metacognitive: Reflecting upon oneself learning process.</p>	<p>Did you feel comfortable with today's lesson?</p> <p>Explanation:</p>	 	<p>Are you able to differentiate facts from opinions?</p> <p>Explanation:</p>	 	<p>Do you think there are some aspects from the class that needs improvement?</p> <p>Explanation:</p>	 	<p>Students can reflect upon their own learning process.</p>
<p>Did you feel comfortable with today's lesson?</p> <p>Explanation:</p>	 						
<p>Are you able to differentiate facts from opinions?</p> <p>Explanation:</p>	 						
<p>Do you think there are some aspects from the class that needs improvement?</p> <p>Explanation:</p>	 						

2021 Lesson plan sample

Weekly tasks (individual)

<p>Week n°: 2 - Lesson n°3 - September 28</p>	<p>Responsible: Macarena Lobos</p>
<p>Task objective:</p> <p>Students will be able to name the difference between a myth and a legend.</p>	<p>Skills objective:</p> <p>Reading: OA9:</p> <ul style="list-style-type: none"> • To identify general ideas, characteristics and explicit information in adapted and authentic texts of printed or digital format related to the topics: different myths and legends in Latin America, the influence of myths and legends in their culture.

CRITICAL THINKING WHILE TEACHING PRODUCTIVE SKILLS

<p>Description of the weekly task:</p> <p>Students read a short text about the definition of a legend to then read a longer text about a Chilean legend to then identify the elements and characteristics of a legend. Finally, students name the differences between legends and myths.</p>	<p>Assessment plan</p> <p>Name what is a legend and its elements to then name the difference between legends and myths.</p>	
<p>Evidence of learning</p> <ol style="list-style-type: none"> 1) Students name explicit and general information from the text 2) Students name the elements of a legend 3) Students name the differences between a myth and a legend 	<p>Resources:</p> <p>PPT Video (youtube) Wordwall</p>	<p>21st-century skills:</p> <p>Creativity Critical thinking Communication</p>

Appendix F

Artifact analysis chart

Lesson plan #	Students context (Grade, unit, type of lesson (CLT/TBL)lesson #, English proficiency level (CEFR)	Speaking activity/ Writing activity	Use of English/Spanish	Critical thinking skill(s) developed in the lesson (conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication)
Lesson plan 1 (2020)	11th grade Unit 6 CLT Lesson n° 5 B1	“Students will be required to answer the following questions: 1.- Is air pollution present in our	Spanish	-analyzing -evaluating information generated from reflection

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		<p>country?</p> <p>How? 2.-</p> <p>If it is, what do you think about it? Is there something we can do to stop it?"</p>		
<p>Lesson plan 2 (2020)</p>	<p>11th grade</p> <p>Unit 6</p> <p>CLT</p> <p>Lesson n° 6</p> <p>B1</p>	<p>“Students are required to answer the following question: In your opinion, is our country up to the task of including sustainable energies for</p>	<p>Spanish</p>	<p>-reflection</p> <p>-analyzing</p>

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		its citizens”		
Lesson plan 3 (2020)	11th grade Unit 6 TBL Lesson n° 7 B1	“Activity: Creating my opinion column: Following the modeled activity from the previous stage, students will be required to organize their ideas in part n°1 and put them together in a mini	English	-applying -analyzing -reflection

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		opinion column during part n°2.”		
Lesson plan 4 (2021)	10th grade Unit TBL A2 Lesson n° 1	“Students name what is a myth and its elements.”	Spanish	-synthesizing
Lesson plan 5 (2021)	10th grade Unit 4 TBL A2 Lesson n° 3	“students name the differences between legends and myths”	Spanish	-analyzing
Lesson plan 6 (2021)	10th grade Unit 4 TBL A2 Lesson n° 10	“students write about the importance of legends and myths as a cultural element.”	English	-reflection

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Lesson plan 7 (2021)	10th grade Unit 4 TBL A2 Lesson n° 11	“Students write their reflections about the importance and influence of legends for a Latin-American culture (for example “La Tirana” for Chileans, “the day of the dead” for Mexicans).”	English	-reflection