

**Developing critical thinking for promoting success in the learning process
of English as a foreign language**

Angela María Ramos Tello

Universidad del Valle

Facultad de Humanidades

Escuela de Ciencias del Lenguaje

Licenciatura en Lenguas Extranjeras

Santiago de Cali

2018

**Developing critical thinking for promoting success in the learning process
of English as a foreign language**

Angela María Ramos Tello

Dirigido por: Fanny Hernández

Universidad del Valle

Facultad de Humanidades

Escuela de Ciencias del Lenguaje

Licenciatura en Lenguas Extranjeras

Santiago de Cali

2018

Abstract

This project intended to promote successful and meaningful English learning through Critical Thinking in an EFL context. The intervention was carried out at CCCA (Centro Cultural Colombo Americano) in Cali, Colombia with a group of students of intermediate level through a task. The task was implemented with the objective to help students develop awareness about their own learning process, in order to better and increase their performance in the target language. Through different materials and settings students reflected on the topic of learning itself; interpreting, analyzing, explaining, evaluating and drawing conclusions regarding their own work and the work of their peers. The observations analysis showed that students become aware of their performance issues and the ones of their classmates. As a conclusion Critical Thinking fostered students' awareness to improve their performance.

Keywords: critical thinking, task based learning, communicative approach, EFL context.

Table of Contents

<u>Introduction</u>	9
<u>Research Problem</u>	11
<u>Justification</u>	13
<u>Objectives</u>	14
<u>General Objective</u>	14
<u>Specific Objectives</u>	14
<u>Related Research</u>	14
<u>Local</u>	15
<u>National</u>	16
<u>International</u>	17
<u>Theoretical Framework</u>	18
<u>Communicative Approach and the EFL classroom</u>	18
<u>Syllabus Principles</u>	23
<u>Critical Thinking</u>	24
<u>Task Based Learning</u>	35
<u>Methodology</u>	39

<u>Research Method</u>	39
<u>Context Description</u>	40
<u>Group Description</u>	41
<u>Instruments for data collection</u>	41
<u>Textbook, Pacing and Rubrics</u>	41
<u>Observations</u>	42
<u>Research Phase</u>	43
<u>The Intervention: The Task Cycle</u>	43
<u>Results Analysis</u>	51
<u>Instruments Analysis</u>	53
<u>First Class Observation</u>	53
<u>First Stage: Before Intervention Observations</u>	55
<u>Second Stage: During Intervention Observations</u>	64
<u>Results Discussion</u>	68
<u>Conclusions</u>	70
<u>References</u>	74
<u>Annexes</u>	79

Annexes

<u>Annexe 1 First Class Observation Register and Before Intervention Registers</u>	79
<u>Annexe 2 Intervention Observation Registers</u>	88
<u>Annexe 3 CCCA Official Pacing for Pre-Independent 3-4</u>	92
<u>Annexe 4 Learning Task</u>	96
<u>Annexe 5 Task physical material scans</u>	108
<u>Annexe 6 Task Padlet online walls screenshots</u>	111

Tables

<u>Table 1 Ennis' Critical Thinking Dispositions</u>	30
<u>Table 2 Halpern's Critical Thinking Dispositions</u>	32
<u>Table 3 Six Types of Task by Jane Willis</u>	38
<u>Table 4 Task Planning Intervention Stage Pre-Task</u>	45
<u>Table 5 Task Planning Intervention Stage While-Task</u>	48
<u>Table 6 Task Planning Intervention Stage Post-Task</u>	50
<u>Table 7 Intervention schedule</u>	51
<u>Table 8 Analysis Categories</u>	52

Figures

<u>Figure 1 Bloom's Taxonomy vs. Anderson & Krathwohl's</u>	26
<u>Figure 2 Critical Thinking Cognitive Skills and Sub-skills</u>	33
<u>Figure 3 Facione's Dispositions towards Critical Thinking</u>	35
<u>Figure 4 Components of the TBL Framework (Willis 1996)</u>	37
<u>Figure 5 Analysis Categories assigned colors</u>	53
<u>Figure 6 First Class Observation</u>	54
<u>Figure 7 Before Intervention Categories 1-2</u>	56
<u>Figure 8 Before Intervention Categories 3-4</u>	58
<u>Figure 9 Before Intervention Categories 5-6</u>	60
<u>Figure 10 Before Intervention Categories 7-10</u>	61
<u>Figure 11 Before Intervention Categories11-14</u>	62
<u>Figure 12 Before Intervention Categories15-18</u>	63
<u>Figure 13 During Intervention Pre-Task</u>	64
<u>Figure 14 During Intervention While-Task</u>	65
<u>Figure 15 During Intervention Post-Task</u>	66
<u>Figure 16 Before Intervention Categories 11-14 Totals</u>	67

Introduction

Nowadays being a teacher implies much more than instructing people, it is essential raising student's awareness. The ability to reflect and analyze becomes an even greater necessity when learning a foreign language. As our students revolve around an EFL context they need a greater exposure to the language inside and outside the class, while materials and resources can be controlled in class outside is not possible. Students should be able to deal with different types of information they may encounter and be critical of it; they should develop their critical thinking skills. According to Halpern (1994) these thinking skills are complex, require judgment, analysis, and synthesis; and are not mechanical.

Different critical thinking skills have been proposed by many authors making it difficult to just focus on only one set. Cottrell (2005) defined them as Ancillary skills and listed them as: observation, reasoning, decision-making, analysis, judgment and persuasion. To help students develop critical thinking a way to articulate these skills is necessary, activities need to be “purposeful, reasoned and goal directed ... and effective for the particular context and type of thinking task” (Halpern, 1997, p. 4). Knowing this, the activities were designed and organized through a learning task and integrated into a communicative framework.

The students' specific context at Centro Cultural Colombo Americano allows them to interact through goal oriented and student-centered activities, so they can express their ideas while sharing and collaborating with peers promoting the development of their communicative competence. Savignon (1972) stated this as “the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (p. 8).

Given the students' context at a binational language institute, they also have to respond to the Common European Framework of Reference for Languages or (CEFR)¹ so by the end of their course Pre-Independent 3 to 4 they should attain level B1 of English proficiency. This proficiency involves reception and production, as well as interaction in the target language.

Critical thinking gives students the power to question what they are being taught or exposed to and to wonder why. It's a matter of inquiring and analyzing what they are receiving from others and what they are producing too, by negotiating meaning based on their beliefs while organizing their own thoughts and ideas to communicate efficiently.

With the purpose of leading students into reflecting and analyzing about their own learning process a short intervention through Action Research (AR) was planned. This qualitative methodology was appropriate to this particular setting since "it addresses questions of real practical and theoretical interest to many educational practitioners" (Burns, 1999, p.25). As learners manifested their interest in being more proficient and fluent when discussing and developing ideas in English the very first day of class, the logical path was to embrace this method because it allows "a genuine research process of data collection, analysis and interpretation, which contrasts with intuitive reflection" (Burns, 1999).

The whole project was carried out on a task based foundation which led to a final reflection allowing the students to go over their own and their peer ideas about learning itself. It started in the classroom with the teacher guidance and finished into an online wall where students were in charge of their own learning. A significant input was obtained from the learners' experience through the process.

¹ The Common European Framework of Reference for Languages (CEFR) established descriptors about what a student can do with the target language. It establishes proficiency levels with competences and sub-competences covering the four skills. For further information: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045b15e>

This work intended to promote students' success in their learning process by reflecting on itself while observing their peers go through it too. A better understanding of the factors involved and the participative effort into achieving their goals together, helping each other meaningfully.

Research Problem

In terms of competitive development students are being asked for more and more each day, they need to understand new sets of concepts that allow them to comprehend our everyday realities and not just about our local settings but the world itself. Yet students are not prepared to face this amount of information coming their way, it is difficult for them to filter and assimilate it at the same time.

Developing critical thinking skills in a second language involves developing a reflexive view of everything, not only the facts but ourselves too. A student can come up with a lot of questions from this awareness; How to approach this new topic? Is this really difficult? How can I use this? And occasionally one of the most important questions surfaces: How do I learn? Without critical thinking students lack the ability to evaluate what they need to improve or even how to apply what they already know. Overcoming this barrier may be a bit complicated to start but once students get involved in their own process of learning in a more conscious way they can reach new highs and develop new abilities.

Since the target group manifested the fact that they were lacking skills to express themselves more fluently and that they wanted to change that, it was easier to set a plan of work based on their initial reflection. The course is Pre-Independent 3 to 4 which is an intermediate level; students belong to different group ages from teenagers to young adults. Most of them were finishing high school or studying at university, only 3 of them had a job. The students knew each

other from the previous level and there were only a few new students. This particular group of learners was very curious and was constantly questioning about the topics and even the language functions from day one. The textbook used for this level held just the right topics related to the needs students were talking about.

From class observations it was evident what they were referring to, they were lacking proper ways to connect ideas and to further develop them. They were somehow stuck to simple ways of supporting their opinions relying on adjectives use. At some point when students reach certain level of proficiency they start feeling like there are no new things to learn and have a sense of not advancing anymore. Learners find a rough path that they need to overcome and this is when higher thinking skills are needed. Ideally a student should be able to state ideas supported by strong arguments, showing a deep meaningful understanding on the situation or topic. To face this challenge, learners should be able to analyze the information received, observed, listened or read to strengthen and enhance vital mental processes associated to critical thinking.

In response to students' wishes and expectations regarding their oral and written production, an action research intervention was designed and implemented. It targets to answer the following Research Questions:

- What are the effects of the development of critical thinking skills in the learning process of English as a foreign language?
- What are the *main aspects* to be taken into consideration for the promotion of critical thinking in the target group of learners of English as a foreign language?
- What characterizes the instruction, in order to develop critical thinking and fit into the course syllabus in this specific context?

- How to validate learning in terms of critical thinking development and to measure the progress in the learning process?
- What relations can be established between critical thinking development and English learning progress?

Justification

Lately English students have been experiencing an increased need to master the language to a deeper level, the language they are able to use is already falling short for their language needs which involve the challenges of studying, working and/or going abroad.

Considering that students were already aware of their limitations and eager to surpass them it was necessary a way to encourage them to take action towards the development of new skills that will help them reach what they are looking for. As the time in class is limited and course syllabus is to be covered; guiding learners to reflection through critical thinking would promote the agency they need to further advance in their use of English.

Parting from their context learners should be still in the process of developing B1² level of the CEFR and by the end of the course it should be more solid. This means they should become “Independent” users, which translates in students being able to refer to different familiar topics while understanding ideas, expressing hopes and ambitions and giving reasons to support their opinions and plans.

Taking into account these needs and their context students would be able to make progress through a learning task promoting critical thinking and at the same time strengthening the right abilities to work towards their goal, a more integral production.

² A learner on the level B2 is expected to be an incipient independent user of the language. See description here: <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

Objectives

General Objective

Developing critical thinking skills for the promotion of success in the learning process of English as a foreign language.

Specific Objectives

- Defining the aspects to be taken into consideration for the promotion of critical thinking in a group of learners of English as a foreign language.
- Designing the pedagogical intervention to be carried out in order to develop critical thinking in participants and fit the course syllabus in a specific context.
- Defining the most relevant elements to consider for validating critical thinking development and English learning progress.
- Establishing the relations between critical thinking development and English learning progress.

Related Research

The addition of Critical Thinking inside classes has been increasing through the years. There has been recent work around the area showing that more and more teachers dare to try including this in the class to make students' learning a bit more meaningful.

So I chose 3 very interesting works in which teachers use CT through a task based methodology to enhance their students' language skills. These works come from 3 different

contexts, one local, one national and one international. While the local focuses on reading, the national does it on listening and the international in writing.

Next I will present a brief description of the works mentioned before, these share very similar approaches and methodology related to my research.

Local

Caipe, (2014). A Critical Approach to Reading Comprehension in English: Teaching Intervention with a group of teenagers at a Non-Formal Education Institution. This work was carried out by Lina Maria Caipe Guerrero in Cali, Valle del Cauca. This intervention was developed at Centro Cultural Colombo Americano with a Junior 1 group of teenager students. The objective was to describe the implementation of a critical reading approach on a group of teenagers at a binational center.

The intervention was applied under a task based methodology and a critical reading approach, students were exposed to seven independent pieces of reading that covered controversial topics, these were: Gossiping, Depression, Women's role in the family, Discrimination, Child exploitation, Endangered animals and Sexual abuse. Students discussed and analyzed the topics through questions proposed by the teacher; their expected production was oral and also written. Students worked in pairs or individually and were able to provide their own questions according to the moment of the task. Every topic was covered for an hour and a half and some of the sessions were at the multimedia room.

As a result, students evidenced an increase in their cognitive and affective skills. Students were able to reflect using the target language and to increase their sensitivity towards important nowadays topics as well as be more confident when sharing ideas during class activities. This

project is important to my research because it applies both of the main frameworks in which my work is based, Critical Thinking and a task cycle. Even though the participants differ in age, they were studying at the same institution and they also focused on students' oral and written production as outcomes.

National

Fuquen and Jimenez (2013) Implementing Tasks that stimulate Critical Thinking in EFL classrooms. This work was developed by Aida Yolima Fuquen Martinez and Patricia Kim Jimenez Niño in Tunja, Boyacá. The workshop was carried out in two different settings; the first was at UPTC (Universidad Pedagógica y Tecnológica de Colombia) with undergraduate language students and the second at the 46th Annual Conference of ASOCOPI. The objective was to raise awareness about the need to strengthen the critical thinking skill in undergraduate students through music and by using the English language.

The workshop was carried out under a task based methodology; this one consisted of a set of 4 songs, right after each song students were to reflect on their meaning or message providing their opinion. The first song was "La Rebelión" by Joe Arroyo, so students discussed about slavery. The second song was "Sin Miedo" by Reykon leading students to talk about unfaithfulness and the use of psychoactive drugs. The third song was "El Cóndor Pasa" by Simon and Garfunkel, students discuss about the need for freedom and relaxation. And the fourth song was "Always" by Bon Jovi leading students to discuss about a broken heart and finding love in another person, this one specially relating to their personal life experiences'.

As a result, students showed an increased level of awareness about the language and its meaning, students were able to analyze, reflect and propose ideas related to the topics presented

in the songs. Also teachers were able to establish a more meaningful learning experience and so obtaining better learning outcomes from the target students. This work is important to my research because it fosters students' use of the language through Critical Thinking and task based activities, the settings are a bit different since those were language students at university level while my students are English learners at an institute level.

International

Mehdipour and Yaghoubi, (2015). The Impact of Teaching Critical Thinking Tasks on Coherence in Argumentative Essay Writing among EFL learners. This work was developed by Danial Mehdipour Kolour and Ahmad Yaghoubi in Tehran, Iran. This research was carried out at Mofid High School with teenage English as Foreign language (EFL) learners from two different groups. The objective was to help learners become competent writers with regard to coherence.

The implementation took place in two groups of 35 freshmen students with an intermediate level of English; they underwent three different stages each answering their respective research questions. The instruments used were: a Persian Critical Thinking Questionnaire, a Proficiency Test of IELTS, a Cause and effect Relation Task, a Divergent Thinking Task, an IELTS Writing Task and a Checklist for Scoring Coherence in Writing. During the first task, students answered to provided questions about the cause and effect relationships between the components of a sentence. For the second task, students answered to questions providing as many answers as possible using their creativity. The IELTS related test and writing task served as pre and post-tests.

As a result, EFL Iranian students increased their coherence when writing argumentative essays drastically. The data analysis numbers showed improvement after the Critical Thinking

tasks activities were implemented. Authors believe that through CT it is also possible to develop further competence in other skills too. This work is important to my research because it encourages the use of Critical Thinking Tasks to help students improve their production in a written way coinciding with one of my expected outcomes and a similar EFL context.

Theoretical Framework

During the design of the materials several concepts, approaches and methods were reviewed to provide a solid background that will lead to an effective application of the intervention. It is important to show all the connections in the literature that guided this process towards the students' success in learning the language meaningfully. This is why the research has its foundations on Critical Thinking development, connected through Task Based Learning, minding the Syllabus Principles, framed under the Communicative Approach and with the intend to foster students' Communicative Competence at the B1 CEFR level in an EFL context.

Communicative Language Teaching and the EFL Classroom

The Communicative Language Teaching (CLT) or Communicative Approach (CA) is a widely known theoretical framework that emphasizes communication over grammar instruction. It fosters a setting in which students are in contact with the foreign language in a more meaningful way, through real situations and connected to specific contexts.

Widdowson (1990) explained CA as:

“...it concentrates on getting learners to do things with language, to express concepts and to carry out communicative acts of various kinds. The content of a language course is now defined

not in terms of forms, words and sentence patterns, but in terms of concepts, or notions, which such forms are used to express, and the communicative functions which they are used to perform” (p. 159).

It is very important to notice that CA focus on performance, and the use of language according to communicative functions; instead of sticking to forms allowing students to develop a better connection to the target language. This matter is paramount to students at the institution where the intervention was carried out, is the top skill they should work on.

Nguyen (2010) referred to CLT as “... an inclusive approach to language teaching, which encompasses various approaches and methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves; it is learner-centered and emphasizes communication in real-life situations” (p. 209).

The flexibility of this approach allows it to be complemented, nurtured and combined with others in order to reach each student needs because not all classrooms are the same even if they are the same level, each particular setting claims for different sources to improve and rely on the foreign language.

Brown (2000) referred to CLT as “a unified but broadly based, theoretically well informed set of tenets about the nature of language and of language learning and teaching” (p. 43). To be more specific on the characteristics related to the approach (Brown, 2000) proposed the following:

1. Classroom goals are focused on all of the components of (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others. (Brown, 2000, p. 43)

As it was stated in the previous characterizations CA fosters communication but in order to attain such communication authors like Brown referred to an important related concept that is the Communicative Competence or CC. This competence can be developed and it involves the mastering of many other abilities that will lead to the final goal of communicating meaning in a foreign language.

So it is necessary to focus our attention on CC due to its fundamental role in the growth of the student as a foreign language speaker. But, what does it mean Communicative Competence? Hymes (1972) in an attempt to define it observed that:

“... a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others” (p. 277).

This is where most of the language meaning resides, in a variety of social contexts. Yet we cannot ignore the fact that there are also other components that make it as a whole. Canale and Swain (1980) believed there were three major components for CC, later on (Canale 1983) added one more; so these were:

Grammatical Competence

Sociolinguistic Competence

Strategic Competence

Discourse Competence

The Grammatical Competence involves any vocabulary and language expressions related to a set of grammar rules of the language. The Sociolinguistic Competence is connected to the appropriateness of the language depending on the contexts and social cues. The Strategic Competence is associated to the ways of coping when there is a gap in communication. Finally,

the Discourse Competence refers to the organization of ideas how cohesive and coherent these are.

Taking into account these components as an axis to help students develop meaningful communication in English, it is necessary to mind the kind of context they are involved in, it is necessary to characterize the EFL classroom.

EFL Classroom

The configuration of an EFL context is very different from an ESL one since the target language doesn't share the same spaces as the mother tongue and relies only on the moments in class where real life contexts are recreated.

Regarding this Brown (2000) defined the EFL settings as: "... those in which students do not have ready-made contexts for communication beyond their classroom" (p. 116). This means students have few opportunities to be in touch with the target second language in any immediate situation.

About this issue Brown added that the contexts: "... may be obtainable through language clubs, special media opportunities, books, or an occasional tourist, but efforts must be made to create such opportunities" (Brown, 2000, p. 116). As it is essential for EFL students to reach out for chances to interact in the second language, teachers may take advantage from learners' intrinsic motivation and as it is the case for the target group a variety of materials and activities were integrated to the syllabus to be covered.

"Therefore, the language that you present, model, elicit, and treat takes on great importance" (Brown, 2000, p. 117). This is why, the articulation of topics to be covered with the

activities planned was crucial. And, in combination with the students' needs and expectations led to an analysis of their particular context to provide it with what would allow them to improve their English comprehension and production.

Syllabus Principles

In order to carry out any intervention at a learning context it is necessary to go over the syllabus to analyze the way topics are conceived and organized and what approaches and methodologies are emphasized. Parting from this a teacher can have a general idea about the context and what students should be able to do with what they learn. To better understand a syllabus, it is important to know that there are different types and that these imply very distinctive ways to apply contents.

So, What is a syllabus? “Any syllabus is most typically a plan of what is to be achieved through our teaching and our students' learning” (Breen, 1984 p. 47) Following this first statement about a syllabus it is important to clarify that there are different types, but due to context only the characteristics of the ones related to CA will be reviewed. A syllabus connected to CA has “the focus on communicative and contextual factors in language use...” it is also “learner centered and experience based” (Richards & Rodgers, 2001 p. 68-69).

There are three types of syllabus connected to the communicative approach: situational, notional-functional and task based. Even though teachers may include tasks and situational activities while planning the lessons, the focus syllabus at CCCA is the notional-functional syllabus.

To describe a notional-functional syllabus it is necessary to clarify what a “notion” and a “function” are considered within it. Finocchiaro and Brumfit (1983) refer to notions as “meaning

elements which may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives, or adverbs” Also mentioning that these notions are connected to three factors: “the functions, the elements in the situation and the topic being discussed” (Finocchiaro and Brumfit 1983 p. 14-15)

Finocchiaro and Brumfit also stated function as “the communicative purpose of the speaker” (p. 15). thus influenced only by the speaker. These functions were also organized under five categories: personal, interpersonal, directive, referential and imaginative. (Finocchiaro and Brumfit 1983 p.65-66) The *Personal* function refers to stating own ideas, thoughts and feelings. The *Interpersonal* function refers to establishing and maintaining desirable social relationships. While the *Directive* function refers to accepting or refusing directions. And the *Referential* refers to talking about events and people. The *Imaginative* function is connected to creativity for discussing and creating.

Even though a notional-functional syllabus is at the core in the target institution, an upgrade was implemented some months before the intervention, new textbooks were integrated which included Critical Thinking and a cultural component. All of these with the intention of working on students’ awareness about a globalized world and its cultural intricacies; and in order to promote discussion on worldwide topics applying these contents into their English learning process.

Critical Thinking

To talk about Critical Thinking (CT) it is important to mention its origins traced back to the 1950’s with Bloom and his higher order thinking skills. He developed some levels in which he

contemplated the nature of thinking. These were widely applied and even modified later on but still a precedent was set. As specified in Bloom (1956) three domains were established:

The Cognitive - knowledge based domain, consisting of six levels

The Affective - attitudinal based domain, consisting of five levels, and

The Psychomotor - skills based domain, consisting of six levels (p. 7).

Regarding the *Cognitive* domain, he developed a model for classifying thinking into six levels of complexity, this provided teachers with some stages that will encourage students to aspire to a higher level of thought each time. The lower levels were: knowledge, comprehension, and application; and the higher levels were: analysis, synthesis, and evaluation. This taxonomy is hierarchical; in order to attain the following level, you should assimilate the previous. (Bloom, 1956)

Later on a revision of the original taxonomy was made by David Krathwohl and Lorin Anderson and published in 2001. They changed the name of some levels in order to avoid confusion about what the level meant; also they changed them from nouns to verbs. The level 'Knowledge' became 'Remembering', 'Comprehension' changed to 'Understanding' and 'Synthesis' to 'Creating'. The image below shows the modifications made by (Anderson & Krathwohl, 2001)

Figure 1. Bloom's Taxonomy vs. Anderson & Krathwohl's

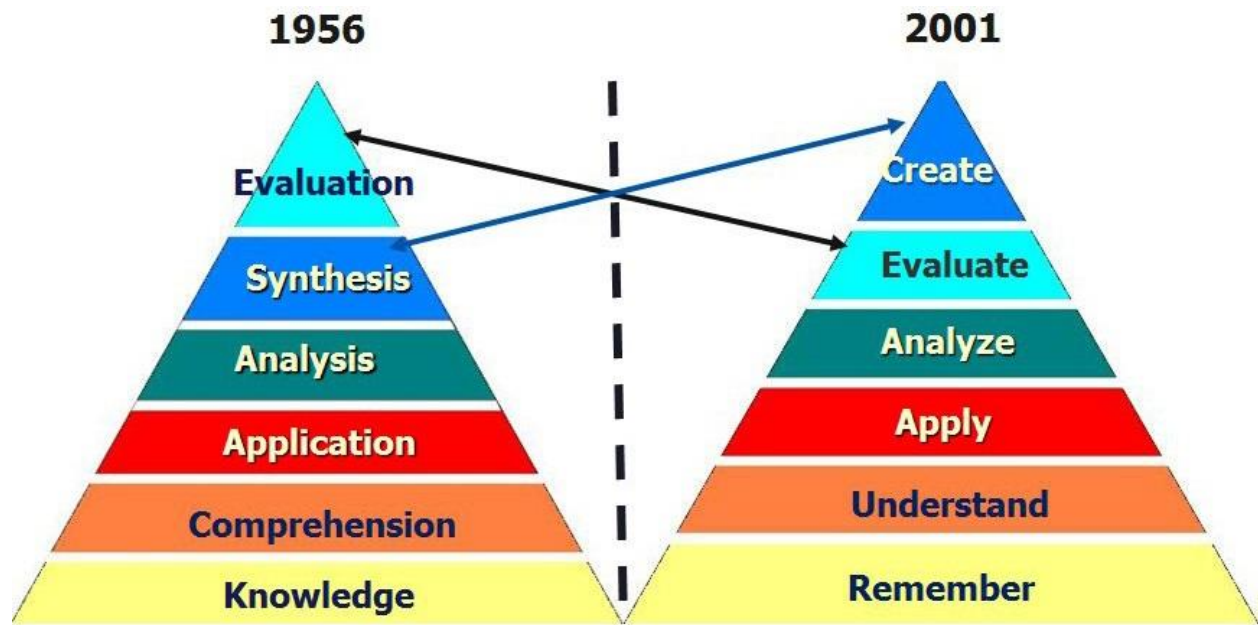


Figure 1. Bloom's Taxonomy vs. Anderson & Krathwohl's. Copyright 2016 by Leslie Owen Wilson

They also redefined the description of each level as follows:

Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Applying: Carrying out or using a procedure through executing, or implementing.

Analyzing: Breaking material into constituent parts; determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

Evaluating: Making judgments based on criteria and standards through checking and critiquing.

Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

(Anderson & Krathwohl, 2001, p. 67-68)

So, what can we defined as Critical Thinking? What are its implications? Several definitions have been proposed by the experts on the field through the years, they all agreed to a certain point but each of them added something else to the concept. Below different authors on Critical Thinking as a concept and what a critical thinker should be:

Halpern (1999) said that:

Critical thinking refers to the use of cognitive skills or strategies that increase the probability of a desirable outcome. Critical thinking is purposeful, reasoned, and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions. Critical thinkers use these skills appropriately, without prompting, and usually with conscious intent, in a variety of settings. That is, they are predisposed to think critically. When we think critically, we are evaluating the outcomes of our thought processes—how good a decision is or how well a problem is solved. (p. 70)

Facione (1995) mentioned that:

CT was characterized as purposeful, self-regulatory judgment, a human cognitive process. As a result of this non-linear, recursive process a person forms a judgment about

what to believe or what to do in a given context. In so doing a person engaged in CT uses a core set of cognitive skills -- analysis, interpretation, inference, explanation, evaluation, and self-regulation -- to form that judgment and to monitor and improve the quality of that judgment. CT is non-linear and recursive to the extent that in thinking critically a person is able to apply CT skills to each other as well as to the problem at hand. For example, one is able to explain one's analysis, analyze one's interpretation, or evaluate one's inference. (p.3)

APA (1990) established the ideal critical thinker as:

(...) habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. (p. 3)

Parting from these definitions we have to consider that there are recurrent considerations when it comes to CT. From all of them it is important to emphasize that there is a purpose or goal to attain as well as the development of a process which involves several steps or skills that in any given context will allow learners to get to reasoned interpretations and conclusions about any topic, others and themselves.

Yet, what are those Critical Thinking skills? Well, depending on the author, several skills have been proposed when developing CT. Some of these were proposed by Ennis, Halpern and Facione. These authors worked on the productive side of CT and proposed not only the skills or

abilities related to it but also the dispositions or attitudes learners should have in order to develop their Critical Thinking.

Ennis (2011) listed the following skills or abilities:

Basic clarification

Bases for a decision

Inference

Advanced Clarification

Supposition and integration

Auxiliary abilities

The *Basic clarification* involves identifying and formulating challenging questions, thinking about the possible answers according to situation. Also it requires analyzing conclusions, reasons, assumptions, the structure of arguments and summarizing. *Bases for a decision* refer to observing and judging credibility using major criteria like expertise, lack of conflict of interest, reputation, records and possibility of corroboration. *Inference* implies using deductive reasoning and logic. As well as checking on generalizations and conclusions about hypothesis by seeking evidence; to finally weigh the judgment and the facts.

The *Advanced clarification* comes with the definition and judgment of terms, their contents and consistency to avoid assumptions. *Supposition and integration* calls to consider reasons for premises, positions, and disagreements while integrating the dispositions that defend those ideas. Finally, the Auxiliary abilities are connected to problem solving and monitoring

activities. It also entails being sensitive to others feelings and levels of knowledge, and using rhetorical strategies for written and oral discussions.

The author also considered some learners' dispositions when working on CT, these dispositions are 12 and they are the following:

Table 1. **Ennis' Critical Thinking Dispositions**

Ennis' Ideal Critical Thinker Dispositions
1. to be clear about the intended meaning of what is said, written or otherwise communicated
2.to determine and maintain focus on the conclusion or question
3. to take into account the total situation
4. to seek and offer reasons
5. to try to be well informed
6.to look for alternatives
7.too seek as much precision as the situation requires
8. to try to be reflectively aware of one's own basic beliefs
9.to be open-minded: consider seriously other points of view than one's own
10.to withhold judgment when the evidence and reasons are insufficient
11. to take a position (or change a position) when the evidence and reasons are sufficient to do so
12.to use one's critical thinking abilities

I believe this author made a huge contribution to the field by creating awareness about the many skills and abilities associated to CT, but it seems to me a bit overwhelming the amount of considerations to be taken into account for working based on his proposal. Even though when

it has been adjusted and polished through the years with each review it can be somehow ambiguous and complicated.

Halpern (1994) stated the following skills:

Verbal Reasoning Skills

Argument Analysis Skills

Skills in Thinking as Hypothesis Testing

Using Likelihood and Uncertainty

Decision-Making and Problem-Solving Skills

Regarding the *Verbal Reasoning Skills* critical thinkers should be able to identify misleading language, as well as using analogies appropriately while employing questioning and paraphrasing. On the *Argument Analysis Skills* thinkers should be able to identify reasons and conclusions, judging credibility, consistency and detecting differences among opinions and facts.

About the *Skills in Thinking as Hypothesis Testing* thinkers should be able to describe the relationship between variables, while applying problem solving through reasoning and seeking evidence for conclusions. The *Using Likelihood and Uncertainty* skill refers to being able to make predictions based on probabilities and risk assessments. Finally, the *Decision-Making and Problem-Solving Skills* are about considering pros and cons while seeking for information to reduce uncertainty; and considering different alternatives and world views while using numerous strategies to problem solving.

As equally important Halpern states some dispositions or attitudes that students should possess in order to develop their CT skills, these are:

Table 2. **Halpern's Critical Thinking Dispositions**

Halpern's Dispositions to Critical Thinking
1.Willingness to engage in and persist at a complex task
2.Willingness to plan
3.Flexibility or Open-mindedness
4.Willingness to Self-Correct
5.Being mindful
6.Consensus-seeking

Halpern's work narrowed a big gap from what Ennis presented yet I still consider that there is a lot to go over when it comes to apply CT in the class by following this proposal. I think these skills have confusing names that do not show what they are about opposite to the attitudes that are pretty much self-explanatory.

Facione (1990) as the head of a group of experts worked on a two dimensions' model on the so called DELPHI Report, one dimension consisted of the learner's dispositions towards Critical Thinking and the other about the core Critical Thinking Skills. The core cognitive skills and sub-skills established were:

Figure 2. **Critical Thinking Cognitive Skills and Sub-skills**

Skill	Sub-skill
<i>Interpretation:</i>	categorisation decoding significance clarifying meaning
<i>Analysis:</i>	examining ideas identifying arguments analysing arguments
<i>Evaluation:</i>	assessing claims assessing arguments
<i>Inference:</i>	querying evidence conjecturing alternatives drawing conclusions
<i>Explanation:</i>	stating results justifying procedures presenting arguments
<i>Self-regulation:</i>	self-examination self-correction

Figure 2. Critical Thinking Cognitive Skills and Sub-skills. Copyright 2004 by Learning and Skills Research Centre

On the first dimension, *Interpretation* is defined as “to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures or criteria” *Analysis* is described as “to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions. (Facione, 2015, p.5)

Evaluation is stated as “to assess the credibility of statements or other representations which are accounts or descriptions of a person’s perception, experience, situation, judgment, belief or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation”.

Inference refers to “identify and secure elements needed to draw reasonable conclusions; to form

conjectures and hypotheses; to consider relevant information and to deduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation. *Explanation* is considered as being able “to present in a cogent and coherent way the results of one’s reasoning. (...) to state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one’s results were based; and to present one’s reasoning in the form of cogent arguments”. (Facione, 2015, p.6)

Self-Regulation means “self-consciously to monitor one’s cognitive activities, the elements used in those activities, and the results deduced, particularly by applying skills in analysis, and evaluation to one’s own inferential judgments with a view toward questioning, confirming, validating, or correcting either one’s reasoning or one’s results” (Facione, 2015, p.7)

On the second dimension, the following characteristics were described as the learners’ dispositions towards Critical Thinking: inquisitive, judicious, truth-seeking, analytical, open-minded, confident in reasoning and systematic. By this the experts meant to describe a person with a ‘critical spirit’ in a positive sense with “a probing inquisitiveness, a keenness of mind, a zealous dedication to reason, and a hunger or eagerness for reliable information” (Facione, 2015, p.10)

Figure 3. **Facione’s Dispositions towards Critical Thinking**



Figure 3. Facione's Dispositions towards Critical Thinking. Copyright 2015 by Peter A. Facione, Measured Reasons and The California Academic Press

After exhaustively analyzing the previous frameworks I consider the model from the DELPHI Report as the most complete. Since it was collaboration among a big panel of experts, I think the focus on key skills and attitudes towards CT were emphasized and clearly grouped. It was easy to understand what it implies and where it leads to in terms of the learners' outcomes. Thanks to this project it is less difficult to find connections to apply CT in class.

Regarding those connections Critical Thinking can be integrated into our everyday classes by blending very nicely through tasks that will foster just the right skills like: categorizing, explaining, analyzing through reasoning while describing, comparing and problem solving.

Task Based Learning

The Task Based Learning is a broad approach to language teaching that emphasizes the use of the target language for meaningful purposes. In the search for meaning, contexts, vocabulary, expressions and topics can be connected with the goal to communicate. This can be developed through several 'tasks' carried out as class activities leading to a final expected outcome.

But what is exactly a task? A task is “A piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form” (Nunan 1989 p. 10) This definition draws our attention to the fact that a task may involve students into several processes that will lead to building meaning. According to Willis (1996) tasks are “activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p. 23). An established goal is of major importance for learners since they know the reason why they are working on something while also knowing that they are expected to provide an outcome to support that work.

To include tasks in our everyday planning it is important to take into account that tasks follow specific stages in order to fulfill their objective. These stages are connected to each other and one must be completed before going into the next. There are different models for task application but for this specific context the best choice was to go with Willis model. This model consists of 3 stages: The Pre-task, the task cycle, and the language focus or Post-task. Every stage involves different activities that will foster and lead the student to a final outcome.

During the *Pre-task* the teacher proposes the topic, focus on related words and expressions and even evoke previous knowledge that can be used as examples. The Task cycle requires students to engage in the real use of the language, they will work in groups and exchange their ideas among their peers. Teacher monitors and provides help when requested by students to clarify their concerns during the ‘planning’ stage. Then students will report their results and share with the class, teacher and peers may offer some comments about it. The *Language focus* or *Post-task* allows students to analyze the language produced and concentrate

on the linguistic features used, students can reflect on their own work and their learning process, and judge if they reached the expected goal (Willis, 1996).

Figure 4. Components of the TBL Framework (Willis 1996)

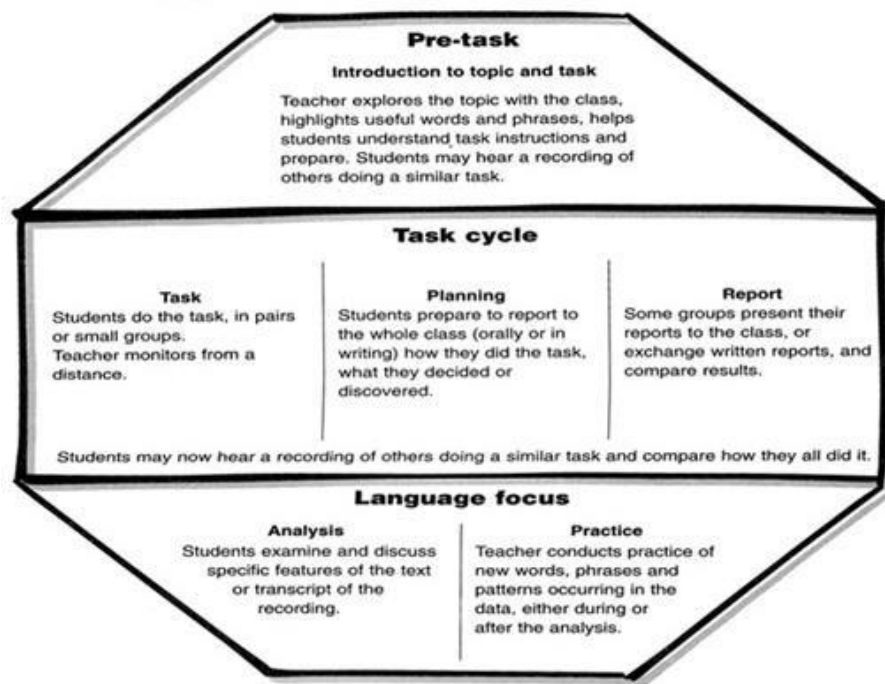


Figure 4. Components of the TBL Framework. Copyright 1996 by Jane Willis

Once the stages of the process have been considered, the next step is to choose the type of activities that will compose the whole task. According to Willis (1996) the types of activities are: Listing, Ordering and sorting, Comparing, Problem-solving, Sharing personal experiences, and Creative tasks. These activities also involve sub-activities which foster and help guiding students through the process, leading them into the next step. It is important to notice at what stage of the task these can be implemented and that as they are interrelated it is not possible to skip or misplaced them depending on their level of difficulty.

Table 3. **Six Types of Task by Jane Willis**

Task Types	Examples of specific tasks
Listing	Brainstorming Fact-finding
Ordering and sorting	Sequencing Ranking Categorizing Classifying
Comparing	Matching Finding similarities Finding differences
Problem-solving	Logic problems Real-life problems Hypothetical issues Decision making
Sharing personal experiences	Anecdotes Personal reminiscences Attitudes, opinions, preferences Personal reactions
Creative tasks	Making models Creative writing Social/historical investigations Media projects

After deciding on all of the academic considerations for the target group best interests and context, the steps for the intervention need to be established and follow through. So according to the group needs, the best option was to carry an Action Research.

Methodology

Research Method

The intervention was conceived under the Action Research (AR) methodology, which by ‘action’ implies a specific place or social context where developments and interventions take place to bring improvement and change. While the ‘research’ is connected to a “systematic observation and analysis of those developments and changes; in order to identify the underlying rationale to make further changes based on findings and outcomes” (Burns, 2009, p. 290).

This research method allows acting upon what a teacher may find out during their everyday interaction with the students; and even students can reflect about their own skills and the way they learned to find ways of improvement, and to compensate for their weaknesses. Since the purpose of AR is to “bridge the gap between the ideal (the most effective ways of doing things) and the real (the actual ways of doing things) in the social situation” (Burns, 2009). A teacher must take action aiming for the learners’ progress.

At the core of AR “a teacher becomes an ‘investigator’ or ‘explorer’ of his or her personal teaching context, while at the same time being one of the participants in it.” (Burns, 2010 p.2) The observation of the target students, and even their own doubts and concerns regarding the way they express their ideas during class oriented this research towards a critical awareness. To be developed through meaningful activities that will foster the enhancement of the skills that would help them overcome production difficulties.

AR facilitates the articulation of Critical Thinking through tasks because it involves taking a self-reflective, critical and systematic approach to exploring the teaching context (Burns, 2010). In order to develop the task activities, the target group was observed over a month, covering a level and a half where students showed an interest in developing their productive skills, so in this way the intervention plan was conceived.

A journal was kept after each class to have a daily data register about the students' interactions, their use of the language and their reactions to the topics, materials and the teacher prompt and feedback through the activities.

Context Description

The project was developed at the English institute Centro Cultural Colombo Americano North branch, this place offers English classes to people of different ages providing a Communicative setting where students learn to use the language in context with an extra emphasis on cultural aspects.

The English program is organized in different levels and according to age; it offers different schedules and hourly intensity according to people's needs and profile. The levels corresponding to the Adult program are: Fundamental, Fundamental Plus, Pre Independent and Independent. These levels are divided in sub levels when students choose the four-hour program in which students attend only twice a week.

The classroom has a flat TV, a DVD player connected to a set of speakers. There are two fans, a window, a door, a white board, students' chairs and the teacher's desk. Students also have access to the WIFI connection available on the third floor where the classroom is. Additional to

it, students can have classes at the Multimedia room with prior reservation from the teacher or access to it on their own if there is no class at the moment.

Group Description

The group in which the intervention took place was a Pre-Independent 3 to 4 levels with their corresponding sub divisions that is to say 3A, 3B, 4A and 4B. Students are mainly young adults and teenagers. The class is from 4 pm to 6 pm. Initially there were 12 students, 8 girls and 4 boys. There were 5 in High school, and 4 in College; only 3 of them had a job. By the end of the course there were 8 students, only 5 from the original group. It is common for this situation to happen; the group readjusts itself through time due to students' personal issues such as: starting to work, starting university, taking other special courses, changes in their job schedules or economic problems.

Instruments for Data Collection

The information was gathered from two different instruments, one was the institution's textbook and pacing; and the other was the observation registers.

Textbook, Pacing and Rubrics

The textbook used at Centro Cultural Colombo Americano belong to the National Geographic Education series called LIFE. These books foster critical thinking and the inclusion of a deep cultural content; presenting different scenarios from around the world and relating them to context where English is used communicatively. The books come with some audiovisual aids that can be installed in the teacher's laptop and there is also a DVD featuring cultural videos related to every unit topics. The corresponding text for the level of the target group was LIFE 3

from Unit 7 to 12. The topics for the level Pre-Independent 3 to 4 are specified on a pacing divided into the four sub levels 3A, 3B, 4A and 4B. Every unit should be finished in 5 classes. As the target group has classes only twice a week they go over a unit and a half in one month. It takes them longer to finish the whole course.

They have feedback twice during the level, one in the middle and the other at the end. They receive a rubric where the topics and descriptions of their expected outcomes for each of the four skills are well explained and organized, it also includes a fifth category called study skills that corresponds to students' participation, attendance, punctuality, work in and out of class and use of English. It only has 3 different grades and these are: EE, ME, I. The grade EE means exceeds expectations, ME meets expectations and I is insufficient. The rubric also contains a percentage scale and descriptors, so the students have a clear idea about what their grade means.

There is also a provisional list to be filled in with their names, ID and cellphone numbers, the attendance is registered on it. Finally, there are some other formats only used for special situations like: tutoring sessions, failing the course, first week of class checklist and skills level group report. The latter two apply only to levels 1 and 3; the checklist format should be completed once students have received the general information about the course and the second should reflect the overall level of the group in the four skills given the options: Excellent, Average, and Below average.

Observations

There were several observation registers taken throughout the previous level before the intervention itself. These registers helped to analyze the class situation and students' needs and weaknesses. During the intervention, registers provided a follow up of the activities and the

students reactions to them; offering a better understanding about their improvement and engagement. All the registers taken in the journal provided the essential information that developed into the final conclusions regarding the students' use of their abilities while carrying out the task activities.

Research Phase

In order to carry out the project the following steps were taken:

First, the target group was observed during a level and a half in order to analyze students' needs and weaknesses regarding their expected outcomes according to level B1 of the CEFR.

Second, the information collected was analyzed to design the proper materials and activities to foster students' production. Throughout the intervention a journal was supporting the development of the process helping to modify the task on the go.

Finally, the information gathered in the journal was processed and analyzed to establish some results from the intervention. Other sources of information were the tasks developed on the online wall which displayed their work process, being the evidence of their improvement while supporting the research of the group.

The Intervention

The Task Cycle

The intervention on the target group was conceived to be a task which promoted critical thinking according to B1 level production in written and spoken language. The task in its regular structure was built with activities PRE, WHILE and POST. All activities were leading from vocabulary related to the topic into more complex products. So, students needed to use complete well

organized sentences to express and connect their ideas; being able to support them either written or orally. Finally, they shared a reflection in which they would refer to their journey through all the activities on an online wall.

TASK: What is learning for me?

TASKGOAL: To reflect about learning and to be able to talk about these reflections, in order to complement ideas presented in a textbook.

RATIONAL: According to the class observations registered at Centro Cultural Colombo Americano Pre-Independent 3-4 course, students have shown interest in communicating their own ideas about different subjects fluently and in more structured ways. With that goal in mind a task was designed to foster their critical thinking skills, in order to improve their English oral and written production. Also, as students are supposed to attain CEFR B1 level by the end of the course, they should be able to:

- To connect phrases in a simple way in order to describe experiences and events, dreams, hopes & ambitions.
- To briefly give reasons and explanations for opinions and plans.
- To narrate a story or relate the plot of a book or film and describe own reactions.
- To write straightforward connected text on topics, which are familiar, or of personal interest.

In relation to the textbook, students will reflect about learning topic covered in Unit 9.

PRODUCT: A text and an audio recording which presents reflections about what students' have learnt in life and the way they did it.

The Pre-Task

During the *Pre-task* stage students were able to work on the concept of learning. First, they started with two initial questions: “What is learning?” and “What does it imply?” Students wrote their ideas about this on a paper chart individually with the intention to evoke their beliefs and

assumptions on this matter. Next step was to connect the concept of learning with related words; for this students created word maps in pairs. Then the whole class shared their ideas to complete a big one on the board for everyone to see. After that students were face with a dilemma, is learning formal or informal? They were to pick a paper with a word on it, they would classify it under the titles Academic or Experience. When they finished we all checked together; agree and disagree with where the words were placed, and established a third option “both” for some of the words. (See Annexes 5)

The following activity asked students to compare two different ways of learning from two different stories. They discussed the texts in pairs since each had a different one, and later they all socialize their opinions. Finally, students were to write and record a meaningful personal learning experience, they would play it for the class and they would be able to ask each other questions about it. This preliminary stage established the foundations to further learners understanding of the learning process. This stage was covered from session one to session two.

Table 4. **Task Planning Intervention Stage Pre-Task**

Task Planning	
Pre-Task	Session 1
	Activity 0: Test Diagnostic Objective: To diagnose what students believe or consider about learning Description: Students will receive a small chart with the questions: What is learning for you? What does it imply? They will fill it up with their own ideas. Product: Initial ideas about learning. Time: 15' Work Modality: Individual
	Activity 1: Brainstorming about the concept of learning Objective: To identify key words related to learning. Description: Students will receive a piece of paper to draw a Word Map; teacher will draw a big one as example on the board. Students will complete their own map and after they will share the

	words they used orally. Teacher will add students' words to the Word map on the board. Product: Word maps around the concept of learning. Time: 20' Work Modality: Pairs, whole class.
	Activity 2: Classifying ways of learning Academic vs. Experience Objective: To classify words related to learning Description: Students will walk around the class and pick some words from the wall and then paste them on the board under one of the two categories named Academic and Experience. Students will discuss whether the words should go. Product: A distinction between formal and informal learning. Time: 20' Work Modality: whole class.
	Session 2
	Activity 3: Comparing two ways of learning Objective: To compare different ways of learning Description: Students will read two different texts one is about riding a bike and the other about learning English. They will read one and then switch with a classmate to read the other. Students will get together to compare the two texts orally. Finally, students will share some ideas with the rest of the class. Product: Comparisons between two different ways of learning. Time: 30' Work Modality: Individual, pairs, whole class.
	Activity 4: Sharing meaningful learning experiences Objective: To narrate a meaningful learning experience Description: Students will think about a meaningful learning experience they had in the past, they will write about it and then record it using their cellphones. They will use the texts from Activity 3 as a reference to create their own; they can refer to any learning experience formal or informal. Then after students have recorded it, we will listen to some of them and comment about how many are related to academic settings or any other. Product: A recording about a meaningful learning experience to share in the class. Time: 30' Work Modality: Individual, whole class.

The While-Task

The *While-Task* stage presented students with increasingly challenging activities where they were to analyze contexts for learning and also were exposed to a wider variety of materials. The contexts were connected to the cultural component and grammar presented in their textbooks, and included in their course pacing. The first activity involved two pictures where students would compare practicing calligraphy vs practicing Kung Fu, they had to establish similarities and differences. Next students would listen to a radio documentary about Kung Fu; they would propose questions in order to get all the information from the audio, so they could describe this practice orally. Right after students watched a video about practicing “Shodo” or calligraphy for Asian writing, they were to explain and describe what was this practice according to the video. Later students would check the transcript of the previous listening, but this time to focus on the “passive voice” expressions to analyze its structure and function. Then they developed a short activity where passive voice structure is used to complete a text about Adult Education, students discussed the possible options and corrected their mistakes when necessary.

By the end of this stage, students changed their own classroom context for a virtual one, students started working on an online wall. They had two different walls; on Wall 1 students were to share a learning experience, and on Wall 2 they were to read three sample texts reflecting on how to learn best to then post their own with audio included. Most students chose to recycle the learning experience they shared as an audio in class during the *Pre-Task* stage for Wall 1. On Wall 2, students had available materials so they could build their own ideas properly and review previous topics such as: writing topic sentences, facts vs opinions, and connectors. Students took from session four to seven to complete their work on these walls. (See Annexes 6)

Table 5. Task Planning Intervention Stage While-Task

Task Planning	
While-Task	Session 2
	Activity 5: Comparing learning settings Objective: To compare the settings for two different activities Description: Students will look at two images one from page 105 and the other from page 106, while one depicts students writing the other shows students exercising. Students will compare the settings and propose similarities and differences orally. A list will be made on the board with their ideas. Product: comparisons between two different learning settings Time: 15' Work Modality: whole class.
	Activity 6: Listening about learning Kung Fu in China Objective: To understand how students learn Kung Fu and why Description: Students will listen to a radio documentary about learning Kung Fu. They will listen to it twice. First, they will take notes focusing on general ideas about it. Second they will take notes on more specific information like for example: what time do they practice? Under what conditions? And Why? Students will use (what, where, when, who, why) as key questions to find relevant information. Product: A description about learning Kung fu in China Time: 20' Work Modality: individual, whole class.
	Activity 7: Video about learning Shodo (Japanese traditional writing) Objective: To understand what implies to learn Shodo Description: Students will observe the video and the Shodo teacher explanation while showing how to write properly and the ways to do it. Students will take notes on what they see and the instructions the teacher gives. They will see the video twice. Students will describe it orally. Product: A description of how to learn Shodo writing Time: 15' Work Modality: whole class
	Session 3
	Activity 8: Formalizing writing (passive voice revision) Objective: To identify the passive voice from a listening transcript Description: Students will receive a paper with the transcript from last class listening about Kung-Fu. They will listen to it again while reading along the transcript so they will identify and underline the examples. T. will briefly explain how a passive voice sentence is organized. Once the listening is finished students will share their findings with the class and T. will use those examples to show the use of the grammar structure. Product: an underlined listening transcript with the passive voice Time: 20' Work Modality: Individual, whole class.

	Activity 9: Using the passive voice Objective: To complete a short text using the passive voice Description: Students will receive a short text called “Adult Education” taken from their text book. The text has incomplete sentences; students will fill them in using the proposed verbs in brackets according to the passive voice structure. T. will pick it up. Extra examples for clarifications will be given if necessary. Product: A text completed using passive voice Time: 15’ Work Modality: Individual
	Session 4-7
	Activity 10: Building my own concept of learning. Objective: On the bases of the revised learning processes, reflect about your own concept of learning, what to learn and how to do it. Description: Students will work on the concept of learning on an online wall; they will create their account and log in to have access to the teacher’s wall. The website is called Padlet; it provides easy to use menus and tools to post plain texts and multimedia content too. There will be two available walls where students will work; once they finish the activity on Wall 1, they will continue on Wall 2. Product: Wall 1: Students will freely reflect on their own concept of learning, and bring to mind a past learning experience. They will find one available example written by the teacher. https://padlet.com/aramos5/k9d4r9xxw1v Wall 2: Part 1: Students will read three reflections as examples, and then they will write theirs about the way they learn best. They are also provided some useful materials in order to develop their argumentative texts. This text will be analyzed in terms of text structure, arguments/supporting ideas organization, and ideas development. Part 2: Students will record these thoughts in an audio file that they will attach to their text to be socialized with the whole group through the wall. https://padlet.com/aramos5/ax24tdutmdd Time: 120’ Work Modality: Individual, whole class.

The Post-Task

To finish with their assignments during the *Post-Task*, students were to check and analyze their peers’ work and to reflect about their whole process of learning. Students were to go over their peers’ argumentative texts and analyze the elements they were supposed to cover such as: the use

of connectors, opinions or facts, and topic sentences. Since students could choose anybody's work the call for being impartial was made, they were to focus on the issues that would not allow comprehension instead of the ideas themselves. Finally, students would provide a final reflection regarding their learning process during the task activities. Students could especially refer to any specific part too. This stage was covered from session eight to session nine. (See Annexes 6)

Table 6. Task Planning Intervention Stage Post-Task

Task Planning	
Post-Task	Session 8
	Activity 11: Peer Correction Objective: To analyze peer work in search of common mistakes regarding grammar or meaning Description: Students will choose one of their peers' texts to read and analyze, they will focus on grammar and meaning issues. They will support their comment with examples taken from the target text. They should avoid going over the opinion established in the text. Product: An analysis about a peer's argumentative text. https://padlet.com/aramos5/untbklk5z5kb Time: 30' Work Modality: Individual, whole class.
	Session 9
	Activity 12: Final Reflection Objective: To reflect about the whole task cycle Description: Students will post a free reflection about their work, the activities, the materials and the resources offered during the learning task cycle. They may refer to their previous expectations and the outcomes, even their feelings regarding the whole experience. Product: A reflection about their own learning process. https://padlet.com/aramos5/gy3o71rztmvg Time: 30' Work Modality: Individual, whole class.

Intervention Schedule

The intervention itself covered 11 classes starting from November 2nd until December 7th 2017. Students were taking level Pre Independent 3B and went into Pre Independent 4A during that time. The classes were from 4 to 6 pm every Tuesday and Thursday.

Table 7. **Intervention schedule**

DATE AND TIME	ACTIVITIES	SESSION NUMBER
November 2 nd 2017 2 Hours	Activity 0: Test Diagnostic Activity 1: Brainstorming about the concept of learning Activity 2: Classifying ways of learning Academic vs. Experience	1
November 7 th 2017 2 Hours	Activity 3: Comparing two ways of learning Activity 4: Sharing meaningful learning experiences Activity 5: Comparing learning settings Activity 6: Listening about learning Kung Fu in China Activity 7: Video about learning Shodo (Japanese traditional writing)	2
November 9 th 2017 2 Hours	Activity 7: Video about learning Shodo (Japanese traditional writing) Activity 8: Formalizing writing (passive voice revision) Activity 9: Using the passive voice	3
November 16 th 2017 30 minutes	Activity 10: Building my own concept of learning. Wall 1	4
November 21 st 2017 30 minutes	Activity 10: Building my own concept of learning. Wall 1 Wall 2: Part 1	5
November 23 rd 2017 30 minutes	Activity 10: Building my own concept of learning. Wall 2: Part 1. Part 2	6
November 28 th 2017 30 minutes	Activity 10: Building my own concept of learning. Wall 2: Part 2	7
December 5 th 2017 1 Hour	Activity 11: Peer Correction	8
December 7 th 2017 1 Hour	Activity 12: Final Reflection	9

Results Analysis

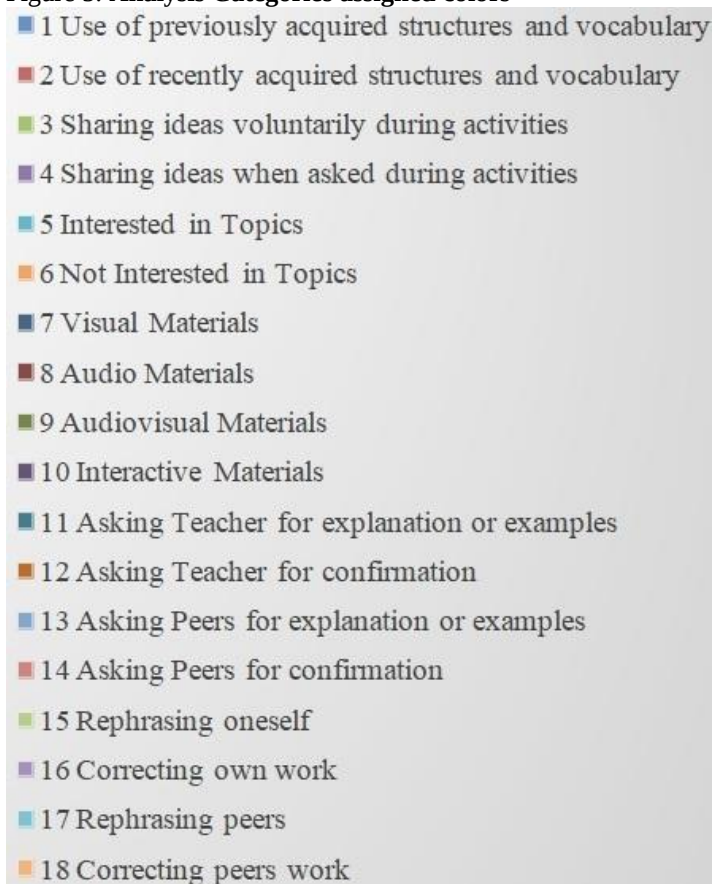
In order to process the information registered, the entire journal entries were carefully revised looking for recurrent situations, attitudes and actions coming from students; and regarding the class materials and activities before and during the task cycle. From this, eighteen categories were proposed; their frequency was taken into account as well.

Table 8. **Analysis Categories**

Students Skills	Academic	Use of previously acquired structures and vocabulary
		Use of recently acquired structures and vocabulary
	Social	Sharing ideas voluntarily during activities
		Sharing ideas when asked during activities
Students Attitude	Topics	Interested
		Not Interested
	Materials	Visual
		Audio
		Audiovisual
		Interactive
Students Interaction	Teacher	Asking Teacher for explanation or examples
		Asking Teacher for confirmation
	Peers	Asking Peers for explanation or examples
		Asking Peers for confirmation
Students Awareness	Self-correction	Rephrasing oneself
		Correcting own work
	Peer Correction	Rephrasing peers
		Correcting peers work

From the eighteen identified categories each was assigned a specific color and number throughout the graphics to allow an easy reading, these colors can be checked in the image below:

Figure 5. **Analysis Categories assigned colors**



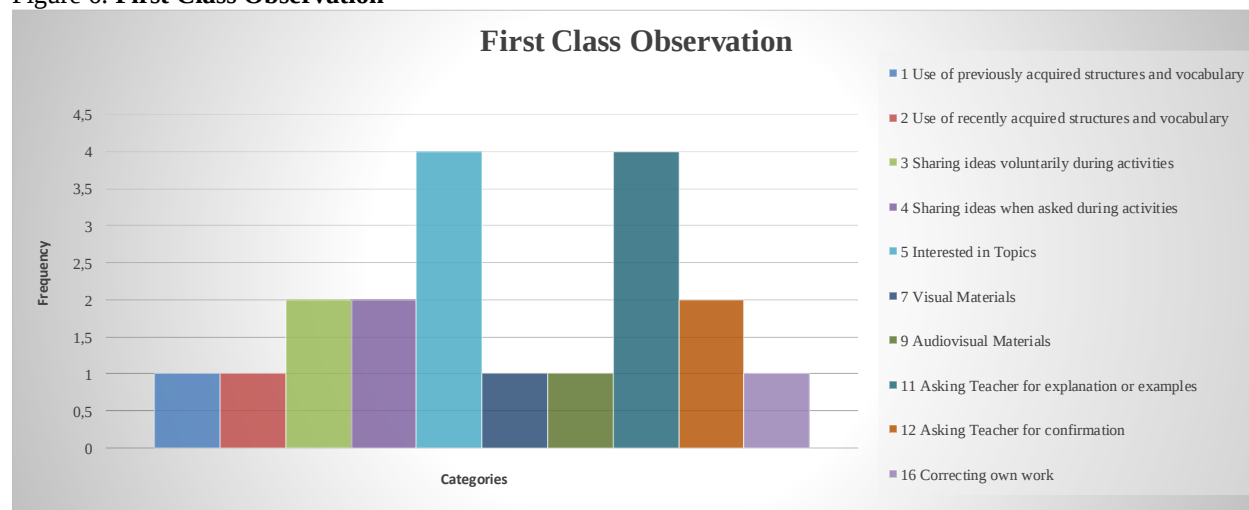
Instruments Analysis

This analysis covers the first class observation and the two stages of data collection, the first takes place before the task cycle and the second during its application.

First Class Observation

The first class with the target group was really important because it was the initial contact with students to know them a bit, and talk about their concerns. From day one, students manifested their need for improving their production and asked many questions about the topics and how they will learn them. Parting from their inquiries and requests, their needs were acknowledged to be fulfilled during the intervention stage.

Figure 6. First Class Observation



The first class observation showed a high peak in the students' interest, this was observed at the beginning of class and through it all. Students were eager to know about the new topics and what they will be able to do during the level. "Students ask about the topics for the level and one of them says she wants to speak fluently. Teacher es que yo quiero hablar así 'de corrido' pero todavía no puedo. Also, they ask about my own policies for grading."³ They were also interested in vocabulary and expressions. For example, "Students stop and now ask how they can say 'ingeniero civil, diseñador de interiores, etc.' Some others look for these occupations using Google Translator but it just returns incorrect results."⁴ As pointed later on by Angie, she wanted to know "how to use 'those words': por esta razón, por el contrario..."⁵

The second high peak was evidenced in the teacher-student interaction, students kept on asking during the whole class for more examples and extra explanation, and they wanted to make

³ Observation Register #1. Sept 19 2017.

⁴ Observation Register #1. Sept 19 2017.

⁵ Observation Register #1. Sept 19 2017.

sure they have understood. “Teacher, how do you say... ‘Llevar la hoja de vida’ So teacher says Aha! You need to create your CV or Resume!”⁶

The third peak ended up in the category of sharing ideas either voluntarily or when asked, shy and outspoken students were equally trying to share their ideas about the topic we were discussing. “Once they are done with the presentation of the job ad, the rest of the class comments on their partners’ assignment.”⁷ However it was evident that most of them struggled to organize their ideas properly, it was either lack of vocabulary since they were constantly using the expression “how do you say ...?” or looking for linking words that would allowed them to connect their ideas more clearly. “As much as they want to participate they struggle to make their point and stop several times”⁸ They were constantly asking for confirmation. Finally, with a little less recurrence students were relying on their recent and previous knowledge or correcting their own work.

First Stage: Before Intervention Observations

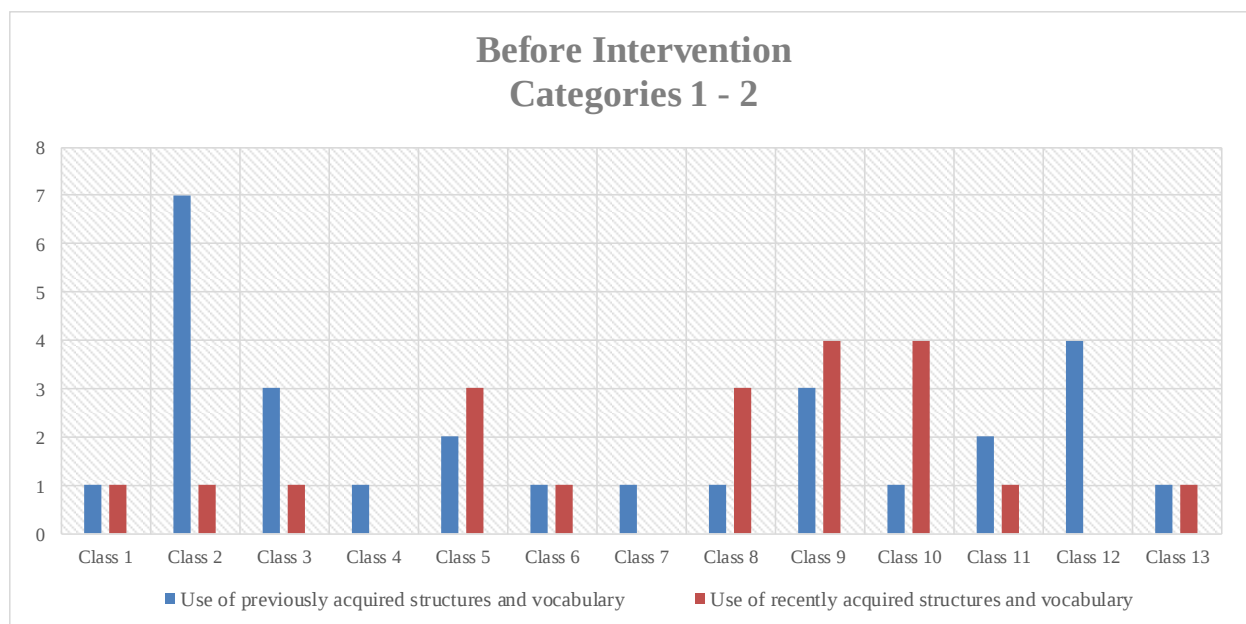
This stage goes from the second class of the course until the previous class before starting the task. During this period of time, the group was observed as a whole and individually regarding the students’ interactions, their strengths and weaknesses and their roles inside the class.

Figure 7. **Before Intervention Categories 1-2**

⁶ Observation Register #1. Sept 19 2017.

⁷ Observation Register #1. Sept 19 2017.

⁸ Observation Register #1. Sept 19 2017.



The use of previously acquired structures and vocabulary presented an irregular frequency; yet there were some high peaks during this initial stage even if it was low sometimes, students used what they had to communicate their ideas as much as they could. The peaks are probably related to the familiarity of the topic in specific days like class 2, 3, 9 and 12. Class 2 and 3 students were talking about jobs; people's skills regarding qualifications for working, students were really excited during the interview role-play. "As I walk around I hear students using target questions and naturally asking about the info on the CV. They seem really comfortable with this; they are enjoying themselves since they merely notice me."⁹ Class 9 allows students to talk about gadgets, and being a topic of their interest it went very well. Finally, Class 12 fostered students' performance since they had to stand for themselves before many other students participating in a Halloween activity.

The use of recently acquired structures and vocabulary was somehow low but still steady, changing and increasing a bit each time maintaining a good production. The peaks seem to be

⁹ Observation Register #2, Sept 21 2017.

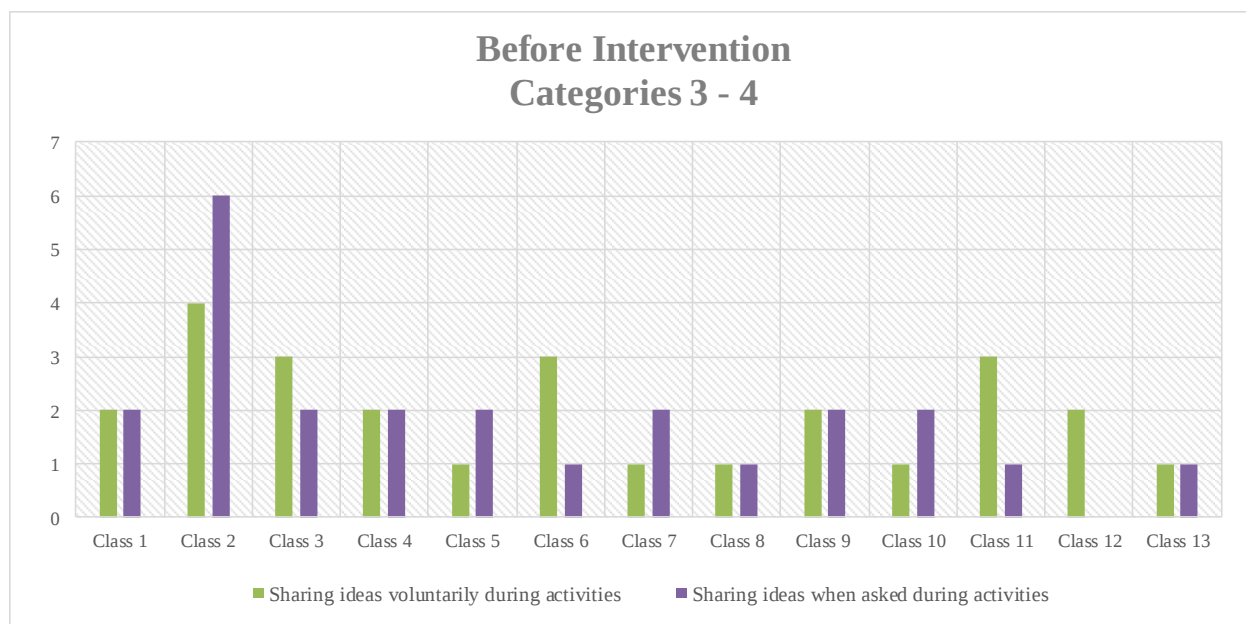
related to the topics covered during those classes, and also the opportunities to speak given in those specific days. For example, the Classes 5, 8, 9, and 10 had a very high use of language due to the new topics. In Class 5, students were working on prepositions of movement and the use of Make vs. Do; they haven't seen these topics before so they were focused on using it as much as possible during the class. On Class 8, students worked on conditionals, they were very interested in this topic probably because it was presented through clear examples on video, it was something that motivated a lot of production in class. "We solved many doubts by reading aloud their examples and we clarify the ones that were not properly expressed on the board for everybody's sake."¹⁰

The Classes 9 and 10, covered topic and supporting sentences along with connecting words, as they haven't studied it before students were thrilled to be able and use this very useful way of expressing ideas, and to get them right. "The class starts and the students were eager to get their paragraph checked. But first, I tell them to recall how they should write a supporting sentence." And, "Before they start sharing their paragraph, T. tells them to pay attention to their peers because they will be the ones to identify the main arguments and supporting sentences. They all look concentrated and attentive to their partners' words"¹¹

Figure 8. **Before Intervention Categories 3-4**

¹⁰ Observation Register #8. Oct 12 2017.

¹¹ Observation Register #10. Oct 19 2017



The students' interaction in class was constant, even shy students shared their thoughts when asked. The high peak on Class 2 showed students involvement and commitment by taking charge and entailing job interviews with each other, this activity allowed them to freely use the language with no apparent bad result but not been 'hired'. They also used the materials they developed in a meaningful situation. When students reported if they would hire or not their peers there were some issues regarding the support of those ideas. Even though they really took the time to go over the handled CV, and use the target vocabulary and expressions there were some inconsistencies. "When supporting their decision, students showed some difficulties explaining why the candidate would or would not get the job. They focus on mentioning the skills like: "Bilingual" and "with experience". But they are not able to put together a well-structured sentence backing up their decision."¹²

In Class 3, 6 and 11 students were sharing their ideas mostly without being asked. In Class 3, students were still talking about jobs but this time they were discussing on new jobs and

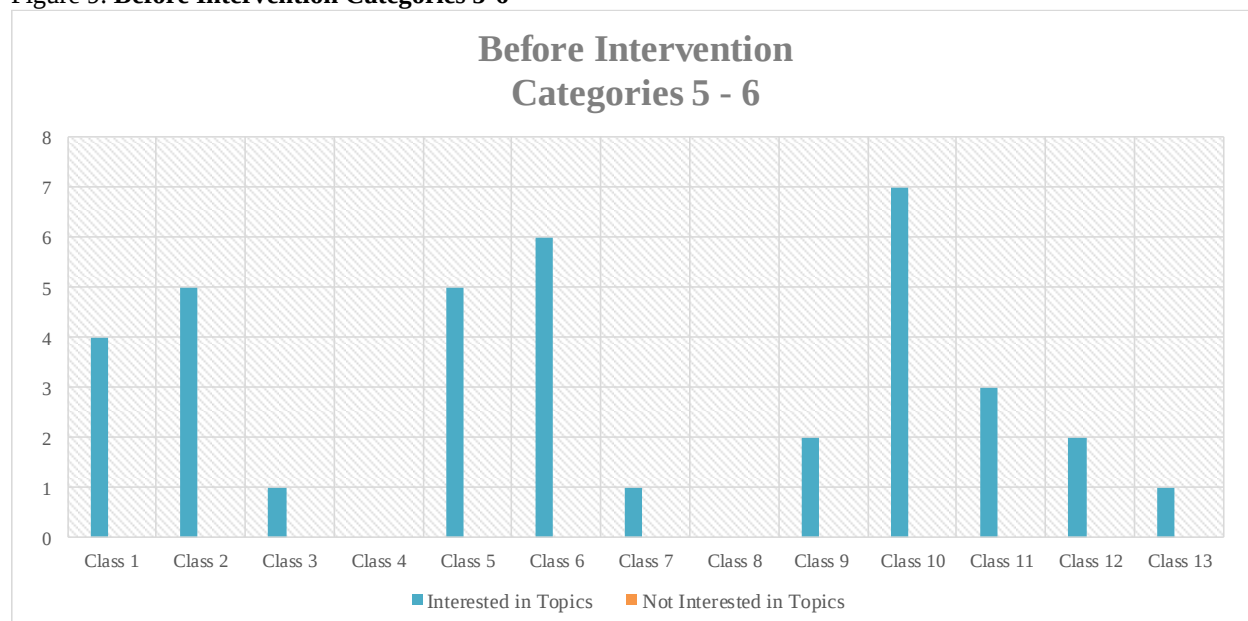
¹² Observation Register #2. Sept 21 2017.

then presenting ideas for companies that would generate new positions; they came up with amazing ideas so it was something they really wanted to share. In Class 6, students started brainstorming about Technology, and as it is the kind of topic they know a lot they had so much to share about it. During Class 11, students had an external motivation for sharing their thoughts, there was a visitor in class, he was going to observe it and as he introduced himself he highly recommended furthering their language skills and taking advantage of their classes. These motivational words foster the students' participation and even to show off a bit since they were observed. Class 12 was a special activity related to Halloween so students were on their own carrying a Horror movie trivia, they were to talk to students of different groups and exchange ideas related to Halloween topics. There was no teacher meddling.

The times when students only talk if asked were seen in Classes 5, 7 and 10. For Class 5, students were dubious about the use of two specific prepositions of movement, "past/towards" they didn't seem to understand what those meant, it took them a while to get it. "There is just a doubt about 'past' and 'towards' so I give two more examples: 'I walk past the supermarket and I walk towards the supermarket.' I explain that in the first one, I was close to it but not entering and in the second one, I'm going to enter it. Students say: Ahhh..."¹³ The Class 7 started with conditionals so students were a bit apprehensive while they were processing this for the first time, they didn't want to risk until they were sure. There were two challenging activities during Class 10; one the students had to read aloud a paragraph supporting ideas properly and using connecting words, second they were to judge their peers work. So they only answered when asked.

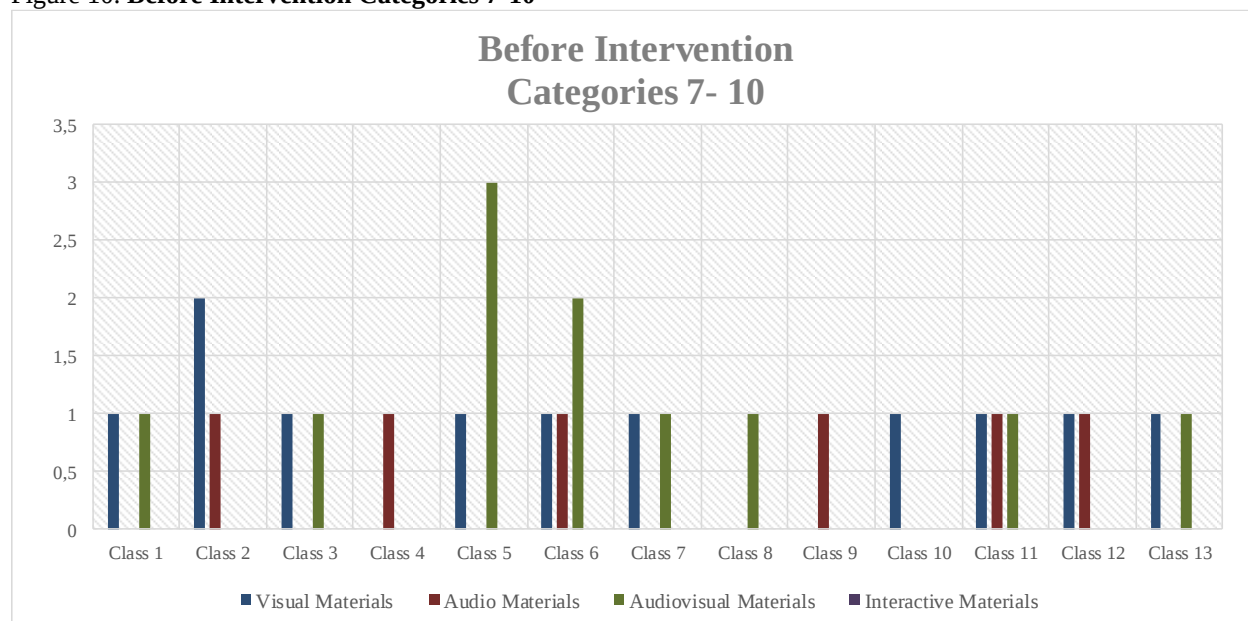
¹³ Observation Register #5. Oct 3 2017.

Figure 9. Before Intervention Categories 5-6



Gladly students' interest was kept with the exception of some classes in which it dropped considerably, the Classes 4 and 8. During Class 4 students were to discuss about old and new jobs, the first ones were not something they would know because of their age; they had no idea about it. Even to think about new jobs was a bit tricky to them. The topic covered in Class 8 was conditionals but it was not for the first time, so the interest dropped after working for a while with them and especially when they were still not getting it right. Also, it was the class when they received their grades report, so they knew their grades were already settled.

Figure 10. Before Intervention Categories 7-10

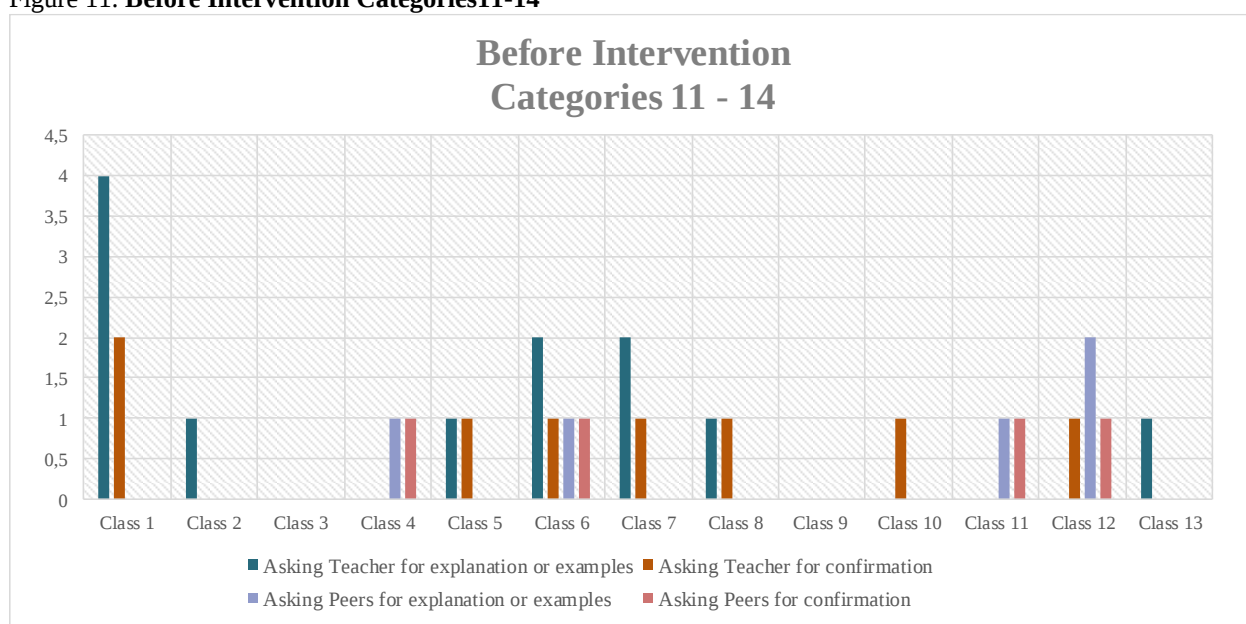


Regarding the materials students seemed to be just alright by them with only 3 exceptions where they seemed to like the materials a lot, Classes 2, 5 and 6. The materials from Class 2 were a listening, a job offer ad and some CVs that were from their creation. The CVs were not just a written assignment since they had the chance to really use them in a communicative way; the written information was orally used in the interview role-play. Also, they were able to apply what they have been studying since the previous class. In Class 5, students had the chance to see two different videos covering the topics they were learning that day, prepositions of movement and Make vs. Do. These videos showed very practical uses of the target vocabulary through visual examples, and even offered a short visual quiz. After that students were able to apply it in class and share their ideas using them.

During Class 6, students had the chance to put together a word map around Technology; they proposed all the words they knew related to it. Besides that, they also watched two videos about relative clauses defining and not defining, they showed through visual examples how to

use the target expressions. These videos were so successful that students asked to see them again. “Most students want to see the videos again so we do that. We stop and watch them focusing on each use according to the pronoun. There’s a student, Daniela C. that records the videos with her cellphone, she says she can review at home with them.”¹⁴ But “Tatiana wants to clarify the difference between defining and not defining relative clauses by doing some extra practice provided in the textbook.”¹⁵

Figure 11. Before Intervention Categories 11-14



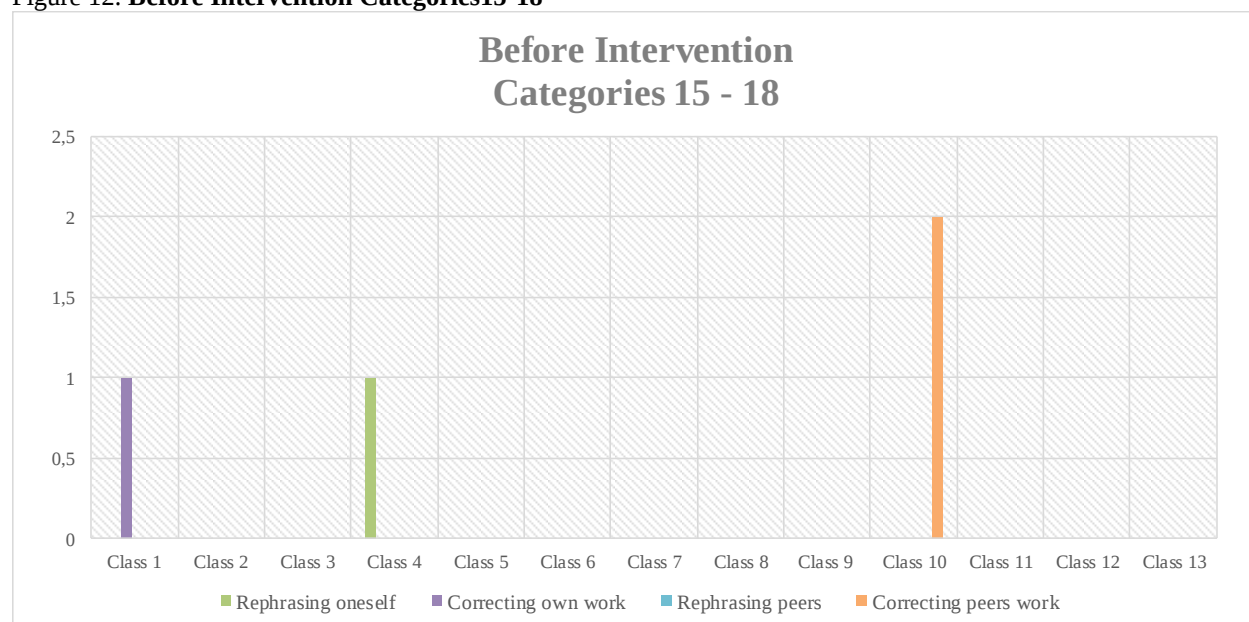
This particular group of students were constantly questioning and asking for extra examples and confirmation so it shows the graphic. But there were definitely some days in which they were prone to doubt themselves a bit more. A high peak can be seen on Class 1 for obvious reasons; it was Day 1, so they had many things to ask from the teacher. During Class 6 and 7, students were presented new topics, so they wanted to make sure they got it right by asking the teacher all the time. These topics were relative clauses and conditionals.

¹⁴ Observation Register #6. Oct 5 2017

¹⁵ Observation Register #6. Oct 5 2017

Classes 3 and 9, students were asked to brainstorm about topics, so the focus was on what they had to say instead of the teacher's ideas. The focus on what the teacher had to say was very high during this stage of the intervention yet occasionally shifted to peers for extra input or confirmation about the work in class. Amazingly Class 12 had a high peak on asking peers, it was due to a special Halloween activity that students prepared for. They were in charge of a trivia quiz about horror movies; they were working hard while the teacher was only supervising. They worked independently the whole class and had a blast sharing with students of different groups.

Figure 12. **Before Intervention Categories 15-18**

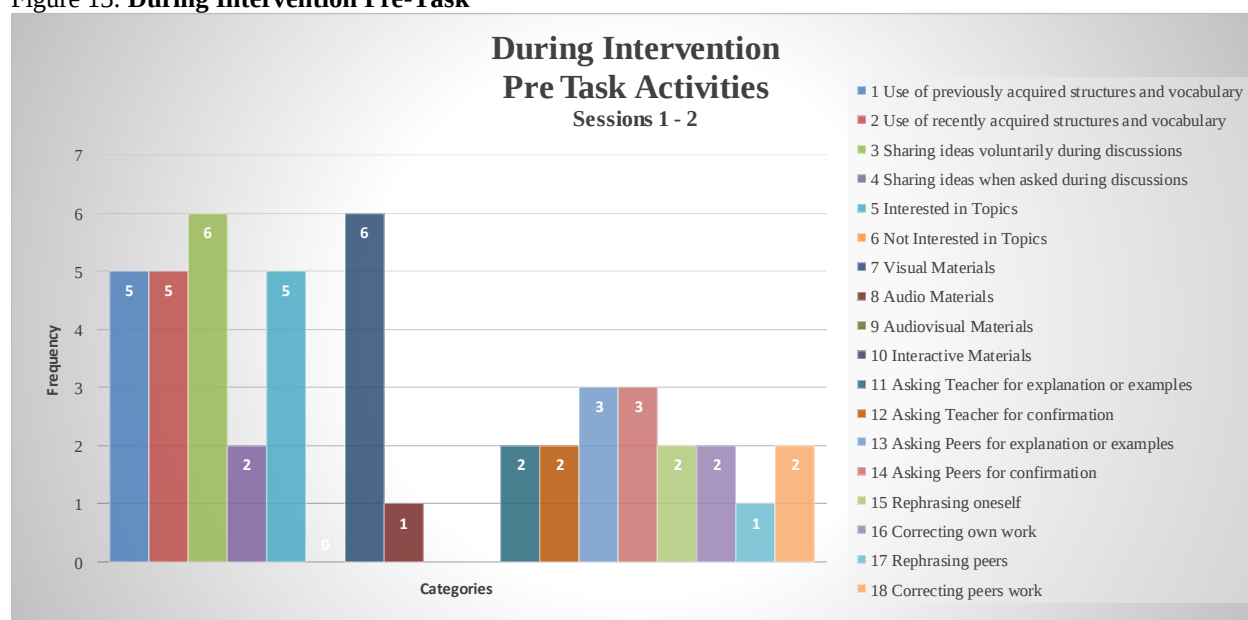


It is pretty much evident the lack of self-awareness about their misunderstandings or mistakes in communication. As it was observed in the previous graphic students rely on teacher judgment to realize their mishaps. At this point, students rarely stop to go over their work and less their peers' production; they did in Class 10 for teacher's petition.

Second Stage: During Intervention Observations

During this stage the task cycle was carried out. A Pre Task, While Task and Post Task were applied across several sessions through two different levels, from Pre Independent 3B into Pre Independent 4A. Each cycle took several class sessions including the multimedia room. The Pre task activities went from session 1 to session 2, the While task from session 3 to session 7; and finally the Post task from session 8 to session 9. All the information registered on the journal entries during this stage was analyzed and processed into the graphics below.

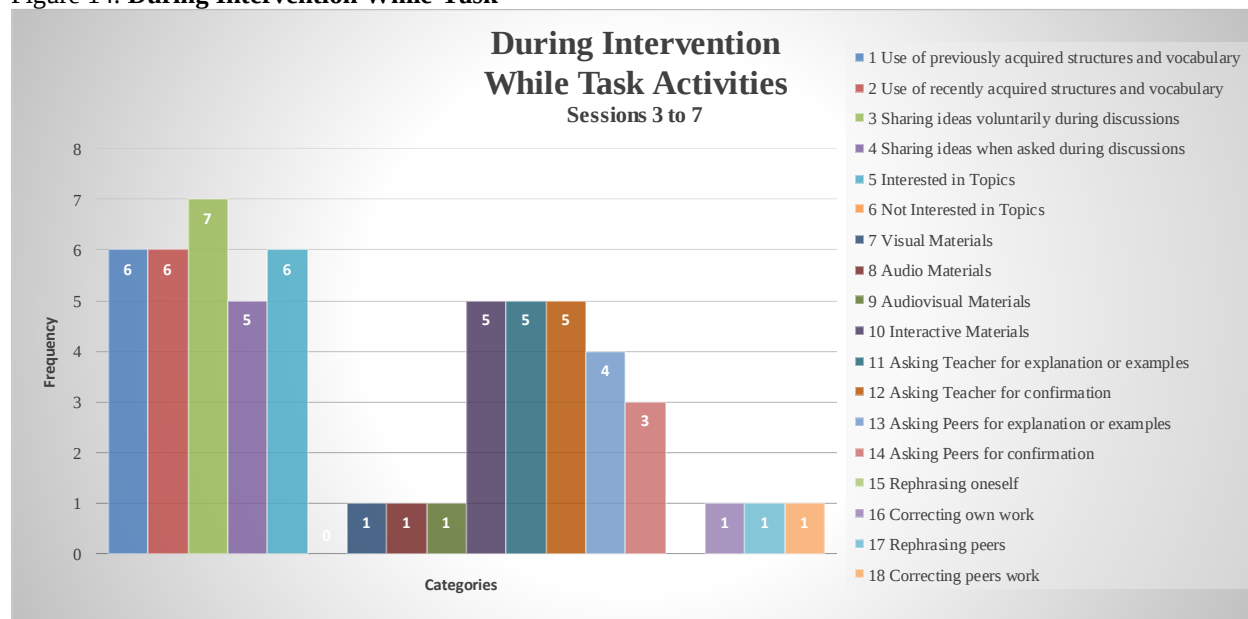
Figure 13. During Intervention Pre-Task



The numbers presented on this graphic show how students reacted to the first stage of the task and how the pre task activities had an impact or not during the classes. The *Pre-Task* activities were covered in sessions 1 and 2. We can observe in the graphic positive numbers on several categories. Students used new as well as already acquired structures and vocabulary. While keeping a high interest on the visual materials used. The sharing of ideas voluntarily was nicely increased compared to the number when they were asked, reflecting positively in the

students' will to communicate. Happily, students turned to their peers for explanations and the confirmation of ideas throughout the activities more than they did to the teacher. Finally, students started to rephrase and correct themselves and even their peers' work.

Figure 14. During Intervention While-Task

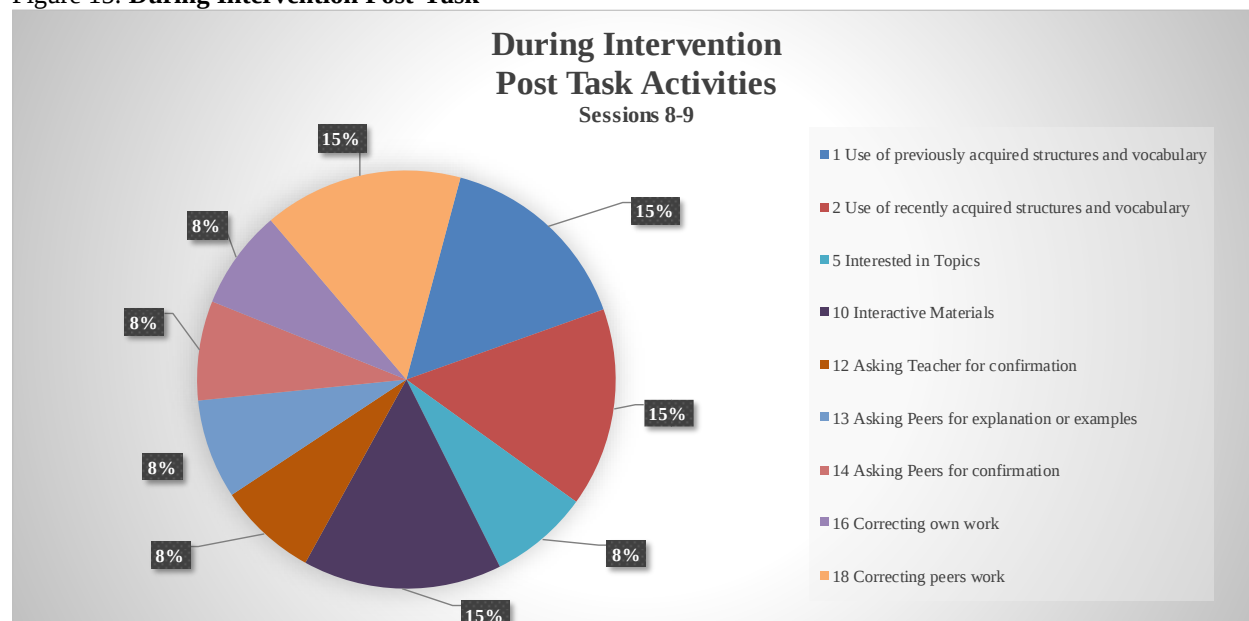


The numbers on this graphic illustrate the progress in students' involvement and work. The *While-Task* activities were covered in sessions 3 to 7; and include the four types of materials mentioned in the categories plus two different settings: the class and the multimedia room. In the course of the while-task activities students increased their use of their new and previous language structures and vocabulary; and some of them increased even more their exchange of ideas spontaneously. On the other hand, some students backed off and waited to be asked. The interest also increased some more at this stage.

Besides the fact that all types of materials were used, the one with more success was the interactive online wall which drew back students' focus on teacher guidance for technical reasons. The students were starting to get familiar with how to use this online tool and what they

were supposed to do. Once they settled down on the website and understood the basic features, they turned back to confirmation and explanations via their peers. Finally, students started to correct their own work and even their peers while working on a text and a recording they were to do on the wall.

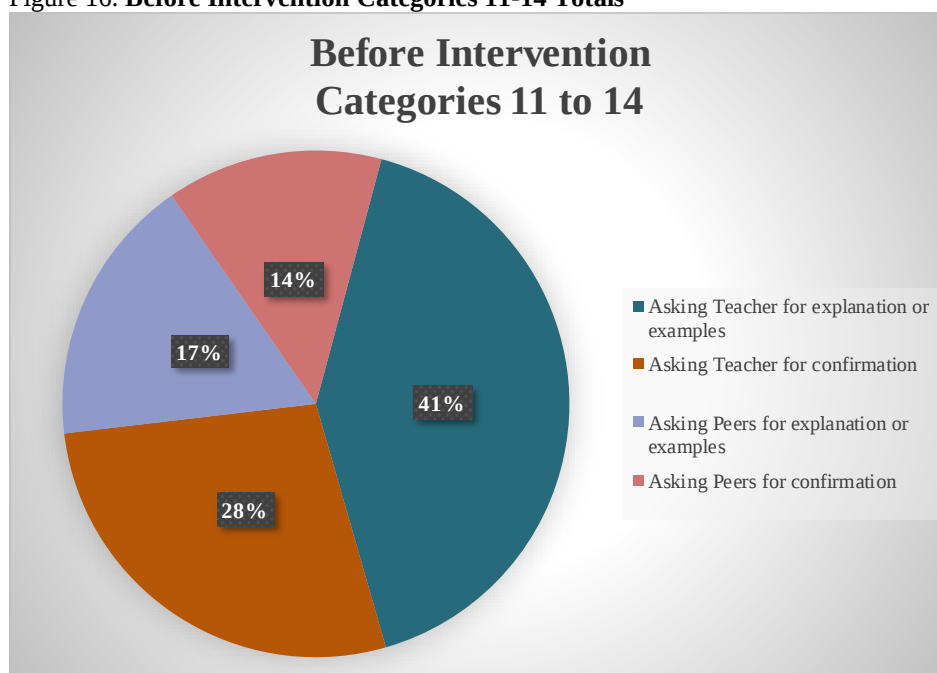
Figure 15. **During Intervention Post-Task**



The numbers on this graphic demonstrate how by the end of the task cycle students took on the challenge of analyzing their own work and their peers. The post task activities were covered during the sessions 8 and 9. These were held half in class and half from home due to time constraints, and the multimedia room availability. Since they were to go over each other's assignments and reflect about them, students were aware of the different issues that can affect meaning in communication, not only the lack of the 'right' word but the organization of the ideas. The percentages on the graphic show how the focus on peer interaction and self-assessment were increased and even though they were not sky rocket, it was an important step to develop their critical thinking while improving their production. By observing and comparing

these final numbers with the numbers presented on the previous graphics before the task, we can conclude that correction and clarification was mainly expected from the teacher. Students showed scarce interests in what their peers could offer and they didn't even reflect on their own work. The graphic below show how big was the percentage of teacher involvement when it came to clarifications and to establish what was wrong or not.

Figure 16. **Before Intervention Categories 11-14 Totals**



The students' perceptions on their abilities were improved since they not only received 'corrections' from their peers, but a little bit of praise regarding the way they expressed their thoughts at the online wall activities; and how they make themselves clear about their experiences with learning.

Results Discussion

In this section the results will be analyzed in terms of the theory background, and the effects on students' performance and attitude towards their own learning process.

Communicative Framework in an EFL Context

Since most of the students have been in the institution for quite a while they were familiar with the types of activities and how these focus on enhancing communication inside the classroom; where the language takes a central role. And as the class is the only setting they count on to practice the language, it has to offer a meaningful experience that would promote the development of their skills as much as possible. Gladly, this setting provided them with a safe place to exchange ideas with their peers and teacher without feeling anxious or out of place. This particular group took advantage of every opportunity they had to communicate and express their thoughts, inside the class and outside it when the online working space was provided.

Syllabus Design

Regarding the syllabus design it was a challenge to combine as smooth as possible the topics to be covered on the institution pacing with the planned task for the intervention stage. The selection of the main conceptual topic was tough since it had to lead towards reflection, and at the same time be flexible enough to be articulated through the task activities. Even when some compromises had to be done, students did not manifest doubts or wonder about the materials and tasks they were carrying out. Actually, they were pleased to do something different out of the usual routine and the physical classroom itself.

Critical Thinking

The introduction of this new approach to learning was very positive for students; as they started to involve different skills that allowed them to go beyond their usual roles in the class when it comes to performance assessment. Students were deeply involved in their own process and in their peers' process too. They were conscious and aware about the points where their production was not clear enough or lacked elements to express their ideas or even the intention of their words. They also started to appreciate their peers' contributions to the class and to their personal learning, thinning the perception of mistakes as something negative. Overcoming these boundaries fostered the students' production, a more reflective and thoughtful one in regards to their own expectations and their expected outcomes for the course.

The Task and the Intervention

A task was the perfect vehicle to guide Critical Thinking, considering that the type of activities it offers blend so well with the intended skills to be developed by students. For example, categorization done through Ordering and sorting (See Table 3) allowed Interpretation which is one of the CT skills proposed in APA (1990) (See Figure 2). Also, Brainstorming fostered Decoding significance through related words and concepts. Even Comparing encouraged analysis through Finding similarities and differences. It was definitely the best way to conduct the intervention because of its versatility to be included within the syllabus and its compatibility with CT. Finally, it is important to say that through the task, the process of learning could be followed systematically while preparing students to face the next stage step by step. Even students could visualize the progression of their work especially during the last stage at the online wall.

The Methodology

As far as the methodology is concerned, Action Research allowed me to observe and participate at the same time in the process of my students even when on the sides as their guide and support. The findings taken from the observations showed important moments from our everyday interactions in the classroom; how present or not students' interventions were and how much it all depended on the teacher lead. The journal was an essential tool that portrayed all the aspects to be taken into account in order to improve the students' experience with learning. The only disadvantage may have been the loss of bits of information since the journal observations were not registered right after the class due to time matters but at the end of the day.

Conclusions

In this section I will comment on how the research questions and objectives were answered during the whole experience. Also, how the participants and the context played a main role in the success of the intervention and how some difficulties turned out to be advantages.

Given the special characteristics of an EFL context it was vital for students to be involved during class activities in meaningful and communicative ways. It turned out to be an advantage for the target students to learn while this setting was carefully planned for them to practice as much as possible. All the proposed activities led students to communicate and exchange ideas, being able to use what they knew and what they were learning at the moment. This greatly stimulated the students' will to perform constantly in class.

It was somehow difficult to work on the syllabus articulation due to the previous knowledge students needed to take on the task, and the time constraints of the course. Also, it was not possible to start an intervention without understanding the dynamics of the target group and having an estimation about the English level of each student. These key elements delayed the start of the stage leaving a short time to carry the task out. Fortunately, the students kept on the pace and showed very nice outcomes as observed in the results analysis section.

The task was very successful due to multiple reasons which involved students' dispositions as well. Despite the available time the whole task was covered by students, even when they had to work at home too. In fact, the final part was their favorite since they could interact with each other and be able to use the many tools that internet can offer. The task' success was also due to the variety of materials students were exposed to which grabbed their attention for good. This helped them to achieve specific objectives leading to the main goal of developing Critical Thinking, fostering their English learning and improving their performance.

Since the effects of Critical Thinking in the learning of a foreign language are intrinsically connected to awareness, students were not only able to reflect about the language itself or its functions, but about the target subject. CT encouraged students to share their ideas freely while supporting their views and understanding the views of others, developing processes in which many abilities were involved. This is how their cognitive skills were exercised in a more natural way. To fulfill this task many aspects had to be considered, but the most important were the students' needs and their disposition towards CT. This particular group enjoyed challenging activities in which they had the chance to talk, they expressed several times that they wanted to be fluent and be able to discuss about topics they would find interesting.

As the intervention characterization was developed taking into account the institution syllabus, the common points where the two complemented each other where met, and students naturally flew through the activities without feeling it was something just added or extra work. Gladly, the discussion about learning fostered their wish to learn even more. Students validated their learning in terms of Critical Thinking when they were able to analyze their peers work and comment on it; making them realize the points in which they may have also faltered in the past, ambiguity or unclear ideas, and grammar issues that would prevent comprehension. The relations established between the progress in learning English and CT could be evidenced in the students' final reflection where they mentioned how after seeing and later checking their peers work they were more attentive to language matters. This fact directly influenced their production either orally or in written way for future similar experiences, and to develop further beyond the expected outcomes.

The Critical Thinking skills that students developed during the learning process helped them overcome their limits, in the sense that they were not only depending on the teacher's judgment to know where they or their peers were wrong. It also helped them consider different points of view and different ways to express similar ideas. As they had to interpret, analyze and evaluate their work and the one of others they could understand how intricate this process was, so they started valuing everyone's contributions to the course. Considering that the students' needs were covered and that they had the required dispositions to take on CT, the articulation of the whole process through a task cycle helped to connect meaningful activities that blended smoothly throughout the course pacing. Even when a couple of pages from the textbook were sacrificed students were able to comply with what they were supposed to learn. Critical Thinking encouraged students' English progress by pushing them towards reflection and analysis, not only

of structural matters of the language but also the meaning of learning itself. Even through questioning and the embrace of different ways to get to the established goals.

This project helped me have an idea about what students can do if lead into Critical Thinking. How their views can be widened and portrayed in different ways. It's a wonderful motivation to see students sharing meaningfully instead of expecting me to provide every single thing to learn. Now, they figured out that they can also learn a thing or two about what their peers think, and the way they express these thoughts. Even when it was difficult to find ways to link the contents and have full access to the multimedia room, the task activities were fully applied and highly appreciated by students, and in the end that is what matters.

Regarding the target students, I was very lucky to find such a curious and inquiring group. There was always an interest to know better, and more than what was proposed by the textbook. Even as a teacher, I was questioned all the time for further explanation and examples which I was happy to share. The dynamics of the group were positive; they loved challenges and were very competitive, yet they were still friends even after questioning and doubting each other a lot.

The context in which the intervention took place was ideal; there were many resources that allowed the development of the tasks without major inconvenients. As students had access to computers and Wi-Fi connection they were able to support their work every class. On top of that, students were attending the course because they did like the language and at the same time had many personal reasons to do so.

References

- American Philosophical Association (1990). Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction, The Delphi Report: Research findings and recommendations prepared for the committee on pre-college philosophy. P. Facione, (Project Director). ERIC Doc. No. ED 315-423.
- Anderson, L. W., & Krathwohl, D. R. (2001). A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition. New York: Longman.
- Bloom, B.S. (1956) Taxonomy of Educational Objectives: The Classification of Educational Goals. New York, NY: Longmans, Green.
- Breen, M. (1984). Process Syllabuses for the Language Classroom. In Brumfit, C. J. (Ed.) *General English Syllabus Design* (pp. 47-60). Oxford: Pergamon.
- Brown, H. D. (2000). Teaching by Principles: An Interactive Approach to Language Pedagogy. Second Edition. San Francisco, California: Longman.
- Burns, A. (2010). Doing Action Research in English Language Teaching: A Guide for Practitioners. New York: Routledge.
- Burns, A. (2009). Action Research in Second Language Teacher Education. The Cambridge guide to Second Language Teacher Education, 289-297.
- Burns, A. (1999). Collaborative Action Research for English Language Teachers. Cambridge: Cambridge University Press.

- Caïpe, L. (2014). *A Critical Approach to Reading Comprehension in English: Teaching Intervention with a group of teenagers at a Non-Formal Education Institution*. (tesis de pregrado). Universidad del Valle, Cali, Valle.
- Canale, M. & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1, 1-47.
- Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. In Richards, J. C. & Schmidt, R. W. (Ed.) *Language and Communication*, 2-27. London: Longman.
- Common European Framework of Reference for Languages: Learning, teaching, assessment. Council of Europe. Taken from: <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>
- Cottrell, S. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. Basingstoke, Hampshire: Palgrave Macmillan.
- Ennis, R.H. (2011) *The Nature of Critical Thinking: An Outline of Critical Thinking Dispositions and Abilities*. Sixth International Conference on Thinking at MIT, Cambridge, MA, July, 1994. Last revised May, 2011.
- Facione, P.A. (2015) *Critical Thinking: What It Is and Why It Counts*. Insight Assessment 1-28.
- Peter A. Facione, *Measured Reasons and The California Academic Press* (2015) *Dispositions towards Critical Thinking [Figure 3]* Taken from https://www.nyack.edu/files/CT_What_Why_2013.pdf

- Facione, P. Sanchez, C., Facione, N. & Gainen, J. (1995). The Disposition Toward Critical Thinking, JGE: The Journal of General Education, 44, pp. 1–25.
- Facione, P.A. (1990) Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. The Delphi Report. (Washington: ERIC ED), 315-423.
- Finocchiaro, M. & Brumfit, C. (1983). The Functional-Notional Approach. From Theory to Practice. New York: Oxford University Press.
- Fuquen, A. Y. & P. K. Jiménez (2013). Implementing Tasks that stimulate Critical Thinking in EFL classrooms. *Cuadernos de Lingüística Hispánica*, 21, pp. 143-148. Universidad Pedagógica y Tecnológica de Colombia, Tunja, Boyacá.
- Halpern, D. F. (1999). Teaching for Critical Thinking: Helping college students develop the skills and dispositions of a critical thinker. *New Directions for Teaching and Learning*, 80, 69-74.
- Halpern, D. F. (1997). Critical Thinking across the Curriculum: A Brief Edition of Thought and Knowledge. Mahwah, NJ: Lawrence Erlbaum Associates.
- Halpern, D. F. (1994). A National Assessment of Critical Thinking Skills in Adults: Taking Steps toward the Goal. In A. Greenwood (Ed.) *The National Assessment of College Student Learning: Identification of the Skills to be Taught, Learned and Assessed*. (pp.24-64). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Hymes, D. (1972). On Communicative Competence. In Pride, J.B. & and J. Holmes, J. (Ed.) *Sociolinguistics: selected readings*. (pp. 269-293). Harmondsworth, England: Penguin Books.

Kolour, D. M. & A. Yaghoubi. (2015). The Impact of Teaching Critical Thinking.

Mediterranean Journal of Social Sciences, 6 (6), 460-468. Doi:10.5901/mjss.2015.v6n6p460

Learning and Skills Research Centre (2004) Critical Thinking Cognitive Skills and Sub-skills
[Figure 2] Taken from <https://files.eric.ed.gov/fulltext/ED508442.pdf>

Leslie Owen Wilson (2016) Bloom vs. Anderson/Krathwohl [Figure 1] Taken from
<https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>

Nguyen, L.V. (2010). Computer Mediated Collaborative Learning within Communicative Language Teaching Approach: A Sociocultural Perspective. *Asian EFL Journal*, 12(1), 202-233.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

Richards, J. C. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Second Edition. New York: Cambridge University Press

Savignon, S. J. (1972). *Communicative Competence: An Experiment in Foreign-Language Teaching*. Philadelphia, PA: Center for Curriculum Development.

Widdowson, H. G. (1990). *Aspects of Language Teaching*. Oxford: Oxford University Press.

Willis, J. (1996). *A Framework for Task-Based Learning*. Harlow: Longman.

Jane Willis (1996) Components of the TBL Framework [Figure 4] Taken from *A Framework for Task-Based Learning*.

Annexes

Annexe 1 First Class Observation Register and Before Intervention Registers

Observation Register	First Class Observation	Institution	CCCA North Branch
		Class	1
Level	Pre Independent 3A	Date	From Sep 19 – Oct 12
Schedule	4-6 pm	Class Length	2 hours

Date	Description	Interpretation and Analysis
Sept 19 th 2017	The class starts and as usual for the first day formalities should be covered, this means students need to know about minimum absences allowed, grading system, etc. As students come from a previous level it is not necessary to go further into this. Students ask about the topics for the level and one of them says she wants to speak fluently, “Teacher es que yo quiero hablar así ‘de corrido’ pero todavía no puedo” Also they ask about my own policies for grading. So I refer to this briefly, students seem relieved. The next step is to get to know them.	After the general information students didn’t seem satisfied with that so they have their own questions for the teacher.
B E F O R E I N T E R V E N T I O N	After the teacher introduces herself shortly, now she asks students to do the same. They all look at each other, so after a brief pause T. proposes some questions about their previous level, the time they have been studying at the institution and a bit about them as a person. After that a student takes the risk and starts, then the rest follow. From what they say all students come from the same group and the same previous teacher. When asked students say that there are some students missing. At the moment there are 10. The group has High School and College	I guess is too soon for them to risk so they remain reluctant until a model is given and suitable topics are proposed. Thinking about something familiar makes them relax a bit so they can risk and talk about it.

students, some work, others just study, and five are still minors. Students are Manuel, Tatiana, Kimberlyn, Sebastian, Daniela, Carlos, Elsa, Stefania, Angie and Carolina. After that initial moment, students' attention is drawn to the class objectives. Teacher emphasizes on recalling vocabulary from jobs and occupations, all students talk at the same time hectically, they say: doctor, architect, chef, teacher, etc. Then T. says, What about other types of occupations like graphic designer? Students stop and now ask how they can say 'ingeniero civil, diseñador de interiores, etc.' Some others look for these occupations using Google Translator but it just returns incorrect results. T. mentions most of the jobs they wanted to know so they would concentrate on target words from their text book page 81. T. encourages them to find as many possible combinations to form job titles. They came up with sales assistant, fashion designer, computer engineer, etc. They seem to be at ease now. As the class continues sts brainstorm about the skills a person may have in order to get a job, they say: "experience, bilingual, use the computer, etc." A student asks, how do you say "con titulo"? I tell the class "graduated" and also write it on the board with the other words they have mentioned before. For the next activity sts work in pairs to create a job offer. They will include the abilities they think the person needs for a specific job; they are free to choose any. They are to present a poster with the job ad; T. walks around observing and offering help. They used their cellphones to get visuals and find words; it took them quite a while to be ready.	It is a group mainly of girls; they are young adults and some teens. It will probably be a challenge to meet all students' needs. They seem to continue hiding, now behind a group response. But it involves interest and energy from them so it may not be totally bad. They are interested since they are looking for the words using their cellphones, yet they relay in asking before making a mistake, they are really cautious. This calms their anxiety about the vocabulary so they can focus on the activity ahead. It is the eloquent students now starting to be more visible in the class the ones who inquire about the vocabulary. They all want to participate and the group response is still there. Yet different students start to ask on their own. Giving value to what they say by writing it on the board is important to them. They took a lot more time than expected to finish but as they were really committed working together with their peers, I didn't want to interrupt them. Some took the help offer to clarify doubts others just continue on their own.
--	---

Once they are done with the presentation of the job ad, the rest of the class comments on their partners' assignment. As much as they want to participate they struggle to make their point and stop several times and ask me: "T. how do you say... menor de edad, horario completo, etc." Others stop and ask: "How do you say... por esta razón, es necesario que, etc." T. mentions the words they need so they can finish their ideas, others remain on a simple answer like "I think is good" Student Angie mentions that she wants to know how to use "those words" like "por esta razón, por el contrario..." T. explains that they will see that later on during the course so she can be sure we will work on "that". At this point first hour of class is gone. To move on to the next activity T. ask sts a question: What is the next step to apply for a job offer? One student says: the interview! But T. tell the class: "You need something else before going to the interview, so How are they going to call you if they don't know your phone number or your skills for the job? A student says: Teacher, how do you say... "Llevar la hoja de vida" So teacher says Aha! You need to create your CV or Resume! Now sts go to page 89 from their text books to focus on the model CV. They read the information and according to it, they are to name the categories a resume should have. Some minutes later we all check how each category is called. For better understanding students now see a video that explains in detail what every category on a CV should include and the way it should be organized. Sts take notes and when the video finishes, T. asks about this info. They all got general ideas about it but when asked about details like the	Sts are eager to participate even though they don't have enough to go on about their ideas regarding their classmates' job ads. It is evident they still lack vocabulary and expressions to better convey their ideas. These sts seem to settle for that at the moment. T. wants to avoid the rising of anxiety from this unexpected question. T. is giving some clues leading towards the answer but without saying it. So good to see students starting to go out their comfort zone and answering alone. T. validates the student intervention that clarifies the objective of the homework. They seem to understand this very well. I guess it is because is visually clear and organized.
---	--

	photograph or whether you should mention all your free time activities or not, sts can't recall the info. So they see the video again and look for the details. T. tells students: Guess what is going to be your homework? Sts say: Write a CV! Some of them are worried because they don't work; so I tell them that they can make the CV thinking about a specific job offer and from there design it. Before finishing the class, we have one final activity. Sts work in pairs on point 4 from page 89, they practice writing the Work Experience category using action verbs referring to functions at a job. While sts are working on it, many action verbs are discussed around, so T. makes a convenient list on the board from what she eavesdrops. Finally, when everybody is ready we checked the answers together, there's only one problem with the meaning of 'represented' and 'supervised' but T. clarifies the doubt by explaining that the first one meant 'in the name of the company, in representation' and the second meant 'to check on people or situations at the company' As now they understand the difference, they are able to correct their answers. Minutes later the class is finished.	They were so focus on the categories that they forgot to notice any other relevant info from the video. They have the usual reaction to homework but not in a negative way. Sts are still worried about doing something wrong since is a new level they want to have a good start. This activity was necessary so they knew in advance how to use those verbs for their written assignment. T. observes they are working just fine. Even though some of them are discussing in Spanish, their contributions to the activity are useful enough to end up on the board for everyone's benefit. Sts demonstrated a true interest in understanding this new vocabulary and getting its meaning right by going on about it instead of just asking for the answer.
--	--	--

Observation Register	Before Intervention	Institution	CCCA North Branch
		Class	2
Level	Pre Independent 3A	Date	From Sep 19 – Oct 12
Schedule	4-6 pm	Class Length	2 hours

Date	Description	Interpretation and Analysis ²
Sept	At the beginning sts are very anxious	

21 st B E F O R E I N T E R V E N T I O N	about the assignment, they ask when it is going to be picked and checked so they can get their grade. I tell them that later on I will pick them because they are going to need it during the class. The first activity is related to two job listings, they are to read them and analyze the expressions used there, as well as the vocabulary. Students start to pick on the target words such as: flexible hours, full time and part time from the first one. From the second one the words that call their attention are: filing, hiring, and helping customers. They start trying to explain what those words and expressions mean to them, everybody at the same time! After some minutes of going on about what the expressions and words could mean they got them right except “filing and hiring” T. gives some examples so sts can understand: “She is filing all the papers in a folder” Sts get all hyped and trying to get to the word in Spanish and they can’t find it! So to help them out I tell them: What do you do with all the files you are not using in the moment? You will need them later but your computer is full of them everywhere... Finally, a student says out loud: “Archivar!” Sts say: Ahhh! Now we focus on the word: Hiring. I start by giving them a clue with the opposite verb. So I say: When you are not doing your job and your boss is thinking about firing you, so you won’t have a job anymore... “Despedido!” says a student. So what is the opposite? Ahh... teacher “Contratar” says a different student. The following activity is a listening where an interview takes place, it is connected with the job ad they read and analyze before. Sts will focus on target	Students seemed to be used to this kind of dynamic since they are expecting a grade right after handling their assignment. All new vocabulary attracts the students’ attention immediately. They get even a bit competitive when they are trying to find the right meaning. Students were frustrated since no one was getting the clues. Until one student gets it they are relieved. They don’t have the same difficulties with the second example and they got it right away.
--	--	---

expressions in order to tell if the person applying is getting the job or not. They should also pay special attention to the questions formulated by the interviewer. Once sts listen for the first time, T. ask them about the general development of the interview. What info they got from it and if they think the woman is getting the job. Sts understood that the woman still works in another bookstore and that she seems interested in the flexible hours. They also got the information on her skills like finding rare books and enjoying her work because she likes books. Yet they still don't know the motive to find a new job. Which they will find after listening for the second time. One student found the info but she doesn't know how to express it so she starts saying: "The woman... more opportunities for the future" I tell her: Yes! She wants to grow inside the company, she wants to escalate positions and get better at her job. T. emphasizes the importance of the questions used by the interviewer. So sts brainstorm about possible similar questions they can be asked during an interview. They proposed questions like: Do you have experience? Where did you study? Do you speak English? Why do you want this job? After that T. tell students that now they are ready to "use" their CVs!!! They look somehow puzzled so I tell them that they are going to split into pairs in order to carry out an interview. Students are so hyped that they start moving almost immediately before I could finish the instructions. So I have to explain them again. A student who didn't bring her CV says she will improvise. They will use their CV assignment and interview each other. They will take turns	Surprisingly students focused their attention on details for the first time of the listening instead of the general ideas. This is maybe due to the fact that the motive of the woman is not explicit but implicit among what she says during the interview. Yet a student got the lead towards the true meaning of the interviewee's words. Even when not all the students have jobs, they still have an idea about the common questions they would be asked during a job interview. The reaction was as unexpected as the activity; students never thought they will actually use their CV beyond a simple writing assignment. In the case of that student, may not be as meaningful as it will be for the rest even though she can carry it on
--	--

	and switch roles, interviewer and interviewee. At the end they will tell the class if they would hire their peer or not according to what they say about them during the interview and what is on their CV. As I walk around I hear sts using target questions and naturally asking about the info on the CV. They seem really comfortable with this; they are enjoying themselves since they merely notice me. When both students have taken on the two roles, it is time to share their thoughts on their peers' skills and abilities for the job. Most of them are positive about hiring their peer, only two decided not to. One says: "Because of experience" and the other: "wants too much money" When supporting their decision sts show some difficulties explaining why the candidate would or wouldn't get the job. They focus on mentioning the skills like: "Bilingual" and "with experience". But they are not able to put together a well-structured sentence backing up their decision. Students enjoyed a lot this activity; they are still smiling and talking in English until the end of the class.	Students got completely in the role and I believe is due to the fact that they are using their own material and are free to explore the use of the language without feeling graded. Students need to keep working on the way they organize their ideas.
--	---	---

Observation Register	Before Intervention	Institution	CCCA North Branch
		Class	10
Level	Pre Independent 3B	Date	From Oct 17 – Nov 9
Schedule	4-6 pm	Class Length	2 hours

Date	Description	Interpretation and Analysis ¹⁰
Oct 19 th	The class starts and the students were eager to get their paragraph checked. But	As I mentioned before the students are very competitive in academic matters, they want

B E F O R E I N T E R V E N T I O N	first, I tell them to recall how they should write a supporting sentence. I say: Remember the first step is to have a main argument and then create some supporting sentences. I ask them for some examples before going over the assignment. Before they start sharing their paragraph, T. tells them to pay attention to their peers because they will be the ones to identify the main arguments and supporting sentences. They all look concentrated and attentive to their partners' words, I stop them only to rephrase when there's a mispronunciation. To prompt their interventions, I make some questions: What were the main arguments? Was that sentence supporting the argument or just adding information? For example: "it also comes in blue" So students say: Nooo! What would be a supporting sentence? A student says: "It's the fastest cellphone in the market because it has a Snapdragon Qualcomm processor and 3GB RAM memory" Then everyone goes: Ahhh... During this exercise all students collaborate analyzing their peers' production. At the end of the activity, the ones with no corrections were Elsa, Edgar and Stefania. To practice a bit more, students work on point 3 in pairs to identify from the given sentences which are topic sentences or supporting ones. Some minutes later we all check together and there are no doubts from this. To continue is time to check on the connecting words. From the provided textbook activity there was not much to go on, since it all was to follow the model using the only 7 connecting words provided. So I call their attention on what those words meant, that is to say if they can think of the function	to know who got it right or better. As competitive as they are sometimes they wait and rely on what I have to say so they go on from that. A good point is that all students understand this tech jargon. These students looked very happy to be acknowledged and the best of all is that they are the less competitive and quiet. Students assimilated this topic very fast; it was probably due to the practical way they covered it. It is always important to take students out of the rigidity of the textbook. It can be a guide and offer some examples, but it is not necessary to limit what they can learn to
--	---	---

they have. Students look at the point 2 on their textbooks and refer to the function of each explained there. They have understood those correctly but I want them to go further. I propose one category on the board, I write “Addition” and under it: Moreover, Also, For example. And I say: We use these connecting words to add more information. A student says: Teacher “However?” So I start a new category named “Contrast” and write the word underneath. Students start to look for more words on their cellphones so we continue classifying them. Since they find more information they also propose other categories, these are: Consequence, conclusion, comparison, and listing. As we complete together the categories T. mentions examples for some of the words and students want more and more! I promised them that for next class they will have their own copy with linking words. For the last activity students will choose one category of linking words from the board, they will try and use the words underneath of it and write a mini paragraph. They can choose the topic. Students work individually and they seem committed to the task. Angie says: Teacher is very difficult! And I tell her to continue trying and to not worry because it is practice. The idea is to see if students understood the meaning and function of these words. Students read aloud their paragraphs and most of them use the addition and listing ones. Only Angie chose contrast, an even though it was a bit forced she used them accordingly. In fact all students used them really well.	what it is presented there. Hopefully students will be aware of this each time. The continuous interest of the students is a blessing for the class development. They love participating and engaging and they are neither ashamed nor afraid to show it. At first students were confused about what they had to do but once they got it they started working. At this point I was wondering why she said it was so difficult but later on I knew why. Most of the students worked on easy to use connecting words but Angie chose the contrast ones!
--	--

Annexe 2 Intervention Observation Registers

Observation Register	During Intervention	Institution	CCCA North Branch
		Class	15
Level	Pre Independent 3B	Date	From Oct 17 – Nov 9
Schedule	4-6 pm	Class Length	2 hours

Date	Description	Interpretation and Analysis ¹⁵
Nov 7 th I N T E R V E N T I O N	To start students read again the texts from last class and share their ideas with their peers. After some minutes, all class shares their thoughts about both stories; they compare them and find similarities and differences between Academic vs. Experience Learning. For the next activity, students focus on writing their own story, it can be learning through experience or in an academic setting. Once they have written it, they will record it so we can play it in class for everybody to listen. Some students are not sure about what to say, so I give some examples like: when you learned Math or how to play basketball... Then others comment that they don't know what to choose that can be interesting. A couple of them are not so happy about the recording part. When they are ready we listen to their stories. We all discuss about them and ask for some clarifications when the audio is not clear enough, or when the ideas are confusing. Sts seem to enjoy this activity since they get to know about their peers' experiences. They laugh and comment with each other about it. Now students look at two pictures from their textbook. One depicts kids practicing	At this point students were working on the fourth activity of the Pre-Task but since they couldn't finish it properly last class we continued in the next. They don't have any doubts about it. Some students need constant examples to make sure they understood. On the other hand, some students want to share many things but they don't seem to decide on which one. Even though most of the class has competitive and inquisitive students there are some very shy. Sadly, there are last minute technical issues and some of the recordings have a lot of background noise or have very low volume. For these cases students had to retell the story. Besides this, students were able to share their ideas. These images served the purpose of

	Kung-Fu and the other kids practicing Calligraphy. Students comment on the differences and similarities. Right after, students have a listening, they hear about the practice of Kung-Fu. They get some general ideas from it and after a second time, they get some more details. Yet they are not able to answer some of the questions. Students say that they didn't understand completely and ask if I can play the audio again. We all listen to it again two more times and students are finally satisfied. Finally, students get to see a video about people practicing Calligraphy. During the video an instructor tells people how to write some specific Chinese characters through examples and practice. Some students comment that it looks difficult to do. As the bell rings the activity will continue next class.	introducing students to the topic as later on they will see the connection. It is a positive thing that students prefer to ask for a repetition instead of remaining quiet while there is still information they didn't understand.
--	---	---

Observation Register	During Intervention	Institution	CCCA North Branch
		Class	18
Level	Pre Independent 4A	Date	From Nov 14 – Dec 7
Schedule	4-6 pm	Class Length	2 hours

Date	Description	Interpretation and Analysis ¹⁸
Nov 16 th INTERNET E	Students recall some ideas from last class discussion on how important language is for a community. And also how the written form supports it. Students share ideas and some are using previous language learned to convey their meaning. Tatiana says: "If young speakers don't learn their native languages they will disappear". Stefania says: "They are the people that can save their language". Elsa	Students seemed to be more comfortable day after day when it comes to share ideas in class. And the ideas are clear and related to the topic.

N T I O N	says: “We can think they depend on each other” For today’s class students focus on the use of “Facts and Opinions” To review it briefly, students take a look at point 7 on page 110, read and identify if those sentences are facts or opinions. After some minutes a student says: They are all opinions! To practice students will create their own examples with any other topics. The teacher provides a very simple example: “Broccoli is healthy (fact) I hate Broccoli (Opinion) Students laugh and comment on what I just said, they all share quick examples among themselves. Now I tell them that they will create some more “elaborated” facts and opinions. They can choose a topic of their preference to do so. I explain: Animal cruelty happens every day, but it shouldn’t continue without a real punishment. Some students nod and others start to write. When is time to share, T. clarifies that the class will decide if their mates’ examples are correct or not. Students are paying extra attention once the first student starts. Sts agree and disagree with the ideas; they are all enjoying this activity so much. Next activity is about phrasal verbs. T. asks if they know what that is, but only Carlos says: “the verbs with two words”. So I tell him that he is right and that there is an extra word accompanying the main verb. T. provides a very easy example on the board, the verb “get up” they all have used it before and recognize it. They exclaim: Ahhh... Now students start to propose some examples so I write them on the board, they say: walk away, clean up, go out, etc. In order to analyze their meaning T. asks	It is obvious how the textbook practice activities always run short for the students’ expectations. It seems this example was self-explanatory for what they had to do. It appears now that it is a normal thing for students to check their peers work not in a bad sense but as to realize if they agree or not with their ideas. It is important to acknowledge students’ contributions since it fosters their participation. There were some students who were not clear about this type of verb. This analysis comes from the idea of connecting them with more familiar verbs first, instead of dropping them into unknown vocabulary without a clue Students are still not sure about what most
-----------------------	--	---

the class to remember first the meaning of the verb alone and how it changes with the preposition. They all wonder about the meanings but comment among themselves only. I tell them to share their thoughts. They take a while trying to explain their point but get to do it in the end. They all give examples orally of how to use some of the verbs they proposed for the list on the board. Then they check the book's point 4 and 5. They don't seem to have major issues but Tatiana inquires about some of them while the rest of the class takes notes on my explanation. For the second hour of class, we go to multimedia room. So students can continue working on their task activities. They are going to work on an online wall that allows them to publish texts, images, links and even audio; it is very easy to use and its name is Padlet. The first step for them is to open an account and then join my wall. When everybody is finally registered and has gained access; they are able to visualize the first wall, it is about the concept of learning. There they will post the written version of the audio they already worked in the previous class. Students keep on calling me for extra instructions on where to click for this and that while they get familiar with the site. Others just go over it themselves, trying menus, and options displayed in the wall. T. supervises all the time until she has to figure out why some posts are not showing there. The technical issues were related to permissions. When fixed students are able to continue with their work. When the bell rings and as some of them didn't finish, they will do it at home.	of the verbs on the list mean. Students play safe and share examples with the verbs they have figured out the meaning It seems they still have doubts but somehow don't want to go over them anymore. Just this step was really time consuming. Since it was the first time students accessed the site, it was expected to be asked about many aspects on the wall. Yet it was great to see some of them checking everything for themselves. It was a disadvantage at the moment to waste so much time on technical issues but there were functions that could only be activated or deactivated by the teacher.
--	---

Annexe 3 CCCA Official Pacing for Pre-Independent 3-4



PRE-INDEPENDENT 3A LIFE 3 – UNITS 7 to 8

CLASS	UNIT	LESSON	SUGGESTED GOALS
Septiembre 19	Intro objectives UNIT 7 WORK Lesson 7 a to 7f	X-ray photographer	*Move and give directions in a closed setting. *Discuss the Pros and Cons of job changes in our life. *Read how professions can evolve over time. *Apply for a job. *Identify the requirements to become a butler.
Septiembre 21		The cost of new jobs	
Septiembre 26		Twenty-first century cowboys	
Septiembre 28		A job interview	
Octubre 3		Butler school (Video) Review / FEEDBACK	
Octubre 5	UNIT 8 TECHNOLOGY Lesson 8a to 8c	Invention for the eyes	*Talk about the impact of inventions in life. *Discuss how technology is involved in our lives. *Learn how nature inspires us to create new inventions.
Octubre 10		Technology for explorers	
Octubre 12		Designs from nature Review - FEEDBACK	



Centro Cultural
Colombo Americano

Cali | Palmira | Buga

Ingles y mucho más!

PRE-INDEPENDENT 3B

LIFE 3 – UNITS 8 to 9

CLASS	UNIT	LESSON	SUGGESTED GOALS
October 17	Intro objectives UNIT 8 TECHNOLOGY Lesson 8 d to 8f	Gadgets An argument for technology	*Support positive and negative ideas about technology and gadgets. *Learn and discuss about alternative energy sources.
October 19		Wind power (Video) Review / FEEDBACK	
October 24	UNIT 9 LANGUAGE AND LEARNING Lessons 9a to 9f	Ways of learning	Talk about the basis of learning and discipline. *Speak and write about historical artifacts and inventions. *Read and discuss how important preserving a language can be. *Ask and provide information to enroll in a course. *Discuss the importance of preserving a language over time
October 26		The history of writing	
October 31		Saving languages	
November 2		Enrolling in a course Providing personal information	
November 7		Disappearing voices (Video)	
November 9		Review - FEEDBACK	



PRE-INDEPENDENT 4A
LIFE 3 – UNITS 10 to 11

CLASS	UNIT	LESSON	SUGGESTED GOALS
November 14	Intro objectives UNIT 10 TRAVEL AND VACATIONS Lessons 10a to 10f	Vacation stories	*Share traveling stories and anecdotes. *Describe vacation packages. Read about historical tourist places. *Request information about vacation packages. *Learn and discuss about living surrounded by water
November 16		Adventure vacations	
November 21		A tour under Paris	
November 23		At tourist information Requesting information	
November 28		Living in Venice (Video) Review / FEEDBACK	
November 30	UNIT 11 HISTORY Lessons 11a to 11c	An ancient civilization	*Talk about ancient civilizations. *Discuss history changing events. *Read a biography on a life style.
December 5		Modern history	
December 7		Jane Goodall Review, FEEDBACK	



PRE-INDEPENDENT 4B
LIFE 3 – UNITS 11 to 12

CLASS	UNIT	LESSON	SUGGESTED GOALS
JANUARY 18	Intro objectives UNIT 11 HISTORY Lessons 11d to 11f	A journey to Machu Picchu The greatest mountaineer	*Write a biography. *Analyze the value of preserving ancient civilizations' historical places.
JANUARY 23		The lost city of Machu Picchu (Video) Review / FEEDBACK	
JANUARY 25	UNIT 12 NATURE Lessons 12a to 12f	Nature in one cubic foot	*Discuss ways to appreciate nature. *Talk about natural disasters and their effects. *Make predictions about changes in a country. *Explain a problem and make suggestions to solve them. *Learn and discuss ways to help wildlife.
JANUARY 30		The power of nature	
FEBRUARY 1		Changing Greenland	
FEBRUARY 6		Saving the zoo Good news	
FEBRUARY 8		Cambodia animal rescue (Video)	
FEBRUARY 13		Review, FEEDBACK	

Annexe 4 Learning Task

TASK: What is learning for me?

TASKGOAL: To reflect about learning and to be able to talk about these reflections, in order to complement ideas presented in a textbook.

RATIONAL: According to the class observations registered at Centro Cultural Colombo Americano Pre-Independent 3-4 course, students have shown interest in communicating their own ideas about different subjects fluently and in more structured ways. With that goal in mind a task was designed to foster their critical thinking skills, in order to improve their English oral and written production. Also, as students are supposed to attain CEFR B1 level by the end of the course, they should be able to:

- To connect phrases in a simple way in order to describe experiences and events, dreams, hopes & ambitions.
- To briefly give reasons and explanations for opinions and plans.
- To narrate a story or relate the plot of a book or film and describe own reactions.
- To write straightforward connected text on topics, which are familiar, or of personal interest.

In relation to the textbook, students will reflect about learning topic covered in Unit 9.

PRODUCT: A text and an audio recording which presents reflections about what students' have learnt in life and the way they did it.

SESSION 1 (2 HOURS)

PRE-TASK

Activity 0: Test Diagnostic

Objective: To diagnose what students believe or consider about learning

Description: Students will receive a small chart with the questions: What is learning for you? What does it imply? They will fill it up with their own ideas.

Product: Initial ideas about learning.

Time: 15'

Work Modality: Individual

Attachment No. 1 (Test Diagnostic chart)

Name:	Course: Pre Independent 3
What is learning for you?	What does it imply?

Activity 1: Brainstorming about the concept of learning

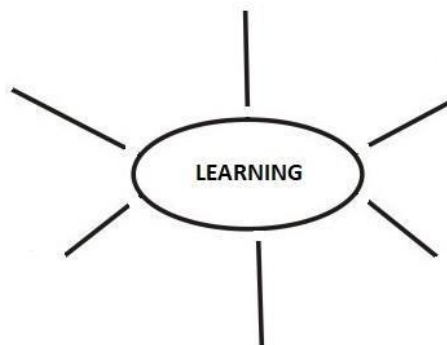
Objective: To identify key words related to learning.

Description: Students will receive a piece of paper to draw a Word Map; teacher will draw a big one as example on the board. Students will complete their own map and after they will share the words they used orally. Teacher will add students' words to the Word map on the board.

Product: Word maps around the concept of learning.

Time: 20'

Work Modality: Pairs, whole class.



Activity 2: Classifying ways of learning Academic vs. Experience

Objective: To classify words related to learning

Description: Students will walk around the class and pick some words from the wall and then paste them on the board under one of the two categories named Academic and Experience. Students will discuss whether the words should go.

Product: A distinction between formal and informal learning.

Time: 20'

Work Modality: whole class.

Attachment No. 2 (list of words)

WALK	HISTORY
PAINT	COLOR
RIDE A HORSE	RIDE A BIKE
PLAY VIDEOGAMES	PUT ON MAKEUP
LANGUAGES	USE A WASH MACHINE
SKATE	USE A COMPUTER
COOK	USE A SMART TV
SWIM	DO PUZZLES

MATH	SPEAK
SCIENCE	KNIT
GYMNASTICS	PLAY SOCCER
SEW	USE A CELLPHONE
DRAW	USE CHOPSTICKS
CREATE MODELS	DANCE

SESSION 2 (2 HOURS)

Activity 3: Comparing two ways of learning

Objective: To compare different ways of learning

Description: Students will read two different texts one is about riding a bike and the other about learning English. They will read one and then switch with a classmate to read the other. Students will get together to compare the two texts orally. Finally, students will share some ideas with the rest of the class.

Product: Comparisons between two different ways of learning.

Time: 30'

Work Modality: Individual, pairs, whole class.

Attachment No. 3 (texts)

When I learn to ride a bike... It was vacation time. I was in Buga over my mother's family and I was playing outside the house with my cousins. It was Saturday night and suddenly my cousins proposed to go riding a bike. I was shocked; I didn't know how to ride a bike. I thought night was ruined for me yet my cousins insisted on me taking one of the bikes, it was a yellow BMX. I just kept on observing them while sitting on the bike. Finally, I decided to give it a try and started to put my feet on the pedals, keeping the balance	When I learn to speak English... I was just starting my career at the university. I think I knew basic English grammar from High school but I was not expecting what was to come. Teachers spoke in English all the time, we listened to audio stories, read books and we were supposed to write too. I was fascinated and freaked at the same time. Many times I ended up frustrated not knowing how to say what I wanted to say. Yet I didn't give up. Every new challenge was an opportunity to increase my skills and vocabulary; all these activities were leading somewhere. Time passed and I didn't realize my progress until I
---	---

was difficult. In only a few tries I was able to ride that bike along my cousins. I couldn't believe it, I just thought: this bike is ridden by me!	saw myself speaking fluently to a pair of foreigners who mentioned I had great skills, I was proud. It's not clear to me when the language stopped being a blur to my ears and became as clear as I feel it now; I only know I never stop learning. Sometimes I stop and think: all these ideas in English are spoken by me!
---	--

Activity 4: Sharing meaningful learning experiences

Objective: To narrate a meaningful learning experience

Description: Students will think about a meaningful learning experience they had in the past, they will write about it and then record it using their cellphones. They will use the texts from Activity 3 as a reference to create their own; they can refer to any learning experience formal or informal. Then after students have recorded it, we will listen to some of them and comment about how many are related to academic settings or any other.

Product: A recording about a meaningful learning experience to share in the class.

Time: 30'

Work Modality: Individual, whole class.

WHILE-TASK

Activity 5: Comparing learning settings

Objective: To compare the settings for two different activities

Description: Students will look at two images one from page 105 and the other from page 106, while one depicts students writing the other shows students exercising. Students will compare the settings and propose similarities and differences orally. A list will be made on the board with their ideas.

Product: comparisons between two different learning settings

Time: 15'

Work Modality: whole class.

Attachment No. 4 (images)



Activity 6: Listening about learning Kung Fu in China

Objective: To understand how students learn Kung Fu and why

Description: Students will listen to a radio documentary about learning Kung Fu. They will listen to it twice. First, they will take notes focusing on general ideas about it. Second they will take notes on more specific information like for example: what time do they practice? Under what conditions? And Why? Students will use (what, where, when, who, why) as key questions to find relevant information.

Product: A description about learning Kung fu in China

Time: 20'

Work Modality: individual, whole class.

Activity 7: Video about learning Shodo (Japanese traditional writing)

Objective: To understand what implies to learn Shodo

Description: Students will observe the video and the Shodo teacher explanation while showing how to write properly and the ways to do it. Students will take notes on what they see and the instructions the teacher gives. They will see the video twice. Students will describe it orally.

Product: A description of how to learn Shodo writing

Time: 15'

Work Modality: whole class

Attachment No. 5 (video)

<https://www.youtube.com/watch?v=6QL5M9Bem54>

SESSION 3 (2 HOURS)

Activity 8: Formalizing writing (passive voice revision)

Objective: To identify the passive voice from a listening transcript

Description: Students will receive a paper with the transcript from last class listening about Kung-Fu. They will listen to it again while reading along the transcript so they will identify and underline the examples. T. will briefly explain how a passive voice sentence is organized. Once the listening is finished students will share their findings with the class and T. will use those examples to show the use of the grammar structure.

Product: an underlined listening transcript with the passive voice

Time: 20'

Work Modality: Individual, whole class.

Attachment No. 6 (Transcript)

1

Every day, the ancient Shaolin temple is visited by hundreds of tourists. They come from all over China and from every background. There are soldiers, business people, retired people, and young couples. In particular, there are parents with excited children who are punching and kicking. Most people have learned about Kung Fu from movies and TV, so they all come to the Shaolin Temple to see the place where Kung Fu began. According to history, people started learning Kung Fu at the Shaolin Temple in the fifth century. Since then, Kung Fu teachers have taught generations of students.

2

Nowadays, the name Shaolin is known across the Kung Fu world. It is a brand and a multimillion dollar business. Shaolin products are sold from the website. There are movie and TV projects, and Kung Fu demonstrations are given by groups of Shaolin performers. As a result, the Shaolin Temple has started a new interest in Kung Fu, and it is taught in hundreds of new schools in China. In the city of Dengfeng, for example, six miles from the Shaolin Temple, more than 50,000 students are enrolled at one of the sixty martial arts schools.

3

For six days a week, eleven months a year, the school schedule starts early and finishes late. Male and female students as young as five get up early for their first class. They always wear red uniforms and stand in rows, practicing Kung Fu. Many of these students have seen Kung Fu at the movies, and they dream of becoming a Kung Fu movie star or a famous kickboxer. Others want to learn the skills they will need for a good job in the military or on the police force. Some students are sent by their parents because the schools are well-known for their hard work and discipline. At night, the students sleep in unheated rooms. They train outside even when the weather is below freezing. They hit trees to make their hands stronger and the movements are repeated again and again for hours on end.

Activity 9: Using the passive voice

Objective: To complete a short text using the passive voice

Description: Students will receive a short text called “Adult Education” taken from their textbook. The text has incomplete sentences; students will fill them in using the proposed verbs in brackets according to the passive voice structure. T. will pick it up. Extra examples for clarifications will be given if necessary.

Product: A text completed using passive voice

Time: 15’

Work Modality: Individual

Attachment No. 7 (Text)

Nowadays, more and more adults ¹ _____
 (enroll) in courses. Some of them ² _____
 (send) by their employers to acquire new
 skills. Others want a change of career, so new
 qualifications ³ _____ (need). For many
 adults, learning ⁴ _____ (not / see) as
 something only for school children. Studying a
 subject can be fun and a good way to socialize.
 And these days, many courses ⁵ _____
 (not / take) in a face-to-face class. Many adults are
 studying more by distance, or online,
 learning. Books ⁶ _____ (send)
 to their home. Course material
⁷ _____ (email) by their
 online tutor. In some courses,
 the lessons ⁸ _____
 (teach) by videoconference.
 Clearly, education doesn't
 have to stop when you
 leave school!



Adult education

SESSION 4-7 (2 HOURS)

Activity 10: Building my own concept of learning.

Objective: On the bases of the revised learning processes, reflect about your own concept of learning, what to learn and how to do it.

Description: Students will work on the concept of learning on an online wall; they will create their account and log in to have access to the teacher's wall. The website is called Padlet; it provides easy to use menus and tools to post plain texts and multimedia content too. There will be two available walls where students will work; once they finish the activity on Wall 1, they will continue on Wall 2.

Product:

Wall 1: Students will freely reflect on their own concept of learning, and bring to mind a past learning experience. They will find one available example written by the teacher.

<https://padlet.com/aramos5/k9d4r9xxxw1v>

Wall 2:

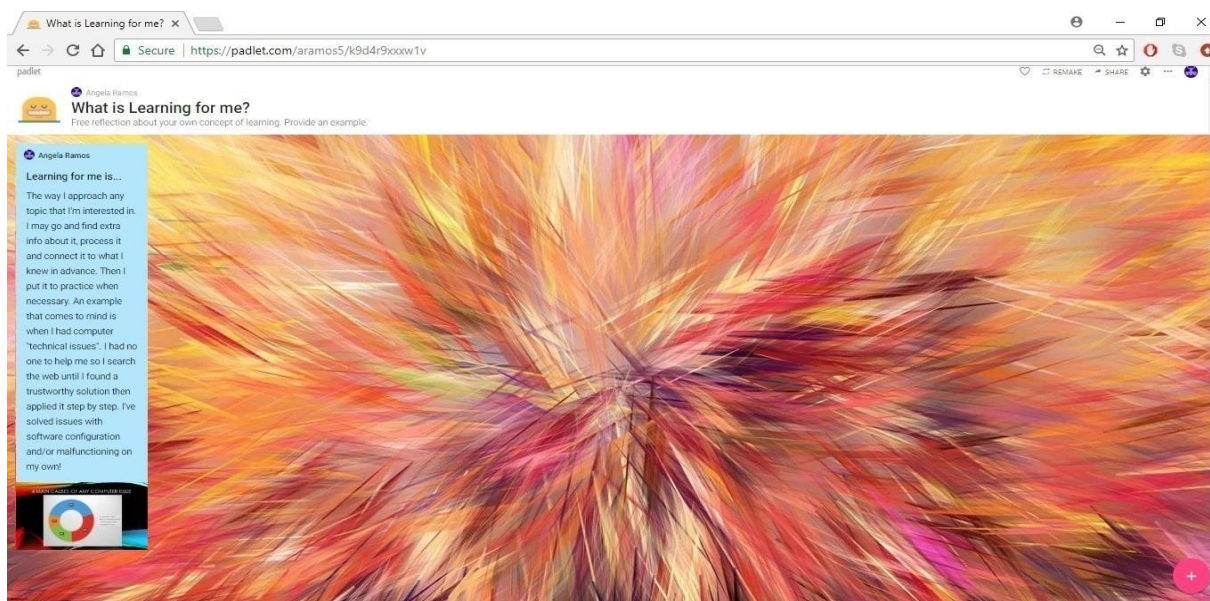
Part 1: Students will read three reflections as examples, and then they will write theirs about the way they learn best. They are also provided some useful materials in order to develop their argumentative texts. This text will be analyzed in terms of text structure, arguments/supporting ideas organization, and ideas development.

Part 2: Students will record these thoughts in an audio file that they will attach to their text to be socialized with the whole group through the wall.

<https://padlet.com/aramos5/ax24tdutmdd>

Time: 120'

Work Modality: Individual, whole class.



The screenshot shows a Padlet board titled "How do I learn best?" by Angela Ramos. The board features three columns of student reflections and a central diagram.

STUDENT A
My idea of learning is connected to knowledge. I believe to learn is to acquire knowledge about the different subjects we can study in school or university. If you do not understand the world around you, how can you live in it? It's very important to learn History, Science, Mathematics and Languages to live in society.

Through History you know about different conflicts and events that happened in the world and how they affected communities. Learning Science helps you to understand, for example, how your body works, nature, and plants. In this way you will understand what an eclipse is and why it happens, so that you are not scared at the moment one takes place; you will know that is not the end of the world. Learning Mathematics helps you to calculate distances and quantities, to gain the capacity of making a good use of the money and not be an easy victim.

Finally, languages exist as the result of a necessity: to communicate with other communities, in order to extend and keep relationships. You need to know how to express yourself properly, according to context, you need to be able to pass the message you aim to.

In conclusion, it is important to learn about many topics and I learn best when teachers teach me all these important concepts in a clear way.

STUDENT B
My idea of learning is related to how much experience I have during my life. I think that learning is to try new things I did not know before.

The way to understand the world is to experience it. For example, I cannot know, for sure, if you like apples if you have never tried them, right? Similarly just like a little baby learns that after falling he/she can stand up again and continue walking. This is why it is very important to learn practical things that will help me in life: learn how to cook, how to do your taxes, or how to defend yourself, etc. It is a fact that food isn't cooked on its own and when you go to live abroad, you will need to know how to do things.

On the other hand, you also need to know things to help others, for instance, what if there's someone in danger of drowning and you cannot help because you do not know how to swim? A life can be lost for that simple reason. Through reading books you won't learn how to swim, necessarily you need to get into water. As it can be shown, the most important lessons are not always the academic ones. Academy is not enough to cope with many daily human beings requirement.

In short, for me the best way of learning is through experience. Many things I have learnt in the practice have been very useful, while many others I learnt at school I have already forgotten because I never needed them in life.

STUDENT C
My idea of learning involves many aspects. On one side we may need important information about how the world functions and, on the other hand, we also need to learn from experience.

Learning is for me a complex process in which we get appropriated of ways to explain and see the world around us. The way we approaching this knowledge can be more practical or more technical depending on the context and the purpose of the action to carry out.

This idea can be illustrated with examples: you can learn that water freezes when it is taken to the refrigerator through experience or at school. The difference is that at school you could learn why this phenomenon happens. As seen, what is important when learning is not the way you learn but the way you assume this learning and what you do with it.

Given these points, the best way to learn for me is to be open and flexible to what the world offers us to learn in the everyday life, but also what the world offers us through the academy. This combination helps us to be critical and see the good and the bad in the lessons we live.

Argumentative text structure
The diagram shows a pyramid structure for an argumentative text, with levels from bottom to top: Introduction, Thesis, Arguments, Counterarguments, and Conclusion.

Fact VS Opinion
<https://www.youtube.com/watch?v=1NqJg2Lx4Ks>

Writing a topic sentence
<https://www.youtube.com/watch?v=LzDQzpfu0>

Connectors
<http://www.smart-words.org/linking-words/linking-words.pdf>

SESSION 8 (1 HOUR)

POST-TASK

Activity 11: Peer Correction

Objective: To analyze peer work in search of common mistakes regarding grammar or meaning

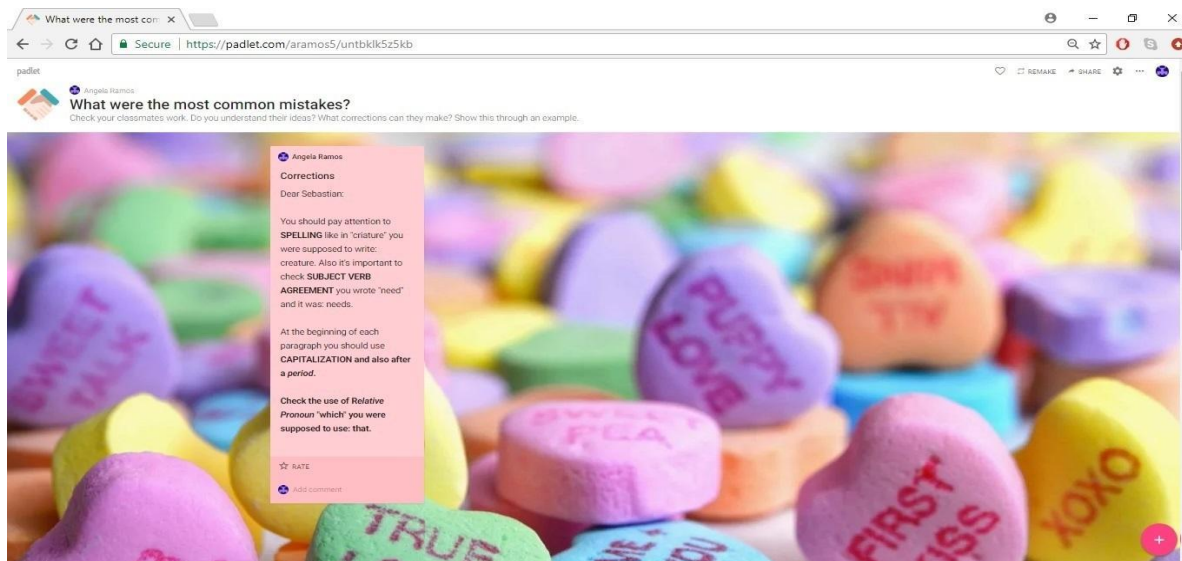
Description: Students will choose one of their peers' texts to read and analyze, they will focus on grammar and meaning issues. They will support their comment with examples taken from the target text. They should avoid going over the opinion established in the text.

Product: An analysis about a peer's argumentative text

<https://padlet.com/aramos5/untbklk5z5kb>

Time: 30'

Work Modality: Individual, whole class.



SESSION 9 (1 HOUR)

Activity 12: Final Reflection

Objective: To reflect about the whole task cycle

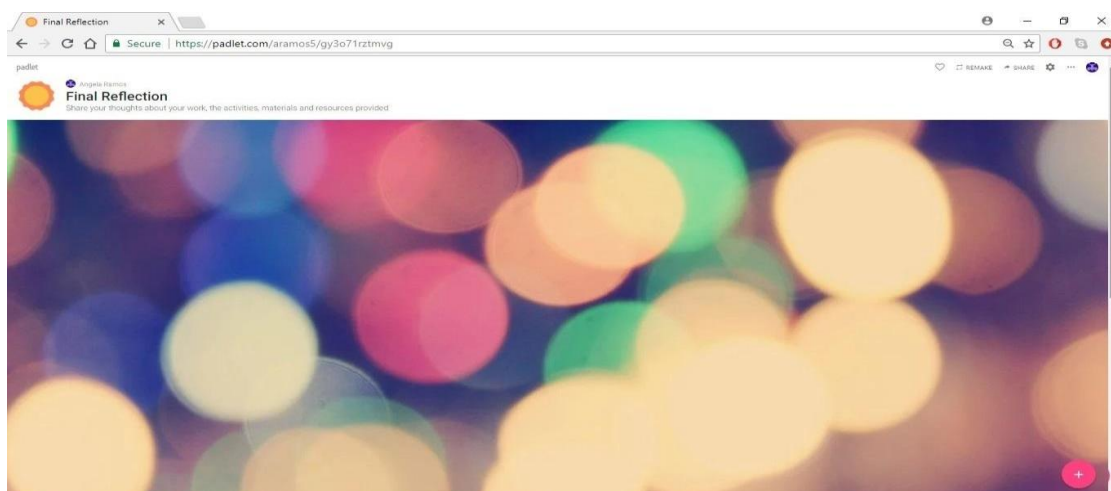
Description: Students will post a free reflection about their work, the activities, the materials and the resources offered during the learning task cycle. They may refer to their previous expectations and the outcomes, even their feelings regarding the whole experience.

Product: A reflection about their own learning process.

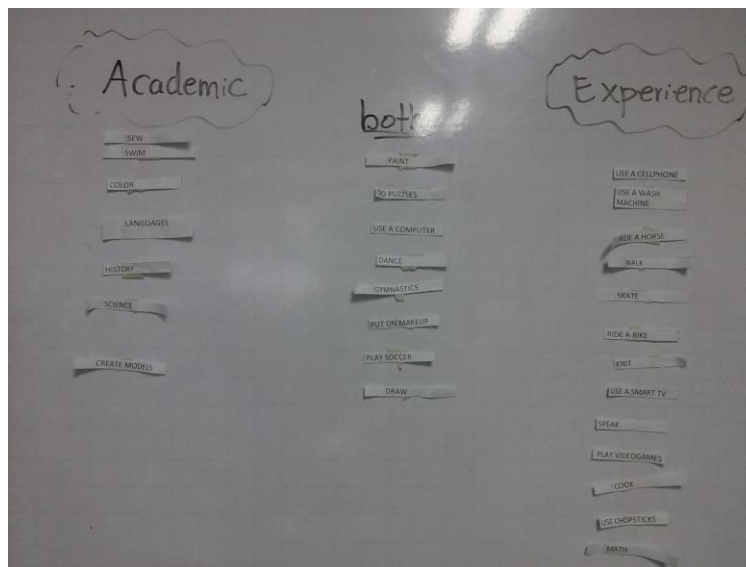
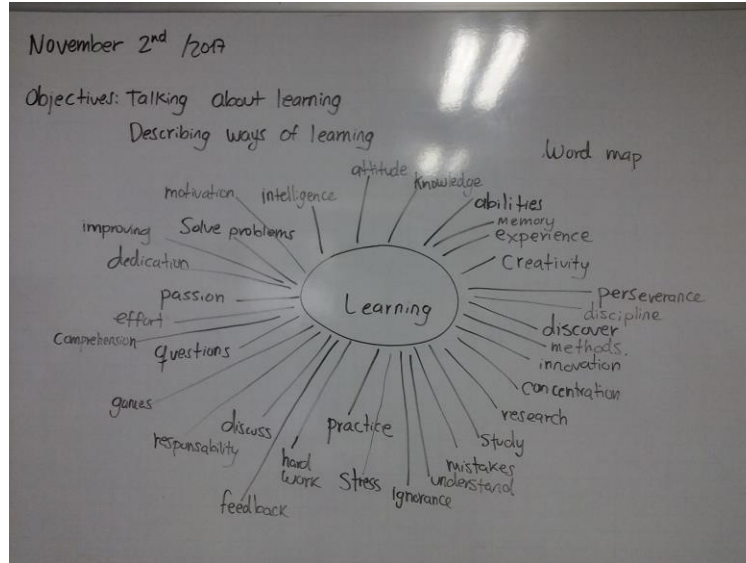
<https://padlet.com/aramos5/gy3o71rztmvg>

Time: 30'

Work Modality: Individual, whole class.



Annexe 5 Task physical material scans



Carlos Fernando Millán Salcedo

What is learning for you?	What does it implies?
Learning is a process which you acquire knowledgements and abilities to do something that you didn't know before	It requires motivation, many times it needs someone who knows to be a tutor for the person

Name: Tatiana Libreros S.

Course: Pre Independent 3

What is learning for you?	What does it implies?
Learning is the way of discover new things through the experience.	It implies two things: - Be able to learn and put into practice the knowledge. - Be a guide for the person who needs help to learn something that you can dominate.

Sebastián Galíndez

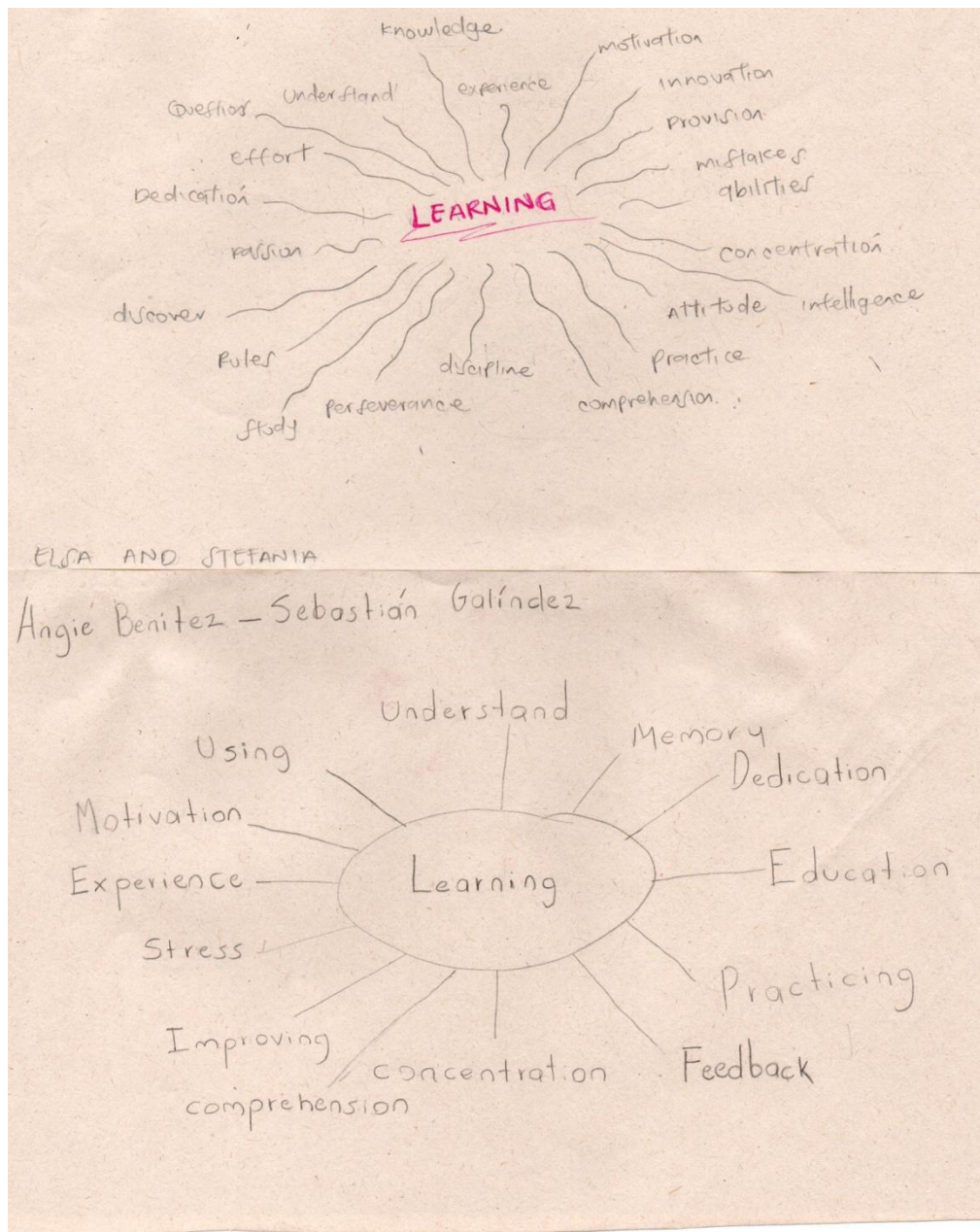
What is learning for you?	What does it implies?
Understand by acquiring New skills to do something you can't before	Read - Comprehension Analyzing - Retrofeed Practicing - Dedication

What is learning for you?	What does it implies?
Learning for me is know new things all days that contribute new experiences and knowlege for you life	you can learn anything, but you have to have love, discipline, attitude and that you really want do it.

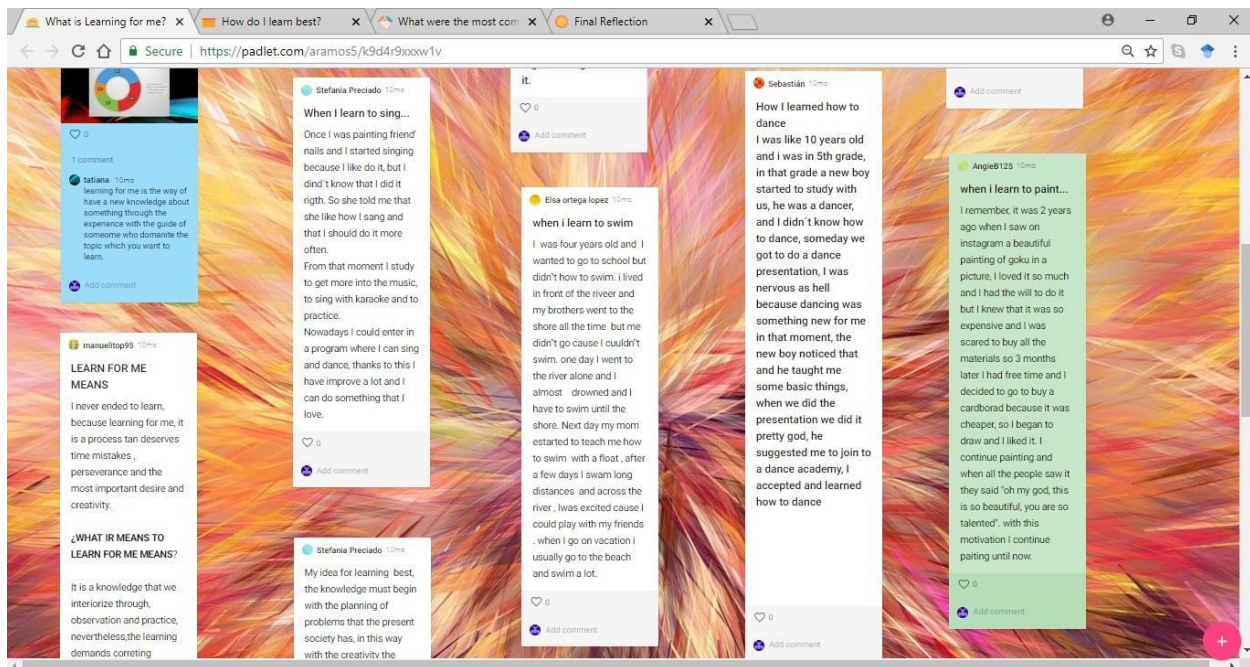
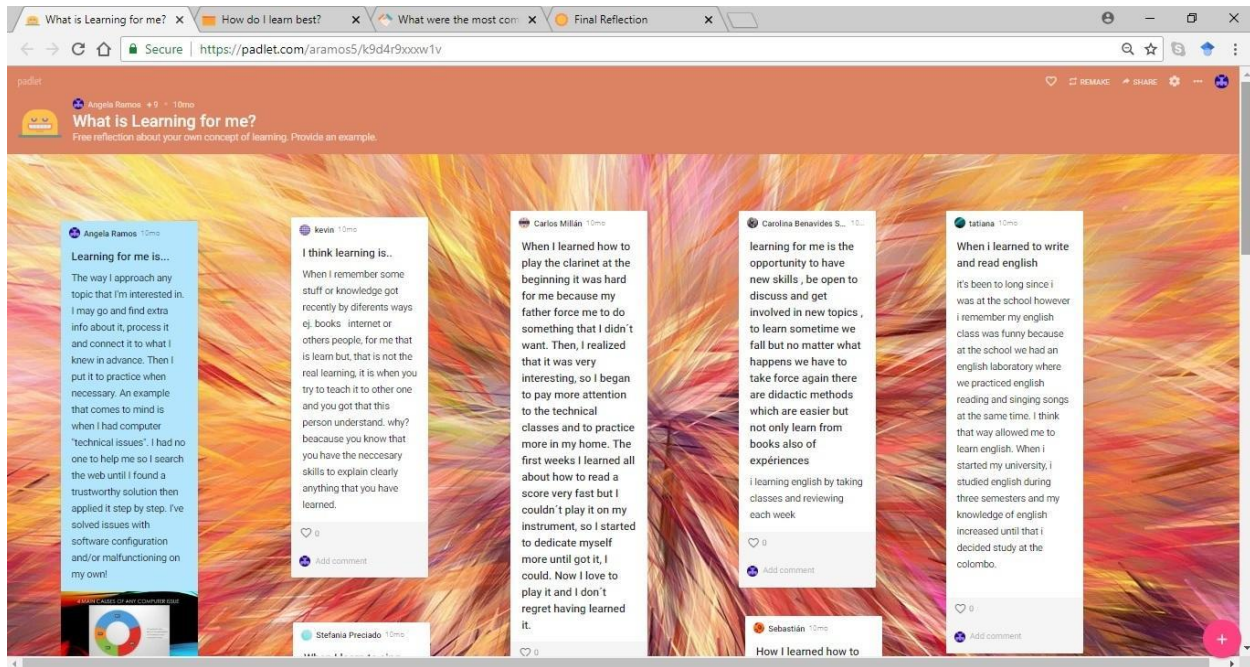
Stephanie Preciado Estacio

What is learning for you?	What does it implies?
Learning is understand some ideas about whatever of the life that are important, and have this knowlege for a lot of time	concentration memorie hability.

Ange Juliana Benitez



Anexxe 6 Task Padlet online walls screenshots



What is Learning for me? x How do I learn best? x What were the most com x Final Reflection x

Secure | <https://padlet.com/aramos5/k9d4r9xxw1v>

WHAT LESSON I LEARN ?
the most important for me learning is for life, for example, learn from my mistakes, learn to overcome difficulties, and make intelligent and positive relationships, after, i want knowledge the school university and other people.

Finally, learning for me is a challenge of my mind, emotions, and physical body, which in reality i apply, and in effect, knowledge arises, and these last is where my knowledge is born

the creativity is the best way the learning and solven problems than the society want develop for evolution and adaption a new changes

finally, i think than for learning best, should first know what is the problem, after, create a plane, also, the most important create solven a problems the society.

by: emanuel orange

Vocaroo | Voice message
vocalaroo

What is Learning for me? x How do I learn best? x What were the most com x Final Reflection x

Secure | <https://padlet.com/aramos5/ax24tdutmd>

How do I learn best?
Read the sample reflections and create your own with the help of the provided materials.

STUDENT A
My idea of learning is connected to knowledge. I believe to learn is to acquire knowledge about the different subjects we can study in school or university. If you do not understand the world around you, how can you live in it? It's very important to learn History, Science, Mathematics and Languages to live in society.

Through History you know about different conflicts and events that happened in the world and how they affected communities. Learning Science helps you to understand, for example, how your body works, nature, and plants. In this way you will understand what an eclipse is and why it happens, so that you are not scared at the moment

STUDENT B
My idea of learning is related to how much experience I have during my life. I think that learning is to try new things I did not know before.

The way to understand the world is to experience it. For example, I cannot know, for sure, if you like apples if you have never tried them, right? Similarly just like a little baby learns that after falling he/she can stand up again and continue walking. This is why it is very important to learn practical things that will help me in life: learn how to cook, how to do your taxes, or how to defend yourself, etc. It is a fact that food isn't cooked on its own and when you go to live abroad, you will need to know how to do things.

STUDENT C
My idea of learning involves many aspects. On one side we may need important information about how the world functions and, on the other hand, we also need to learn from experience.

Learning is for me a complex process in which we get appropriated of ways to explain and see the world around us. The way we approaching this knowledge can be more practical or more technical depending on the context and the purpose of the action to carry out.

This idea can be illustrated with examples: you can learn that water freezes when it is taken to the refrigerator through experience or at school. The difference is that at school you could learn why this phenomenon

Argumentative text structure
GRADE

Fact VS Opinion
<https://www.youtube.com/watch?v=1Ngj2Lx-Ks>
GRADE

Stefania Preciado
Learn is acquire new knowledge about different things, implementing our skills and attitudes to carry out activities that are of our interest.

Writing a topic sentence
<https://www.youtube.com/watch?v=LLz0XgzqFu0>
GRADE

Connectors
<http://www.smart-words.org/linking-words/linking-words.pdf>
GRADE

How do a human being learn
Sebastian Galindez

Have you ever asked yourself how we had survived being one of the most vulnerable criatures in nature? Is because of our learning and adaptation ability, the human being need practical and also academic knowledge.

this means that depending on the problem you have to solve, you'd choose which learning way is the best, the most efficient form of knowledge (practical or academic) depends on how is the easiest way to find the answer which you need.

for example you can't learn by practice how to do quantum chemistry, in this case the most efficient way

how do i learn best ?
i think of learning the main factor is be open to any type of teaching personally i think is necessary academic and experience .

for example the solution problems of live is only experience because in the school is not possible learn this .

is different through the experience you can solution the math problems or chemical formulas this is only academic

i think to learn involved the two aspects sometimes we use academic reasoning in another moment the way to understand the world is to experience

By : carolina benavides

What is Learning for me? x How do I learn best? x What were the most com x Final Reflection x

Secure | https://padlet.com/aramos5/ax24tdutmd

you to understand, for example, how your body works, nature, and plants. In this way you will understand what an eclipse is and why it happens, so that you are not scared at the moment one takes place; you will know that is not the end of the world. Learning Mathematics helps you to calculate distances and quantities, to gain the capacity of making a good use of the money and not be an easy victim.

Finally, languages exist as the result of a necessity; to communicate with other communities, in order to extend and keep relationships. You need to know how to express yourself properly, according to context, you need to be able to pass the message you aim to.

In conclusion, it is important to learn about many topics and I learn best when teachers teach me all these important concepts in a clear way.

GRADE

your taxes, or how to defend yourself, etc. It is a fact that food isn't cooked on its own and when you go to live abroad, you will need to know how to do things.

On the other hand, you also need to know things to help others, for instance, what if there's someone in danger of drowning and you cannot help because you do not know how to swim? A life can be lost for that simple reason. Through reading books you won't learn how to swim, necessarily you need to get into water. As it can be shown, the academic ones, Academy is not enough to cope with many daily human beings requirement.

In short, for me the best way of learning is through experience. Many things I have learnt in the practice have been very useful, while many others I learnt at school I have already forgotten because I never needed them in life.

GRADE

how do I learn best?

Learning for me is a

This idea can be illustrated with examples: you can learn that water freezes when it is taken to the refrigerator through experience or at school. The difference is that at school you could learn why this phenomenon happens. As seen, what is important when learning is not the way you learn but the way you assume this learning and what you do with it.

Given these points, the best way to learn for me is to be open and flexible to what the world offers us to learn in the everyday life, but also what the world offers us through the academy. This combination helps us to be critical and see the good and the bad in the lessons we live.

GRADE

Stefania Preciado

Learn is acquire new knowledge about different things, implementing our skills and attitudes to carry out activities that are of our interest.

For this reason, learning is a very important factor, because this is how we manage to develop in the life. This process can be carried out in two very different, but very important ways, which are through education and through experience.

Learning through education is when we go to the school or university to discover new methods or concepts about a topic. For example, when we go learn solve equations in math, we need have knowledge about the signs like addition, subtraction, multiplication, division and knowing in which situation we must apply any of these.

how do I learn best

Learning is a complex process which you acquire the enough abilities to do something and it needs both knowledge and experience to be effective. In many cases it requires more one thing than the other, but both are important.

Throughout history people have learned many things by experience, but they have developed techniques to improve them to get a better life quality, and it has been possible by the academic knowledge, for instance the machines, the technology devices, the buildings, etc.

On the other hand, experience is very important because there are many things that require to be done many times until get them, such as swimming, riding a bike, etc, but there are people who like to read about how to do something and get

knowledge(practical or academic) depends on how is the easiest way to find the answer which you need.

for example you can't learn by practice how to do quantum chemistry, in this case the most efficient way to learn quantum chemistry is by theory, but if you want to learn how to score a free kick theory won't be the best way to learn how to do it.

given these points we could say academic and empirical knowledge are necessary for the human being, but it depends mostly on which one is the best and most efficient way(academic or practically) to give you the answer you're looking for.

two aspects sometimes we use academic reasoning in another moment the way to understand the world is to experience

By : carolina benavides

Vocaroo | Voice message vocaroo

GRADE

The best thing is learning

Learning is the best thing that you can do in your life is amazing learn new abilities, cook, swim, new language, drive a car or whatever and some sciences or specializations cause these things can help you in some situations in your life but is important to have a

What is Learning for me? x How do I learn best? x What were the most com x Final Reflection x

Secure | https://padlet.com/aramos5/ax24tdutmd

extend and keep relationships. You need to know how to express yourself properly, according to context, you need to be able to pass the message you aim to.

In conclusion, it is important to learn about many topics and I learn best when teachers teach me all these important concepts in a clear way.

GRADE

My idea for learning best, the knowledge must begin with the planning of problems that the present society has, in this way with the creativity the problematica is approached, that soon will be solved for me the knowledge the construction, it is learning.

the learning should practice in the society, because, the knowledge they would be just ideas, and they

most important lessons are not always the academic ones, Academy is not enough to cope with many daily human beings requirement.

In short, for me the best way of learning is through experience. Many things I have learnt in the practice have been very useful, while many others I learnt at school I have already forgotten because I never needed them in life.

GRADE

how do I learn best

Learning is something that is easy to acquire. In order to acquire a good learning, it has to take a lot of discipline and commitment. That's why the great geniuses of history have had great success because they were disciplinados and obtained a great learning

Why do I say this? In the time of the caverns, there weren't people who teach other how to do something, of course They were discovering the first inventions on their own, but who helped this continue for centuries and centuries? obviously they didn't call them teachers, it can be, their mothers, fathers, brothers, some relative or friends who told

education is when we go to the school or university to discover new methods or concepts about a topic. For example, when we go learn solve equations in math, we need have knowledge about the signs like addition, subtraction, multiplication, division and knowing in which situation we must apply any of these.

Learn with experience is the ability we have to do an activity through practice, skill and dexterity. For example, When we go learn to ride skates it isn't necessary to know any theory, it is simply to practice to get the aptitude and fall less in the next few attempts.

As a conclusion the above, it is meant to imply that both methods are important to have a good learning, since they are a complement to have clear terms and fully understand the subject that is being addressed.

knowledge, for instance the machines, the technology devices, the buildings, etc.

On the other hand, experience is very important because there are many things that require to be done many times until get them, such as swimming, riding a bike, etc, but there are people who like to read about how to do something and get knowledge and then put it on practice and it results effective.

For example, in my career it's very important to know the academic methods and techniques, and it's also important to how to operate a machine, if you don't now the academic knowledge you can't understand the results that the machines give you, and if you don't have experience you can make a mistake which can end in a tragedy.

So, to conclude experience and knowledge are two methods that must go hand in hand to achieve good learning.

best and most efficient way(academic or practically) to give you the answer you're looking for.

LEARNING

GRADE

How do I learn best

My idea of learning is related to the way in which the teacher and schools teach. I think that the best way to teach is not having long schedules and many task a day.

Some studies argue that the time in which a normal person pay attention varies between 90 and 110 minutes, and by the other side the attention

The best thing is learning

Learning is the best thing that you can do in your life is amazing learn new abilities, cook, swim, new language, drive a car or whatever and some sciences or specializations cause these things can help you in some situations in your life but, is important to have a real information and reliable sources. for example if you want to learn to swim you need a person or instructor who can help you how to swim but you dont need more time.

On the other hand, if you are studying psychology is necessary to have a teacher who explain the ideas clearly and solve problems.

Also is important to have discipline, intelligence and interest to learn best and too reading a lot, research.

Doing this things you can learn best and acquire

What is Learning for me? x How do I learn best? x What were the most com x Final Reflection x

Secure | <https://padlet.com/aramos5/ax24tdutmd>

What is Learning for me?

problems that the present society has, in this way with the creativity the problematica is approached, that soon will be solved for me the knowledge the construction, it is learning.

the learning should practice in the society, because the knowledge they would be just ideas, and they would not materialize in reality, in consequence, it would not be learning.

the creativity is the best way the learning and solven problems than the society want develop for the evolution and adaption a new changes

finally, i think than for learning best, should first know what is the problem, after, create a plane, also, the most important create solven a problems the society.

by: emanuel orange

Learning is something that is easy to acquire. In order to acquire a good learning, it has to take a lot of discipline and commitment. That's why the great geniuses of history have had great success because they were disciplinados and obtained a great learning

also learning comes from home learning is also having good manners to be respectful and help and teach what you have acquired during the time you have learned.

creativity can also be a great help to have a good learning and also innovating everything to get new ideas.

very long time ago, in the time of the caverns, there weren't people who teach other how to do something, of course they were discovering the first inventions on their own, but who helped this continue for centuries and centuries? obviously they didn't call them teachers, it can be, their mothers, fathers, brothers, some relative or friends who told how they had done by drawings or stories, so that a long time later, that knowledge lasted and we saw it as history in the schools.

Up to the present time we have to go to the kindergarten, primary, high school and the university. 'If you want to be someone in the life' but let's be honest, with all the technology that there are now, we can do miracles, we can travel, to know more culture, history, art, etc. however there are some subjects (that if you are not a genius) you have to see it in an academic

to know any theory, it is simply to practice to get the aptitude and fail less in the next few attempts.

As a conclusion the above, it is meant to imply that both methods are important to have a good learning, since they are a complement to have clear terms and fully understand the subject that is being addressed.

It is also important that we observe the mistakes that we have in our process and correct them to have a more effective learning. Since we can all really learn that we want, the only thing that we should do persevering, study, practice and have many discipline.

operate a machine, if you don't now the academic knowledge you can't understand the results that the machines give you, and if you don't have experience you can make a mistake which can end in a tragedy.

So, to conclude experience and knowledge are two methods that must go hand in hand to achieve good learning.

By: Carlos

My idea of learning is related to the way in which the teacher and schools teach. I think that the best way to teach is not having long schedules and many tasks a day.

Some studies argue that the time in which a normal person pay attention varies between 90 and 110 minutes, and by the other side the continuous attention can't overcome 15 minutes, after this time the people do not pay attention and do not learn anything.

Besides, the childrens learn much faster. Principally by the experimentation with they environment, according to this, for example, a child that have more free time to play could develop curiosity for a battery and then ask to the teacher and show that discovery to the others students.

in conclusion, we should change our ways to teach in all our country, making

On the other hand, if you are studying psychology is necessary to have a teacher who explain the ideas clearly and solve problems.

Also is important to have discipline, intelligence and interest to learn best and too reading a lot, research.

Doing this things you can to learn best and acquire the best experience of your life.

Elsa...

Vocaroo | Voice message
vocaroo

GRADE

How do I learn best?

Learning is the way to acquire knowledge that will allow to the people comprehend the world discovering and dominating topics.

Therefore, there are two ways of getting learning and both are related with the

What is Learning for me? x How do I learn best? x What were the most com x Final Reflection x

Secure | <https://padlet.com/aramos5/ax24tdutmd>

GRADE

knowledge allows us practical theories and experience it. To illustrate it, we can carry out a discussion about some social topic, and how we have the knowledge of that, we will give the reasons to support our opinions with arguments.

As a result, I assume learning like the way to acquire knowledge through the experience and the academy, because both offers us skills to act in society with the capacity of dominate a topic and having the opportunity of experience it wherever we want. That is why we can learn best.

By: Tatiana

Vocaroo | Voice message
vocaroo

GRADE

What is Learning for me? x How do I learn best? x What were the most com x Final Reflection x

Secure | https://padlet.com/aramos5/untbklk5z5kb

What were the most common mistakes?

Check your classmates work. Do you understand their ideas? What corrections can they make? Show this through an example.

Angela Ramos 10mo

Corrections

Dear Sebastian:

You should pay attention to **SPELLING** like in "criature" you were supposed to write: creature. Also it's important to check **SUBJECT VERB AGREEMENT** you wrote "need" and it was: needs.

At the beginning of each paragraph you should use **CAPITALIZATION** and also after a **period**.

Check the use of **Relative Pronoun "which"** you were supposed to use: **that**.

☆ RATE

Add comment

Elsa Ortega Lopez 10mo

Corrections

Dear Tatiana

You should remember that when use **pronoun** is important to use the capital letter.

For example when you write, I like vegetables is necessary to use it

☆ RATE

Add comment

Sebastián 10mo

Kevin Mendoza's mistakes

1. Some words are not well written for example:

- Learnd - learn
- Overcomer - overcome
- Principaly - principally
- Childrens - Children
- Enviroment - environment
- Acodrding - according
- Batterfly - Butterfly

2. There is a 'missing- Cant - Can't

3. A possessive pronoun isn't right "A child that have more free time..." "A child that has more free time..."

☆ RATE

Stefania Preciado 10mo

Corrections

DEAR EMANUEL:

I think that you should better explain us the subject that you will discuss in the first paragraph, because in some parts the idea is not clear or is not written correctly. For example, first you could explain us what it is to "learn" for you and go clarifying what is the best way to realize good learning.

Also, you have to pay more attention with the words because in some case, you remove some letters or you put them incorrectly. For example: **You wrote:** Problematica, tha, wolud, adaption, firt and plane. **The correct way is:** Problematic, that, would, adaptation, first and plan.

☆ RATE

Add comment

What is Learning for me? x How do I learn best? x What were the most com x Final Reflection x

Secure | https://padlet.com/aramos5/untbklk5z5kb

Angela Ramos 10mo

Sorry peoplee

I think I fix the problem. Please add your individual post.

tatiana 10mo

CORRECTIONS

Dear Carolina:

You should organize the first paragraph because the idea is

Carlos Millán 9mo

Dear Stefania

You should write Learning instead of Learn as first word. In the second paragraph you

On the other hand, I recommend that you observe the structure of the text and complete the body of the paragraph, where you explain and give an example of what you have said throughout the text.

Finally, you should use the capitalization at the beginning of each paragraph and where necessary.

☆ RATE

Add comment

What is Learning for me? x How do I learn best? x What were the most com x Final Reflection x

Secure | <https://padlet.com/aramos5/untbklk5z5kb>

Angela Ramos 10mo

Sorry people

I think I fix the problem. Please add your individual post.

Thank you!

☆ RATE

2 comments

Angela Ramos 10mo
Remember the Reflection too :D

Stefania Preciado 10mo
Teacher, I could put my commentary in the 'final reflection'

Add comment

Tatiana 10mo

CORRECTIONS

Dear Carolina:

You should organize the first paragraph because the idea is not clear for example you can write "I think the main factor of learning is be open to ...".

In the second paragraph you should pay attention with the plural and singular because you are writing your idea in plural "the solution problems of life" and after you are writing about the same topic but in singular "is only experience" so in this case you can change "is" for "are only experience".

In the third paragraph you can add a linking word to connected the experience idea with the things we can do with it, and in the last paragraph you have to pay attention to spelling like in "te" you were supposed to write: the. Also, you can change in the last sentence "to" for "through" because you are talking about the experience so I think is the correct form to talk about it.

Carlos Millán 10mo

Dear Stefania

You should write Learning instead of Learn as first word. In the second paragraph you made a mistake with the word different, because you wrote diferent, and with the word which because you wrote wich instead of which; the mistakes you made are just wrongly written words, because the redaction is good, and the ideas and its arguments are clear and organized.

☆ RATE

Add comment

What is Learning for me? x How do I learn best? x What were the most com x Final Reflection x

Secure | <https://padlet.com/aramos5/gy3o71rztmvg>

padlet

Angela Ramos 5 x 9mo

Final Reflection

Share your thoughts about your work, the activities, materials and resources provided

Carlos Millán 9mo

This three levels were very important for me, because I learned more vocabulary and many things about english that I didn't know before and it helped me to remain other things that I had forgotten, and I also realized that I improved my listening and speaking skills with the videos and conversations; It was also an important tool to my academic life and of course a help to de-stress me from it. Finally, I want to thank everyone (teacher and classmates) because all of you were great and special people for me and I enjoyed to share good moments with you.

♡ 0

Add comment

Tatiana 10mo

My final

I think the website called "paidlet" is a perfect complement with our english learning because many people like me are more visual than others so we need didactic content to learn better. On the other hand, the activities like presentations of the real situations are important because with them we can acquire experience in the pronunciation, that dominates the vocabulary, that implies put into practice all topics that were taught in class.

In my opinion, is the best way to learn because english language is better learned speaking all time with the classmates through real daily situations in the classroom. That method allows us improving our language in many real events.

BY: Tatiana.

Sebastián 10mo

This was an interesting level because of the topics and my partners, I think this level was a little harder than the others I did before, because our teacher taught us more grammar than I was used to in the colombo, but that made it even more interesting, at least for me, I didn't have the materials but my classmates have always helped me (and being more subjective I have to say that I don't know how Angela stand Carlos and me)

♡ 0

Add comment

Stefania Preciado 10mo

I really liked much the kind of learning of this level, because the teacher give us different material for practice. For example, we practiced "the listening" watching many videos and then we did commentaries about that. Also practice "the writing" with the web page where we wrote about learning and we building conversations with the partner in class. Finally, we practiced "the reading" realizing activities in class with the book.

♡ 0

Add comment

The screenshot shows a web browser window with four tabs: "What is Learning for me?", "How do I learn best?", "What were the most com...", and "Final Reflection". The address bar shows a secure connection to a Padlet board. The board's background is a dark blue/purple bokeh pattern with out-of-focus light circles in yellow, orange, and green. A comment by Elsa Ortega Lopez is displayed in a light green box on the left. The comment text discusses her learning experience, mentioning her background, the richness of the learning process, and the teacher's creativity. Below the text are icons for liking (0) and adding a comment. A pink circular button with a white plus sign is located in the bottom right corner of the board area.

What is Learning for me? x How do I learn best? x What were the most com... x Final Reflection x

Secure | <https://padlet.com/aramos5/gy3o71rztmvg>

Elsa ortega lopez 10mo

For me was a accomplished achievement cause I had the opportunity that can explain my ideas freely.

Too I could knew other opinions and diferents concepts about learning. was enriching for me leard that there are different ways of expressing my ideas.

The theacher was creative cause we have many materials and diferents ways to work in class and also practice writing, speaking, reading and listenin too.

In general was a good learning for me...

0

Add comment

+